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Volume 1 Issue 2 of *InterActions: UCLA Journal of Education and Information Studies* represents a multi-faceted, unconventional and *critical* approach to studies in Education and Information Studies. The contributors to this issue come from a diverse set of theoretical and practical orientations. Emerging scholars, tenured faculty, policy analysts, practitioners that include teachers and librarians and activists challenge normative understandings of race, youth, the archive, the Information Society, accountability regimes, research, and access to higher education. Importantly, they also consider the broader social, historical and philosophical integument that informs practices and popular belief systems in our fields of study. Through systematic analyses and thought-provoking considerations, these works or *interactions* speak to critical *interventions* into dominant discourses.

The critical scholar locates and speaks to forms of power and creates openings for alternative possibilities and relations that address social justice, democracy and equity. This is no easy task, but one that we, as editors of *InterActions* commit to in building a sustained and openly accessible forum for scholarly debate, production and consumption through online publishing. As a great deal of scholarly communication continues to move toward electronic formats, (the Association of Research Libraries reports that there are roughly 4,000 refereed electronic journals) those in the academic community need to take full advantage of the mediums made available for disseminating work that pushes contemporary boundaries and standard frames of knowledge into transformative realms of possibility. This is especially important during an era of continuous war, decreased federal and state budgets that place limits on an institution's resources, and increased efforts toward surveillance and legislative control over a scholar's academic freedom.

While online journals grapple with many of the same issues that print journals do, some aspects of online publishing have a unique perspective. We have the flexibility of sharing ideas across a broad audience and of democratizing scholarly publishing by creating an academic culture of open access. Granted, much more work is needed in this area and a true commitment to increasing access and democracy moves well beyond the scope of this endeavor. We do, however, focus our efforts on cultivating an eclectic and open space for critical scholars and global citizens to engage issues surrounding education and information through differentiated, multiple and rigorous viewpoints.

The articles, interviews and book reviews in this issue outline the heterogeneity of the field but they also delineate shared frames for speaking and writing critically about education and information studies. Collectively they reject the anti-intellectualism of initiatives designed to thwart freedom of thought and

they posit alternatives to dominant forms of pedagogy, information discourses, policy design and social science research. We are excited about this issue and look forward to publishing future scholarship in the field that continues to offer alternative and transformative junctures in the academy.