



Critical Questions in Education: Volume 8, Issue 4

Special Theme Issue: Uncovering Youthspaces: Activist Voices, Productive, Materialist Methodologies, and Social Inquiry

The Academy for Educational Studies

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Colleagues and Friends of the Academy:

Before moving onto a quick word about this special theme issue, your regular Academy update: we are ready for Pittsburgh in just a few weeks and making plans for Portland! The Pittsburgh conference is “in the can” as they say and the program will be available shortly. The spring 2018 Call for proposals is available now: deadline for proposals is November 6. Don’t delay! As always, Academy “goings on” can be found on our web site: academyforeducationalstudies.org.

With that, a brief word of introduction for this special issue of *CQIE*.

When Sophia Rodriguez proposed a theme issue on the connections between activism and research, we were momentarily weary and unsure. The weariness is sourced in our record year of publication: 2017 has seen four issues of *CQIE* in print. Whew—a record breaking year. Additionally, this past year has seen us publish a series of special issues (reaching back to 2016) focused on research—and Sophia’s would add to that list. On the other hand, our weariness was quickly restrained: the idea of activism in this moment of our national history is, well, an historically crucial matter. Why might you ask? The most recent list: Charlottesville, Boston, St. Louis (again), and in athletic stadiums around the country...high school, college, and professional, to name only a few.

Our initial weariness has turned into excitement as we consider the national context of “knee-taking” in light of what research can teach us about the American tradition of activism and how research might turn teachers and their students into creators of knowledge rather than simply discoverers of knowledge. Dr. Rodriguez’s special issue takes up social and educational inquiry in the light of our current historic context and in the light of newly considered theoretical perspectives. We are pleased to have this issue as a part of the *Critical Questions in Education* series on educational research.

And so, we leave you to your reading with as always, our wish that you are visited with a good dose of peace.

PAX,

Eric C. Sheffield, Managing Editor

Jessica A. Heybach, Associate Editor