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In this issue of *InterActions*, our authors address themes that reflect, to some degree, a number of important concerns that have been at the forefront of the news in the last year. Although the articles and featured commentaries do not examine the current events themselves, they take up very similar issues, all of which reflect key concerns for *InterActions*. For instance, echoing the success of individuals whose carefully designed research provided the necessary data in working toward repealing the "Don't Ask, Don't Tell" military policy, an article and a featured commentary explore some of the ways that academics can confront normative perspectives and approaches to scholarship in an effort to uphold democratic values and initiate positive social change. Another featured commentary considers the potential role that archiving can play in activism, accountability, and advocacy for a socially and culturally inclusive documentary record. The commentary engages in a discussion of issues that surfaced in the public discourse following Julian Assange's release of classified documents through wikiLeaks. In the way that Assange's actions provided public access to information that unveils matters of historical record, archival activism similarly engages a commitment to public history-making activities. Both endeavors prompt several important questions, including how the selection and preservation of information for public consumption are managed, and how documents and records might shape or restrict the public's understanding of governments' and civil society's actions. Finally, reminiscent of the social movements that swept Egypt and other parts of the Middle East, two articles examine the role of youth in organizing social movements and the challenging cultural tensions that exist within two very different global contexts.

In the article "Latino Youth as Information Leaders: Implications for Family Interaction and Civic Engagement in Immigrant Communities," authors from the University of Colorado, Michael McDevitt, an associate professor in the School of Journalism and Mass Communication, and Mary Butler, a masters student in the Department of Communication, explore how Latino adolescents, in their roles as information leaders, help immigrant families cope with adjustment to a new culture. McDevitt and Butler base their analysis on survey data from high school students and focus group data from both high school students and parents in a northern Colorado immigrant community. The authors discuss the function and nature of the family unit as a locus of information exchange, examine individual members' experiences with the information flow within the family unit, and explore how communication patterns reflect conflicting interests of assimilating to an Anglo culture and preserving the family's Latino culture.

McDevitt and Butler conclude with recommendations for how Latino youth can balance their roles as information leaders with their parents' interests.

Continuing with the theme of youth leadership, Harini Angara, a recent graduate of the Harvard Graduate School of Education, details a case of student empowerment and grassroots collective action. In "The 500 Windows Campaign: A Case Study of a Youth Movement for Educational Resources in South Africa," Angara examines the role of Equal Education, a community-based organization, in convincing local officials to repair 500 broken windows at an impoverished school in Khayelitsha, a township on the outskirts of Cape Town. In her analysis, Angara uses theories of social action as a framework for understanding the factors that led to the campaign's success. Angara's account of the 500 windows campaign offers an inspiring example of youth taking action to change the material conditions of their schools, a first step in the larger effort of working towards equal educational opportunities.

Just as students can impact their educational realities, so too can scholars challenge the research environments of their universities as Robert Rhoads, professor of education at the University of California, Los Angeles, does in his article, "The U.S. Research University as a Global Model: Some Fundamental Problems to Consider." Rhoads traces the development of the U.S. research university through four stages—the influence of German universities in the 1800s, the increasing role of the government in sponsored research during the two World Wars, the emergence of the "multiversity," and the increasing entrepreneurialism within universities—and questions the dominant perspectives and approaches to research that solidified during these periods. In identifying the flaws, Rhoads cautions other countries against the usage of the U.S. research university as a model for transforming their nation's universities. He also offers alternative possibilities for restructuring the contemporary research university.

Creating new research realities and confronting the methodologically conservative stronghold in educational inquiry are what members of the Disruptive Dialogue Project (DDP) aim to do in practice. In their featured commentary, "The Disruptive Dialogue Project: Crafting Critical Space in Higher Education," the four assistant professors, Rozana Carducci at the University of Missouri, Aaron Kuntz at the University of Alabama, Ryan Gildersleeve at Iowa State University, and Penny Pasque at the University of Oklahoma, detail the project's positionality and purpose. As an example of elevating praxis to the level of intervention, the colleagues describe how their shared interest in challenging positivistic research paradigms helped them to organically develop the DDP, a space where they, as emerging scholars, could collaboratively dialogue and enact critical approaches to scholarly work and disrupt the seemingly intractable space of academia.

As scholars connect their work to historical events and situate contemporary scholarship in historical contexts, they may rely heavily on available archival material. The construction of archives, rather than being a neutral activity, can be a highly value-laden endeavor, argues Andrew Flinn in his featured commentary, "Archival Activism: Independent and Community-led Archives, Radical Public History and the Heritage Professions." Flinn, a senior lecturer at the University College London, suggests that certain archival activities can be seen as a form of archival activism that serves multiple democratic purposes, among them providing representation and recognition to populations whose histories may be ignored in mainstream archives.

The articles and featured commentaries in this issue underscore several perspectives that support *InterActions*' mission of promoting alternative and liberatory visions. The articles by McDevitt and Butler and Angara remind us that in order to promote social justice, we must invest in the youth of our world for they are not only the future leaders of our global community; they are powerful agents of change in the present day. Flinn's work stresses the importance of establishing representative and diverse records of history because these archives provide the foundation for examining our human history to understand our problems and progress. Finally, in questioning the research canon within higher education, Rhoads calls for a refashioning of the research university that rightly restores it as a resource of and for the people as opposed to private interests. Carducci, Kuntz, Gildersleeve, and Pasque offer more targeted comments about research and critical scholarship that remind readers that the power for change rests with each individual and can be amplified when we work together.