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Editors' Note

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Since its inception in 2003, *InterActions* has sought to showcase and promote scholarly research in education and information studies, with a focus on social justice, critical inquiry, and interdisciplinarity. As part of this mission, the journal exists as a forum to query institutions of knowledge production as contested spaces, where certain epistemologies and ontologies are recognized or accepted then reified and transmitted from one generation to the next, as others are marginalized or discounted then silenced and forgotten. This issue of *InterActions* brings together multiple perspectives articulating and attesting to the complexity of marginalized experiences within our institutions of higher education and professional training.

The current issue continues this tradition of seeking to give voice to underrepresented knowledge and what constitutes knowledge through a special section focused on the intersection of archival education and human rights, co-edited by Dr. Michelle Caswell and Andrew J Lau, and a pair of articles emphasizing a continued need for critical feminist perspectives in "established" knowledge-bases.

The articles in the special section represent perspectives from multiple vantage points: from a leading scholar and practitioner in the international archival field; from an archival educator seeking to incorporate social justice themes as a framework in the development of professional curricula; and from students reflecting on their experiences in learning the theory and practice of archives through this lens. These articles exemplify how a commitment to social justice and accountability, and the will and resolve to plumb the depths and probe the limits of the archive, might be taken up by successive generations of archival scholars, professionals, educators, and students.

The articles on education probe the complex dynamics of marginality in the university. In "'Class'ifying Ethnicity/Race and Gender," Valerie C. Lundy-Wagner investigates college students' persistence through and in the completion of bachelor degree programs. She argues in favor of quantitative researchers taking into account the ways in which race, ethnicity, gender, and social class as intersect as demographic characteristics that might influence students' completion of their bachelor's degree programs. Elizabeth Hoult explores the limits of academic writing in her article "Escaping the Sham: Authority Moves, Truth Claims and the Fiction of Writings on Adult Learning." Building off of the notion of *l'écriture féminine* (or "feminine writing") as it appears in the work of Helene Cixous, Hoult outlines a strategy for "poetic writing" as a means to resist the

power relations embedded in academic discourse, in professional conventions of scholarship, and in the institutional structures of the university. Locating resilience as a key aspect of transformative learning experiences among adult learners, Hoult critiques the logocentric order of the university and calls attention to the need to pluralize modes of scholarship, methods of reading and writing the academic text, and modes of articulation within the academy.

In highlighting the limits of our institutions of knowledge, the university and the archive in particular, this collection of articles also provides us with conceptual and theoretical tools to work toward making our institutions more equitable and inclusive. In this regard, this collection of articles prompts us to think about the ways in which the liberatory visions at the core of *InterActions*' mission might be enacted.