

Editors' introduction:

Welcome to this inaugural issue of the new *Canadian Social Studies*! This issue constitutes a re-emphasis of the CSS mission. Since its inception, CSS has both drawn from and pointed to the multiple historical, sociological, geographical, and philosophical/theoretical/political perspectives that constitute the field of social studies education. Its purpose has been to provide a forum for the exchange of ideas, research, and classroom activities. With this issue we seek to re-focus CSS to emphasize original, peer reviewed conceptual and empirical studies. While CSS has always and continues to look for contributions that make strong connections between theory and practice, we hope to provide a scholarly outlet that will enhance the depth and breadth of ways we can interpret and enact social studies education. This issue we believe provides a fine example of the mission.

As scholars and teachers, we live in interesting times. How do we help students make sense of what (many) adults cannot? To cite but one example, massive government monies were recently required across the globe to bail out corporate debt accumulated in the speculative arts of casino financial malfeasance. Now, according the G-20 meeting in Toronto (June, 2010), it is the public's educational, health, and various insurances that must carry the resulting cuts allegedly required of a monetary accounting system inherited from the age of imperialism. In such circumstances, are we really served in trying to make sense of our present circumstances by media commentary about socialism and free-markets debates/terrorists versus law? In short, inherited political-economic curricular maps need re-drawing to match emergent realities and to help us to distinguish between possible, probable, and preferable personal and collective journeys.

Re-drawing the maps by which we make historical-contemporary sense of our shared lives is indeed the task taken up by Samantha Cutrara in her piece working with youth exploring historic space. Cutrara reports on her work with adolescents mapping together historical events, people, and place to those identified concepts that serve to connect the particular of their lives to more general: the synthetical moment of doing history. We believe readers will (or, should) be intrigued by the unique combination of literature deployed by Cutrara, combining as it does work from the curricularist Hilda Taba with important insights from those associated with postie theorizing (e.g., Foucault, Derrida) and the psychoanalytically informed scholarship of Joan W. Scott.

Aviv Cohen's piece works with another sense of mapping, the marking of a space without a specific location. Cohen deductively produces a set of paradigmatic ideal types to identify conceptually pure markers that might guide specific enactments of civic education. In doing so, he explores the epistemological and ontological assumptions about individuals, societies, and political action that underwrite classroom work. Readers will be able to use the useful chart of these ideal types to plot where their teaching might be located; although as Cohen notes, no one lives as any one pure type. We should ask, however, whether the assumptions Cohen identifies about people and their societies upon which these types are based should themselves be explicitly explored with students as such are, arguably, the fertile points of inquiry for history and social studies education.

In contrast to Cohen's work on ideal types, Walter Gershon, Carrie Bilinovich, and Amanda Peel direct readers to the entwined messiness of people struggling with the place of race in teacher candidates lives (and the lives of their future students) and in a teacher education classroom. Deploying a methodology of "discensus," the authors – a professor and two of his former students – write about their individual challenges presented by race, specifically the ways in which race always refuses a tidy definition, its tendency to raise the emotional aspects of thinking and identifications and its refusal to be simply "covered" as a topic before moving on to other issues. The authors' frank engagement with their struggles with race match the complexity of the contested concept itself. We invite readers to submit response submissions for publication on this crucial issue that extend and, or challenge the insights provided here by the authors. We will consider such under the section title "loose threads" as we provide a place for entwined conversations lasting over many issues.

Using Collingwood's concepts of the "inside" and "outside" of historical thinking and analysis, Lynn Lemisko invites readers to map the different social, political, cultural and intellectual historical contexts of historical actors' lives. Using youths' diaries, Lemisko demonstrates how teachers can get "inside" the perspective of the diaries' authors to understand classed, gendered and/or ethnic/religious ideologies of the authors' respective historical milieux. Lemisko's use of critical inquiry questions provides a useful framework for educators (and their students) who wish to more deeply interrogate the historical perspectives embedded in first-hand accounts of the past.

Finally, we wish to express our gratitude for the guidance provided by our editorial board, both in terms helping us to articulate *CSS* possibilities, their timely reviews, and in sharing the work of authors collected here with their colleagues.*

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* CSS considers special issues about topics pertinent to history and social studies education broadly construed. Interested guest editors can submit a proposal to one of the editors that includes a working title, a brief abstract (150 words) of the proposed issue, a two-page elucidation of the issue, and a timeline towards publication. Guest editors are encouraged to solicit authors for contributions. All articles will be peer reviewed.