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Editor's Notebook

This edition of *Social Education* provides rich resources for inquiry-based instruction that focuses on major political, economic, and historic issues. It offers readers two important special sections—one on current economic topics ranging from Fed policies to the impact of artificial intelligence, and the other on instructional technology strategies for using valuable online resources in the classroom.

Freedom of the press is a pillar of democracy, but Stephen J. Wermiel points out that there is a "question of how to fit the ever-changing landscape of social media and Internet information sites into an existing First Amendment framework." (70) His Lessons on the Law column examines the history of protections of the freedom of the press and identifies legal issues that may confront the Supreme Court as it deals with less traditional cases involving online communications.

In our Sources and Strategies column, Lee Ann Potter introduces fascinating documents from the online archives of the Library of Congress—personal receipts for expenditures by well-known historical figures—accompanied by suggestions for exploring these and evaluating their significance. In the same column, Meghan Ferriter invites the participation of volunteers to transcribe and tag digitized images of historical texts in the Library of Congress collection.

In our Teaching the C3 Framework column, Peter B. Dow draws on his past experiences both as a social studies teacher and a science educator to emphasize the value of inquiry-based learning. He recommends the use of "materials that naturally invoke student questions, often a neglected priority" (78), as a starting point for class inquiries, and identifies the important distinctions between teacher-directed and student-initiated investigations.

One of the two special sections in this issue, edited by Mark C. Schug and William C. Wood, deals with important economic topics. In the opening article, Jerome Powell, chair of the Federal Reserve, introduces the history and structure of the Federal Reserve System, which has developed to deal with the monetary challenges facing the U.S. economy. One notable feature of the modern era has been the Bank's commitment to transparency about its activities.

What is the likely economic impact of the development of artificial intelligence (AI)? Scott Wolla, Mark C. Schug, and William C. Wood examine whether it "is fundamentally different from previous leaps in automation" (84) and conclude that, as was the case with earlier transformations, it will bring winners and losers. The most significant problem that might arise is that "workers will either lack the skills or the ability to successfully match with the good, high-paying jobs" (87) that will be created by AI-related technology.

The rapidly growing national debt is a major future challenge. The Federal Reserve faces the dilemma that, as it increases interest rates, the result is to increase federal expenditures on interest payments on the debt. Past issues of *Social Education* have included "ghost stories" featuring dreams by central bankers in which they discuss future challenges with famous economists. M. Scott Niederjohn, Mark C. Schug, and William C. Wood present a new ghost story in which two renowned economists, Milton Friedman and Paul Samuelson, discuss possible future scenarios with John Williams, chair of the New York Federal Reserve Bank, which executes the Fed's open-market trades.

Traditional economic models presume that people make economic decisions that are based on rational choices. This assumption has flaws, and the field of behavioral economics has identified several factors that influence people toward less rational choices. Marketing and sales professionals are well aware of these! M. Scott Niederjohn and Kim Holder introduce behavioral economics and explain some of its key findings about human psychology.

At a time when rents for housing have risen rapidly, Joshua Hall and Noah Trudeau note that "rent controls are popular with officials and voters alike." (100) Basic supply and demand models show, however, that rent controls result in a decline in the supply of rental housing, and the inhabitants of cities with strong rent controls often have difficulty finding affordable housing.

Our special section on instructional technology, contributed by Technology Department editors Michael J. Berson and Meghan McGlinn Manfra, keeps readers abreast of new methods and opportunities.

Ilene R. Berson and Michael J. Berson recommend crowd sourcing projects as a means of getting students actively interested in history. Major cultural and historical institutions are now actively inviting assistance in identifying and classifying important documents, and volunteers have participated effectively in a range of projects, such as transcribing nineteenth-century ship logs, researching local newspaper reports on important historical topics, and decoding Civil War telegrams.

As another means of engaging students in historical research, Elizabeth C. Barrow highlights the value of photoblogs, in which students showcase photos and tell the story behind them. She presents a lesson plan based on the C3 Inquiry Design Model that enhances students' abilities to select and analyze suitable photographs.

Asking the question "What's New about Fake News?", Meghan McGlinn Manfra emphasizes the value of using online archives to study newspaper accounts of important historical events as they happened. This can be a powerful antidote to "presentism"—viewing the past through the lens of the present—and can sharpen students' understanding of media bias.

Computational thinking, a term derived from computer science, comprises a set of strategies that can be of real value in the social studies. Thomas C. Hammond, Julia Oltman, and Shannon Salter show how it can be adapted for a wide range of social studies purposes, and offer as examples analyses of maps of the location of Civil War battlegrounds and data on women's participation in Congress.

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at **socialed@ncss.org**