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The History Teacher publishes articles of three general types: (1) reports on promising new classroom techniques, educational programs, curricula, and methods of evaluating instructional effectiveness; (2) analyses of important interpretations, leading historians, historiographical problems, and recent trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use.

Front Cover: Final page from “Conclusions of the Court.” Document from Mendez v. Westminster School District, February 1946. National Archives, Records of District Courts of the United States, ARC Identifier 6277744. <<http://research.archives.gov/description/6277744>>.

Back Cover: Page 14 from “Findings of Fact and Conclusions of Law.” Document from Mendez v. Westminster School District, March 21, 1946. National Archives, Records of District Courts of the United States, ARC Identifier 6277745. <<http://research.archives.gov/description/6277745>>.

The “ordinary” suburban city of Westminster, California lies southeast of Los Angeles less than an hour away on a brisk freeway. Also now home to Little Saigon, the city changed history in 1945, when students and parents demanded equality in education with *Gonzalo Mendez et al. v. Westminster School District of Orange County et al.* In this revolutionary case, U.S. District Court Judge Paul J. McCormick determined that “segregating persons of Latin and Mexican descent in separate schools... is arbitrary, discriminatory, illegal and void...[violating] rights under the Constitution and laws of the United States...” Lasting from 1945 to 1947, *Mendez v. Westminster School District* advanced the country beyond 1896’s *Plessy v. Ferguson* and foreshadowed 1954’s *Brown v. Board of Education*.

This issue of *The History Teacher* begins with Michael P. Marino, who reveals the magnificence disguised as the mundane in “Looking for History in ‘Boring’ Places: Suburban Communities and American Life.” William C. Gibbons, Adrienne Petty, and Sydney C. Van Nort then unlock how to examine educational conflict from multiple perspectives in “Revolutionary Times Revisited: Students’ Interpretations of the City College of New York Student Protest and Takeover of 1969.”

The History Teacher also publishes, as regular departments, reviews of audiovisual materials, textbooks, supplementary readers, and other printed and multimedia classroom materials, with evaluations of their scholarly reliability, formats, and effectiveness of presentation. Reviews are commissioned in advance. Readers interested in contributing reviews should advise the Editor of their qualifications and fields of specialization.

Contributors should follow the forms of citation customary in the historical profession. Submission Guidelines and contacts for *The History Teacher* are detailed in the last page of every issue.

Correspondence regarding contributions to *The History Teacher* and materials for review should be sent to the Editor, *The History Teacher*; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601.

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