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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.

Cover: *Kelly Ingram Park, Birmingham, Alabama.* Photograph by Carol M. Highsmith, 25 February 2010. Library of Congress, Prints and Photographs Division, LC-DIG-highsm-05056. <<https://www.loc.gov/item/2010636933/>>.

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While many historical monuments capture well-known heroes in moments of triumph, the sculptures in Kelly Ingram Park in Birmingham, Alabama include homages to the harrowing and heartbreaking struggles of the Civil Rights Movement.

The U.S. National Park Service's "We Shall Overcome: Historical Places of the Civil Rights Movement" marks Birmingham as the "site of the first mass beatings of freedom riders, [which] was selected by the Southern Christian Leadership Conference (SCLC) for a massive protest campaign. Kelly Ingram Park (historically known as West Park) was an assembly point for participants in the SCLC's Project 'C' (for Confrontation)—sit-ins, boycotts, marches, and jailings designed to end segregation in Birmingham."

In May 1963, after days of demonstrations and mass arrests of both children and adults, police and fire departments unleashed a battery of spraying firehoses, striking batons, and snarling dogs. Drawing the attention of local, state, and national officials, as well as an international audience, the protestors, too, had their moment of triumph when "Local merchants removed their 'whites only' signs and desegregated their lunch counters. The newly elected mayor repealed the city's Jim Crow laws and eventually desegregated the library, city golf courses, public buildings, and finally the schools."

This edition of *The History Teacher* includes the second of a two-part feature on "Race in the United States," beginning with Stewart Waters and Sara Demoiny's "Using Civil War Monuments as a Catalyst for Race Discussions in Secondary History Classrooms," which begins on page 369.

The History Teacher also publishes, as regular departments, reviews of audiovisual materials, books, supplementary readers, and other printed 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.

The History Teacher does not have its own style sheet. Contributors should follow the forms of citation customary in the historical profession. Manuscripts must be double spaced (including all quotations and endnotes), and submitted in triplicate or electronically. Authors are encouraged to supply or recommend illustrations that would enhance the effectiveness of their work in print. Final decisions on manuscripts usually require a minimum of 10-15 weeks. We cannot return articles which have not been accepted unless a self-addressed, stamped envelope was enclosed with the article. The editors, who are the final judges of matters concerning grammar, usage, and other conventions, will edit contributions to conform to the normal manner of presentation in *The History Teacher*.

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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