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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.
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 The newly elected mayor repealed the city’s Jim Crow laws and eventually desegregated the library, city golf courses, public buildings, and finally the schools.”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 Discusisons in Secondary History Classrooms,” which begins on page 369.
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