

The Society for History Education, Inc.

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Back Cover: *Evolution of Our Journal*. Historic cover images from *The History Teacher*. Compiled by Elisa Herrera, 2021.

In celebration of the 55th Anniversary of *The History Teacher*, our front cover features a colorful bouquet of recent issues from the journal. As we reflect on over half a century of our own history, we gaze in awe at the original visionaries who made this journal possible. From seemingly humble beginnings of individual history teachers hoping to improve their craft, we now share a powerful legacy of education, excellence, innovation, and inspiration—all thanks to history teachers.

Continuing the celebration, our back cover charts every evolutionary change to the journal since *The History Teacher*'s first issue in 1967. Beginning with a composite image of the original cover art from Volume 1, No. 1, we then see how the staple binding of Volume 2 (1968-1969) quite literally evolved into a spine for Volume 4 (1970-1971). Next, the book blazed out with a vibrant cover, a bold new logo, and stylized embellishments for Volume 6 (1972-1973), when the journal relocated from the History Teachers' Association at the University of Notre Dame to the non-profit Society for History Education established by teachers at California State University, Long Beach.

In a truly revolutionary shift at Volume 9 (1975-1976), *The History Teacher* transformed itself from a book to a primary source exhibit, curating historical documents and photographs on every single cover going forward. After a slight sizing adjustment for Volume 13 (1979-1980), the journal adopted its modern form for Volume 15 (1981-1982). Aside from adding the "Inc." name suffix to "The Society for History Education" during Volume 39 (2005-2006), the journal held this design for thirty-three years, rotating each issue's cover ink in blue, black, green, and brown.

Forty-seven years after the pamphlet-style first issue, a 200-page, perfect-bound edition of *The History Teacher* launched in full color, featuring thought-provoking historical sources on both front and back covers. Our colorful tradition continues as we now mark our 55th Anniversary.

We hope you and your students enjoy the possibilities presented in this issue of *The History Teacher*, each issue from the past, and every issue in the future. **Please join us in celebrating *The History Teacher*—and, indeed, all History Teachers.**

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.

The History Teacher also publishes 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.

Submission guidelines for *The History Teacher* are available on the final page of this issue. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

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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Jennifer Sdunzik received her Ph.D. in American Studies from Purdue University. She uses a combination of archival, geospatial, and ethnographic methods in her research to understand the legacies of longstanding exclusionary attitudes and policies in the Midwest. She is the recipient of Purdue University's 2019 College of Liberal Arts Distinguished Dissertation Award. Sdunzik is currently a postdoctoral research associate in the Evaluation and Learning Research Center at Purdue University.

Elise Williams lives in New Jersey and is currently in high school. She won first place in the Junior Paper division at the 2021 National History Day contest for her essay, "Lithuanian Awakening: How a Book Ban Rebirthed a National Identity." She loves to read and admittedly likes to rewrite the endings of her favorite books. Her favorite genres are fantasy and historical fiction. In her free time, Williams enjoys writing, gardening, listening to music, and baking. Her favorite subjects are English and History. She also plays the flute and piano.

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55th Anniversary

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thehistoryteacher.org/awards
