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Front and Back Covers: *Images of African American Women Changemakers.* Selections from the Library of Congress “Free to Use and Reuse” portal, which features over seventy-five curated collections on themes such as Teachers and Students, LGBTQ+, Veterans, Disability Awareness, Asian American and Pacific Islander Heritage, Women’s History, Older People, Athletes, and African American Women Changemakers, just to name a few. <https://www.loc.gov/free-to-use/>.

Front: Left to right: (*first row*) Educator and civic leader Maria “Molly” Baldwin, ca. 1885; Labor organizer Lucy Eldine Parsons, 1886; Educator and activist Fannie Barrier Williams, ca. 1885; (*second row*) Abolitionist Harriet Tubman, ca. 1868-1869; Army nurse Susie King Taylor, ca. 1862-1866; Abolitionist Sojourner Truth, 1864; (*third row*) Educator and activist Josephine A. Silone Yates, ca. 1885; Educator and activist Hallie Quinn Brown, ca. 1875-1888; Journalist Lillian Parker Thomas, ca. 1890.

Back: Left to right: (*first row*) Fannie Lou Hamer, 1964; Charlayne Hunter-Gault, 1975; Nannie Helen Burroughs, 1909; Shirley Chisholm, 1972; (*second row*) Barbara Jordan, 1976; Phillis Wheatley, 1773; Frances Ellen Watkins Harper, 1898; Patricia Harris, 1965; (*third row*) Constance Baker Motley, 1965; Frankie M. Lisenby, ca. 1917-1918; Rosa Parks, 1968; Mamie Westmorland, ca. 1899-1900; (*fourth row*) Mary Church Terrell, ca. 1880-1900; Althea Gibson, 1956; Clarissa M. Thompson, ca. 1872; Ida B. Wells, 1891.

Among the incredible images in the African American Women Changemakers collection by the Library of Congress, you will also see an incredible word: *Educator*.

Educators change the world, not through force, not through fear, and certainly not for fame and fortune. While it might be human nature to enrich one’s self, educators have the supernatural ability to enrich our collective society, reaching students, colleagues, community members, and beyond.

The Society for History Education invites you to join us in celebrating educators throughout the world and throughout time. We hope you and your students enjoy the possibilities presented in this special issue of *The History Teacher*, **Teaching for and about Social Justice**.

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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