

From the Editor:

TEACHING HISTORY AFTER FIVE YEARS

With this issue Teaching History closes one era and opens another. As Teaching History begins her sixth year, she passes out of infancy; she has stood the test of time and proven to be one of the most important journals on the library shelves of teaching historians. In the spring issue of 1976, in the first words from that first issue, I shared our mission "to be tapping the minds and imaginations of history educators and publicizing the many methodological and technical processes which have proven successful in the classroom." For five years now Teaching History has worked to fulfill that mission. Along the way you have seen 50 essays on programs and projects that worked or failed to work, four lengthy review essays, countless book reviews, and a variety of teaching notes which have added to our ideas for you and your students. We hope that some of these experiments have proven useful in your teaching.

Teaching History has made a significant impact on her readers and on the teaching profession in five years. Writing for the Newsletter of the Georgia Association of Historians, Gerald H. Davis applauded Teaching History as one of the journals to "open fresh sources for professional historians who seek to improve upon their fifty-minute hours and provide outlets for those who want to share their pedagogical triumphs with distant colleagues as well as with their students." He recommended that all history departments and libraries subscribe to Teaching History. The Newsletter of the Kentucky Association of Teachers of History advised its readers that "Teaching History should be of special interest . . . because it offers something for teachers of history at all educational levels." Many of you have followed this sort of thinking: You have subscribed to Teaching History and you have urged your libraries to add the journal to the list of holdings. We thank you for your support.

Our appreciation goes out, too, to those teaching historians who have cared enough to share their triumphs and troubles with our readers. Like all refereed journals, Teaching History can only accept and publish a small number of the essays that are submitted, but those essays which appear in print convey a sense of concern and a willingness to share ideas which, in time, will help make our profession stronger. One of my greatest pleasures as your Editor is to have "first crack" at reading your essays; I have learned more about teaching in these past five years than ever before and your ideas have helped make me a better teacher.

Finally, I would like to extend my personal thanks to the finest editorial and publication team that any Editor could be blessed to work with. Many men and women have given countless hours and great energy as editorial readers and circulation managers; without them our work would be impossible to manage. They have been a wonderful source of new ideas and constant encouragement for me. Special thanks must go to two people who have been driving forces for these five years. Ronald Butchart of SUNY--College at Cortland has given Teaching History five strong years as Book Review Editor. He has put together the finest review section in any history education journal. Loren Pennington of Emporia State University has been my good right hand as Publication Director of Teaching History. Without his guiding hand in Emporia, his final editing skills, and his ability to manage our finances, Teaching History would still be a dream rather than a reality. Our debt to Loren Pennington is too great to count; we can only say "thank you" and trust that he understands how we feel.

After five years as Publication Director, Loren Pennington has decided to step down to devote full time to his teaching responsibilities and related assignments at Emporia State University. We will miss him and the good work he has done for Teaching History. The assignment as Publication Director for Teaching History has been accepted by Samuel E. Dicks of Emporia State

University. We all welcome Sam Dicks to the Teaching History team and look forward to working with him in the years ahead.

As you can see easily, some things are changing for Teaching History. But many things remain the same. We still invite your work for publication consideration, and as before we emphasize topics related to teaching. Specifically, we seek essays on teaching technology and techniques; trends in textbooks; trends in historical scholarship; philosophical essays on the teaching of history; curricula; and reports on innovative experiments, those that succeed and those that fall short of your goals. We still ask for your steadfast support and for your personal soliciting of manuscripts and subscriptions. On our part, we pledge that Teaching History will continue to be a quality journal of ideas for the classroom as we move into our sixth year and beyond.

Stephen Kneeshaw
Editor, Teaching History