

FROM THE EDITOR

It is crucial for history teachers—from elementary schools through universities—to have a community to which they can turn, sharing excitement and frustration, success and challenges. We need a space where we can gain new insights, pose questions, and work through ideas. For forty-seven years, *Teaching History: A Journal of Methods* has served as one such community. Steve Kneeshaw founded the journal in 1975 with Loren Pennington and Philip Reed Rulon, with Steve serving as the editor from its first issue in 1976 until his retirement in 2015. I have had the honor and privilege of editing *Teaching History* for the past six years, and I have enjoyed and learned from the completion of each issue. Volume 46 is my last as editor. I am pleased to announce that Dr. Jessamyn Neuhaus will take over editorial leadership beginning with Volume 47.

A professor of United States history and popular culture at SUNY Plattsburgh, Jessamyn epitomizes the type of historian for which this journal exists. She is the author of two monographs and a scholar of teaching and learning; she makes teaching a central focus in her research and commits publicly to entering conversations about teaching history at different levels. I look forward to reading what *Teaching History* will bring us under her leadership.

In addition to a new editor in 2022, *Teaching History* will shift its format slightly in the new year. Under Jessamyn's leadership, the journal will publish annually in the fall, beginning in 2022. She and I believe that this new format will enable the journal to maintain the high standards and quality that readers expect. I am confident that Jessamyn will find at *Teaching History* scholarly contributors, dedicated reviewers, and a supportive editorial board, just as I have experienced over the past six years.

The board at *Teaching History* is unique; several individuals have been with the journal practically since its inception. Regardless of their time serving this publication, each member has exhibited dedication and professionalism, and I am grateful for having had the opportunity to work with them. I must extend special thanks to editorial board members Tom Armstrong, David Dalton, and Pamela Riney-Kehrberg. Publishing a journal involves the work of many people, and Chris Lovett and Jacque Fehr at Emporia State University provided me with guidance and good humor prior to their respective retirements in 2020. I thank them both for their dedication to the journal. I also thank Micah Gjeltema, Open Content and Digital Publishing Librarian at Ball State University Libraries. The journal literally could not be published without Micah's support and his patience. And most importantly, I thank Richard Hughes, assistant editor, book review editor, and my good friend. The majority of the special sections we have published in *Teaching History* over the past six years are works of Richard's creation. I thank him for his scholarly ideas, his enthusiasm, and his friendship.

I first encountered *Teaching History* in the 1990s when my father, a historian and history teacher educator, recommended that I read the journal. I look forward to continuing to read *Teaching History: A Journal of Methods* for ideas and inspiration from scholarly teachers.

Sarah Drake Brown
Editor, *Teaching History*