

FOREWORD

In the fall of 1992, supported by colleagues and enthusiastic students, Professor Frank Luttmmer proposed a journal that would publish student papers and documents related to the field of history written, transcribed, and/or translated by students from any department of Hanover College. An editorial board of students was selected to determine which papers and documents would be chosen for the journal, and also to edit them for uniformity of style in preparing the journal for publication. Professor Luttmmer provided support to the editors in the early stages of preparing the journal, while Professor Daniel Murphy helped oversee the final copyediting for the printer.

The inaugural issue of *The Hanover Historical Review* appeared in Spring 1993 and enjoyed great success. The *HHR* flourished for the rest of the decade, but was published only sporadically after Professor Luttmmer's illness and untimely death. At the outset of the 2016-17 academic year, the Hanover College History Department decided to resume publication of the *Hanover History Review*, provided that we could find sufficient support for this project among our students. Twelve of our students immediately volunteered to serve on the *HHR*'s editorial board. Working with this group of eager and diligent students, and now with their successors in 2019-2020, has turned out to be a great joy for us as faculty mentors. The result of their diligent efforts may be found within the covers of this latest volume of the *HHR*.

Throughout the 2019 fall semester, the *HHR* Editorial Board met every other week on Tuesday evenings at 8 p.m. to discuss the 2020 *HHR* Call for Papers and Submission Guidelines, as well as to conduct training sessions for new *HHR* Editorial Board members and also provide grammar, formatting, and editorial training and review for all current *HHR* Board members. The 2020 *HHR* contains, first and foremost, essays on historical themes written and submitted by Hanover College students. Some of these were written by freshmen, while others were authored by upper-class men and women. An abridgement of an outstanding senior thesis is also published here.

The historical essays included in this year's *HHR* have all been written for classes at Hanover College. All submissions must conform to *The Chicago Manual of Style*. Only Professor Raley knew the identity of the authors until the essays had been twice reviewed by the *HHR* Board of Editors. This anonymity the Board regarded as especially important at a small liberal arts college such as Hanover College, where everyone knows everyone else; beyond this, however, a few of the board members wished to submit their own essays for consideration, and to ensure impartiality here Professor Raley distributed these, minus their authors' names, to other members of the board for anonymous peer review.

Seven specific criteria guide the Editorial Board's review of submissions:

1. Does the essay's introduction effectively set up and present a clear, original thesis?
2. Is the thesis supported with an ample supply of primary and secondary sources, critically interpreted for the reader?

3. Has the author brought forward a fresh interpretation of the evidence that advances current scholarship?
4. Is the thesis restated clearly in the conclusion to the essay? Does the author also add further implications of his/her findings?
5. Are the footnotes/endnotes and works cited page(s) formatted correctly in Chicago Style?
6. Is the writing style clear, fluid, and logical? Does the essay employ strong transition sentences along with connecting phrases and clauses?
7. What specific revisions or additions does the author need to make to improve the article pending its acceptance for publication?

Following the review process, the authors of the submissions were provided with summaries of the board members' comments. The review process, the board decided, would yield one of three ratings: (1) accept for publication as is (or with only minor editing required); (2) revise and resubmit (typically requiring more research and substantive revisions and/or additions as well as reediting the prose and reference notes/works cited pages); or (3) reject for publication. Some authors, of course, chose not to revise and resubmit their work. Those who did revise and resubmit their essays were expected to pay close attention to the comments and suggestions for substantive revisions as well as for the editing of the text and formatting of the notes that had been provided by the Board members in their reviews. The Junior and Senior Editors of the *HHR* took over from here, reading all essays still under consideration again and suggesting editorial grammatical and format changes for consistency and clarity. Professors Murphy and Raley oversaw the final editing of the journal, which initially is being published digitally, but hopefully, will be printed on campus early this fall by Carol Persinger.

The reason for the delayed printing stems from the outbreak of the COVID-19 virus this spring, which resulted in the temporary closing of the Hanover College campus and the completion of the winter 2020 semester online. Included here was also the closing of the Duggan Library, so any final additions of research material had to be digitally available. The abrupt transition to online and virtual classes created a considerable amount of stress and a greatly increased workload for both the students and the professors. All of this helps explain why only five student essays have been chosen for inclusion in this year's *Hanover Historical Review*.

Despite the difficulties of the past few months, what we as faculty members have found refreshing has been the seriousness and dedication with which these student editors and also the authors of the articles appearing in this volume have approached their tasks. In the midst of the burdens of daily college assignments, athletic commitments, club and student senate responsibilities, rehearsals for campus musical organizations, community volunteer work, part-time employment, and, finally, digital assignments while working online at home, each gave willingly and freely of his or her time to make this project come to fruition. In the process, these students not only performed a worthy public service, but no doubt also learned a great deal in the process.

For all of these reasons and many more personal ones, we have once again thoroughly enjoyed working with these fine students. We hope that you will share our enthusiasm as you read the articles and documents published within this .pdf file if you are reading the digital version or within these covers if you have the pleasure of reading a hard printed copy.

Daniel P. Murphy and J. Michael Raley
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