

## 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 2023–2024, has turned out to be a great joy for me as their faculty mentor. Most of them have moved on to graduate or professional schools upon graduation from Hanover College.

Throughout the 2023–2024 academic year, the fifteen members of the *HHR* Editorial Board met every other week on Tuesday or Thursday evenings at 7:30 p.m. to discuss the 2024 *HHR* Call for Papers, submission guidelines, review the submissions anonymously, and, finally, edit the articles for publication in their present form. During these meetings, the *HHR* Editorial Board also conducted training sessions for new members and reviews for current members in areas such as grammar, formatting, academic citations, proofreading, and reviewing submissions. Here the senior editors took the lead in organizing and conducting the meetings. Board members also took it upon themselves to set up a booth in the lobby of Classic Hall during October and again in December to advertise the *HHR* Call for Papers. Additionally, members of the Board visited every history class on campus during the fall 2023 semester to share with other students their experiences with getting published and serving on the Board of the *HHR*. These outstanding students did all of this voluntarily and without receiving any college course credit. The result of their diligent efforts and their high standards may be found within the covers of this latest volume of the *HHR*.

The 2024 *HHR* contains essays on historical themes written and submitted by Hanover College students in partial fulfillment of their courses throughout the 2023 calendar year. Two of these were written by first-year students, while the remaining essays were authored by upperclassmen. The depth and breadth of their scholarship attests to the seriousness with which these young historians undertook their research and historical writing. All submissions were also required to conform to *The Chicago Manual of Style*, 17<sup>th</sup> Edition. Only Professor Raley knew the identity of the authors until both the original submissions and their revised versions (based upon the initial reviews) had been reviewed and approved by the *HHR* Board of Editors. This double-blind 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 essays, 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/their findings?
5. Are the footnotes 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. In a few cases, the junior and senior editors of the board assisted student authors of promising essays with additional revisions prior to publication. In the final editing process, the Board of Editors met during the winter and spring terms on Thursday evenings for about two and one-half hours each evening, carefully reading aloud and editing each essay for clarity and uniformity. The final copy of the journal is being published both digitally and in hard copy and will henceforth be available on the Hanover College History Department website at: <https://history.hanover.edu/hhrintro.php>.

In 2022, the *HHR* Board members made one important change to our by-laws in order to incorporate a new member category into our structure. We decided to invite select students to join the Board during the winter semester as freshmen interns. The idea here was that, while the Board to date had consisted of sophomores, juniors, and seniors (in part because a published essay in the journal carried with it an automatic invitation to join the Board), it would be good to invite freshmen who showed exceptional promise and/or who had submitted a paper for consideration to the Board for publication in this year's *HHR* (and who thus might be invited to join the Board the

following year anyway) to serve for a semester as a freshman intern on the *HHR* Board. This practice became even more critical this year with more and more of our students graduating after two or three years at Hanover due to their extensive dual credits upon entering the college. Boaz Hoffer, Sarah Newbanks, Lydia Ponsler, and Sophie Whitham accepted the Board's invitation to serve as *HHR* interns this past academic year. They each served faithfully and contributed in meaningful ways to the discussions as we reviewed the submissions and then edited the final draft of this year's *HHR*. Two of them, Boaz Hoffer and Sophie Whitham, also contributed essays to this year's journal.

For all of these reasons and many more personal ones, I have once again thoroughly enjoyed working with these fine students. I hope that you will share my enthusiasm as you read the articles 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.

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