

Foreword

This issue is devoted to the theme of Teaching History, and follows the path initially broken by our theme issue on Teaching the Bible (Spring 2010). Some months ago we invited a number of scholars who identify themselves as Anabaptist or Mennonite and/or are teaching some aspect of Mennonite history in institutional settings to submit material exploring this broad theme. We invited traditional academic essays as well as personal reflections – pieces arising out of the author’s personal experience. Invitees were not given strict guidelines but were urged to consider such matters as pedagogical challenges and learning opportunities, faith and critical methodologies, scholarly research and the classroom, acceptable and unacceptable instructional agendas, and helpful pedagogical resources. We are delighted with the response to the invitation, and we heartily thank everyone who made a submission. Our hope is that the papers published in this issue will provide a stimulating cross-section of views, engender a lively conversation, suggest directions for the future, and offer useful guidance for practitioners. Also in this issue are book reviews on a wide range of subjects.

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Scheduled for upcoming issues in 2013, this journal’s thirtieth anniversary year, are the Bechtel Lectures by John Roth (“Blest be the Ties That Bind: In Search of the Global Anabaptist Church”), articles devoted to Mennonite writing, including the 2012 Sawatsky Lecture by Julia Kasdorf (“Mightier Than the Sword: *Martyrs’ Mirror* in the New World”), and other pieces that maintain CGR’s reputation as a leading forum for the sustained discussion of spirituality, ethics, theology and culture from a broadly-based Mennonite perspective.

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