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## Letter from the Editors

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### **Abstract**

The Gettysburg Historical Journal embodies the History Department's dedication to diverse learning and excellence in academics. Each year, the journal publishes the top student work in a range of topics across the spectrum of academic disciplines with different mythological approaches to the study of history. In the word of Marc Bloch, author of *The Historian's Craft*, "history is neither watchmaking nor cabinet construction. It is an endeavor toward better understanding." In the spirit of this maxim, our authors strive to elucidate the many facets of human societies and cultures. Whether this research is focused on politics, religion, economics, environmental history, or women, gender, and sexuality studies, the editorial staff is consistently proud of the diverse subject matter we select for publication.

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With the assistance of the Cupola, Gettysburg College's online research repository, and the distinguished college faculty, our authors' work has received both serious scholarly attention and national accolades. Pas authors have gone on to publish follow-up work in refereed journals, and to present their work at undergraduate and professional conferences. The Gettysburg Historical Journal is primarily a student-run organization, and as such, it provides undergraduate students with a unique opportunity to gain valuable experience reviewing, editing, and organizing academic articles for publication. In all cases, authors and editors have also had the opportunity to apply these skills to their future careers, or their work as graduate students.

This eighteenth edition of the Gettysburg Historical Journal continues the tradition of scholarly rigor of past volumes, while broadening both the diversity of historical perspectives and the five methodologies employed by each author. Each of the following

works selected for this edition exemplifies the varied interests of the History students at Gettysburg College.

Jack Lashendock's paper, "A Race to the Stars and Beyond: How the Soviet Union's Success in the Space Race Helped Serve as a Projection of Communist Power," seeks to examine the Soviet Union's success during the Space Race (and subsequently, the global Arms Race) and its place within the larger East versus West conflict which occurred in the earlier years of the Cold War. It was written for Professor Hartzok's "Imperial Russia and the Soviet Union" class in the Spring of 2018.

Benjamin Pontz's paper, "Destroying the Right Arm of Rebellion: Lincoln's Emancipation Proclamation," explores the legal and political arguments Lincoln and his critics proffered and weighs the constitutionality of the Emancipation Proclamation. It was written initially in Professor Allen Guelzo's Civil War survey course.

Lindsay Richwine's paper, "Victoria: The Girl Who Would Become Queen," reviews the early life of Queen Victoria and through analysis of her sequestered childhood and lack of parental figures explains her reliance on mentors and advisors later in life. It was written for Professor Bowman's course, Transformation of 19th Century Europe.

Brandon Katzung Hokanson's paper, "Best of Intentions?: Rinderpest, Containment Practices, and Rebellion in Rhodesia in 1896," reviews how British colonial veterinary practices used to combat a major rinderpest outbreak contributed to a major indigenous rebellion. The paper was written for Professor Bamba's Modern African Environments course.

Abigail Winston's paper "The Role of Music in Assimilation of Students at the Carlisle Indian School" paper discusses the role of music in the assimilation of students at the Carlisle Indian School, drawing from the fields of both history and ethnomusicology to demonstrate that music had a much more profound effect on assimilation than athletics. It was written for her history capstone course "Pennsylvania's Indians" with Dr. Timothy Shannon.

This edition of the Gettysburg Historical Journal also includes a feature piece written by Professor Kathryn Whitcomb that focuses on what has inspired her interest in the history of the Classical period.

The General Editors,

Brandon Katzung Hokanson  
Abigail Major