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Editor's Introduction

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EDITOR'S INTRODUCTION

Having established itself as a beacon of historiographical understanding and undergraduate ambition, one can only imagine my excitement when presented with the opportunity to become Editor-in-Chief of *The Great Lakes Journal of Undergraduate History*. However, to say that this process was not also intimidating would be incorrect. Readership and participation in the *Journal* has extended beyond the University of Windsor's History department, into the wider Great Lakes region and around the world. The fear of doing an injustice to the outstanding individuals who have helped make this journal such a success was, at times, overbearing. However, I have discovered through this year-long endeavour that the limitations undergraduate students (like myself) face are largely self-imposed, emerging from a fear of failure. This self-doubt is indeed conquerable. The very existence of the *Journal*, which thrives on the enthusiasm of undergraduate students, reaffirms this fact; it is limitless in both its scope, and evolution into the multi-platform exploit that it is today, as a result of their exceptionalism.

Prior to embracing this undertaking, I could not have anticipated the immense amount of collaborative effort required to bring a journal of this caliber to fruition. To begin, I would like to acknowledge and thank this volume's Managing Editor, Jonathan Quint, who dedicated his time to reach out to history departments across the Great Lakes region, encouraging them to promote the *Journal* to their eligible undergraduate students. Moreover, he took it upon himself to compile an extensive list of reviewers, who were the first to read through this year's submissions. I must thank these reviewers for meticulously combing through competitive submissions and for providing insightful feedback on each. I would also like to extend my sincerest gratitude to David Johnson and Calin Murgu from the Centre for Digital Scholarship and Learning at the University of Windsor. Their willingness to guide me through the many stages of this process was truly in-

valuable, as their careful supervision helped ensure that I uphold the integrity of the *Journal*. Lastly, thank-you to our faculty readers Dr. Adam Pole and Dr. Guillaume Teasdale for providing their expertise on the published submissions, ensuring they conformed to the high standards of this publication.

If I may impart any insight gained from this experience, it is this: The capacity to inspire heightened interest regarding complex research questions is not a feat reserved exclusively for post-undergraduate candidates. Undergraduate history students in the Great Lakes region have proven that constructive and complex historical inquiry is a thriving reality in academia. I am honoured to have been a part of a publication which highlights the exceptional work of new history students, and confident that this volume will pique your interest, just as it did for me.

Thank-you, and happy reading.

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