



The Concord Review: V25, No. 1, Fall

By Will Fitzhugh

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Essays from a unique international journal of exemplary history research papers by secondary students of history. This issue features: “Comfort Women” was written by Soo-Hyun Jung while attending St. Andrew’s School in Middletown, Delaware. “Iroquois Confederacy” was written by Sara Faruqi while attending The Bearly School in Manhattan Island, New York. “Xinhai Rebellion” was written by Yuqiao Zhao while attending Arcadia High School in Arcadia, California. “Alphonse Capone” was written by Sahil Chatterji while attending Barrington High School in Barrington, Illinois. “Sanitary Reform” was written by Yoo-Jin Oh while attending Concord Academy in Concord, Massachusetts. “Assyrian Genocide” was written by Brittany Arnett while attending Paul D. Schreiber High School in Port Washington, New York. “Southern Zion” was written by Cameron P. Hellerman while attending Friends Academy in Locust Valley, New York. “Niccolò Machiavelli” was written by Alan Ko while attending Northern Valley Regional High School in Demarest, New Jersey. “Huey P. Long” was written by Huvra Mehta while attending Raleigh Charter High School in Raleigh, North Carolina. “Sacco & Vanzetti” was written by Matthew Nolan while attending Sidwell Friends School in Washington, DC. “Eli Whitney” was written by Jen Xue while attending University of Chicago Laboratory High School in Chicago, Illinois.

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Editorial Review

About the Author

The Concord Review, Inc., was founded as a nonprofit corporation in Massachusetts in March 1987 to recognize and to publish exemplary history essays by high school students in the English-speaking world. More than 1,000 history research papers (average 6,000 words, with endnotes and bibliography) have been published from secondary student authors in forty-six states and thirty-eight other countries. The Concord Review remains the only quarterly journal in the world to publish the academic work of secondary students. Many of our authors have sent reprints of their papers with their college application materials, and they have gone on to Brown (25), Chicago (20), Columbia (21), Cornell (16), Dartmouth (20), Harvard (120), Oxford (13), Pennsylvania (23), Princeton (63), Stanford (38), Yale (98), and a number of other fine institutions, including Amherst, Berkeley, Bryn Mawr, Caltech, Cambridge, Chicago, McGill, Middlebury, MIT, Reed, Smith, Trinity, Tufts, Virginia, Wellesley, Wesleyan, and Williams. We have sent such exemplary history essays to subscribers (students, teachers and librarians) in forty-two states and thirty-eight other countries (Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile, China, Colombia, Cyprus, England, France, Greece, Holland, Indonesia, Ireland, Israel, Italy, Japan, Kenya, Madagascar, Malaysia, Mexico, Nepal, New Guinea, New Zealand, Paraguay, Philippines, Portugal, Saudi Arabia, Singapore, South Africa, South Korea, Sri Lanka, Switzerland, Turkey, Venezuela and Wales). Schools in Bangkok, California, Connecticut, Georgia, Massachusetts, New Hampshire, New York, Singapore, Texas, Vermont and Virginia have had class sets of the Review, and teachers are using these essays as examples of good historical writing. One girls' school in Monterey, California has had 80 subscriptions for their history students, Singapore American School now has 125 subscriptions, and Bangkok Patana School in Thailand has had a class set for their students of history.

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