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The History Teacher publishes articles of three general types: (1) reports on promising new classroom techniques, educational programs, curricula, and methods of evaluating instructional effectiveness; (2) analyses of important interpretations, leading historians, historiographical problems, and recent

Cover: This photograph of a young man scaling the United States/Mexico border fence near Brownsville, Texas, was uploaded to the Internet by a Wikipedia user in July 2009 <<http://upload.wikimedia.org/wikipedia/commons/7/78/Borderwallbrownsvile.jpg>>. With the assistance of anonymous individuals throughout the world, Wikimedia Commons increased its online collection from over 3 million to nearly 5.5 million digitized, free use media files since last November's issue of *The History Teacher*. The border fence featured in the picture is a contemporary example of the controversial physical barriers throughout history analyzed by Helmut Langerbein in "Great Blunders? The Great Wall of China, the Berlin Wall, and the Proposed United States/Mexican Border Fence," which begins on page nine of this issue.

trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use. Briefer items announcing conferences or workshops for history teachers, other teaching-related special events, speakers, and the like, appear in the Society for History Education's website, <www.thehistoryteacher.org>.

The History Teacher also publishes, as regular departments, reviews of audiovisual materials, textbooks, supplementary readers, and other printed classroom materials, with evaluations of their scholarly reliability, formats, and effectiveness of presentation. Reviews are commissioned in advance. Readers interested in contributing reviews should advise the Editor of their qualifications and fields of specialization.

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