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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: *Headquarters of the National Association Opposed to Woman Suffrage, 1911(?)*. Harris and Ewing, New York City. Library of Congress Prints and Photographs Division. LC-USZ62-25338-DLC. Five men and a woman peer through the windows of the National Association Opposed to Woman Suffrage (NAOWS), organized in November 1911 by Mrs. Arthur M. Dodge. The image is among the Library of Congress collection, *By Popular Demand: "Votes for Women" Suffrage Pictures, 1850-1920*, available at <<http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>>. The Woman Suffrage Amendment, proposing "*The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex,*" was originally introduced to Congress in 1878 and was finally ratified as the Nineteenth Amendment to the United States Constitution in 1920. Mary E. Frederickson reframes the history of women suffragists in the United States and beyond in "Going Global: New Trajectories in U.S. Women's History," which begins on page 169 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.

The History Teacher does not have its own style sheet. Contributors should follow the forms of citation customary in the historical profession. Manuscripts must be double spaced (including all quotations and endnotes), and submitted in triplicate. The manuscripts should be in letter quality type. Authors are encouraged to supply or recommend illustrations that would enhance the effectiveness of their work in print. Final decisions on manuscripts usually require a minimum of 10-15 weeks. We cannot return articles which have not been accepted unless a self-addressed, stamped envelope was enclosed with the article. The editors, who are the final judges of matters concerning grammar, usage, and other conventions, will edit contributions to conform to the normal manner of presentation in *The History Teacher*.

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