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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:** *Magna Carta, 1297* [close-up detail view]. A fragile parchment suffering multiple areas of decay and inscribed with the “dead language” of Latin, this 1297 copy of Magna Carta was auctioned at Sotheby’s for \$21.3 million in December 2007, transferring ownership from billionaire Ross Perot to billionaire David Rubenstein of The Carlyle Group. Winning bidder Rubenstein placed the document on permanent loan to be displayed at the U.S. National Archives. David W. Saxe and Scott Alan Metzger each examine Magna Carta’s extensive historical legacy, with contributions beginning on page 329 and 345 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](http://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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# CONTRIBUTORS

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**Sarah Machiels Bennison** received her Ph.D. in History of Education from New York University, where she is now a visiting Assistant Professor. A historian of education and a former New York City public school teacher, her work has focused on missionary education among Native Americans in the nineteenth- and early twentieth-century West.

**Barbara J. Blaszak** (Le Moyne College), **Fritz Fischer** (University of Northern Colorado), **John A. Shedd** (State University of New York at Cortland), and **Kevin B. Sheets** (State University of New York at Cortland) collaborated to produce a panel presentation on secondary social science education at the 122<sup>nd</sup> Annual Meeting of the American Historical Association in Washington, D.C., “Teaching Teaching while Teaching History: How College Faculty Can Help Their Students Become Better Secondary Social Studies Educators.”

**Stephanie Cole** received her Ph.D. from the University of Florida in 1994, and is currently an Associate Professor of History at the University of Texas at Arlington, where she has taught courses in the U.S. survey, women’s history, and the history of gender, race, and work since 1996. Her latest publication, “‘Neither Matron nor Maid’: Race, Gender, Class, and Marriage in Jim Crow Texas” is forthcoming in a collection of essays honoring southern historian Bertram Wyatt-Brown to be published by University Press of Florida.

**Robert G. Kane** received his Ph.D. in History from the University of Pennsylvania, where he won a Dean’s Award for Distinguished Teaching in 2001. He is currently an Assistant Professor of History at Niagara University in New York, and teaches courses on modern China, modern Japan, the Vietnam War, U.S. foreign relations, and a variety of other subjects.

**Gregory Kosc** is a doctoral candidate at the University of Texas at Arlington, where he is working on a dissertation entitled “Performing Masculinity and Reconciling Class in the American West: British Gentlemen Hunters and Their Travel Accounts, 1865-1914.” In addition to serving as the pilot project manager and research assistant for UTA’s investigation of classroom response systems (CRS) and the development of higher order thinking skills, he has taught the U.S. survey at UTA and other area institutions since 2006.

**Scott Alan Metzger** is an Assistant Professor in the College of Education at Pennsylvania State University. Before earning his doctorate from Michigan State University, he was a high school history teacher in Michigan public schools. At Penn State, he teaches undergraduate social studies teacher education and in the Language, Culture, and Society graduate program. His research interests include history teaching and learning, history in film and popular media, and the sociology, philosophy, and history of education.

**Kurt Mosser** earned his B.A. in History and Philosophy from Southern Methodist University and his Ph.D. in Philosophy from the University of Chicago. His research interests focus on Kant’s *Critique of Pure Reason*, and he has published papers addressing issues

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of grammar and logic in Kant's critical strategy, culminating in *Necessity and Possibility: The Logical Strategy of Kant's Critique of Pure Reason* (Catholic University Press, 2008). Mosser also publishes on Nietzsche, Wittgenstein, feminism, popular music, various class and race issues, and other philosophical topics.

**David W. Saxe** (Ph.D., University of Illinois-Urbana) is an Associate Professor at Pennsylvania State University and teaches History-Heritage Education. He is also Director of the Arboretum at the Penn State Heritage Education Interpretation Project. He taught history in public schools for eleven years, taught history education at Penn State for twenty years, and is a former Member of the Pennsylvania State Board of Education. Considered a national expert on History Standards, Saxe is also author of traditional history textbooks *Land and Liberty I: A Chronology of Traditional American History* and *Land and Liberty II: The Basics of Traditional American History*.

**Maia G. Sheppard** is a doctoral candidate in the Department of Curriculum and Instruction at the University of Minnesota, Twin Cities. She has taught in high schools and worked with community-based education programs in a variety of contexts, from rural Africa to New York City, and recently collaborated with a group of educators to start a small high school for immigrants and refugees in the Bronx. Her research interests are rooted in the role schools, and particularly teachers, play in shaping students' civic identities as active and critical participants in a democracy.