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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: *Untitled, ca. 2001-2002.* A student's hand-drawn cartoon satirizes how some students might "learn history" by watching Hollywood films primarily designed for entertainment and profit. Fictionalized historical accounts have fueled many blockbusters, including recent World War II epics like Steven Spielberg's *Saving Private Ryan* (1998, 169 mins.), Terrence Malick's *The Thin Red Line* (1998, 170 mins.), and Michael Bay's *Pearl Harbor* (2001, 183 mins.). In contrast to the well-received *Saving Private Ryan*, *Pearl Harbor* was widely panned by film critics and historical experts alike, yet nevertheless earned nearly \$200 million at the U.S. box office and another \$250 million globally, for a total of \$450 million (not including subsequent home video sales and rentals). Along with a collection of articles on responsible and effective uses of film for teaching and learning history, this issue features more examples of student-created political cartoons in John H. Bickford III's "Uncomplicated Technologies and Erstwhile Aids: How PowerPoint, the Internet, and Political Cartoons can Elicit Engagement and Challenge Thinking in New Ways," which begins on page 51.

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*.

Manuscripts prepared on electronic word processing devices can dramatically improve the speed and accuracy of text handling. *The History Teacher* can accept many popular word processing formats. Contributors should indicate at the time of first (hard copy) submission if their manuscripts are available in electronic form, identifying the word processing programs and the types of machine upon which the manuscripts were prepared. Upon acceptance, contributors will be informed if the manuscripts can be received in electronic form by *The History Teacher*.

Correspondence regarding contributions to *The History Teacher* and materials for review should be sent to the Editor, *The History Teacher*, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601.

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