

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 44 Number 3

May 2011

Published by The Society for History Education, Inc.

The History Teacher is published quarterly in November, February, May, and August for members of the Society for History Education. Editor's Office: Jane Dabel, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601; PHONE: (562) 985-8759; FAX: (562) 985-5431; E-MAIL: jdabel@csulb.edu. Business, Production, and Subscription Office: Elisa Herrera, General Manager, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: herrera@thehistoryteacher.org WEB: www.thehistoryteacher.org.

Subscription fees: Individuals: U.S. \$32, Canada and Mexico \$41, other foreign \$50; Institutions: U.S. \$63, Canada and Mexico \$72, other foreign \$81; Students with verification of enrollment, and retired individuals: U.S. \$22, all foreign \$31; Lifetime subscription: U.S. \$300, all foreign \$350. All checks and money orders must be in U.S. dollars, drawn on a U.S. bank, and made payable to *Society for History Education, Inc.*

Single and back issues: U.S. \$12, Canada and Mexico, \$15, other foreign \$20. All back issues are available on microfilm from University Microfilms, 300 N. Zeeb Road, Ann Arbor, MI 48106.

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Periodicals postage paid at Long Beach, California, and at additional mailing offices. Publication number: ISSN 0018 2745; USPS number: 957:080; LC number: 74-3356.

Postmaster: Send change of address to The Society for History Education, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601.

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: *Front of "Slave Pen," Alexandria, Va.* Photograph by Andrew J. Russell, ca. 1861-1865. Library of Congress Prints and Photographs Division. LC-DIG-ppmsca-11746. The Library of Congress online catalog entry for this item at <<http://www.loc.gov/pictures/item/2006683273/>> describes a "Photograph showing a Union army guard and other men in front of a building designated Price, Birch & Co., dealers in slaves...Inscribed on item: Building contained numerous cells and a whipping post." Although the Framers of the U.S. Constitution delicately avoided using terms such as "slavery" and "slaves," the slave trading industry capitalized on advertising far less subtle, as evidenced by this storefront sign. Michael Henry analyzes how the Framers' personal and political dealings with slavery were—or were not—presented in American history textbooks in "Sacred and Profane American History: Does It Exist in Textbooks?" which begins on page 405 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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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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The History Teacher is abstracted or indexed in *Historical Abstracts*, *America: History and Life*, *Current Index to Journals in Education*, and *Multi-Media Index*.

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