

*The Society for History Education, Inc.*

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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:** *Blast Furnace, Donora, PA, c. 1940s*. Photograph from the Donora Museum Digital Collection—Smoke and Smog Gallery, California University of Pennsylvania, <<http://www.calu.edu/business-community/teaching-primary-sources/donora-digital-collection/>>. The mines, mills, and manufacturing plants that dot our landscapes often were established following negotiations between industrial corporate bodies and assorted governmental bodies, in conjunction with—or in the absence of—existing legislation. Industrial sites in Donora, Pennsylvania, such as the American Steel and Wire Company’s “blast furnace” featured in this photograph, contributed to an air pollution crisis in 1948 that claimed 21 lives and marked an important historical turning point in corporate, government, and citizen diplomacy, affecting the course of debates over economic, environmental, and public health concerns. Gabe Schroeder presents a historical illustration of the Donora experience and similar incidents in “‘Just Plain Murder’: Public Debate and Corporate Diplomacy in Donora’s Fight for Clean Air,” which begins on page 93.

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.societyforhistoryeducation.org](http://www.societyforhistoryeducation.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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