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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: *Covers, 2008-present.* This array of recent covers from *The History Teacher* includes Volume 42 (2008-2009) through Volume 45 (2011-2012). Noticeably absent from this depiction is the “final” issue, an absence that symbolizes the concepts that the historical process is never “complete” and that historical chronology involves the past, the present, and the future. These and additional covers are available at the Society’s website at <www.SocietyForHistoryEducation.org>, with information about each issue and each cover, as well as links to downloadable images and copyright-free libraries where available. This issue of *The History Teacher* reflects upon the history and development of the journal itself, featuring William Weber’s “The Evolution of *The History Teacher* and the Reform of History Education,” beginning on page 329.

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>.

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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