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The Society for History Education (SHE) is a non-profit organization that was established in 1967. Director's Office: Elisa Herrera, SHE Director; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard - Mailstop 1601; Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: info@societyforhistoryeducation.org; WEB: www.societyforhistoryeducation.org.

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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: *The Professor*. Woodcut by A. S. Seer's Print, New York, 1881. Library of Congress Prints and Photographs Division. LC-USZ62-13516. This image of an educator fleeing his classroom, captioned "I now believe there is a hell," is among the Theatrical Poster Collection at the Library of Congress and is available at <<http://www.loc.gov/pictures/resource/var.1986/>>. This special issue of *The History Teacher* addresses the preparation of preservice teachers who will soon be entering their own classrooms and includes strategies for teachers—both new and veteran—to better incorporate historical thinking and the doing of history in their lessons. An introduction to the special issue by Guest Editors Tim Keirn and Daisy Martin begins on page 489.

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.

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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CONTRIBUTORS

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Robert “Bob” Bain is an Associate Professor with a joint appointment in the School of Education and the Department of History at the University of Michigan, and the Chair of the Secondary Teacher Education Program. A former high school history teacher (26 years), Bain’s research focuses on teaching and learning history across multiple sites, including classrooms, museums, and online. He is currently primary investigator on the Big History Project, <www.bighistoryproject.com>.

Manoj Choudhary teaches seventh-grade world history and seventh- and eighth-grade debate at Chandler School in Pasadena, California. He holds a B.A. in Political Science from Loyola Marymount University (1998), an M.A. in Computer Forensics from The George Washington University (2000), and credentials in Social Science Education and Industrial and Technology Education from California State University, Long Beach (2011). Prior to his appointment at Chandler School, Choudhary taught at Ross Middle School (technology, world history, and U.S. history) and Hawthorne High School (world history and U.S. history).

Stephen Cotton is a research assistant and professional development consultant on the “My History Partner” Teaching American History Grant project at the University of Virginia. He provides individualized coaching to help teachers improve the quality of the teacher-student interactions in their classrooms. He is also a certified history and social studies teacher, with sixteen years of teaching experience in the U.S., the Middle East, and Asia.

Miguel Escobar graduated from California State University, Long Beach (CSULB) in 2008 with a B.A. in History and recently received a single subject teaching credential in Social Science from CSULB. He currently runs an afterschool music enrichment program for a low-income, Los Angeles-area elementary school and is pursuing a career in high school social science education.

David Hicks is an Associate Professor of History and Social Science Education in the School of Education at Virginia Tech. David taught middle school and high school social studies and served as a museum curator/educator before completing his Ph.D. He has served as co-principal investigator on a Library of Congress Teaching with Primary Sources grant, the NEH-funded Digital History Reader, and Teaching American History grants with school divisions in Virginia.

Tim Keirn holds a joint appointment in History and the College of Education at California State University, Long Beach. He is the Program Coordinator of the Social Science Credential Program that is housed in the History Department at CSULB. He has published articles and essays on eighteenth-century British and world history as well as in history education. His most recent publication (co-edited with Norbert Schürer) is *British Encounters with India, 1750-1830: A Sourcebook* (Palgrave Macmillan, 2011).

CONTRIBUTORS, cont.

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Michael G. Lovorn is an Assistant Professor of Secondary History/Social Studies at The University of Alabama. He has more than a decade of experience teaching in public school classrooms. His research interests are best practices in history and social studies, international learning environments, and humor in the classroom.

Eileen Luhr is author of the monograph, *Witnessing Suburbia* (University of California Press, 2009), which explores the intersection of conservatism, religion, and suburbanization. Her research and teaching interests include cultural and religious history, modern United States history, and history pedagogy. At California State University, Long Beach (CSULB), Professor Luhr serves as the advisor for the Social Science Credential Program. She has also collaborated with current teachers through professional development programs developed by the CSULB History Project.

Daisy Martin is the Director of History Education for teachinghistory.org at the Roy Rosenzweig Center for History and New Media, George Mason University. She received her Ph.D. from Stanford University in Curriculum and Teacher Education in History/Social Science. She has worked in teacher education for fifteen years and currently teaches courses in the STEP Elementary Program and the University of California, Santa Cruz Secondary Program.

Stephanie van Hover is an Associate Professor of Social Studies Education at the Curry School of Education at the University of Virginia. A former middle school and high school teacher, she is the faculty advisor for the Secondary Social Studies Teacher Education Program. Her research interests include teaching and learning history and the professional development of teachers.

Laura M. Westhoff is an Associate Professor of History and Education at the University of Missouri-St. Louis. She is currently writing a book on twentieth-century democracy, titled *Educating for Activism*. Her first book, *A Fatal Drifting Apart: Democratic Social Knowledge and Chicago Reform* (2007), was published by The Ohio State University Press. She has published articles in the *Journal of American History*, *Women's History Review*, *International Journal of Social Education*, and *History of Education Quarterly*.

Linda Sargent Wood is an Associate Professor of History at Northern Arizona University and Director of History/Social Studies Education. In 2010, she published *A More Perfect Union: Holistic Worldviews and the Transformation of American Culture after World War II* (Oxford University Press). Currently, she is writing a book on Montana's contribution to the disability rights movement. She is the project director for the Northern Arizona History Academy Teaching American History grant and enjoys working with preservice and inservice teachers.