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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 trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use.

Cover: *Postal Telegraph Messengers, Indianapolis. Location: Indianapolis, Indiana.* Photograph by Lewis Wickes Hine, 1908. Library of Congress, Prints and Photographs Division, LC-DIG-nclc-03223. Long before the Internet—and child labor laws—American communications companies employed children and teenagers to rush cablegrams from the telegraph office to recipients as quickly as possible. Today’s technology not only allows instant communication in a variety of formats, it also empowers people, including youth, to deliver their message “to all the world.” One particular modern-day development, Twitter, is put to use in the history classroom in Elizabeth Ann Pollard’s “Tweeting on the Backchannel of the Jumbo-Sized Lecture Hall: Maximizing Collective Learning in a World History Survey” and Brian A. McKenzie’s “Teaching Twitter: Re-enacting the Paris Commune and the Battle of Stalingrad,” both of which appear in this issue of *The History Teacher*. This Lewis Hine image and nearly 5,500 more are included in the Library of Congress’s National Child Labor Committee Collection, available at <<http://www.loc.gov/pictures/collection/nclc/>>.

The History Teacher also publishes, as regular departments, reviews of audiovisual materials, textbooks, supplementary readers, and other printed and multimedia 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 or electronically. 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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