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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.

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Buffalo Bill's Wild West troupe drew audiences around the globe with promises of thrilling historical reenactments, dazzling feats, and "real Indians." Emphasizing entertainment over authenticity, the performances obscured the voices and agency of indigenous peoples in order to present simplistic yet hyper-realistic "hero vs. villain" adventures. Owner William F. Cody later established The Col. W. F. Cody ("Buffalo Bill") Historical Picture Company to document the American West and reenact the Indian Wars on film. The Western and Frontier film genres continue to attract audiences to this day.

This issue of *The History Teacher* features Jeremy Stoddard, Alan Marcus, and David Hicks, who teach with film about indigenous peoples—as well as *for* and *by* indigenous peoples. Their article, "The Burden of Historical Representation: The Case of/for Indigenous Film," begins on page nine.

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 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*.

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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Jessica Stump is a student at Fruitvale Junior High School in Bakersfield, California. She is currently leading an enrichment program with her mother at her school, where students are working in partnership with the Fruitvale School District, Kern County Superintendent of Schools, and other local researchers in creating curriculum, resources, and special events based on her National History Day project on Henrietta Lacks and the HeLa cell. The Stumps are working with the Lacks family on literary projects, a newly founded HeLa International program, and other events to help share the story about Henrietta Lacks and her amazing immortal cells.

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