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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.

Front Cover: *We Can Edit.jpg*. Digital image [based on the “We Can Do It!” poster by J. Howard Miller, ca. 1942] uploaded to Wikimedia Commons by user “Tom Morris” on 8 March 2012. <http://commons.wikimedia.org/wiki/File:We_Can_Edit.jpg>.

Back Cover: *We Can Do It!.jpg*. Digital image [of the original “We Can Do It!” poster by J. Howard Miller, ca. 1942] uploaded to Wikimedia Commons by user “Pharos” on 10 April 2007. <http://commons.wikimedia.org/wiki/File:We_Can_Do_It!.jpg>.

The Wikimedia Commons description of *We Can Edit.jpg* reads: “A parody of the famous ‘We Can Do It!’ poster (see *File:We Can Do It!.jpg*) but with the words ‘Do It’ replaced with a MediaWiki-style section edit link. At the bottom, the Westinghouse logo has been replaced with a Wikipedia puzzle piece logo (*File:P wiki letter w.svg*) and the words ‘WAR PRODUCTION CO-ORDINATING COMMITTEE’ have been replaced with ‘WIKIPEDIA: THE FREE ENCYCLOPEDIA’.”

In our human search for information, we must question who is providing the information, as well as what information is being provided. In “Wiki Women: Bringing Women Into Wikipedia through Activism and Pedagogy,” Jennifer C. Edwards specifically urges us to consider who is *not* providing the information, as well as what information is *not* being provided. Edwards further offers possibilities for teachers—and their students—to address individual and systemic deficiencies in our global body of knowledge.

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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