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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An Announcement from the Society for History Education

The Society for History Education is happy to announce yet another milestone for the journal as it enters Volume 50 for 2016-2017. From its humble origins as a pamphlet distributed out of the University of Notre Dame, The History Teacher now publishes a full book each quarter in both print and electronic versions, reaching scholars and educators around the world. None of this would have been possible without your support.

The History Teacher owes a debt of gratitude to the fantastic faculty of the Department of History at California State University, Long Beach, who have tirelessly coordinated the journal since 1972.

Please join us in celebrating fifty years of inspiring, innovative scholarship—we look forward to fifty more!
Amir Lowell Abou-Jaoude is a 2016 graduate and valedictorian of Henry Clay High School in Lexington, Kentucky. He researched D. W. Griffith’s cinematic innovations and Richard Wagner’s musical legacy for previous Kentucky History Day competitions. His passion for art history and Japanese culture inspired his winning National History Day paper. Amir aspires to write and direct films, cognizant that in order to create works that speak to present, one must understand the past. He is currently a freshman at Stanford University.

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