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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: *Frederick R. Weisman Art Museum, Minneapolis, Minnesota.* Photograph by Carol M. Highsmith, 18 April 2007. Library of Congress, Prints and Photographs Division, LC-DIG-highsm-04873. <<https://www.loc.gov/item/2010630854/>>.

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From the Carol M. Highsmith's America Project of the Library of Congress, "The Frederick R. Weisman Art Museum located on the University of Minnesota Twin Cities campus in Minneapolis, Minnesota has been a teaching museum for the university since 1934. This building, designed by renowned architect Frank Gehry, was completed in 1993."

This issue of *The History Teacher* reaches outside of the classroom to explore how veteran and pre-service teachers have coordinated with cultural institutions such as museums, archives, and historic sites to develop inventive teaching techniques. Timothy Patterson and Christine Woysner begin with "History in Other Contexts: Pre-Service History Teachers' Field Placements at Cultural Institutions," followed by "Assessing the Effect of Historic Site-Based Professional Development on History Teaching and Learning" by Kelly Schrum, Karen Kortecamp, Jennifer Rosenfeld, Kevin Briscoe, and Kathleen Steeves.

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!

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