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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: *Welcoming Dragon Chinese Lantern at the Missouri Botanical Garden.* Photograph by Brock Roseberry, 15 August 2012, via Flickr (image reversed). Licensed under Creative Commons Attribution 2.0 Generic License. <<https://www.flickr.com/photos/syntheticaperture/7787040320/>>.

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The iconic imagery of The Dragon has persisted through countless cultures across time and across the world. Stunning and symbolic, this imaginary creature has immeasurable real-world implications and has helped to shape history for millennia. While the dragon appears festive in the form of these Chinese lanterns, Ariane Knüsel uncovers a more sinister and propagandistic depiction in "Facing the Dragon: Teaching the Boxer Uprising Through Cartoons," which begins on page 201 of this issue of *The History Teacher*.

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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Leah Shopkow holds a Ph.D. in Medieval Studies from the University of Toronto. Her work on medieval historical writing, written with different premises from those of modern history, drew

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her to history pedagogy and the History Learning Project (HLP), which was awarded a Spencer and Teagle Foundations grant. She has published SoTL articles on Decoding the Disciplines with the HLP and independently, and has collaborated with Arlene Díaz on Threshold Concepts.