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Once again, we are honored to continue our annual tradition of publishing the winning student papers from National History Day, and are beyond impressed with the scholarship springing from our middle and high school history students.

This issue additionally highlights the accomplishments that history students can achieve outside the classroom, with teachers leading the way with visits to formal repositories or simply by hitting the streets. With thoughtful and ambitious projects, these teachers go beyond the classroom and into archives, into museums, and into the students' own communities. History students are transformed into archivists, curators, and neighborhood consultants, armed with heightened curiosity, confidence, and purpose in their community.

We hope you and your students enjoy the possibilities presented in this edition of *The History Teacher*, a special-focus issue on **History Outside the Classroom**.

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.

The History Teacher also publishes reviews of audiovisual materials, books, 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.

Submission guidelines for *The History Teacher* are available on the final page of this issue. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

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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interest in world trade and American corporations. Harry finds research invigorating and his student work for National History Day took him to the National Archives in Washington D.C., New York University, and the Holocaust Museum Archives (to name a few). His “Dealing with The Devil: The Triumph and Tragedy of IBM’s Business with the Third Reich” won first place for Junior Paper for NHD 2019. Harry is currently attending St. Andrew’s School in Middleton, Delaware.

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