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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

Cover: *Painters go on strike at new Internal Revenue building, Washington, D.C.* Photograph by Harris and Ewing, 19 July 1937. Library of Congress Prints and Photographs Division. LC-DIG-hec-23002. The Library of Congress online catalog entry for this item at <<http://www.loc.gov/pictures/item/hec2009009700>> describes: "Bryce P. Holcombe, Painters Union Business Agent, issues instructions to Albert Giacalone[?], striking Union Painter as he began picketing of Union Painters. Cause of the strike is the employment of non-union men by the firm holding the contract for the job. Today's walkout means that Union Painters have stopped work on all federal projects and the situation might develop into a complete strike on government buildings in the Capitol, 7/19/37." Robert Shaffer considers the significance of more recent union movements in the 1960s and their connections to trends of that decade and the postwar era in his article, "Public Employee Unionism: A Neglected Social Movement of the 1960s," which begins on page 489 of this issue.

trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use. Briefer items announcing conferences or workshops for history teachers, other teaching-related special events, speakers, and the like, appear in the Society for History Education's website, <www.thehistoryteacher.org>.

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. The manuscripts should be in letter quality type. 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*.

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