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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: Covers from *The History Teacher*, Volume 48-present.

Back Cover: Back covers from *The History Teacher*, Volume 48-present.

This array of recent covers from *The History Teacher* includes Volume 48 (2014-2015) through Volume 51 (2017-2018). *The History Teacher* began printing full-color covers with Volume 48, and also decided at that time that the journal's back covers would be dedicated to featuring historical documents as opposed to paid advertisements.

Noticeably unusual in this depiction is the back[wards] cover, a playful reminder that historical documents, and historical presentations, should be investigated from multiple sides, multiple angles, and multiple perspectives.

These and additional covers are available at <https://www.thehistoryteacher.org>, with information about each issue and each cover, as well as links to downloadable images and copyright-free libraries where available.

As we look back on 50 years of publishing, and look forward to 50 more, we must acknowledge the contributing authors to *The History Teacher* and the supporting members of the Society for History Education who have made this journal possible. Thank you!

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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