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As noted in this issue’s “Enacting Historical Thinking with Heuristic Organizers” by Sherri Rae Colby, optical illusions can play tricks on our perspective—for inexperienced students and professional scholars alike. On the front cover, a motion illusion causes an appearance of movement within a perfectly still image. Meanwhile, the back cover features an autostereogram, which causes an appearance of a three-dimensional figure within a two-dimensional image.

While the motion illusion takes advantage of how our senses automatically process information, the autostereogram may take additional patience and practice to reveal the hidden figure within, as veterans of the “Magic Eye” craze of the 1990s can attest.

As historians, as citizens, as humans in the Information Age, we must be aware that it is surprisingly easy to see something that isn’t really there; likewise, it may be even easier *not* to see something that is.

We hope you and your students enjoy the possibilities presented in this edition of *The History Teacher*, which includes special-focus sections on **Role-Play in the History Classroom** and **Elementary and Middle School History**.

[*Hint:* For the autostereogram, start by focusing your vision on something a few feet away, such as a wall. Keep your eyes focused in this far-distance mode and hold *The History Teacher* close to your face, spine-side up. Again, keep your eyes in far-distance mode and slowly draw the book away from your face. With a little concentration and perhaps a lot of luck, the 3-D figure will emerge—a heart shape.]

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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