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Electronics industries benefit greatly from a seemingly insatiable craving for the “latest and greatest” gizmos and gadgets. Genuine curiosity and interest in efficiency may be further fueled by slick marketing campaigns, persuasive sales representatives, or the tried-and-true practice of planned obsolescence.

But what happens when the shiny and superb fades to dull and dated? In the ugliest extremes, electronic waste is simply dumped into landfills or incinerated en masse, contaminating air, soil, water, wildlife, and human bodies, both near and far. Ideally, e-waste is not wasteful at all, with electronic components refurbished, recycled, or reconstituted for continued use through careful and conscientious processes.

Thankfully (if also ironically), students can use their own digital devices to investigate their schools’ e-waste procedures, locate state and local e-waste programs, and influence federal and international e-waste policies. Harnessing the power they literally hold in their hands, students can aim for—and achieve—a better future for themselves and for us all.

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

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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