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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.

The History Teacher also publishes, as regular departments, 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.

Manuscripts must be double-spaced, formatted with endnotes in Chicago/Turabian style, and submitted in triplicate or electronically. Manuscripts do not have a specific word limit, but the Editorial Board may recommend that longer manuscripts be separated into shorter pieces if it best serves the scholarship. *The History Teacher* asks authors to remove or redact their names and other specific identifying information in manuscripts under review. Authors are encouraged to supply or recommend visual learning aids and illustrations that would enhance the effectiveness of their published work.

All manuscripts submitted to *The History Teacher* are run through anti-plagiarism software. If you are unsure of what constitutes plagiarism, please contact the editors for more information. Manuscripts that have already been published or are under consideration for publication elsewhere cannot be accepted.

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