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Today’s media-saturated environment bombards us with breathless updates about an inevitable march into a New Digital Age. News reports, corporate press releases, advertising campaigns, and investor pitches persistently wax poetic—and prophetic—about VR, AR, AI, LLMs, GPTs, IoT, etc. In a trillion-dollar industry, competitors battle over who is “first” to conceptualize such unprecedented technology.

Consider, however, the cover artwork on this issue of *The History Teacher*. In a colorful scene, two men are outfitted with electromechanical headsets, complete with eyewear, operated by intricate machinery at the touch of a button. This elaborate visualization was published by the pulp magazine *Amazing Stories* in 1927—nearly 100 years ago.

As historians, we continuously navigate past, present, and future in pursuit of scholarly excellence. As educators, we likewise interweave tried-and-true traditions with inventive initiatives to best serve our students. During what seems to be a particularly tumultuous time, we offer a thoughtful trio of articles in this edition of *The History Teacher*, which has a special focus on **Digital Developments**.

We hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*. Thank you for having the courage and skill to be a History Teacher.

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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2024-2025

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