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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: [Full sheet baseball poster no. 281]. Lithograph by Calvert Lithographing Co., Detroit, Michigan, 1895. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-18405.

Back Cover: [Bicycle race scene]. Lithograph by Calvert Lithographing Co., Detroit, Michigan, 1895. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-08935.

A colorful history of sports is showcased in these vibrant lithographs from 1895, in which the Calvert Lithographing Company illustrates scenes from late nineteenth-century men's baseball and bicycle racing. Far beyond these two activities, the diverse field of sports is ripe for historical investigation, allowing students to explore a variety of topics through a variety of lenses.

In this issue of *The History Teacher*, Kristy A. Brugar investigates the question, "Why might we use sports to teach history?" and offers teaching strategies incorporating documentary films in "30 for 30: An Inquiry into Sports Documentaries to Engage in Social History," which begins on page 285.

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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