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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: *Duplex Scaling*. Digital image [of the interior of a grand piano] uploaded to Wikimedia Commons by user “Opus33” on 3 May 2004. <<https://commons.wikimedia.org/wiki/File:DuplexScaling.jpg>>.

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The stunning, intricate design of the piano is normally hidden beneath the surface, yet these inner workings can produce magnificent and historic masterpieces. With coordination and expertise, individual—and even contrasting—notes are able to join together to create harmony.

The History Teacher spotlights the incredible and ambitious endeavor, the American Historical Association’s Tuning Project. Historians from around the world are working in concert to improve the teaching and learning of history throughout the globe. In the United States, the AHA has taken lead in Tuning, collaborating with faculty across the country “to articulate the disciplinary core of historical study and to define what a student should understand and be able to do at the completion of a history degree program.” Learn more about the AHA’s Tuning Project at <<https://www.historians.org/tuning>>, but first enjoy this issue of *The History Teacher*, which begins with Daniel J. McInerney’s “The American Historical Association’s Tuning Project: An Introduction.”

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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*A Statement from the
American Historical Association*

The American Historical Association is grateful to the 166 historians who have participated in Tuning and made it possible to begin the process of a national reconsideration of post-secondary history education. We especially appreciate the extraordinary efforts of the Tuning Project's faculty chair Anne Hyde, and the support from the Teaching Division Vice Presidents during the course of the initiative: Patricia Limerick, Elaine Carey, and Elizabeth Lehfeltd. None of us could have figured out how to do this without advice from the the Institute for Evidence-Based Change. Similarly, our colleagues at the National Institute for Learning Outcomes Assessment are now helping us move the work in promising new directions.

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