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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: *Stockton (vicinity), California. Mexican agricultural laborers arriving by train [sic] to help in the harvesting of beets.* Photograph by Marjory Collins, May 1943. Library of Congress, Farm Security Administration - Office of War Information Photograph Collection, LC-DIG-fsa-8d29120. <https://www.loc.gov/item/2017853223/>.

Back Cover: *Stockton, California. Mexican agricultural laborers who have come to help harvest beets eating their lunch.* Photograph by Marjory Collins, May 1943. Library of Congress, Farm Security Administration - Office of War Information Photograph Collection, LC-DIG-fsa-8d29107. <https://www.loc.gov/item/2017853210/>.

A mere 75 years ago, Marjory Collins documented early arrivals of Mexican guest workers ready to support the success of American agriculture. Official agreements between Mexico and the United States—collectively known as the Bracero Program—provided much-needed assistance to the U.S. during labor shortages from 1942 to 1964.

These photographs are from Stockton, California, founded in 1849 by German immigrant Charles M. Weber (born Karl David Weber and also known as Carlos Maria Weber). The City of Stockton describes itself as “the first community in California to have an English name; every other community up to that point had been Spanish or Native American in origin.” Weber originally called the town Tuleburg, renaming it to reference Commodore Robert F. Stockton of the U.S. Navy, who became the second Military Governor of California after taking the land during the Mexican-American War. Robert Stockton later became a U.S. Senator for New Jersey, much like Richard Stockton (Robert’s father) and John P. Stockton (Robert’s son), who each also served as U.S. Senator for New Jersey. Richard Stockton (Robert’s grandfather) was a signer of the Declaration of Independence, while John Stockton (Robert’s great-grandfather) was a landowner in Princeton, New Jersey, and was instrumental in establishing what is now known as Princeton University.

While the Stockton family history is recorded extensively, less is known about the history of those who lived in the Stockton area. Prior to California statehood, the area was part of *Rancho Campo de los Franceses* (Camp of the French Ranch), a Mexican land grant named for the numerous French-Canadians who camped there during trapping expeditions. The system of *ranchos* across California developed during Spanish colonization of land originally occupied by Native American tribes, including the Yatchicunne of the Northern Valley Yokuts, whose village of *Pasasimas* was located in present-day downtown Stockton. Awarded the status of “All-American City” on several occasions, Stockton truly demonstrates “U.S. and International Interconnectedness”—one of the themes explored in this edition of *The History Teacher*.

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.

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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