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Elisa Herrera, Director
Society for History Education, Inc.
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840-1601
phone: (562) 985-2573 • fax: (562) 985-5431
e-mail: info@thehistoryteacher.org

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For more information, please contact:

Jane Dabel, Editor
The History Teacher
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-1601
(562) 985-2408; fax: (562) 985-5431
e-mail: jane.dabel@csulb.edu

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. Briefer items presenting ideas about teaching techniques, announcing conferences or workshops for history teachers, and the like, appear on the Society for History Education's website; such briefs may be sent to the Production Office.

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 in Chicago/Turabian style, and submitted in triplicate or electronically. *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.

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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. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

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