



The 139th ANNUAL MEETING
of the AMERICAN HISTORICAL ASSOCIATION

CHICAGO

JANUARY 8–11, 2026

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historians.org/annual-meeting

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The History Teacher. The innovative, inspirational, award-winning academic journal, established in 1967.
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The University of Texas at San Antonio
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Established in 1986, the Eugene Asher Distinguished Teaching Award recognizes outstanding teaching and advocacy for history teaching at two-year, four-year, and graduate colleges and universities. The award is named for the late Eugene Asher, for many years a leading advocate for history teaching.

The Society for History Education and the American Historical Association sponsor the award, celebrating inspiring teachers whose techniques and mastery of subject matter made a lasting impression and substantial difference to students of history.

thehistoryteacher.org/awards



The History Teacher

by the SOCIETY FOR HISTORY EDUCATION

The History of *The History Teacher*

Collaboration, Cooperation, Innovation, and Excellence

In 1940, the **Teachers' History Club** at the University of Notre Dame created the "Quarterly Bulletin of the Teachers' History Club" to improve the learning experience in the history classroom.

By 1967, the expanding collaboration of educators reorganized as the **History Teachers' Association** and decided to transform the bulletin into an academic journal—*The History Teacher*.

In 1972, the association transferred guardianship of *The History Teacher* to coordinating faculty members at the Department of History at California State University, Long Beach. In the interest of independence and self-determination, the associated teachers incorporated as a non-profit organization.

The Society for History Education, Inc. (SHE) was recognized by the State of California in 1972.

In 1998, *The History Teacher* began publishing the winning student essays from the annual National History Day contest, in recognition of the impact that history teachers have in shaping the next generation of young historians.

In 2012, the Society became a leader among publishers, offering full-text, open access to recent archives of *The History Teacher* at its website, thehistoryteacher.org.

In 2014, *The History Teacher* launched full-color covers on both front *and* back covers, showcasing high-quality historical images specifically designed to spark classroom discussion.

For 2025, *The History Teacher* breezes into **Volume 58**, and we ask you to join us in celebrating history teachers throughout the world and throughout time.

thehistoryteacher.org/join

QUESTIONNAIRE FOR POTENTIAL REVIEWERS

The editors of *The History Teacher* have an ongoing need for reviews of scholarly, teaching-oriented textbooks; monographs and general books; and other non-traditional media resources. If you are interested in writing reviews, please fill out and return this form to *The History Teacher*, Reviews Editors; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601; E-mail: reviews@thehistoryteacher.org.

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AND DEDICATION TO HISTORY EDUCATION**





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The Society for History Education (SHE) invites you to join history educators from around the world and from all levels of education by becoming a member. SHE, an affiliate of the American Historical Association, was founded for the purpose of supporting and improving history education in universities, community colleges, and primary and secondary schools.

The History Teacher is an award-winning, peer-reviewed journal, issued quarterly and delivered to all society members. Schools, departments, libraries, and other institutions may purchase Institutional Subscriptions to the journal.

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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.

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 with endnotes in Chicago/Turabian style, and submitted in triplicate or electronically. Manuscripts do not have a specific word limit, but the Editorial Board may recommend that longer manuscripts be separated into shorter pieces if it best serves the scholarship. *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.

All manuscripts submitted to *The History Teacher* are run through anti-plagiarism software. If you are unsure of what constitutes plagiarism, please contact the editors for more information. Manuscripts that have already been published or are under consideration for publication elsewhere cannot be accepted.

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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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