



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 2026, *The History Teacher* marches forward with Volume 59, and we ask you to join us in celebrating history teachers throughout the world and throughout time.

thehistoryteacher.org/join



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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.

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