

The Organization of Educational Historians proudly presents:
From Teaching with **QUILLS** to Teaching *Quantum Mechanics*:
American Education at 250 Years



This baroque-style art evokes both the evolution and the problematization of American education, both of which are relevant to our hopes for the studies and works presented at the conference.

Theme: Education Then, Education Now; Innovation Then, Innovation Now

Format: In-Person conference in Oklahoma City, OK, with virtual option

Dates & Location: October 2-3, 2026

General Call:

We invite scholars, faculty members, teachers, community members, students, archivists, policymakers, higher education administrators, artists, practitioners, and other interested parties to present work that explores 250 years of education in and around what became the United States — its origins, global influences, transformations, and the innovations (both old and new) that continue to shape learning, education, school and university policy,

and the figures that populate its history. Proposals that blend historical depth with contemporary relevance, center under-represented voices, or model ethical partnerships across communities are especially welcome.

Five Tracks, But Unlimited Possibilities:

All historical topics related to education are welcome. Generally speaking, the conference organizers will consider organizing submitted proposals into these tracks, but topics are not limited to only these areas. **We welcome all topics related to the history of education.**

Distant Shores, Local Impacts: The Pre-American and International Histories of Education

Work on educational systems, philosophies, exchanges, and influences emerging before 1776 or from international contexts that shaped local American schooling.

Ways of Knowing: Tribal, Local, and Different Ways of Knowing

Scholarship and practice that center Indigenous, local community, or internationally influenced knowledge systems, language revitalization, decolonial approaches, community-led curricula, and ethical collaboration.

Guided by the Lamp of Experience

Explorations of influential thinkers, teachers, reformers, and innovators across the centuries (biographical studies, intellectual histories, archival recoveries) inspired by Patrick Henry's invocation of experience and practical wisdom.

Amendments and Acts

A track dedicated to historical analyses of laws, constitutional amendments, policies, court cases, and political movements that have shaped education — including their legacies and continuing impacts across the field of education.

"The Past is Prologue": Pedagogy Then, Pedagogy Present, and Pedagogy Future

A track dedicated to considerations of pedagogy for educators in various forms. Focus may include how historical knowledge is taught, transmitted, and contested, discuss how historiography is used in education, evolutions in teacher training, how historical thinking forms skills and civic identity. Submissions may examine how history has been taught across time and educational contexts or how to approach teaching history today, including curricula, textbooks, classroom practices, assessment, teacher preparation, public history, and digital history education. Contributions may also explore methodological debates, narrative forms, the use of archives in teaching, and innovations in preparing students to think historically.

Session types

(select one on submission)

- **Paper presentation** — single author or research team, sitting on a panel with other presenters.
- **Panel** — Presenters and a moderator, comparative perspectives or multi-stakeholder dialogue.
- **Workshop** — interactive, skill-building or pedagogical practice sessions.

Submission requirements

Submit a single PDF containing:

1. **Title**
2. **Abstract** (300–500 words) describing purpose, methods (if applicable), and relevance to the conference theme and track which you believe your work best fits.
3. **Preferred session type** (Paper presentation, Panel, Workshop)
4. **Presenter info** for each presenter: name, affiliation or community role, email, pronouns (optional), 100-word bio, and whether you are a student, practitioner, independent scholar, or community partner.
5. **Statement on community partnerships** (if applicable) — describe approvals, co-creation, any potential conflict of interest, and consent practices if applicable.

Proposal Submissions are due by June 30, 2026 and should be emailed to oehproposals@gmail.com

Partnerships and Possibilities

For the first time, we are partnering with two other organizations focused on the study of education and its history, who will host their annual conferences concurrently with our event. Information about our partner organizations is provided here, and we encourage you to consider exploring their offerings.

- **The International Society for Educational Biography (ISEB)** — <https://isebio.com/>
Annual conference theme *Revolutionary Educators: Change Makers and Schoolhouse Troublemakers*
- **Society of Philosophy and History of Education** — <http://sopheconference.com/>
The 75th Annual Meeting, SOPHE is an international conference that encourages and provides a forum for scholarship in the philosophical, historical, and social foundations of education, educational biography, pedagogical praxis, and the education-liberal arts nexus.