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Welcome to the new volume of *The History Teacher*. In homage to historical print media, this issue offers a selection of enchanting radio-era magazine covers, hot off the presses from the 1920s and 1930s. Industry publications such as *What's on the Air* and *Radio Digest* enticed readers into a wonderous, wireless world with cutting-edge radio technology and glamorous stars of the airwaves.

A century later, the legacy of this Golden Age of Radio continues through modern audio streaming services. Join us for this issue as we *listen* to history, as led by Lily Amidon's example in "History (Podcasts) for All: Democratizing and Diversifying the Field of History." With an in-depth examination of selected podcasts and recommendations on high-quality productions, Amidon shows how history podcasting encourages new voices, new communities, and new possibilities for our revered discipline.

We hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*, which also includes our annual feature of the phenomenal prize-winning student essays for **National History Day**. Thank you for having the courage and skill to be a History Teacher.

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 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.

Submission guidelines for *The History Teacher* are available on the final page of this issue. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

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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CONTENTS

November 2025

GENERAL

History Podcasts

- 7 *History (Podcasts) for All: Democratizing and Diversifying the Field of History*
by Lily Amidon

SPECIAL FEATURE

NATIONAL HISTORY DAY 2025 PRIZE ESSAYS

- 45 *Introduction*
by Jane Dabel, *The History Teacher*
- 47 *Daughters of the Pyre: Sati Abolition – Rights, Responsibilities, and a Reluctant Reform in Colonial India*
by Ryka C. Chopra, Senior Division
- 73 *“The Strike for Better Schools”: Fighting for Teachers’ Rights, Taking Responsibility for Public Education*
by Lila E. Travis, Junior Division

REVIEWS

- 99 Gänger, Stefanie and Jürgen Osterhammel, eds. *Rethinking Global History*
by Laura J. Mitchell
- Matsumura, Wendy. *Waiting for the Cool Moon: Anti-Imperialist Struggles in the Heart of Japan’s Empire*
by Michael Hayata
- Milford, Ismay. *African Activists in A Decolonising World: The Making of An Anticolonial Culture, 1952-1966*
by Emmanuella Amoh
- Murray, Oswyn. *The Muse of History: The Ancient Greeks from the Enlightenment to the Present*
by John J. Haberstroh

Nájera, Jennifer R. *Learning to Lead: Undocumented Students Mobilizing Education*

by Lance Thurner

Shaw, Jenny. *The Women of Rendezvous: A Transatlantic Story of Family and Slavery*

by Erin M. Holmes

Steinmetz, George. *The Colonial Origins of Modern Social Thought: French Sociology and the Overseas Empire*

by Eric Brandom

Whattcott, Jess. *Menace to the Future: A Disability and Queer History of Carceral Eugenics*

by John Mckiernan-González

IN EVERY ISSUE

- 6 Contributors to *The History Teacher*
- 122 The History of *The History Teacher*
- 125 Questionnaire for Potential Reviewers
- 126 Membership/Subscription Information
- 128 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- 113 *She Builds Podcast* (shebuildspodcast.com)
- 114 *The Partial Historians* (partialhistorians.com)
- 114 *Spill the Mead* (rss.com/podcasts/spillthemed)
- 114 *Women Who Went Before* (womenwhowentbefore.com)
- 115 *Your Most Obedient & Humble Servant* (podcasts.rchnm.org)
- 115 *History on Fire* (historyonfirepodcast.com)
- 115 William Heath: *Inventing the Americas*
- 116 *Military Historians Are People, Too!* (mhptpodcast.com)
- 116 *History in Focus* (historians.org/history-in-focus)
- 117 American Historical Association: *The 139th Annual Meeting*
- 118 Society for History Education: *Celebrating National History Day*
- 119 National History Day: *2026 Contest Theme*
- 120 Organization of American Historians: *Celebrate 250 Years*
- 121 Society for History Education: *The Richard & Louise Wilde Award*

CONTRIBUTORS

November 2025

Lily Amidon earned a double B.A. in History and in Gender and Sexuality Studies from the University of California, Irvine in 2025, where she taught “History and *Hamilton*” as a UTeach student instructor. In addition to her honors thesis, titled “*Une Résistance Égale*: The Gendering of Resistance in World War II France,” she completed a GSS thesis, titled “Building a Room of Their Own: Women’s Intellectualism and Literature in the Long Nineteenth Century.” Her digital humanities project, “Built on Hope: The Feminist *Star Wars* Project,” explores feminist themes in popular media. Her research explores women and gender, European history, sports history, and media. She plans to obtain a Ph.D. in history, specializing in gender studies, to pursue her dream of becoming a professor.

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