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What appears to be an otherworldly creature on an extraterrestrial landscape is, in fact, a pair of good old-fashioned fungi right here on Planet Earth. On the cover, *Xylaria polymorpha*, also known as “dead man’s fingers,” seems to stretch its tentacles toward nearby *Penicillium polonicum*, a type of blue mold. Meanwhile, the back cover features an antique bottle of one of the most important medications known to the world—Penicillin. Though the penicillin lozenges featured here expired in 1949 and have long since crumbled into crystals, they were at the frontier of medical discovery at the time, with the first successful clinical tests of penicillin at Oxford University just ten years earlier and the initial observations of *Penicillium rubens* (believed to be *Penicillium notatum*) by Alexander Fleming in 1928.

In this issue of *The History Teacher*, Harrison Shao leads us through this discovery in “From Small Wonder to Big Salvation: How the Mass Production of Penicillin Became Possible in the Early 1940s,” while Zania E. Hierlmaier takes us through a parallel journey in “The Creation of the Birth Control Pill: A Turning Point for American Women’s Education, Economics, and Role in Society.” These phenomenal student essays were selected as 2024’s winning papers for **National History Day**.

We hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*, which also includes a special focus on **Teaching Local History**. 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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William Thomas Okie is a Professor of History and History Education at Kennesaw State University in Georgia, where he has taught history pedagogy, research methods, and modern U.S. history since 2013. He is the author of *The Georgia Peach: Culture, Agriculture, and Environment in the American South* (Cambridge University Press, 2016).

Harrison Shao is a high-school senior at the Mississippi School for Math and Science in Columbus, Mississippi. He made history by becoming the first student from the state of Mississippi to win first place at National History Day in 2024. Shao was named a 2024 National Endowment for the Humanities Scholar. Besides his history passions, Shao loves to swim, play piano, write, and conduct science research. He dreams of a career in medicine and history.

In Memoriam



William Weber

1940–2024

Historian of Music and Modern Europe

Former Editor of The History Teacher



William Weber, a renowned historian and musicologist, was born in northern New Jersey on November 19, 1940. His academic journey began with a B.A. in History from Harvard College in 1963, followed by an M.A. in Modern European History and a Ph.D. from The University of Chicago, where he specialized in Music and Society from 1700 to 1900.

Dr. Weber had a distinguished teaching career at California State University, Long Beach, where he served from 1968 until his retirement in 2007. His research focused on music's social and cultural history, particularly the development of concert life in nineteenth-century Europe. He authored several influential works, including *Music and the Middle Class* (Routledge, 2003) and *The Great Transformation of Musical Taste* (Cambridge, 2008), cementing his reputation as a leading scholar in music history. Dr. Weber was also a respected Fulbright Scholar, having taught at prestigious institutions such as the University of York and the Royal College of Music in the United Kingdom.

In addition to his teaching and research, Dr. Weber contributed to various professional associations, including the American Historical Association, where he served as Vice-President of the Teaching Division, and the American Musicological Society. He mentored numerous doctoral students across the globe, shaping the future of musicology and history. Dr. Weber also played a pivotal role on the editorial board of *The History Teacher*, where he was instrumental in advancing the scholarship of history education, especially at the secondary and post-secondary levels. His dedication to *The History Teacher* spanned across decades back to its early years, as he organized several teaching conferences and served as Associate Editor from 1975-1981 and 1985-1995 and as Editor from 1995-2001.

A prolific author and esteemed professor, Dr. William Weber's legacy is marked by his deep exploration of intersections between social and political structures and music, as well as his dedication to education. He passed away after a lifetime of contributions to the academic world, leaving behind a rich legacy in both history education and musicology. His kind encouragement, warm smile, and melodic musings will be remembered by friends and colleagues throughout the world.



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 2012, the Society began offering full-text, open access to recent archives of *The History Teacher* at its website, thehistoryteacher.org.

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

In 2021, *The History Teacher* entered its **55th Volume**, and we ask you to join us in celebrating history teachers throughout the world and throughout time.

55th Anniversary

1967 • *The History Teacher* • 2022