
Letter from the Editor

Welcome to the edited and revised second issue of the American Public University System (APUS) *Saber and Scroll Journal*. As noted in the revised inaugural issue, authors of articles published in the early issues of the *Saber and Scroll* have expressed interest in purchasing a print-on-demand (POD) version of their work. In response to that request, a small team has tackled editing and revising the first four issues of the journal to improve the content quality and publish each as a print offering.

Sincere thanks are due to APUS faculty member Jennifer Thompson, who, together with the *Saber and Scroll* Editor in Chief, have edited and revised each article and book review published in the second *Saber and Scroll* issue. Thanks are also due to Susanne Schenk Watts, who has carefully proofread the issues created for print-on-demand format. Where appropriate, the team has added public domain artwork to feature articles to enhance the aesthetics of each issue.

Thanks are due to the second issue authors: Kay O’Pry Reynolds, Allison Archer, Emily Herff, Anne Midgley, Christopher Cox, Allyson Perry, Linda Shay, Alice Alvarado, Ben Sorensen, Jim Dick, Mike Gottert, DeAnna Stevens, and Lew Taylor for their donations to the *Saber and Scroll Journal*.

The team wishes to express a special thanks to the second *Saber and Scroll* Editor in Chief, Bruce Evans, for his contributions to the second issue of the journal. Bruce’s original Letter from the Editor is reproduced below:

As historians, we learn that change comes and reveals itself in many forms. This has certainly been the case here at the *Saber & Scroll*. After the publication of the inaugural edition of the journal, our Editor in Chief, Candace McGovern, stepped down from her position. Her efforts on our behalf were important to the launching of this journal and I would like to express our appreciation and best wishes for her future success. I have stepped into the vacancy as the interim Editor in Chief, and I have had the support of an outstanding group of people to help make this second edition possible. I hope you will indulge me if I mention them all here.

First, I would like to thank Carrie Ann Saigeon-Crunk, the vice-president and current acting president for the *Saber & Scroll*, for her leadership and constant support. Second, I must include Katie Reitmayer who has gone beyond her duties as secretary to format this edition of the

journal into its new layout. I also depended heavily on the skills of my three intrepid journal editors, Michele Jacobsen, Anne Midgley, and Leigh-Anne Yacovelli. The Saber & Scroll is very fortunate to have the support of the American Public University System and I would like to thank Amanda Wilson and Stephanie Matro for their liaison work. Finally, let me extend a very special thank you to Dr. Richard Hines who is the academic advisor for the group.

This edition, the second in our first volume, was assigned a theme prior to submissions and the authors were selected for both their article quality as well as their adherence to the theme. Our group of talented writers covered women, children, and society in many different ways and I think you will not be disappointed with the article selections. I would like to take this opportunity to invite any history writers to submit their work for our upcoming publications. It is the goal of the Editor in Chief and the editing staff to consider all, but to publish the best, right here in the Saber & Scroll.

Respectfully,
Bruce Evans

The team also expresses thanks to Dr. Richard K. Hines, the faculty advisor who provided the following message to journal readers:

I joined American Public University System (APUS) as the Program Director for History and Military History this past January. Like so many of us that take this vocation, I became a history professor because I wanted to make a difference. I accepted this position because it afforded me a greater opportunity to be useful. It is also my honor to work with an amazing group of dedicated faculty. Over the last few years, institutions of higher learning have suffered serious budget cuts, faculty lay-offs, ballooning class size, and rising tuition. Prior to coming to APUS, I instructed 1,600-2,000 students an academic year. In that learning environment, student to faculty interaction became increasingly difficult. In response, I witnessed a developing sense of apathy from students and faculty alike.

I am proud to say that I see none of that here. APUS faculty work diligently to insure that each student receives the best they have to offer. The hours spent by individual faculty far exceeds what you would find somewhere else. Their enthusiasm and dedication never wavers. Each day, I watch as they look for new and better ways to educate, and provide their students with a stimulating learning environment.

Of course, this enthusiasm is rooted in a student body that takes their education seriously. Students make a university what it is. The desire to learn serves as the catalyst for all that we do. We recognize the challenges all of you face. As distance learners, many of you have jobs and families.

Many of you serve in our nation's military, and are deployed all over the globe. In the face of those obstacles, what you achieve is truly remarkable. It is you who give us an opportunity to make a difference. That is, after all, why we are here.

Beginning in June, I will be taking part in the American Historical Association's Tuning Project. This two year project will bring together academics from sixty universities and colleges from around the country. It is with great pride that APUS is the only distance learning online university invited to participate. Over the next two years, the goal is not to establish a common curriculum as much as it is to build a common set of learning goals. With those goals as a foundation, the committee, with the assistance of tuning advisors, will then construct a curriculum and assessment tools particular to the needs of each institution's faculty, and students. Throughout this entire process, I will work closely with the administration and history faculty to institute a base of explicit statements that make clear exactly what students are expected to learn and that articulate what their degrees mean in terms of knowledge and skills, as well as career paths opened to them. In simple terms, this process is about students gaining a greater understanding of what it is they are learning, and the importance of that learning in terms of their discipline.

It is envisioned that this project will drive significant curriculum changes over the next two years. Among other things, this project is also designed to facilitate the process of transferring credits across universities. As the only distance learning online university invited to participate in the project, it is believed that this will give our graduate students greater access to PhD programs around the country.

The publication of the *Saber and Scroll* is a prime example of what our students are capable of. It is, without question, a remarkable accomplishment. Join my colleagues and I, and our students, as we strive to make APUS the leading online university in the nation.

Respectfully,
Richard K. Hines, PhD
Director, History and Military History Programs
American Public University System

It is with great pleasure then that the edited and revised version of the second *Saber and Scroll* issue is hereby presented in print-on-demand format.

Anne Midgley, Editor in Chief