

To: The Sabbatical Leave Committee  
Fr: Steve Brown  
Re: Questions and Clarifications 11/22/95

To make things brief and more readable, I have responded to the committee's comments and concerns with the following Q&A. I hope this format is acceptable. With one exception, the proposal that you already have from me will be my final draft. Thank you for your interest in my proposal.

Q: How do the schools benefit from your proposed programs?

A: They get:

1. a "fresh face" in their classrooms
2. a chance to show students related artifacts which they can actually hold and examine. This "hands on" aspect is unusual.
3. They get professionally researched and presented talks that hold student interest and promote additional study of topic.
4. They get contact with Parkland College speech faculty as a beginning of increased contact and support.

Q: Why is this "contact" important?

A: It could be a critical step in further establishing Parkland as a regional resource in speech and a college of choice for students of that field.

Q: How do the "internal" presentations differ from the above?

A: They would be aimed at making our faculty more comfortable taking their own "show" on the road as I will be doing.

Q: How many programs do you expect to do?

A: In the time available, I ought to be able to visit every high school in the district (should they accept my offer). I will also visit a few selected junior high schools, depending on the demand of the high schools. Overall, 1-3 programs per week seems very do-able. (note: some presentations will be across several sections of a course and may last all day).

Q: Would high school speech teachers be interested in this activity? Teachers of English? Of history?

A: All I would hope. In Illinois, many high school speech teachers are not certified in speech and were not speech majors. They need and want support, but find little as public education budgets continue to constrict. As their students matriculate to Parkland, all would be advantaged if they knew more about our programs and pedagogy. This is a side-benefit within the proposal - enhanced networking, public relations, and recruiting.

Q: The part about psychology of speech versus "traditional" approach isn't clear. Can you clarify?

A: The modern, psych-based approach stresses attitude formation and change. Its counterpart looks at speech making as the assembly of discrete components (claims, warrants, apologia, etc.) which serve specific social purposes. It is an alternative based on aesthetics, ethics, emotion, and negotiation. It is the way speeches were crafted in the 19th century. Modified for today's students, this approach can serve as another instructional technique for those whose backgrounds and learning styles differ.

Q: Would this effect your syllabus?

A: Definitely. There is considerable interest among speech faculty in redesigning several aspects of instruction in our basic course. My proposal flows into this situation.

Q: How would you assess the results of your proposal?

A: Pre-test, post-test designs where practicable. Otherwise, observation/subjective measures would be used. Please see the attached letters from Mahomet-Seymour evaluating the success of the pilot programs.

Q: If you are already doing these school programs as you claim, why do you need sabbatical leave?

A: Two points. First, the programs I am doing now are really a only a pilot test of my proposal, intended to show its viability. I have done about six presentations in the last year, and only two were in public schools. Second, the school programs are only one part of a three part plan. The leave is required to do the additional research, study, travel, preparation, and execution required.

Q: As Parkland strives to respond to the needs of diverse populations, how does your proposal meet this goal?

A: The speeches of African-Americans are key ingredients in the programs. Frederick Douglas and Sojourner Truth for example, are included. Their speeches are among the very best of the period. Additional research opportunities will surely yield more examples. On another level, developing the alternative view of speech described above will provide another learning style choice that may prove to be of great value to culturally diverse students.

Q: Your response to "4b additional considerations" seems abrasive.

A: Such was not my intent. Instead, I intended to call the committee's attention to some facts that are part of the committee's evaluation process. Though every word I wrote is true, I nevertheless apologize to the committee if the tone was unacceptable. Please delete the first sentence under 4b.

Q: How many Parkland speech students would your "re-energized" teaching reach?

A: At present rates, about 200 per year.

**MAHOMET-SEYMOUR JUNIOR HIGH SCHOOL**

201 WEST STATE STREET, P.O. Box 560

MAHOMET, IL 61853

(217)-586-4415

FAX: (217)-586-5869

November 21, 1995

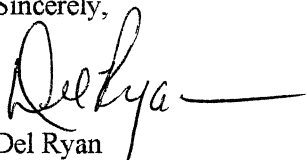
To Whom It May Concern:

Mahomet-Seymour Junior High School appreciated the outstanding presentation Mr. Stephen Brown gave to the sixth grade social studies students. The expertise and enthusiasm he exhibited in giving our students pertinent Civil War knowledge certainly enhanced their course of study.

Mr. Brown is to be highly commended for his dedication and effort on behalf of the Mahomet-Seymour Junior High School students.

Steve, thank you very much!

Sincerely,

A handwritten signature in cursive script that reads "Del Ryan". The signature is written in black ink and includes a long horizontal flourish extending to the right.

Del Ryan  
Principal

To Whom It May Concern:

I am writing this letter in reference to Stephen Brown's Civil War Presentation last spring, to the Mahomet-Seymour 6th grade Junior High Class.

I cannot express how pleased I was with Mr. Brown's ability to captivate and keep the interest of each class. His collection of Civil War paraphernalia was outstanding. It really helped bring the Civil War experience to many of the students.

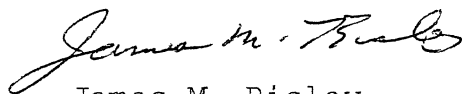
Mr. Brown's presentation was very age appropriate. The flow and continuity of the presentation made it very easy to listen to. Based on the types of questions the students would ask Mr. Brown, it was obvious that they were learning and listening to everything he had to say.

One of the unique aspects of his presentation was that he not only gave students an opportunity to see many of his artifacts and listen to his particular areas of interest, but came armed with information on how, at a very minimal cost, they could pursue the history of the civil war as he had through research and collecting. Many students jumped at the chance to get the addresses and phone numbers he could provide them. I couldn't have been more pleased and impressed.

Before and after the presentations I was able to talk to Mr. Brown about his interest and knowledge of the Civil War and it become evident that his background was very extensive and I could envision him speaking to almost any age group of student, K-12 or college level.

Mr. Brown has briefed me on his idea of giving presentations on the speeches of a few great figures of the Civil War era. I feel it would be very generous of Parkland to provide a man of Mr. Brown's talents to the surrounding area and I know many would benefit and appreciate what he has to offer.

Sincerely,



James M. Risley

## SABBATICAL LEAVE PROPOSAL

10/18/95

NAME: Stephen E. Brown

DEPARTMENT: Fine and Applied Arts

## CURRENT RESPONSIBILITIES:

Professor of Speech Communication and Mass Media. I teach courses in Speech Fundamentals (public speaking, speech effects, purposes and types of speech, etc.) as well as courses in Business Communications, and Mass Media (history, theory, effects, ethics, aesthetics, law & regulation).

## other service/responsibilities:

Member, Quality Improvement Council	1995-96
Chair, space committee	1995-96
President Parkland College Association	1994-95.
Vice President, PCA	1993-94
Curriculum Committee chair	1991-93

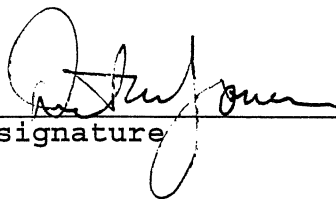
## TIMETABLE:

Length of time proposed:           one semester            
 Semester      fall       X       spring                            summer                             
 Dates of leave   August 20, 1995 to December 31, 1995    
 Alternate plans   January 1, 1996 to May 31, 1996      

## PROPOSAL SUMMARY:

The sabbatical will be built around analysis and study of the speeches and great speakers of the mid-1800's in the United States, among them Lincoln, Davis, Lee, Grant, and Frederick Douglas. Theirs was an era of great speeches and volatile public opinion. I believe their words and presentations were as much responsible for the definition of America as those of Washington or Jefferson. Even the average soldier displayed language skills of surprising quality. These speeches, poems and correspondences effectively "sold" the American Civil War to the nation. They inspire my curiosity as to how and why they were so effective in motivating others. What were their argumentation styles; their cultural and philosophical roots? What events surrounded their speech making? How did speakers maximize their credibility? Can we apply today the techniques that made this period a bench mark in American public address? The speeches will be studied, re-created for students and others, and discussed with audiences interested in these topics.

Signature of Department Chairperson or Director

  
 \_\_\_\_\_  
 signature

10-18-95  
 \_\_\_\_\_  
 date

## 1. RATIONALE

To support, expand, and invigorate my classroom teaching, I propose a series of inter-related studies and activities focused on American speeches from the period 1855-1885. The centerpiece of the sabbatical is in-depth structural and contextual analysis of the speeches of that crucial era. I will strengthen my capabilities in speech analysis and structure, an area I consider to be in need of renewal and development. Though approaches to speech criticism may vary among faculty, structure and reasoning are central to teaching and grading in SPE 101-Fundamentals, SPE 205-Business and Professional Speaking, and SPE 201-Persuasion. The concept of source credibility (audience evaluation of speaker), a basis for much of my teaching, will be explored in detail during the leave proposed.

A second component, my own original presentations (via Parkland Speaker's Bureau and otherwise) on the oral rhetoric of that period will bring the era to life for diverse audiences (from Junior High through adult). They will gain a new understanding of the public speeches and addresses of the mid-1800's and their impact on events both past and present. My speech presentations include re-creations of selected speeches, rhetorical analysis of leaders of the era, and other topics - often accompanied by an extensive display of authentic Civil War artifacts.

## 2(a) ACTIVITIES TO ACCOMPLISH SABBATICAL OBJECTIVES

### Intensive Reading

I will utilize, among other library sources, the State Of Illinois Historical Library in Springfield (with which I have working acquaintance), The University of Illinois Library, the archives of The Gettysburg National Military Park, the U.S. Army Historical Center in Carlisle PA, the Parkland library, and my own extensive collection of materials.

Parkland's new computer network will be used to access both the Internet and World Wide Web. The Internet Civil War study group (hereafter abbreviated "AWCUSA") reading list will be a general resource guide (see Appendix 1). The World Wide Web will be used to examine numerous articles and documents.

The readings will open new understandings and raise new questions for me. For example, the rhetoric of Lincoln will be examined in light of the controversial theses raised in "Lincoln at Gettysburg" by Garry Wills. It is Wills' belief that Lincoln reverted to a classic Greek speech structure in crafting the Gettysburg address. If true, did Lincoln use this form in other speeches? What form did others use? Could this form be used successfully today?

### Travel

I will travel to sites of importance to my studies. I plan to examine archives at various sites, such as those at the University of Virginia (for example, to examine the speeches and debates in the Virginia legislature regarding the causes and purposes of secession). It should be stated clearly that this proposal is about speeches and communication arts, not military history per se. But the rhetoric of

the 1860's simply cannot and should not be separated from the historical context in which it occurred. A basic understanding of the political and military context is required to honestly analyze the speeches of this period.

## 2(b) SHARING RESULTS AND IMPACT OF ACTIVITIES

### Speaking

I have volunteered to make presentations in district 505 schools (see Appendix 4). I will continue these presentations during and after the sabbatical, appearing at no cost to the schools involved. My school presentations are accompanied by a large collection of visual aids (1860's memorabilia, acquired and maintained at my own expense), to enhance the learning experience (see Appendix 3 for list).

Several years ago, I enlisted in the Parkland Speaker's Bureau to make presentations and do so on a regular basis. My most recent presentation was to CU Ambucs in August ("Great Leaders of the Civil War") and CU Rotary-West in September ("Leaders and Communications at Gettysburg"). Dates in October and November are pending. Last year, I spoke in Springfield on the topic "Lincoln's Gettysburg Address Viewed Against the Declaration of Independence." I will continue such presentations during and after the sabbatical. My speaker's biography is attached as Appendix 2.

### Teaching and Writing

For my classroom students, I will be better able to offer meaningful coaching and critique with an improved understanding of classical speech forms. They will, through this coaching have a better command of alternative sentence structures, organization plans, argumentation styles, and other rhetorical devices.

For my colleagues, I expect to offer, likely via the Center for Excellence in Teaching and Learning, a session (or sessions) in the form of our familiar "brown bags." Topics might include screenings and lectures about films depicting events of the period such as Glory or Red Badge of Courage (film criticism is a central component in my COM 201-Mass Media course). Spin-off topics might include "How to Do Speech Re-creations and Presentations for Younger Audiences" or similar themes.

For both students and colleagues, I will extend my involvement in the discussions, debates, and studies comprised by AWCUSA, sharing sabbatical results with others inside and outside traditional academic structures. A concise outline of activities appears on page five. I will initiate, as time permits, an article for an appropriate Speech Journal or other publication.

### 3. WAYS IN WHICH SABBATICAL WILL BENEFIT STEPHEN BROWN:

I will be allowed to study holistically a series of speech-related themes that are already of great interest to me. But I have gone about as far as I can on a "spare time" basis. By having a parsed block of time to concentrate - especially on the readings and speaking - I could bring a new level of competence to my professional endeavors in Speech Communications. While one might assume that comprehensive knowledge of classical speech structure/analysis is common to all who teach Speech-Communication, such is not always the case. For example, my own formal education in Speech-Communication had a VERY strong behavioral science leaning, generally at the expense of more traditional approaches - the kinds of work proposed herein. I strongly desire to round out my expertise by strengthening this important and useful area of my competency.

#### (b) WAYS IN WHICH SABBATICAL WILL BENEFIT PARKLAND COLLEGE:

The proposed sabbatical will give Parkland a better teacher - one more able to teach current course assignments and diversify into new teaching assignments (such as SPE 201: Persuasion). My proposal fits compatibly with the general mission statement of Parkland College in that it will:

- help students define elements of citizenship (purpose one)
- promote strength of a core general education course (purpose two)
- provide lifelong learning via speakers bureau (purpose eight)
- foster critical/creative abilities (purpose nine)

The proposed sabbatical is compatible with the general education objectives of Parkland College as my students will:

- Improve communication skills (objective one)
- Strengthen critical inquiry skills (objective three)
- Improve ability to appraise speeches (objective four)
- Understand speech as a social force (objective eight)
- Students will see the interplay of speech, history, social movements, and psychology (objective nine)
- Understand the relevance of the rhetoric of the 1860's to our own era (objective 10)
- Be able to explain the development of current political speech making as an outgrowth of the "older" rhetoric. (objective eleven)
- Apply public speaking in exercise of basic citizenship (objective fifteen).
- Gain understanding of the difficulties of the former slaves and subsequent generations and the roots of the American racial dilemma (objective eighteen).
- Become more effective at identifying worthy versus unworthy communication strategies by understanding structural analysis. (objective twenty)



I will be refreshed, and will bring deepened understanding of the power of effective public address to every day in the classroom. Parkland will enjoy improved public relations from the community service provided by the school talks and the speakers' bureau presentations. In addition to the other stated benefits for students, they will benefit from having a more fully-versed and enlivened professor.

#### 4. ADDITIONAL CONSIDERATIONS:

##### (a) LENGTH OF FULL-TIME SERVICE TO PARKLAND COLLEGE:

On August 8 of the coming year (1996), I will begin my 18th year at Parkland, all full-time.

(b) DATE OF LAST SABBATICAL: I have NEVER had sabbatical leave. I was ranked 5th last year, when four were funded. Though my proposal was strongly recommended to the administration for funding, it was not granted. I was ranked fourth three years ago when three leaves were granted. Thus, in two of the last three years, I have been the applicant immediately below the cut-off line. I was ranked 8th two years ago, after submitting my proposal late. My total experience in higher education without sabbatical will be 23 years by Fall of 1996.

(c) BUDGET: I will pay all supplemental expenses associated with the sabbatical. There will be no additional expenses to the college.

##### (d) OTHER (workability summary below)

As this proposal has multiple components, I wish to offer these assurances pertaining to overall workability:

- (1) I am quite familiar with the uses of the INTERNET for exchanging materials, and have helped teach it to others at Parkland.
- (2) I am already involved with the Speaker's Bureau and have demonstrated satisfactory ability as a public speaker.
- (3) I have solicited bookings for the school presentations on a trial basis prior to the submission of this proposal with favorable response. (see appendix)
- (4) The readings list is quite manageable. I'll be reading at the rate of about 1-3 books a week. Some sources, such as the "Official Records" are reference sources, not to be read in entirety. The list is presented to give an idea of the range of materials commonly available to me in support of the sabbatical.
- (5) Basically, I know where to find the materials I need. The key is having the time to travel, read, think, and write. I have absolutely NO doubt that I can accomplish the goals and particulars as stated herein.

(e) OTHER: (Sabbatical Proposal Activities Outline)

- I. Study of speeches/communications and their impact from 1855-1875
  - a. The debates and speeches regarding secession
  - b. The Gettysburg Address and Will's thesis of Greek classicism
  - c. The letters of the Soldiers
  - d. Lincoln/Douglas debates - structure of argumentation
  - e. Differences in grammar, structure, style and tone
  - f. Influences on contemporary political speeches
- II. Conveying the speeches of the 1860's to diverse external audiences
  - a. Adapting the message to audience (i.e. Jr. High vs. Adult)
  - b. Improving and managing the use of visual aids (artifacts)
  - c. Interpreting letters and speeches for dramatic effect
  - d. Meeting local public school teachers and civic groups, extending good will and collegiality.
- III. Possible topics - internal presentations (Center for Excellence)
  - a. How to make presentations to young audiences
  - b. Speech styles of the middle and late 19th century
  - c. Topical issues (the rhetoric of the civil war era)
  - d. Media issues (the civil war in film) and/or public screenings/reviews of:
    1. "Red Badge of Courage"
    2. "Gettysburg"
    3. "Glory"
    4. "Ironclads" and etc.
- IV. Debating and discussing historical speeches and related issues on the Information "Superhighway"
  - a. Increasing facility and competence with Internet and WWW
  - b. Representing Parkland and the Speech Communication area in a global arena in a positive way
  - c. Revising and distributing my other related work in this area via Internet

## APPENDIX 1

The following reading List and commentary was compiled by the Internet newsgroup known as "AWCUSA" and is used as source authority for the discussions and debates it conducts. This list was originally edited by Stephen Schmidt of Stanford University. I have edited it further in the interest of brevity.

General Histories of the War, Causes of the War, etc.

James McPherson, *Battle Cry of Freedom*. 1988. A comprehensive history of the United States from about 1845 until Appomattox. About 40% of the book is on the prewar years, the rest on the war. This book is up to date, reflects most (though not all) of the historical research on the war, and is a single volume which is well written, easy to read, and accessible to the non-historian.

Shelby Foote, *The Civil War: A Narrative*. New York, 1958. 3 volumes. Published separately as *Fort Sumter to Perryville*, *Fredricksburg to Meridian*, and *Red River to Appomattox*. A history of the War, focusing on the history of the Confederacy more than on Union operations. Until McPherson's book, the most popularly read history of the War.

Bruce Catton, *The Centennial History of the Civil War*. New York, Doubleday Books, 1963. Three volumes: published separately as *The Coming Fury*, *Terrible Swift Sword*, and *Never Call Retreat*.

William Freehling, *Road to Disunion: The Secessionists at Bay 1787-1854*. 1990. A good, though idiosyncratic, one volume treatment of the South's development of the secessionist mind set.

David M Potter, *Lincoln and His Party in the Secession Crisis*. 1942. A professional historian's treatise. Not light reading, but a quite compelling account of the blunders and circumstances that led to the outbreak of war.

Garry Wills, *Lincoln at Gettysburg*. 1989. A fascinating and controversial analysis of Lincoln's attitudes towards the Civil War and the use of Greek speeches of tribute as a template for the most famous 272 words in American history.

Eugene Genovese, *Roll Jordan Roll: The World the Slaves Made*. 1974.

Fogel and Engerman, *Time on the Cross*. 1974. A comprehensive and HIGHLY controversial study of slavery in the Old South. Though the authors are not apologists for slavery, they do conclude that slavery was not all bad and had a number of positive redeeming features.

Paul David, et. al., *Reckoning with Slavery*. A straightforward, point by point rebuttal of *Time on the Cross* by a number of respected

historians and economists.

Eric Foner, *Reconstruction: America's Unfinished Revolution*. 1990. A comprehensive history of the Reconstruction period, and the effects of the abolition of slavery on the Southern economy and Southern Society.

Stephen Oates, *With Malice Towards None*. 1977. Biography of Abraham Lincoln.

William Davis, *Jefferson Davis: The Man and the Hour*. 1990. Even-handed account of Davis that examines primary sources critically. Well written. Humanizes Davis. Illustrates his strengths and weaknesses.

Ulysses S. Grant, *Personal Memoirs of US Grant*. 2 volumes. 1885. Basically an autobiography, though concentrating on his ACW career.

Horace Porter, *Campaigning with Grant*. 1896. Recollections of one of Grants aides de camp on the history of the war. One of the most widely cited primary sources in subsequent literature.

Douglas S. Freeman, *Robert E. Lee: A Biography*. 4 volumes. 1935. The definitive biography of Lee, who never wrote his own memoirs.

William Piston, *Lee's Tarnished Lieutenant*. 1988. Reviews Longstreet's military record, the attacks against him by the Virginia clique, and Longstreet's replies. The best and most accurate review of Longstreet's controversial career.

John B. Gordon, *Reminiscences of the Civil War*. 1903. Autobiography of Gordon, who after the Big Three of Longstreet, Jackson, and Stuart, is probably the most distinguished of Lee's generals.

*War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies*. 1903. A 128 volume publication, containing all of the official reports, orders and dispatches of the generals of both sides that survived the war. The definitive first-hand source for all aspects of the military side of the war. Not for beginners or for the faint-hearted. Usually abbreviated to OR.

*The Official Records of the Union and Confederate Navies in the War of the Rebellion*. 1927. A 31 volume publication covering the naval documents in the same manner as OR covers the army documents.

Frederic Dyer, *A Compendium of the War of the Rebellion*. 3 volumes. 1959. A summary of the Official Records: contains much of the interesting information and numerical data without the detail of the complete Records.

Mark Boatner, *The Civil War Dictionary*. A dictionary of Civil War names, places, battles, and terms, with one paragraph descriptions of each.

Sam Watkins, Company "Aytch". 1885 or so. Reminiscences of Sam Watkins, private in Company H of the First Tennessee Volunteer Infantry. Very down to earth story of what it was like to be a Confederate private. Does not discuss military history or issues at all - purely one soldier's impression of the war.

Rice Bull, The Civil War Diary of Rice Bull. The personal reminiscences of one of Sherman's bummers who marched through Georgia.

Nolan, The Iron Brigade. 1975. A unit history of the brigade composed of the 2nd, 6th, and 7th Wisconsin and the 19th Indiana, later the 24th Michigan, probably the best brigade in the Army of the Potomac.

Elisha Hunt Rhodes, All For The Union. 1985. The diary and letters of Colonel EH Rhodes, Second Rhode Island Volunteers. Rhodes enlisted as a private and worked his up through the ranks, reaching Colonel of the regiment in 1865. His firsthand impressions of the war in the East.

Michael Shaara, Killer Angels. 1974. A novelized version of the Gettysburg campaign, told from the viewpoints of Lee, Longstreet, and Joshua L. Chamberlain, colonel of the 20th Maine. A must-read for those who want to know what it was like to be there.

Stephen Crane, The Red Badge of Courage. 1891. The most literary novel to emerge from the Civil War. It is a loose description of the battle of Chancellorsville. Three Union enlisted men, and their motivations for fighting the war.

Ambrose Bierce, In the Midst Of Life. A collection of short stories: the first half of the book is stories of soldiers in the War.

Jim Murphy, The Boys' War. 1990. Originally intended as a children's book, this volume gives keen insight into the war as seen by those under the age of fifteen who were all too often asked to fight it.

Paul M. Angle and Earl S. Miers. Tragic Years, 1860-1865, A Documentary History of the American Civil War. 1992. Speeches, letters, other documentation presenting the war in the words of the combatants.

## APPENDIX 2

## SPEAKER BIOGRAPHY

Stephen Brown has been a member of the Parkland College faculty for sixteen years, teaching business and professional communication, speech communication and mass media. Steve holds M.A. and B.A. degrees from Illinois State University, and A.A. degree from Sauk Valley College. He is active as a professor, consultant, researcher, speaker, writer, and media performer. He was President of the Parkland Senate and the Parkland College Association last year.

His current interests include exploring the "information superhighway," the management theories of W. E. Deming, and the speeches and letters of The American Civil War. Over the last several months, Steve has written a play "1865 - Voices from the American Civil War" in commemoration of the 130th anniversary of the surrender at Appomattox.

Steve is especially interested in communication skills and processes and their relationship to successful management. He is involved with business/industry, offering presentations on public communication, media planning, and his award-winning series on stress management. Steve has published on various aviation/communication topics, most recently including "Communication Simulations for Aircraft Radio Training." He has also worked as a media spokesperson for local and national aviation organizations.

Steve Brown is active in airshow narration, having narrated many top shows including the EAA show at Oshkosh, Springfield's prestigious "Air Rendezvous," and dozens of others nationwide. He has been awarded the Gold Seal, one of only five airshow announcers in the U.S. to hold that distinction. He has narrated several "starshows" at the Staerkel Planetarium, and is frequently heard in radio and TV commercials.

To further discuss any of the issues raised in this presentation, please feel free to call or write:

via mail: Dept. Fine and Applied Arts  
Parkland College  
2400 West Bradley  
Champaign, IL 61821

voice/voicemail: (217) 351-2367  
via email: sbrown@parkland.cc.il.us  
sebrown@prairienet.org

## APPENDIX 3

Presentation Visual Aids and Memorabilia Items  
for  
AMERICAN CIVIL WAR (1861-1865) School Programs

1864 Non-commissioned officers sword  
 1864 Colt .44 caliber blackpowder pistol / holster  
 1865 Officers sword / scabbard  
 1863 "Flag of the Republic" Union (Yankee) coin token  
 New York Times from 7/4/1863  
 The Philadelphia Inquirer, 1864  
 New York Tribune (composite) from 7/1, 7/2, 7/3/, 7/4/1863  
 Gettysburg Commemorative Stamps (1963)  
 1861 Springfield Musket w/ bayonet (see note below)  
 1861 Springfield Musket replica  
 Full uniform, private, 19th Indiana Volunteer Infantry (replica)  
 Spent bullets from Gettysburg and Antietam Battlefields  
 Soldier's prayer book  
 Panoramic photographs of the Union lines of "Pickett's charge."  
 Panoramic photographs of the Confederate lines of "Pickett's charge."  
 Spent bullets from Stone's River Tennessee Battlefield  
 Button from Union officers uniform  
 Confederate currency  
 Springfield .45 bayonet  
 Photographs of Gettysburg Battlefield  
 Photo and Autograph of General Oliver O. Howard (from Gettysburg)  
 Poster from the movie "Gettysburg" autographed by Ted Turner  
 Stereoview cards and viewer  
 Painting of Chamberlain's charge (of the 20th Maine) by Mort Kunstler  
 Assorted photographs and books

## notes:

The Springfield musket is, technically, a firearm according to current Federal and State law. This item CAN legally be brought into a school for educational purposes if the building supervisor (principal) and Chief of Police have been informed of the presentation, and have no objections under the law. NO live ammunition or powder will accompany the musket to the presentation except by specific arrangement in advance.

Except as noted, all items are authentic. The collection is valued at over \$5000.00. For these reasons, not all items are used for any single presentation.

## APPENDIX 4

10/1/1995

To: All area teachers and education administrators  
From: Stephen Brown, Prof. Speech Communication, Parkland College  
Re: Civil War Presentations

For the last several years, I have been engaged in research of the American Civil War. My interests focus on the great speeches, letters, and debates of that era, as well as the conduct of the war itself. I am writing a readers theater play utilizing the words of those who figured so prominently in this contentious period. I am currently listed in the Parkland Speakers bureau for this topic among others.

If you would like to have a presentation in your school on the Civil War, I offer my services to you at no charge. My presentation includes an extensive exhibit of memorabilia and instructional items. Among other things, students will see an original signature of a legitimate American hero, and (if they wish) feel the heft and balance of the Union soldier's musket.

The thematic approach is not highly partisan, acknowledging that ALL the combatants were Americans. Slavery is explained as a key contributing cause (among others) of the war. Heroism, individual initiative, and personal integrity on both sides are examined. No particular "historical ideology" is promoted, and legitimate differences of opinion among historians are acknowledged.

You may contact me either through the Parkland Speakers Bureau or directly at the address and number provided. Presentations to multiple class sections can be arranged, subject to work/scheduling demands at Parkland. Given the nature of the subject matter, and the approach of the presenter, this presentation is recommended for Junior High age or older students. Complexity is adjusted according to the age and interests of the audience.

home 217-586-3053  
work 217-351-2367  
internet: [sebrown@prairienet.org](mailto:sebrown@prairienet.org)