

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF RELIGIOUS STUDIES

SANTA BARBARA, CALIFORNIA 93106

April 29, 1986

Dear Colleagues:

I am very pleased to send this confirming letter to all of you who have been selected to participate in this summer's NEH-sponsored Summer Seminar for Secondary School Teachers here at the University of California, Santa Barbara.

The competition was keen. But the list that emerged (see enclosed Roster) from the deliberations of the three referees (a college professor, a high school teacher, and I) is one that all of us are very confident about. Truly all of you are in the company of a select group of people!

We have not been able to send the list of selectees until now because we had not received the final confirmation from one or two of you (for reasons that are thoroughly legitimate). In addition, the referees selected a slate of three alternates should any of the top fifteen persons selected be unable to accept the invitation. Had one or more of the fifteen been unable to accept, and had we published the list earlier than this, everyone would have known who the alternates are. It pleases me to report that all fifteen persons on the original list have been able to accept the invitation.

You will notice that there are sixteen names on the list. Explanation: through a cooperative arrangement with the Endowment, we are inviting a USIA sponsored participant, Jack Jones of Ontario, Canada. We are most pleased that Mr. Jones is able to be with us.

Between now and the time of the beginnings of the seminar, I will be sending you detailed information. For now it is important to note that the seminar begins on Monday morning, June 30, and that official arrival day is Sunday, June 29, after noon. The seminar will conclude following its regular morning session on Thursday, August 7.

We are renting a sorority house -- the sorority sisters are away for the summer months -- for the entire group. The house is able to accommodate forty persons, though in years past we have averaged about twenty five. Breakfasts and suppers are provided five days per week, and some light cooking privileges are available for other times. Board and room prices, not to mention rental rates, are high in the Santa Barbara area, but the rates at the sorority are among the most reasonable we can find. You will be hearing from me in more detail on this subject, at which time you will also be receiving a letter from the manager of the sorority house.

April 29, 1986

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The seminar will meet an average of three or four times per week, beginning at 9 a.m., and running until lunch time. We will also have some special sessions in the evenings as well as some field trips. You can be sure too that there will be outings and social occasions for everyone.

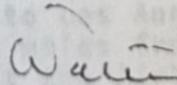
I know that many of you covet information about summer activities both on campus and in the Santa Barbara area. I must tell you that the University runs on an academic schedule that continues into mid-June. We give our last final examination on Friday, June 13. Consequently, some plans for the summer remain in the planning stage. But you can be confident that there are unusual opportunities for recreation and study, both for adults and children.

If you've looked at a map of the region, you've perhaps noticed that the city of Santa Barbara lies on a seacoast with southern and western beach orientations. Across the channel from the city is a nest of islands, one of which is managed by the National Park Service as a summer-destination point by boat from either the Santa Barbara or Ventura harbors. One of the highlights of the summer for participants in previous seminars is the all-day boat trip that we take to the islands. Don't worry -- particularly you folks from Kansas and Nebraska (what a fine place Omaha is!) -- about getting seasick; so far no one has. It is our practice to pack a lunch together with copies of Alexis de Tocqueville's Democracy in America, and spend the day there. But I'll tell you more about this as the time approaches.

I don't expect you to have mastered Democracy in America before you get here. In fact, I would fully expect that most of you have barely read the work, or, perhaps, only in sections. We'll work hard once you get here, and this will include not only reading and discussion but considerable writing. The Endowment's intention in sponsoring these seminars is to stimulate the intellect, recharge the batteries, and provide an opportunity for renewed resolve. This is what I get out of it too.

There will be more soon, everyone. For now, let me congratulate you on having been selected for the seminar. I look forward to a wonderful time together.

Sincerely yours,



Walter H. Capps
Seminar Director

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF RELIGIOUS STUDIES

SANTA BARBARA, CALIFORNIA 93106

June 6, 1986

Dear Friends:

It won't be long now....

Thank you for your prompt responses to the information about housing. We have your requests on file, and are certain that the Kappa Kappa Gamma house can accommodate. A number of you will be visited by family members during the six weeks of the seminar; they are free, of course, to stay at the house, and will be asked to pay for meals and room on a pro-rated basis.

I need another item from you as soon as you can send it my way: your Social Security number. The University cannot process the first portion of the stipend until they have social security numbers. So, please send them on to me as soon as possible.

Also, with respect to the substance of the seminar: We will be utilizing Alexis de Tocqueville's DEMOCRACY IN AMERICA as the basic text for our work. The edition that I prefer is the Doubleday Anchor edition, edited by J. P. Mayer, and translated by George Lawrence. It carries a publication date of 1969 on it, but has been issued in a new cover since that time. Also, please bring a copy of Robert Bellah (et al.), Habits of the Heart, which was published last year by the University of California Press, and has just recently been issued in paperback form by Harper & Row Publishers. Bellah's book is a commentary on Tocqueville's treatise, and will enable us to make our conversation about the treatise current.

Also (lots of also's): let me know of your travel plans. If you are arriving at the Santa Barbara airport on Sunday, let me know, and we'll try to have someone there to meet you. If you are flying to Los Angeles, there is an Airbus that travels the 90 miles from there to Santa Barbara; and we'll try to meet the Airbus too. The Santa Barbara airport is just a little over a mile from Kappa Kappa Gamma House, but too far to walk with suitcases. So let me know.

You have a choice of mailing addresses for the six weeks: (1) Department of Religious Studies, University of California, Santa Barbara, California 93106; or (2) Kappa Kappa Gamma House, 6525 Picasso Road, Goleta, California 93117.

June 6, 1986

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Kappa Kappa Gamma has mail delivery on Saturdays.

I'll give you my home telephone too: 1-805-569-2636. When we're not there to answer it, we have the recording machine operating; so leave a message, and I'll call you back. I've been in and out of Santa Barbara these past weeks while on sabbatical leave. Last week, for example, I was in Virginia Beach, Virginia, studying the Pat Robertson phenomenon. You can be sure that subjects such as these will have their way of inserting themselves into our discussing on the role of religion in a democratic society.

On the first day of the seminar, we will all go together to the UCSB library for a tour and, more importantly, to get library cards. The library card also functions as an ID for cashing checks in the area. In addition, on the first day -- if you wish -- we can all go to the nearest bank to get set up there. We will go to the bank on which your first stipend check will be drawn.

Two additional NEH-sponsored summer seminars will be occurring on the campus, both of them for college professors. Their directors have been talking about some informal get-togethers, perhaps some athletic competition. We'll see how it looks after everyone arrives.

The Old Mission, in Santa Barbara, schedules a regular summer renewal seminar for Roman Catholic nuns and priests. It is always very lively and very jovial. We have been invited to meet with that group at least once while you are here, perhaps to discuss the teaching of moral values in the schools.

So, a lot is being planned, and I'm getting excited.

Please don't hesitate to write or telephone if you have any questions.

Sincerely,

Watt

Tentative Seminar Project
Proposal

8-6-86

The NEH Summer Seminar in Santa Barbara proposes the following project as a year long endeavor that will necessitate reconvening for approximately 14 days in the summer of 1987 to prepare a written report and text for publication:

In light of the upcoming anniversary of the United States Constitution and in light of our discussions of Alexis de Tocqueville's Democracy in America, we propose that high school students be assigned to analyze, evaluate, and reassess the American Dream past, present, and future.

The ultimate goal of the project is to provide students with an opportunity to define and articulate their own American Dream after exploring what the history of the Dream has been and is for members of their own families and communities. By the end of the year, students should be able to understand their roles as participants, creators, and transmitters of the American Dream.

The project is intended to mirror our social, ethnic, regional, and religious diversity as well as our commonalities. It can be adapted to all high school disciplines, grade levels, and ability levels. The seminar group has already developed some materials: a PBS video on Tocqueville, 6 quotations from Tocqueville's text as starting points for discussion and essay topics, and various strategies for incorporating the Constitution itself, the arts, and other reflections of American values. Each teacher will devise the specific approach for his/her own classes. The seminar members will correspond with each other about methods and materials, and, at the reconvening next summer, we will evaluate the project, prepare a summary statement, and draft a text that can be distributed throughout the country.

With the assistance of Dr. Walter Capps, Chris Gonzalez will coordinate various aspects of the project and act as liason between NEH, Dr. Capps, and the seminar group.

AT HOME: GET TO DO:

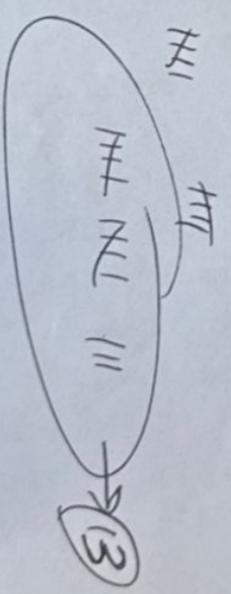
- TRIM HEADS LIGHTLY - 2 hrs -
- WASH STUFF TO DUMP - 4 hrs. -
- TRIM BUSSES NEAR HOME - 2 hr
- PAINT WALL - 5 hrs
- CLEAN INSIDE OF WALL - 4 hrs
- 17 hrs

CHOICES:

- ① WROTE ONE WRITING ON TICKET -
- ② TOLD I CANCEL

STABLE -

Q said: 'Yes, you can
write stably, but there
is a 100% sure -



a;dkkdkka;dkgkdkka;dkgd

Quotes from Democracy in America

"By their practice Americans show that they feel the urgent necessity to instill morality into democracy by means of religion." p. 542.

"Democratic peoples have but little reverence for learning and scarcely bother at all about what happened in Rome and Athens. They want the talk to be about themselves and to see the present world mirrored." p.490

"No novelty in the United States struck me more vividly during my stay there than equality of conditions." p.1

"I do not think that the white and black races will ever be brought anywhere to live on a footing of equality." p. 356.

"Although the desire to acquire the good things of this world is the dominant passion among Americans, there are momentary respites when their souls seem suddenly to break the restraining bonds of matter and rush impetuously heavenward. p.534"

"The majority in the United States takes over the business of supplying the individual with a quantity of ready-made opinions and so relieves him of the necessity of forming his own. So there are many theories of philosophy, morality, and politics which everyone adopts unexamined on the faith of public opinion."

PLAN A →

\$ 55.00

<u>Credits</u>	<u>Debits</u>	<u>Balance</u>
681	599	554 - 500
470	235	599
1151	834	1099
834		
<u>217 +</u>		
		100
		<u>217</u>
		83

\$ 3000 = \$ 100

Education Plan:

Inputs:

Rate - if you change, Price is a 10%

change -

When are we now?

but need in PB - \$ 2,500. -

HIGH SCHOOL TEACHERS STUDY TOCQUEVILLE AT UCSB

150 years ago, Alexis de Tocqueville, a Frenchman, came to the United States and traveled from place to place to learn about the principles of democracy, and to acquaint himself with the American way of life. Tocqueville's observations are contained in his book, Democracy in America, a classic that many still regard as the most astute analysis ever of our national character.

For the past six weeks, fifteen American high school teachers and a college professor from Canada, have been participating in a seminar at UCSB that is based on Tocqueville's text. Sponsored by the National Endowment for the Humanities, in Washington, D.C., the seminar is designed to analyze and interpret Tocqueville's insights, and to employ them in assessing contemporary American life.

"The inquiry has produced a conversation very much like the one Tocqueville's book reflects," stated Walter H. Capps, professor of religious studies at UCSB, and director of the seminar.

Unlike Tocqueville, the teachers have not traveled from place to place to ask the important questions. But, coming from a variety of regions of the country, they are able to compare notes on the attitudes and convictions that are prevalent where they are. In the original inquiry, Tocqueville made certain that he talked with persons who represent numerous occupations and vocations. The teachers are all teachers, but they invited a number of persons from the community to talk with them.

King Harris, news director of television station KEYT, illustrated that American life is made vivid and, at times, distorted by the media. Denver Mills, team leader of the Vietnam Vet Center, outlined the America that is perceived by those who return to it after serving in an unpopular war. Ines Talamantez, UCSB professor, provided perspective on native American assessments of the problems and challenges before a technologically-oriented humankind. Carlo Petersen, a retired minister in Solvang, described what happens to a particular cultural tradition within a society that is dedicated toward treating all traditions equally. Sam Adams, the men's track coach at UCSB and an Olympic coach, spoke about the influence of television on sports, the dynamics of athletic competition, and the pressures that are created by the requirement that athletes and teams always finish first. In addition, there was an evening colloquium at the Old Mission where the teachers met with nuns and priests from throughout the world to discuss how moral values might be taught in today's schools.

"It added up to an ongoing town meeting in which the subjects that Tocqueville addressed were given new, fresh and intensive consideration," Capps stated.

And for the teachers, the consequences were tangible. H. L. "Chico" Anderson, a religion teacher in the Cathedral School in Duluth, Minnesota, said that he came to the seminar "in search of America, trusting that Tocqueville would point me in the right direction." When the seminar ended, Anderson was "still searching," though "convinced that if America is to be found, it will not be out there some place, but deep within each one of us."

Sister Mary Dunleavy, of Wildwood Catholic High School in New Jersey, was most impressed with the varieties of ethnic, cultural and religious backgrounds of the seminar participants. "Our discussions revealed that many of us are offspring of immigrant dreamers who were drawn to the country by the dreams they hoped to find." Sister Mary believes that "many of the same immigrant dreams remain alive today."

Francoise Kemble, a native of France, who teaches in the Collegiate School in Louisville, Kentucky, is most compelled by Tocqueville's warnings about excessive individualism in American society. "Unless we are willing to give up a little of our individualism," Kemble offers, "we might fall prey to 'shepherds,' who, 'just like Jeanne d'Arc, may claim to have been sent to 'clean up' America."

Michael Lehman, who teaches American History at Louis Brandeis High School in New York City, recalls coming to the seminar concerned about "the defects and anxieties that most Americans are keenly aware of today." After the six weeks, Lehman feels more hopeful. "No there are no objective signs out there that the situation in our nation will soon improve. But I have learned that one needs to be inspired to act, and I have been inspired by our time together," Lehman affirmed.

Portions of the animated seminar discussions were recorded on video-tape by the campus' office of Learning Resources, and are available for distribution. The teachers plan a series of follow-up activities in the classrooms of their own schools.

Television Discussions1. PLURALISM/GLOBAL SOCIETY

The intention here is to describe some of the ways teachers are preparing students for citizenship in a multi-cultural, pluralistic, global society. We will touch on topics like: can sensitivity to persons who are strangers to ourselves be taught? are new educational programs required for this? are there already workable pedagogical and curricular models? do the discussants have good examples that can be cited? Since the time is short, each participant will offer an example.

Participants: Mattox, Marquez, Masker, Ungerman, Rees

2. CAN VIRTUE BE TAUGHT?

This discussion is intended to focus in two distinct but inter-related directions: (1) on teaching moral and/or religious values in the schools; and (2) on how we would describe students -- their interests, desires, needs, dispositions, etc. By keeping students in mind when discussing virtue, we should be able to avoid focusing on abstractions.

Participants: Venner, Travis, Stanley, Havens

3. THE VOCATION OF THE TEACHER

Moderator will open discussion by referring to some of the recent national reports on education, and will note that, for the most part, teachers were left out of the evaluation process. Today we have the opportunity to hear from the teachers themselves, and the focus of the discussion is "the vocation of the teacher." We will touch on topics like: can effective teaching be taught? what are the marks of a good teacher? can teachers avoid professional burnout? what are the highest rewards of teaching? what are the primary frustrations?

Participants: Rubin, Wilson, Lewnau, Silverburg,

4. AMERICAN DREAM

This topic will give us a chance to consider the nature of the American dream in contemporary terms. We will take advantage of the presence of our two U.S.I.A. participants, and will ask them about their impressions of this country. We will also probe the questions about whether the American dream is still alive, and whether it is the same dream that "our forefathers" intended? This promises to be a kind of free-wheeling discussion of American aspiration in both individual and collective terms.

Participants: Radowska, Holt, Huschle, Arendt

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SANTA BARBARA, CALIFORNIA 93106

August 8, 1986

Dr. Steve Tigner
Division of Fellowships and Seminars
National Endowment for the Humanities
Washington, D.C. 20506

Dear Steve:

I am writing my final report concerning this summer's Summer Seminar for Secondary School Teachers. And I am writing in a somewhat abbreviated form because this is the third such report I have filed, and I am utilizing the first two as a base.

Simply put, this summer's experience ranks among my most satisfying professionally speaking. Nothing that I do throughout the year brings greater personal and professional rewards.

The group of teachers assembled here these past six weeks must be exemplary. They came with high expectations and sustained the highest possible level of intellectual energy throughout the entire time. I worked them hard, but there were no complaints. And many, on their own, expanded on the work that was assigned.

The keys to success are several. First, I have the very right text, namely, Alexis de Tocqueville's Democracy in America. It is a text that repays concentrated attention because of its ability to identify the core elements of the national character, and, thus, because of its capacity to serve both as a historical and as a philosophical document. And if this year's seminar surpassed that of other summers, it may be due to the fact that the text is no longer an experiment for me. I've used it now at least six times -- in the seminars for secondary school teachers as well as in graduate seminars on our campus -- and I have it under firm control. But this summer, by virtue of the recent publication of Robert Bellah's The Habits of the Heart, the participants in the seminar were given very interesting collateral reading. Bellah's book is a contemporary commentary on Democracy in America; it is the product of an NEH-funded project whose purpose is to bring the Tocqueville commentary up to date. And it does this eloquently. Thus we made use of provocative historical analysis as well as sophisticated contemporary commentary. The discussions this combination of resources helped stimulate are among the most instructive in which I have participated.

Second, the motivation that the teachers brought with them has kept interest high and resilient. Unlike previous seminars, in this one I had a significant number of participants from the New York City area. They all helped set the pace, and it was a fast pace.

Third, the use of the sorority house for all but one of the participants -- including the U.S.I.A. participant from Canada -- is a key ingredient. We had the entire house to ourselves. It is just the right size (with rooms

for 40 persons) to give seminarian his/her own room, and to provide ample space and facilities for family members. The house boasts of having the best cook in the university community, and we also have the best rates by far -- the owners and managers are close personal friends. Thus, instead of having to face a board-and-room situation that needed to be overcome, I was able to draw from the complete satisfaction of all of the seminarians with the personal accommodations we had arranged. I asked for complaints, and learned that one or two of my people believe that the dinners sometimes were salted a bit too heavily.

Fourth, my attitude is that the seminar belongs to a larger contextual environment that includes other essential ingredients. For one, I supplement the regular seminar sessions -- three to four per week of a minimum of three hours each -- with a number of additional meetings. When, for example, we were discussing Tocqueville's understanding of the status of the United States vis-a-vis other nations of the world, we scheduled an extra session with UCSB's men's track-and-field coach, who was an Olympic athlete in the 1950s, and who trains Olympic athletes, and, indeed, has been a U.S. Olympic Team Coach from time to time himself. He talked for thirty minutes on the theme of competition, the drive for success, the sacrifices and rewards involved, et al., as the basis for a full discussion of prominent themes in our text. For another example, the participants journeyed to nearby Solvang, California, a community that was founded 75 years ago by a group of Danish immigrants who dedicated the town and their community to the establishment of a folk school of the kind that the great Danish philosopher, Nikolai F. S. Grundtvig, inspired more than a century and a half ago. I know a man in Solvang who has made the study of Grundtvig's philosophy his life-long avocation; he is the same man who is regarded as the single most cohesive force in the Solvang community. Thus, when the seminar dealt with the theme of "cultural coherence and cultural separation" -- prominent in both Democracy in America and Habits of the Heart -- we met in Bethania Lutheran Church in Solvang, and listened for an hour or so to Carlo Petersen, the Grundtvig scholar. Of course, we all had lunch together afterwards, and explored the community.

In this connection, we also had an evening meeting at the Old Mission, and listened to the Franciscan fathers tell us about early California history. We combined that evening with a joint meeting with a theological institute that was occurring at the Mission. Three of our folks made presentations to the institute on the subject of "Teaching Morality in the Schools," and all, I must add, did exceedingly well. This was followed by a kind of pre-Fiesta party in which the sixty or so persons present there -- not only from all parts of the nation, but from all parts of the world -- got to know one another.

Because my wife believes in the program as much as I, we have also had two social events at our own house. During the first week, we invited the entire group in for dinner. During the final week, we had everyone back for a party, in connection with the celebration of Old Spanish Days here in Santa Barbara. I am pleased to report that our group was invited to with the city and county officials, and the other invited dignitaries, for the opening session of Old Spanish Days. I mention this as an example of the fact that we tried hard, as much as possible, to integrate them into our city's life.

Fifth, the U.S.I.A. participant from Canada, Dr. Jack Jones, together with his family, made a very large contribution to the success of the seminar. Dr. Jones is a specialist in educational methodology. From time to time he gave us some of the benefit of this intellectual expertise. In addition, he was able to give us the view of a Canadian, and this, given the fact that we were concentrating on the American character, was especially vital. I can't say enough about Dr. Jones. He helped us in every possible way. He and his family are much loved by the other seminarians.

What else?

Well, we all took a full day's boat ride, across the Santa Barbara Channel, out over that portion of ocean, to Anacapa Island. One or two of the easterners thought at first that the islands might be Hawaii. I went along with this for awhile, cautioning them that the hula dancers only danced in the afternoons -- the reason we couldn't spot them initially from the boat. No one got sick on the trip, though several took on too much sun.

Yes, and by virtue of a video camera that belongs to me, we have very vivid memories of portions of the summer.

But the most important factor is that all sixteen participants are leaving here, I believe, with recharged intellectual batteries. And because of their enthusiasms, I feel greater charged (or recharged) myself.

My only regret is that I didn't make application, in time, to conduct a SSSST in 1987. I very much wish that I had. As I have said, there's hardly anything in a professor's life that can match the satisfaction. And this is due to the fact, I am sure, that the seminar identifies highly motivated individuals who are enormously grateful for the opportunity, and who work to the utmost to demonstrate that they are worthy of the identification, and who come to love one another in the process.

Sincerely yours,

Walter H. Capps
Professor of Religious Studies