

Dr. Walter H. Capps: Alexis de Tocqueville, *Democracy in America*: Religion in a Democratic Society; June 26th- August 4th, 1995

Please fill and return this form ASAP to: Dr. Walter Capps
1724 Santa Barbara Street
Santa Barbara, CA 93101

Questionnaire:

Name: _____

Address: _____

Phone: _____

1. I will be:
_____ alone.
_____ accompanied by _____ people; _____ adults and _____ children.
2. I will be arriving on: _____
(Please be specific i.e. plane or automobile, flight schedule, etc...)
3. Please note any other information you feel will be helpful to us as we plan for the seminar: _____

4. Medical conditions which will require special accommodations: _____

5. Questions: _____

Thank you for your prompt reply. We look forward to seeing you in June.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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SANTA BARBARA * SANTA CRUZ

DEPARTMENT OF RELIGIOUS STUDIES

SANTA BARBARA, CALIFORNIA 93106-3130
FAX: (805) 893-2059

April 8, 1995

Dear _____:

I very much wanted you to be in my seminar, but your application was so terribly bad that I just didn't have the heart to do it. Where did you learn to write so horribly? And why can't you think better? Have you no brains? Or, is it simply a matter of being totally out to lunch?

I'd like to wish you well in the future, but the truth is that I'm totally relieved that our paths will never ever cross. I don't think you'd like me very much, and I know I wouldn't care a whole lot for you. I'm sure you have so many disagreeable features that no one even wants to sit next to you. And don't think about applying next year -- that would be like making the same mistake twice.

Yours unsincerely,

Big Wally

Walter H. Capps
Professor and Chair

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SANTA BARBARA, CALIFORNIA 93106-3130
FAX: (805) 893-2059

April 8, 1995

Dear _____:

There is no successful way to make disappointing news sound like good news, for I must inform you that you were not selected to participate in the NEH Summer Seminar I will be directing here in Santa Barbara this summer.

There were simply too many qualified applicants. But I can assure you that each application was read with extreme care by three referees. We simply came to the what we regarded as good decisions, but with regret that we had but fifteen invitations to offer.

The National Endowment for the Humanities intends to offer this program again in 1996, and I strongly encourage you to apply again.

I thank you most sincerely for applying, and wish you well in the future.

Yours truly,

Walter H. Capps
Professor and Chair

Invitees:

Richard Barnum, Oklahoma City (B.A. 1974), Social Studies, S.A.G.E.
Mariann DeAngelis, New York City (B.A. 1970), Dominican Academy
Christine Del Gaudio, San Francisco (B.A. 1991), Hillsdale High
Joan Hoffman, Centerville, Iowa (B.A. 1953).
Melanie Jacobson, Santa Barbara (B.A. 1987), San Marcos
William Maestri, New Orleans (B.A. 1973), Catholic High School
Muriel Martin, Estonia & Washington, D.C. (B.A. 1975), Inter-City School
Angela Mazza, Pittsburgh (B.A. 71), Journalism & English
Ann Marie McLeod, Bronx, New York (B.A. 1978), Religion
Judith Nelson, Hudson, Ohio (B.A. 1965), everything
Jane Purcell, Upland, CA (B.A. 1976), English & Foreign Languages
Ross Robins, Cate School (Ph.D. 1985).
Saul Schachter, SeaCliff, NY (B.A. 1978)
Byron Stevens, St. Louis (B.A. 1988), Social Studies
Erskine White, Antioch, TN (B.A. 1973),

Alternate:

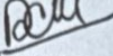
Pauline Coleman, Orlando, Florida (B.A. 1993), History

Men: 6 Women: 9

CAPPS
NEH FV-21819-94

January 24, 1995

TO: NEH PRINCIPAL INVESTIGATORS AND DEPARTMENTAL ADMINISTRATORS

FR: David C. Menninger 
Sponsored Projects Manager

Re: **New NEH General Grant Provisions for Organizations**

On October 21, 1994, the National Endowment for the Humanities (NEH) released the enclosed revisions of its "General Grant Provisions for Organizations" (GGPO), which details the administrative requirements for all grants awarded by NEH (except Challenge Grants). Based on recent changes to federal OMB Circular No. A-110, which sets administrative requirements for all federal grants to universities and colleges, this revision of the GGPO increases UCSB's flexibility in managing its NEH awards by reducing the number of post-award actions for which prior approval by NEH is required. As noted in the Introduction to the GGPO, campus authority is now granted for one-time no-cost extensions of awards up to 12 months, pre-award spending up to 90 days before the beginning date of an award, and rebudgeting among direct cost categories and between direct and indirect cost categories of awards.

The Introduction to the GGPO also refers to the need for each grantee institution to establish an organizational prior approval system to document internal review and approval of actions under the new delegation of authority. *The University of California has obtained agreement from NEH that the University's existing internal review and approval systems constitute an acceptable organizational prior approval system, and that no new procedures need to be implemented to conform to NEH guidelines.* This relieves us from the considerable burden of having to design and implement new procedures specifically for the administration of NEH awards.

On the other hand, it is imperative that, in exercising the expanded authority granted by NEH, the University adhere carefully to its existing controls for contract and grant administration. Thus, requests for no-cost extensions of awards should be submitted to the Sponsored Projects Office for approval and institutional notification to NEH. Requests for pre-award spending should be prepared and submitted to Sponsored Projects in accordance with Research Circular C.1., "Policy on Expenditures Against Pending Contracts and Grants." And rebudgeting among categories of expenditures should be in accordance with the cost principles outlined in federal OMB Circular No. A-21, with University policies and procedures governing matters such as travel expenditures and equipment purchases, and with the University's accounting policies and procedures.

I encourage you to review the enclosed GGPO for further information on the new delegation of authority, as well as for information on actions that still require NEH prior approval (such as subcontracting to third parties). Please contact your Contract and Grant Officer if you have questions or concerns about NEH's new grant administration guidelines.

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DEPARTMENT OF RELIGIOUS STUDIES

SANTA BARBARA, CALIFORNIA 93106-3130
FAX: (805) 893-2059

August 15, 1995

Dr. Michael Hall
Summer Seminar for School Teachers
National Endowment for the Humanities
Washington, D.C. 20506

Dear Michael:

Though this comes in abbreviated form, I wish it to constitute the final report from the director of the NEH Summer Seminar on Alexis de Tocqueville's DEMOCRACY IN AMERICA.

From start to finish it was an absolutely splendid experience -- so much so that I experienced sadness when it was over. We had fewer applicants than in previous years, but the selectees were thoroughly qualified and worked well together. Not one of them gave me any special problems or challenges, but in no way were they representative of the same or even similar backgrounds or experiences. We had good representation from teachers of literature, teachers of history, teachers of religion, and teachers in social science, and from public, private and parochial schools. We also had teachers from both east and west coasts, the midwest, Florida, Oklahoma, and a USIA participant from Turkey. We had two teachers in their mid-twenties, one in her early sixties, with the average age being about forty two. Thus, we had good representation from every vantage point, and we worked together cohesively and constructively.

We scheduled at least four regular seminar sessions per week, beginning at 9 a.m. and finishing at about noon. We had no other regular sessions, but did include several interesting (in my judgment) field trips. Each member was required to do the reading for each seminar. In addition, each one worked specifically on a topic that was addressed in the texts. Each one reported in regular session on his/her respective topic, and, after discussion and criticism, each one wrote a paper that has been included in the collection of essays which also stands as a record of the seminar. We did sufficient previewing of the reports to be sure that there would only be good ones. Of course, some were more stimulating than others, but all held the attention of the seminar participants.

The field trips, in my judgment, were outstanding. The group spent a day in the Ronald Reagan Presidential Library in nearby Simi Valley, under the assistance and guidance of the director of the library. We also took a two-day field trip to the El Colegio de la Frontera Norte in Baja, California, for an extended session on immigration and the border under the direction of Professor Jorge Bustamante, President of the university. Professor Bustamante studied Democracy in America prior to our arrival -- he had studied it carefully as a college student -- and gave us a viewpoint of the United States from the "other side" of the border. We also invited in several UCSB faculty members to addresses issues and subjects addressed in Democracy in America. These included Phillip Hammond, well-known

PUBLIC SCHOOLS

expert on American civil religion, Ines Talamantez, expert on Native American civilizations and cultures, and J. Gordon Melton, who knows more than anyone about current American sects and cults. In my judgment, the way we scheduled regular sessions with sessions in which there were participant reports with sessions that were led by guests with informative and challenging field trips made for a situation in which the discussion among us didn't actually "peak" until the last two days of the seminar. Our final session was a day-long meeting at a nearby conference center, which was followed by our participation in the Santa Barbara Fiesta, where we sat "among the other dignitaries" in front of the steps of the Old Mission.

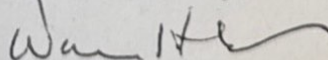
When I compare this seminar with others, and recognize that this seemed most satisfying of all, I believe I can identify several reasons for our success. In the first place, I was coming off sabbatical leave (for spring quarter) instead of finding myself extending the regular academic year. I was fresh and ready for the experience; in other years the seminar has started at precisely the time that I felt ready for a break. The second issue is that, given funding difficulties and my own career path, I could not be certain that I would be given an opportunity to direct another seminar. I was aware of the fact, in short, that this might be my last experience with a program whose very origins I also witnessed. So I think I gave it my best, always mindful of the rich privilege it was affording me. And, third (and most important), this group of teachers was an extraordinarily capable and generous group of individuals. The chief sign of this is that at no time did anyone -- or anyone's viewpoint -- get isolated. They all seemed to be looking out for one another.

Under separate cover I will send a copy of the collected reports/essays the participants produced. For now, I'd like to thank you for the excellent back-up support you gave me from start to finish. It was an extraordinarily rich experience for me intellectually and personally, and I know I will remain in close contact with all of the people who were here for the six weeks.

To the list of credits I should add a word about housing. I located the best housing I've ever had -- studio apartments (virtually fully furnished) that rented for \$795 per unit for the entire period. These apartments are where visiting faculty members stay when they come to UCSB for a short period of time. They are clean and well-managed, and have tennis courts, a sauna, and a relatively large swimming pool on the premises. Consequently, there was not one complaint about housing. As everyone knows, housing is key.

I'll be interested in receiving the responses from participants in a few weeks. Unless I missed something, I think we "nailed it" this time.

Yours sincerely,



Walter H. Capps
Professor of Religious Studies

JOYCE M. BISSO
Assistant Principal

LAWRENCE TANNENBAUM
Assistant Principal



PUBLIC SCHOOLS

GEORGE W. HEWLETT HIGH SCHOOL
60 EVERIT AVENUE
HEWLETT, NEW YORK 11557-2136
516-374-8000 • FAX: 516-374-8173

DR. DONALD C. ROBBINS
Principal

JOHN WIMMER
Attendance Coordinator

30 January 1995

MEMORANDUM

Dear Professor, L. Hall, Assistant Director for Seminars

At your earliest possible convenience, could you please send me a description of your NEH Summer Seminar. I realize this request is late but I would like to share your seminar topic and description with my students. At the high school level, I teach two research classes and one advanced placement class with emphasis in the humanities.

Please send all correspondence to my home address:

Patricia Nardi
851 West Broadway
Woodmere, New York 11598

Thank you for your time and consideration.

Sincerely,

Patricia Nardi
Patricia Nardi
Social Studies Teacher

**NATIONAL ENDOWMENT FOR THE
HUMANITIES**

30 January 1995

MEMORANDUM

TO: Former Participants in NEH Summer Seminars for School Teachers

FROM: Michael L. Hall, Assistant Director for Seminars
Division of Education Programs

SUBJECT: Contributions of the Summer Seminars for School Teachers

In recent testimony before the House Interior Appropriations Subcommittee former Chairman of the NEH William J. Bennett singled out the Summer Seminars for School Teachers as an example of one of the ways the NEH has had "a deleterious effect on our culture" (see enclosed excerpt). This criticism was unexpected. Nothing we have seen in the program's thirteen years of existence had suggested that these seminars were anything other than successful by any measure. Mr. Bennett's criticism has raised questions that go to the very purpose of the program. In a time when all government spending must be examined, these criticisms need to be addressed. The Summer Seminars for School Teachers program staff would appreciate your taking the time to address these concerns and help us determine the fate of the program of NEH Summer Seminars for School Teachers.

1. If you feel that this critique is accurate, would you help us identify specific examples of ways that the NEH Summer Seminars for School Teachers program has "indoctrinated" participants "in the prevailing dogmas of academia."
2. If you do not agree with this critique of the program, would you describe positive contributions of the program, specifically ways that you and your students have benefited from your participation in NEH sponsored Summer Seminars for School Teachers.
3. Should the NEH Summer Seminars for School Teachers program be continued?

From testimony delivered before the House Interior Appropriations Subcommittee on January 24, 1995, by former NEH Chairman William J. Bennett.

2. The Negative Contributions of the Endowments. One of the strategies employed by representatives and allies of the arts and humanities community is to paint apocalyptic scenarios of what a non-NEA and non-NEH world would look like. And that strategy, in turn, depends on convincing the public of the Endowment's indispensable contributions to improving the quality of American life. But how could the two Endowments hope to serve a larger civic role when they have not even improved the quality of the arts and humanities since 1965? There is no question in my mind that things have gotten much worse in these realms during the last three decades. Some of the dominant movements that have swept through the arts and humanities world include the radical nihilism of post-modern art; homosexual and lesbian self-celebration; Marxism-, Neo-Marxism; radical feminism and multiculturalism, deconstructionism; and various manifestations of political correctness.

When I was chairman of the National Endowment for the Humanities, at my direction the NEH staff, in order to counteract some of the modish projects that were swamping NEH, devised a summer program where high school teachers would devote themselves to the study of a single great work of philosophy, literature, or history. The program worked admirably the first year, less well the second, and by the third it was obvious that this program was going the way of all the others. The books were being Marxized, feminized, deconstructed, and politicized. High school teachers, far from being exposed to "the best which has been thought and said in the world" (in Matthew Arnold's phrase), were being indoctrinated in the prevailing dogmas of academia.

George Orwell once said that the first duty of a responsible man is the restatement of the obvious. And the obvious point here is that the arts and humanities in America were flourishing long before there was a National Endowment for the Arts and a National Endowment for the Humanities. There is an attempt by some to make support for the Endowments a litmus test for one's appreciation for high culture. But in fact, one can make the case for abolishing the Endowments and be in favor of a civilized, cultivated society. One can even make a plausible case that the Endowments have had a deleterious effect on our culture.

February 13, 1995

Mr. Michael L. Hall
Assistant Director for Seminars
National Endowment for the Humanities
Summer Seminars for School Teachers
Division of Education Programs, Room 316
1100 Pennsylvania Avenue, N. W.
Washington, D. C.

Dear Mr. Hall:

I received your letter asking for participant response to the NEH Summer Seminar program today in the mail. I feel so strongly about its subject that I was motivated to write an immediate response.

I have attended only one of the NEH seminars - in 1992 at Trinity College in Hartford, Conn., on "Dissenting Voices: Chinese Literature in the Twentieth Century." It was truly an outstanding experience, a life changing experience. The only charge made by Mr. Bennett that rings true is that it did promote "multiculturalism", (if one means by this an appreciation for cultures other than our own) but this is surely not a negative charge.

Through reading the best literature and history produced in and about China in this century, I gained enormous insight into this fascinating culture and the storms which have torn it apart in our time. The materials for the seminar were exceptionally well selected - literature, history, field trips, guest speakers, lectures and more informal discussions. The motives of the people who taught this seminar were primarily to share their knowledge and to gain pleasure in such sharing -- they were surely not "indoctrinators".

As a result of this seminar, I traveled for the second time to China the next summer and last year was able to include much more extensive and informed coverage of China in my Modern World History course as well as including a unit on China of several months in a new course on Modern World Cultures. I also produced an exhibit of photographic works enjoyed by the entire school community for several months. The funding for the production of this exhibit was provided by a special grant from my school. This week I begin teaching a special evening course for alumnae and friends of my school (adults) on decisive moments in Chinese history in this century, using many of the materials used in the NEH seminar.

My point is that the experience gained through this one seminar has gone far beyond a single summer's work and has enriched my teaching and the life of my institution in many ways. One can only imagine the ways that the repeated participation of so many high school teachers has enriched American education if my experience is at all typical.

I am planning to apply for another NEH summer institute this summer, and hope fervently that I will be one of the lucky teachers selected. High school teachers are not "dummies", but in the course of our very busy lives, it is hard to find time for the gaining of new knowledge and the intellectual interchange which can keep us alive and vibrant learners and teachers. We are NOT easy subjects for indoctrination.

I would urge Mr. Bennett to speak personally with some of the NEH participants and to visit some of the seminars - as well as to look more closely at the Course of Studies proposed by the vast majority of these seminars. I would like to take this opportunity to thank NEH for the wonderful experience I had three years ago, to urge them to continue the "good work", and to keep fighting to preserve the relatively few ways in which this country expresses its support for education and educators.

Sincerely,

Judith Nelson
History Teacher

Thu -
Keep on file

Joseph P. Wray
1704 Butter Street
Landrum, South Carolina 28722

Joseph P. Wray
1704 Butter Street
Landrum, South Carolina 29356

Present Employment: Teacher of Social Studies May 4, 1995
since 1999 merger
Lead Teacher in Department of
Social Science of Polk County
High School

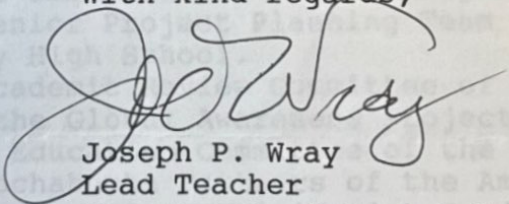
Past Employment: Community Schools Coordinator and
teacher at Tryon City Schools
and Polk County Schools.
Walter H. Capps
Department of Religious Studies at Tryon High School
University of California Director of Development and Public
Santa Barbara, California 93106
Director of Development and Public
Education at Bluefield College
Teacher at Hopewell High School
Teacher at Anderson Creek School

Dear Professor Capps:

Is there a possibility that you might have an opening
in your NEH Summer Institute: Alexis de Tocqueville,
Democracy in America: Religion in a Democratic Society?

I am aware that application were due March 1, but the
one institute I applied for was not funded. If you should
have an opening now or at the last minute, please call me on
my personal toll free number 1-800-783-3390. This institute
would provide valuable knowledge for the AP American History
course that I teach.

With kind regards,



Joseph P. Wray
Lead Teacher
Department of Social Sciences
Polk County High School

Phone: Work: 704-894-2525
Home: 803-457-4693 or
800-783-3390 code 4693
Fax: 704-894-8153

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GRANT EXPIRATION DATE: DECEMBER 31, 1995

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DEPARTMENT OF RELIGIOUS STUDIES

SANTA BARBARA, CALIFORNIA 93106

April 27, 1989

Dear Colleagues and Soon-to-be-Friends:

Thank you for your prompt responses to the invitation to participate in the Summer Seminar on Alexis de Tocqueville's Democracy in America.

The seminar will begin on Tuesday morning, June 27th, with your expected arrival being either Sunday or Monday, June 25th or June 26th. In years past, Sunday has turned out to be a difficult travel day. Fares are often higher on weekends, and there are more people traveling. So we will start on Tuesday morning, giving you the freedom to arrive here on Monday, if you'd like. The sorority house will be available by Sunday noon, however, should you like to take up occupancy then.

The basic board-and-room cost for the six weeks is \$900 per person. This includes an individual room with linens (and linen service) and meals Monday through Friday (breakfast and dinner). Family members who share a participant's room will be charged \$28 a week, or \$168 for the six weeks. Guests requiring a private room will pay \$100 a week or \$14 per night. Special arrangements will be made for children requiring their own rooms (or \$450 for the six weeks). Guests will pay the same as residents for meals: \$50 per week. Children under 10 years of age will pay half price for meals. I hope you find these to be reasonable rates. They are among the best within the Summer Seminar system.

Though you are not required to stay at the sorority house, I am strongly urging that you do so. Not only will this be the most economical way of doing things, particularly if you are coming alone, but the day-to-day contact increases the effectiveness of the seminar. The sorority house has room for 40 persons. In years past, we have averaged 27 persons. Thus, there is ample room for everyone, including room for guests and friends who may be here for a shorter time.

If you plan to arrive by plane, note that the Santa Barbara airport is only a mile or two from the sorority house. Let me have your plane schedule so someone can meet your plane. If you arrive in Los Angeles, there are numerous commuter planes as well as a Santa Barbara Airbus (\$24 per person fare) which runs on a frequent basis.

The sorority house is equipped with adequate coin-operated laundry facilities, and, at last count, two pay telephones (which also receive incoming telephone calls). A house mother will continue to live in the house during the summer months. In addition, Dr. Travis Mattox (who was a participant in last year's seminar) will be staying with you. She knows her way around the campus and the community.

I will be sending you more information in the next weeks, but I wanted you to know about the above-mentioned items immediately. As soon

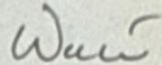
April 27, 1989

page 2

as you can, will you send me the names of any family members who may be coming to Santa Barbara with you. This will help in the allocation of rooms. Most of the rooms have two beds and two desks; two of them have four beds and four desks (which rooms we will reserve for families). The sorority house itself is within walking distance to shops, restaurants and (maybe more importantly) the beach. Santa Barbara has numerous recreation opportunities. I'll be sending you brochures....

I'm so pleased that you will be coming here for the six weeks, and look forward to sending you more information soon.

Yours cordially,



Walter H. Capps

P.S. It appears that we will be joined by two teachers from other countries, one from Australia, and one from Rabat. I'll know definitely soon....

NATIONAL ENDOWMENT FOR THE HUMANITIES

WASHINGTON, D.C. 20508



April 25, 1995

Fax to: Walter Capps

From: Jean Hughes *JH*

Thanks for the list of participants. You will have Thu Pham send me the full applications for them, right?

Unfortunately, once you reject someone for a seminar you can't "unreject" them. I always urge directors to name as many alternates as possible because of just your situation. If you come up short and need to fill the seminar at the last minute I will send you alternates from another seminar. Just give me a call and I will have some files Fed Exed to you.

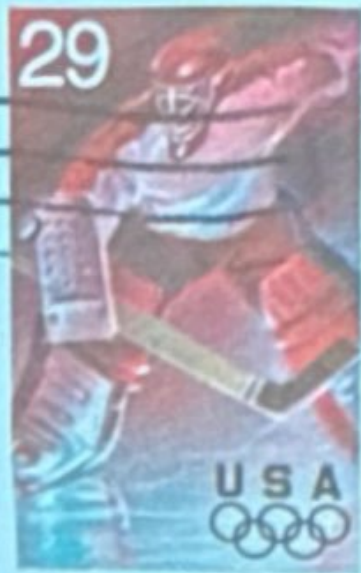
Enjoy your sabbatical; your trips, as usual, sound wonderful.

SUMMER SEMINARS FOR SCHOOL TEACHERS
Division of Education Programs, Room 316
1100 Pennsylvania Avenue, N.W.
202/606-8463 FAX 202/606-8558

Saturday, April 8, 1995

4. Москва
Зарядье. Английское подворье.
XVI в.

Moscow
Zaryadie. English Town House,
16th century



NET

Dear Prof. Capps -

Thank you for
selecting me for your
summer seminar.

I'm going to drop this
acceptance card in
the mail and then
go invest in a copy of
Democracy!

Prof. Walter Capps
1724 Santa Barbara St.
Santa Barbara, CA

93101

Фото Н. Барановского

Смирнов

Jane P. ...

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МОСКВА

