The Chautauquan Daily

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Tradition very much alive as CLSC graduates 129th class



The Keeper of the Gate unlocks the entrance way to the Hall of Philosophy with the golden key that proclaims "READ" to CLSC graduates during last year's Recognition Day festivities. The Class of 2010 will

graduate in a ceremony at 9:15 a.m. this morning at the Hall of Philosophy.

by Sara Toth Staff writer

In the midst of a week focusing on public education, the Chautauqua Literary & Scientific Circle will recognize its latest class — the 129th, to be exact — of readers who have honored lifelong learning in their lives.

The graduation festivities will come to a frenzied peak today with the Recognition Day parade and graduation ceremony. While the activities technically begin with a class photo at 8:15 a.m. outside the Hall of Christ, Chautauquans can take part elsewhere on the grounds with the CLSC Graduation Day Banner Parade, which will occur before the Class of 2010 officially graduates in a 9:15 a.m. ceremony in the Hall of Philosophy.

"This is part of affirming our part in Chautauqua," said Maryanne Datesman, president of the Class of 2010. 'To the class, it's part of the tradition, and it's part of carrying on the tradition."

Several traditional aspects of the ceremony are still in place today; Jeff Miller, coordinator of CLSC activities, and Sherra Babcock, director of the Department of Education, will be reading excerpts from the original ceremony during the class's graduation — in addition to the keynote speech from President Thomas Becker. Other relics from bygone days that will come alive for Recognition Day are the recognizable figures of Lewis Miller and John Heyl Vincent — or rather, Chautauquans Carl Badger and Tom Hrabowski.

The two men, in full Victorian garb and armed with a giant, golden key in the shape of the word "READ," are the keepers of the gate; graduates cannot enter the Hall of Philosophy to graduate unless they are allowed entrance by the two.

Walking through the gate and up the hill into the Hall of Philosophy, the graduates will be greeted by 4-year-olds from the Children's School throwing flower petals. The Group Eight boys and girls from the Boys' and Girls' Club also are included in the events; they will carry the banners from past classes, going all the way back to 1945 - the oldest active class participating in Recognition Day.

See CLSC, Page 4

Out of the Ordinary

BY MALLORY LONG | STAFF WRITER

onight, North Carolina Dance Theatre in residence with Chautauqua Dance will present "Dance Innovations," an evening of contemporary ballet that will showcase the diversity of both the company and ballet at 8:15 p.m. in the Amphitheater.

North Carolina Dance Theatre and Chautauqua Dance Artistic Director Jean-Pierre Bonnefoux said the evening will feature only contemporary pieces that have recently been performed at the company's "Innovative Works" show in Charlotte, N.C.

"It's very, very popular in Charlotte," he said. "The choreographers have the mission to do something that would really be out of the ordinary, not to be too safe about it, to really try some things. We're not trying to please people; we're here to surprise people with the works. That's really the idea.'

The evening will feature five pieces: "City South" and "Matisse" by Mark Diamond, "Glass Houses" and "Le Temps" by Sasha Janes and excerpts from "Alleged" by North Carolina Dance Theatre Resident Choreographer Dwight Rhoden.

Rhoden, artistic director of Complexions Contemporary Ballet in New York City and choreographer on the television show "So You Think You Can Dance," choreographs two to three dances each year for North Carolina Dance Theatre.

"That's really helpful for us, to see somebody different from Charlotte, different from what we see in other companies," Bonnefoux said. "Dwight Rhoden is very different from Mark or different from Sasha, who is different from Mark. I think that's what's interesting. It's to see how rich contemporary ballet can be."

Although most of North Carolina Dance Theatre's performances mix classical and contemporary ballet, Bonnefoux said tonight's show will highlight different styles of contemporary dance.

"When you put (on) different pieces like that, it gives (the audience) the possibility to figure what they like. So they may like this one but not like that one, and they can focus more," he said. "I think that's the way we know more about dance, is by seeing different types of dance. There's no other way for that, I think. You need to be exposed to different things — different companies, different choreographers."

Diamond, associate artistic director of North Carolina Dance Theatre in residence with Chautaugua Dance, choreographed two pieces in the show, the first of which, "City South," will be performed in three movements, featuring a street dancer, a clubbing couple and then

"It was part of our Southern Heritage program, and it's loosely based on the character and the people of Charlotte, which basically is a new city in the South," he said. "It's very light-hearted and a little bit reflecting behind characters that remind me of people from Charlotte. It's really upbeat, no serious stuff going on there, it's just a real fun piece."

Diamond's other piece, "Matisse," explores the life and work of artist Henri Matisse, featuring dancers as some of his most famous paintings: "The Dance," "Blue Nude" and "Odalisque with Green Scarf."

See **DANCE**, Page 12



Jonathan Schnur has witnessed how the quality of a person's education can shape his or her future, and it's ignited his passion for creating better schools for the country's urban youth.

Schnur is the co-founder and CEO of New Leaders for New Schools. The organization is a training program for current and former teachers who are then placed in public urban schools as principals.

His lecture at 10:45 a.m. today in the Amphitheater will focus on lessons that can be learned from schools

have that experienced rapid improvement and in what ways leaders at the forefront of this movement play can crucial roles



in this change. Particularly, he'll examine how the United States can leverage emerging educational trends and use them to its advantage.

"America was once No. 1 in the world in education, but we have stagnated while many other nations have moved ahead. With focus and long-term commitment, we can ... return to number one in the world and eliminate achievement gaps," he said.

According to Schnur, tactics include tapping into new federal and state policies, with which he is well acquainted.

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See **SCHNUR**, Page 4

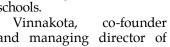
Vinnakota presents successful public boarding school model

by Laura McCrystal Staff writer

Rajiv Vinnakota always had an ambition to make a difference, but he did not foresee himself doing so in the field of education.

He majored in molecular biology at Princeton University because he wanted to cure AIDS. After college, Vinnakota went into management consulting because he want-

ed to work for a few years before continuing school. Yet, in 1997, he left his job to create public, urban boarding schools.





and managing director of the SEED Foundation, will lecture at 2 p.m. today in the Hall of Philosophy as part of this week's Interfaith Lecture Series theme, "Public Education: A Moral Imperative."

Foundation and its boarding schools, Vinnakota said, stemmed from conversations with his friends about ways they could change the world. He said he realized

existed all over the country, and he wondered why that model had not been applied to low-income students.

"You can take any child," The idea behind the SEED Vinnakota said, describing the main idea behind his work, "and if you provide them with the resources, basically any one of them can go on to be successful.'

The foundation currently that elite boarding schools has two schools: The SEED

opened in 1998 as the nation's first public urban boarding school, and the SEED School of Maryland opened in Baltimore in 2008. At both schools, students begin in sixth grade and live at school Sunday night through Friday afternoon.

School of Washington, D.C.,

hoto by leff Crayotta

North Carolina

Dance Theatre

members Traci

Gilchrest and

Sasha Janes

perform Mark

"City South."

Diamond's piece,

See **VINNAKOTA**, Page 4

The Daily online is all Chautauqua, all the time — view select stories from the print edition, plus big, beautiful photos and plenty of exclusive multimedia content.

TODAY'S WEATHER

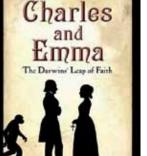


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FRIDAY





Approaching science, religion, education

Young Readers to see presentation on Charles and Emma PAGE 5



Journey through scenes programs

Voice students, Young Artists, present portions of popular shows PAGE 10



The consequences of an inferior education system

Ronald Richard delivers Monday's Interfaith lecture PAGE **15**

NEWS



NEWS FROM AROUND THE GROUNDS

The Briefly column appears on Page 2 daily and is intended to provide space for announcements of Institution-related organizations. If a meeting or activity is featured that day in a story, it should not be repeated in **Briefly**. Submit information to Priscilla in the editorial office. Please provide name of organization, time and place of meeting and a contact person's name with phone number. Deadline is 5 p.m. four days before publication.

Chautauqua Women's Club events

- The Koffee Klatch will not meet this morning due to Recognition Day. Join us at 9:15 a.m. next Wednesday!
- The Flea Boutique, a CWC-sponsored thrift shop, is open today behind the Colonnade from noon to 2 p.m. Proceeds support the CWC Scholarship Fund and the Clubhouse.
- The CWC sponsors **Artists at the Market** from 1 to 4 p.m. today at the Farmers Market, benefiting the Scholarship Fund. The CWC is also looking for new artists to join. Please call Hope at (412) 682-0621 to inquire.
- Every Wednesday at 1:15 p.m. the CWC offers Chautauquans its porch for informal conversation in French and Spanish (available for other languages if interest is shown).

Chautauqua Theater Company artists on the radio

Tune in to WJTN-AM News Talk 1240 from 10:30 to 11 a.m. today to hear Jim Roselle interview CTC artists.

Scientific Circle presents 'Get the Lead Out'

The CLSC Scientific Circle's weekly "Science at Chautauqua" program will feature toxicologist Juanell Boyd on "Get the Lead Out" at 9 a.m. Thursday at Alumni Hall.

Docent tours offered at visual arts facilities

Come at 1:30 p.m. today, starting in the Fowler-Kellogg Art Center, for a guided tour of the Visual Arts at Chautauqua Institution.

BTG sponsors Bat Chat today

Come to Smith Wilkes Hall at 4:15 p.m. to hear Caroline Van Kirk Bissell's friendly bat presentation. An adult should accompany children under 12 years. Sponsored by the Bird, Tree & Garden Club.

Keyser sells guilt-free sweets at Farmers Market

Herb Keyser will sell his (individually sized) lemon tarts and chocolate surprise cookies 9 to 10 a.m. Thursday at the Farmers Market. All proceeds benefit the Chautauqua Fund.

Department of Religion presents Brown Bag lunch

Join us at 12:15 p.m. Thursday and Friday in the Hall of Christ for a Brown Bag conversation on sacred gender issues. What are the individual and collective responsibilities to foster equality while acknowledging history and tradition?

Symphony Partners hosts Meet the CSO Section

Join Symphony Partners in meeting Chautaugua Symphony Orchestra woodwind and horn players on the Amphitheater back porch after the 8:15 p.m. Thursday concert.

Tennis Center hosts state vs. state round-robin

Players from various states (New York, Pennsylvania, Ohio, Florida, New Jersey and more) will play on their state team against other teams in a round-robin format Saturday morning at Chautauqua Tennis Center. Call (716) 357-6276 or sign up in person at the center. The entry deadline is Friday.

CSO presents second annual Community Concert

The second annual Chautauqua Symphony Orchestra Community Concert will take place on Tuesday, Aug. 10, at 8:15 p.m. in the Amphitheater. Community musicians of all levels of experience and instrument are invited to join the CSO in performing four pieces. There are two rehearsals in the Amphitheater for the concert, one from 5 to 6:30 p.m. Saturday for community volunteers, and one mandatory dress rehearsal from 2 to 4:30 p.m. on Tuesday, Aug. 10, for both CSO and community players.

Opera Guild hosts pre-Opera Pops Concert dinner

The Chautauqua Opera Guild sponsors its final pre-opera dinner at 6:15 p.m. Saturday at the Athenaeum before the Opera Pops Concert. Choose one of three entrées, plus salad and dessert, for \$25, with proceeds benefiting the Chautauqua Opera Guild. Call the Athenaeum at (716) 357-4444 to reserve and choose an entrée. Send checks, made out to Chautauqua Opera Guild, to P.O. Box 61, Chautauqua, NY 14722.

Dance Circle presents pre-performance lecture

Before tonight's North Carolina Dance Theatre performance, the Chautauqua Dance Circle will present a lecture with guest lecturer Jean-Pierre Bonnefoux, artistic director of North Carolina Dance Theatre in residence with Chautauqua Dance, at 7 p.m. in Smith Wilkes Hall.

Sailing Department to offer classes, rentals

The John R. Turney Sailing Center, located at the south end of the grounds, offers weeklong classes for all ages and skill levels, as well as boat rentals. Call (716) 357-6392.

Last day for Trunk Show to benefit Young Artists

Sandy D'Andrade's eighth annual trunk show to benefit Opera Young Artists offers Community Appreciation Day from 8 a.m. to 4 p.m. today at the Athenaeum Hotel blue room.



SHINING A LIGHT ON CREATIVITY



Ceramics dry under the lights at the School of Art earlier this week.

Photo by Greg Funka

McCredie Family Fund sponsors Schnur lecture

The McCredie Family Fund, an endowment in the Chautauqua Foundation, Inc., provides funding for today's 10:45 morning lecture with Jonathan Schnur.

Since meeting in college, Yvonne and Jack McCredie have spent part of every summer at Chautauqua. Jack's mother and father met here in the 1920s while his mother's family was visiting on the grounds and his dad was working at the Hotel

Lenhart in Bemus Point. After renting for several years, they purchased a home at the south end of the grounds.

Jack has spent part of every summer of his life at Chautauqua. The McCredie daughters, Elizabeth Daley and Emily Walker, have also visited every summer. Elizabeth's three children who live in South Pasadena, Calif., with Kevin and Liz, have clearly inherited the "I love Chautauqua genes" and visit

whenever they can make the long trip. The newest member of the clan, Lucy and Leland Walker, make frequent trips to Chautauqua with Emily and Phil, who live in Ithaca, N.Y.

Jack is currently serving as an Institution trustee and he and Yvonne have volunteered for several committees. They and Elizabeth graduated in the CLSC Class of 2000. The family agrees that it is a great thrill to return to Chautauqua every summer to reunite with family and friends and to renew themselves with the absolutely outstanding program. Chautauqua is a model of how communities should evolve. The McCredies feel privileged to be able to continue supporting the worldclass activities of this wonderful community and hope that "we will always have the 'Children's school enthusiasm' deep in our hearts."

Boyle Fund sponsors Dance Innovations performance

The Boyle Fund for Performing Arts, an endowment fund held within the Chautauqua Foundation, Inc. sponsors this evening's Dance Innovations performance by the North Carolina Dance Theatre in residence, directed by Jean-Pierre Bonnefoux.

The Boyle Fund for Per-Arts was estab-Chautaugua Foundation by served as an Institution in 2008.

Edward and Helen Boyle. Ed Boyle was president and publisher of the Oil City Derrick and well known in the oil and gas industry. In 1942 he became a director of First Seneca Bank & Trust Company in Oil City and later chaired the executive committee.

Trustee from 1976-1984, as a director of the Chautaugua Foundation from 1984-1994. From 1980 to 1983 he chaired the Chautauqua Fund. He passed away in December 2000. Helen was involved with the Opera Board, Bird, Tree and Garden Club, Chautauqua Society for Peace, The Boyle family has been and provided primary fundactive in Chautauqua's life ing for the Abrahamic Comlished through gifts to the for many years. Mr. Boyle munity Program. Helen died

The Boyles' six children, Mary Boyle-Arnn, Michael, Mig, Patrick, John and Peter, continue to enjoy Chautauqua.

If you would be interested in discussing the possibility of establishing an endowment to support the performing arts or another aspect of Chautauqua's program, please contact Karen Blozie, director of gift planning, at 357-6244 or e-mail her at kblozie@ciweb.org.

CLSC Recognition Day meetings and events

- The Chautaugua Literary & Scientific Circle Class of 1995 will meet at 8 a.m. today at the Prezio cottage for a pre-
- The CLSC Class of 1996 will meet at 4 p.m. today at the Alumni Hall dining room.
- This is a reminder to the CLSC **Class of 1997** that we are participating in the Recognition Day Gala Dinner today. Tickets are \$10 in advance. Hope to see as many of you as possible.
- The CLSC **Class of 1998** will also meet at 8 a.m. today for a pre-parade breakfast at Judy and Jim Kullberg's house.
- The CLSC **Class of 1999** will meet at 8 a.m. today at the Alumni Hall Garden Room.
 - The CLSC Class of 2001 class members are invited to



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meet for the parade at 8:45 a.m. on Bestor Plaza. Bring a copy of The Chautauquan Daily and wear your class T-shirt! This afternoon there will be a Book Chat Social from 4 to 6 p.m. at the McClure residence, 22 South Terrace. The annual class business meeting is at 4 p.m. Thursday in Alumni Hall.

• The CLSC Class of 2009 will meet at 5:30 p.m. today for a "sip and talk" in the St. Elmo parlor.

• The Class Luncheon for new CLSC class members takes place at noon today on the CLSC Alumni Hall lawn.

• No Brown Bag or Eventide presentations will be held to-

- day, due to CLSC's Recognition Day. • Take a tour of Pioneer Hall between 1 and 2 p.m. today and every Wednesday. Come and see the first CLSC alumni class' building and memorabilia from the Class of 1882. The
- Hall is set up with diplomas, photographs and period furniture. Docents will be available to answer questions. • Young Readers will gather at 4:15 p.m. today for a meeting at the Garden Room of Alumni Hall to discuss Charles and Emma by Deborah Heiligman. Presenters: school principals
- (Week Six Interfaith Lecturers). • The CLSC all-class Gala Dinner is at 5:30 p.m. today on

Wednesday at the Movies

the Alumni Hall lawn.

Cinema for Wed, August 4

ONDINE (PG-13) **3:15** 111m From Oscar winning writer/director Neil Jordan (The Crying Game) comes a the story of an Irish fisherman (Colin Farrell)who discovers a woman in his fishing net who he believes to be a mermaid. "Intoxicatingly beautiful..." -Mary F. Pols, TIME Magazine "Ondine is so good it hurts." -Colin Covert, Minneapolis Star Tribune

IT'S COMPLICATED (R) **5:45** 120m Two-time Academy Award winner **Meryl Streep**, Steve Martin and Alec Baldwin star in this hilarious look at marriage, divorce and everything in between. "Guaranteed to put a smile on your face and keep it there." -Rex Reed, New York

THE PRIDE OF THE YANKEES (G) 8:25 128m ® Special Guest Event - Best-selling author Jonathan Eig (Luckiest Man:The Life and Death of Lou Gehrig, Opening Day, Get Capone) will host a screening and discussion of this Oscar winning 1943 classic. "Yankee fan or not, this is a great film." - *Jamie Gillies, Apollo Guide*

Bike Safety Tips

In accord with New York law, bicyclists shall observe all traffic signs and signals, including stop signs and one-way streets.

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INSIGHT



Seizing a 'once-inthree-generation' opportunity to improve American education

t our best, every generation looks carefully at our nation's long-term purpose, values and aspirations — and our current context and **L**challenges — to determine how best to prepare ourselves for a successful future. For all of our generations represented here, it is my strong belief that this week's focus at Chautauqua — ensuring a quality education for every child and young person — is our greatest collective opportunity to fuel a fair and equitable society, our long-term economic competitiveness, and our true national security.

The new dividing line between "haves" and "havenots" in America is an individual's — and a community's level of education. Salaries of college graduates nearly double those of high school graduates and nearly triple those of high school dropouts. Unemployment rates are precisely the reverse. A McKinsey study from last year shows that our current achievement gaps have the effect on our economy of a "permanent recession."

At a time when labor economists are projecting millions of jobs unfilled due to lack of educated workers — and at a time when America is at historic lows in international comparisons of social mobility across socioeconomic lines — we will not solve these problems and leverage our society's and nation's potential without dramatic improvements in education.

Yet, at a time when education is more important than ever, America has lost its position as number one in the world in education. Thirty years ago, when America was leading the world economically, we were also leading the world educationally. Our high school completion rates were first in the world, but — stagnating, as much of the world has moved ahead — those rates have slipped to the middle of the pack among industrialized nations. While the percentage of America's overall population that has at least an associate's degree remains first in the world, the percentage of Americans under the age of 35 has also slipped to the middle of the pack among industrialized nations.

That trend of stagnation and relative decline is precise-

ly the opposite of what we need.

But there is also good news: We have an opportunity to seize — rather than squander — what former U.S. Secretary of Education Richard Riley calls a "once-in-threegeneration" opportunity to dramatically improve Ameri-

In my remarks today, I'll describe four emerging educational trends and assets in our nation and how we can leverage their combined potential to return America to number one in the world in education, while also closing achievement gaps for our low-income and other highneed students.

The first trend and emerging asset is America's growing numbers of small-scale examples of absolutely outstanding educational success. These pockets of success — in hundreds of schools and tens of thousands of classrooms — provide "facts-on-the-ground," proving that all of our young people (regardless of background and need) can achieve at high levels when we adults get it right.

In my lecture, I'll describe the consistent patterns of practice in these schools and classroom and how they can be taken to scale.

The second trend and emerging asset is compelling evidence and research about the drivers of educational results. For example, research now shows that nearly 60 percent of the difference of improvement rates across schools is related to the quality of a student's teachers and principal. A student who gets three highly effective teachers in a row is likely on track for educational success longterm, while a student who gets three ineffective teachers in a row is likely on track for educational failure.

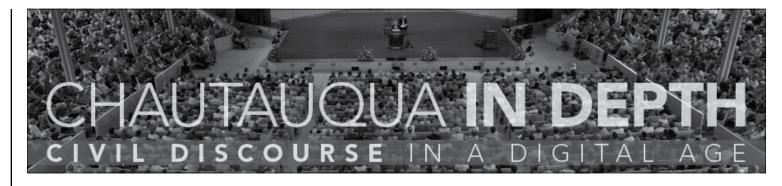
I'll discuss strategies — including but not at all limited to New Leaders for New Schools and other nonprofit organizations — for leveraging this insight at scale.

The third trend and emerging asset involves the growing networks of mission-driven educational and elected leaders who are focused on how to scale their experience of the difference that a quality education can make. President Obama is one elected leader who has made education a top priority — citing the fact that education has helped to make him and the First Lady who they are. Now, a better education nationally can help make America who we can be.

Our fourth trend and emerging asset involves recently developed policy priorities at the federal and state level. These include President Obama's "Race to the Top" initiative and community and state efforts responding to this challenge. These also include the historic adoption by most states over the past few months of new "collegeready and career-ready" academic standards for all children. These standards define a "common core" of expectations that states and communities can leverage and build on to ensure that our expectations are high for students — regardless of what zip code or state they happen to have been born and grow up in. I'll discuss these policies, debates about their design, implementation, and risks, and how we can leverage them to drive educational success.

Over the next two years, America faces a fork in the road as we confront this "once-in-three generation" opportunity. If we are apathetic or sit on the sidelines, we will squander this opportunity. But I am hopeful that our nation will have the focus, broad involvement, and long-term commitment needed to seize this opportunity - first in certain states and communities and then, over time, nationally. We can return America to first in the world in the percentage and preparation of college and high school graduates.

Together, we can fuel a fairer society, long-term competitiveness, and our true national security. But this outcome is not inevitable and will depend in part on you.



Webcast to examine education In Depth

by Sara Toth Staff writer

Events at Chautauqua Institution tend to be the beginnings of insightful conversations on the grounds, but today a Chautauqua event will contribute to a different conversation — a digital one.

The main event of the Chautauqua In Depth initiative, which promotes civil discourse in the digital age, is an interactive webinar with Sharon Robinson, CEO of the American Association of Colleges for Teacher Education, at 3:30 p.m. today in Fletcher Music Hall.

The webinar will be broadcast live through the Chautauqua In Depth website; the live stream will allow online participants to contribute to the conversation and take part in the event as if they were physically in Fletcher Music Hall.

In Depth is a new effort to continue conversations had at Chautauqua Institution off the grounds and throughout the entire year, and the initiative is reaching its peak for the season with the conversation held today between Robinson and audience members both in Fletcher Music Hall and those interacting online through In Depth's website. First, however, Robinson will frame the conversation by discussing the issues surrounding educational outcomes, and how they relate to different economic eras in the course of history.

"Educational outcomes reflect our values as a country and are very reflective of what is necessary and needed in the economic context of a given point in our history," Robinson said. "At this moment, we are evolving into a very different econo-





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Robinson

my, and I think it's a time of real significant change."

Sherra Babcock, director of the Department of Education, said she expects audience members to ask questions concerning what they've learned during the week — the week on public education — and online par-

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ticipants to ask questions concerning what they've learned through their connections and conversations through Chautauqua In Depth. Robinson said she is looking forward to questions concerning current educational policy.

"The contemporary education debates — like the kind that we're having right now — regard some of the policies of the Obama administration, and how those policies are congruent with the emerging vision of education," Robinson said.

Educational outcomes are different now than they were in the past, Robinson said, and factors like the economy are directly impacting what children need to learn.

"Beyond having to instill literacy and numeracy, we also need to instill a real desire to ask new questions," she said. "We have to develop curiosity, a desire to try new, nontraditional things."

Participants were registered in advance for the webinar, Babcock said, so open seating is limited in Fletcher Music Hall, but people can still participate in the event online at *chqindepth.org*. The webinar will be considered a success, Babcock said, if it encourages a continuing conversation, and she hopes the conversation will continue when people go home in the fall and begin asking these questions of their local educators.

"If it generates a great conversation, it will be considered a success, because that's what we're all about," Babcock said. "We're taking the front porch conversation and putting it online."

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FROM PAGE ONE

CLSC

FROM PAGE 1

"This does link up the different parts of Chautauqua," Miller said. "It's a great show and it's good fun."

In order to graduate from the CLSC, the readers have to face the final, most difficult challenge, Miller said.

"We ask, 'Have you read 12 of these books?" he said. "And they answer, 'Yes I've done my reading.' It's the hardest test of all to graduate from the CLSC — it's the honor system."

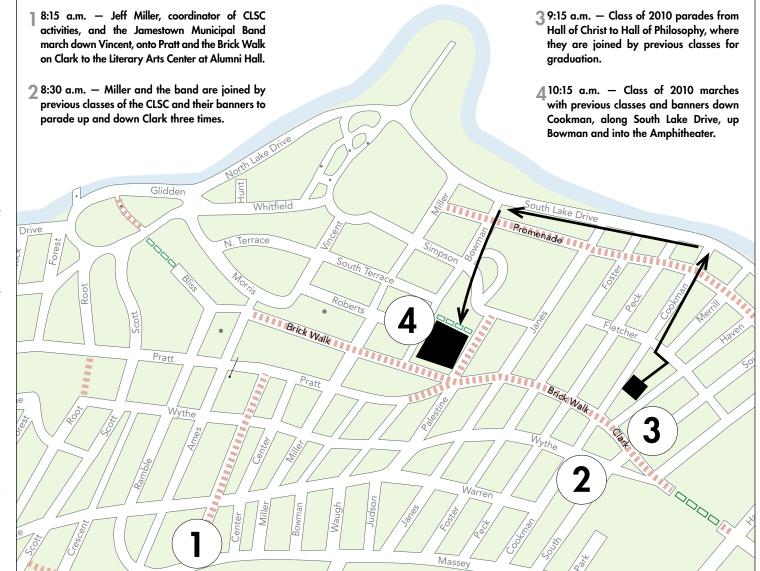
After graduation, the Class of 2010 will take its place at the front of the class procession to parade down to the lakeshore and up to the Amphitheater, where they are the guests of honor at the morning lecture. The class's slogan is already displayed prominently above the choir loft: "Think Higher. Feel Deeper. Be the Change."

After the day's events, the members of the Class of 2010 — the Elie Wiesel class — will take their place as graduates of one of the oldest continuous book clubs in the country, one with a rich history and even richer traditions.

"CLSC is really the thing that took Chautauqua from a small, 200 to 300 Methodist Sunday school teachers talking in the park to a national, an international force," Miller said. "This celebration is one of oldworld, Victorian unity."

Datesman said the class had many goals, and an important role to play on and off the grounds of Chautauqua.

"I feel that our class, and the CLSC alumni in general, can be a real force for carrying Chautauqua off of the grounds as part of the Institution's strategic plan," Datesman said. "We're really interested in helping people to organize reading circles throughout the country. We want to support the Young Readers discussions and the Young Scholars Program. We want to start more reading circles. We're trying to do some scholarships for children who couldn't ordinarily afford to come into Chautaugua to come in and participate. I think we have a very large role to play, and we're very excited for that."



VINNAKOTA

Because the schools are public, Vinnakota said any student in the school district is able to enter a lottery to enroll. The lottery selects students at random each spring.

SEED schools have proven that this is a model for success; 91 percent of their ninthgrade students graduate high school, and 97 percent of the graduates are accepted at four-year colleges including Ivy League, state universities and elite liberal arts colleges, Vinnakota said.

Funding these schools, Vinnakota said, requires changing state law to accommodate public boarding schools. To start a school in Washington, D.C., the funding model was changed to number of awards, but he offer \$35,000 per student focuses on the SEED Founper year in a public board- dation as a group effort ing school. This money cov- rather than a personal ac-

SEED Foundation also relies on fundraising.

The same funding model can be replicated in states across the country, Vinnakota said, although it must be done on a state-by-state basis. Future plans for the SEED Foundation include building schools in Cincinnati, New York, Miami and other urban settings across the country.

Vinnakota said he was closely involved in the first SEED school with everything from teaching to managing finances, but now spends his time overseeing the larger organization, working to build new schools and spread the idea of the SEED Foundation all over the country.

The SEED Foundation has also received a great deal of media attention. Vinnakota has been honored with a ers operational costs, but the complishment.

CONTEMPORARY ISSUES DIALOGUE

Be part of the conversation with afternoon lecturer Rajiv Vinnakota at today's Contemporary Issues Dialogue at 3:30 p.m. at the Women's Clubhouse.

Admittance is free, but limited to the first 50 people. The event is programmed by the Women's Club.

"In the end, this project happens because many people come together to make it happen," he said.

For Vinnakota, his job is made worthwhile by the knowledge that the students at these schools are eventually going to graduate. He said particularly enjoyed the May in the United States."

2010 segment on "60 Minutes" about the SEED School of Washington, D.C., because it focused on the students themselves.

In today's lecture, Vinnakota said he plans to speak about his personal motivation to leave the business world and begin the project, the broader social obligation that SEED embodies as "an example of a challenge to society" and the responsibilities going forward to continue positive change in education.

"I want people to understand that they as individuals and as communities can do great things to ensure that every one of our children gets the resources that they need," he said. "I'm one example of that. ... More importantly, I want people to feel excited and get engaged about ensuring that we do everything of all the media attention, he possible for all of the children

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SCHNUR

Schnur has served as an adviser to President Barack Obama's campaign, a member of the Presidential Transition Team, a senior adviser to U.S. Secretary of Education Arne Duncan, a special assistant to Secretary of Education Richard Riley, former President Bill Clinton's White House associate director for educational policy, and senior adviser search, nearly 60 percent of President Al Gore.

Despite this varied background, it's Schnur's work ity of teachers and princiat New Leaders for New pals. "Principals drive pro-Schools that has taught him fessional development for what principals are doing teachers, play a major role in schools where dramatic in teacher evaluations and progress is being made. He's are the number one factor in discovered their patterns teacher retention," he said.

are highly consistent.

"These are leaders who rally an entire school community to focus on student achievement, drive continuous weekly and daily improvements in every classroom, and create strong school cultures of high expectations," he said. "They drive meaningful accountability for results from both adults and students while ensuring high-quality support and caring for all."

Based on Schnur's reon education to former Vice the difference of the pace of improvement in schools can be credited to the qual-

"I have never seen a turnaround of a low-performing school succeed without a great principal."

What presents a problem, however, is the fact that many school systems are just beginning to work toward recruiting, developing and retaining this vital personnel. Another issue plaguing urban schools is society's doubt that children from any background can succeed given the right resources. According to Schnur, people don't seem to understand that the best chance the country has for economic competitiveness and national security is for every child to receive a solid education.

"I have seen education be the make-or-break difference for young people in pockets, and I don't see any

reason why our nation can't or shouldn't ensure that make-or-break difference in classroom by classroom, school by school, community after community, state after state, at national scale,"

he said. While the country still has a way to go to achieve this academic success across the board, Schnur is confident his dream can become a reality. "The status quo we have in education in not inevitable. Every student in every classroom can achieve at the highest levels regardless of socioeconomic background or geographic location," Schnur said. "Quality education for all children is achievable, essential and urgently needed to create a better future for our nation and world."

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YOUTH AND RECREATION

The Chautauquan Daily



WATCH OUT, GEORGE **LUCAS**

Photo by Tim Harris

A crowd gathers in the Girls' Club to view work done by Club children during photo week last week. Kodak gave the children a week to shoot their own video, then edited it into a video presentation. The party was the culmination of all their hard

More than 700 compete in OFN run/walk

by Jack Rodenfels Staff writer

"On your mark!" — racers get down in a crouch to prepare for the start.

"Get set!" — tension builds, with participants eyeing the long straightaway ahead.

And with that, they were off, as 711 participants competed in the run/walk portion of the 34th annual Old First Night Run/Walk/Swim at 9:30 a.m. Saturday.

With supporters and fans lining the outside of the 2.7-mile route, runners and walkers alike made their way through the Institution.

Crossing the finish line first overall was two-time champion Tyler Gustafson, 20, from Lakewood, N.Y., who will be a senior at Ithaca College in the fall. Gustafson built off of last year's winning time of 14:52 by crossing the finish line this year with a time of 14:40. Gustafson, who runs cross-country and track and field for the Bombers, noted the Old First Night race as a great tune-up for his senior season.

"It was harder than I thought it would be!" Gustafson exclaimed after the race, describing keeping pace after conquering the hill on Bryant Drive as the hardest part of the race. "I continue to love running this race; the people and the route are fun."

Crossing behind Gustafson — and rounding out the podium — were Nathaniel Sutton, 20, and Mariusz Klimczuu, 42, with times of 14:50 and 15:01, respectively.

In the female runner division, Melissa Long, 25, finished first with a time of 17:21. Competing in her 11th Old First Night race, Long is an assistant professor and athletic trainer at Barton College in Wilson, N.C., and she spends her summers as a lifeguard at the Institution, primarily posted at Children's Beach.

"I have been competing for so long, I get a little bit better every year," Long explained. "Everyone was yelling, 'You're the first girl —





Tyler Gustafson, 20, and Melissa Long, 25, cross the finish line as the overall male and female winners of Saturday's Old First Night run. Gustafson's time was 14:40; Long ran a 17:21.

you did it!' I was just trying my best not to fall!"

Molly Sturman, 35, and Kylee Clements, 23, took second and third place with times of 18:12 and 18:20, respectively.

Overall, there were 215 male runners and 189 female runners who finished the 2.7mile trek, for a total of 404 total runners. Forty-seven runners between the male and female divisions ran the race under 20 minutes, allowing for a sub-7:30 mile pace impressive, considering the race's hilly terrain.

Different, but equally as important, is the walking portion of the Old First Night race. In the walking segment, it's not a race against other competitors, but rather a race against oneself. Prior to the race's start, participants have to estimate what their total time is going to be to walk the course around the Institution. Medals are awarded age group, depending on how close the walkers — sans watches — finish to their estimated times.

First overall in the male division was Bryan Flanagan, 37, who finished the course a mere four seconds from his estimated time. Right behind Flanagan was Jeremy Clark, 38, and John Pkeane, 84, who finished five and six seconds from their estimated times, respectively.

In the female division, Emerling, 57, Maureen couldn't have been more perfect. Emerling's estimated time and actual time were exactly the same, showing how exact her estimation skills truly were. Second place

OLD FIRST NIGHT **RUN/WALK/SWIM COMPLETE RESULTS**

PAGES 6 & 7

overall went to Cathy Bonner, 60, who was only one second off her estimated time, and taking third was Kristen Leslie, 38, who estimated three seconds off her actual time.

Three hundred and seven walkers finished Saturday's race - 112 male and 195 fe-

The swimming segment of the Old First Night race took place prior to the 9 a.m. start of the run/walk portion. Amassing half a mile in the Turner Community Center's pool, the swimming race's format was like the walking portion — where competitors had to estimate how long it would take to swim the 18 pool laps.

Taking first place was Kelsey Shea, estimating four seconds off her finishing time. Mike Yunker took second place, finishing ten seconds faster than his predicted time, and Gay Digit-Follansbee took third-place honors, completing her swim 13 sec-

onds off her predicted time. Although there were many awards given at the OFN race, perhaps the most impressive went to Pearl Emerling and Fred Matthias. Emerling, 89, took the honor of being the oldest female finisher, while Matthias, 94, was awarded as the oldest male finisher and both Emerling and Matthias look to repeat the honor for years to come.

MARK

Young Readers to approach science, religion, education by Beth Ann Downey

Staff writer

Although both the book and the presentation for this week's Young Readers Program fit inside the lecture theme, they will be helping kids to think outside the box.

Following up on the story of the life and love of scientist Charles Darwin presented in Charles and Emma by Deborah Heiligman, the program will feature school principals and presenters from this week's 2 p.m. Interfaith Lecture Series speaking about the delicate relationship among science, religion and education. The presentation will begin at 4:15 p.m. today in the Hultquist Center, Room 101.

Jack Voelker, director of the Department of Recreation and Youth Services, said he presumes today's program will be more of a dialogue between these school principals and the children rather than a traditional program. But this conversation, he added, could go a variety of different ways.

"I am curious about how it will play out," Voelker said. "You never quite know what can happen when you invite kids into that dialogue."

The direction of this dialogue will keep its focus on the nonfictional story of Charles Darwin and his relationship with his wife, Emma. Voelker said the book presents Emma as a woman of great faith that contrasted with Darwin's radical ideas on evolution, but goes on to explain how they worked through their

"It just shows two people who came from different directions but found in each other true partners," Voelker said. "That's a pretty powerful story."

differences.

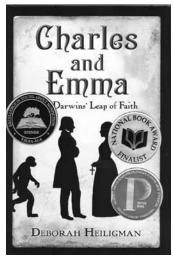
The Young Readers gram aims to present some nonfiction books each summer, Voelker said, because of the way they can give a special or wider insight into someone's life or a period in history. He tries to pick works that don't follow a textbook style of writing and are different than what children might read in school. Although he knows nonfiction may not be a "page-turner adventure" for kids, Voelker said it is still an important genre for them to be exposed to.

"We made a commitment when we founded the program 17 years ago that one of the goals would be to stretch the reading boundaries of young readers, and in order to do that we knew we needed to in-

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clude a wide range of styles of writing, a wide range of subjects, newer books and older books, and nonfiction as well as fiction," he said. "Nonfiction is often not an easy read, but I think it's a rewarding read and well worth both parents and young readers tackling it."

Just as nonfiction is an important genre of literature for kids to try, speaking about their own experiences with science and religion will be a good thing for these Young Readers, Voelker said. He added that it is not intended to be a theological debate, but rather older people, younger people, and people of various faith systems engaging each other on this topic.

"I would hope that families in the intergenerational spirit of Chautauqua would have a chance around the dinner table or on the porch to continue the conversation about the subject," Voelker said.

Maria Hersey, program specialist for International Baccalaureate in Palm Beach, Fla., and one of today's presenters, said she is excited to hear the children's thoughts and ideas and to see what conclusions they can come up with together.

"It is probably going to be one of the highlights of the week for us," she said. "The funny thing about kids is they have really great ideas - things you would never even think about."

As an educator, Hersey said she and her colleagues are always promoting openmindedness in schools and the encouragement of children to be reflective thinkers. She added that just like Charles and Emma listen to each other's opinions, she hopes to take something away from the audience's ideas in today's program.

"I am really excited to hear what they think," she said. "I certainly have my perspective and I look forward to sharing, but I'm more excited to hear their side and maybe incorporate that into my own thinking."

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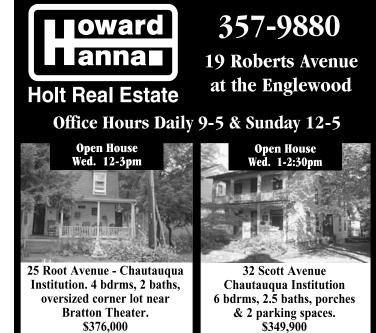
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OFN RUN/WALK/SWIM RESULTS

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1 0:21:08 2 0:21:49 3 0:22:25 0:22:44 0:24:07 0:24:12 0:24:33 0:25:25 0:26:27 0:26:42 0:26:47 0:26:56 0:27:05 0:27:15 0:27:45 0:28:46 0:29:54 0:30:04 0:31:01 0:31:53 0:32:10 0:33:21 0:34:07 0:34:08	Mitchell Dawson Viehe Padd Gifford Posner Kost Vaska-Haas Barton Livingstone Hoehn Pedersen Hastings Bone Brown Bowers Smith Rappole Crotty Swanson-Harbag Schneider Moynihan Wood Britton	Mary Laura Carol Valerie Charlotte Janet Kathryn Kristina Kathy Deborah Sharon Sarah Kathy Melanie Susan Pamela Robin Barb Mary ge Katie Lu Molly Debra Barbara	59 50 50 51 51 56 51 50 53 52 50 52 56 50 53 56 52 52 56 50 53 56 52 57 50 57			0:48:48 0:44:01 0:54:47 0:40:20 0:36:43 0:45:53 0:38:48 0:39:13 0:34:12 0:28:41 60-69 1 0:50:08 2 0:41:51 3 0:42:12 0:41:32 0:48:18 0:46:30 0:43:58 1:03:06 0:44:57 0:45:01	Bunch Hindman DeLancey Lin Mauldin Pauwels Lin Hois Lacadena McKiernan Crowley Curtis Ingram Manross Roose Conner Briggs Oliver Lubozynski Humbert Mason Voelker Neubauer	Larry Roger David Joe Hank Greg Richard Jr. Jim Fernando Bob Jack Dan David Deac Larry Roger David Ross Dennis Kenneth Roy Jack Jeff	0:45:45 0:39:35 0:50:20 0:45:00 0:42:00 0:52:00 0:45:00 0:47:08 0:45:00 0:40:00 0:50:25 0:40:11 0:40:30 0:43:20 0:46:11 0:44:05 0:41:30 1:00:25 0:41:30 0:35:30 0:44:00 0:49:15 0:40:00	+0:03:03 +0:04:26 +0:04:27 -0:04:40 -0:05:17 -0:06:07 -0:06:12 -0:07:55 -0:10:48 -0:11:19 -0:00:17 +0:01:40 +0:01:42 -0:01:48 +0:02:07 +0:02:25 +0:02:25 +0:02:241 +0:03:02 -0:03:03 -0:04:18 +0:05:01	57 59 57 55 59 50 59 51 54 52 68 61 62 60 65 61 62 60 61 61	0:46:59 0:35:29 0:39:35 0:40:49 0:36:06 0:41:01 0:41:37 0:48:23 0:44:32 0:45:49 0:46:53 0:52:48 0:53:30 0:45:02 0:52:46 0:34:14 0:50:59 0:42:29 0:44:51 0:55:25 0:46:02 0:48:26	Andrews Smith James Perkins Clark Hoyt Manross Howell Seelie Pauwels McClymonds Montgomery Reiman Epstein Boyan Perez Bauer Gracey Barakat Knosh-Morse Hudson-Dean McFarland	Meredith Patty Angela Elisabeth Katie Anne Jane Annie Laura Lisa Sharon Lynne Lee Beth Leah Marta Susan Renee Tracy Lora Sharon Mary Pat	0:44:30 0:38:00 0:42:41 0:37:00 0:40:00 0:45:00 0:45:00 0:43:22 0:49:49 0:52:00 0:40:00 0:45:01 0:45:01 0:45:00 0:54:45 0:42:37 0:45:00 0:30:00 0:32:00 0:42:30 1:00:00 0:29:10	+0:02:29 -0:02:31 -0:03:06 +0:03:49 -0:03:54 -0:03:59 -0:04:23 +0:05:01 -0:05:17 -0:06:11 +0:06:53 +0:07:47 +0:08:30 -0:09:43 +0:10:09 -0:10:46 +0:10:51 +0:12:29 +0:12:51 +0:12:55 -0:13:58 +0:19:16	42 47 48 44 41 49 45 49 45 47 47 44 40 45 43 42 49 42 47
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80 and ov 1 0:32:40	er Kost	Florence	82			80 and ov	'	Austin	0:45:00	+0:00:44	80	0:53:47 0:53:23 0:41:31	Marthinsen Smathers Sholder	Alison Susan Johanna	0:50:26 0:50:00 0:45:00	+0:03:21 +0:03:23 -0:03:29	58 55 53
		WALKER	RESULTS			2 0:48:32 3 0:52:49 1:03:05	Matthias MacDermot Martenson	Fred Eugene Gene	0:45:00 0:50:00 1:00:00 0:52:00	-0:01:28 -0:07:11 +0:11:05	94 81 82	0:44:53 0:44:47 0:34:57 0:43:55	Trefts Vagley Rose Hindman	Dede Kitty Pam Merrilee	0:41:00 0:40:00 0:40:00 0:38:20	+0:03:53 +0:04:47 -0:05:03 +0:05:35	57 57 59 58
Actual	Finisher: Fred		D 1: 1	D:((FEMALI	E WALKEI	R RESULT	S		0:38:58 0:36:00 0:48:22	Holcomb Fitzgerald McKiernan	Becky Deborah	0:45:00 0:43:00 0:40:00	-0:06:02 -0:07:00 +0:08:22	51 56 50
Time 1 0:54:42 2 0:42:05	Last Name Flanagan Clark	First Name R. Bryan Jeremy	Predicted 0:54:46 0:42:00	-0:00:04 +0:00:05	Age 37 38	Oldest Fem	nale Finisher: P	earl Emerling	89			0:55:33 0:45:46	Schaef Smith	Carol Carol June	1:05:00 0:36:00	-0:09:27 +0:09:46	50 57
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1 0:49:19 2 0:52:36 3 0:52:37 40-49	Repickity Dobmeier Dobmeier	Milos Matt Pete	0:45:00 0:35:20 0:35:12	+0:04:19 +0:17:16 +0:17:25	30 34 32	0:58:15 30-39 1 0:47:53 2 0:48:50	Mirskyte Davis Rogers	leva Susan Belinda	0:50:00 0:48:17 0:48:13	+0:08:15 -0:00:24 +0:00:37	21 ————————————————————————————————————	0:46:08 0:51:47 0:54:20 0:48:14 1:03:07	Royston Halford Frueh Randolph Haberman	Dolores Betty Rose Diane JoAnn	0:53:15 1:00:00 0:45:00 1:00:00 0:50:00	-0:07:07 -0:08:13 +0:09:20 -0:11:46 +0:13:07	72 71 79 75 76
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MUSIC

Scarlata to preach what he practices at first master class

by Beth Ann Downey
Staff writer

The intimate nature of a master class is perfect for baritone Randall Scarlata.

This will be his first master class at Chautauqua, and the small group of students he will work with parallels his love of performing alongside small ensembles of musicians, as opposed to in operas.

"I really like the small group because everyone's voice can be heard," Scarlata said. "It's a lot of responsibility."

Scarlata will hear the voices of the young artists in the Voice Program at 10 a.m. today in McKnight Hall, and will also be responsible for imparting his wisdom on both students and audience

members. The event is open to the public for a \$5 fee that goes to the School of Music.

Giving a master class shouldn't be a hard task for Scarlata, considering the wisdom he's garnered already in his career. He has sung in major venues across the United States and abroad with such names as the New World Symphony and Vienna's Tonkünstler Orchestra, and he carries a repertoire that spans four centuries and 16 languages.

Scarlata said his specialty is in American new music, but he also has a lot of 19th-century German songs in his repertoire. He has performed pieces of both American and European origins while giving recitals abroad in the cities of Vienna, Nice and Hamburg.



Scarlata

Although he enjoys singing alone onstage with just a few musicians or one pianist, Scarlata said it was initially "terrifying" when these foreign audiences weren't looking down at translations as

they did in America, and all eyes were on him. He soon came to find, though, that there was also something extraordinary about performing these pieces in the countries of their origin.

"There's something very special about performing there, when you can walk down the streets of where composers lived and whistled their melodies," he said. "You can see how where they lived inspired them."

Scarlata himself has also found inspiration from his roots in America. When he is not traveling for performances, Scarlata holds a position on the voice faculty of the College of Visual and Performing Arts at West Chester University, located just outside of Philadelphia. Scarlata said it is sometimes

hard to balance travel with his teaching responsibilities during the semester, but that he knows his students appreciate learning from someone who has experience.

"I know I have to practice what I preach," Scarlata said.

Scarlata said.
Scarlata is also very active within the city's music scene, having collaborated with both the Philadelphia Orchestra and the Chamber Orchestra of Philadelphia. He aspires to start a chamber music festival in Philadelphia by next summer.

Both teaching and performing are things that Scarlata couldn't imagine not doing at this point in his career, he said. He hopes that his passion for both will come across at his master class today.

Scarlata plans to touch on everything from the techni-

cal and stylistic aspects of vocal performance to improving acting skills, depending on the pieces that students bring to work on. He said his master class might be interesting for students because his career is less focused on opera than the professionals they have encountered so far this summer.

Scarlata also hopes that being a text-oriented singer himself will help convey his belief that the words and the music need to work together at all times. But if he can get one important message across to the young artists he works with today, it will be quite simple:

"Take your time and sing what you love," he said. "Work on your craft, and learn as much as you can, slowly."

Piano Competition moves into semifinal

by Beth Ann DowneyStaff writer

The competition will heat up as the semifinal round of the 15th annual Chautauqua Piano Competition begins at 2 p.m. today in Elizabeth S. Lenna Hall.

Thirteen students advanced to this second round of competition after the results of the preliminary rounds were announced last Sunday. These students include John Marcin, Madoka Asari, Dan Sato, Krume Andreevski, Chien-I Yang, Takako Tokuda, Pedro Zenteno, Kaeul Kim, Aran Kim, Richard Kogima, Joshua Sawicki, Vivian Wang and Kevin Wu.

Piano Program Chair Rebecca Penneys said she was happy with the results of the preliminary round and that everyone played well. She added that she was glad there is a bigger pool for the semifinal round than there was last year.

She is sure that all of the students who advanced have been busy practicing since Sunday.

"That's all you can do," she said. "They'll all play better. Some of it is the same repertoire, so they'll play better the next time."

Business Licenses

Competitors can repeat pieces from the first round in the semifinal round to-day, but they must also fulfill the requirement of playing pieces from two contrasting style periods, as well as one piece that was not played on Sunday.

Zenteno, 17, said on Sunday that he planned to practice his new piece that night. He added that he is surprised that he made it through to the second round of the competition, but is glad to have impressed the judges.

"I really enjoyed playing," he said. "I hope that is what I transmitted."

Sawicki, 22, said he was a little surprised, but mostly excited and happy to have the chance to play again today. He said he received very good feedback from the judges on Sunday. Despite this, he still had a lot of work to do to get ready for today's performance.

"I think the first round is weird because it's always unpredictable," he said. "But I think (this round) is even more unpredictable."

The Chautauqua community is encouraged to attend today's round of competition and support the Piano Program students.

Audubon Quartet to teach master class

by Beth Ann Downey
Staff writer

The Audubon Quartet has become its own species of animal.

Although members Doris Lederer (viola), Ellen Jewett (violin), Akemi Takayama (violin), and founder Thomas Shaw (cello) have not all been the permanent members of the quartet in its 35-year history, their extensive work together in this historic and intimate form of chamber music have made them into one body.

For the past 24 years, these accomplished beasts of string performance and instruction have made residence on the grounds for about two weeks of intensive quartet work with the string players of the Music School Festival Orchestra.

The community is invited to watch a part of this week of instruction as the members of the Audubon Quartet give a public master class at 7:30 p.m. tonight in Fletcher Music Hall. A \$5 fee at the door will benefit the School of Music.

Divided into 12 quartet groups, the Instrumental Program students have been working daily on pieces set to be performed in a series of three recitals this coming Friday, Saturday and Sunday. They have hourlong coaching sessions, and then most groups choose to practice outside of this time for about four hours a day, breaking from the usual rigors of MSFO rehearsals and performances to focus solely on quartet work.

"Ît's a very intense experience for them because it's all

taking

reservations

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Chautauqua



Photo by Rachel Kilroy

Ellen Jewett, a violinist in the Audubon Quartet, teaches students in the Instrumental Program.

they have to do is live and breathe string quartets for 10 days," Jewett said. "They're spending the whole day delving into these things. They're just in that world all the time."

This is the world the Audubon Quartet inhabits year-round as the quartet-inresidence at the Shenandoah Conservatory at Shenandoah University in Winchester, Va., and through regular performances. They have become a close-knit group, enjoying each other's company far beyond the dynamic of the music.

Jewett said the most important part of achieving success in a string quartet is garnering enough trust and modesty to allow the group to work organically as a whole and breathe together as one body.

"They have to find ways to submerge their own individual egos into a team, into a single animal, with two paws in the front and two in the back," she said.

Lessons learned working in a quartet can be translated into other modes of performance as well, Lederer said. The fact that they allow the students to come up with their own interpretations instead of "spoon-feeding" ideas is an experience that each member of the quartet hopes the students can learn from, she added.

"Hopefully the information we share with them is something they can apply to the future, not just to that one piece or that one phrase," Lederer said. "I'd like them to feel that they have the skills to express themselves, individually and, more importantly, as a group — to tell one story that just changes our molecules out in the audience, that moves us around, that even if we hate it or if we

feel tense after what they do or whatever it is, that it's not just playing the notes on paper but really using a statement and dynamics from the inside."

After all of their practice and participating in the master class performance today, each student group will get its chance to move the audience however they wish in the recitals this weekend. Lederer said the master class is just another step in the process of getting ready for the recital, in which each group will perform and get feedback from the three other members of the quartet who are not their coach. They don't get into too much detail for the sake of time, Lederer said, but the master class performance is a good chance for students to test their nerves and compare their progress with other

"Hopefully it's just making them more comfortable doing what they're already doing," she said.

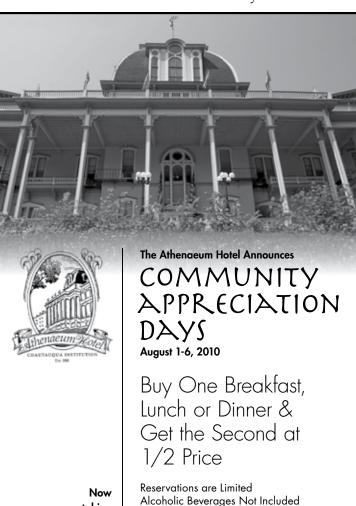




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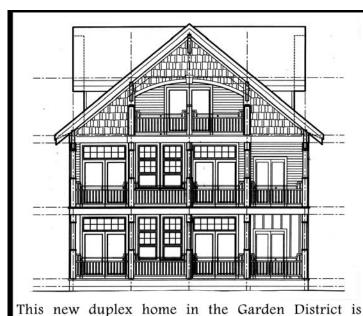
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LECTURE

Early childhood education can make a huge difference

by Karen S. Kastner *Staff writer*

Rally around the cause of early childhood education, not only to help youngsters who might otherwise struggle in school, but also to help the U.S. solve a measure of its social and economic ills, said Barbara T. Bowman.

One of three faculty founders of the Erikson Institute, a graduate school specializing in childhood development, Bowman told the morning-lecture crowd Tuesday that she hoped to recruit the audience to become "ambassadors" for improved education and intervention in infancy and early childhood among minorities and low-income families.

As Week Five progresses with its theme of excellence in American public schools, much of Bowman's research echoed that of Monday's lecturer, Linda Darling-Hammond. Darling-Hammond, co-director of the School Redesign Network at Stanford University, had said the same discrimination that existed before *Brown v. Board of Education* exists in the country today.

Joan Brown Campbell, director of the Department of Religion at Chautauqua Institution, introduced Bowman, pointing to, among other aspects of the speaker's life, Bowman's seven years of experience living in Iran and learning to speak Farsi. Language acquisition dominated the presentation, with Bowman often referring of it as key in infanthood and childhood learning.

Bowman, who admitted at the outset that she was "a little bit intimidated to be asked to speak at such an illustrious place," marveled at the fact that many important players in the country still say, "What's the big fuss?" about childhood education. "The public, parents and legislators don't seem to appreciate how important early childhood learning is to our nation," she said.

"How we treat children between birth and age 7 or 8 ... makes an enormous difference in how they lead their lives," Bowman said. "Children need the opportunity to get skills and knowledge" early in their lives despite the nation's emphasis on kindergarten through 12th grade, she added.

Although, Bowman said, it may be counterintuitive, "unfortunately" preschool educational issues prove "more complicated" than those of kindergarten though high school. Bowman explained that normal developmental differences and opportunities to learn in low socioeconomic and minority households place children the same age at different stages of development.

Some children walk early, while others do not, she said as an example, adding that children come from varying gene pools that lend themselves to considerable variations even within a single family

Also, Bowman said, atypical developmental differences, such as Down syndrome and autism, render matters more complex at the preschool level.

Children of varying skill levels who are progressing well or are experiencing difficulties "may be in the care of a single person" who must try to reach each student at a level that will engage him or her. "It's a very complex business ... to meet the range" of learning levels and address it, Bowman said.

"The blueprint for being human is hard-wired," Bowman said, using the example of language acquisition. No matter what language or languages babies are exposed to, Bowman reported that "all over the world, there are

similar stages" as infants learn to speak.

At a few months of age, she said, babies who are developing well begin to turn toward those who are speaking, and then the youngsters begin to make noises that are not language-specific, that is, noises that could be common to languages other than those they regularly hear, Bowman said.

The next step in language acquisition, she said, begins when babies are six or seven months old. "Their brains reconfigure so they only 'hear' sounds from their own languages," and they begin to imitate only sounds from their own language. "English children don't learn Japanese sounds," and vice versa, she said.

In this way, she said, infants begin "making categories" of aspects of their young lives. One category might be "things I like in my mouth" as opposed to items that do not belong there.

Bowman went on to explain that babies who are permitted to explore their bodies develop hand-eye coordination.

"There are sensitive periods in the development of young children," Bowman said, likening a 2-year-old's learning to talk to "cracking the code" of the Rosetta Stone. Language acquisition, she said, "requires a community in order for it to happen."

Those infants and children who "don't get stimulation" often have severe problems later on, she said, making reference to a study by a Tehran dentist who found that orphans whose caregivers did not interact with them frequently experience developmental problems. For example, she said, they "did not sit up (by themselves) on time."

Many Hungarian orphans adopted by Americans in the 1980s and '90s also had been deprived of "loving, supportive interaction" and, as a result, experienced emotional problems going forward.

Now, she said, "Some people are getting the point," with a "groundswell of information ... on why it's so important" recently having become available to support the movement. Much of the research points to a "three-generational effect" when proper baby and child education is fostered, Bowman said.

Among the "most important facets" of early child-hood learning is "family care," which, Bowman said, varies, generally speaking, according to socioeconomic level and ethnicity.

"The similarities and differences (among children) are deeply affected by their opportunities to learn" early on, Bowman said. Citing scholarship, Bowman said middle-class babies and children typically hear 50 million different words by the time they are four years of age, while their counterparts in the lower socio-economic categories hear only 10 million words during the same time period.

In many American households, especially poor and minority households, Bowman said, youngsters often learn in a way that does not prepare them for success in the American education system. For example, she said, if parents tell children that "school was no fun," children are more prone to "back off and not try" to do well.

A study conducted in Appalachia shows that white parents typically asked children rhetorical questions that allowed children to answer in such a way to highlight the youngsters' knowledge, such as asking them if they can count to a certain number.

Conversely, Bowman re-

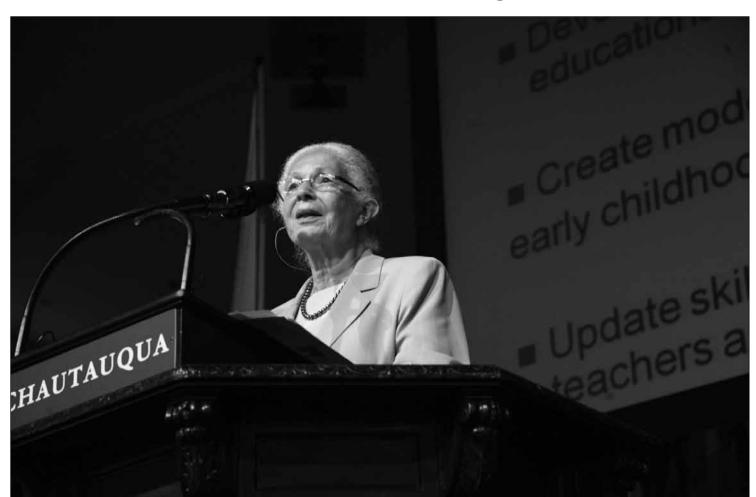


Photo by Emily Fox

Barbara Bowman, co-founder of the Erikson Institute, speaks on early childhood education Tuesday morning in the Amphitheater.

ported, Appalachian African-Americans tended to ask their children questions to which the parents did not know the answers, such as asking children where a family member had gone.

If an Appalachian teacher were to hold up a banana and ask children in her class to tell her something about it, African-American children might say that their grandmothers had given them one, but Caucasian students might more aptly display their knowledge, saying, Bowman said, "It's a fruit, and it's yellow." Rhetorically, Bowman asked the audience, "Which way gets you Brownie points in school?"

Situations involving children who spend more time with siblings than with working parents don't lend themselves to children thriving in school, she said.

In the past several years, Bowman said, studies have shown that Asian-Pacific students are top achievers, followed by Caucasian, then Latino, then African-American. "We're closing the achievement gap, but slowly," Bowman reported.

Studies, including the Perry Preschool Project that followed students until they were 40 years old, consistently show that "the earlier (education) starts, the more likely it is to be sustained later on," Bowman said. Those children who participated in a high-quality preschool program "had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have

preschool," the study shows.
"Children make the most
progress" long-term if they
have well-educated preschool teachers and school
administrators, according to
studies, Bowman said. She
added that low teacher-student ratios also play an important role.

In Eager to Learn: Educating Our Preschoolers, Bowman, along with co-editors M. Suzanne Donovan and M. Susan Burns, recommend that American schools begin to focus more on preschool than on kindergarten through 12th grade.

The three also recommend that health care reform focus on education and social services for low-income infants and children. In Illinois, she said, the state board of education began doing this as "one way of solving the problem."

Although she acknowledged common oppositional stances that preschool is "not a right" for all Americans and that such intervention can cost \$18,000 to \$25,000

per child, "this is not hoopla," Bowman said.

Saying that she hoped she had recruited the whole audience to serve as "ambassadors" for early childhood education, she encouraged — just as Darling-Hammond had — audience members to "try to convince neighbors and friends that this is worthwhile." Darling-Hammond had also encouraged the audience members to contact their Congressional representatives about education reform

tion reform.

Early childhood education, Bowman told the crowd in closing, "can make a huge difference in how children perform in high school" and beyond. "It can make a huge difference for the nation."



There's a significant achievement gap between men and women at the high school and college level, with women outperforming men at an increasing rate. Is there something going on here in early education that can explain this?

That's an interesting **1** • question because one of the things that's happened in the last generation is that women are scoring pretty close to men in math and science in high school. The expectation is that pretty soon, that it will be pretty even between men and women. The question becomes, "Does the change in how our social interactions are stylized, is that a problem for men?" In other words, is it a problem to have so many women competitive? Are we preparing our children, both men and women, for a society that is more equal than in the past? When you change one variable in a society, it changes lots of other things. I don't know if we have thought very clearly about how we think about marriage roles, how we think about helping people with older kids get along with one another. We just made the assumption that it would all work out. I think we probably need to be a little more thoughtful because some of it is working out, but not exactly as we would like it to.

You talked about how children learn, and that they learn from the human voice and the human interaction. Would this imply that too much TV watching — which you describe is not where children learn speech skills and re-

lationship skills — really denies them progress?

If the TV watching **A**•is taking the place of interacting with adults and older children, yes, it is dangerous. However, I think we can also overstress it. It's not going to cause any permanent damage for 2-year-olds to sit for 15 minutes and sit in front of the television. We have to be sensible about mothers cooking dinner, having to keep their children occupied, but the fact of the matter is, motion and sound get the children's attention, although it doesn't have a lot of meaning. Without meaning, the television doesn't provide the type of experiences that builds knowledge skills in children. Now, somewhere about 4 or 5, you will notice that children look up at the television for increasing periods of time. Sometimes even ask questions — "What's happening?" "Why's he doing that?" That's the point at which television and other kinds of media can begin to have an effect. One of the ones that is often used is an automatic book reader where there is a tape for a book, and the child looks at the book and the tape plays. Unfortunately, the children like the noise of the tape recorder, but they don't listen to the words. One of the problems we find, for instance, in the older fouryear-old programs, when we move to chapter books, we find that our children love them, they sit quietly and listen, but they don't listen to the words, they listen to the sounds of the words, the onomatopoeia, (and) look at the teacher's face and whatever facial gestures she's making. If you ask what's happening in the story, they don't pay too much attention. We really need to think very carefully about what we expose them to and to do it very intentionally.

> Transcribed by Jack Rodenfels

A recording of this lecture is available on tape or CD at the Bookstore or may be downloaded from The Great Lecture Library, www.greatlecturelibrary.com.



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MUSIC



BRASS CLASS

Photo by Greg Funka

Members of the brass section from the School of Music's Instrumental Program demonstrate their instruments for Children's School students.

Opera Young Artists to shine in Shakespeare scenes program

by Alison Matas Staff writer

As Brittany Ann Reneé Robinson sleeps on a bed of animal hides, John McCarthy carefully handles a sheathed sword, peering over his shoulder at Robinson. Dropping it to the ground, he doubles back and crouches down next to her. Tenderly, he caresses her leg, working his way up her body to her face. As she awakens, a smile graces her face, and the two share an intimate kiss.

The moment is broken only by director Octavio Cardenas' voice, instructing the actors to try the scene a different way. This is their first staged rehearsal.

are two singers in the Young Artists Scenes Program "Shakespeare, the Opera's the Thing!" which features the studio artists. One set of scenes plays at 2 p.m. today in Norton Hall. There will be a second set at 4 p.m. Friday, also in Norton.

There are 13 scenes between the two programs, but several of the scenes come

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from one show. Featured operas include Antony and Cleopatra by Samuel Barber, Macbeth and Falstaff by Giuseppe Verdi and A Midsummer Night's Dream by Benjamin Britten. "Shakespeare was inspirational to so many composers from the 1700s up to now, so we picked as many scenes as we could," Director Bill Fabris said.

Cardenas is directing the first day of scenes, and Fabris is in charge of the second day. The vocal coachings for each scene are split between different members of the music staff so as not to overload one person. It also gives the Young Artists chances to work with as many teachers as possible. "It needs all McCarthy and Robinson hands on deck," Music Administrator Carol Rausch

Because of the shortened season, this was the first time the scenes were assigned prior to the studio artists' arrival on the grounds. Instead, each submitted a DVD of himself or herself singing so directors were able to get a feel for each person's body type and usual vocal repertoire.

WHITESIDE

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This year, most are singing in contrasting scenes. For example, an artist may have one comedic and one angstridden scene or one English and one French scene.

Based on costumes available and the director's vision, some scenes will be modernized, while others will remain in their original time period. "It's going to be like a time machine," Cardenas said. "It's going to be jumping around."

Both directors have focused on grasping the meaning of the original Shakespeare plays before tackling the operatic scenes with the studio artists. This work teaches the singers how to do adequate research about character, which is a skill they'll use for the rest of their careers. "First I try to make them understand the text before the music. That would be ideal for me," Cardenas said. "Understanding the text frees their bodies to do the performance and to do the acting."

There is one number, however, that isn't directly pulled from a Shakespeare text. To end one day of scenes, the Young Artists will be singing the "Tonight" quintet from "West Side Story," which is loosely based on "Romeo and Juliet." Fabris anticipates this being one of the best parts of the show.

"We'll have the Sharks run on and all the Jets and a couple Anitas and Marias." he said. "Imagine all these singers belting out that music. That'll be exciting."

by Beth Ann Downey Staff writer

As opposed to one director, there are 10.

This is the concept behind staging director and acting instructor John Giampetro's work with Voice Program students in class. With his physically based "viewpoints" approach to acting, he allows his students to create their own objectives in an organic way, instead of being confined to following directors' orders.

The benefits of this method will become evident through the Voice Program's Opera Scenes Concert, which will begin at 4 p.m. today and 7 p.m. Thursday, both in McKnight Hall.

Both the students and Giampetro said they are enjoying the process of putting this performance together as well as the unusual way the scenes program will unfold in front of the audience.

Giampetro said he always tries to do these programs "a little differently" by interjecting a common theme or storyline throughout otherwise unrelated opera scenes so that the audience may feel they have been taken on a journey.

This performance's jourey will begin with the cast's interpretation of the oratorio "Jephté," which tells the biblical story of a warrior who asks for God's help in battle, promising to sacrifice the first person he sees if he arrives home in victory. When the first person he sees is his daughter, he allows her a two-month period of contemplation before he ultimately plans to kill her.

From the abrupt ending of this 15th-century oratorio written by Giacomo Carissimi, Giampetro said he was inspired to make the daughter's journey the story throughout the rest of the scenes program. The audience will find this story told through everything from 18th-century Mozart to scenes from "Sweeney Todd."

"I think it will be good and cohesive how it all comes posed to individual scenes."

"viewpoints" method, the kind of (vision)."

students have been heavily involved in the creative process of bringing these scenes to life. He said they embrace the idea of the ensemble working to create this finished product more like one would in the theater, adding this has much less of a tradition in opera.

"It's the first time they've ever worked like that," Giampetro said of the students. "They're actually part of the creative process instead of just singers that move around and do what they're told. They have such a great investment in the creation of it."

Chris Enns, 24, agreed that this is more of a group collaboration than any other staging he has done before, and that he enjoys being involved in the entire process instead of only being able to play with the minor details.

"From the first opening space and did something,"

Ilana Goldberg, 21, said the way both the students and Giampetro have approached the program has made each vision one in the same. This is unlike most instances, she added, where whether the vocalist agrees with the director's vision or not, the director usually has the last word.

'It ends up being each one of (the performers') vision and his vision for what we want to express to the audience," she said.

Giampetro said that because the characters come straight from the students' own experiences and emotions, they will also communicate in a more truthful way to the audience. He hopes that this factor, along with the beautiful music and the great story of "Jepthé," will be what the audience enjoys most.

"All we can do is tell the story — we tell it from a particular point of view and a particular style," he said. "If we're honest and truthful about the emotions we're expressing, I think the audience will react naturally. I think it'll speak to them on some level, hopefully. That's what you hope for when you do anything like this."

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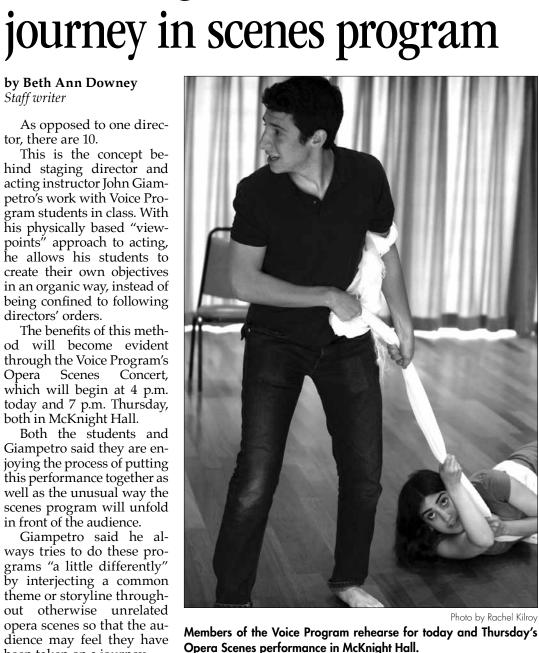
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Voice Program students take

COMMUNITY RELIGION

Morning Worship COLUMN BY JOAN LIPSCOMB SOLOMON

'Keep learning and sharing'

The question is, "Who made you?" The answer, as every confirmation class student remembers, is, "God made me." Chaplain William J. Carl III, in Tuesday's sermon, "Three Cups of Tea and Lifelong Learning," pointed out that God has some helpers: our parents, our grandparents and our teachers.

Carl's first example of the way parents influence who we are was Greg Mortenson, author of *Three Cups of Tea*.

Mortenson, having learned how to listen from his "Garrison Keillor Lutheran Pastor Inqvist missionary parents" serving in Tanzania, was able to listen attentively to the Pakistanis who nursed him back to health following his failed mountain-climbing attempt.

His promise, impulsively made in gratitude, but faithfully kept, to return one day and build them a school was fueled by "my mother's lifelong dedication to education" and "my father's infinite compassion, tolerance and spirit."

"There's the key to real education — getting the right story that helps shape your identity, and then passing it on to those who come after you," Carl explained. The chaplain's Grandpa Carl's stories helped to shape him, he said.

Carl recalled the lone native Southern student who aroused quizzical laughter from his seminary classmates from elsewhere, during a discussion of the War Between the States, with his remark, "Chancellorsville. Let's see. That's where we lost Stonewall Jackson, isn't it?" They questioned his including them in his use of "we."

Naming various technological "aids to communication," Carl denied that they'd shaped that young man, or can shape us, but our family stories do, and, if we get the wrong story, or get the story wrong, we have trouble knowing who we are. He instanced author Alex Haley, who sought his own identity through writing *Roots*, which, in turn, helped countless others.

Jesus, with his continuous teaching in the synagogue, was a good example of the way we need to share who we are with those around us, modeling the faith wherever we go, Carl said.

He referenced seminarian — later famous preacher — Charles Haddon Spurgeon's response to his professor's request for a spontaneous three-point sermon on Zacchaeus. He said, "Point one: Zacchaeus was a little man. That's how I feel right now. Point two: Zacchaeus was up a tree, and so am I. Point three: Zacchaeus made haste and came down, and so do I." Carl's congregation, not unlike Spurgeon's classmates, found it humorous.

The chaplain's piano teacher, through her personality more than technique, taught him the difference between "playing a piece and making music," which he later applied to the difference between "delivering a sermon and really preaching."

He recalled a former church's "evangelism by Greek" when word got around about the Greek classes his Bible study class requested and Carl taught — to every-

"Are you continuing to study and learn the faith?" Carl sked. He concluded with the story of his feisty Grandma Correy whose later life adventures included attending a Mexican bullfight followed by a visit to a striptease joint 'to get my mind off the bullfight."

Her last influential relationship, near the end of her life, he said, was with a woman who refused to talk to her fellow nursing home residents. Through Grandma Correy's persistent efforts, one day, she began talking.

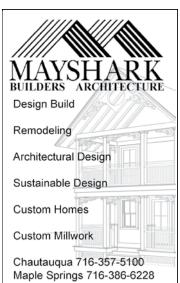
"Never think God is through with you," Carl challenged. "Keep learning and sharing to the end of your life."

Carl is fifth president and professor of homiletics at Pittsburgh Theological Seminary. Former Department of Religion Director William N. Jackson was liturgist. Motet Choir singer Paul Burkhart read Deuteronomy 6:4-9; Matthew 4:23a; Mark l: 21-22; and Luke 19:47-48.

Worship coordinator Jared Jacobsen led the Motet Choir in Nicholas White's setting of Psalm 23, "The Lord is My Shepherd."

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FIRE grant provides CFD with special equipment

Earlier this year, the Chautauqua Fire Department was awarded \$81,600 from the Federal Assistance to Firefighters Grant Program for the purchase of new self-contained breathing apparatus (SCBA). Agencies receiving these grants are required to contribute five percent of cost for the new equipment, which is \$4,080 for Chautauqua.

FIRE Grants are designed to supplement the operating budgets of local fire departments by increasing the effectiveness of firefighting operations, firefighter health and safety programs, apparatus upgrades, emergency medical services and fire prevention programs.

When the grants are received, it is money small volunteer fire departments such as Chautauqua would not otherwise have to spend.

According to Assistant Chief Mark Powers, who submitted the federal grant application last year, the new breathing apparatus will provide significant improvements to firefighter safety and comfort. The smaller and lighter weight air bottles on the units reduce fatigue for personnel working in hazardous environments. Additionally, the new face pieces are equipped with a



Front row, Assistant Chief Ray Spacht, Chief Butch Briggs and Assistant Chief Mark Powers with two of the new SCBAs recently purchased with the FIRE Grant. Back row, "Interior Firefighters" Dave Rowe, Bob Furman, Dale Weatherlow, Eagle, Kevin Houghwot, Pat Lynch and Adam Akin.

voice amplification feature.

The units that were replaced had been acquired by the Chautauqua Fire Department 15-20 years ago and many of the air bottles were within a year of the legal expiration dates. The new

SCBAs, which were placed helped many small fire disinto service on June 1 exceed national safety standards including Occupational Safety (OSHA) and the National Fire Protection Association.

The FIRE Grants have moderate local property taxes.

tricts enhance their daily operations and positively impact the firefighters' ability to and Hazard Administration protect the community. These grants not only assist the fire departments, they also help to

Fire Department provides 24/7 emergency medical support

The Chautauqua Fire District has shifted significant budget resources to improving emergency medical response to Chautauqua Institution and the surrounding fire district for 2010.

According to District Board President Charles Krause, the most important change in the delivery of emergency medical response has been the fire district assuming responsibility for the provision of paramedics. In past years, the Institution hired and oversaw the paramedics, but this summer they are working under the direction of the fire department at an estimated cost of \$20,000 for the season.

Advanced Life Support response is available 24/7. EMS supervisor Mike Volpe said that the 10 paramedics hired for the summer are all wellexperienced personnel working full-time in the commercial sector including private ambulance services, air transport services or hospital emer-

certified as EMT-Paramedic or EMT-Critical Care providers, and have additional training in Advanced Cardiac Life Support, Pediatric Advanced Life Support and International Trauma Life Support.

The medics will supplement the volunteer fire department personnel who provide fire and emergency medical response from their station located at Massey Avenue and Royal Way.

Fire Chief Royal Briggs Jr.

gency departments. They are said that nearly \$100,000 in emergency equipment upgrades have been purchased by the fire department over the winter months. The paramedics will respond to 911 calls in a highly visible red Chevy Tahoe, which is equipped with a Life Pak 12 lead EKG machine and a Lucas CPR device. The fire department also made improvements in their vehicle extrication equipment with new Hurst Tool components and an air lifting system.

Chalom to speak at EJLCC

Rabbi Adam Chalom will be the featured speaker at the Everett Jewish Life Center at 12:15 p.m. Wednesday and 3:30 p.m. Thursday exploring "Jewish Heretics from Abraham to Amichai" and "Jewish Roots, Humanistic Wings: New Possibilities," respectively.

Chalom is the dean for North America of the International Institute for Secular Humanistic Judaism, the leadership and rabbinical training institution of the world-wide movement of Secular Humanistic Judaism. He is also the rabbi of Kol Hadash Humanistic Congregation in north suburban Chicago. Before that, the Puzzle."

he served for several years as co-rabbi of the Birmingham Temple, the founding congregation of Humanistic Judaism in suburban Detroit, Mich. Chalom is a graduate of Yale University and the University of Michigan which awarded him a Ph.D. in Near Eastern Studies. He earned his rabbinical degree from the International Institute for Secular Humanistic

Judaism. Chalom has published extensively on Humanistic Iudaism and is currently editor of and contributor to a volume titled "Jews and the Muslim World: Solving

Letters to the Editor

CORRESPONDENCE FROM OUR READERS

Dear Editor:

On behalf of the Chautauqua Women's Club I wish to thank Lori Humphreys for the excellent article concerning the CWC Student Scholarship program at Chautauqua Institution.

We always appreciate the fine assistance that happens during the season and the focus on our student recipients is so important. Thank you for this pertinent article. I am sure our students

will be pleased as well. I also wish to thank our editor Matt Ewalt and photographer Emily Fox for a job well done.

You have done a magnificent job for the Women's Club activities and I personally appreciate the scholarship coverage that is so very important.

> Anne T. Prezio chair, 2010 CWC Scholarship Committee

Dear Editor:

I wanted to take a moment to thank the many wonderful Chautauquans we met during Photo Week (Week Five) on the grounds, in the Amp, and in our Kodak HQ for the week at Hultquist. For most of the team it was their first experience here and they loved it.

We were inspired by Steve McCurry's powerful photographs and astrophysicist Margaret Geller's view of the universe that made us feel insignificant and special at the same time, Ed Kashi's moving photo-based stories and Billy Collins' poems were rich in their color both verbally and photographically. Kodak's own Steve Sasson, inventor of the digital camera, was genuinely moved by the standing ovation following his talk. The afternoon series of lectures in the picture perfect setting of the Hall of Philosophy explored many facets of the still image in true Chautauquan fashion.

We were heartened by the fact that so many of you tried the Photo Scavenger Hunt. It was quite a challenge to find all 32 letters throughout the grounds and I must say that we were stunned at the number of 100 percent correct entries (182!). The product demos we gave, family photos we scanned and printed, and our daily photo chats were warmly received.

On our last day dozens of people made a special effort to come to Hultquist to thank us for helping making their week special. One person went so far as to put those words in a thank you note.

I myself am a 20-year veteran of this special place and it was a bit strange how my worlds collided but I am more than pleased at how perfect the fit was between Chautauqua, The George Eastman House International Museum of Film and Photography, and Kodak. So, as we return to our lives outside the grounds we will keep the memories of this great week and wonderful people always. Thank you.

Tom Hoehn and the Kodak Team (Tina, Jenny, Shruti, Beth, Paulette, Jerry, Chris, Leslie, Nancy, Chuck, Mike and Lisa

Land & Building

Building permits must be obtained from the Community Design Office (357-6245) for all interior and exterior work. To maintain Chautauqua's contemplative atmosphere, construction without Institution permission is prohibited during the summer season. House trailers, mobile homes or camper-type trailers or other similar types of movable structures may not be used as living quarters on the grounds or in Institution parking lots.

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DANCE / MUSIC

Dance Innovations North Carolina Dance Theatre

Wednesday, August 4, 2010 Amphitheater, 8:15 pm

Jean-Pierre Bonnefoux Artistic Director

Patricia McBride Associate Artistic Director **Mark Diamond** NCDT2 Program Director Sasha Janes Rehearsal Director

City South

Choreography: Mark Diamond Music: Béla Fleck

Alessandra Ball, Anna Gerberich, Sarah James, Sasha Janes, Dustin Layton, Sam Shapiro

Excerpt from 'Alleged Dances'

Choreography: Dwight Rhoden Staged by Rebecca Carmazzi Music: Kronos Quartet

Melissa Anduiza, Alessandra Ball, Anna Gerberich, Sarah Hayes Watson, Sarah James, Sasha Janes, Dustin Layton, Addul Manzano, Charles McCall*, Sam Shapiro, Pete Walker*

Intermission

Matisse

Choreography: Mark Diamond Music: Aphex Twin, Plaid, mu-ziq

Matisse: Dustin Layton Model: Alessandra Ball **Odalisque:** Anna Gerberich Blue Nude: Sarah Hayes Watson

Terra Cotta Dancers: Melissa Anduiza, Noel Dilworth*, Amanda Irwin*, Sarah James, Melissa Reed*

Le Temps

Choreography: Sasha Janes Music: Frédéric Chopin

Alessandra Ball, Anna Gerberich, Dustin Layton, Addul Manzano, Sam Shapiro

Intermission

Glass Houses

Choreography: Sasha Janes Music: Kronos Quartet, with Yo-Yo Ma

Alessandra Ball, Anna Gerberich, Sarah Hayes Watson,

Dustin Layton, Addul Manzano, Sam Shapiro Melissa Anduiza, Noel Dilworth*, Angelica Generosa*, Amanda

Irwin*, Sarah James,

Sarah Lee*, James Gilmer*, John Harnage*, Jordan Leeper*, Pete Walker³

> *Apprentice and Festival dancers from the Chautauqua School of Dance

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Pianists: Richard Davis, Arkadiy Figlin, Nataliya Pinelis

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COMMUNITY BANDS TOGETHER



Photo by Greg Funka

Photo by Jeff Cravotta

Theater member

Alessandra Ball.

North Carolina Dance

A large crowd enjoys the Chautauqua Community Brass Band's Old First Night concert in Bestor Plaza on Tuesday.

DANCE

"I was able to do a piece about his art, because I saw lots of movement in even his stills — things were about to happen or were moving and caught in the picture," Diamond said, adding that the piece will focus as much on Matisse's life as his art. "The lead part ... is about the artist himself and him examining and then looking at his subjects. He starts out doing a pas de deux with the first nude, which might or might not be his wife."

The piece will also be accompanied by voice-overs of quotes from Matisse.

"He spoke a lot about his work, so you'll hear his quotes over the music and sometimes between the pieces of the ballet," he said. "The music is very contemporary, very modern because he was one of the most innovative people of his time, and so I found music that is innovative now

and very modern." Choreographer Janes will also present two original pieces, "Glass Houses" and "Le Temps." Janes originally choreographed "Le Temps" in 2007 for a performance at Chautauqua.

"It's a ballet really about one man. ... It's about his life as he travels through life, but it could also be a little bit a dream, and that's left up to the audience to decide at the end," he said. "It's a little bit abstract of the

people that have been in and out of his life and so forth."

"Glass Houses" was originally performed in Charlotte as collaboration with the McColl Center for Visual Art and sculptures from a local artist, Janes said. He was inspired after seeing an outdoor piece by the artist that depicted a see-through living room made of wire.

"It's loosely based on the way we live with social networking and things like that, and how transparent everything has become. It's about one woman's struggle to deal with that and sort of to break away from that," he said, adding that a sculpture by the artist had been on stage when the piece was originally performed to convey the message. "It's quite a challenge because we don't have the sculpture here."

Janes will also restage an excerpt of Rhoden's "Alleged," a piece Janes said is a tribute to George Balanchine, who created ballets for Bonnefoux and his wife, Patricia McBride, when the pair danced in New York City Ballet. The dance will feature the Balanchine style, including his signature

black-and-white costumes. "The costume design and the structure of it was meant to be similar to a Balanchine piece," Janes said. "If you think about it, he was one of the first ballet innovators. It's a really appropriate piece to have on an innovative evening of dance. I think we've picked a pretty good section.

It should be pretty exciting for an audience to see and to give them an insight into Dwight's style if they hadn't already seen it."

Bonnefoux said he looks forward to seeing the dances re-created on the Amp

"There's lots of cast changes from the last time we did some of these ballets in Charlotte," he said. "I'm looking forward to a different cast and to how dancers adapt to a different style. It's fun for me to see what they

do with the piece."

Bonnefoux said that aside from showing the audience the diversity of dance, he wants to show the audience the diversity of his company.

"It's also that we want to do each piece really well. I don't want people to see ballet dancers trying to do contemporary work," he said. "Our company has the diversity of knowledge. They really know quite a different style, and that's one of (its) best qualities."

Swamp monsters and great pumpkins: Halloween to play on the Massey Organ

by Laura McCrystal Staff writer

Today's Massey Memorial Organ concert will give the audience members chills up and down their spines as organist Jared Jacobsen celebrates Halloween with organ music.

The program, titled "Music for Ghosts, Goblins and Things that Go Bump in the Night," is at 12:15 p.m. today in the Amphitheater. Music has the power to capture the emotions involved with horror movies, haunted houses and Halloween, Jacobsen said.

"It's the monster under the bed that you eradicate so that your kid can go to sleep," he said. "It's the way you lock your door at night and double-check that you did it just to make sure that nobody is going to get in.

designed to poke fun at ... and also to celebrate that."

Included in the program will be what Jacobsen said is the most famous and well-known organ piece of all time: Bach's Toccata and Fugue in D minor.

"We organists get tired of playing it sometimes because people want to hear it all the time, but there's a power in this music," he said. "It's also a great Halloween piece."

He will also play "Gargoyles: A Toccata Grotesque," by American composer Garth Edmundson. Jacobsen said Edmundson was organist at the Third United Presbyterian Church in New Castle, Pa., the town where Jacobsen was born.

French-style such as "Gargoyles," are

That's what Halloween is full of motion, and usually carry the tune in the feet, Jacobsen said. He compared this piece to Charles-Marie Widor's Toccata, which he said is behind Bach's toccata as the second most famous piece for the organ.

"It's like the Widor Toccata on LSD," he said. "It's just a very strange piece, and I don't often get to play it because it doesn't have a good spot for it unless I do a Halloween program."

Jacobsen will also play "Prelude" by French composer Maurice Duruflé. He said it begins and ends almost inaudibly, but climaxes with full organ in the middle and sounds like "a swamp monster movie," he said.

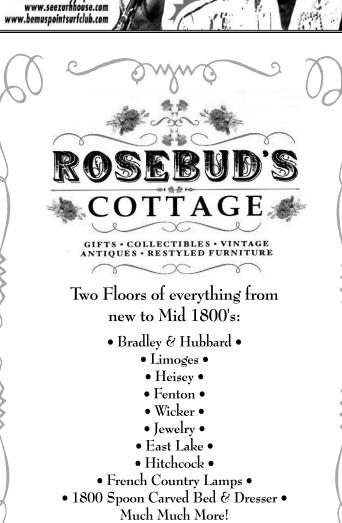
Many organ pieces are much spookier when done in the dark, but since the program is in the middle of the day in the Amp, Jacobsen said he will ask his audience to close their eyes during some of the pieces.

One of the highlights of today's program will be "Pumpkin Carols," based on Charles Schultz's "Peanuts" cartoons about Linus and the Great Pumpkin. Jacobsen said Hallmark published The Peanuts Book of Pumpkin Carols, which includes songs written to the tunes of familiar Christmas carols.

The audience at today's mini-concert will receive copies of the lyrics to these carols, which Jacobsen said are always fun to sing along to.

"So it will be a very interactive concert," Jacobsen said, adding that all of the music is "designed to shock and delight at the same time."





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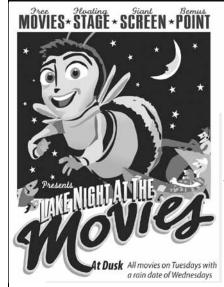
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TOURNAMENT WINNERS

Photo courtesy of Chautauqua Golf Club

The Chautauqua Golf Club's Member-Guest Tournament took place July 22-24. Thirty members and 30 guests competed in the five nine-hole matches. First row, left to right, Bill Johnson, overall winner; Jack Connolly, tournament honoree. Second row, left to right, Club president Jim Bird; Dan Colwell and Dan Holdridge, overall runner-ups; and Troy Moss, club professional. Missing from photo is Vern Ahlgren, overall winner.

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VS. MOMS (6-2)

SUNDAY 8/8:

5 PM CHAMPIONSHIP GAME

MEN'S LEAGUE WEDNESDAY 8/4:

(1-11) VS. SLUGS (11-1)

FRIDAY 8/6: 5 PM ARTHRITICS (5-6) VS. SLAMMING CHEETAHS (6-5)

MONDAY: 8/9

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SUDOKU

Sudoku is a number-placing puzzle based on a 8x9 grid with several given numbers. The object is to place the numbers 1 to 5 in the empty squares so that each row, each column and each 3x3 box contains the same number only once. The difficulty lack of the Conceptis Sudoku increases from Monday to Sunday.

Conceptis SudoKu By Dave Green 6 8 5 8 9 5 6 8 9 5 8 6 9 3 6 Difficulty Level ★★★

3	5	8	9	1	6	4	7	2
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Difficulty Level ★★

By THOMAS JOSEPH ACROSS 45 Writer Rice payment DOWN

CROSSWORD

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8-4 **CRYPTOQUOTE**

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LECTURE

Richard: Inferior education system imperils students, U.S. as a whole

by Elizabeth Lundblad Staff writer

A poor public education system in the United States has put the country in grave peril and if it does not change, the nation risks being surpassed by countries that it always considered as developing.

Ronald Richard, president of The Cleveland Foundation, said that his life and work experiences have helped shape his views on education and how it needs to be changed.

Richard's mother was a history teacher who started and finished both college and graduate school at the same time as Richard.

"I hardly remember an evening where I didn't see the back of my mother's head as she was doing her lesson plans for the next day or, prior to starting her college career, reading everything you could possibly read on history," he said.

For Richard, being a teacher is just as prestigious as being a brain surgeon, rocket scientist or Supreme Court justice. Richard attributed this reverence for teachers to his strong family background and his time spent in Japan.

"I lived in Japan for many years, where the same honorific word, sensei ... is used in Japan for both any teacher, from kindergarten through 12th grade, and any medical doctor or Ph.D.," Richard said. "This clearly demonstrates that the Japanese view the teaching profession as being on par with medicine, engineering, etc. Sadly, I don't think this is the general American view of teaching."

Richard began his career as a U.S. Foreign Service Officer with postings in Japan, Washington, D.C., and San Francisco. As a diplomat in Japan, he was fascinated with countries that had federally directed educational systems, which he experienced firsthand as a college exchange student, he said.

"I was amazed by the level of math (that) high school kids and college kids were learning in Japan as compared with the United States," he said. "I was also surprised to see that most college students wanted to create things, to engineer things, and that very few were interested in say, studying law."

Also impressive was Japan's federally directed economic planning, where the Japanese government helped create the nation's steel, automotive and electronic industries as opposed to leaving the private sector to create on its own, he said.

"I also witnessed how the U.S. Foreign Service's antiquated personnel system and structures were greatly hampering our diplomatic efforts and

relations with other nations," Richard said. "I learned how difficult it was to operate and make change in an entrenched

and outmoded system." After leaving the Foreign Service, Richard went to work for Panasonic, the 13th largest multinational corporation in the world. There he saw how a huge organization tried to cope with the shift from the analog world to the digital, he

"The same systems that had made it successful in the past were now holding it back from becoming successful and being competitive in the future," Richard said. "While at Panasonic I traveled the world and saw how competitive other nations and global enterprises were becoming and why."

Richard noticed that a huge number of the start-up CEOs from Silicon Valley were foreign-born and had at least high school educations.

"I came to understand the impact of K-through-12 educational background in attainment on performance during college and in the workplace and on the nation's global competitiveness," he

After Panasonic, Richard worked for the Central Intelligence Agency, where he saw how vulnerable the United States was, and is, to foreign threats of all degrees: nuclear, chemical, biological and cyber.

"I saw how our outdated government agencies were unable to meet the threat, clear on 9/11, that all of the personnel and other career incentives in the system made us more vulnerable, not safer," he said. "To this day, the CIA's clandestine service officers are graded and promoted based on volume."

For the past seven years Richard has served as president of The Cleveland Foundation, the nation's oldest and second-largest community foundation. It's mission is to improve Cleveland across the board.

Every day, Richard witnesses the problems that are hampering the growth and development of urban centers around the country. Cleveland, like other metropolitan areas, is grappling with gang violence, teenage pregnancy, high crime rates, unemployment and homelessness.

These are all issues that have been either created by, or at least been severely impacted by, the state of the city's public education system, Richard said.

"Bottom line is, we are in grave peril, absolute peril as a nation," he said. "Our standard of living is very much at risk, our global leadership is at risk and even, in my view, our democracy itself is at risk because our education system is failing too many of our children, especially in our major urban cities."

Sadly, the failure of America's public education system is not new news. In 1983, the U.S. government's Bell Commission released its landmark report, "A Nation at Risk," he said.

Richard read a quote from the report, which was highly publicized at the time. The report said, "If an unfriendly power had attempted to impose on America the mediocre education performance that exists today, we might well have viewed it as an act of war."

The U.S., which used to rank No. 1 in all fields, now stands in the middle of the world's industrialized nations by the best comparative measures of educational attainment, he said.

"Among industrialized nations, our eighth-graders rank 17th in reading, 26th in math, and 20th in science — down from No. 1 across the board not that long ago," Richard said. "Two of every three new jobs today, and 90 percent of the jobs in the fastest growing high-tech sectors, require education beyond high school."

Poor educational performance in the U.S. is severely detrimental to the country's position on the world stage,

"Forget the developed nations like Germany, even the developing world is building new and better education systems to catch up and surpass us, and they're having great success," he said. "They're not just adopting and tweaking our once superior educational system, they're inventing entirely new models that are superior to ours."

In Cleveland, the current performance level of the Cleveland Metropolitan School District is best described as appalling overall but with hard-fought pockets of excellence and hope, Rich-

"Last year, 75 percent of Cleveland schools were rated in either academic watch or academic emergency, the equivalent of a D or an F," he said. "Of every 100 Cleveland ninth-graders, only 54 will graduate from high school in four years. Only 25 will go to college, mostly junior colleges, and only 6 will graduate from college with a bachelor's degree. In other words, 94 percent of Cleveland's 50,000 public school kids will not graduate from college."

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(cd6)



Ronald Richard, president and CEO of The Cleveland Foundation, speaks on education in America in the Hall of Philosophy Monday afternoon.

HIGH SCHOOL GRADUATION RATES BY COUNTRY

■ Denmark	96%	■ Switzerland	88%	■ Slovakia	73%
■ Japan	93%	■ Czech Republic	85%	■ United States	72%
Poland	92%	■ France	85%		
Germany	92%	■ Belgium	79%	■ Sweden	/ 1%
Finland	91%	■ Ireland	76%	■ Iceland	70%

Source: Organization for Economic Co-operation and Development (OECD) and Data 360 http://www.data360.org/dsg.aspx?Data_Set_Group_Id=1653

Five years ago, the foundation set out to prove that if you provided kids with a great educational setting, they could achieve at a very high level and go on to college, Richard said.

The foundation helped establish 10 innovative district schools that included four single-sex pre-K to 8 schools; two boys' leadership academies; two girls' leadership academies; and four specialized high schools, he said.

Richard serves as chairman of the board at the Cleveland School of Science and Medicine, one of the innovative high schools. It is the only high school in the country that prepares students for college and careers in medicine and health care, he said

The School of Science and Medicine had a tough time finding students when it started four years ago. Only 78 of the 100 slots were filled, and on a survey given the

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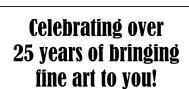
first week, 90 percent of the students said that they only came to the school because they thought they would be physically safer there, Richard said.

"Almost every kid tested at least two years below grade, some four. But after just four years, the School of Science and Medicine, actually in the first year, earned the state's highest rating of excellent," he said. "That puts us on par with the best districts in the richest suburbs of Cleveland, and it ranks among the top 6 percent of all schools that U.S. News and World Report analyzed in its 'America's Best High Schools' edition recently."

Last June, Richard and foundation board member and medical school co-founder Frank Sullivan officiated the first graduation ceremony. One hundred percent of the graduating class members are going to four-year colleges and almost all have a full four-year scholarship, he said.

Schools the recent grads were accepted to include Harvard University, Princeton University, Dartmouth College, Stanford University, Case Western Reserve University and the honors program at The Ohio State University, he said.

"I think it's fair to say that with this high school and the other opportunity schools, as we've named them, we have proved the concept that if you put poor and mostly minority kids in a school with a great principal and a board of trustees that's highly engaged; great teachers, as result of the flexibility in hiring that we negotiated with the union in this case; a longer school day; a much longer school year; and a rigorous, exciting curriculum and very high expectations, anything is possible and even probable," Richard said.



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Author Martin Shapiro, a Chautauquan for 15 years, began this series in a fiction workshop at Alumni Hall in 2007. He continued his writing here in 2008 and 2009. He and his wife, Millie, are guests at the Athenaeum for Weeks 6, 7, & 8. If you see him anytime, he will sign the book for you!

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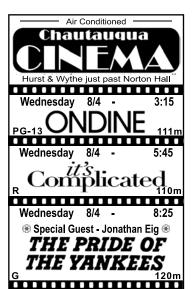


John Pasquale conducts The Dodworth Saxhorn Band on Monday evening in the Amphitheater.

Wednesday, August 4 **CLSC RECOGNITION DAY**

- 7:00 (7:00–11:00) Farmers Market
- 7:15 (7:15-8) **Mystic Heart** Meditation. Leader: John Pulleyn (Zen Buddhism). Main Gate Welcome Center (Bring gate pass)
- **Episcopal Holy Eucharist.** The Rev. Andrew Green, St. Paul in the Desert, Palm Springs, Calif. Chapel of the Good Shepherd
- Morning Meditation. (Sponsored by Unity of Chautauqua.) Hall of Missions
- Catholic Mass. Chapel of the Good Shepherd
- (8:55-9) Chautauqua Prays 8:55 for Peace. Hall of Missions
- 9:00 Chautauqua Literary & Scientific Circle Graduation Day Banner Parade.
- 9:15 DEVOTIONAL HOUR. The Rev. William J. Carl III, president, Pittsburgh Theological Seminary. Amphitheater
- Chautauqua Literary & 9:15 Scientific Circle Graduation Ceremony. Hall of Philosophy
- (9:30-10:30) Chautaugua **Institution Trustees Porch Discussion.** "The Strategic Agenda: Building an Interfaith Community." Joan Brown Campbell. Hultquist Center porch
- 10:00 (10-12:30) Voice Master Class (School of Music) Randall Scarlatta, presenter. McKnight Hall. Fee
- 10:15 Service of Blessing and Healing. UCC Chapel
- 10:45 LECTURE. "Race to the Top: The Pursuit of Educational Excellence for Every Child." Jonathan Schnur, CEO and co-founder, New Leaders for New Schools. Amphitheater
- 12:00 (noon-2) Flea Boutique. (sponsored by Chautauqua Women's Club) Behind Colonnade
- 12:00 (12-1) Women in Ministry. Hall of Missions
- 12:10 Catholic Mass. Chapel of the Good Shepherd
- 12:15 Massey Organ Mini-concert. "Music for Ghosts, Goblins and Things that Go Bump in the Night." Jared Jacobsen, organist. Amphitheater
- 12:15 Brown Bag Lunch. (sponsored by the Chautauqua Dance Circle) Carnahan-Jackson Dance Studios
- 12:15 (12:15-1:15) **Brown Bag** Lunch/Discussion. "Jewish Heretics from Abraham to Amichai." Rabbi Adam Chalom. Everett Jewish Life Center

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- 1:00 Chautauqua Literary & Scientific Circle Alumni Hall and Pioneer Hall **Docent Tours.**
- Language Hour: French, Spanish, German. (Programmed by the Chautauqua Women's Club). Women's Clubhouse
- 2:00 INTERFAITH LECTURE SERIES. Rajiv Vinnakota, co-founder and managing director, The SEED Foundation. Hall of Philosophy
- (2-8) Chautauqua Piano Competition Semifinals. Elizabeth S. Lenna Hall
- Opera Scenes Program. Chautauqua Opera Young Artists present "Shakespeare: The Opera's the Thing" Part One. Norton Hall
- **Public Shuttle Tours of** Grounds. Leave from Main Gate Welcome Center. Fee.
- (3:30-4:45) **Jewish Thought** Series. "Do Jews Still Believe They are the Chosen People?" (Sponsored by the Department of Religion). Rabbi Samuel M. Stahl. Hall of Christ
- (3:30-5) Seminar. (Sponsored by the Department of Religion). "Moving from Shame to Hope." David Allen, M.D. and Janet Gibbs, psychoanalyst. United Methodist House Chapel
- 3:30 Contemporary Issues **Dialogue.** (Programmed by the Women's Club). Rajiv Vinnakota, co-founder and managing director, The SEED Foundation. (Today's Dialogue is an opportunity to be a part of a conversation with one of the morning lecturers. Admittance is free, but limited to the first 50 people). Women's Clubhouse
- (3:30-5:30) Chautauqua In Depth Special Presentation. "Education Policy and Practice: A Reflection of American Values." Live webcast from Chautauqua of In Depth moderator Sharon Robinson, president and CEO, American Association of Colleges for Teacher Education. Limited seating.

Communities in Conversation 2010

Thursday and Friday at 12:15 Hall of Christ

- Doors close at 3:30 p.m. Fletcher Music Hall
- Voice Program Performance. **Opera Scenes.** (Benefits the Chautauqua Women's Club Scholarship Fund). McKnight Hall
- **Public Shuttle Tours of** Gate Welcome Center. Fee.
- Charles and Emma by Deborah Heiligman. Presenters: school principals (Friday Interfaith lecturers). Hultquist 101
- 4:15 Bat Chat. (Programmed by Kirk Bissell. Smith Wilkes Hall (Children under 12
- **Pre-Performance Lecture.** (Sponsored by the Chautauqua Dance Circle) Dance faculty. Smith Wilkes
- Christian Science Chapel
- Fletcher Music Hall. Fee
- North Carolina Dance Theatre. Jean-Pierre Bonnefoux, director. Amphitheater

Thursday, August 5

- ••• School of Art Annual Student Show closes.
- 7:00 (7:00–11:00) Farmers Market
- 7:15 (7:15-8) **Mystic Heart** Meditation. Leader: John Pulleyn (Zen Buddhism). (Bring gate pass)

- Grounds. Leave from Main
- 4:15 Young Readers Program.
- the Chautauqua Bird, Tree & Garden Club) Caroline Van accompanied by adult.)
- 7:00 Christian Science Service.
- 7:30 Master Class. (School of Music). Audubon Ouartet.
- **DANCE INNOVATIONS.**

- Fowler-Kellogg Art Center
- Main Gate Welcome Center

- 7:45 Episcopal Holy Eucharist. The Rev. Andrew Green, St.
- Paul in the Desert, Palm Springs, Calif. Chapel of the Good Shepherd
- 8:00 Morning Meditation. (Sponsored by Unity of Chautauqua.) Hall of
- 8:45 Catholic Mass. Chapel of the Good Shepherd
- 8:55 (8:55-9) Chautauqua Prays **for Peace.** Hall of Missions Grove
- 9:00 **CLSC Scientific Circle.** (Programmed by the CLSC Alumni Association). "Get the Lead Out." Juanell Boyd, toxicologist. Alumni Hall Garden Room
- 9:15 Chautauqua Speaks. (Programmed by the Chautauqua Women's Club) Denise Fugo. Women's Clubhouse
- 9:15 Class. Maimonides-"A Guide to the Perplexed." Rabbi Zalman Vilenkin, Chabad Lubavitch of Chautauqua. Alumni Hall Library Room
- 9:15 DEVOTIONAL HOUR. The Rev. William J. Carl III, president, Pittsburgh Theological Seminary. Amphitheater
- 10:00 (10-12) Piano Master Class. (School of Music). **Ionathan** Mann. Sherwood-Marsh Studios. Fee
- 10:15 Service of Blessing and Healing. UCC Chapel
- 10:45 LECTURE. Randi Weingarten, president, American Federation of Teachers. Amphitheater

- 12:10 Catholic Mass. Chapel of the Good Shepherd
- 12:15 (12:15-1:00) **Brown Bag:** Theater. "Stage Violence." Macbeth director Andrew Borba and Conservatory actors reveal the slights-ofhand, technical tricks of the trade, and acrobatic skill involved in rendering realistic violence onstage. Bratton Theater
- 12:15 (12:15-1:15) Knitting. "Women4Women-Knitting4Peace." UCC Reformed House Porch
- 12:15 (12:15-1:45) Communities in Conversation Brown Bag Lunch. (Co-sponsored by the **Ecumenical Community of** Chautauqua and the Interfaith Alliance). Jewish, Christian and Muslim presenters. Hall of Christ
- 12:15 CLSC Scientific Circle. (Programmed by the CLSC Alumni Association). "Functional Anatomy of Daily Living." Dr. Larry Rizzolo. Alumni Hall Ballroom
- 12:30 (12:30-2) Mystic Heart Meditation Seminar. "Education that Goes Beyond Thoughts and Concepts." John Pulleyn (Zen Buddhism). Hall of Missions. Donation
- 12:45 Chautauqua Catholic Community Seminar. "Coming Soon to a Church Near You: The Revised Translation of the Roman Missal." Rev. Robert Kennedy, pastor, Blessed Sacrament Church, Rochester, N.Y. Methodist House Chapel
- 1:15 Duplicate Bridge. Herb Leopold, director. Sports Club. Fee
- 2:00 INTERFAITH LECTURE SERIES. "Education for a Better World." Jeffrey R. Beard, Director General, International Baccalaureate. Hall of Philosophy
- 2:00 Public Shuttle Tours of Grounds. Leave from Main Gate Welcome Center. Fee.
- 3:30 (3:30-5) Presentation. "Jewish Roots, Humanist Wings: New Possibilities." Rabbi Adam Chalom. Everett Jewish Life Center 3:30 (3:30-5) Seminar. (Sponsored
- by the Department of Religion). "Moving from Shame to Hope." David Allen, M.D. and Janet Gibbs, psychoanalyst. United Methodist House Chapel 3:30 CLSC ROUNDTABLE/
- **LECTURE**. Ha Jin, A Good Fall. Hall of Philosophy
- 4:00 Public Shuttle Tours of Grounds. Leave from Main

- Gate Welcome Center. Fee. 4:00 Special event. (Fundraiser
- for Chautauqua Women's Club). Presentation of "Love Letters" featuring Tom Becker and Ann Fletcher. Fletcher Music Hall (Tickets required)
- 4:00 Artsongs at the Athenaeum. Recital with Chautauqua Opera Studio Artists. Athenaeum Hotel parlor
- (4:30-6) Seminar. (Sponsored by the Department of Religion). "If the 'World is Flat,' then Why Not the Schools?" Cathy Battaglia, Marion Pittman-Couch, Maria Hersey. Hall of Missions (No registration is required)
- (6:00-7:45) Chautauqua Choir Rehearsal. All singers welcome. (Two rehearsals required to sing at Sunday worship services.) Smith Wilkes Hall
- 6:30 Unity Class/Workshop. (Programmed by Unity of Chautauqua) "The Experience of Meditation." The Rev. John Considine, Ferndale, Mich. Hall of
- 6:45 **Pre-Chautauqua Symphony** Orchestra Concert Lecture. Lee Spear. Hurlbut Church Sanctuary
- 7:00 Devotional Services. Denominational Houses
- (7-7:45) Metropolitan **Community Church Vespers** Service. Hall of Christ
- Visual Arts Lecture Series. Bonnie Collura, assistant professor of sculpture, Penn State University. Hultquist
- Voice Program Performance. **Opera Scenes.** (Benefits the Chautauqua Women's Club Scholarship Fund). McKnight Hall 8:15 CHAUTAUQUA
- **SYMPHONY ORCHESTRA.** (Community Appreciation Night). Yoav Talmi, guest conductor; Julie Albers, cello. Amphitheater
- Leonore Overture No. 3 Ludwig van Beethoven Cello Concerto No. 1 in C Major, Hob.VIIb:1
- Joseph Haydn • Symphony No. 3 in E-flat Major, Op. 97 (Rhenish) Richard Schumann
- 10:00 Meet the CSO Section. Woodwind, Horn. (Sponsored by Symphony Partners). Amphitheater Back Porch following CSO
- 10:30 Musical Theater Revue. "Changing Partners: Looking for You." Chautauqua Opera Studio Artists. Elizabeth S. Lenna Hall



on the Foundation

One thing I have asked from the Lord, that I shall seek: That I may dwell in the house

of the Lord all the days of my life, To behold the beauty of the

Lord, and to meditate in His temple.

-Psalm 27: 4



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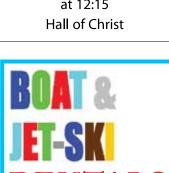
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