

# From the President's Desk .....

## Homogeneity - our loss

"I was almost struck by how white the audience was." This was a statement made by a recent black lecturer who was returning for a third visit and was recalling his first time at Chautauqua. He smiled a bit and mused, "It still is."

It is my belief that Chautauqua suffers from its homogeneous nature. We simply cannot engage ourselves in the Chautauqua experience as fully as we would wish unless we can do so with people of different racial and ethnic backgrounds. There is a large group of people of color in our country who would enjoy Chautauqua and could afford it, a group sizable enough to provide growth to our clientele base. When Chautauquans become "engaged" in this place, they do so with others. They share, discuss, debate, points of view heard in the Amp or Hall of Philosophy. Real growth occurs only when you test your



Dan Bratton

ideas, philosophy and theology. That should be as broad a level of engagement as is possible. Thus the commitment of the Chautauqua administration to build greater diversity into our clientele, to have numbers of blacks, Hispanics and Asians in our audiences, is very sincere. It is not an easy task.

First, every bit of marketing research we do tells us that over three-quarters of our new clientele comes by word of mouth,

by the urging or direct invitation of other Chautauquans. We do not shape our clientele base through marketing strategies. We cannot reach out and mold, so to speak, the nature of the Chautauqua audience, at least in additional ways. Such efforts as advertising in publications read by a certain slice of America do not generally bear fruit.

Thus, we must turn, as we search to broaden our clientele to include people of color, to other means. We have sought, for example, to bring to Chautauqua groups of blacks and Asians who are seeking a conference site. We invite each year the entire congregations of black churches in western New York to come and worship at Chautauqua. We will be making an effort to attract to Chautauqua alumni of black colleges and universities. To date, we've been unsuccessful for any of a number of reasons.

The basic fact throughout all our efforts is that racial homogeneity tends to be perpetuated even where there is no overt attempt to do this. As I said be-

fore, Chautauqua is the poorer for this fact.

Later in the summer we will have a week on the lecture platform titled "America, One People or Many." I am sure that we will hear many times that race is a defining factor in our society. Many take that statement defensively as if they're being charged with overt racism. They/we needn't be defensive, because the statement is largely true, and it is unfortunate, because until we truly have a heterogeneous society wherever we work, live, worship and play, it is an incomplete society.

Chautauqua is a wonderful place, but it is not yet where it needs to be in some respects. As we have moved ahead of society in so many ways, we need to be out front in the area of inclusiveness.

We'll keep trying, and I would appreciate your help.

*Dan Bratton*

## Week 4 examines America's schools, industries

By Chad Faszczka  
Staff Writer

The smell of wet mittens on the radiator and rubber cement mixed with color construction paper have faded from all memory of education in America — it's now concealed and corrupted under a stench with no known origin and no foreseen end.

In much the same way, the American consciousness fears its inventiveness and industry could have run out of gas or could have been overtaken by a more speedy and streamlined foreign contingent. If the topic of Week Four, "World Competitiveness: U.S. Education and Industry," could be reduced to the cry of a children's fable, the question is not whether "the sky is falling," but has the sky already collapsed. In a week of lectures and porch discussions, Chautauquans face this task: the attempt to assess the ceiling of American enterprise and ideals.

Maybe the sky isn't falling. Maybe the pleas and hysterics form a healthy, archetypal questioning that resurfaces every half century.

According to renowned anthropologist Margaret Mead in a lecture at Harvard University on March 15, 1950, the conflict is natural.

"If we turn from images to look formally at the history of American education, of its theory and its practice, the conflict between the school oriented toward the past (private/parochial) and the school oriented toward the future (city/public), with the seldom obtainable dream of a (rural) school which would hold the world steady, will be found to

be a prevailing theme," Mead said. "This theme is expressed in many forms: in the struggle between the classics and modern languages; in the struggle between 'at least one foreign language' and none at all."

Her observations still resonate today.

The dream according to Mead is the red brick schoolhouse set out in the country with a one-room class taught by a young female teacher. She pointed out that though this "dream" school was getting harder to find in America, it was deeply rooted in the lore of this country and the American dream. The remarkable part of Mead's analysis is that the threefold picture of American education continues to exist, except the red brick schoolhouse has been replaced with a "Leave it to Beaver" vision of the ordered "good upbringing."

*Maybe the sky isn't falling. Maybe the pleas and hysterics form a healthy, archetypal questioning that resurfaces every half century.*

The sky may not be falling on industry either. Possibly, the global village has been poorly defined as a problem for U.S. industry.

"I don't see international competitiveness as a sort of Olympics with the U.S. competing against Japan, Britain and Korea and all these countries, and then we have to come out first in all the contests," said Sheldon Richman, senior editor at the Cato Institute and recent lecturer on arts and social change at Chautauqua. "That is not how the marketplace works; it is individuals worldwide co-

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operating and competing, that is what the economic process is. If I buy something from Sony, I have a harmony of interest with Sony. It is not America versus Japan."

Maybe the sky is falling, but it's okay, it's an inevitable change. Our perceptions and fears might not be caught up with the current reality of social

upheaval. In "The Age of Social Transformation," published in the Atlantic Monthly in November 1994, author Peter F. Drucker asserts the emergence of the "knowledge society" as the reason for the decline in American manufacturing employment.

Figures from the U.S. Department of Labor, compiled by the World Almanac from 1992 research, project that professional specialty occupations will increase by 37.4 percent, service occupations by 33.4 percent and executive occupations by 25.8 percent before the year 2005. These are exactly the "knowledge workers" that Drucker addressed in his article. By contrast, operators, fabricators and laborers will increase only 9.5 percent.

According to Drucker, "There is no lower or higher knowledge." Every knowledge worker has a field of expertise, which some acquire through heavy study (his example is brain surgery) as opposed to lesser study (his example is podiatry).

"Education will become the center of the knowledge society, and the school its key institution," Drucker said. "What knowledge must everybody have? What is quality in learning and teaching? These will of necessity become the central concerns of the knowledge society, and central political issues."

But Drucker does not endorse the changes to knowledge society without a note of caution.

"There are obvious dangers to this. For instance, society could easily degenerate into emphasizing formal degrees rather than performance capacity. On the other hand, it could overvalue immediately usable, 'practical' knowledge and underrate the importance of fundamentals, and of wisdom altogether," Drucker said.

Maybe the sky has already collapsed and must be rebuilt or regenerated through an entire new outlook and approach. If

this holds true, then an alternative must be found. But education is far from being without alternatives or options.

In 1907, Dr. Maria Montessori, an Italian psychiatrist, opened her first casa dei bambini to children of the slums in Rome. She began teaching her own method, the Montessori Method, which would be endorsed by the Dutch government in 1922. In Holland, she would open a system of Montessori schools from preschool through high school.

The method allows the child to choose what he or she wishes to learn from the learning tools provided. Education becomes self-acquired through the use of at least one or more of the five senses and easily sustained by the child working with what he or she likes. Montessori questioned the university in fulfilling its role in an essay titled, "The Functions of the University."

"Usually the student enters the university after his eighteenth year and remains there some two or three years after being of age. The university therefore can be said to be really a school for adults," Montessori said.

"This purely physiological consideration concerning its students places the university in a position that is different from that of all other schools. In its constitution, however, the university shows no marked change from other schools, it is but their continuation. The student continues to follow lessons, to listen to professors, to take examinations, and, as formerly, the success of his studies depends on the marks he receives. The only difference is that university students are not strictly held to say lessons or do homework, whereas they have been accustomed to forced work under continuous control. This means that, as at the university this control is lifted, the students study less often," Montessori said. The essay formed the third section of the appendices to her collection of lectures titled "From Childhood to Adolescence," published in 1948.

Montessori's words may be similar to Drucker's "obvious dangers." With more and more high school graduates choosing to enter the university in the attempt to secure financial success, the university will undergo much more focused scrutiny.

The recent distress over the public school system and the state of overall education has led to the resurgence of home schooling and the issuance of vouchers for attending private schools. But the sense of collapse in education has led to some interesting movements and new techniques.

On Monday at 12:15 p.m., the Chautauqua Literary and Scientific Circle brings Paul A. Benke, president of the Roger Tory Peterson Institute of Natural History, to its brown bag lunch series on the lawn outside Alumni Hall. Benke will discuss a unique approach to education — the institute's Selborne Project.

## Review

### Show goes on — beautifully — despite distractions, glitches

By David B. Levy  
Guest Reviewer

Sometimes heaven and earth conspire to play tricks on us. Such was the case Thursday evening in the Amphitheater as CSO Music Director Uriel Segal led his band in an evening of Stravinsky, Gershwin and Schubert. Jeffrey Biegel was the piano soloist in Gershwin's "Concerto in F."

To begin, the heat of the day had yet to dissipate into a cool summer's eve. This in itself gave cause for audience restlessness, as evidenced by the persistent wailing of a child on the Amp's perimeter that delayed the start of the Gershwin. The evening's poltergeists forced Richard Redington to shout his introduction to the concert without the aid of amplification. Still another distraction was the ever-present threat of a storm as the strong breezes of a long-hoped-for cold front blew through the Amp during the second movement of the concerto, accompanied by the threat of distant lightning. But Segal, Biegel and the CSO musicians are seasoned professionals. Despite wind, child's cries and a faulty amplification system that would not be needed for the concert itself, the show inevitably went on.

The "Scherzo a la Russe" of Igor Stravinsky seemed perfectly attuned to this unpredictable Chautauqua night. Composed in 1944, shortly after the Russian master settled in Hollywood, this lively orchestral miniature fulfilled a commission from Paul Whiteman (of Gershwin's "Rhapsody in Blue" fame). Loaded with wit and typically Stravinskian angularity, the "Scherzo" evokes memories of the jolly spirit that pervades the Shrovetide fair scenes of "Petrushka," the ballet score that brought Stravinsky so much fame during his Paris years. Segal and the CSO gave it an adroit hearing.

Next came Biegel and Gershwin's "Concerto in F Major," a work composed at Chautauqua 70 years ago this summer, and thus having an honored place on this program. Biegel gave the jazzy work a winning performance. His playing was particularly expressive in the central Adagio, the emotional heart of the piece. Individual players in the CSO, most notably principal trumpeter Charles Berginc and principal oboist Jan Eberle-Kanui, distinguished themselves in the solo passages that open the movement. Bouquets to principal flutist Richard Sherman, concertmaster Gerald Jarvis and the entire clarinet section for their work in the same movement. But the real triumph belonged to Biegel, whose exciting pianism and clear affinity for Gershwin's style held center stage.

The big work that filled the second half of the concert was Schubert's "Symphony No. 9 in C Major" ("The Great"). Composed in 1825, one year after the first performance of Beethoven's own Ninth Symphony, Schubert's work pays overt homage to Beethoven's, as appropriately pointed out in Lee Spear's fine program notes. But chronology notwithstanding, what a world of difference lies between the two works! And how sad that Schubert's Vienna never came to know the other great symphonist who lived among them. For all the respect that Schubert may have had for the older master, his Eighth ("Unfinished") and Ninth Symphonies clearly demonstrated that he was taking the symphony into and hitherto uncharted directions, dominated by lyricism and color.

Clearly this was a quality that Segal recognized, judging by his emphasis on the connected legato qualities of Schubert's singing lines. Almost defiantly resistant to the reassessment of issues of tempo, rhythm and articulation engendered by conductors such as Roger Norrington, Segal's view of the work is unapologetically from a late-19th century perspective. What the work gained by such a reading was a heightened sense of drama and sonic contrast. What it lost, paradoxically, was integrity of melodic line and charm. What brought this about, more than anything else, was Segal's slow tempos. Even omitting most of the repeats (welcome, perhaps in the first and last movements, but lamentable in the Scherzo), Segal's performance clocked in at nearly 50 minutes. At faster speeds, especially in the first two movements, he well could have had the best of both worlds. Except for some careless but obvious lapses of concentration, the CSO performed admirably and with fine expression.

David Levy is a musicologist and chairman of the music department at Wake Forest University. His book on Beethoven's Ninth Symphony is available in the Bookstore.

## Resolutions needed for new tax year

Now that your 1995 tax returns are filed, it is time to make your resolutions for the new tax year.

Resolve to review your existing estate plan.

If you have not reviewed your estate plan (will, trust, durable power of attorney, living will) you may need an update. Changes in state or federal tax laws may have turned your plans into something that you did not intend. In addition, you should update your will if you have married, separated, divorced, had a child, inherited money or moved out of state.

If you are interested in contributing to specific charities, for instance Chautauqua, you should review your will to make provisions for charitable giving. This is an excellent way to reduce your taxable estate. Federal estate tax rates are assessed from 37 percent to 55 percent, to the extent the estate exceeds \$600,000. If you have not yet drafted a will or if your will is stale, have a new one drafted today.

Resolve to reduce your taxes.

Understand the tax rates. Depending on your taxable income, tax rates are 15 percent, 28 percent, 31 percent, 36 percent and 39.6 percent. If you itemize your deductions, you can reduce your taxes through charitable gifts. Charitable gifts reduce your taxable income, which may also reduce your tax rate.

Resolve to examine your in-

vestment strategies.

You may be holding stocks, bonds or mutual funds that are no longer producing sufficient dividends or interest. Perhaps your needs have changed; you may have previously invested for growth but now need income. You may be holding securities that have greatly appreciated in value and have incurred significant capital gains taxes. If this is the case, you may wish to consider making a gift of appreciated securities to a pooled income fund or to a charitable remainder trust, which offer you the following advantages:

1. You receive a charitable income tax deduction.
2. You avoid capital gains taxes.
3. You receive full fair market value credit for your gift.
4. An income stream based on the fair market value of your gift.

Resolve to review your insurance needs.

Find out whether you need additional insurance. Be sure to reexamine your needs if you have recently had a child, bought a home or acquired valuable property.

Resolve to learn more about investments.

It is smart to know all you can about your investments, because your finances are your future. The more you learn, the

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