

SEARCHING FOR UTOPIA

A Professional Project
presented to
the Faculty of the Graduate School
at the University of Missouri-Columbia

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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DECEMBER 2014

DEDICATION

To all the people who build us up!

ACKNOWLEDGMENTS

This project is dedicated to all the people of Chautauqua who shared with me their love for the place, and to Chautauqua Institution for letting me document the daily life of the community. My endless love to my friends Kelsey Bell and Mark Haymond who guided me through this journey of discovery of an American utopia. Also, this project wouldn't have come to fruition without the guidance of my committee. Last, I have to thank to my family and friends from Romania for believing in me, and bearing with me during these two years of grad school.

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ABSTRACT

“Searching for Utopia” is a multimedia project about the Chautauqua gated community in western New York, which is perceived by people outside the gates as a utopian place. Through the use of multimedia I try to convey why people perceive Chautauqua as an ideal living space. Additionally, through photo-elicitation interviews with people from the Chautauqua community, respondents explain how they perceive Chautauqua, and if they find it a utopian place. The website of my project invites the audience to be immersed in a journey of Chautauqua.

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Keywords: Gated Utopia, Gated Community, Chautauqua, Multimedia Project,
Photographing Gated Community, Utopian School, Social Class, Dream World, Summer
Community

1. Introduction

In order for you to understand why I chose to tell the story of Chautauqua utopian gated-community for my professional project, you first have to understand the origins of my love for storytelling and fairy-tales. During childhood, my grandmother read to me the "Everlasting stories", an anthology of folk stories from different countries in the Balkan Peninsula. I remember how fascinated I was by these fictional worlds and characters presented. This is when I knew I want to become a storyteller. Then I was introduced to Romanian fairy-tales, which besides showing the conflict between good and bad had a certain complexity of looking at the human nature. So I learned about the weaknesses of the human being, but also about the wonderful things that people can achieve in life if they are moral, kind, honest, and hard-workers. Finally, these stories shaped me into the person I am today, one who believes that people can better themselves, and learn from their mistakes; in other words, I became a positive person who searches to tell stories that bring hope and joy to people.

My passion for photography was aroused in high school by taking an elective photography class. When it was time for me to go to college, I realized that journalism is a way to combine the two things I love to do, take photographs and tell stories. After I graduated with a degree in journalism from Babes Bolyai University in Cluj, Romania, I felt the urge to learn more about photojournalism, so I applied for a Fulbright scholarship and was selected for the program.

In 2012, I moved to Columbia, Missouri as a Romanian Fulbright scholar enrolled in the Master of Arts program at Missouri School of Journalism. My journey in photojournalism started at the [Missouri Photo Workshop 64](#) in Troy, Mo., 2012. I will never forget my faculty members, Dennis Dimick, Executive Editor, National Geographic Magazine, and Randy Cox, former visuals editor of the Oregonian. They made me feel exposed, and vulnerable, and then encouraged to go beyond my limits, as photographer and human being. During the workshop I learned how to find a story in a small community in just a couple of days. Then, at the evening presentations and critiques by the faculty members of MPW we learned about the key elements of a photo story. I also learned from Randy Olson's workshop presentation that people from different cultural communities share the same set of values and daily routines. Photography is just a tool to tell the stories of people's lives.

In my first year of studies at University of Missouri, I had the opportunity to have a hands-on experience in photojournalism while working at the *Columbia Missourian* daily newspaper for one semester as staff photographer. During this time, I learned to work on deadlines, find stories on my own, and cover breaking news. After this experience, I decided to improve my photo editing skills and learn about multimedia production, so I enrolled in the *Newspaper Photo Desk Management* class taught by Brian Kratzer, Assistant Professor and Director of Photography at the *Columbia Missourian*. My main responsibilities at the *Columbia Missourian* as a photo editor and multimedia producer were to increase the multimedia content, guide photographers in creating multimedia stories, prepare photographs and multimedia content for web publication, and work on long term projects with an advanced team of videographers, assisting Director of Photography Brian Kratzer in his advanced multimedia class.

My experience in photojournalism comes from school projects as well as independent projects. I worked on a multimedia story with radio journalist Meredith Turk about Miss Teen Rodeo Queen Missouri. The *Associated Press Sports Editors* gave the “Multimedia, Under 500k” distinction for the story in spring 2014 in the *ASPE* contest, followed by the *Missouri Press Association* recognition, in fall 2014, for compelling reporting on rural Missouri life. In the winter of 2013, radio journalist Meredith Turk and I were awarded with the Waller Fellowship in investigative journalism to work on an investigative series about the Rosia Montana gold mining project in Romania, which is also the biggest gold mine in Europe. *Global Post* published the stories we produced during winter/spring 2014. [*The evolution of a protest: a timeline of Romania's fight against mining*](#) is a multimedia project that tells the story of the biggest protest movement since the Romanian revolution from 1989, illustrated in an interactive timeline with photographs. This project was the first large multimedia project where I combined video, audio, text, and photographs.

In the last semester of school, I enrolled in three classes that helped to achieve my goals with my professional project. The Picture Story and Photographic Essay class taught by David Rees gave me a better understanding about tailoring the narrative of my project, and finding the “string that holds the pearls together” as Jim Curley, Co-Director of Missouri Photo Workshop told me once. The *Art Photography – Graduate Photography* class taught by Joe Johnson in the Art Department encouraged me to pursue my own vision in photography, and always to look for the appropriate medium to best tell the story. During the *Business practices in Photojournalism* class taught by Jackie Bell I gained the necessary skills to start my career as freelance photographer. Also, I learned about multimedia and web design and building websites and

creating multimedia content through my one-year graduate teaching assistant position with Keith Greenwood, Associate Professor for the Electronic Photojournalism class.

Finally, one of the most significant components in my photojournalism career was the summer internship as staff photographer at *The Chautauquan Daily 2013* in New York state. It was also a great opportunity for me to learn about the Chautauqua community while photographing. By the end of the summer, this utopian community had grown on me because it was such a positive environment for learning, meeting people, telling stories, and establishing new friendships.

When I came back to Missouri, I shared my summer experience with colleagues and friends and realized that most of them had never heard about this place – Chautauqua, in southwest New York, a gated-community that was founded in 1874 as adult educational movement. My friends looked at me as if I was talking in a foreign language, and I couldn't blame them. I remembered my own shock when I arrived to Chautauqua, and it felt like stepping back in time in 1900's, into a sort of dream world, a miniature town where everybody is nice and polite, and going there to learn about anything, and everything about this world. I was intrigued by the questions my friends asked me about Chautauqua: "Is it a sort of cult?" "Who are the people who afford to go there?", and impressions such as "it sounds like a perfect world", "a utopia", I decided to go back to Chautauqua in summer 2014 and make it the subject of my master's project.

Nowadays, Chautauqua is a town that has its own private administration system, a board of trustees, a president, a newspaper, a police station, and transportation system, all on the grounds. During the summer season no cars are allowed in the community and everybody either rides a bike, or walks. The Children's School, the Boys' and Girls' Club, the Women's Club, the

Bird Tree and Garden Club, Chautauqua Sports Club provide recreational and leisure activities for adults and kids. The Chautauqua community strives to keep the creed of the founding fathers, Lewis Miller, an inventor from Ohio, and John H. Vincent, a minister from Illinois that conceived Chautauqua as an educational community where adults could gather to learn and discuss religion, politics, and art in an idyllic setting. Initially, people used to camp on Chautauqua Lake shore, while artistic performances were being held outdoors or inside big tents. Later, Victorian houses were built. In comparison with the world outside the gates, Chautauqua seems a utopian place. Chautauqua residents refer to it as the “*adults’ Disneyland.*”

However, Chautauqua lacks social diversity mainly because of the cost of living. The people who visit Chautauqua, and even more the full-time summer residents, are either upper-middle or upper class Americans. A daily gate pass can be \$20 - \$76 per person, while a season pass costs \$2000; It is an issue often addressed during the public gatherings by its own people. So far, Chautauqua Institution has not found a way to open up to a broader audience. The community is layered in four different categories of people: the year-round residents who are property owners, the short time visitors, the season-long visitors, and finally the Institution’s employees: workers who staff the gate, ground transportation staff, housekeepers, gardens and landscaping, maintenance service, the newspaper, security, and others.

I lived in Chautauqua for 15 weeks, June 9 - August 28, working towards telling the story of Chautauqua community using multimedia. I was lucky to have the Institution’s newspaper’s support in my project. Jordan Steves, the editor of *The Chautauqua Daily* helped me to gain access to the leadership of the Institution, and photograph in places where otherwise I wouldn’t have been allowed, for instance in the back stage of the Amphitheater, or from the roof top of the

Welcome Center to photograph the main gate. Also, I was able to use the newsroom resources, and have my own working space.

By devoting my journalistic skills to this project I hope to offer insights about what life is like in a gated community. My field notes may help other photographers who want to do similar studies.

Also, by using framing theory in my photo-elicitation research I am interested in analyzing the way the interviewees frame Chautauqua's identity while looking at the selected photographs in the photo-elicitation process.

By doing photo-elicitation interviews with people from different socio-cultural backgrounds I bring a broader explanation of views about Chautauqua gated-community. Finally, in my professional analysis I compare and analyze this kaleidoscope of views, and pursue a definition of Chautauqua community's identity.

A small part of this project, the iPhone photographs I took during my staying at Chautauqua, was awarded with Bronze in *College Photographer of the Year 69* competition in the Interpretive Project category. Through photographing and editing my project I achieved skills that will always help in my career. From coping with tiredness and learning to dedicate myself fully to the work I produce, to learning to stay engaged with my own project idea, all these are essential skills to have as freelance documentary photographer. I will take back to Romania the knowledge gained in the last six months of work on my professional project, and try to implement what I learn in my next projects.

2. Field notes

Week 1

First week at Chautauqua I focused in my photography on all the preparations that happen before the season opens, such as: construction, house renovation, gardening, and cleaning.

Meeting with people I already known

Besides photographing the preparations, I also reconnected with people that I met last year while working at the local newspaper. I met Matt Ewalt, former editor at the Chautauquan Daily, who now accepted a new job in the education department. I can benefit from that because he told me he can help me to get access to some events and people. He will also try to help me to get some aerial shots of the gated community. If not, I will at least try to get access to the cherry picker to photograph the fence from above.

Working with John Ford from the Chautauquan Daily

John Ford is one of the returning staffers for the paper. He writes feature stories for the newspaper and every year he does one story called “Six kids” that profiles six young employees of Chautauqua Institution that have interesting life stories and also do great work at their job. Usually he picks employees that work for all the prestigious and important places in the Chautauqua community: the Amphitheater, the Athenaeum Hotel, the Brick Walk café, and kids from the gardening department because without gardeners, the idyllic look of the place would disappear. The readers loved this type of feature story that profiles young hard-workers, talented people. Therefore, this year he will do multiple stories like this, throughout the season.

I showed interest in doing follow ups of the profiles he makes. So, this week, John and I started the adventure of finding interesting people. The first place we went on Wednesday was the Athenaeum Hotel. There I met the general manager of the hotel, who apparently already knew who I was. He granted me permission to take photographs wherever I want, and introduced to some other department managers so they know why I am photographing in the hotel. After that I left with John to meet his first subject for a story about the new staff of the hotel's restaurant.

For 2014, the hotel hired a new chef, **Travis Bensink**. He came up with a completely different image for the restaurant. The new Chef brought with him four people who he worked with before. He wants to make the restaurant a high-end restaurant and change the menu to a more modern one. They renamed the restaurant Heirloom and changed completely the look. In this restaurant Thomas Edison was having breakfast, so the restaurant is a very important brand for the institution.

Chef Travis Bensink makes sure that everything goes well while the a big group people have dinner at the hotel.

So, we met chef Travis. He showed us the kitchen, the new staff, and he emphasized that the kitchen is now a professional environment, the cooks have uniforms and they are not allowed to play music anymore. After the short trip to the kitchen, the second day, Thursday, we went and interview chef Travis. John Ford interviewed the chef for his story but I used this opportunity to record the audio and to find out more about his life story and his career experience. In other words, this was good for my own research.

Chef Travis Bensink –Athenaeum Hotel

I learned about chef Travis that he is from Clymer, Ny., a small town in Chautauqua county. He grew up helping his grandfather on a cattle farm.



However, when he went to college he wanted to have a profession that will never put him back on a farm, to have a big city life. He went to North Carolina and got his degree in law and business. After he worked for a law office, he understood that he wants something else for his profession, so he went into culinary arts. He interned at Disneyland. He got married, has three kids, and when he was 26 years old he became a religious person, and converted with his family to a new Baptist Church.



In the last 10 years, he had successful internships and jobs. He worked for high-end restaurants. He mentioned that it was only one job offer that could have brought back to back where he grew up, and this was the executive chef position at the Athenaeum Hotel. He finds this job very prestigious and important for his career. So, he accepted a year-round job at the hotel. He also mentioned that religion is very important for him and his family, and that he wouldn't have moved back to Chautauqua if they couldn't find their church around. Also, he mentioned the openness of the institution to all denominations and all religions. Bensink likes to be called "ch f" because he worked hard to get this title. I have his detailed story recorded in the audio, but I didn't really have time to go through it to transcribe. My plan is to listen the interview and pull out the important quotes related with Chautauqua or the reasons why he is here. And then, I will redo the interview and ask follow up questions.

Housekeepers – Karrie and Lizz

I met two other girls, Karrie Fuller and her friend Lizz, both of them work at the hotel as housekeepers. They are in their early 20's, I think they are my age.



Karrie grew up in Panama, Ny. and then she moved with her mom in Jamestown, Ny. She never met her natural father, she doesn't have any siblings, and she is a single mother.



Karrie cleans one of the rooms of the Annex of the Athenaeum hotel.

She now lives in Jamestown, 30 minutes away from Chautauqua Institution and rides to work with her friend Lizz. They are both working for the first time inside the grounds. Karrie has three years of experience in housekeeping. She told me she was impressed that she got the job at the Athenaeum Hotel within the same day of her application. Then, she helped her friend Lizz to get a job too. Lizz doesn't have any experience in housekeeping.



Meanwhile Lizz works in the main building of the Athenaeum hotel. They prepare to host 180 people, so housekeepers have a lot of work to do to prepare all the rooms.

I spent with Karrie a couple of hours talking and photographing her while she cleaned the rooms. I found out that all the rooms from the hotel are different; it's either the wallpaper or the arrangement of the furniture that always differ. She said people don't know that, only housekeepers can see all the rooms. She said that she likes her job. She also shared with me one of her first memories about Chautauqua Institution. When she was 12, her stepfather used to take her to concerts on the grounds.

Also she said that she likes Chautauqua grounds because the nature is so beautiful. During lunchtime she likes to walk around, "you can always see a chip monk or a blue jay," Karrie said. In her free time she takes her kid to her friend's pool. Lizz worked at a shop as a janitor. She hated her previous job because it was really dirty. Now, she is thankful to Karrie

because of her, she works in the hotel as a housekeeper. Their schedule is from 7am – 3 pm.



Lizz shows me one of her favorite hotel rooms that was still vacant. The room has a lake view and beautiful decorations.

I intend to spend more time with Karrie and her friend Lizz, to explore their stories. Also, they represent the lower class of Chautauqua, however they are happy that they got this jobs. They work as housekeepers but don't complain about it. Karrie told me it is hard because she needs to wake every day at 5am in order to be at work at 7 am.



Karrie Fuller cleans the staircase of the Athenaeum Hotel.

I feel that the reason why they got the job is because both of them are hard-workers and in Lizz's case, even if she doesn't have any experience in housekeeping, she is willing to learn and work hard. I noticed, people at Chautauqua share the trait of being hard-workers and open to challenges, no matter of the individual's social status.

Year-round residents – Mary & Lewis -they are neighbors. I didn't have the chance to talk more with them, but they seem to be very nice people. I just asked them if I can take their photograph. I am a fan of Mary's house from last year. I saw that it is being renovated this year. So, I went and asked the construction workers where can I find the owner, at it just happened to be talking with her neighbor, Lewis. Lewis was carrying a tray with flowers, for his garden. I went back to look for Mary, but she was out for the week. She will probably come back when the season opens. I learned she has another property somewhere outside of the grounds where she lives.



Lewis and Mary chatting on the street before the rain comes.

While photographing, I met some year-round residents that could be good subjects for my photo-elicitation interviews.

Artists – the opera singer who returned for three years in a row



The girl who's carrying grocery bags and is being hugged by some other girl, that is "Cri", the returning opera singer.

I also met the opera singers who already moved on the grounds. Among them, there is a girl who returned for the third year to work for Chautauqua Opera Company. I plan to interview her to find out why she returns to this place.



Opera singers moving in Connolly Residence Hall on Thursday evening.

Kwasi Buffington from Oxford, Mississippi

On Friday, I met Kwasi Buffington from who will be working for the theater company as light engineer. He just arrived on the grounds; He told me that he already hopes he will do a great job this summer, because he wants to come back next summer. For me, this was a very interesting thing to hear. How could a person who just got here, didn't even see the grounds during the open season, and already wants to come back next year? I want to spend more time with Kwasi, get to know him and find out why he likes this place so much.

Diversity

I've also paid attention at the diversity aspect of Chautauqua community. So far, I found two African girls in the hotel's kitchen, I heard Spanish speakers also in the hotel kitchen, and they wash dishes. Another place that has diversity is the newspaper, this year there is a girl from India and one African American girl.

Also, the people who come work in the arts department, Kwasi is African-American, I met some Koreans and African-Americans in the opera company, and from my previous experience there will be more in the visual arts school and music school. Another noticeable diversity aspect is that this year the head of the religion department is the first African-American in Chautauqua's history to have this job. I plan on interviewing him.

Sunday's research and dinner

On Sunday night I had dinner with John Ford and his wife Cathy Ford. They own a house on the grounds, inside the institution near Bestor Plaza. Her great-grandmother first who came here in 1890's, so, Kathy's family are old Chautauquans.

I told her about my project and then she started to tell me things that have changed at Chautauqua since she was a kid and things that are still the same. She gave a lot of criticism to

Chautauqua but also she mentions the things she likes, which are also the reasons why she keeps coming back.

Things that change:

The gate ticket price grows every year; this year is **\$40 per day**. Therefore, less people can afford to come to Chautauqua. Nowadays a lot of houses are for sale because people cannot afford to pay rent or to maintain the houses on the grounds. So, they rent for the summer season, or move out to the surrounding areas outside the gated community but they still come every year for the summer. She also mentioned that before there used to be communal houses with communal kitchens, and not as many condos as today. Even her kids who are in their 40's they wouldn't afford to come to Chautauqua every summer and stay for a couple of weeks, if their parents wouldn't own the house on the grounds. Another thing that change is that residents of Chautauqua used to bring their friends and pay for their friends gate pass. Today only wealthy Chautauquans can do that.

Also, there used to be people who lived their entire summer at the Athenaeum Hotel, whereas today she knows only one person who affords to do that. The cost of one room per night is around \$250.

She also talked about the food, how back in the day there used to be five cafeterias, whereas now there is only the Brick Walk Café. She thinks that having more food diversity will make people to come back to Chautauqua, instead of going somewhere else. She would introduce the food trucks on Bestor Plaza.

Regarding the cars problem, she said that even their family built a driveway for two cars that says a lot about the demographics of Chautauqua; before there weren't so many driveways or so many one-way streets. So I asked her if the money factor changed some of the values of the

place. The answer wasn't clear. For sure it changed the fact that less people afford to come here than before. That makes Chautauqua a less accessible and more elitist place.

Things she likes they stay the same

However, after all the criticism she gave, she said, "Chautauqua is a unique place. Because of the things that don't change it feels like home." She went to the children's school and then to the boy's and girls club. Her kids did the same and now her grandchildren go to the Boys and Girls Club. Her grandchildren are the sixth generation of Chautauquans. I plan to talk with one of her grandchildren, one of whom is 8-years-old. He will come to Chautauqua at the end of July. She also mentioned the safety of this place; the fact that kids play in Bestor Plaza without being supervised by any adult is a rare thing. They have the freedom to do that, a freedom that is unique. Riding the bike from one destination to another, she talks about the pleasure of riding the bike somewhere and not around the block is a different feeling that you can explore at Chautauqua. She talked about Chautauqua community as being an intergenerational community. The traditions of the place are preserved from a generation to another. Grandparents take care of grandchildren while the parents need to go back to their work. Some of the adults come stay for a week or two on vacation, but then they need to go back to their lives.

Finally, she mentioned the importance of music for Chautauqua cultural experience. She remembers when her mother used to take her to classical music concerts, and make her stay still for two hours until the intermission. She learned to appreciate classical music. Also, another aspect that makes her come back every year is the sense of community. Even off-season, when only around 100-200 people live on the grounds, they have different events, they meet in the public library, take their dogs there.

Cathy's conclusion was that "Chautauqua is an odd place." I interpret that, as it is an odd place for all that it is and all that it's not.

After this first week I already have a better idea of how I want to design my project.

The uniqueness of Chautauqua gated community is the fact that it all comes together for nine weeks of the summer season. In the winter there are around 100 people who live on the grounds. Then right before the season opens, based on my conversations with Jordan Steves, the population grows to 1000 people, and when the summer season opens the number of people grows to 7000 people who form Chautauqua community.

Regardless of the fact that this community recreates itself every summer with new people, Chautauquans argue that it is a place with a very strong sense of community. Why is that?

Through the interviews and my research I want to answer to this question. Based on my literature review about gated communities, Chautauqua classifies as a life-style community. That said, people come here because they want to live in an environment that is highly cultural, an environment for elites. Therefore, the people who come to Chautauqua over the summer, employees, visitors, year-round residents, returning visitors and artists, share some common traits. They are hard-working people who value the lifelong learning philosophy, and who also want to improve their lives.

Even if Chautauqua is a utopian community, there is still a social hierarchy. Year-round residents are already established people; they own beautiful houses on the grounds. However, what makes them stay at Chautauqua? I imagine is because of their family heritage. My goal is to explore this topic and come up with answers. For example, there are residents here who are very rich, Pural sanitizer family or Heinz Ketchup family. But then, there are people like Karrie or the Chéf of the hotel, who still work to build their careers and they see Chautauqua Institution as a

prestigious place to work for. They also appreciate the natural beauty of this place, as well as the moral values. For me, the combination of people with very different backgrounds, live here on the grounds for the summer and need to cohabitate. Together they form Chautauqua community. “How and why does that work?” is something I will find out through my research and interviews.

Project design

The more I think about the final presentation, the more I know that it would be good to present this project under a multimedia form. Also, I think I want to follow people and have multiple stories that in the end will intertwine, rather than do a broad photo-essay about the entire community. For example, I want to follow the Chef, Karrie, Kwasi, some year-round resident, a family that visits here for a limited amount of time, the president of the institution, to follow him at least for one day. And then through all these stories, like connecting dots, I plan to tell the bigger story of the Chautauquan community. I see this presented on a web page, with some sort of parallax scrolling that will incorporate different mediums so the reader doesn't lose interest. I will try to come up of a dummy sheet for the design and structure by the end of this week.

In very broad lines, I envision the final presentation of my project as a multimedia project about Chautauqua community that involves: text, short video interviews to introduce the characters, timelines, and info-graphics.

I want to include in a timeline the financial history of the Institution. I can gather that information by going at the archives of Chautauqua Institution.

Info-graphic with the cost of living at Chautauqua during the summer per: week, month, and entire season.

I will also try to find the urbanistic plan from a century ago, and one from the present, so readers can see how Chautauqua changed over the years. A lot of new houses were built, and old ones moved or demolished. Walking on the grounds this past week I learned there is section of the grounds that was built after 1950's with modern houses.

I will need to make a story about the lake because the lake is part of Chautauqua original concept.

Nowadays, Chautauqua experiences a lot of problems with the lake water, a lot of pollution from the sewage system and storm waters. But then, the lake is polluted from outside of the community; farms and stores dump the sewage into the lake. I need to check all this information. The result of all these, is that at the end of the summer season, the water becomes toxic and swimming is forbidden. The also have problems with seaweed that overpopulates the lake, so they have big machines which clean the water.

Then, I will transition to the individual stories. I will envision short video interviews maybe for one or two characters and then go into photo gallery, with photo story. I will also try to make timelines of their life events, so readers can see to what extent their lives are similar or not.

The goal of the personal background timeline will be to show the common character traits and their desire of self-improvement in their lives. Hopefully, by adding all this pieces of the puzzle together, in the end I will put in context Chautauqua community, how it exists, why it exists, what is special about this place, and would it be possible for the world outside of the gates to implement some of the things that Chautauqua institution does over the summer, or does a place like Chautauqua exist only because of the fence?

Lizz, the gardener and Chautauqua year round resident

Lizz works as a gardener for private people, not for the institution. She lives on the grounds during the winter, but in the summer she needs to move out because the owner of the house rents-out for the summer season. She is just another kind of Chautauqua resident, works for the others to keep their gardens beautiful, however she doesn't have enough money to be live year-round on the grounds. She also works for the institution at the Amphitheater.



I tried to photograph Lizz moving out from the house but she didn't let me. Her dad died yesterday while she was trying to move out and she was really stressed out and couldn't deal with me taking photos.

However, she told me not to take it personally because is not about me. It's about all the things that happened in the last couple of days.

I will try to meet with her later this week or when she feels more relaxed.



Week 2

I. Photo-elicitation interviews preparation

The second week at Chautauqua I did research work, I photographed, met new people, and also I shot some video. First, I made a list with the places that I want to include in my photo-elicitation. Based on my previous experience at Chautauqua, I selected the places that are significant for Chautauqua community, the ones that describe the structure of this community.

Main gate – the place where people and cars enter the Chautauqua Institution. At the main gate people scan their gate pass to enter the grounds.



Bestor Plaza – is the central plaza of the grounds, a place where people relax, kids play, and often you can see musicians playing different instruments. Bestor Plaza is the place where you can see the intergenerational aspect that Cathy Ford was talking about last week.



The Bell Tower by Pier Beach, another iconic place for Chautauqua. Kids go swimming there, and people go there to hang out by the lakeshore.



The Pier Beach with the lake – as I said before the lake is very important for Chautauquans. They put some effort to keep it clean.



- Hall of Philosophy – the place where people go for the afternoon lecture that starts every day at 2 PM. The Hall of Philosophy is the place where interfaith conversations happen;

the religion department brings speakers to talk from a philosophic point of view about the theme of that week.



- The Amphitheater – the place where the Morning Lectures are held five days per week. The Amphitheater can be considered the biggest event venue from the grounds. The amphitheater is the facility where lectures, religious services, music performances, and entertainment shows are hosted.



- The thunder bridge – which is a wooden bridge over the ravine. It’s called the thunder bridge because when people ride their bikes on it it makes a sound similar to a thunder. The ravine and the thunder bridge are located in a small forest area of the grounds.



- The fountain in front of the post office – another spot where kids play. The Smithsonian Institution recognized the post office building.



- Children’s school – a lot of old time Chautauquan’s mentioned the Children’s school as part of their first memories at Chautauqua. Chautauqua community is very focused on education, and especially youth education.



- A close-up of two houses from the historical center of Chautauqua that shows how close the houses are next to each other. The purpose of selecting this picture was to get people’s opinion about the lack of space between the buildings. Looking at Chautauqua history, Chautauqua was a tent camp, and after people built houses in the available space they had. However, I was interested to explore if people are affected by the lack of privacy. A woman told me you can hand toilet paper to the neighbor, the houses are so close to each other.



- A typical Chautauqua street with the American flag



I. Photo-elicitation interviews preparation

The second week at Chautauqua I did research work, I photographed, met new people, and also I shot some video. First, I made a list with the places that I want to include in my photo-

elicitation. Based on my previous experience at Chautauqua, I selected the places that are significant for Chautauqua community, the ones that describe the structure of this community.

(Insert the photographs used in the photo-elicitation interviews)

Having this list with the photos I want to use in the photo-elicitation interviews, I decided that for some of the places such as, Bestor Plaza, Children's School, Hall of Philosophy, the Amphitheater is better to have photos with these places full with people, because this is how they are during the season. However, last week it was still off-season, so all these places were empty. So, I decided to use photos that I took last year. For the rest of the places, thunder-bridge, the small distance between the houses, and the main gate, I took new photos. I need to mention that I didn't have access to the photos from last year because my personal external hard-drive broke. So, I spent one day going on the newspaper server, looking for the right photos that I took last year during my internship.

After I selected the photographs for the photo-elicitation interviews, I made a list with the people I want to interview.

1. Justin, 7, and Ryan, 8, two Chautauquan kids that came to Chautauqua every summer since they were one-year-old.
2. Bob Hopper, year-round resident who I know from last summer at Chautauqua. He was my connection last summer.
5. Kwasi from Alabama – this is his first time at Chautauqua. He came here to work as light engineer for Chautauqua Theater Company.
6. Karrie – a housekeeper at the Athenaeum Hotel – also new to Chautauqua. However, she comes from a Panama, a small town near to Chautauqua Institution. She used to come here with his step-father when she was little.

7. John Schmidt, the archivist of Chautauqua Institution
8. Mary Lee – writer and year-round resident
9. Visitors that came here for the very first time.
10. A person with different ethnicity –I didn't plan to do that but I saw an older woman wearing a sari walking in the Bestor Plaza, so I decide to do a photo-elicitation interview with her.

Some of the people on the list above I know from last year, some of them I met during the first week, and the rest I met during week 2. So far, I have two photo-elicitation interviews. I recorded audio and video. Both of them are approximately 30 minutes long. The first photo-elicitation interview was with the two brothers that I first met at the beginning of the week. They moved to Venezuela two years ago, together with their parents that teach there in English for American students who live in Venezuela. These are the kids of diplomats and the kids of the American corporations CEOs in Venezuela. Shane and Diane Cokerdam sold their house in Charlotte and moved to Venezuela. That makes Chautauqua their home when they come to U.S. for the summer vacation.

The kids love it here even more than before because they are free to play outside without being supervised, whereas in Venezuela there is the danger to be kidnapped. I want to interview the kids again to talk more about this aspect. According to Shane, Venezuela is the opposite of Chautauqua. Venezuela is dangerous, corrupt, and a lot of crime happens there. However there is a similarity between the place where they live in Venezuela and Chautauqua. Both places have private security from the people outside. They are both closed, protected communities from the other people, although for completely different reasons. Still, the parents love their teaching job there, and are excited to go back. Diane told me how great her students are, and how her own

kids benefit for this experience: they learned Spanish and they live in an environment with a different culture.

I haven't transcribed the interview yet. However, there were some statements that stood out for me. How they love Chautauqua because they can play outside instead of playing video games all day inside. They described in detail their daily schedule, the Children's school when they were little and the Boys and Girls Club.

The second interview with the Indian women from Bestor Plaza was not planned at all. I just approached them to ask them for a later interview, but the son of the 80-year-old Indian woman suggested we do it right away. They are from India but they came to U.S. eighteen years ago. They bought a house across the lake, outside of the Institution and they come here every summer for a week or two. They also like to bring friends when they came. What I got from the interview was that they aren't bothered to pay to get in because it is worth the money. She couldn't really recognize many of the places from the photos because of her memory. However, she talked to the cleanness and the natural beauty of this place. I asked her if she knows any other Indian family in the grounds and her answer was no.

I plan to use the online amazon service for a full transcription if the interviews. I have planned an interview of this Sunday, with Kwasi but he cancelled it very last minute. So I need to reschedule it for this week. Also I have met Bob Hopper, Karrie, and Mary Lee and I asked them if they are willing to participate in my research and they agreed. So for the next two weeks I am planning to do the rest of the photo-elicitation interviews.

Week 3 -project planning and designing

This past week I interviewed Karrie, Kwasi and Sharron. It was hard to get ahold of Karrie and Kwasi, but finally we made it. Tuesday and Wednesday I did more planning work, plus I drew this scheme for my project.

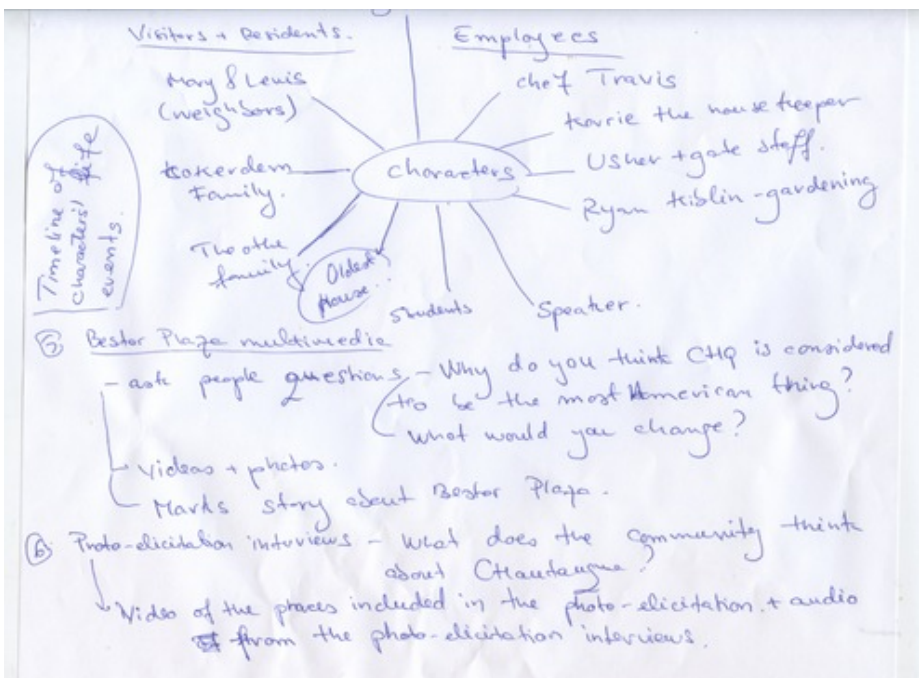
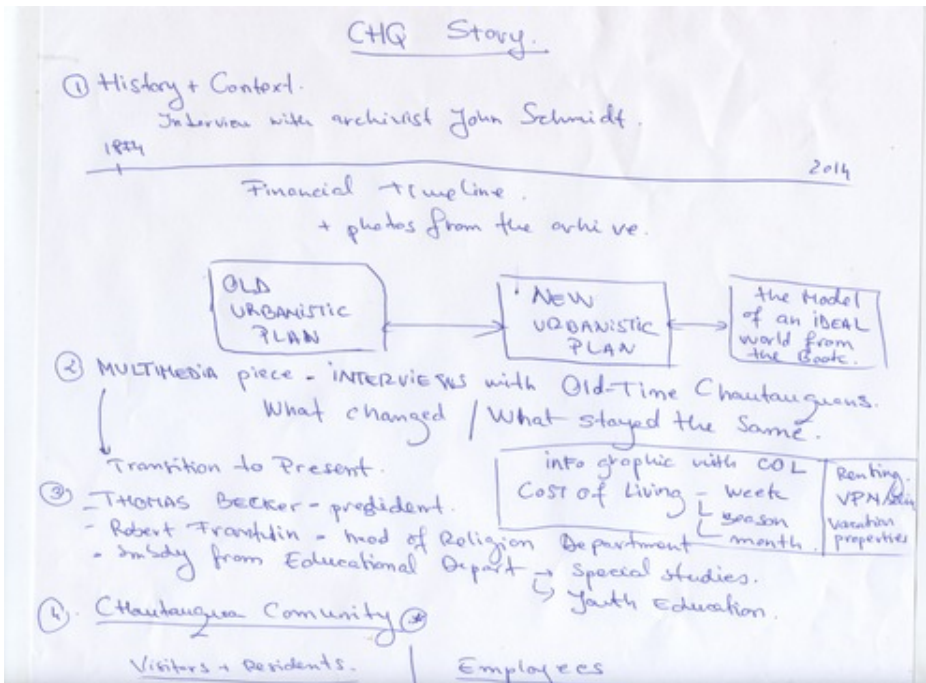
This scheme will help me to navigate through my project this summer. I also want to make a list with the b-roll I need for each component. Also, after I get the transcriptions of the interviews, I want to write down the differences and the similarities between the characters of my stories. So, I will be able to connect the stories, like connecting dots. The similarities will be the backbone of my project, whereas the differences will tell me what will be the best way to tell their stories, photos, audio, video, etc.

I made a list with all the contacts I gathered so far. I met new people. A lady who lives in the oldest house on the grounds. The house was built in 1873. She gave me a tour of the house and lent me two books to read about Chautauqua. She is retired but used to be a Math teacher. Her son is a photographer and worked for the daily. She bought the house in Chautauqua in the 1980's, and she did few renovations. It was amazing to see the nails in the floor from the old wall that was tore down before she bought the house.

I met Bob Jeffrey, an architect and member of the board of trustees. He recently bought a house that is listed as historical Chautauquan house, over 120 years old. He came here long enough "to know where all the dead bodies are buried," joked Jeffrey.

I found out about a woman who will donate her entire fortune to Chautauqua after she dies. Ruth Cole has been coming to Chautauqua for the last 67 years. I plan to explore her Chautauqua story.

The rest of the week, I worked on my photo-elicitation interviews. I have three more interviews, so that puts me up to five photo-elicitation interviews.



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Photo-elicitation interviews

1. Justin, 7, and Ryan 10 - Cokerdem family



2. Sulochana RamaKrishnan



3. Sharon Cokerdem is the grandmother of the two young boys I already interviewed. This was her first time at Chautauqua, and she was really impressed by this place.



She gave me really good, interesting answers regarding the fact Chautauqua that is a gated community. We talked about privacy, lack of space, freedom of kids, music and children's school... however, the key element that I got from her interview was that Chautauqua is a place that reunites families. In her family's case, her son Shane married Diane and have Justin and Ryan, the four of them moved to Venezuela two years ago. So, Sharon hasn't seen them almost for one year.

On Friday, I went and photographed the family having dinner and hanging out on the porch. Also, I have a video, with the five of them, leaving home, going to see The Bears documentary at Chautauqua Cinema. Sharon Cokerdem left on Saturday.



The rest of the family, Diane's parents will arrive in week three, they are old time Chautauquans. Diane's parents met on the grounds and got married. Both Shane and Diane come from mix marriages, Diane's parents -American and Cuban, Shane's parents, Turk and American. I will interview Diane's side of the family once they get here.



4. Karrie Fuller, the Athenaeum Hotel housekeeper



She had a lot to say about how much she enjoys to work in this place, but also talked about her memories since she was a kid and used to come with her stepfather to see concerts at the Amphitheater. Also, she remembered how she used to play by the lake and in the fountains from Bestor Plaza.

1. Kwasi Buffington, 40, works for the Chautauqua Theater Company as electrical engineer and light designer. When I met Kwasi, I was riding my bike on the road, photographing the welcome sign of the Institution, and Kwasi was heading home after work. First thing he told me after we met was that he is so excited to be here, and he wants to do a great job, so he can come back next summer. Hearing this from a person who was at Chautauqua only for two days, I was intrigued and excited to meet him and find out why and how is it possible for a employee to be this excited about Chautauqua. So, I did, we met after almost two weeks to sit down and get to know each other, and I can say that Kwasi's interview was the most eliciting interview I did so far at Chautauqua. He talked about how meaningful Chautauqua experience is for him. With Kwasi I did two interviews at once. First, I did the photo-elicitation interview and then I asked

him what's his Chautauqua story, how did he find out about this place and why does he like it so much. I was interested to discover the things that excite him.



He came from Oxford, Mississippi and it's his first time at Chautauqua. He gets little sleep at nights because he still needs to process all the information about this place. During the interview he opened up - he cried while talking about his first days at Chautauqua, his first thoughts "The second day I got here, I was thrown straight in the fire. It was so intense. It was like a cultural shock from like the people... I was riding my bicycle, just looking around, and I was man, how the hell did I miss all of this? How did I not know that this thing even existed? How did I miss this? And it has made me to realize all the opportunities that I missed, you don't get too much and that's why I am really grateful to be here because they could have chosen somebody else, but I needed this, not just financially but emotionally, spiritually, physically, I really needed this. So I am glad to be here, and my boss told me that I am doing a good job, so I will continue to do that, and hopefully I will be back next year. I have been excited since the

moment I heard about the position that I was offered, so I am just thankful that I can be here do my part and be part of this great institution.”

We also talked about him being a minority here. Kwasi mentioned how sometimes people on the street smile in a forceful way to him, but so far he didn't have any bad experiences.

The next interviews I planned for this week will be with the institution's archivist, and two year- round residents.

Outside of the project activity that I will have is meeting with Dennis Dimick while he is still on the grounds. Today I attended his conversation with Jim Richardson on the topic “Feeding a Hungry Planet.” After the lecture I was happy to go backstage and say hi. Also, I met one of the faculty members from Missouri, Journalism department -Andrea Heiss. Yi-Chin and I, we got to chat with her for a while.

Getting back to my project, things are going well. I am meeting a lot of people with interesting stories, now it is just up to me how I will select the stories I want to tell, and to connect the stories so I can tell the story of Chautauqua community.

It is challenging to stay organized and not go off-track. Excitement is good, but not when I want to do too much and get distracted. My plan is to finish the photo-elicitation interviews this week, and after I have transcription, go back and see what are the patterns in the answers I got and what are the different points of view, and how do they relate with the personal background of the interviewees.

At the same time, I try to be aware of everything that happens on the grounds and would be interesting to capture in photography or video. For example, this Sunday the Chautauqua Foundation put a big sign with the word PROMISE in Bestor Plaza, and people could write their promises to Chautauqua. Unfortunately I got there too late to get enough footage, before the rain

came and people ran away. I did get five kids that all wrote their promises and interviewed them shortly about the things they promised. What I learned from this experience is that I need to investigate and know when these types of events happen on the grounds. It is hard to work on my research interviews and to try document the community at the same time. This is why I am excited to take this out of my way, so I can focus on documenting Chautauqua. In a different blog post I will post some of the photos I took this past week.

Week 4

This week passed amazingly fast for me. The beginning of the week I dedicated more to myself. I took the opportunity to meet inspiring photojournalists and didn't worry too much about not working on my project. I attended three lectures and met with Dennis Dimick, Amy Toensing and Matt Moyer. I attended their lectures and took the opportunity to talk with them.



I also did a little bit of work on my portfolio website. I got some advice from Dennis for my Chautauqua project, and photography in general. From Amy and Matt, the married couple, both amazing photojournalists, I learned about their careers and about the world of freelancing.



The second part of my time I dedicated to photographing and getting video footage of the things happening in the community. I photographed and recorded video of: people watching the world's cup game in Bestor Plaza. The game between U.S. and Belgium was projected on the screen on a patio in the central piazza.



It was a good opportunity to get footage that shows how much Chautauqua is about families coming together, and the intergenerational aspect. I also got b-roll of kids playing in Bestor plaza, people at the evening performance of the orchestra, people biking home in the night. I recorded video and audio. Tuesday evening I met six young Lithuanians that came here with work and travel. It's their first time to U.S. and they came straight to Chautauqua Institution. They work at the Tally-Ho hotel.



I also met Laura Booth and Amelia Wittig, aunt and niece visiting Chautauqua for a week. Laura Booth is a woman in her 40's with dreadlocks. I need to admit that is not a thing you get to see very often in Chautauqua. The visual aspect, the way she dresses and the way she wears herself was very appealing for me. Laura's story: she came to Chautauqua the first time with her mom, and then her mom passed away very suddenly, so Laura suffered a great loss and shock. She decided to come to Chautauqua because that was the only place she could think about that will make her feel better, less lonely and bring back good memories of her mother, Ruth Booth.

She comes to Chautauqua four years after Ruth's death, and manages to bring her niece Amelia, 21, of Michigan. I got to interview both of them, together in Bestor Plaza. This interview is not part of the photo-elicitation interviews; it was more a conversation about Chautauqua. I asked them what would they change about Chautauqua if they could do that, and

also if they find this place "the most American thing in America, America at its best," like Theodore Roosevelt said.

For the photo-elicitation interviews I did an interview with Bob Hopper, year round resident who bought a house at Chautauqua 12 years ago, the same year when they visited Chautauqua for the first time. Him and his wife moved here, and they stay from spring to late fall, and during the winter they moved back to Virginia.

Thursday, I set up three interviews for the week and planned one with the archivist John Schmitz. On Saturday, I will interview Marton from Lithuania, a young architect who came to Chautauqua with work and travel. He works at the Tally-Ho hotel. I think he will be a good candidate for a photo-elicitation interview.

Then, I planned to interview Andrea Heiss' mother on Thursday. She is 95 and she came to Chautauqua for the first time for the Week 2 Feeding a Hungry Planet. Even if she is 94, she is interested to learn about the future of the small towns and farming, and the way people eat. Because she is over 90, Margerie Heiss got a free gate pass, so she can attend all the events for free.



Margerie came together with Andrea and her other daughter. What I find so impressive about Andrea's mother is the fact that she came to Chautauqua for the first time at the age of 95 to listen to specialists talking about food security, sustainable farming and a healthier way to eat. Thinking back at what Sharon told me about Chautauqua, she said, what's so great about Chautauqua is that it bring families and different generations together.

This was the plan, but I ended up interviewing Margerie Heiss together with a 99-year-old lady Mary-Ann. They just met at the Athenaeum hotel before I got there to do the interview. Since they were both on the porch, I decided to go ahead and interview them together. The neat part of the story is that Mary Ann came to Chautauqua for the first time in 1946, while for Margerie this was first time at Chautauqua when she is 95. So, I could get two different points of view from two elder women, both teachers, both still lucid and passionate about intellectual conversations. After Mary Ann left, I made a short interview with Andrea Heiss and her mother. My initial plan was to have Andrea, Andrea's sister and her mother, the three of them in the interview to show how once again, families come together to Chautauqua.

For an unknown reason, Andreea's sister didn't want to be interviewed but she sat with us during the interview talking over her mother. It was very frustrating not to be able to show her on camera and have only the audio of what she says. I tried to explain to her, but it didn't work. Anyways, I was really happy I could get this unique moment with Margerie and Mary Ann. The time didn't work out with Marton yet, but I will interview him sometime this week, and with John Schmitz the archivist I have an appointment for today, Monday. Both of these interviews will be photo-elicitation interviews.

By the end of the last week, I got a little bit tired and burned out, exactly on July 4th, the day when I was planning to document everything that happens at Chautauqua. My initial plan was to follow the Cokerdem family all day long and show how the family celebrates Fourth of July at Chautauqua. Unfortunately, the Cokerdem's didn't have time for me or to celebrate Fourth of July. The other grandmother was on her way here and she needed to be taken care of - Diane had to clean the house and Shane needed to help her. So they preferred for me not to come. They promised me instead to invite me to Diane's birthday's party, when there will be a family reunion. So I decided instead to document all the events that happened on the grounds, morning until nighttime.

I recorded mainly video. I documented the following events:

1. Children's parade - the children's school has a morning parade every year on July 4th where kids sing patriotic songs, wearing funny costumes, and all the parents come to take photos of the kids.
2. Family Picnic in Bestor Plaza and the Chautauqua Community Band concert. Every year on Fourth of July, Bestor plaza is full of people who come to see the Chautauqua Community Band concert and have picnics. I used this opportunity to interview people about president Theodore

Roosevelt affirmation, "Chautauqua is the most American thing in America," "typically American, in that it is typical of America at its best." I asked people why do you think president Roosevelt said that?

I did four interviews, two women, two men, different ages and different experiences with Chautauqua. Unfortunately, for two of the interviews I don't have the audio from the the audio-recorder, I must have not push the rec button twice - so it didn't record. I have the on-camera audio but the quality is not that good because of the background noise. I might be able to use it if I level the noise out with ambient sound of the concert that I recorded after.

3. I got footage with a music performance of a string quartet that played later in the afternoon in Bestor Plaza that I can use as transition for the evening entertainment event that took place after in from the Amphitheater.

4. The Ball - in the Amphitheater was a big ballroom with live music; families, couples, kids, elders all dancing to swing and jazz music. The institution organizes this event only for Fourth of July, but not every year. So I went and recorded that.

5. Fireworks show - the evening ended with fireworks by the lake. People lit up red lights and the entire lakeshore had a red glare. It was very magical. I got people walking in the dark with flashlights to the University beach to watch the fireworks, and of course the firework show.

I plan to use the interviews as narrative and support for all the footage I got on the Fourth, and show how people celebrated the Independence Day at Chautauqua.

Week 5

Weekly highlights - what I photographed

Monday I interviewed the archivist John Schimtz, as part as my photo-elicitation interviews for my research project. I didn't expect to go like it did. All of his answers to the pictures I showed

to him were from a historic point of view. All I told him before the interview is that I will show him photographs of Chautauqua and he will need to react to them. It was great to hear about the history of each place showed in the pictures. I find his interview very valuable and it balances the other interviews that are very personal.

On Tuesday, I recorded video of the activities that happened in Bestor Plaza. I documented the cleaning process of the central water fountain in Bestor Plaza. I interviewed the person who was cleaning the fountain and then gathered b-roll of the actual process that lasted three hours. Don needed to wait until all the water from the fountain drained, then pick up all the change that people threw in the fountain, and finally scrubbed the fountain and refilled it.

While waiting for the water to drain, I also interviewed Lisa and Jay Blake from New England who visit Chautauqua for two weeks. They were sitting on the edge on the fountain, watching Don cleaning the fountain. I asked them about the fountain, and if they have ever seen it being cleaned before. They told me how once, they got lost from each other, planning to meet at the fountain in Bestor. The problem is there are two fountains, one in the center of the plaza and one smaller, in front of the post office. The conclusion is that the fountain is a meeting point. Kids love it. They climb on it and play with the water, while adults read the papers or hold on to their toddlers not to fall in.

I also got footage with one of the paperboys who wears special outfit to attract more customers and make more tips. I talked with him for a bit. He told me he sells about 75 newspapers in four hours. We talked about his voice and how sometimes his throat gets sore from all the screaming. I plan to get more footage of him selling the paper, and make a short multimedia piece.

I got the gardeners trimming the green fence in Bestor Plaza with scissors. They said they are not allowed to use electrical trimming machines because they are too noisy. So they need to

hand-trim the fence all around Bestor Plaza, and in other locations too. I got video and audio of that.

I think I could put all this activities together in one story, or disperse them throughout my project. The common thing between them is that all happen in Bestor Plaza.

I took some time off for the first part of the day. I wandered on the streets of Chautauqua and took photos of the houses. I explored the streets. I discovered some interesting houses that have trees growing out through their porches. I have never seen a thing like this before. I want to go back one afternoon, and interview the people who live there, ask them what was first, the tree or the house. Also, there are a few trees with faces, like in the fairytale. Now that I am thinking about it, I remember that in one of the first weeks in the Amphitheater, I saw a lady hugging a tree during the concert. She used to be the principle of Children's School. She told me how that tree is very special for her, because it is older than the other trees and it's so big and people didn't cut it down, they build the Amphitheater around it. So, maybe this could be an interesting story about the trees. I could interview her and then get video with the oldest trees in Chautauqua.

Insert photos

On Wednesday evening I transcribed the first photo-elicitation interview that I made with the Cokerdem brothers. I decided to transcribe the interview myself because it would cost too much money to use mechanical tech. I have around eight interviews; the shortest are 30 minutes, while the longest are one hour.

I plan to transcribe an interview per day. So far, it has worked.

Thursday, I transcribed Kwasi's interview and in the afternoon I went to photograph the Cokerdem family picnic that was also Diane's Cokerdem's belated birthday party. Around thirty

people gathered by the lake in Miller's park. It was beautiful evening, but a little bit too windy for good audio quality. I tried to do multimedia, so I shot video, photos and video. Of course, doing everything alone it compromises some of the quality of the footage gathered. I could really use a second hand, but hey, I know that's life. I set up my recorder in different places, hit play and then I ran around to gather video of whatever happened. I finally met Diane's mother who grew up in communist Cuba, came to study in U.S. and worked at Chautauqua in her summer vacations during college years. She met her husband here, they got married and had kids, two daughters and one son, who still continue to come to Chautauqua every summer. This Friday, I have an interview appointment with her, I want to find out for her story, and use her as one of the old time Chautauquans who can tell what changed and what stayed the same.

Friday - I transcribed, did another interview with Diane's Mother, Blanca, she is originally from Cuba, and photograph for a time lapse.

In the evening there was a country music concert and the amphitheater was completely full. I worked with Yi-Chin at doing a time lapse of people getting in the amphitheater, the huge queue shrinking, the ushers scanning the tickets and then I recorded one song that we can use as audio for the time-lapse. It was very interesting to document all these different people that based on their outfit and behavior you could tell they are not regular Chautauquans, but people from the area next to Chautauqua that came only for the concert.

II. Work issue: new people I met, new things I learned about the community, new aspects I want to explore

I took some time off on Monday and Tuesday.

Also, I met a Jewish family, one of the Jewish families that were first allowed to move to Chautauqua and be part of the community. Not too far ago, Jewish people weren't allowed to

own a house on the grounds. But now, things changed and Chautauquans embrace all religions. I plan to interview the grandma as well as part of my interview series “Chautauqua, old and new.”

III. Research progress: A very brief description of what/if any work

you’ve done during the week toward your research - what I learned -

Kwasi - how he is the heart of my project - about the different political views of Chautauqua ‘s

future, demographics, and social class -Diane she can put me in contact with people who come

stay at the ecumenical house because otherwise they wouldn’t have enough money to afford to

stay at Chautauqua. Where do you draw the line? vs We want diversity!

IV. **Chautauqua- must do! Here is a list of things that I still need to do in my next weeks in**

Chautauqua:

- Art student- interview and follow for a day
- Tree house- stories about Chautauqua trees
- Sounds at Chautauqua- go out and just gather good quality sounds
- Morning activities- document: people jogging, reading the paper, etc
- Evenings at Chautauqua- go explore the grounds and record what happens
- The old time family- interview and photograph to illustrate the inter-generational aspect of the community.
- Interview reverend Robert Franklin - first African-American head of the religion department
- Thomas Becker -the president of Chautauqua
- Mary Lu Miller - from the Miller family - Lewis Miller was one of the founders of Chautauqua
- Joan Smith - former principal of the children’s school

- Archivist's friend,
- Diane's father
- Follow Shayne Cokerdem teaching one of the special studies classes
- Follow Diane Cokerdem teaching, follow their kids at the club for one day,
- Videograph a day with Kwasi;

Fishing with the Choate's. This family gets together every summer for one week at Chautauqua.

When I met them they were fishing on their dock, the kids together with their fathers, while the mothers where hanging out on the porch with their parents.





Photo caption:

Hayden Choate, 14 (blue), Hayden Choate is cousins with Emilia and Phillip Reed. The Choate family, of New Hampshire comes for one-week vacation at Chautauqua, to meet with the Reed

family from Virginia.



Gene Desverine, retired lawyer and Linda Richmond, retired teacher met here at Chautauqua and they got married, had two daughters that married into the Choate and Reed families. They are all reunited for one week at Chautauqua.

I have waited for the golden hour to go out and take photos of porches and houses. I met a few people.



The

couple from the first pictures, Portia Rose and Tim Davidson were sitting on the porch of their old cottage from 1877, looking at architecture plans of the house, trying to decide how they want to pursue with the renovations. Harry Rose, father of Portia, owns the cottage. He couldn't come to Chautauqua this year because of his health issues, but he wants Portia to renovate the cottage. Once they renovate they will rent out rooms. The cottage has a very good location, 2 minutes from the Amphitheater and 2 minutes from Bestor Plaza. Harry Rose bought the statues of Lewis Miller and John Vincent, the founding fathers of Chautauqua.

The lake, on North Lake drive next to the Miller Park, locates the houses below.







Sunday I did some nighttime photography. More photographs in a different post. I can upload only 10 at once.







Week 6

Week 6 was challenging for me. We already discussed the issues I encountered. I decided for this week's report to focus more on the images, so I made different posts with the things I photographed. Now, because I was in a more thoughtful, pensive mood, I spent time walking around and taking photos of the things that draw my attention, rather than going out with a purpose every time. I thought that by doing that, I allow myself to see Chautauqua from a photographic point of view, and also I refresh my vision.

Looking back, I photographed a lot of the architecture of the place, maybe because Tuesday was the official house tour of Chautauqua. I got free tickets in exchange of volunteer work for one of the owners of the houses that were on tour. First half of the day, I went on the tour, photographed. Second part I was a guide. It was fun. the photographs are not so great, taking in account the fact that the tour started at noon, when the light was harsh. However, I got some photographs inside the houses, and of people that took the tour. I heard people come from all over the country, especially for this house tour.

On Wednesday, I went with the newspaper staff on the free trip on the Chautauquan Belle, a very old steamboat. I used this opportunity to get footage with the lake, and the lakeshore with the beautiful houses from the institution. I ended the day doing a time-lapse video of the sunset. I plan to get the sunrise too, so I can use this as transitions in my project.

I got a family fishing, and photographed more houses, night and day. As I said before, I think photographing the house porches at dusk will allow me to be more invisible, and get some candid moments of people sitting on porches. That's a challenge, because people when they see

me taking their photo, they pose and are not sleeping, eating, reading, chatting anymore. I'll take it any advice on how to deal with those situations, how to get candid moments.

Finally, this week I plan to contact new subjects or people I met earlier in the season to photograph/interview them.

Architect Bob Jeffrey, to talk about the specific of the place, and find out why Chautauqua was built like this and the way it developed over the years.

Kay Logan, old time Chautauquan - part of the Chautauqua community band, donor, resident, public figure for Chautauqua. I planned an interview with her and her son who lives on the grounds year round.

The six generation Chautauquan family that own the house next to Hall of Philosophy and come here every year. I photographed the family moving in at the beginning of the season but never contacted them for follow up work.

The tree house - I really want to find out the story behind that tree coming out of the porch.

Also, I met two residents that love to spend time on the porches and are open to talk and let me photograph them.



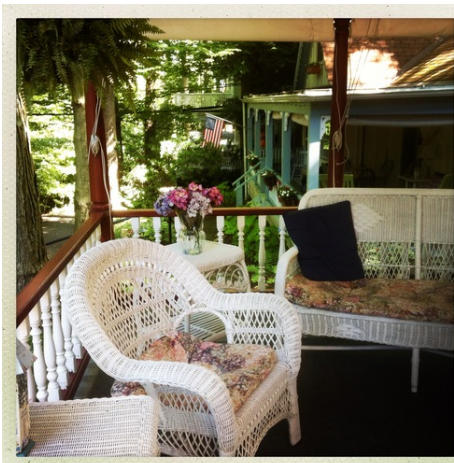
Judy Bachleitner, 76, from New York City, sits on the porch and does a crossword on Monday morning at Chautauqua. Bachleitner owns the cottage and is here for the entire summer. “I am 76, and as I’ve grown older, I can just sit on the porch and watch the world just go by me.”

Week 7 –adventure time

During week 7, I spent time photographing with my Iphone. It was a lot of fun. Below you can see some of the photographs I took using the Hipstamatic app.



This is the second cottage I saw and liked during one of my walks. I was photographing only using my Iphone that time. But I couldn't resist the temptation to photograph the sign on the porch of the cottage that says "Kick back and relax." While I was taking the photo, the owner came out, and she was very friendly. I asked her if they usually spend time on the porch. she said yes, but now the weather was too cold.



Also, this past weekend NYT Travel published [this story](#). It's good, but it's more a review of the place than an in depth story. The questions raised in the end, I plan to address them

to president Thomas Becker, when I will interview him. Also, I met the photographer who took the photos, when he was photographing on the grounds. So, I knew that this article will come out. I expected more photographs, rather than this much text. Brendon Bannon send me an email with some feedback after he looked at my website. I will copy here the part that is related with my Chautauqua project:

The Instagram stuff you're doing on chautauqua is great too. It avoids cliches of the place and each image shows me something unexpected.

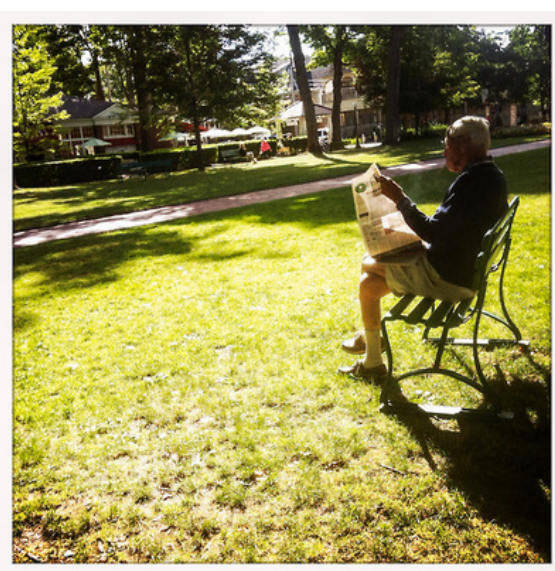
I especially liked the sensitivity to the ballet dancer walking.

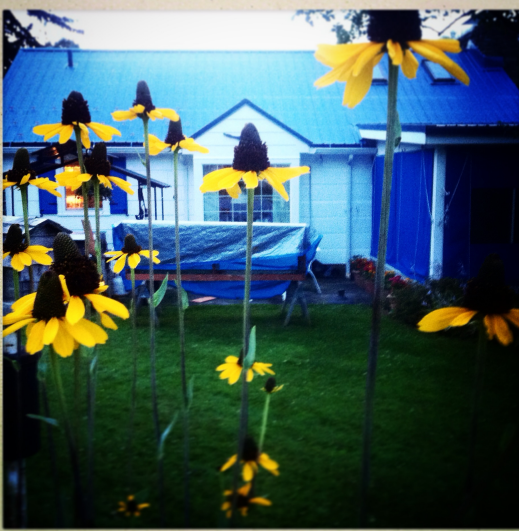
Without seeing the dance you could find the dance in her daily movement.

He talked to [these photos](#), without seeing any of my work that I did so far with my actual camera. I thought it was nice to share this with you.

The few times I went out to take photos with my phone. I photographed:

- Evening performance -the audience;
- Morning lecture, morning at Chautauqua;
- Old boarding house (I already posted the photos on the blog)





Week 7

This past week I also did some more interviews for the series “**What Changed, What Stayed the Same at Chautauqua interviews**”

1. **Ginny and Bob Perkins**, an old time Chautauqua couple about change at Chautauqua - still have to transcribe;



2. **Shahid and Jeane** - another couple - Shahid is originally from Pakistan and he came to U.S. to study. He met Jeane and they got married, and have a family now.



3. I also made an appointment with **Mrs. Kay Logan**. She is the owner of the Teacup House on the grounds, and she is a donor, too. A dormitory down in Bestor Plaza is named after her. Unfortunately Mrs. Logan was hospitalized, and I wasn't able to do the interview. However, I

still have hopes that she will get better and we'll do the interview. Her son lives at Chautauqua year-round. The interviewed was with both of them.

4. Bob Jeffrey -the architect

Finally this week, I got to interview Bob Jeffrey about the houses, architecture, community, urban plans of Chautauqua. I got a good interview. Bob Jeffrey is an architect from Florida. He has come to Chautauqua with his family since he was little. A few years ago, he bought a house on the grounds, right next to Bestor Plaza.



Jeffrey also does building restorations, so he restored the house he owns and he named it “The Faithful Remnant.”

I interviewed a family on the porch about their porch activities. There were around 10 people. I see them every day when I ride my bike, they are outside reading, eating, sleeping, talking, drinking. One morning, I stopped and asked if I can photograph them. They said sure, so I went back later in the evening. I got to meet the three brothers, from Boston, Seattle and Cleveland. Each brother is married and has family, so the three families meet at Chautauqua every year.

This year they celebrated 20 years of Chautauqua. They told me they made t-shirts. I was going to take their group photos with them wearing the t-shirts, but they weren't home, and then the other day, they left. However, they told me that when they look to rent a house, they pick the house by the porch.

Other things I documented:

- Kwasi's Buffington birthday party. Kwasi is one of my research subjects, the one who work at the theater as master electrician. Unfortunately, two weeks ago, Kwasi hurt his knee at work, in an accident, and now he is not that active anymore, he is in crutches. First, I was really sad for him, and for my work too, because I don't have any photos with him at work, and i was planning to go follow him for a day at work. I can still do that, but now I won't get that active, passionate Kwasi, I will get the injured Kwasi. However, I will ask him to explain what happened, so the viewers have an explanation. Anyways, I went on Monday and photographed his birthday party. He turned 40, and he was happy that Chautauqua friends from the theater came at his b-day party.
- Student orchestra - the air section -trumpet, french horn, tuba, etc. they taught an outdoors lessons at Children's School on Friday. I shot video of that. It was a lot of fun.
- Michael Burrit- percussion professor - videographed the rehearsal for the percussion concert with 5 students. The concert will be this Friday. I will interview Ms. Burrit this week about his experience at Chautauqua. The purpose of this is to also have a student/ professor part of Chautauqua story.

- Animal Blessing on Sunday afternoon in Miller's Park -People bring their pets to get blessing from Jarred Jacobson, the head of the religious service at Chautauqua, and the organist. He does this every 3 weeks during the season.

This coming week , I am looking to more interviews. I want to finalize the Cokerdem family story, interviewing Shayne and Diane, and taking some photos of the ecumenical house, where they moved for their last two weeks at Chautauqua.

- Photograph Kwasi at Work.
- Photograph the houses that Bob Jeffrey talks about in the interview, the Garden Neighborhood - North and South side.
- Go back and Ginny and Bob Perkins and get more photographs, them on the porch.
- Set up other interviews.
- Gather information about the demographics of this place.

And today while I was riding the bus I met an African-American family from Atlanta, very nice people. I want to interview them, as well. The more I look around the more diversity I see.

I will be gone from Friday through Monday, I will fly to Seattle to go to a wedding. So I will have a small break, that we were all talking about.

Here is rainy and cold, hope that Missouri is sunny and nice.

Week 8

things I photographed/ videographed

- Percussion concert/ rehearsal -made a short multimedia you can watch here
<https://vimeo.com/102328241>
- shot video of a percussion concert
- photograph a porch party hosted by Bob Hopper and Ira Cooperman, Chautauqua residents for the art students
- took video of Chautauqua places
- Photographed a ballet show - as part of the evening entertainment at Chautauqua
- Boys and girls club - footage with kids playing games
- Boys and girls club -video of Beth Smith, children's book author who went to the club herself when she was little. Now she reads the first comic book to the kids at the club
- videographed a special studies class held by two young musician that are part of the opera/music festival orchestra
- shot video of children playing at the beach

Interviews

- Michael Burritt, faculty member of Chautauqua Music Department, percussion professor at Eastman
- Interviewed Stephanie Dawson, African-American woman that promotes Chautauqua and advocates for Chautauqua in her hometown in Atlanta
- Photographed a ballet show - as part of the evening entertainment at Chautauqua
- Interviewed teenagers about Chautauqua community and their experience growing up here -they met here and they see each other every year at Chautauqua

Audio

- lake

- Bell tower -Bells
- children's beach -children playing

Sunday I spent all day working and scheduling interviews for today, Monday, and Tuesday.

The music students and most of the students will be gone after this week. So I tried to have at least one student talking about their experience.

Things I will gather this week:

- Beth Smith - interview with teacher and children's book author
- Kay Logan - public figure, former musician in Chautauqua Orchestra
- Matt Keown - percussion student
- Tree house- interview and video about the house that was built around the tree
- Interview with a Almita Vamos - famous violin player who teaches at Chautauqua -a lot of the students come back only for her;
- Interview with Alexander Madrid - student - violin player, originally from Venezuela, this is his fifth year at Chautauqua.
- A ceremony Old first night- that celebrates the oldest Chautauqua families.
- I will be out of Chautauqua from Wednesday until next Monday, almost one week. I will be in Seattle. I apologize that I didn't have time to edit and process some of the video that I shot this previous week, but I was busy doing interviews with people that won't be here by the time I come back.

Back to Columbia. Countdown starts now - Week 9 & 10

I got back to Columbia, Mo. two weeks ago.

First week in Columbia I caught up with David Rees on things about my assistantship which is the web developer for a couple of websites for the photojournalism department.

Also, I had things to do like unpacking and repacking for Romania.

The labor day weekend I spent it re-editing [my online portfolio](#).

However, I didn't do a lot of work for my Chautauqua project since I came back. I transcribed two interviews of the photo-elicitation interviews and created a table for my photo elicitation interviews that will make it easier for me to analyze my subjects answers.

I plan to finish transcribing all the photo elicitation interviews this week, and then start thinking with what do I want to start working. I might just make a list with all the component parts of my project that I have to edit and put together.

I want to discuss with you about the form that my research part will take ... will it be written in a journal article style? I know it should be magazine style - this is what I said initially in my project proposal, but then David suggested that I will have to write it as a research paper.

If it has to be magazine style - can you please give me some examples of projects that had photo-elicitation as method for the research part and wrote a magazine article? Names, links, anything will help. Looking forward to work with you on this project. Good to be back.

Photo-elicitation interviews compiled

I try to put together all the answers from each interviewee - in line with the photo - so it's easier to identify the common threads and difference between answers. However I have four more subjects to add to the table and I in order to fit the table the text will be very small. Any suggestions?

Oct 9 update

- tag and rename photos;
- renamed and organized the all audio files;
- listen to some interviews;
- try to organize video.

3. Evaluation

Working on this professional project about Chautauqua gated community was a unique experience that helped me learn to overcome a lot of challenges. I think one of the most valuable things I achieved during this time was to understand my limits as a photographer and human being.

I lived in Chautauqua gated community 24/7 for two months and worked as an independent multimedia journalist. It was very beneficial to be embedded in the community. People got to know me; therefore they were more willing to share their stories with me.

In my first weeks in the fields I was so excited and happy to be there and do this project that I forgot to take breaks, and in my third week there, I already felt exhausted. Then I learned that I have to slow down, and be more thoughtful in my working process. For me it was a very hard thing to do because I had my work space set up in the Institution's newspaper's newsroom, and everybody there works crazy long hours, which made me want to stay up late and work. After I realized I needed to balance my energy, I had to deal with the challenge of working as a multimedia journalist alone.

The goal of my project was to create a multimedia essay about this community, therefore to document as many aspects as possible. I had endless lists going on that you can find in my field notes. I tried to make sure that I got the stories necessary to tell the big story of Chautauqua while making sure I gathered enough ambient sound, or b-roll or photographs. I had to learn how to multi-task, for example, during a video interview while I was asking the question, paying attention to what that person said, I also had to monitor the audio levels, make sure that person was well framed and stayed in focus, but also lead the interview. It wasn't

always a successful process, but practice makes it better.

Foreseeing the bad things might happen in a project is better than try to fix them afterwards. Here I refer to the situation when I had the feeling that my subject might say no, not today, I had to prepare myself for an answer and quickly understand if I should pursue the story further, or my project can survive without it. There were three situations like this during the summer. In one the subject's father had passed away, so I tried to be empathetic and respect the subject's privacy and loss. But unfortunately for me, it was the only time when I could photograph that story, so the subject was out of my plan. Another time, I had already set up a meeting, and planned to go photograph the birthday party of Diane Cokerdem-DePriest. I got a message that I should go some other day. Of course, I felt offended because they had promised me they would let me document the family reunion. So, instead of just saying "okay," I asked politely for an explanation, and I got it, and it made me feel less frustrated. Moreover, the people offered me make-up opportunity for me to go photograph them. The third situation was with one of my most dear subjects with whom I had a very good interview, but after that he was avoiding me and didn't want to be photographed. I still don't know the reason. I managed somehow to convince the person to let me photograph, but once the connection is broken, the photographs won't be as good as when your subject has trust in the work you do.

It wasn't easy after a full day of shooting, to pick up the camera again and go photograph an unplanned event, that I knew it would add more substance to my project. It requires 100% dedication to the work you do, at least that was my work ethic. My days at Chautauqua were over when my work was done.

When the summer was over, I returned to Missouri with 1 TB of material including photographs, audio, video, and a majestic plan to create the most important work I have done so

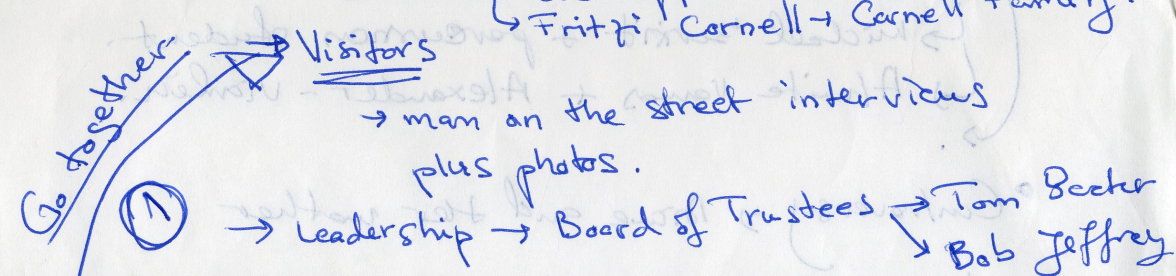
far in my career a multimedia project about Chautauqua gated community. The examples I had in mind were the interactive multimedia projects like [*Lobotomy Files: Forgotten Soldiers*](#) by *Los Angeles Times* and [*The game of Shark and Minnow*](#) produced by *The New York Times*.

I went to see David Rees, the chair of my committee; he listen to my ambitious plan, then gave me a piece a pen and piece of paper and asked me to write down the structure of my project. Maybe he was trying to save me from the huge amount of work I was going to or from a later disappointment. Regardless, I decided to pursue the plan I put on paper, a four-five chapter long project, probably around ten videos edited, few photo galleries, text, stand alone audio, maps, links, and info-graphics.

History of Chg. Inst. - How did it started.

Timeline.

- ① - interview - arch.
- archive. scanned.
- ②. What stayed the same / what changed?
 - interviews with Ed Stone Chautauquans!
 - (3/4) - history goes here.
- ③ People of Chautauque / Who are the people who make Chg Community?
 - Employees - Bill, Corrie, Kwasi
Gate, Hotel, Theater staff.
 - Residents - Caterdem Family.
(intergenerational aspect)
 - ↳ Bob Hopper
 - ↳ Fritzi Cornell → Cornell Family.



④ Cool introduction.

-

- ~~history~~

The end

④ Chg. future →

After two months of continuous work, without weekends, without time off, I still don't consider my project finished. I am now at the stage where I have created a template for my project, but it still needs a lot of editing work. I managed to produce all the multimedia content I considered necessary to tell the story of Chautauqua gated-community. I created the online template using the Creatavist.com platform. However, I will need at least one more month with a multimedia editor to arrange the content in such a way to be compelling to the audience, not only informative.

I still believe in the potential of my professional project and I am willing to further pursue it after my graduation. What I have so far is like a strong draft of a multimedia project, which now has a lot of pieces that could be arranged in a better order. This is why I will look to find an editor to help me bring this project to fruition and get it published. I will look for a better platform than Creatavist or find web design students who will be willing to build a template from scratch, in exchange of adding this project in their own portfolio. Finally, because I consider myself a better photographer than writer, I think my project would benefit if an actual reporter works with me on the text piece that accompanies my multimedia work. I already know the right person for the job, and that is Mark Haymond, a journalist with whom I interned at *The Chautauquan Daily* in the summer of 2013. He understands the Chautauqua gated-community, as well as I do, and he has already agreed to a future collaboration.

Overall, I am happy with the outcome of the work, effort, and energy I invested in this project. The website I created about Chautauqua community incorporates many different mediums: video, audio, photographs, text, and interactive maps. The goal was to find the best medium for each component of the story I tell, and if that implied learning new tools to produce multimedia, so I did. For example, I learned how to use [Mapbox](#) an online map designing tool that helped creating an interactive map that shows the cost of accommodation based on which

part of Chautauqua Institution one wants to live during the summer season. Also, Creatavist was a new tool for me, a tool that is relatively new in the journalism field as well. Therefore when I had troubles using it, I didn't have a person around who had used the tool before, and who would be able to help me figure out the problems. Based on this experience, I will be more careful in deciding what tools to use for future projects, or I want to build a new project using a completely new tool for me.

Before I started to build the multimedia project, the idea of trying new multimedia tools was very appealing for me. However, at the end of the road, I am aware that creating a media product while learning how to use new production tools makes the work twice as hard than it should be, and it requires more time and dedication. What would I have done different? I would have picked a tool that at least one person around me used before so I can get guidance throughout the process, but I wouldn't resign from using new technology or software only because it requires more work, as long as the outcome is refreshing and original for the audience.

Finally, my project about Chautauqua would have never happened unless I had made a deal with Chautauqua Institution that I would provide a copy of my project to Chautauqua Institution Archives and let them show it to people who visit Chautauqua, in exchange of a season gate pass, free housing and meals. This was the only way for me to afford to live at Chautauqua Institution for the entire summer season and to document the community full-time. Because of this agreement, I was afraid other journalists would claim that my project is a marketing product for the Chautauqua Institution, or that is not an accurate representation of Chautauqua community because of the financial support I got from the Institution. None of these things happened. Maybe because I tried to stay cautious and always tried to show both sides of the story: the things that people like about this place, as well as the criticism that they bring.

When I interviewed people I have always asked people “what would you change about this place?” with the intention of arousing people’s critical eye. But if 90% of the people I interviewed love the place, and maybe 10 % dislike some aspects about it, I couldn’t change that ratio only to make my project look more objective. My purpose was to keep the proportion between good and bad and have an accurate representation of the point of view that belongs to people who go to Chautauqua.

Looking back at this bargain and asking myself if I would do it again, the answer is “yes.” It wasn’t easy to accept that there was no other ways for me to do this project than letting them use the final product. As a photojournalist, I took it as a integrity test. I wanted to see if I can be loyal to my audience and do an accurate portrait of Chautauqua community, and finally trust my own beliefs and understanding of Chautauqua.

4. Abundant physical evidence

“Searching for utopia” is an online multimedia that tells the story of Chautauqua gated community, which is seen from outside the gates as a “gated utopia”. However, my goal was to find out how do the people of Chautauqua see their own community. Based on my photo-elicitation interviews Chautauquans perceive Chautauqua Institution as a unique place because of the thing It offers that they didn’t find anywhere else: “this is heaven” said Bob Hopper, Chautauqua resident. So I decided to show through the use of multimedia why Chautauqua is so “unique” and “special” for its visitors, residents and employees, and to show heavenly feeling of the place that Hopper was describing in the photo-elicitation interview.

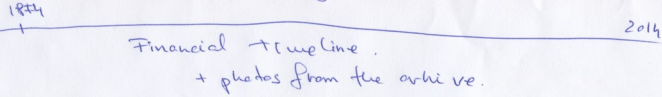
4. 1. Designing a map of my project

I started by designing a map of my project in my second week at Chautauqua. This helped me to better understand what I want to convey about Chautauqua and to structure all the parts of the multimedia essay. Whenever I was gathering more material, I would think about the map and try to figure it out in which part of the project it serves.

CHQ Story.

1 History + Context.

Interview with archivist John Schmidt.

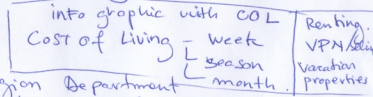


2 MULTIMEDIA piece - INTERVIEWS with Old-Time Chautaugues. What changed / What stayed the Same.

Transition to Present.

3 THOMAS BECKER - president.

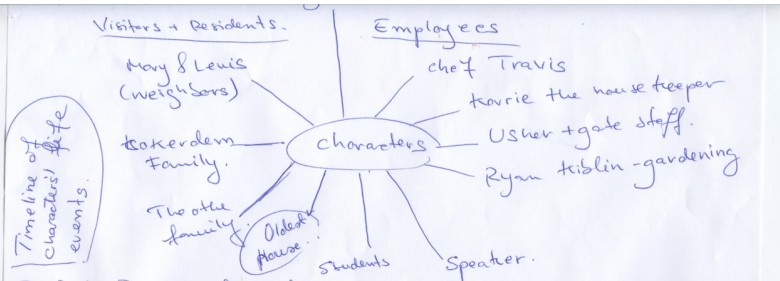
- Robert Franklin = head of Religion Department
- Smidy from Educational Depart → Special studies.
- ↳ Youth Education.



4. Chautaugue Community

Visitors + Residents.

Employees



5 Bester Plaza multimedia

- ask people questions - Why do you think CHQ is considered to be the most American thing? What would you change?
- Videos + photos.
- Marks story about Bester Plaza.

6 Proto-elicitation interviews - What does the community think about Chautaugue.

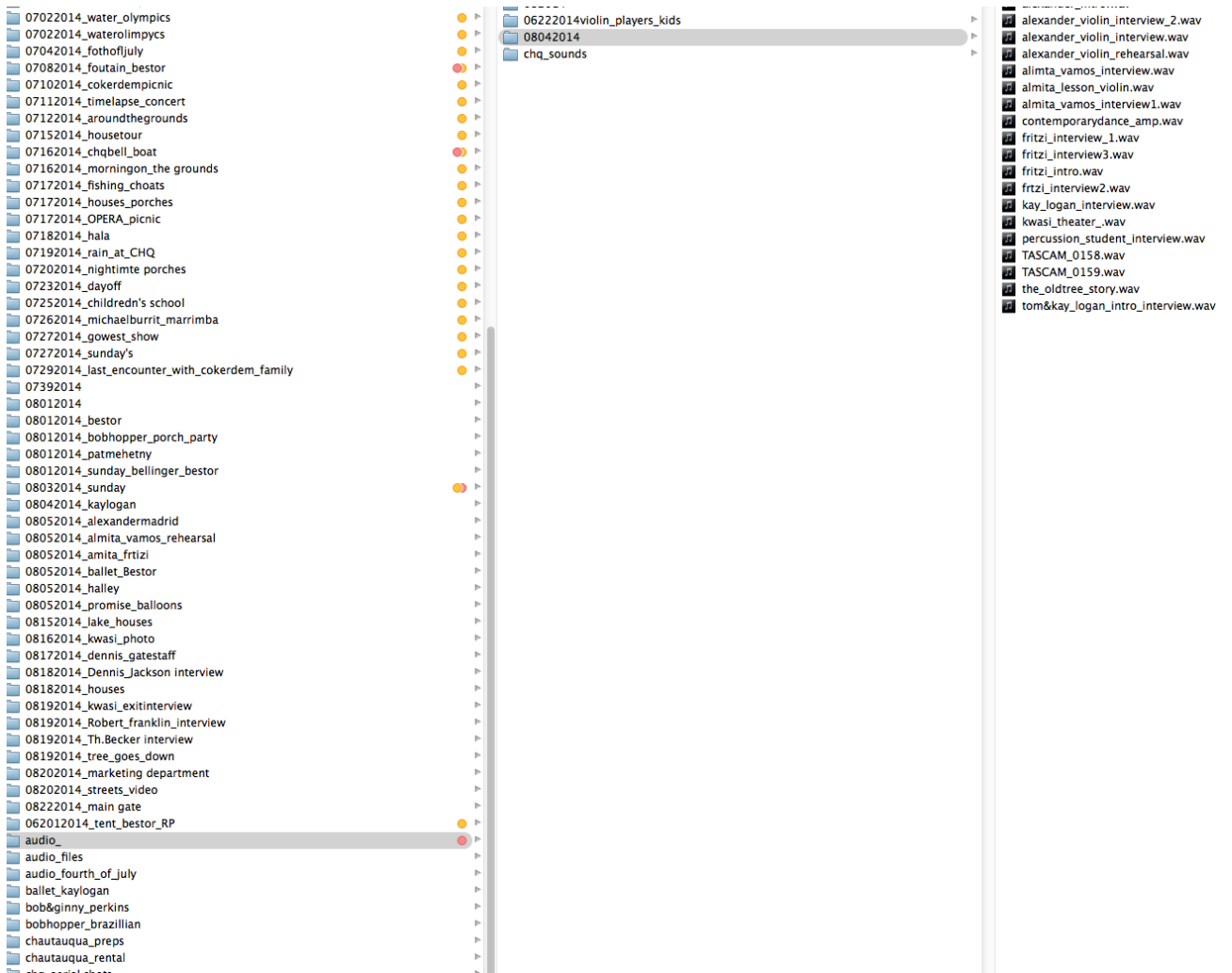
↳ Video of the places included in the photo-elicitation, + audio from the photo-elicitation interviews.

4. 2. Why multimedia?

I chose to do multimedia because Chautauqua is a very active and vivid place. People go there in the summer to enjoy the arts, and assist lectures, in other words to educate themselves. A lot of the visitors I interviewed talk about Chautauqua as a very spiritual. Stephanie Dawson described Chautauqua as a place where you feed your mind, and please your soul.

4. 4. Editing process

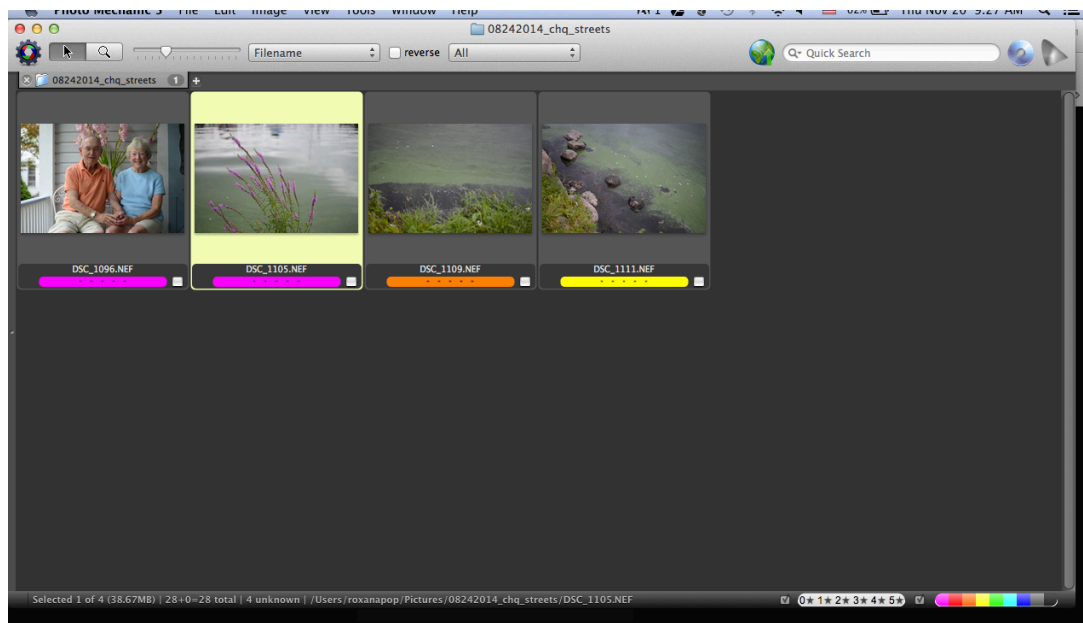
The editing process started with the folders in the finder window by coloring the folders I think I will definitely use and leave the other ones untagged.



I also renamed all of my audio files with keywords.

- ambient_symphonic_concert.wav
- amp_nightconcert_ambient.wav
- bobhopper_interview.wav
- brids.wav
- chef_interview_2.wav
- chef_johford_interview.wav
- construction_ambient.wav
- construction_work_ambient.wav
- karrie_bad_ambient_hotelroom.wav
- karrie_photoelicitation.wav
- kwasi_photoelicitationinterview.wav
- promise_to_chautauqua.wav
- TASCAM_0035.wav
- TASCAM_0051.wav
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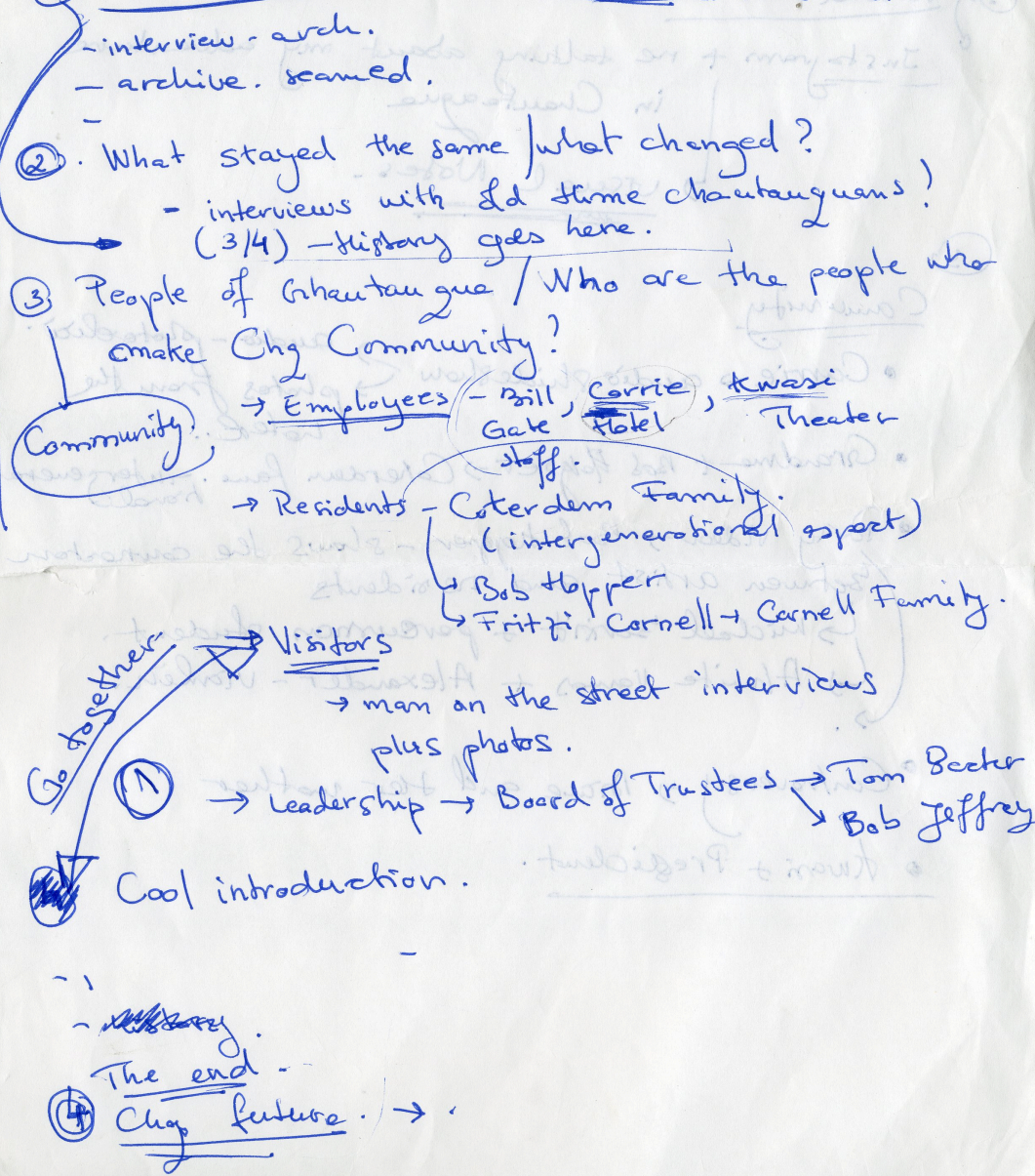
Then I stated to tag my photographs in Photo Mechanic.



And after I had everything in an organized way. I went back at the original map of my project and made some changes.

History of Chg. Inst. - How did it started.

Timeline.



① Personal narrative

Instagram + me talking about my adventure
in Chauraga

↳ Visual Notes

②

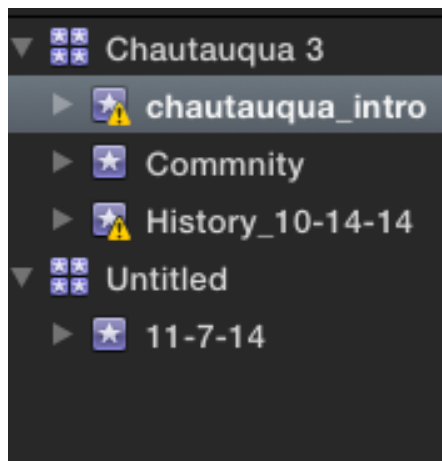
Community

- Carrie → audio slideshow → audio-photodi.
↳ photos from the hotel.
- Grandma + Bob Hopper → Cotterdam fame. intergenerational
- Party video → Bob Hopper - shows the connection between artist and residents
 - ↳ Michael Zivrit + percussion student.
 - ↳ Alwhite Vans + Alexander - violin.
- Controversy → Irene and her mother
- Kwasi + President.

I added the concept of a short video teaser that I will go on my home page. I moved the history chapter later on the list. I moved the community chapter from the fourth position to second after the teaser video.

4. 5. Building in Final Cut Pro

Once I had the new map in mind, I started to produce the entire small piece using Final Cut Pro.



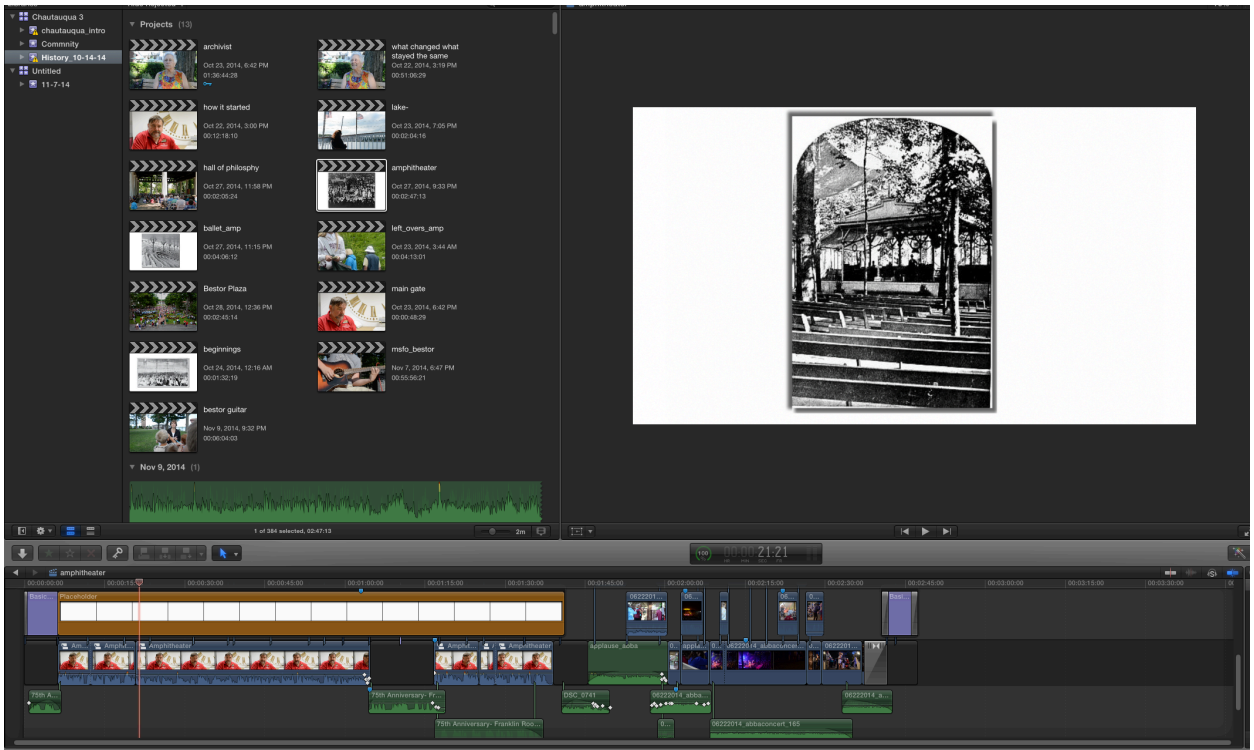
I structured my final cut project in three main events Intro, Community and History. Creating the 1:30 intro video to my online project.

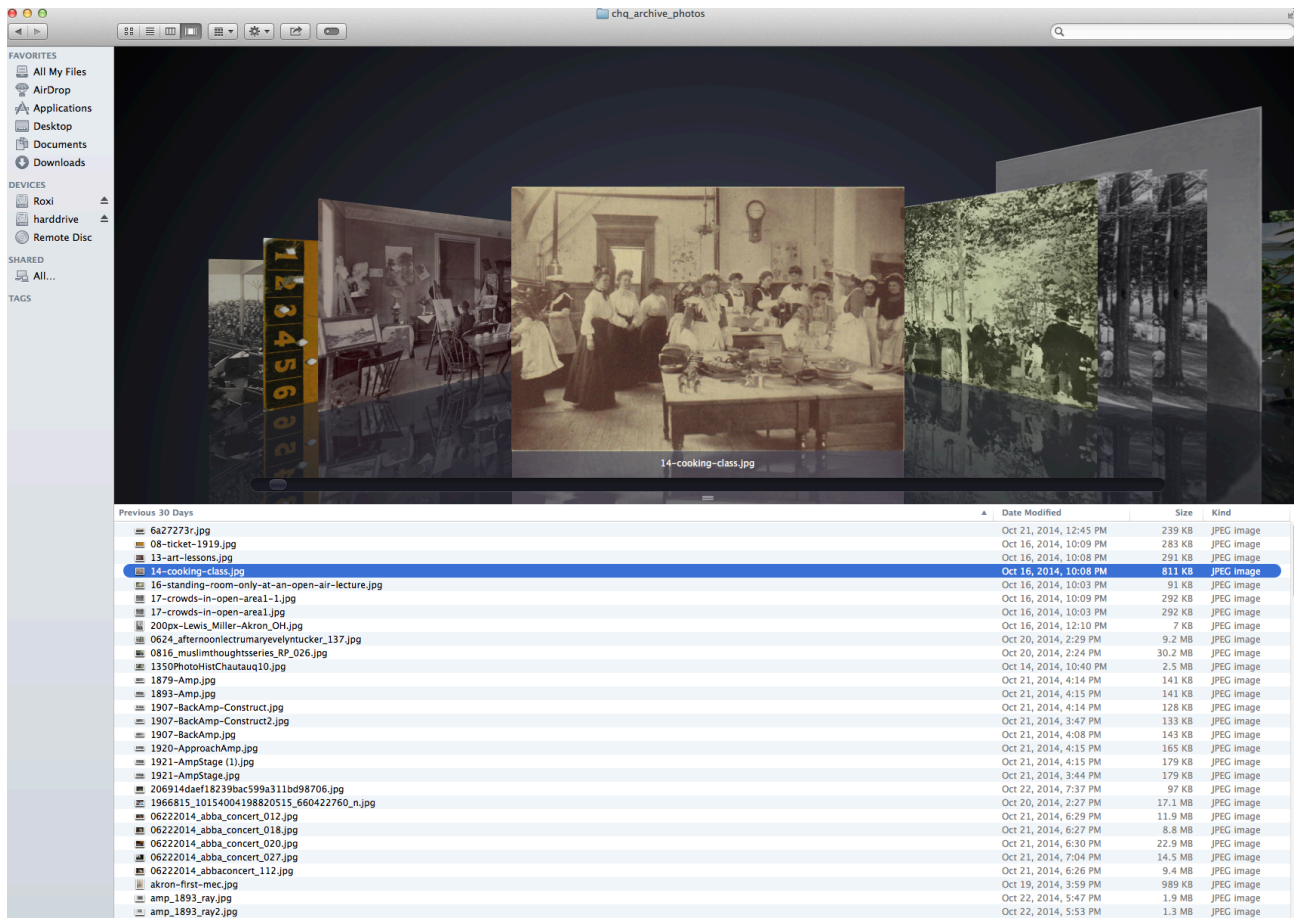




Here you can see some of the videos I worked on for the Community chapter of the online platform.

I decided to make the history part more interesting by combining the past with the present. I used archival images combined with my own photographs and video.





4. 4. Creating the webpage using Creatavist platform

To create the online presentation I used Creatavist platform. However I have to say that I would choose something else now. I didn't enjoy working with Creatavist because of design flaws I saw to see only after I started building my project. For example the slideshow stretches all of my photographs into horizontals, no matter how you save them. It does the same thing with the cover photograph. What bothered me is that the user doesn't have much control over the way it looks, unless you are a really good coder and want to code a new slideshow.

There were positive things though; such as when you publish your project, Creatavist offers you the option to publish an app, audio book, and many other forms.

Creating and arranging chapters of your story is very easy too.

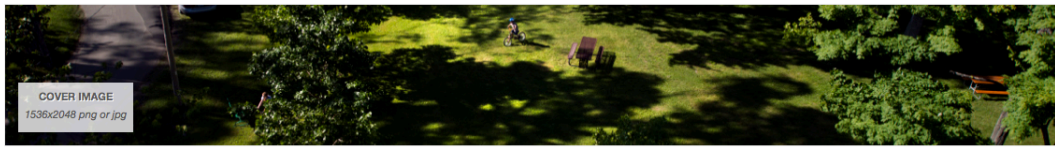
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My Projects > / Chautauqua, utopian... / Chapters Extras Social Visual Settings Publish

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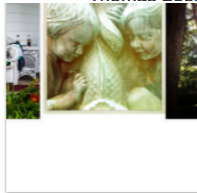
Authors

Chautauqua, utopian community





Thomas Becker, president of Chautauqua Institution talks about



[inline audio extra] [inline image extra] The uniqueness of Chautauqua gated community is the fact that it all comes together for nine weeks of the summer season. In the winter there are around 100

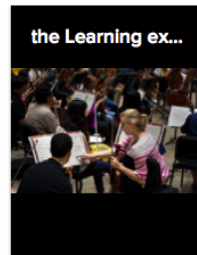


"Today and for many years, Chautauqua has been a gated community, accessible by the purchase of a gate pass of some duration that covers nearly every event happening on the grounds



A day at Chaut...
A day at Chautauqua it starts and ends with The Amphitheater Being an open air venue in the center of the grounds, people that are walking by, stop and watch the rehearsal. They can step inside the

Employees
Pre-season preparations A lot of preparations happen two weeks before the season opens. The gardening department has a lot of activity, as well as the grounds department that is in charge of any



Untitled
Chautauqua Institution started as summer school for Sunday's School Methodist teachers, and it became a liberal arts school. The tradition in long life learning continues. Each art is represented at

More inclusive, ...



Bob Jeffrey, architect

Laura Booth, of Washington, VA, brought her niece Amelia Wittig, Ann Arbor, Michigan to visit Chautauqua for a week together. I first saw Booth at a meditation class held inside at the Welcome Center at Chautauqua Institution. During the class, she easily stood out from the crowd of participants at the class by her colorful clothing and long dreadlocks. This was her first time back, since her mother Ruth Booth who introduced her to Chautauqua, passed away. Laura Booth describes Chautauqua as a place where people come to find hope, and "build themselves up again". It's a safe environment that inspires people to achieve good things in life.



Why is that? Through the interviews and my research I want to answer to this question. Based on my literature review about gated communities, Chautauqua classifies as a life-style community. That said, people come here because they want to live in an environment that is highly cultural, an environment for elites.

Therefore, the people who come to Chautauqua over the summer.

Chattanooga defines as a 30-mile community. The word people come here because they want to live in an environment that is highly walkable, an environment for cities.

Therefore, the people who come to Chattanooga are the artists, engineers, makers, year-round residents, returning visitors and others, above some seasonal folk. They are hard-working people who value the learning, learning philosophy, and who also want to improve their lives.



"This is not for many years, Chattanooga has been a great community accessible to the purchase of a large tract of some 400 acres that covers nearly every acre happening on the grounds in that time period. Chattanooga stands alone in a rural landscape and remains a good distance from any major urban center. It is a beautiful area from the rest of the world. Many original buildings from the early years are preserved, so that the grounds offer a view into the past, while also giving us the opportunity to reflect on our future as a nation and a society. It is in short, an island for learning." Thomas Becket, President of Chattanooga Institute, speech about creating a community through art and culture of the Hillman Island Institute three-day idea festival (August 2013)

alone in a rural landscape and remains a good distance from any major urban center. It is a beautiful area from the rest of the world. Many original buildings from the early years are preserved, so that the grounds offer a view into the past, while also giving us the opportunity to reflect on our future as a nation and a society. It is in short, an island for learning." Thomas Becket, President of Chattanooga Institute, speech about creating a community through art and culture of the Hillman Island Institute three-day idea festival (August 2013)



How did Chattanooga begin?

In 1817, Lewis Miller, an investor from Ohio, and John H. Young, owner in Illinois, founded Chattanooga with the purpose of being a "nationally renowned adult educational institution," a summer camp for adults "that allowed learning to flourish in an idyllic wooded setting."



A learning experience



More inclusive, more diverse

If you would have the super power to change something about Chautauqua Institution over night, what would that be?

- **Change the cultural diversity of Chautauqua**

The older generation wouldn't change much about Chautauqua. For them Chautauqua it's good just as it is. It's beautiful, it provides an opportunity to learn and socialize. But for the rest of the people, the ones that want Chautauqua to change, they would make it more diverse "it's pretty white, it's very white," said Laura Booth from Washington, VA. Booth brought her niece Amelia Wittig, 21, of Ann Arbor, MI. Wittig visited Chautauqua for the first time in the summer of 2014, and she would like to see more people of her age.

"It just needs to be a younger audience, and really engaging them in issues that they wouldn't necessarily encounter, like the 'Hunger in America' project that we wouldn't experience on our own a lot of us, but that can really shape your opinion on what you want to do."

Furthermore she thinks the reason why the older generation comes to Chautauqua is because they want to get educated on topics about public policy and they want to be informed voters. Wittig says that are so many important topics that are not discussed enough in school, such as wages, topics that are discussed at Chautauqua by specialist in their fields. Booth thinks that there

I included the materials used in my multimedia project in media folder, and here is the link to my online project <https://roxipop.creatavist.com/chautauqua>. Finally, the text that accompanies the multimedia content helps the viewer navigate through the website.

Website text

Searching for utopia

The uniqueness of the Chautauqua gated community is the fact that it all comes together for nine weeks of the summer season. In the winter there are around 100 people who live on the grounds. Then right before the season opens, the population grows to 1000 people, and when the summer season opens the number of people grows to 7000 people who form Chautauqua community. Regardless of the fact that this community recreates itself every summer with new people, Chautauquans argue that it is a place with a very strong sense of community.

"Disneyland for adults"

Chautauqua is like a miniature town. It has a private administration system, a board of trustees, a president, a newspaper, a police station, its own transportation system, all self-contained on the grounds. No cars are allowed in the community, which means everybody either bikes or walks. There are the Children's School, the Boys' and Girls' Club, the Women's Club, the Bird, Tree and Garden Club, and the Chautauqua Sports Club to provide recreational and leisure activities for adults and kids.

The architecture is one of the main attractions for visitors of Chautauqua. It feels like stepping back in time to the late 1800's, with Victorian gingerbread houses and narrow, pre-automobile streets.

Porches are another architecture element that Chautauquans are proud of.

Bob Jeffrey, of St. Petersburg, Fl. architect and member of Chautauqua Board of Trustees, talks about how the architecture of the place influenced the sense of community.

Laura Booth, of Washington, VA, brought her niece Amelia Wittig, Ann Arbor, Michigan to visit Chautauqua for a week. Booth easily stands out from the crowd in Chautauqua with her colorful clothing and long dreadlocks. This was her first time back since her mother Ruth Booth, who introduced her to Chautauqua, passed away. She describes Chautauqua as a place where people come to find hope, and "build themselves up again," a safe environment that inspires people to achieve good things in life.

The people who come to Chautauqua in the summer, from the Institution staff to the wealthy homeowners, share some common traits; they are hard-working people who value the philosophy of lifelong learning and want to improve their lives. Most feel they have found a place to do it.

Beginnings

Lewis Miller, an inventor from Ohio and John H. Vincent, a minister from Illinois, founded Chautauqua in 1874. It was to be a "nationally renowned adult educational movement," a summer camp for adults "that allowed learning to flourish in an idyllic residential setting."

By the 1920's, Chautauqua became a social cultural phenomenon that spread out in the rural areas of U.S. According to Robert O'Sullivan, 12,000 towns and villages across the country tried to reproduce, in small camps, the Chautauqua Institution's artistic and intellectual activities.

In 1933, amidst the Great Depression, Chautauqua went into receivership. This is when Chautauqua Foundation was created. The Chautauqua Institution managed to survive through fundraising and by encouraged people to buy property on the grounds. Chautauqua Foundation is independent from Chautauqua Institution. Its fundraising goal by 2016 is \$98 million.

"May I please see your pass?"

Gated communities are “residential areas with restricted access such that normally public spaces have been privatized. These developments are both new suburban developments and older inner city areas retrofitted to provide security,” according to Professor Ed Blakely and Mary Gail Snider.

Three main categories of gated communities exist based on the reasoning behind them: life-style, elite and security zone communities.

In gated communities, security and protection are the primary features. In the majority of gated communities, not only the space becomes private; “civic responsibilities” such as police service, public transportation and “communal services” like education, recreational activities, and entertainment are also privatized.

Chautauqua, a lifestyle gated community

Chautauqua is a lifestyle gated community due to its privatization of the amenities provided.

Residents and visitors have the lakeshore with a sailing-learning center and the Institution owns a golf course. People can attend opera, ballet, theater shows, and music concerts with a gate pass.

The civic services are privatized in Chautauqua. The community has its own police department, fire department, clinic, library, and newspaper. The principal governing body of the Chautauqua is a board of trustees. It consists of twenty-four members, four of whom are elected by the Chautauqua Corporation (all property owners are members of the Corporation) and the balance of whom are nominated and elected by the Board itself.

A day at Chautauqua starts and ends with The Amphitheater

Everyday at 10:45 AM people gather to listen to the Morning Lecture, guest speakers talking on the topic of that week. Chautauqua morning lectures were a teaching model long before TEDtalks. Morning Lectures last an hour and are followed by a Q&A between the members of the audience and the speaker.

In the afternoon, the amphitheater is often home to rehearsing performers. Bystanders are welcome to sit and watch, as long as they are quiet and undistruptive.

The Hall of Philosophy seems like a place out of its time. There is seriousness to the design, with its columns and arches, that makes it clear that this is a place of learning and discourse, in a classical sense.

Pre-season preparations

When the season opens on June 19th, every drill and hammer must be quiet and every car and construction truck has to be out of the Institution. The town sits in a snow belt, and the winters are usually long and wet, leaving a small window for upkeep and improvement projects. The private gardening and construction firms rush to meet the deadline.

The gardening department and grounds department of the Institution are also hard at work. The grounds department is in charge of any construction, renovation and maintenance work. Students and residents are the only ones who get to see the intense activity that goes on just before the season opens.

Combinations of people with very different backgrounds live on the grounds for the summer and need to cohabitate. Together they form the Chautauqua community.

Employees

I met Kwasi Buffington in my first week at Chautauqua, before the summer season opened. He saw me photographing outside the gate. I just heard somebody saying “Isn’t this place just beautiful?” It was enough to stir my curiosity. I turn and see this smiling black man, in his thirties, wearing a white bandana. “I can’t wait to come back next season,” he continues. Then, I ask him, if it’s his first time at Chautauqua, and he says yes. For a moment I was so amazed by his excitement and love for the place, and at the same time I confused. I couldn’t understand how a person can love the place before even seeing it during the open season with people, lectures, and artists, and activity. Later, I found out that Kwasi Buffington comes from the faraway south, Oxford, Mississippi. After we worked at the Field Museum in Chicago, he decided to go back to school to study theater light design in Oxford, Mississippi. He found out about Chautauqua from a job fair. He was hired as the master electrician at the Chautauqua Theater Company, and in June 2014, Buffington arrived to Chautauqua without knowing what to expect. He said he never witness this much wealth, and beauty, and was overwhelmed by the amount of work he had to do.

“The second day I got here, I was thrown straight in the fire. It was so intense. It was like a cultural shock from like the people... I was riding my bicycle, just looking around, and I was man, how the hell did I miss all of this? How did I not know that this thing even existed? How did I miss this? And it has made me to realize all the opportunities that I missed, you don’t get too much and that’s why I am really grateful to be here because they could have chosen somebody else, but I needed this, not just financially but emotionally, spiritually, physically, I really needed this. So I am glad to be here, and my boss told me that I am doing a good job, so I will continue to do that, and hopefully I will be back next year”

Karrie Fuller, 21, was hired the day that she applied for the job as a housekeeper at the Athenaeum Hotel. She grew up in Panama, NY and then she moved with her mom in Jamestown, NY. She never met her birth father, she doesn't have any siblings, and she is a single mother. When she was a child, her stepfather took her to music concerts in the Amphitheater. She recalls how she snuck backstage to get an autograph from Loretta Lynn, her favorite singer at that time. Karrie remembers playing in the water fountains, making friends, and exploring the grounds as a child..

She said that she likes how she gets to meet new people, listen to their stories, and interact with the hotel guests. Karrie helped her best friend Lizz to get a housekeeping job. They commute every morning for 40 minutes from Jamestown to Chautauqua Institution. They are happy they get to work together. They are both working inside the grounds for the first time.

According to Karrie, no two rooms in the hotel are alike; there is something different about the furniture arrangement or wallpaper behind every door.

During lunchtime, she likes to walk around and take in the natural setting. "You can always see a chipmunk or a blue jay," Karrie said.

Karrie and Lizz represent the lower class of Chautauqua, however they are happy that they got thier jobs. They work as housekeepers but don't complain about it. Karrie told needs to wake every day at 5am in order to be at work at 7 am. I feel that the reason why they got the job is because both of them are hard-workers and in Lizz's case, even if she doesn't have any experience in housekeeping, she is willing to learn and work hard.

Travis - the chef

Bensink likes to be called “ch f” because he worked hard to get that title. Ch f Travis grew up helping his grandfather on a cattle farm in Clymer, a small town of Chautauqua County. However, when he went to college to acquire a profession that would never put him back on a farm. He went to North Carolina and got his degree in law and business. After he worked for a law office, he understood that he wanted something else for his profession, so he went into culinary arts. He interned at Disneyland. He is married and has three kids. In the last 10 years, he has had successful internships and jobs working for high-end restaurants. Bensink says that the executive ch f position at the Athenaeum Hotel was the only job offer that could have brought him back to the place where he grew up. What he appreciates about Chautauqua is the openness towards all denominations and all religions.

A learning experience

Chautauqua Institution started as summer school for Methodist Sunday school teachers, and it became a liberal arts school. The tradition in lifelong learning continues. Many arts are represented at Chautauqua: theater, visual arts, dance, music orchestra, and opera. They Institution offers scholarships and has a program that connects the students with members from the community who support them throughout the summer.

The students have the opportunity to study with some of the best faculty in the field. Almita Vamos convinced Alexander Madrid, her violin student in Chicago, to come to Chautauqua to perform and study. It was 2010, just after his father had passed away and Madrid was considering returning to his native Venezuela. Through Chautauqua connection program he

found a family that cared for him and empathized with his story so much that they financially supported him to finish school. He has been back three times.

Michael Burritt came first time to Chautauqua as a student, then performer, and finally as faculty member for the percussion section in the MSFO program. For the last eighteen years he has come during the summer to put on a concert with the percussion students. For him, Chautauqua is a place to reflect, where can put all of his energy into teaching the students and preparing the concert.

Bob Hopper is one of the Chautauqua's happiest characters. He wears long socks with overalls and colorful shirts and rides his bike, complete with decorated handlebars, all around the grounds. He is an involved member of the community and developed the connection program. Every year he is curious to meet the new students and excited to catch up with the returning ones.

Cultural diversity of Chautauqua: a generational perspective

The older generation wouldn't change much about Chautauqua. For them, Chautauqua is good just as it is. It's beautiful, it provides an opportunity to learn and socialize. The people who do want Chautauqua to change want more diversity. "It's pretty white, it's very white," said Laura Booth from Washington, VA. Booth's niece Amelia Wittig, 21, would like to see more people her age.

"It just needs to be a younger audience, and really engaging them in issues that they wouldn't necessarily encounter, like the "Hunger in America" project that we wouldn't experience on our own a lot of us, but that can really shape your opinion on what you want to do."

She says the reason the older generation comes to Chautauqua is because they want an education on topics about public policy and to be informed voters. Wittig says that are so many important topics that are not discussed enough in school are discussed at Chautauqua by specialist's in their fields. Booth thinks that they could show recordings of the Morning Lecture to college students as a way of educating the younger generation.

More accessible

The second most common answer to my question was to make Chautauqua more accessible. The high cost of staying at Chautauqua Institution is a factor that makes Chautauqua a place less affordable for middle or lower income people. The largest expense is housing, followed by the gate pass.

Opposing views within one family - a conflict between generations

I encounter different opinions within the same family about how inclusive and how open Chautauqua should be.

"Where do you draw the line?" Diane Cokerdem- DePiest asks her mother Blanca DePriest.

Blanca Depriest, 80, is originally from Cuba. Blanca Depriest came to the U.S. to attend college in North Carolina, thinking she would go back home after she finished her studies. In the summer of 1955, she got a summer job at Chautauqua and met the man who would become her husband. When the Cuban revolution happened she decided to stay in the U.S. Chautauqua remains a special place for her and she comes back every summer. She wants Chautauqua to change, but not to change too much

Accommodation prices/ week at Chautauqua

The prices were taken from Chautauqua Institution website. The prices change depending on the week of the season. These prices are from the middle of the season, July 11- July 18.

The younger generation wants more diversity and inclusiveness, two concepts that were used in this year's promotional campaign of Chautauqua Institutions. That shows the Institution is aware of what people want. It remains to be seen if that change will ever come.

5. Professional Analysis

Searching for Utopia

I had no clue a place like this existed on earth.

My discovery of Chautauqua happened in the summer of 2013 when I interned as staff photographer at *The Chautauquan Daily*, the Chautauqua Institution's newspaper. During the time spent there, I learned about the up-state New York Chautauqua gated community, which exists for nine weeks each summer as a place where people gather for spiritual and intellectual growth.

Lewis Miller, an inventor from Ohio, and John H. Vincent, a Methodist minister from Illinois, founded the Chautauqua Institution in 1874 as an educational community where adults could gather to learn and discuss religion, politics, and art in an idyllic setting. Initially, people used to camp on Chautauqua Lake shore, while artistic performances were being held outdoors or inside big tents. Later, Victorian houses were built.

In comparison with the world outside of the gates, Chautauqua is a utopian place: a town that has its own private administration system, a board of trustees, a president, a newspaper, a police station, and transportation system, all on a 750 acre campus. During the summer season, no cars are allowed in the community. Everybody either rides a bike or walks. The Children's School, the Boys' and Girls' Club, the Women's Club, the Bird Tree and Garden Club, Chautauqua Sports Club provide recreational and leisure activities for adults and kids. Chautauqua residents refer to it as the "*adults' Disneyland.*"

"Is it a sort of cult?" "Who are the people that afford to go there?" "It sounds like a perfect world", " a utopia," said my friends back in Missouri when I shared with them my summer experience at Chautauqua. Intrigued by the questions asked, I decided to go back to

Chautauqua in summer 2014 to convey through the use of multimedia why people perceive Chautauqua as an ideal living space.

Before I started to photograph, I thought it would be helpful to know how people from the Chautauqua community perceive Chautauqua. For that I decided to use a research approach called photo elicitation, where I chose eleven photographs of places that define Chautauqua's lifestyle, taken by me in the summer of 2013, and used them in photo-elicitation interviews with eight different people of the Chautauqua community, representing different aspects of the Chautauqua experience.

In 1967, John Collier introduced the concept of using photography as a support for the interviewing process in the social sciences field. In his book *Visual Anthropology: Photography as a research method* Collier talks about "anthropology approached through the use of *photography*." He argues the camera can be an extension of the observer's perception. For him, photography was the medium that "actually extend our visual processes and to help us find out more about the nature of man [sic] and his multi-faceted cultures."

Another visual communication researcher, Doug Harper, talks about photo elicitation as a research method that "evokes information, feelings, and memories that are due to the photograph's particular form of representation". He explains that the difference between a research interview based only on words and a research interview based on images and text stands in the fact that the human brain is more developed to process visual information than verbal information. Also, the photographs can stir stronger emotions than words. This is why photo elicitation doesn't necessary get more information from the people interviewed, but rather it "evokes" a different type of information.

I used photo-elicitation research method to see how people inside the community: year round residents, first time visitors, employees, and returning visitors, frame Chautauqua's identity based on my photographs.

Framing theory originated in social sciences, and later was applied to mass communication studies. In 1974, the American sociologist Erving Goffman defined the term "frame" as a "principles of organization which govern events (...) and our subjective involvement in them," and "framing" as the process when individuals build the definitions of a situation in accordance with the "frame." According to Goffman, people interpret the world around them through different "frameworks" or "schemata of interpretation." Through the communication process, individuals unconsciously adopt the frames, which shape their perception about reality. This applies to photographers, too, in how they frame their coverage of a story or community based on their knowledge or understanding of the place. So in this way I believe that the photo-elicitation enabled me to have a deeper and more complete understanding of Chautauqua and to provide a more accurate framing of the community.

The fact I selected eleven photographs that show iconic parts of Chautauqua to use in the photo-elicitation – it is part of the framing process. Then, people I interviewed framed their views of Chautauqua by reacting to the eleven photographs, based on their experience with Chautauqua and their personal backgrounds. Finally, based on the answers received in the photo-elicitation, I decided to frame my multimedia project about Chautauqua in order to be an accurate representation of the insider's view.

How I chose the photographs

It wasn't easy for me to decide what type of photographs I wanted to show to my subjects in order to gather meaningful information about Chautauqua. Doug Harper, renowned visual sociologist, claims that the more plain the photograph, the more information it elicits from the people interviewed. He also talks about the risk of not getting enough information from the photo-elicitation interview because of the use of over stylized photographs, praised in the photojournalism community but meaningless for the subjects. So, I took his advice and I tried to select photographs that are easy to "read", photographs that show but don't tell.



It was important for me to show a photograph of Chautauqua Institution's main gate because I wanted to hear people's opinion about the fact Chautauqua is a gated community. I

was looking to answer questions like: do people mind paying to get in? Is the gate taking from the authenticity of the place or does it contribute to the utopian feeling of the place?

Also, Chautauqua is a place where people spend most of the time outdoors, walking, riding bikes, swimming, even the lectures and the art performances are held in open-air venues, because the belief that the beauty of nature enhances people's learning experience is fundamental to Chautauqua. Therefore, I selected photographs with a strong sense of place that show the idyllic setting.



Fig. 1 Miller Bell Tower by Chautauqua Lake



Fig. 2 Kids swim at Chautauqua lake.



Fig. 3 The Chautauqua Amphitheater



Fig. 4 Hall of Philosophy



Fig. 5 Thunder Bridge



Fig. 6 Chautauqua Street

Chautauqua is known for its beautiful old architecture. What amazed me was how close the houses are to each other. This photograph is meant to be a very straightforward photograph, which illustrates this closeness. Does that bother people, or does that contribute to a stronger sense of community?



Fig. 7 A small alley in between houses

Finally, I wanted people to talk about the children of Chautauqua. Kids are everywhere, playing in the fountains, throwing balls in the square, and ruling the roads on bicycles.



Fig. 8 Bestor Plaza



Fig. 9 Children's school

Chautauqua's Children's School was built in 1921, and it was a pioneer for nursery school education in U.S. Besides children playing, you see parents and grandparents spending time with their children reading books or playing together. By showing this photograph, I wanted to see if anybody talks about the time people have here to do that, but also about the fact that there are a lot of families that come here on vacation.



Fig. 10 Bestor Plaza

Meet the subjects

Chautauqua community is layered in four different categories of people: the year-round residents who are property owners, the short term visitors, the season-long visitors, and finally the Institution's employees. I selected at least one person from each category, and interviewed eight people, in total:

- Bob Hopper, of Washington, VA, is a year-round resident of Chautauqua. Hopper and his wife bought a house in Chautauqua 12 years ago, after he retired.
- Sharyn Killeen, of North Carolina, is a first time visitor at Chautauqua. She came to Chautauqua to meet her son, Shayne Cokerdem, and his family that came back for the summer from Venezuela.

- Ryan Cokerdem-DePriest, 10, and Justin Cokerdem-DePriest 8, are brothers who live in Venezuela together with their parents who moved there to teach for American diplomats' children. The two brothers have come to Chautauqua since they were babies.
- Karrie Fuller, of Jamestown, is a housekeeper at the Athenaeum Hotel. Fuller originally from Panama, NY, a small town near Chautauqua Institution, used to come with her stepfather on the grounds to concerts and evening performances.
- Kwasi Buffington, of Oxford, Mississippi, first time worker, came to Chautauqua to work as master electrician for the Chautauqua Theater Company.
- John Schimtz has twelve years of experience working as historian and archivist at the Chautauqua Institution Archives.
- Sulochana RamaKrishnan, 80, is a returning visitor originally from South India who comes to Chautauqua every summer. Her son owns a house outside the Institution across Chautauqua Lake.

What did they say?

There are several recurrent discussion topics that people brought up while looking at my photographs, which made them to perceive Chautauqua as a perfect environment to spend the summer to reflect about life, learn new things, improve themselves, and relax.

Depending on age and previous life experiences, for each of my interviewees Chautauqua has something appealing to offer, something they didn't find in any other place. The goal of my research is to identify the common aspects the subjects mentioned which altogether make them perceive Chautauqua as a utopian place.

Chautauqua's intergenerational aspect

All of my adult subjects mentioned the intergenerational aspect of Chautauqua that they don't experience anywhere else. For Bob Hopper and his wife, this was the reason they decided to buy a house after their first visit.

"We stayed at the Athenaeum hotel, and as we were driving to the hotel, down on Jane Street, we saw all these grandchildren and grandparents, people playing in their yards and in the streets. It was so lovely. We said, 'Wow, this is great,' and as we wandered around the first couple of days, we decided, this is heaven. This is where we would like to come."

Sharyn Killeen talked about the intergenerational aspect as well. For her, Chautauqua is "a place that in the summer brings families together." Killeen came to Chautauqua to see her son, daughter-in-law, and grandchildren who sold their house in North Carolina and moved to Caracal, Venezuela, to work as teachers at a school for American diplomats' children. Since they left they don't own a house in U.S. anymore, which makes Chautauqua their home in U.S.

The natural beauty and idyllic setting of Chautauqua

Regardless of age and personal background, all the subjects mentioned the natural beauty of Chautauqua - kids, adults, visitors and employees; they all love Chautauqua because it's a beautiful place. Sulochana RamaKrishnan talked about the fact that it's a very clean place with a lot of parks.

“You see, I am now just realizing this, from landscape to architecture, even the way they chose to have the wooded area. (...) It’s a lot of uniqueness to this place, a lot!” said Kwasi Buffington while looking at one of the photographs that shows a Chautauqua alley.

Based on my subjects answers the “idyllic setting” of Chautauqua is a result of the combination between beautiful green areas are part of the 750 acres of the grounds and the architecture of the place, the gingerbread houses that are preserved as they were built over more than one century ago.

A safe and shared space

None of the respondents seemed to be bothered about the fact that Chautauqua is a gated community. I expected to hear people complaining about the fact they have to pay to get inside the community. On the contrary, they don’t mind paying because they understand that it costs money to maintain the place and to bring the best speakers, faculty, artist for them to enjoy the lectures and art performances. They also like the fact that it’s gated because that makes it safer. Moreover, people tend to be more trustful with each other. They don’t lock their doors, and they don’t worry about somebody coming into the house. The trust also consolidates the sense of community and unifies. Surprisingly, the gates have a beneficial effect from many points of view over the Chautauqua community.

“The children can go on their bikes, and they can go around everywhere, and you don’t have to worry about them, and I think that’s wonderful because it brings back memories of when I was a child. We would get on our bikes and go off, and our mother never had to worry about us.” -

Sharyn Killeen, first time visitor

Ryan and Justin Cokerdem-DePriest also talk about how much they like Chautauqua because they can play outside with other children. Justin mentioned the fact that in Venezuela they are not allowed to play outside because it's dangerous to be on the streets. So in Venezuela they play video games and invite friends over to their place. This explains why they like Chautauqua so much.

“You enter the main gate, you don't know what Chautauqua's about, then you go ten feet away then you get to see the real Chautauqua. Amazing, I love it because it's all outside, and I feel like I don't want to play inside. You can play with your friends, and it's not like when you play a video game and you have to wait.” - Justin Cokerdem-DePriest

A walking community

All the subjects I interviewed mentioned that Chautauqua is a special place for them because they can walk freely, or ride their bikes, without having to worry about getting hit by a car. Cars are not allowed on the grounds once the season starts.

Chautauqua, a learning community

Kwasi Buffington had never heard about Chautauqua before he got a summer job as master electrician at the Chautauqua Theater Company. When he did his research about it, he found the people who knew about the place were either intellectuals or artists. He describes Chautauquans as people who come here with the purpose to learn, rather than just people with wealth.

“I think it says something about somebody who's in wealth to come here, that says a lot about that person and their value, because some people with wealth they go on vacation, they go party

and drinking... and do whatever. But how rare is when somebody comes for spiritual growth or development?" - Kwasi Buffington

Bob Hopper likes Chautauqua because it's a place where one can go to lectures to learn about controversial topics in religion, politics, economics, and many other fields. He finds it is a unique community where people have the freedom to disagree.

"I find it really amazing that you can hear one of those religious talks on 2 o'clock on a fairly controversial religious topic and you could be walking around and you could talk to anybody about it. And you will, you will go out there and you would ask 'What did you think about Bishop Pawn of saying this?', and you could talk about pretty controversial things and most of us grew up and our parents would have told us you now to be nice, don't talk about politics or religion with people you don't know really well, and here you can do that, and I love that." Bob Hopper

However, the criticism Hopper has for Chautauqua is that the dialogue becomes a "soft-liberalism, that everything is just a little bit liberal but not always thoughtful. They all agree, but not totally. I sometimes think that people who are really strong thinkers on either the left or the right think there's no room for them here to express really strong opinions." From the employee's perspective, Chautauqua is a place of learning in the sense of self-improvement. Kwasi Buffington, master electrician at Chautauqua Theater Company, and Karrie Fuller, housekeeper at the Athenaeum Hotel, both show respect for the philosophy of the Institution. Both of them are proud to work in a place where people go to educate themselves, and it makes them become better in what they do.

What would they change?

The only criticism brought to Chautauqua by my subjects was that it doesn't have enough cultural diversity and that it is too expensive for middle class. Sharyn Killeen sees Chautauqua as inclusive but not accessible, by that she meant to say that people of different cultures and ethnicity would be accepted, but not everybody can afford it. However, all subjects seemed to understand why it's so expensive, because it provides such a rich program, it brings people who are the best in their fields to give talks and perform.

Bob Hopper said that some people don't like Chautauqua, because it's either "too organized", or because "they have to pay to get in". He concludes if nobody would pay, Chautauqua will cease to exist.

Conclusion

Based on people's responses in the photo-elicitation answers, I concluded that it is fair to associate Chautauqua community with the word "utopia." Even though none of my interviewees used the word "utopia" to describe Chautauqua community, the qualities of the place -natural beauty and idyllic setting, the learning experience, children playing freely in the streets, safety, self-development, freedom of speech, the lack of cars, the niceness of the people - are all traits of what people outside the gates would define as ideal world and what is a utopia if not "an ideally perfect place, especially in its social, political, and moral aspects."

Did the photographs help?

I find my photo-elicitation interviews a successful and positive experience. The responses I got from the eight interviews with people from Chautauqua community helped me to further design the structure of my project and pursue the idea of an ideal world in my multimedia project. The respondents engaged with the photographs I showed, and Doug Harper was right in asserting that plain photographs elicit more meaningful and authentic information, rather than stylize photographs.

How did it affect my shooting or editing? Is photo-elicitation a process worth using in the future, why or why not?

I definitely encourage photographers who want to document communities they are not familiar with or photographers who work under a time-constraint documenting a place, a culture, or a community to do photo-elicitation interviews with the people from that place. I think that using photo-elicitation interviews as a way to find out more about a subject photographed can make the difference between what in the journalism field is known as “parachuting journalism” and actual documentary photography. Also, it was valuable to do my research before I start photographing, as first thing when I get there.

The photo-elicitation interviews with people from Chautauqua helped to shape my vision of Chautauqua, a dreamland – a quiet and somewhat fun and peculiar place for recreation and reflection. Furthermore, I built on that concept with photographs and video that depict the idyllic, utopic, dream-like quality of Chautauqua.

I spent the rest of the summer photographing the things that reflected the answers I conducted the photo-elicitation interviews because I was interested to portray Chautauqua community from the insider’s perspective. For example, I found the Cokerdem-DePriest family that meets once a year, every summer at Chautauqua, to show that Chautauqua is a place that brings families together as well as the intergenerational feeling of the place.

I took long walks and photographed the nature, the outdoors, the recreational activities, the lectures and the art-performances, but also tried to convey the magic and the free spirit of the place, allowing myself to engage with the place, to have a Chautauqua experience.

Sometimes in school we are taught to keep a certain emotional distance between our subject and us in order to stay objective in our journalistic portrait of the subject. This is why in

the first weeks spent at Chautauqua I had a fear of giving myself to the place. I was afraid that I will be called out by other photojournalist for liking the Chautauqua community and for feeling as I am part of that community. But then I stopped thinking what other might say and listened to my heart. I can see the proof that I did the right thing when I looked at my full take, the photographs I took later in the season are stronger than the photographs from the beginning of the season. Of course it is also because the more time I spent at Chautauqua the more confident I got to photograph it.

The photo-elicitation interviews also helped designing the structure of my multimedia project. I divided it into five chapters, incorporating keywords from the interviews, such as utopia, intergeneration, change, learning experience, and natural beauty. I built the multimedia stories following the same concepts, so that in the end, all the components have a unified vision.

Finally, I think that without the information obtained from the people of Chautauqua community through photo-elicitation interviews I wouldn't have had the same deep understanding of the philosophy and character of Chautauqua community, I couldn't have produced an accurate and intimate portrait of Chautauqua.

Appendix A: Project Proposal

Introduction

After I graduated Journalism from Babes Bolyai University in Cluj, Romania, I felt the urge to learn more about photojournalism, so I applied for a Fulbright scholarship and was successful. In 2012, I moved to Columbia, Missouri as a Romanian Fulbright scholar enrolled in the Master of Arts program at Missouri School of Journalism. My journey in photojournalism started at the [Missouri Photo Workshop 64](#) in Troy, Mo., 2012. I will never forget my faculty members, Dennis Dimick, Executive Editor, National Geographic Magazine, and Randy Cox, former visuals Editor of the Oregonian. They made me feel exposed, critiqued and then encouraged to go beyond my limits, as photographer and human being. During the workshop I learned how to find a story in a small community in just a couple of days. Then, at the evening presentations and critiques by the faculty members of MPW we learned about the key elements of a photo story. I also learned from Randy Olson's workshop presentation that people from different cultural communities share the same set of values and daily routines. Photography is just a tool to tell the stories of people's lives.

My summer internship at the **Chautauquan Daily 2013**, a daily newspaper in Chautauqua, NY was another significant stop in my journey. Here, I worked as photographer and photo-editor. I learned the dynamics of a newsroom, I learned to edit my own work, and I made good friendships. I discovered a utopian place where in summer 2014, I will do my professional matters project. In addition, this fall semester I enrolled in three classes that will help to achieve my goals with my professional project. The Picture Story and Photographic Essay class taught by David Rees will help me to tailor the narrative of my project, to find the "string that holds the

pearls together” as Jim Curley, Co-Director of Missouri Photo Workshop told me once. The *Art Photography – Graduate Photography* class taught by Joe Johnson in the Art Department will help me to find the appropriate medium in photography to tell the story of Chautauqua, while with the *Business practices in Photojournalism* I will achieve the necessary skills to start my career as freelance photographer. Also, during my one-year, graduate teaching assistant position for the Electronic Photojournalism class, I learned about multimedia and web design. I gained experience in building websites and creating multimedia content. Furthermore, the class has provided me with the skills to have control over the final presentation of my work on the web.

My personal background, being from another country, and working as a photojournalist makes people curious. Many times, my different cultural background helps me to establish connections with subjects, because they don’t feel like they are the only ones who offer their stories. They also get the opportunity to learn about my story and my home country. Besides building my skill set in photojournalism and multimedia, I also gained new social skills, by working on school projects. I learned how to talk and interact with people; the secret for me is to be respectful and genuinely interested in their stories. With these skills and experiences, I look forward to working on my professional project this summer.

This summer I will move to Chautauqua, NY, to work on an in-depth documentary photography project about the gated community of Chautauqua Institute. I already have received the administrative office permission to photograph inside the community. I also have the newspaper’s support. Jordan Steves, the editor of Chautauqua Daily says he will help me to gain access to stories that I want to do and also he will help me to find suitable job for me at the Daily. If I work for *The Daily* I will get a gate pass that will provide me access throughout the

season. Also, I will be able to use the newsroom resources to work on my project. I will still need to pay for my housing and living expenses.

However, still don't know for sure if I will work at *The Chautauquan Daily*, or if I will be completely independent, funding my project from scholarships that I applied in the spring of 2014.

The professional skills

I have a BA in Journalism, and studied photojournalism for two years in the journalism program at University of Missouri. My previous experience in photojournalism comes from school projects but also independent projects. I worked on a multimedia story with the radio journalist Meredith Turk about Miss Teen Rodeo Queen Missouri. The Associated Press Sports Editors gave the "Multimedia, Under 500k Uniques" distinction for the story in 2014. In the winter of 2013, Meredith and I won the Larry J. Weller fellowship for investigative journalism that provided money for us to travel to Romania and work on a multimedia project about the biggest gold mine of Europe situated in Rosia Montana, a village in the Carpathians.

I worked at the *Columbia Missourian* newspaper for one semester as staff photographer. During this time, I learned how to work on deadlines, find stories on my own, and cover breaking news. After this experience, I decided to improve my photo editing skills and learn about multimedia production, so I enrolled in the *Newspaper Photo Desk Management* class taught by Brian Kratzer, Assistant Professor and Director of Photography at the *Columbia Missourian*. I worked as a photo editor, but I was also responsible of the multimedia content of the newspaper. I needed to make sure that the production process goes smoothly and come up

with ideas for multimedia projects. Also, I guided the photographers to craft their stories and find stories with multimedia potential. It was great experience to work under the direction of Brian Kratzer.

Finally, the most useful professional experience I had was The Chautauquan Daily photo internship in the summer of 2013. My internship at *The Daily* improved my photography skills, and it was a great opportunity for me to learn about the Chautauqua community while photographing. I met many residents from the community. This is a great advantage that I have in my professional project; I already know the place and have contacts in the community where I will photograph. If it weren't for this internship I probably would have never found out about Chautauqua.

I plan to arrive at Chautauqua to photograph a week before the season opens and stay there until the end of the season, June 9 - August 28. The summer season at Chautauqua lasts 12 weeks. I will arrive with two weeks earlier and stay a week longer, so in total it will be 15 weeks of fieldwork. I plan to work 30 hours per week as is required, that will include researching on site, editing and working on my presentation of my final project.

When I return to Missouri, I plan to finalize my professional project, meaning more editing work, meeting with my chair David Rees and doing the final edits of my photographs. Also, I will need to finalize my professional analysis.

My abundant physical evidence that will be included in the final project report will be photographs and the integral photo-elicitation interviews.

The project will be supervised by at least two different entities. First, David Rees, the chair of the photojournalism faculty and the chair of my project committee will be always up to date with my progress through weekly field notes that I plan to post on my blog that will be password protected. I will send an email to Prof. Rees and my other committee members weekly to apprise them that I have a new blog entry and will also provide the url to the blog. Second, Jordan Steves, the executive editor of The Daily, will supervise and guide my activity there.

I envision the final product of my work to be published in two different ways. First, Jordan Steves came up to use the large stanchion displays throughout the Chautauqua grounds to feature my work in a public exhibition in 2015. Also, I will make a multimedia story that I will pitch for publication to national and international media outlets such as the New York Times, Lens Culture, National Geographic, and The Christian Chronicle.

Chautauqua – an American utopia

I learned about Chautauqua last year, during my photography internship at the community's newspaper *The Chautauquan Daily*. I worked there for twelve 12 weeks, enough time to understand that there is a great potential of a research project about this place. Steve Odland, Forbes magazine contributor describes Chautauqua as “one of America’s best-kept secrets. (...) It is at once a community, a learning center, a retreat, a vacation destination, and an American Utopia.”¹ When I returned to school for the fall semester I realized that few people

¹ Odland, S., *The Magic of Chautauqua*, Forbes, retrieved 03.08.2014 from <http://www.forbes.com/sites/steveodland/2012/07/09/the-magic-of-chautauqua/>

know about the existence of Chautauqua. Therefore, I decided to go back and document the community.

Using the visual storytelling skills achieved in the course of my time spent in the photojournalism program, I will tell the compelling story of Chautauqua.

Chautauqua is one of the oldest cultural movements from U.S that started in the late 1800's. Chautauqua was founded by Lewis Miller, an inventor from Ohio, and John H. Vincent, a minister, in Illinois as an educational community where people could gather to learn and discuss religion, politics, and art in an idyllic setting. Before the Victorian houses were built, people used to camp on Chautauqua Lake shore, while artistic performances were being held outdoors or inside big tents. The beauty of the natural setting of Chautauqua plays an important role in the Chautauqua's philosophy. Thomas Becker, the president of Chautauqua Institute describes the importance of nature for Chautauqua. "Indeed, the founders of Chautauqua believed that learning might happen best for adults in a setting where natural beauty, informal conversation, recreation, shared meals and communal worship also take place."

In comparison with the outside world Chautauqua is a utopian place. No cars are allowed on the grounds, people don't lock their doors, and everything functions based on mutual trust. Chautauqua residents describe this place as *adults' Disneyland*.

However, Chautauqua lacks social diversity. Most of the people who visit Chautauqua, and even more the residents, are upper class Americans. The daily entry fee can be from \$20 - \$76 per person, while a season pass costs \$2000; because of this, only people from the upper-middle class can afford to spend their vacation at Chautauqua. This is the irony of this place, people from a utopia meet to enjoy and learn about the universe and global problems in a perfect

man-made environment. It is an issue often addressed during the public gatherings by its own people. So far, Chautauqua Institute has not found didn't find a way to open up to a broader audience. The community is layered in four different categories of people: the Chautauquans are the residents who have access on the grounds all year round; the people who go visit there one week, people who go there and spend the entire season, but they are not property owners, and last people who work for the Institute, as gate staff, in the transportation department, gardens and landscaping, maintenance service, the newspaper, security, and others.

Chautauqua is like a miniature town, it has a private administration system, a board of trustees, a president, a newspaper, a police station, its own transportation system, all on the grounds. No cars are allowed in the community that means everybody either rides a bike, or walks. They have the Children's School, the Boys' and Girls' Club, the Women's Club, the Bird Tree and Garden Club, Chautauqua Sports Club that provide recreational and leisure activities for adults and kids. I hope to add knowledge to the field of photojournalism offering insights about how it is to photograph in a gated community, what challenges or benefits you have as a photographer. My field notes will prepare other photographers who want to do similar studies. I plan to answer questions such as: how do you chose your subjects, how do you decide the shape the shape your photography project will have when you portray a small gated community, which is more efficient, photo story or photo essay.

For journalists who want to cover the lifestyle in gated communities, my study will help them to anticipate the type of interactions and relationships they will need to establish with their subjects. Also, by using framing theory in my research, I am interested to analyze to the way the interviewees frame the image of Chautauqua identity while looking at the selected photographs in the photo-elicitation process.

By doing photo-elicitation interviews with people from different socio-cultural backgrounds I hope to discover insights into about Chautauqua gated community. Finally, in my professional analysis I plan to compare and analyze this kaleidoscope of views, and pursue a definition of Chautauqua community's identity.

My research questions are:

- How do people inside Chautauqua community perceive the community through my photographs?
- Which photographs best capture the concept of the utopian community, and why is that?

Theory Overview

The theory applied in my research is framing. I am interested to see how the outsiders see Chautauqua and how Chautauquans see Chautauqua through my photographs. Framing theory originated in social sciences, and later was applied to mass communication studies.

Goffman (1974) defines the term "frame" as "principles of organization which govern events (...) and our subjective involvement in them"; furthermore, "framing" is the process when individuals build the definitions of a situation in accordance with the "frame". (p.11) According to Goffman, people interpret the world around them through different "frameworks" or "schemata of interpretation." Through the communication process, individuals unconsciously adopt the frames, which shape their perception about reality. In communication sciences, framing reveals how a communicated text impacts the human consciousness and also how consciousness affects the way that text is received.

Gitlin (1980) adds to Goffman's frames analysis saying "frames are principles of selection, emphasis and presentation composed of little tacit theories about what exists, what happens, and what matters." (p.6) Applied to mass media, frames are "largely unspoken and

unacknowledged, organize the world both for journalists who report it and, in some important degree, for us who rely on their reports” Therefore, journalists use media frames as working routines that allow them to identify, classify and pack the information in to easy to decode text for their audience. (p. 7)

Entman (1993) comes with a new approach of the framing theory in mass communication field; he argues that the communicator deliberately produces frames, while framing is an active process, rather than passive and unconscious. Entman describes framing as a “scattered conceptualization” between different social sciences disciplines. (p. 51) He tries to offer more specific definition of “framing”, “frames” and “framework”. Framing is a process that involves “selection” and “salience”. “To frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described.” (p. 52)

Furthermore, “frames” can have four functions in the communication process: define problems, identify the causes, make moral judgments and suggest remedies. Framing can occur in four different locations: the “communicator”, the “text”, the “receiver”, and the “culture.” The communicator frames the message based on his personal believes, consciously or unconsciously. The frames embedded in the text can take different forms: keywords, stereotyped images, phrases or sentences that express certain type of judgment. The receiver may or may not assimilate the message of the text based on the frames used by the communicator, while the cultural frames shape most often the communicator’s, as well the receiver’s way of disseminate and assimilate the text. Frames make certain elements of a text more noticeable, memorable for

the audience. The audience will analyze, extract meanings, and memorize the information highlighted through the frames. Both, inclusion and omission of information is framing. (pp. 53-54)

“Most frames are defined by what they omit as well as include, and the omissions of potential problem definitions (...) may be as critical as the inclusions in guiding the audience.” Entman also talks about the importance of frames in the political news discourse. The frames can be “the imprint of power”, or “the power of a frame can be as great as that of language itself.” Entman advises researchers to use the framing theory as research paradigm in different fields. He suggests different research scenarios; in political sciences framing can be used for behavior studies in voting. In cultural studies framing can be applied in research on class, race, and gender. (p.56)

Finally, in mass communication studies, Entman suggests four main analysis topics that could benefit from the study of framing theory: “audience autonomy”, “journalistic objectivity”, “content analysis”, and “public opinion and normative democratic theory.” His advice to journalists is for them to look for possible frames when they gather the information from sources, so they can exclude those frames and deliver more “objective” news to their audience. Furthermore, Entman talks about the “dominant meaning” of a text as a framing effect, that is “... to suggest a particular framing of the situation, that is most heavily supported by the text and is congruent with the most common audience schemata.” Entman encourages researchers to try to conduct studies about the autonomy of the audience, showing that the audience is able to reframe a message, regardless of the frames used by media.

According to Scheufele (1999) the research done so far on the framing theory is two dimensions: media versus audience frames as independent or dependent variables. (p. 108)

Media scholars studied the relationship between media frames and individual frames. Depending on the position they took defining the relationship between these frames, Scheufele classifies the existing studies in four categories: media frames as dependent variables, media frames as independent variables, individual frames as dependent variables, individual frames as independent variables. (p.109)

Furthermore, scholars apply the framing theory not only on verbal messages, but also on visual content, for example photography.

Rosenblum (1973) argues that the social convention of one work setting, advertising, news, arts, influences the work of the photographer and the photography production process. Furthermore, the conventions of one work environment shape the photographer's style and furthermore, his photography. News photography portrays news worthiness situations, people, planned and unplanned events, urban violence and the subjected usually is focused, clear, centered in the photograph. (p. 424) Organizational and institutional context: the workflow influences the bodywork and the technical condition limits the photographers control over the outcome of the photograph in the newspaper. Finally, Rosenblum argues that the newspaper photographs are standardized because of "variety of institutional and organizational constraints" that influence the photographer to take "typical" photographs that correspond to a "typical" situation. (p. 428)

Harper (2003) explains how framing in photography happens at different levels. Framing can be the result of the photographic gear, camera and lenses, but also happens when the photographer composes the frame through the process of selection of what goes into the

photograph but also the photographer's position, the placement of the subject, and finally camera settings. Harper talks about the importance of the gear his visual ethnographic study of traditional dairy farms communities from Maine to Minnesota and the changes they were going through in times of industrialization. Harper talks about the adversities between the messages communicated by his photographs of farmers and his written study. He had a critical view about the change of farming, and he used the photographs to support his point of view. "I suppose, looking back, that I was implicating them in my more critical view of agricultural change by recording portraits that communicated messages of agreement and support." In his portraits, the farmers seem happy with their lives and happy to be part of this study. However, Harper says that the photographs show only half of the story. He explains how the lens choice and the placement of his subjects in the frame help deliver this message. "The wide angle lens used on this image includes a significant amount of environmental detail that locates the individuals in their normal social worlds. The centered subject matter gives the photograph a reassuring, uncluttered look. These messages are unconsciously translated to stand for a general outlook; a summary of a career as a farmer, and implicitly, for attitudes about which I had written. The images, however, only tell part of the truth. Yet others, pictured in similar portraits, disagree with my critique of the industrialization of agriculture." (p. 246)

Harper makes a point that it is hard to show the different voices from a small community, a neighborhood or dairy farms. This is why he decided to take aerial photographs of the dairy farms and put information about the changes in farming history inside the photographs caption. While the images seem to show the structural system of family system, the captions explain the gradual disappearance of the family farming replaced by big industrial farms. (p. 248)

Furthermore, Harper analyzed photographs of the same dairy farms taken by Standard Oil of New Jersey company that was going to provide the new technologies for the old farms between the Second World War years and the early 1950's. These photographs only show happy farmers that are excited about the new tractors and machines that will make their life easier. However, they don't show the loss of the farming culture, farming rituals such as cutting wood together to heat the house. The woodcutting is a social interaction and ritual that will be replaced by the new source of heat petroleum. Harper concludes that the photographs taken by were framed in such way to serve the company's interest and deliver an ideological message about the benefits of industrial farming. Furthermore, Harper offers a detailed explanation on how the gear used by the SONJ photographers influenced the framing of the photographs.

Also, camera settings are part of the framing technique. Garry Winogrand's photography project about the Fort Worth stock show and rodeo, where Winogrand used camera settings such as low shutter speed, wide camera angle, artificial lighting to obtain ghosting effect to communicate chaotic atmosphere and distract the viewer's attention from the event. (p. 252) The artificial lighting of the setting can change completely the look of the environment photographed, moreover alter the reality depicted in the photograph. Another important element in visual framing is the perspective given by the camera angle that is the position of the photographer. "Framing practices also construct and editorialize. The SONJ photographers often made portraits with the camera tilted slightly upwards (Figure 5), framing a human in poses reminiscent of Socialist Realism, as heroic common people." (p. 254)

Messaris and Abraham (2001) argue that visual framing works through three attributes of photographs: analogical quality, "indexicality", and lack of explicit propositional syntax. First,

the researchers describe the images as a “largely analogical system of communication”, whereas “words are almost wholly arbitrary”. Therefore, the meaning of words is based on an arbitrary system of social-conventions, while people read images based on “similarity or analogy.” Viewers don’t need to be familiar with the conventions of the visual representation of an object in order to recognize the object depicted by the image. In addition, when people look at photographs, they easily forget they look at a visual representation of the object, and not the object itself. “Indexicality” is this quality of photographs to reproduce the image of an object and be perceived as documents of life. Because of “indexicality” the viewers are more inclined to overlook visual framing, more than verbal framing in mediated message. Finally, photographs don’t have propositional syntax, as verbal messages do. In a sentence people can identify claims that the author of the text made by analyzing the sentence. The message of the verbal text is built on syntax conventions such as comparison, causality, generalizations and other possible relations between the words and the sentences. Whereas, in photography everything is more elusive, there is no equivalent of the verbal syntax. Therefore, Messaris and Abraham argue that elusive character of photographs makes it harder for the reader to identify similar claims in photographs. When trying to understand visual texts, viewer’s need to rely on their intuitive sense of understanding implicit meanings based on the context or other clues. (pp. 216 – 219)

Literature review

In depth documentary photography studies of closed communities

Swope (2002) applied the photo-elicitation method in his research project about Native-Americans from the Pine Ridge Indian Reservation. After he photographed the Lakota Native-American community for one year, January through December 2001, he did photo-elicitation

interviews with three Native-Americans and four non-Native-Americans. The purpose of the photo-elicitation was to “compare and contrast the impact that a series of documentary photographs about contemporary Lakota life has on both Lakota and non-Lakota viewers.” The research focused on how Lakota Native-Americans try to preserve their traditions while adopting modern values. (p. 46) The results of the photo-elicitation showed that the Non-Native Americans were more aware of “the contrast between the modern and traditional in contemporary Lakota life. Several non-Indian subjects noticed this contrast in the photographs.”(p. 68)

Unlike Swope, Alexander (2012) used photographs taken by the subjects to in a particular town from Britain, to discover how much the aesthetics of the “build environment” impact the residents’ view of their neighborhood, and to what extent their perception of the neighborhood is a result of shared social values. Alexander mentions that the “photo-elicitation” term used to refer to interviews based on photographs is controversial for some sociologists, because the word “elicit” involves “facts”, whereas photographs are interpretive and subjective medium. For this reason, Alexander prefers to use the term “photo-interviews with participants” to describe her methodology. (p. 7) However, she mentions that the subjects of her research might have been comfortable with any of the term used. The results of the photo-elicitation show that people’s perception of their neighborhoods is build through “social processes”. “Their neighbourhoods exist physically, but the participants’ place in them and their relationship to them draws on their socially constructed views of their particular neighborhoods and of neighborhoods in general.” (p.46) Finally, the researcher concludes that in the photo-elicitation interviews, subjects are more inclined to analyze physical things. The interviews showed that the people who participated in

this study and photographed their environments felt like their photographs elicit their pre-conceptions of their environment.

Clark Ibanez (2004) used photo-elicitation and participant observation methods to study how charter and non-charter schools impact the student-teacher interaction in South Central Los Angeles. The researcher started her study with field observation, but then she noticed how things outside the school happen to influence the inside school students' behavior. The time was too short to document all their lives outside school, so Clark Ibanez decided to use the photo voice method. The researcher asked the students to keep a journal. The students gave them photo cameras, trained them how to use and take care of the cameras, and then she advice them to photograph daily life things outside of school.

Clark Ibanez agrees that interviewing subjects using photographs taken by the researcher is a great way to obtain information that otherwise could be omitted if the members of the community take the photos. As examples, Clark Ibanez talks refers to researchers like Harper (2001) who used aerial photographs to interview farmers about their community identity, and Schwartz (1992) who created a collection of photographs about rural communities and used them to study the rural communities' identity. These studies showed that the outsider may capture important aspects of the culture that the insiders take for granted.

However, researchers can also miss important aspects of their research field when they take photographs; the method balances out interviewees usually notify the researchers when they didn't pose an important question or when they didn't take an important photograph, so the information can be added to the research result.

In addition, the researchers can photograph things that are visually appealing but meaningless for the interviewees. (p.1509) This was the reason why she preferred to use in her study the auto-

drive photo-elicitation also known as “photo-voice”. She gave cameras to her subjects and taught them how to take photos. Then the researcher spent three months conducting photo based interviews with the students and their parents.

In addition, Clark Ibanez used Harper’s theory about the different role that photographs can have in the photo-elicitation interviews depending on what they evoke.

Photographs as visual inventories happen when people take photos of things, people, or artifacts around them. Second, photographs can show school events, institution events that happen before in the subjects’ lives, such as the year’s book. Third, photographs can depict the subjects’ social life, things that connect the individual to society. However, the photographs do not depict some empirical “truth” but rather are used as a tool for the researcher and the subject. The researcher can pose and develop questions starting from the photographs; while “participants” can use the photographs to add more dimensions in describing their lives. (p.1512)

Clark Ibanez claims the results of the photo-elicitation interviews went beyond the results that she would have obtained through regular qualitative research methods. The photographs helped the subjects reveal personal meanings for the things photographed and entire stories about their social life. For example, a girl was photographed in a tree across the street from her house. She called it the “favorite tree”. When she was asked why, she start crying, and talked about how she cannot go outside near the tree, and play, because her she and her family are illegal immigrants from Mexico. So, her father forbade her to leave the house during the day because the immigration officers inspecting the neighborhood might catch her. (p. 1514) This is one of the three examples that the researcher uses to support her claim that interviews with photographs elicit more personal answers from the subjects.

In his documentary photography study of the Hispanic community from Marshall, MO, Rust (1997) observes that not all photographs are suitable for photo-elicitation interviews. He was interested to understand and document the way that Marshall's Hispanic community was assimilated into the local community. Furthermore, the researcher mentions the risk of not getting enough information from the photo-elicitation interview because of the use of over stylized photographs, praised in the photojournalism community, but meaningless for the subjects. To support his case, the researcher goes back to Harper's theory about the "visual inventorying", "pictures whose style would have been rejected by the standards within the photographic community", however this photographs are the ones that make a concrete reference to something, therefore they are more useful to use in the photo-elicitation interviews. (p. 104)

Based on the distinction explained above, Rust decided to use four sets of photographs in his photo-elicitation interviews, three sets of "visually arresting" photographs, and one set of social science photographs. The "visually arresting" photographs are the ones "made with sophisticated camera techniques such as pop a strobe or compressed depth of field" and the usually focus on specific moments from the subjects' lives; while the "social science photographs" are "made as plainly as possible." Social scientists assert that the less definite the subject's response is, the more valuable in answering research question can be. (p. 108) Finally, Rust concludes, "some difficulty in generating good response should be credited to the deliberate use of more photojournalism style photographs in the interviews." Although, people responded to both sets of photographs, the simple photographs of the facets of the buildings where Rust didn't have permission to photograph produced "the most revealing elicitation." (p. 145)

After I reviewed the framing theory and discussed how the framing theory was used in the photo-elicitation studies of close or small communities, I move forward to review the topic of

my research which is the Chautauqua gated community. Chautauquans refer to their community as a learning community, rather than a gated community.

Chautauqua is a community that has its core purpose of creating a learning environment with a highly cultural profile. Furthermore, the following part of the literature review is dedicated to the definition of “gated communities” and their evolution in the American society. To have a better understanding of what gated communities are, I decided to look at urbanism and sociology studies.

Definition of gated communities

Blakely and Gail Snyder (1997), urbanism scholars define gated communities as “residential areas with restricted access such that normally public spaces have been privatized. These developments are both new suburban developments and older inner city areas retrofitted to provide security.” (p. 85) The researchers distinguish apartment buildings with doormen or security from gated communities. In gated communities security and protection are the primary features. In the majority of gated communities, not only the space becomes private, but also the “civic responsibilities” such as police service, public transportation, and also the “communal services” like education, recreational activities, and entertainment. This is why Blakely and Gail Snyder see gated communities as a manifestation of fear, calling them “architecture of fear”. Furthermore, they say the reason behind the existence of gated communities, is the need of American middle class to preserve their privileges and the social status. “American middle class is fortifying up,” and this phenomenon is a new form of discrimination and segregation in America, financial segregation. Concerned about the fragmentation of American society through gated communities, the researchers come up with this questions: “When public services and even local

government are privatized, when the community of responsibility stops at the subdivision gates, what happens to the function and the very idea of democracy? In short, can this nation fulfill its social contract in the absence of social contact?" (p. 85)

In the 1980's, most of the gated communities were either "retirement villages" or the places of high-class people. Nowadays, the majority are middle or upper-middle class people who live in gated communities. Also, the bigger the community is the lower the cost for gating. This is why gated communities tend to expand on more land, so more people can live and share the costs. For the same reason, they commonly appear in multi-family and highly populated areas, places where the cost of walling, gating and protecting the community will be low enough for middle-class people. Studies show that one third of the gated communities are for upper and upper-middle class people, one third for retired and the rest are working-class families who live in gated communities.

Blakely and Gail Snyder divided gated communities in three main categories based on the reasoning behind them: life-style, elite and security zone communities. First, life-style communities happen where gates provided separation and protection for leisure activities and amenities, for example retirement communities, golf clubs and countryside clubs developments. Second, elite communities are those where the gate symbolizes both "distinction and prestige." Upper class citizens who look for separation and social class recognition populate these communities. Third, security zone communities are those "where the fear of crime and outsiders is the foremost motivation for defensive fortifications." In this case, already existing neighborhoods from inner cities as well as suburbia areas are walled-up to prevent crime or protect the property. (p. 89)

Furthermore, the researchers talk about four shared types of social values inside these

gated communities: sense of community, exclusion or separation from the rest of society, privatization or the desire to own the public services, and stability or the need for similarity, homogeneity, and predictability. (p. 90) Then, by offering concrete examples of three different gated communities in U.S., the researchers attribute to each type of community a main social value.

In the life style communities the most important value is the privatization of the amenities provided, and secondly the homogeneity of the residents. Mission Hills Country Club in a life style community in Palm Springs, California. One resident of this particular community talks about “the gate, the golf, the tennis, the ability to drive around in a golf cart ... there are many days when I never move my regular car. It's a different lifestyle, and I bought the lifestyle.”

Whereas wealthy people move to elite gated communities to protect their economic and social status. Elite communities are the most traditional gated community in U.S. The most important values are stability and homogeneity within the community. The researchers talk about the existence of a desire to differentiate from other people in these elite communities. In this case, the gate and the wall are symbol of prestige rather than real security measures. They discuss the case of Marblehead, a Californian elite community that is appealing to rich people because of its “ostentatious entrances and showy facades” However, Marblehead residents said that despite the gate and the wall, this community is not friendlier or safer than any other suburban community. In addition, elite communities don't have recreational amenities as life-style communities. (p. 92)

Finally, in the security zone communities the goal is to exclude people and places that represent threats to residents' life-style and security. The researchers describe the secure zone community as the “fastest growing type of gated community.” In big cities with a high crime

rate, residents of the inner city area required permission from the local authorities to construct walls and add gates, in order to protect themselves from criminals. These communities are usually the ones built on fear. Whitley Heights, an old part of Hollywood area, is given as example in the research study. Hollywood Boulevard a part of Whitley Heights became the home of prostitution and drug addicts. In 1986, the residents of Whitley Heights decided to gate off, so they can separate themselves by the others. The opposition of this project formed *CAGE, Citizens Against Gated Enclaves*, and filed a lawsuit against Whitley Heights. After years, California court decided in favor of CAGE, and fences didn't divide the Hollywood community. (pp. 93-94)

Chautauqua utopia, a life-style community

According to Blakely and Gail Snyder classification of gated communities, Chautauqua is a life style community situated beside Chautauqua Lake, in the south west of the New York state. In the *Encyclopedia of Community: From the Village to the Virtual World*, Robert O'Sullivan (2003) defines Chautauqua as a cultural and educational community. In 1874, Lewis Miller, an inventor from Ohio, and John H. Vincent, minister in Illinois, founded Chautauqua with the purpose of being a "nationally renowned adult educational movement." Lewis and Vincent planned to create a Christian based community, "that allowed learning to flourish in an idyllic residential setting." Chautauqua spreads out on approximately 723 acres, having the structure of a town miniature town with Victorian houses. O'Sullivan mentions that summer passes are expensive that's why the pass holders are wealthy conservative Americans.

However, its diversity comes from students who come there with scholarships to study art and visitors. O'Sullivan also talks about 1924 as the pick moment of Chautauqua, when it became a social cultural phenomenon that spread out in the rural areas of U.S., "12,000 towns

and villages across the country” tried to reproduce in small camps the Chautauqua Institution artistic and intellectual activities. After, the Great Depression, Chautauqua went through financial difficulties. In 1973 Chautauqua was added to the National Register of Historic Places. (p. 130)

As Blakely and Gail Snyder emphasized that the life-style communities have private recreational amenities, the same rule applies to Chautauqua community. They have the Chautauqua lake shore with a sailing-learning center and across the street from the “Grounds”, the Institution owns a golf course. Regarding the entertaining and intellectual activities, Chautauqua is the life-style community designed for this type of activities. Residents and visitors can attend opera, ballet, theater shows, music concerts, almost every day. (O’Sullivan, p. 139) Also, the civic services are privatized in Chautauqua. The community has its own police, firefighters, nursing, library, and newspaper. The administrative system is controlled The Board of Trustees that is “the principal governing body of the Chautauqua Institution. It consists of twenty-four members, four of whom are elected by the Chautauqua Corporation (all property owners are members of the Corporation) and the balance of whom are nominated and elected by the Board itself.”

Beside the Board of Trustees, a president represents the institution. At present, Thomas Becker is the president of Chautauqua Institution. Becker talked about the process of creating a community through art and culture at the Hilton Head Island Institute’s three-day ideas festival ImagiNation 2013.

Today and for many years, Chautauqua has been a gated community, accessible by the purchase of a gate pass of some duration that covers nearly every event happening on the grounds in that time period. Even today, Chautauqua stands alone in a pastoral landscape and

remains a good distance from any major urban center. It is therefore a retreat from the rest of the world. Many original buildings from the early years are preserved, so that the grounds offer a vivid view of the past, while also giving us the opportunity to reflect on our future as a nation and a society. It is, in short, an island for learning. (Becker, 2013)

Alexander (1984) talks about the physical aspect of utopian communities that “frequently exemplify the ideas of physical perfection, symmetry and harmony, in buildings, fixtures and fittings.” (p. 36) Furthermore, Alexander emphasize that the utopian places have a fairy-tales aspects “there are cities of a structurally fabulous kind, magic significance given to numbers, prophetic dreams, miraculous transportations, strange animals and people, personifications of abstractions as well as unlikely social structures and events.” (p. 37) Alexander makes a very interesting comparison between utopian worlds and the Grimm brothers’ children stories.

“The Brothers Grimm played upon the fears and longings of children and no doubt intended to teach them certain things about morality as well as to entertain. Utopians play upon the fears and longings of adults and intend by rational argument to lead them to a better understanding of political and moral matters and, with the help of entertainment, to incline them towards valuing certain things.” (Alexander, p. 41)

Methodology

Photo-elicitation interviews

John Collier (1967) introduced the concept of using photography as a support for the interviewing process in the social sciences field. Collier talks about “anthropology approached through the use of *photography*.” (p. 1)

He argues the camera can be an extension of the observer’s perception. For him, photography was the medium that “actually extend our visual processes and to help us find out more about the nature of man [sic] and his multi-faceted cultures” (p. 6)

Furthermore, Harper (2002) talks about photo elicitation as a research method that "evokes information, feelings, and memories that are due to the photograph’s particular form of representation”.

Harper explains that the difference between a research interview based only on words and a research interview based on images and text stand in the fact that the human brain is more developed to process visual information than verbal information. Harper argues that scientific studies show that the human brain process easier the information presented through images than words, only because the part of the human brain that process the images is older than the one that process the words. Also, the photographs can stir stronger emotions than words. This is why Harper's consider that a photo elicitation doesn't necessary gets more information from the people interviewed, but rather it "evokes" a different type of information. Harper classifies photographs in three categories depending on the reactions that evoke: "visual inventories of objects", "images

that depict events that were part of a collective or an institutional past", photographs that "portray the intimate dimensions of the social – family or other intimate social group, or one's own body". (p.13)

In photo-elicitation interviews, researchers can use archive photographs, (e.g. Chiozzi, 1989; Eck, 2003), photographs they took (e.g. Swope 2002; Rust, 1997), or photographs taken by their subjects (Hubbard, 1994; Clark Ibanez, 2004). Scholars have used the photo-elicitation method in closed communities to discover how people see their own community, or how outsiders see the life inside that community.

During the two months of summer open season at Chautauqua Institute, I plan to document the life of Chautauqua residents, as well as visitors and employees through in-depth documentary photography. Harper (2002) classifies photo-elicitation studies in four areas based on their research topic: "social organization/ social class, community, identity and culture." (p.16) According to Harper's classification my photo-elicitation could be part of the community studies. However, it will cover also identity and cultural aspects of Chautauqua. Bill Owens, photojournalist and student of John Collier documented the life of people that lived in a particular California suburb in 1972, posing them in their house, and adding simple quotes to photographs, resulting in his book *Suburbia*. I am looking into a method similar to Owens, but instead of rudimentary quotes, I will have an in-depth analysis of the responses from the photo-elicitation interviews.

Lutz and Collins (1993) when discussing the outsider versus insider view of the non-western cultures in the National Geographic photographs, they argue that the photograph of the "non-westerner" taken by a "westerner" is more than a captured image of the other, it is a "dynamic site at which many gazes or viewpoints intersect." Furthermore, the two

researchers define seven different types of gazes: the photographer's through the viewfinder, the publication's gaze, the subject's, the reader's gaze, the actual "looking" done by the photographer, the camera's gaze done by the mirror and lens, and the academic gaze done by the researchers who analyze the photographs. (p. 134) In my photo-elicitation interviews I want to explore in what aspects of the picture, the photographer's gaze and the reader's gaze intersect and what aspects they differ.

I find Chautauqua community diverse enough to offer rich enough data for my professional analysis. This is why I plan to conduct eight photo-elicitation interviews inside the community during the first two weeks after my arrival. I will show photographs that meet the "indexicality" aspect (Messaris and Abraham, 2001), photographs of buildings, gathering places, Institute's facilities, different churches, recreational areas, as well as photographs of the security zone. By using this type of photographs in the photo-elicitation interviews, I hope to get a better understanding of what this community values and what people inside the gates find important in describing Chautauqua's identity. Furthermore, the photo-elicitation interviews will help me to find possible subjects for some of the photojournalism documentation I hope to achieve.

I will define five categories of people who will be at Chautauqua in the summer, and I will conduct interviews with people from each category. This way, I expect to have enough data diversity, in order to answer my research questions.

1. The year-round residents are Chautauquans who are house owners. They can live inside the community even after the summer season is closed.

2. People who return every year to Chautauqua because of their passion for arts and culture. They call themselves Chautauquans, they are very attached to this place.

Usually, these people are pass-holders, and most of them are upper middle class Americans.

3. The third category of people is the first-time visitors of Chautauqua. Visitors that often come and stay for one week. They come to attend a specific cultural event or to participate educational debate on theme of personal interest. By interviewing the short-time visitors, I aim to get a fresh different opinion about Chautauqua community.

4. The fourth category will be employees of Chautauqua Institution.

5. The fifth category will be artists in residence.

Timeline of my fieldwork at Chautauqua

June 9 – June 21

I plan to arrive with two weeks before the summer season officially opens. In my first week there I plan to photograph and meet people that could be possible subjects for my photo-elicitation interviews. The second week I will start the photo-elicitation interviews with year-round residents and employees. I plan to interview two Chautauquans and two employees.

June 21 – June 29

The season will be open and more people will arrive to Chautauqua, first time visitors, returning visitors and the artists in residence. In this week, I plan to do four more interviews with first time residents and artists.

June 30 – July 6

I will transcribe and log the audio interviews. I don't anticipate the interviews to be

longer than thirty minutes each. In case they are, I plan to use Mechanical Turk, an online audio transcription resource provided by Amazon.

July 7 – August 28

I will spend this amount of time to photograph and document Chautauqua community, and daily life activities that take place inside the gate. Also I will be editing and working on my presentation of my final project.

Also, I intend to find people of different ethnicity for the photo-elicitation interviews as reflection upon the diversity aspect of a gated community, as Chautauqua is. The residents are the people who own a property or inherited “Chautauquan” title from their ancestors. Second, “visitors,” who discover Chautauqua for the first time or who are returning. Finally, the employees are the people who work for the institute; they can be from gatekeepers to artists and directors. By having this diversity of subjects in my research I hope I will obtain a more accurate portrayal of this unique American community.

Finally, the goal of the photo-elicitation interviews is to discover how inhabitants of Chautauqua, residents, visitors, and employees see this man-made, build-up environment through my photographs. Moreover, how do their reflection on the community changes depending on their social status? Is there such thing as social class inside Chautauqua Institution? These are the questions that I plan to answer.

I am interested to find out how Chautauquans perceive the community through my photographs and see if there will be any associations between Chautauqua and the concept of “utopian community.”

Publication

I envision my professional analysis to be published in national American media outlets, such as the *New York Times* or *National Geographic* magazine. I mention these two publications first of all, because they both have photo blogs, *Lens* and *Proof*, that feature documentary work of young emerging photographers. I also hope that my work will be featured in *The Chautauquan Daily*, the community's newspaper. Down the line, I see this professional project as an opportunity to do meaningful journalistic work for an American audience, furthermore as a big step forward in my photojournalism career.

Also, I anticipate writing a more formal paper, as part of my professional analysis that will report the complete results of the photo elicitation, and from that writing a magazine article to accompany the multimedia project. This will help me, as well as my committee to understand what information I have gathered.

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Appendix B: Interviews Transcripts

1. Ryan, 6, and Justin, 4, the Cokerdem brothers – photo elicitation interview

Main Gate photo 1:30

Ryan: This looks like the entrance, the main gate.

Justin: I see an orange car.

What can you tell me about the main gate?

The main gate is to enter Chautauqua, and is very important because if the main gate wasn't there, nobody would know where to enter, or it would be a different entering. And I think that's a good spot because you enter the main gate, you don't know what Chautauqua's about, then you go ten feet away and you get to see the real Chautauqua.

How's the real Chautauqua?

Amazing, I love it because it's all outside. I feel like I don't want to play inside games, when I can be outside... and I love it because vacation outside is like awesome because you get to play with your friends and is not like you play a video game, but you can play with as many people as you want. (2:30)

2:45 –Can anybody enter on that gate? How does the main gate work?

You have to get a gate pass, to buy a gate pass, and is just for how many weeks you're staying, and you give the gate pass to them, and they will let you through, and then you enter.

Bell Tower photo 3:27

This is the Chautauqua Bell Tower. Here is the lake, the Chautauqua lake, and here's where people go fishing, and this pretty near of where we are right now. The Chautauqua Bell is very important, every 50 minutes it tells you the time. It stops at 10 o'clock at night and it starts at 8 am. The lake in the background is 17 miles long, and 2 miles wide.

How do you find the lake? 4:34

The lake is really good because you can see boats, 10 feet in front of you, but also you can swim in at the same time.

Do you go fishing? 4:50

No, our mother doesn't let us go fishing, but we know people in our family who go fishing a lot. We go fishing other places.

But are they going here, inside the institution or somewhere outside on the lake?

They go own a dock right over there, and sometimes they'll fish there, and sometimes they fish around the lake, especially on the Fourth of July, and they'll see fireworks.

Children's Beach Photo 6:20

Oh, wow! This picture shows two girls with a floatie and a boy doing some hand moves, and I bet they just went for a swim. They're swimming in the Chautauqua Lake, and they are having fun at the CHQ Lake.

Do you do that sometimes?

Yes, we do that often. We would just go and bring our towels and bathing suits and just hop in the lake.

In between houses photo 7:30

Ah, I know this place. This is the Ecumenical House and this is Wall Street. That's correct. It's a little place where you can walk through, (Justin) to condo. (Ryan) You can basically cut from one street to the other street, and in the middle there's entrances to the building.

How did you recognize the place from the photo? (8:15)

R: I just recognize the color of the houses, and the passage.

J: I also recognize that house right next to it, the Keystone, and I always recognize that apartment. **Have you ever been inside?** Yeah, we've lived in the blue building. Most recently, it was two years ago, and the first time it was four years ago or something.

J: But last year we went there just for one week.

What do you think the houses are so close to each other? (9:15)

R: I think there's a lot of space in Chautauqua. And people liked it and they start building houses really close to each other so they didn't waste any space.

J: Well, I think they want a lot of houses and they want a lot of people to come here to raise money something, like I don't know, help the government with some money, or something like that. (9:45)

Do you use to come here a lot to Chautauqua?

R: Yes, I came since I was one, and Justin came since he was one.

Thunder Bridge photo 10:40

J: This is the thunder bridge. Thunder Bridge, and it shows you a map, and there's a stream. I've been to the stream actually; I've gone to the very end. Boys and girls club coming up that direction,

R: There's a hill that goes up, and there's a bridge and when you bike across it, it sounds like thunder. That's why they named it thunder bridge, and also right under it there's a ravene, and sometimes will be kids playing in it. I like the ravene.

J: And sometimes in club, there would be some kids, and sometimes it's like a class trip, but sometimes I go there, but sometimes I go there with my friends or by myself.

R: I really like the bottom of the ravene, it's just cold water and I can run, and at the end it's a dead end with a tunnel and I think it goes to a sewage place.

(12:00)

J: and then if you keep going and keep going, it goes up to death hill, and they call it death hill because if you come die you die. If you don't stop you're breaks you will die because then is like a court here, and bushes...

Is it a place where kids go at Chq?

R: Usually is just kids, if you're bored, you say "hey do you want go down to the ravene?" and they will say "sure". Sometimes in club, they will take you down there.

What about the club? (12:41)

J: It's really good. I like it. It's a boys and girls club. They divide the boys and the girls. Basically, is just like a summer camp, In club, you play different games, and it's from 9 am to 12 pm, you bike back and you have lunch, and then, is from 2pm to 4 pm, and

usually, they will take you to place, okay, today we will go to the field, and then the park and then the playground, and then the ravine and then a bunch of other stuff. It goes from 9 weeks, since the season starts.

Will you go this summer?

Yes, it starts this Monday. Club starts this Monday. And I will stop at the end of week six because that's when I'm leaving.

Street with the American flag photo 14:13

J: I see the American flag and a couple of trees, a red tree, a lot of green trees, and I see a boat. This is like a way down, so you can bike down, and then you go that way and you keep going that way and then, there's Club, and then if you hit Club, you keep going that, and then is the Death Hill.

R: this street is where some of my friends live. And I go up there sometimes, they just got here. Sometimes I bike pass there, but yeah, it's like a normal street.(15:04) **It's like a normal street for what? It's like a normal street for Chautauqua. What do you mean it's like a normal street for Chautauqua?**

Because most of streets don't have so many streets, they won't have kids biking by alone. They won't have maybe a one car a minute coming. There's barely any car in Chautauqua, and usually in cities, cars are coming every second, and here you see a car every minute pass by. **What about the house?**

That's like the average house for Chautauqua. The houses are old fashion. They are not like new, they are like old from 19th century and stuff. **Do you have a favorite house here?** Yes, my friends Jacks. **Maybe you will show me his house one day.** Well it's outside the gate, so.. It's right outside. It's next to Andriacio's.

Children's school photo 17:00

J: Uuuh, children's school!

R: This is children's school. Is where the kids 6 and under go. They usually just hang out. Is like club, but for little kids. But the boys and girls are in the same group there, and the rooms are by color. So there are different rooms, and when you go to group one, there's children school in the morning and club in the afternoon.

Room divides the groups, the three years old are red, the five years old are blue, and then the four years old are yellow.

When you're 6 you go to Children's school, and Club in the afternoon.

What did you like about children's school?

I like my teacher, but I forgot her name. I like my teacher in the purple room. I liked my teacher in group one, Mr. Danny he would always play with us, but now is time to say bye to the children's school. I am not going there anymore.

Is the children school any different then other schools?

It's not really a school is also a camp. Is like boys and girls club but for younger kids. And they would do different activities, not so dangerous, like going into the ravine, because they won't do that just because there are a lot of rocks and stuff, or go sailing they won't do that. At the Club – you t how to sail and you learn how to kayak.

Do you need to pay to go there?

Yes, there is a certain amount a week to go to club.

Do you have friends going to club?

Yes. But sometimes I see this kid, I saw this kid last year and he was staying into a house and he didn't go to club. But I don't know anybody that doesn't go to club or children school. You only go for one week at a time.

How is it to meet all these new people?(21:30)

Some kids go out, but new kids come in and by the end you know like two hundred people or something. You get to know a lot of people here, some friends they come in and then they go, and then they are not here next year, and then new kids come, and you're still here, and then, new kids, new kids, new kids and kids. But most of the kids they come they stay here every year because it's very nice.

Children on the fountain photo 21:45

R: Oh, that's Quinton. This is my friend in the photo. This is in Bestor Plaza and behind them is the post office, and the bookstore, and they are on the fountain, playing, and they have their bike helmets on so they just might have biked here, the one with the red shirt.

J: I think the kid in the blue shirt, I know him, I also know the kid in the red shirt. I think the kid in the blue shirt is playing a game and the other kids are watching.

What can you tell me about Bestor Plaza or the fountain?

Usually, you can go up to Bestor Plaza and you see a group playing and you just ask to join in, and more people come to Bestor Plaza and usually there's always a game in Bestor Plaza.

Post office – bookstore 23:15

J: It's too check out things are coming, it's like Chautauqua magazines. The bookstore has like candy, books, toys, clothes; it's a store, but not a grocery store.

It has old fashion little mail boxes. And one of the mail boxes is our great-grandfather mailbox my mom, father's father, and the lock is still there, and the code is still the same code. It doesn't work anymore, nobody sends stuff there anymore, it's old. But some people still use it, some of the mail boxes still work.

The Amphitheater photo 25:06

R: This is the Amphitheater. There's a concert going on. There are lot of people watching.'

J: Because the Amphitheater has lots of people, lots of things: some for kids some for adults, some for both, and looks like the orchestra is playing.

Do you like the Amp?

Yes.

How would you describe the amp?

It's big. You can go there and you can ask someone and every four hours, would be a concert, sometimes for kids, lots for the adults.

R: Or lectures. Chinese acrobats.

Do you like orchestra concerts?

Ah, sometimes it gets a little boring for me. But my mom and dad like it, my grandparents like it, so I will go with them.

Hall of Philosophy photo 27:00

R: something hall.. I forgot the name

J: the place where lots of people go to listen to lectures and about the politics and stuff like that.

R: And I see Ms. Bob Dill. Ha, ha, ha, kids laughing

J: See is a friend of our. He is an old man.

So you know a lot of people here.

Yeah, we know everybody.

How is everybody here?

Everybody is nice.

Well we don't know them. Laughing- Justin

Do you go to those lectures?

No, they are during club hours, and they are always for adults.

What about the building?

I forgot how is called.

Hall of philosophy.

R: I knew it's a hall.

J: hall of fame –laughing

My mom and dad would go, after club when we eat lunch, they would talk about what happened, what the lecture was about.

Bestor Plaza photo 28:00

J: A kids reading a book with his mom in Bestor.

R: Yes. This is Bestor Plaza and kids is reading a book his mom near the fountain. People are biking around, walking around.

Did you do that with your mom, do you have memories like that?

R: Not really.

Do you like to read?

R: Yes, a little. But usually will play Frisbee in the park.

2. Kwasi Buffington photo-elicitation

My name is Kwasi Buffington, I am from Oxford Mississippi and this is my first time, first season at Chautauqua, first time in New York State.

Main gate photo 1:15

Is the entrance gate.

What I can tell you about the gate is that, from trail and error, bikes can't enter where the cars enter or exit, you have to go on the brick sidewalk, to enter and exit, pedestrian and

bicycle. I tried to go through there when I took my gate pass picture but the lady stopped me. “You need to turn this way,” so that’s what I did.

It’s a nice gate, I like the art work and I like the background of the alley way. The brick alleyway, the brick road, I should say. Yeah, it’s a lovely picture. I like the foliage here, and all the different trees. I think that’s a pine tree. But we have different pine trees in the south, where I’m from, it doesn’t look anything like these, but I know they’re related. (2:21) and it makes me want to go bird watching.

Do you like bird watching?

I’ve never officially done it but I like birds. When I live in different parts of United States, I always see a different type of bird that I’ve never seen, like in the north versus the south., even like here, they are a couple of species of birds I’ve heard but I’d like to see them. I can hear, what kind of bird is that, I wonder? So that makes me want go bird watching, never done it but I am interested in it.

Have you been in a gated community before? (3:15)

No, first time ever. I don’t feel either way about it, I don’t use the gates that much. What’s behind the gates is amazing.

Bell Tower Photo 3:45

It’s the clock tower, the lighthouse. It’s old and is like a huge barn sea tortes sculpture, to the left of it, if you’re facing it.

Do you like that area? Have you been there?

I have been there. I've taking pictures of this several times. I think that behind here, you can't see it, but there's a pier you can walk on and take pictures, and extends out in the lake. So, I've been here too to take pictures and, I don't know maybe like a week or so ago there was a wedding reception. There were a lot of people. So, I think is a great place to have a function like that. It's nice. I like it.

I love the lake. I love being around, because you know when you live in the city...it's a... before Oxford I was in Chicago for eight years, and it's the city, city. When I lived in my neighborhood it was right on lake Michigan, cross the street and there it was. So it's nice to have, even in like the hassle and bustle of the city, or even like in a rural area like this I rather live closer to water and nature than not. So, yes, it's nice, it's tranquil. I like it.

Children's beach – photo 05:30

Where is this? **Right next to the Bell tower.**

When I saw it, I didn't see the leader on it. It's that concrete or is that sand?

It's concrete, but it goes into sand.

Cool, cool! Yeah, that's cool, and it's really shallow water. I like the picture, it just go on forever. I really like the rolling hills. It's really hilly here, and it shows. That's a good picture. I like that. Did you take these? Yes. Nice.

Looking at the photo, does it remind you of something?

07:00

It kind of shows several different things, now that I look into it: the kids interacting with each other, but yet they are kind of doing their own thing, but they are together, but it's sort of, he's like expressing something. Looks like he's talking with the girl, maybe the one with the yellow. But maybe he's talking with her, but she's looking down, not looking at him, and she (the other one with red) is looking more towards him. So they are kind of together, but they are doing their own thing. But in the background, it's a beautiful lake and the homes, and the trees, and the boats, so it's almost two stories in one, a couple of things to analyze about it. And toys, I guess that's what that is, I don't know.

So, how would you describe the mood of the photo?

The mood is youthful, natural. The two kind of go hand in hand.

Thunder Bridge - 8:45

First reaction – he read the map on the sign from the photo.

This bridge, is it Thunder Bridge? Is this it? **Yes.** Okay, okay! (really excited)

I've heard stories of this one. So, at the show, at the opening last night, I don't know the days kind of blend together, right now. But it was sometime during this week, sometimes this week, a lady, one of the friends of Chautauqua, and she tells me about the thunder bridge. Where is it? And she was like, it's a bridge, near the amphitheater...oh, yeah.

And I drive by there, when I first got here, the first weekend I had the Saturday off, so I was riding my bike and I saw some of the sites. But I drove pass this one, on the side on the street. But the only reason why I didn't ride across it was because every time when I see a brick walk here, I get off my bike, because you are not allowed (laughing) So I

didn't even ...oh, it's brick, so I didn't ride my bike there, but apparently you can ride your bike in, it makes that thundery noise from the wood. I heard that it fixes it one time, so it didn't make the noise anymore, and people complain and complain, so they brought the rumble back in. So, that's my story of Thunder Bridge.

Do you like it?

Yeah, I love it. I am going to ride my bike on it now that I know I can, because I want to hear the rumble.

How do you find the fact that they have a wooded area?

I saw the fire pit, but I didn't see the sign because I walked I saw like a burned log on the side on the path somewhere. And I was thinking who would burn like a log, just a single log, it was unusual, it's very big. But then it makes sense because there's a fire circle and it's right there.

And then there's a classroom, auditorium classroom they have right there. I think it's cool they have the nature. What's really cool about it is that it scatter out the community, I mean there's a spot here, there's a spot there. It's very well taking care of, and it's very well traveled also. I think is beautiful. What's really neat is that I think they try to keep the aesthetics, I think they try to mimic, like what's behind the gates matches beautiful what's outside in the country side, like the view out the window. It's great, it's a great pictures. I can't believe I didn't see the sign though, so this is my second time probably. The first time I rode my bike, I saw the bridge. And then Monday I had to go to the nature classroom, cause I had to go there because I have a show tomorrow night. So, that's when I saw the log, it was Monday, so like I walk by and they have the classroom,

but I have no idea how I miss this sign. (says this with regret!) **12:45 I like the picture, the mood is “inquiring.”**

Why do you say the nature inside mimics that nature outside? Are you talking in terms of appearance?

13:09

I wouldn't say like it mimics, because I am not familiar with the natural species that grow here, especially like flowers and shrubs in Chautauqua and other things that grow wild. But, like the way they combine the two. It's such an interesting place that way. You see, I am know just realizing this, from landscape to architecture, even the way that chose to have the wooded area. It started up very, very well, and the aesthetics match what is outside. It's like a little bit of both inside the community. It's a lot of uniqueness to this place, a lot! And I am just now, I am just so busy, and I don't sleep much at night because I am thinking about a lot of things, things like these, and my job, the day and the things I am learning and just having great times, it's hard for me just to go to sleep at night. I don't get much sleep at all. But I am used to it now. I am getting used to it.

(13:45- 14:00) But, I want to go around and see more things because Chautauqua it's an eclectic place. (14:12) I can't quite put my finger on it yet, because it's so much still to process, so much to process. When you're sleeping, you can't really think straight and then your mind is racing because it's so many things are going on. Total time, it's bananas!

The building photo 14:56

I've always like photos like this. Especially like little alley ways, or in between like. It's the use of space, and the way it translates in the photo. Oh, and it almost goes like an infinite, but it doesn't. Just the way, the angle ... and there's a building right in front of this, I like that. That's cool. Like your viewpoint it stops there. It's something. It's literal. I like photos like these, and small alleys and shots like this.

What is this picture showing, and how do you feel about little alleys like these, and if you put this in context of Chautauqua.

That's another thing about this place. Transportation is pretty easy. That's another thing that is unique about this place. Looks like the side of a building, a house or business, right next to another one. They look like they are about five feet, no probably not even that wide, four feet or three feet apart, not enough. Probably you can touch next door. Which is interesting because when I came here, this is how the houses look like in Chicago or any other cities, they are kind of next to each other. But this place is so spread out that they still have them side-by-side. That's interesting to me, I am not sure why they're so close together, because it's something that usually you see in larger areas, not in a resort community. **(17:28)**

But then again this is my first resort community I've ever come, or vacation resort community that I've been to. Maybe they all look like this, but I don't think so.

And is it comfortable or uncomfortable?

17:43

I think is a hidden beauty because you know it's intriguing, you know there's more around the corner to the left, going this way. But it also opens up into beautiful flowers and light, like I think it's a gorgeous picture. That's why I like pictures like that because it's either the alley way, there is something unique in the alley, but the angle of this, is not, it could have been just straight on, the angle of this is excellent. It just opens up to a massive beauty from the light reflecting of the homes, from the flowers, the leaves, and even back here, the different textures with the lightning.

It's not dark, and even if somebody considers it dark, it's still beautiful because there's something to see. It opens up into more beauty, it tell the story from the beginning to end. That's like when you know you read a book, you are starting up and you are "oh, wow" it's so much to see, it's so much going on. And then again you get to the middle part, and you're like "okay" and then you get to the light, and then is boom, is more beyond that with the building is standing in front of us. I think is a wonderful picture it feels ... open, even if the space is small. It makes me feel curios because there is more beyond it and you can see just a slitter of it. But it's enough to capture, to give a picture in your mind of what is there.

It's not just a side building that looks tacky, is just a beauty there and beyond that.

19:37 Do you think it captures how Chautauqua alleys, or streets, or houses or spirit are?

I think it captures the essence of the spirit, even from the color, from the Victorian style of the home, from the brick inlay of the walkway, even from the flowers, that's Chautauqua. And it looks there's a little sign or something that's there, I am not sure what. But it's totally Chautauqua. And then again, it kind of reminds me of homes in

New Orleans with the multi-level balcony. That's a lot of those in New Orleans, with French balcony. I think it captures the essence of Chautauqua, that's it.

Children's school photo 20:30

The Children's classroom they had a really good dinner, they fed us the other day.

(laughing) Oh, the kid in the red it's pissed. They all look pissed. Wait a minute, what's wrong with these kids? Dam! (laughing)

It's the first day of school.

Oh, the body language shows. One kid looks pissed, the other girl looks uncomfortable, the kid in the green shirt, I looks like he thinks "I couldn't care less", he could think about playing or something they do. This girl is not even interested. She's partly camera shy. She's caught off-guard, he is clueless apparently and he is just holding the yellow classroom, wishing he could be elsewhere. That's a multitude of expressions from these kids. Do you want to know how it makes me feel?

21:34 thinking-... in a way it makes me feel hopeful. **Why is that?** They are kids, they are little kids, (laughing) they all look totally disinterested in what's going on. But hopefully not in the way "oh, I wish hope for this kids" but more of like, as for as the day "hopeful" "optimistic". It's a place of learning, and that instantly it comes to mind.

22:31 But there's another thing about this place, there's a great deal of teamwork. I had no idea how it works. Because most of the people who work here, they are kind of like strangers until they meet, and the all do different things when they get together, but sometimes it works. I am sure that everybody is meeting for maybe the first couple of days, whatever. It's kind of like you said, the first day of school. See, the first day of

school, nobody probably doesn't really now anybody, and the next thing you know they are like the best friends, even from the teenagers, to the kids, to this guy right here. That's how it makes me feel. It's a couple of stories, but I like it.

(so he compared Chautauqua community – with children coming together for the first day of school) Keywords: **teamwork, friendships, coming together.**

This is my first Chautauqua moment but if I run across one I will totally relate that.

Kids on the fountain photo 24:05

I don't like it, not the photo, but that kids are sitting on the fountain and they're playing video games., or something with the phone. The emotion I get is turned off because I don't like the kids sitting on that. Cute kids, but they can get their ass of, get off! (joking) But that didn't happen! I don't like them sitting on the fountain.

Why?

Because it takes away from the beauty, it draws the eye away, you know, like am I focusing on the kids or am I focusing on this (points at the fountain). But then, the kids it would be cool if the kids weren't be into technology, coma they're in, that it look they are in. **There is so much more to see and to do... you know. I wonder if they know how this bronze became blue and oxidized . Or I wonder if they rubbed some of the face or the back of it and see how smooth it is. Or sometimes you see bronze figures, especially the turtle don't at the lighthouse, you can see where people have touched**

it, and it's almost polished over the years, and years, and years. It gets that look to it. 25:22 So, nonchalant, this is how it makes me feel, that's the feeling I get from the picture with the kids on it, without them, that's another story, but this is how it makes me feel.

Hall of philosophy photo 26:00

This definitely makes me feel engaged. It seems quite serious. It seems very stern, but I get that the energy from the people from the room it matches, from the people who are observing and the speaker, it matches the tone of what's outside. It's kind of how we talked at the last picture, how the outside and the inside kind of blend. It seems whenever you are out there, whatever they are speaking about it seems that is appropriate for the day, for the weather or the temperature. This one seems serious, the arms folding, nobody is in a lax position, he is speaking of something.

The name of the place is Hall of Philosophy.

Oh, that's right I had to meet somebody there to pick up something that they weren't there for. (laughing, and then he remembers)

Yeah, that's the hall of philosophy and right next to that is the nature classroom, and there's the beautiful lake. I know I like this picture. I like this one.

Why do you like it now?

Because people are engaged, and the setting I think it just matches it, completely. And it looks very lovely day. It may have been serious, but I think it could have been something that was very enlightening, too. Not motivational, but something, possible moving, something thought provoking.

The Amphitheater Photo 28:30

Oh, that's the Amphitheater. Oh, that's awesome. Anticipation. You can tell that people are waiting to start, or maybe they are taking a break, or maybe she's waiting to play her part. They are not performing, that's how it looks like.

What's really badass about this picture, it through me off, because I've never seen it from this point. **29:55** It also feels like a oneness, too, almost like a unity, not the people, but the picture it self, the full 360. It looks like it's about to be dark, but the trees are still glowing green, like stunningly green. It's like the perfect time. That's an interesting photo, I really like this image because it shows like a sneak peak of what's outside, and like the beautiful amphitheater on the inside.

Do you like the Amp?

I love the Amp. It's massive. It's seem like it 3000 or 4000 thousands people ..or something. Is huge. I wasn't actually in there yet, I think I will be working there on "Go, west!", soon. Physically, I haven't been in it, I have been only where this back bleaches, but I haven't been in. I think it's a phenomenal building. It's stunning. It's huge. I like it.

The Flag –photo 31:54

Peaceful, tranquil, sleepy. I like the fact, even if it's down hill shot.... That's the thing I like about this place, or this state, or this part of this state, it all seems to level out. Like it just doesn't go down and it stops. It goes down, it hits the water, and across the other side , as far as I can see. So, the geography, wait is that, this is moss on the light pole,

I've never paid attention to that. That's kind of cool. It's tranquil. The streets are beautiful. That looks like a red maple, maybe. I am not in it, like I know a little bit of something, something but I am not **I don't know. I think this photo is a great reflection of what Chautauqua is and its neighborhoods. It's so hard to put it in words what this place is. 33:50**

Why is that?

Is literally one of those things that you got see to believe, at least from my experience because this a I've never ever seen something like this or being part of something like this. I am not even talking about the homes, the beautiful homes, just the scenery and the yard art. After rain it's.... it's like the words I said when I first saw this (refers to the photo) aiming from the trees, it all makes me feel that way, and it's nice after rain.

Everything is kind of flourishing. Get's a little bit more life to it.

Kid with mom reading in Bestor Plaza –photo 34:50

That's a special moment. That's a really special moment.

I feel connection when I see this picture. Love. Knowledge. Carrying, Compassion, all the good things that makes are individuals that we are. That's a special moment. You don't see too many of those. I mean, you do but you kind of taking it for grant it.

So, seeing this it kind of puts it in a better perspective of, you know there's little things like this that count in life. That's nice moment in time, right there. (35:00)

Kwasi's journey to Chautauqua.

There is a South-Eastern Theater conference, which was in March, and it's held every year in a different location of United States. It's one of the few conferences for theater

that has hiring on the spot, or job interviews. Most of them are just workshops or the companies, they are showing their wears and the school that they are representing, but it's one of the few that actually has job fair, so to speak. But I am kind of new into theater; I am going to school for it now, so I didn't know what SCTC was. People were "are you going to SCTC, are you going to SCTC?" and I was what a hell is SCTC? And then, another person asked me last semester, she's like "are you going to SCTC?" I'm like "You mean the basketball thing?" And she's like "No, no, no, that's SEC, and this is SCTC." And then I was what is it, and she was "south eastern theater conference", okay, southeastern theater conference. So, in my town, is really small college town and in the summer time... I have three jobs and they all start from summertime, because the student leave and the bars are not going on, the performing art center is dead, the community art center is not very busy because the students aren't there. So I needed some work for this summer and I needed to get a lot of theater experience, so I will be better at for the next semester. So I take the bus, Megabus love you. Took the Megabus down there, and I stayed with a friend. The first day was so overwhelming because there were so many people there. I had no idea, I was "oh, wow!" The pamphlet is like the yellow pages, a lot of people there are there. But the next day, I went home, and I read through this, alright, what am I interested in, mark off, make a list, boom! Came back the next day, and it was this company I think in Brooklyn that I was going to interview for, but the line was so long, every time. I was going to go to a shorter line, and get in as many as I can, in the amount of time that I can. So, I came back, the line was shorter and the position wasn't available. So, I'm like okay, scratch it off the list. Chautauqua, ah, okay. And so they are right behind me. Chautauqua, the information that explained about the place, people they

were looking for, it didn't list a price, so I said, oh, this is kind of cool. Let me see if I can do this. I talked to a guy named Tim, and Tim knows one of my teachers. And one of my teachers is a really good friend of mine because in the younger days, when I first started school, I was in school with this guy. Now, he's taught me hand drafting, he's taught me drawing and he's teaching me 3-d, scenic design, this semester coming up. So Tim was do you know him, and I was oh yeah, I know him since we were kids. So I went and I said Jarred, Tim says he knows you from "Chataqua", I didn't even know how to pronounce it. "Oh, yeah, Chautauqua, Tim!" I was like "did you put a good word for me?" He said "I got you." So I was like, cool! So, Tim was, "Can you come to interview Saturday?" And I said "sure." So I got the interview, I met with Katie McClairy. I interviewed with Katie, and the interview went well, cause I came in with business; I couldn't stand a summer in town. So I was determined and motivated to do this. That Sunday, they have a twenty four hours grace period, they cannot contact anyone. So, on Monday I get up, I take the bus back to Oxford, I wake up I go to class, like an eight o'clock class. I'm on my bicycle. I noticed that the campus is kind of dead. Well, maybe it's a football game, maybe the kids are away, you know whatever. I see this guy on campus that I know and he was "man, what are you doing here?" and I was "dude, same thing you're doing here, I am going to class." "No, dude. Is spring break. I am just here, hanging out." I was like "oh, dude, I didn't now it's spring break." So, I said well, I am here for nothing, so I biked back home, I read my email, and I got home like eleven, or something. I checked my email, and "we like to offer the position of master electrician" So I was like shit, I kind of freaked out. My mom was with me, because when I moved back south I was like "if you want move back with me, that's cool" because she need a

little help. So I told her and we just kind of embrace each other, and savored that moment. So, I got here on the 13th, no the 12th, on a Thursday of June (42:12) **June 12th**. **And I took the bus to get here, I took a bus from Oxford to Memphis, and then from Memphis to Chicago, and then I flew out of Chicago to Ohio, and I took a cab ride from Ohio airport to megabus stop. Then I took the Megabus again from Ohio to Pen State, and then Chautauqua Institution shuttle picked me up from the bus stop, and I came here.**

42:47

So, I get here. I am exhausted. I am tired. So Ryan asked me, do you want to go at the grocery store, so we go at the grocery store, and I come home and I it and I go to bed, and then the next day I get thrown into the fire.

43:13

It was like “oh my god”, I had no idea. It was so intense. It was like a cultural shock from the people. I was riding my bicycle just looking around, and I was “Man, how the hell did I miss all of this? How did I not know that this even exists? How did I miss this?” And it just made to realize the opportunities that I missed. And you don’t really get too much. And that’s why I am really grateful to be here, because they could have chose somebody, but I really needed this. Not just financially, but emotionally, spiritually, physically, I really needed this. So I am glad to be here. And my boss told me that I am doing a good job, So I will continue to that, and hopefully I will get back next year. And I’ve been excited the moment I heard about the position and I was offered it, so I am just thankful and happy I can be here and do my part, and be a part of this great Institution. It’s been crazy. I had no idea that’s

going to be this intense. I was like “wow!” I’ve never go in anything, thinking that it’s going to be easy, because if you go into a thing thinking that’s going to be easy, (laughs) Even if it’s something is never go thinking like that. Always it’s a kind of challenge, every day it’s a challenge, every day I learn something new (44:26) every day I am just amazed on how this is pulled off. And this is just like the theater (44:33) the theater part. I am not even talking about the Institution, like Chautauqua in itself, that’s a whole another like... I haven’t had time even to process all of that, like all the wealth here. (44:40), and the people here. It’s amazing. I had some interesting times here. But now, it took me like a week to get broken in, and I was like man, not that I doubted myself, but sometimes you use a little reassurance. (something I can’t understand what he is saying)

I came from a museum background. I know like focusing lights, wiring them up. I know museum type stuff. So I just got to school because I needed a degree. So I am ...lighting design, you know you might just go give it a shot. So no theater, so I am learning about theater. I just recently learned trim heights, like theater terms. I don’t know... I had to learn the things for the last two, three semesters. I had to pay for it, because I’m considered older student, so I had to pay for. Before I got financial aid, I had to take 12 hours that I had to pay for, out of pocket, before I qualified for full time. I had to make C’s and above in all classes. But I made B’s for all of my classes, hence I had to take three jobs, so I need to pay for that shit. I just got back to school maybe one year and half ago. I had some set backs when I moved to Oxford but I’m good now. But I took one class one semester which was theater design, and then I took two classes the following semester which was lighting design and rendering for theater, and then I took my last

class which was the last semester, which completed my twelve hours out of pocket, which was drafting. My first class was hand drafting, and my last class was computer drafting, which kick my ass. Oh my god, it was nuts. But my teacher stayed with me before class, after class, the mornings, the weekends, he worked with me, I worked with him. He just start teaching a year and a half ago. 46:52

So what was that you learned in that class? 46:52

You learn how to draw a light spot on the stage or how to draw scene pieces. You know, I learned it before and the guy who taught me hand drafting was Jarred who knew Tim, he taught me hand drafting, but then I learned computer drafting that was a whole different world. And I am older so I didn't grew up with computers. The laptop I had was the first laptop I've ever got. Luckily my mom got it for Christmas because I would have been fucked in my class. So, man, this theater was so much stuff I had down stage, up stage, left, center, this and that... I'm like, what a hell are they talking about... I am ,wow, what's going on? So I'm like "okay". Now I've done some theater stuff in my town, but that was really small community art center, and it's not the scale of this. I've done some concert things to, but this theater stuff, and the people that they have here, are some of the best of the best.

48:03

If you are here, I don't care if you are a fellow, I don't care if you are an intern, whatever you do if they chose you to be here, you're very good at what you do, very good at what you do. I mean, Yale, Julliard, are just... and then we had a meeting

crew in the Amphitheater, and Vivian stood up and said something about SCTC and she mentioned my name, and Katie said “we hired Kwasi from one 1000 applicants for the job. Not one thousands, one hundred applicants for the job, and she chose a hand, maybe two or three people would be here. I’m like wow, so they picked the best of the best. If you’re here, whatever you do, you’re the best at it, or one of the best. So that was kind of an ego booster but when I got here I had to learn so much (48:40) like oh my god, moving lights, intelligent lighting, strollers, programming, I was like okay, researching. Oh, man! I learned it on the spot. Okay, I gonna program it like this, troubleshoot, this, okay ... brrum..it’s fixed! Because the lighting design is waiting on me, the boss is watching me.

So, it’ s also a lot about being open to learn and open to challenges, I guess, because you are challenged?

48:00 -50:00

Because I did my research before, I talked with people that are in my town, who are lighting designers, and who have done big theater before., because I’ve never done anything like this ever, what to expect, and they would like tell me. But after I’ve been here like doing the thing, it’s crazy every day. And even they have challenges, the people that told me...my teacher did the Laremie Project. And he had moving lights in the show, led. So he had to learn about those. There’s some things you have to learn on the job, right there, and you got to learn it in a couple of hours, not a week, not.... I mean, programming, what’s the formula, boom, boom, boom, it’s working, okay, boom, boom, okay. So I was on the struggle bus, because your reputation, your job is on the line, you don’t want to make your boss look wrong thinking that she hired a fucking idiot that he

doesn't know what he's doing. So, every day is a new challenge, every day I learn something and I love it every single day. I haven't had a dull moment yet. Even when I am tired and exhausted and I have been up for 16-17 hours, I had to get up in three or four hours, I still love it. I'm in it for keeps, I'm not going back, it's just what I do.

50:37 – 51:04

A week here, a week here separates the strong from the weak. This shit is not made for everybody. This theater here is not made for everybody. Not everybody could do it. You have to be strong here, physically, mentally, and spiritually. You got to be very well rounded, because everybody around you is excellent.

Laughs You have to bring it, a hundred ten percent, you can't backslide. So, I'm going on it with full speed, I'm learning, I am gaining knowledge. Not only with the lighting thing but just ...alright, let me just study the production manager. How she communicates with the lighting designer.

You'd mentioned team-work, right?

Man, I had no idea. It's nuts! You go in there, you do your lighting or whatever you do, but meanwhile there's another person in a different crew who's doing painting, they're sawing metal, they're building, there's hammers, there's drills, there's all kinds of, I mean, there's the production people, then the actors, so many people. And I'm like how the hell, in a small area, in a small confinement, working together. You have no idea what the next person ... you just know they are working. You don't know what they're

working on, what they're doing, what it's for, and the all the sudden, is just like – voom, and it comes together! I've never seen anything like, it blows me the fuck away.

52:15

It's wild man! It's bananas! So I was thinking about this. This place is such a well known Institution. I've never heard of, but when I asked about it, people were like, I found the people that knew about Chautauqua, intellectuals and artist and you know. And I think it says something about somebody who's in wealth to come here, that says a lot about that person and their value, because some people with wealth they go on vacation, they go party and drinking... so do whatever, you know. But how rare is when somebody comes for spiritual growth or development? And that's their vacation, like most people they don't want to learn, but this people come here for a purpose. And it has such a reputation around the world, and it's so respected that, you got to be able to level right with it. You got to be right next to it because the place expects it., and hopefully, they pick the people, they do pick the people that bring it every time.

Sometimes, you know, I'm sure within any organization there are some small sudocrat? But I haven't seen that since I've been here. Everybody I know that I worked with, I don't care if it's in this department, or somewhere in Bestor Plaza, everybody is professionally, one hundred percent, and they are doing to the best of their ability and beyond. So that's right on my alley. I love that shit!

53:50

So, uhm, it was amazing journey, I've never thought that I'll do this. I'm just really thankful for the opportunity because it doesn't happen very often, especially in the south where I'm from. It's not out there like that.

This is only my second week, that was only my first week, the first, second day when you saw me.

So how in a short time like that this place already made you want come back this summer?

55:30

I'm a late bloomer, so it took me a long time. I will turn 40 this month and I'm still in school. When I worked at the museum, I think I started, I worked there for seven years, I lived in the city for eight years. So, I knew then when I left the museum... when I was at the museum I was like, this is what I wan to do, I want to do something with lighting, I like it. It's something expressive about it. I enjoy it. But it came to a point where I had to get more education. Now, I knew that this is what I wanted to do, and when I left the museum, "What else will you going to do man? What else do you know? I mean, you learned there, you got some skills. So, I'm going to Ford (Oxford) just because I live the museum, I live in the city doesn't mean I can still pick up where I left off. I am going to be something. I'm in it. So, hence for the school thing, getting more education because you know, just instead of applying for jobs like I did, and getting lucky, now I can apply for the job that I want. I got a degree now, I don't even have to try work as a lighter designer, I can apply for the job because I have gotten a degree. And a degree, no matter what your profession is, theater or rather you're a doctor, or journalist, if you have a degree that shows that you're motivated, that you're persistent, that you persevere. It

shows dedication, it shows so much. And it took me forever, to realize that. Not to realize it, but it took me a minute to realize that. At the museum I had to get more education I lighting design, if I wanted to this, make a decision, make a choice.

This is what you are going to do, and you turn around almost when you're 30 and you're trying to do something new. I don't know anything else. I mean I do, but not like this. So I came back here and I just dove into it first. I got to. I got to. Failing was not an option to me.

57:57

I don't like mediocrity, so I am not going to put it out there myself. So failure was not an option for me. I had to do this, but like just to give me opportunity to me to do this I had confidence in myself but to be in an institution like this, and for somebody to give me that opportunity, it's appreciated it.

Just drive and determination, pick up keep going, pick up keep following. You just can't... you got to keep going.

Do you think about the fact this community is gated? 1:00

It's so easy to hate somebody than to love them. I don't understand why that is.

It's so easy just to dislike someone. I realized that when I was in Chicago. Nothing happened, but just coming of age and just realizing things, it's so easy to dislike or hate something as oppose to accept and love it. But, how do I feel, I get you question.

Well, coming from a black perspective, it's a cultural shock, and is not because I am not used to see white people, I've never been around so many white people, that's not the fact. It's more the fact I had no idea of the tremendous amount of wealth that is out there,

and I've lived somehow everywhere. But when I came here, I was like "wow" "wow" It's just how did I miss out on this? How did I not know this is... that just still bows my mind, so I'm just trying to get my way around. The wealth, I can't even imagine the wealth. What the hell are these people doing because if you're just here for the summer, and you're paying taxes, and you go elsewhere in the winter, wow. I mean like Asthon Marton's parked... I mean and is not really that ostentatious, but it still is hard for me to relate to, because is just not how... it's new to me. I've never seen anything like this ever. I think it's a beautiful place. People are very friendly. As for as the gated thing I could see how some people could get a little bit out of shape about that, but I mean it's Chautauqua. It's so unique in so many ways. It's strangely unique. But I thought about it, and that keeps me up a lot at night. And that's why it's hard to get my mind rested. It's still early, I hope I answered your question but I can't put my finger on it yet. It's hard to wrap your mind around this place. I had no idea. It's like wow!

01:03

And people know, because if you are walking around and you see somebody, a white person or something, you either going to assume that they have either been here as a kid, or been here before, or maybe not, but they either know somebody whatever. But from walking down the street, then they instantly know that I am not from around here, probably don't know anybody here, and the first thing is "where are you from?" And then I tell them I'm from the South, sometimes I get a bad reaction, sometimes I get a good reaction. So, like it's instant. Sometimes I feel when I pass people that the smile is kind of forced, and not because I don't think they are not genuine but it's kind of like "let's

smile because we don't want him to think that we are a certain way. As oppose to like just smiling because you just see a person and you know, that's what you do when you see people as opposed to let's just smile so he ...let's play like we are all nice folks and put that image out., and sometimes it feels kind of forced, because I know the difference between genuine a forcefulness. So, I kind of get that from things but it's interesting being a minority here. It's very interesting. So I am being careful with what I say and not that I would say anything like off kill but I don't know who knows who, and who's not connected to who. So you got to be mindful on your own, and that's what I do. Other than that, is an amazing place. It's hard to put in words. I'm thinking, I've tried it. It's so early in the season though. So, who knows?!

3. Bob Hopper, Chautauqua year-round resident

Main gate photo

I see that photo and I think about both leaving and coming to Chautauqua. And it's funny, first I thought entrance but when I am entering I am coming from the ground, but this one made me think more about leaving, partly because there's a car there that is leaving. But it's actually a pretty nice picture. Somebody was up high. Did you take this? Where were you standing?

From the Welcome Center, on the roof.

On the roof? That's good.

So what can you tell me about the main gate?

This main gate was here the whole time I've been here, even though it's new. This is pretty new, but it's always been like that. What's neat is that I look down the brick path

and I see that this is probably before the season because the barriers are not up at the top of the brick path and somebody is parked on the road in front of my house, and they should have gotten a ticket, they shouldn't be there. **(1:26 –looking at detail in the photo he can tell that the photo was taken off season – based on the gate barriers and the car parked inside the institution on the brick walk)**

It's spring. The trees are green and it's very nice.

How long do you stay here at Chautauqua?

We usually come the first of June and leave the first of October, so we spend for months, and then the rest of the time cleaning up after living here and then getting ready to come here. So the heart of my life is the four months that are up here now.

And then the rest is almost like a preparation to leave and then a preparation to come back?

Right. And then the Christmas holidays are different, and then when it gets really cold, we get tired of it being cold, February or March will go some place that it's warmer, just for a vacation.

Where do you usually go?

We'll either go to California or Florida.

Bell Tower 2:52

Oh, I don't know what that is. (he's joking about it) Hmm. It looks like it's Italy, it's a Romanesque bell tower, must be at lake Como. So you went to Italy and took this picture?

Me: laughing. No, I didn't. (and he goes on joking about the photo)

You took this picture from a helicopter. How did you do it? You were in a cherry picker?

No. Is it from the hotel?

No. It was the cherry picker.

You got the color nice. I find it, to me it is amazing that this is sort of the symbol now of Chautauqua, this Bell Tower, because of a Romanesque bell tower to me has nothing to do with Chautauqua. It has more to do with a hill town in Italy or Europe, but not with Chautauqua.

Why is that? How is Chautauqua?

To me, Chautauqua's architecture is more old, semi-Victorian, American wood things. And the building that has been down here, right her where the boats came was an old Victorian wooden pier building that had a tower on it but it was more like a church steeple.

And then what happened with that? Did they demolish it?

Yeah, it was falling apart and it didn't worked well and the boats stopped coming, so then they built this.

Was that the entrance to Chautauqua at that time?

When they had the pier there most people came by boat. Trains would come to Jamestown and Mayville, and people would get boats and they would come down and they would get here and their baggage would come off. But there were lots of young men and boys who take carts and carry the trunks up to people's houses. And then they did this tower, which I don't know how old it is, maybe it's from 1920's, 100 years old, but it's now the symbol of Chautauqua; it's the Bell Tower.

I think that people thought it was lovely. And then how you capture it against the lake, it's pretty unique. Most bell towers like that they are connected to churches without lakes behind them. But it just became the symbol.

Swimming –children's beach 5:40

Aha! This is a part of Chautauqua that I don't do. I have never swum in the lake. **Never?**
Never!

And for how many years have you been coming here?

For twelve years!

And never swum in the lake?

No.

Why is that?

Because I don't have a swimming suit. (laughing!!)

Do you like to swim? Do you look water?

I drink a lot of water. No. The water is too cold, **and as my granddaughter says it, it has all the yacky things growing in it. (6:29)** Do you go swimming in it?

I did last week. It wasn't that dirty, not that much seaweed that you find later in the season.

I wish a good friend of mine had a very nice boat. I like to go out on the lake in a boat. I helped my neighbor over here, he has one of those little sailboats, and I helped him do that a couple of times. And it's funny. The boats go really fast towards Beamus Point – and then it takes forever to come back because of the wind. So I tell people to have a car at Beamus point and to let me off there, I will drive back.

So what can you tell me about the lake? Do you have grandkids that do that?

My granddaughter used to go in but she doesn't like all the seaweed growing. But it's beautiful I like walking around just looking at it, and as a photographic target, it's great. And I love the red and yellow lifesavers you got here. This could be an add for the

lifesavers candies. **Also, the girl looks like she must be one of our violin players we have here.**

It's interesting you made that observation. What made you think about that?

8:34

Because they are not that many minority people at Chautauqua. So when you see somebody that is obviously has a family history that is different, I think about it, what's their family history?

The other thing that happened though now, there are lots of kids who are adopted from other places so you absolutely can't tell what their families are like, or anything just by looking at them. (very good observation about the people not only at Chautauqua but about how are society changes and how the fact that the outside world is changing – that changes also the face of Chautauqua- they are inter-related.)

And I can't tell from the back, rather the little boy might be her brother and might a boy that has nothing to do with her.

Where do you find the minority people at Chautauqua?

If they are a minority, they are mostly younger and they're either students, or they are children of people here but they were adopted from some place. They are not

that many 40, 50, 60, 70 year old people from China and then Japan, and then Korea, though they are a lots of young people. And then they are not even that many from Romania.

Thunder bridge - photo

This is a new sign since they fixed all the classrooms and the great bridge. And I love the bridge and my granddaughter used to love riding her bike over it, and the noise it makes (he hits the table to imitate the noise) when you go over on the famous thunder bridge.

Where is the bridge?

It's at the south end of the grounds. Do you know who Mable Powers was?

No.

She was a lady who lived here for a long, long time and she was very interested in the history and the stories when Naïve Americans roamed and lived here and she wrote books about the early history of Chautauqua. You could go at the library and ask them to show the books that Mable Powers wrote.

And you mentioned classrooms. What classrooms?

There are classrooms in the trees here and when they do talks about nature, people go and sit in these outdoor classrooms and here talks. (I have photos and video of these classrooms.)

Are those only for only for kids, or also adults?

For whoever comes. But they are mostly for adults and their nature talks, the Bird Tree and Garden Club does them. I don't know. I think they do something for the kids from Club too.

How important would you say that the nature is for Chautauqua?

12:50

I think is very, very important for some people. I always joke with my wife that some things are too natural, and I like man made things. I am not big on nature.

Could you give me an example?

I like the camera better than the tree, and I love when we walk and my wife says, "look at those flowers", and I am "mmmm, look at that car."

But you still come here.

13:30

Oh, I love it here. It's really beautiful. But I don't study the trees , I just enjoy them.

Alley photo 13:50

Oh, oho! You know when you had it like this, I thought it was a swimming pool and there were the lanes . I don't know exactly where this is, but it shows how close a lot of the old buildings are at Chautauqua.

Why are they like this?

Because when they started, they didn't have these many rules. I am amazed they are so close. It doesn't make sense to me because I would have thought that land wouldn't be that precious, and the privacy... They had wooden floors and the walls went a up a little bit, and they had canvas tents at first. So they were tent cabins. And then I don't understand for the life why there were so close cause you'd had heard everything. And they had rules of when you had to go to sleep, when you had to be quiet, and it was because you could hear everything.

Do you think it was a lack of space?

I don't know why. I really don't understand why they did it, cause there was space and they could have spread out a little more, but they just did it this way. Maybe they wanted to be close together hat they had the community being close provides. Maybe they didn't want to have everybody working in their garden so they don't have a lot of room, they don't have gardens. Just go to the lectures, and don't work in the garden.

How would you describe the privacy in Chautauqua? 16:00

I think it's a wonderful mix that you can now everybody and talk with everybody but you can also escape to your house. And generally when people come and talked to you on the porch, they leave you alone inside your house. I've never had anybody just wonder in. though we had people that came and knocked on the door and asked if they can rent a room because the house is kind of big and it looks like it could be a boarding house.

Okay. Anything else about this photo?

This is bad as pest is siding? ? and a lot of the pipes are outside and they must freeze in the winter. So these people don't leave in their house in the winter.

And you can tell that because the pipes are outside?

Yeah, yeah. Because those pipes would freeze with water in them, so the people don't live there in the winter they go away.

Children's School 17:17

Okay. This is a FIFA World Cup football game and these kids got the yellow card, and this girl got the red card she is kicked out of the game, and this girl is going to be kicked out if she does something bad again. (He jokes about the kids in the photo of the Children's School)

This is at the Children's School, which is the kids under five and six years old. And it's funny (he laughs) the young man who's a teacher is clearly perplexed of how he's going

the kids. I think people suppose to be coming and line up with him and they are not there, but he has more than these girls do who have nobody. Maybe they're standing over here.

It was the first day of children's school, last season.

This is really lovely, when our granddaughter, the first time when she came she went to the children's school.

Did she like it?

Yes, she loved it. She's now 17. So she came here when probably she was 6. Would have been the last year of the children's school, and they have the lovely parade. **Have you done the lovely parade on the Forth of July? It's really great. They all make white and blue funny hats, and costumes and they march. (19:10) There's a band and they march to Bestor Plaza, and they are really cute little kids. You can't go wrong. Every year, there are the same pictures of different kids.**

Fountain photo 19:30

These are bad children, bad, bad children, sitting on top of that lovely statue. That's a piece of art. Why are they sitting like that? What's really, really bad about this picture, these four boys are looking at some YouTube video on that kid's phone and it must be really interesting. Look at their faces, they are just starring at whatever that

picture is while they are totally ignoring that beautiful statue there. Just like the parade, everyday they are different kids at that big fountain and my wife is saying she would love to see a collage photo, a little movie down of every kid spraying the water in the summer. They should have a camera set up that would go on every time the kid would spray the water and just take about five seconds of every kid.

There would be like hundred of kids.

But wouldn't that be neat having it for the whole summer?

So there is technology at Chautauqua?

21:00

Oh, you bet. Yes, and it always has been.

In like 1880 when the telephone was pretty new, they had a debate if they can put telephones here, and they had a debate if it's good or bad to have telephones. Bishop Vincent decided that telephones would allow people to be together and inform one another of what was happening, so ultimately telephones would be good. They had to think about it. It might have been bad. And it was going to happen anyway, so why try to stop? They are not Amish. They are Chautauquans.

Hall of Philosophy 22:20

This photo reminds me of my wife because my wife painted the white Greek key that goes all along the inside of Hall of Philosophy. When we came here, it was all black, you could barely see the details of the outline of what have been there. So she got permission

and volunteered and painted all of that. And she had to get one of the cherry pickers, the cranes to go up and do it, and it took her two years to do that.

That's a lot of determination.

Yes. She loved doing that, she liked being able to make it better, this great beautiful place to make it look better. She love doing that. And most people I think they go there and don't even see it.

It's a really beautiful place.

This is the most wonderful place I've ever done a speech. You stand there and you think "wow, I am like Socrates." You are like in this Greek temple and you are trying to impart knowledge to other humans in this wonderful, wonderful spot.

What speech did you give?

I gave a talk about the ethics of government and then when I was the president of the Unitarians, I would be the master of ceremonies and I would be the presiding officer every Sunday morning and I would give little talks about the history of Chautauqua. Also, it's lovely, Lewis Miller one of the cofounders originally he designed the building almost on the back of a napkin. It was one of the first buildings, don really early and then it started to subside so they had a professional architect to come and redesign the

foundation and the floors and they had to redo it. But it looks basically the same but it was redone. So it really does connect to the founding days. I am sure he has seen a lot of Greek temples and Roman temples but I don't think he copied anyone in particular. He just had in his had all of them.

I don't go to all of the 2 o'clock ones because they are too crowded. It's hard to get a seat, but I go every Sunday. We have our church service there every Sunday. Is just wonderful. And if you look at pictures of this place 50 years ago in the 1950's the women all had work dresses on and a lot of the men had old hats like the Hamburg type, you know the funny old men hats, and they would wear suits and ties. It was crazy. They were just most formal. But everything was more formal. When men went to baseball games, they wore suits and ties. Partly because they would go after work so it was hard to go home and change their clothes. (YOU COULD USE THIS IN WHAT CHANGED AND WHAT STAYED THE SAME)

What kind of events they have there at Hall of Philosophy?

They have the Afternoon Lectures that are on religious themes, at two o'clock everyday. They have book review in late afternoons. The Women's Club does talks there on Saturday afternoon. The Unitarian Universalis have church services there every Sunday morning, and in the spring and fall they have weddings in there. For weddings, it's a really beautiful place to get married. They move the piano here and the little podium there and have people sit looking down towards the lake.

The people who get married there are people who visited here or are people around this area?

There are a lot of kinds. There are families who come here, they visited for the summer and loved the place and they would try to have a wedding here, and then quite a few people who live in the region know that it's a beautiful spot to have a wedding. I think that those are the two main types.

Amphitheater photo 28:40

This is the youth orchestra, the festival orchestra playing in the Amphitheater. They are tuning up, they are not quite ready to play yet. And you know how you can tell this is the festival orchestra, because this young woman who plays the double bass has pink hair, and none of the gizzards who paly in the symphony orchestra has pink hair. And also you can't see Stuart Chafids isn't playing the timpani in the back.

So this is from last year? It's funny one of the cello players from last year are here this year and I'm trying to see his black curly hair there.

So what memories come into your mind when you look at that photo?

30:34

My friend Ira Cooperman and I now we always try to have one or two of the young musician to help and connect with. And then we would have parties and we would have them come, be in our porch parties and play their instruments.

And play other instruments and we make them play things that they don't know how to play and then I always asked them, do you know how to play Beatles songs? I only invite the ones that know how to play Beatles songs because they are more relaxed and they are not playing just classical music, and almost all of them can play anything. The other thing that is just amazing to me is that these musicians are so good that most of them can play more than one instrument, and they know music so well that you can give them an instrument that they hardly ever played before and they can figure it out how to play it. I mean you were there hearing them play different things.

They apply and they do sort of auditions and I don't know if it's a committee or it's just the conductor and they pick 75-80 kids and they give them scholarships to come.

Probably in the country there are four programs that are competitive and comparative with this one. They get professionally better at what they do. These young people they all try to become professional musicians. I mean you know how hard it is to try to make a living as a professional artist, and they have the same problems those photographers and writers have, they also learn how to be music teachers. They meet adults hear who had become music teacher. They get help from the seniors who are in the Chautauqua Music Orchestra who are their instructors, and I am sure they spend a lot of time talking with them of what their careers can be. I always wonder what they tell to the kids who are

good but not great, if they tell them “you know, you should play in the Rocky Mountains Civic Orchestra rather than the symphony orchestra.” I don’t know, but it’s a good experience for them.

Chautauqua Street 34:37

This on Cookman street, right across the Hall of Philosophy and they’ve always had and I’ve never known and I still don’t know if they neighbors on that street hang the rope with the flag there or if it’s Chautauqua who put he flag there, and also what it suppose to mean and why is that big American flag out there? It’s beautiful, looking down at the lake, and it adds a highlight for magic Kodak pictures moments. I have to put my flag out, my big flag. I’ll put it out tomorrow.

Is it because the people are patriotic at Chautauqua?

Yeah... they are. I mean they are not jumping up to go to war for anything but ...

Who has the president who said that Chautauqua is the most American thing in America?

Oh, Teddy Roosevelt who said this is the most American place in America, or something like that.

Do you agree with that?

Oh, it’s fine. I don’t agree with categorical statements that anything is the most of anything, but also it gives a feeling, a sense that it’s a very American place, it’s true.

What makes it like that? What gives that feeling?

It's interesting. We all think we places we like and the places we grew up are unique and they are only unique because that's what we are. We are all unique. So I don't know if they are places at all like this anywhere else where people can go and study for the summer and they can do all the things we do. **Do you know of any places like this in Europe?**

No. There are summer camps but I don't know a place like this where they have a community like this and everything is manmade. (36:00)

Do you remember the horrible tragedy in Norway where all those kids at a youth politics summer camp. But they are not for families. They are people of one age or who do one thing and the difference here is that is sort of for everybody, and that's the weird kind of diversity here is that is people of different ages and different jobs coming together just to be here.

I find it really amazing that you can hear one of those religious talks on 2 o'clock on a fairly controversial religious topic and you could be walking around and you could talk to anybody about it. And you will, you will go out there and you would ask what did you think about Bishop Pavn of saying this, and you could talk about pretty controversial things and most of us grew up and our parents would have told us you now to be nice,

don't talk about politics or religion with people you don't know really well, and here you can do that, and I love that. (38:48)

But for all of that there is a certain niceness to where you'd suppose to have nice ideas, and you suppose to be nice when you talk to people, and you suppose to be polite and loving and it ends **up being a soft liberalism (39:25) that everything is just a little bit liberal but not always thoughtful. They all agree, but not totally. They will question one another. I sometime think that people who are really strong thinkers on either the left or the right think there's no room for them here to express really strong opinions. Now most of the people who come here and don't like it, don't like it so organized. And they really like to come and go swim in the lake or just go to an outdoors place, and others don't like they have to pay to get in and out. I have friends and because we have this house they don't understand why they can't just come and stay at our house and read books and watch TV and not have to pay to be inside.**

What do you say to them?

The answer is that there's a lot of things available here and if no one paid no would have been available, and if they want a nice program and everything kept up, we wouldn't be here , so they wouldn't have our house to visit. Ultimately the people who don't like the program, don't come back, but tht would be for every ten friends and family who we invite, nine of them love it. So it's pretty amazing, but then they are the few who don't.

Mom with the son 41:30

So here is a lovely mother with her son and it's cute Chautauqua t-shirt looking at a picture book. It's funny. It's in the evening. The lights are just starting to go on and people are walking to the amp, and she keeps telling him "oh, we'll never going to finish the book. We have sixty more pages to go. Aren't you ready to go home and go to sleep?"

And the boy?

And the boy says "No. Read some more! Read some more!"

Or I'm not sure. He doesn't look very happy. He wants to go up and jump in the fountain and spray some of the water. Oh, I also like the bikes; they remind e of my bike because they have little streamers on the end of the handles.

Do you ride your bike here?

Yes. I love it because at home I can't ride my bike at all because the streets are too dangerous.

Are there any trails?

If I rode twenty blocks I could get to a trail, but it's up and down, big hills and lots of, so I don't do it. Here I just go everywhere with my bike.

Is this a scene you can see here often, the mom and the kid moment?

Oh, yes. You could go down right now and probably see that. You could go down and see the kids on the fountain. But right now is probably the quietest time in Chautauqua, about 2:30 in the afternoon.

And when is the most active?

Going to the Amp at 10:45, which is the morning lecture. The people want to get there in time, but they want to go to the post office, they want to get their paper, and they don't want to be late.

So what's your daily routine in Chautauqua? Do you have a daily routine?

I do. I get up about 8 have a cup of coffee. They bring me my Daily and they put it on the porch. So I look at the Daily while I have a cup of coffee, and then I get on my bike and I go I go down to the post office and then I got to the bookstore and I get the New York Times and the Jamestown Post Journal, so I read about the local area.

How is the local area?

(45:00)

It's poor, but it's nice. They are very nice people and it's a lovely place. But they don't have enough work and jobs.

How are the neighbors here at Chautauqua?

We know them all. We know are neighbors here, every bit as closely as we know our neighbors at home. This is interesting.

4. John Schmitz, 12 years working for Chautauqua Archive

Main gate –photo **2:30**

This is the a picture of the main gate.. The walkway there that's in brick that's Vincent. Vincent Avenue used to go straight down to the lake now it goes only to Bestor Plaza where it's interrupted but it picks up again later. The main gat here it's shows what's left from the trolley car that came from Jamestown and passed by Chautauqua. Of course there was always a land gate at Chautauqua, now the main entrance to the grounds used to be by water, down by the lake at the Pier building. But as we get in the 20th century and there is a shift towards automobile traffic, the main gat becomes this gate, and the lake instead being the mean of which people arrived here it no becomes the final part of the destination.

The Miller Bell tower 4:00

This is the Miller Bell Tower. It was design by Green and Wicks and it was built in commemoration of Lewis Miller, one of the co-founders of the Institution.

It's style ironically it's not very typical of Chautauqua at all, although not one style of architecture it is typical at Chautauqua, there are all styles on the grounds, but this one became the icon of Chautauqua. Prior to this the icon of Chautauqua was the Hall of Philosophy.

There was a tower on top of the Pier building, which was where the Seth Thomas clock was put. When they built the Bell Tower they moved the Seth Thomas clock. This is one of the original faces from the Pier building face. In the 1960 they replaced the clockworks with electric clock works, and then just a few years ago with some help from the Cornell family we had the clock restored to a working condition.

Do you know why it became a symbol for Chautauqua?

I believe that the tower became sort of an icon for the institution because it is the most visible part of Chq from the lake. You can see it from Mayville; you can see it when you are on the water, and because it stands out at the end of what it was Fairpoint. Originally, the center of grounds here, it became the first thing that you notice at chq.

Children's beach photo 6:30

Chautauqua lake. There wouldn't be a chq without a chq lake. Water has always been important to this area. It's a glacial lake that was form at the end of the last Ice Age. The French came here at the last half of the 18th century, hoping to connect their strong hold on the St. Lawrence with their tenuous hold on the Mississippi River by way of the Ohio Valley River system. They also were anxious to get into this area as the English were having great success trading with Seneca. The French always said that the secret of their form policy in the New World would be getting a treaty with the Seneca, something they never really successfully did. But what they had hoped to do is to come down by way on Lake Eerie then do a portage up the hill on what is now highway 394. The French hoped

to make the connection by landing it by landing it on the Southern Turn on lake Eerie portaging up what is now highway 394, coming to where Mayville is now. They erected a camp and there they dug out boats which would take them down the lake, down the Shuttercorn river through the river system all the way down to Fort Duquesne to Pittsburg. Had the French won that war or had the British successfully called the revolution or had United States taking Canada on the war in 1812? It's possible that this would have become a major transportation routes since this is the most direct means of connecting the Atlantic with the Golf of Mexico. The height problem is serious. There were concerns, there were plans for making a canal system with locks down to lake Eerie. The trouble was that Lake Eerie was not that deep, so it would have simply drained the lake of all of its water if they had tried to do that. But then the lake remained very important, it was central piece, the attraction of the area as a tourists' destination, which of course was very important with the success of the Institution.

9:54

The lake was so important to the Chautauqua Institution that when other places were trying to copy the grounds here, they actually made a point of including some body of water rather was some vault in a river or small lake, and if there was no water at all, they actually created a man made lake for their grounds.

Today of course the lake has become really the final destination of one street here. You know you are here when you look down the road and you see the blue water at the end of it. **(10:50)**

People fish, they boat, they swim, they do the things people have done on this lake really ever since it came into being.

Hall of philosophy 11:17

This is the hall of philosophy. This was built in 1979, designed by John Vincent it was built to accommodate the graduation ceremony for the first Chautauqua Literally and Scientific Circle class that would be graduating in 1882 after completing a four-year course, which has started in 1978. He was so confident in the success of this program and he build this building just one year after the clsc has started. This became the icon of Chautauqua, and you would see it in publications, you would also see it around the country that had Chautauqua like programing. Today is an excellent venue, combining the outdoors with a little bit of protection from the rain. It has a wonderful sound system and the afternoon lectures that are held here have a feeling that is almost gospel like in the way people have assembled to hear the speakers.

Do you personally like the hall of philosophy? Do you go to lectures there?

The hall of philosophy is an excellent venue both to attend the lecture and to speak as well because o the comfort that the audience has, as it assemble inside the building spreading onto the grounds.

13:26

It's obviously intended to be classical in style, is not the exact copy of any classical building, but it indicates the respect in time for the timelessness of education.

Amphitheater photo 14:30 -18:04

This is a photograph of the amphitheater. The original center meeting place at Chq was in an open air, in a grove of trees that was called the Auditorium where Miller Park is now. Because it sometimes rains at Chautauqua they will find that they have to go up the hill and go under a big piece of canvas where Bestor Plaza is now. Lewis Miller had the idea of taking that the tent and putting it over a ravine that it was just to the south of the grounds and that way that could seek more people. That became the location of the current Amphitheater. In 1879 they constructed a building over that ravine which became the first Amphitheater. The only trouble was in order to hold up the roof there had to be several pillars and that obscured the view from many of the seats. Moreover it was quite loud when it rained and in time the building just began to fall apart so it had to be replaced. In 1893 they constructed the current amphitheater which was completed just before the panic in 1893. Essentially the building has not been really changed. The stage has been changed in order to accommodate changes in the programming. There have been benches added here and there but somebody in 1893 coming to the amphitheater today would still know where it was. **(16:43)**

There's a look and a feel to it that is quite distinct of. The band of light for instance that goes around the seats on the edge, the way in which the ceiling is lifted up, these are features that begin to associate almost uniquely with this place, the breeze comes through, and it's this look and this feeling that is really essential to the amphitheater. Now the amphitheater was constructed primarily for speaking originally and it is an excellent facility for that purpose. Even to this day you can stand on the stage without a microphone and be heard at the very back, and this was a great attraction to many of the

speakers coming to Chautauqua, the chance to speak in facility that could see thousands of people and be heard before the area of microphones.

The Fountain photo 19:17

The brass relief which now stands in front of a Post Office at chq. Originally it was in front of Norton Hall and it was designed and produced by Frank Tori, a well know sculpture. In 1946 when they redid the plaza they moved this from Norton Hall to stand in front of the post office.

What about the photo itself? Have you seen kids like this playing? Is the fountain a meeting place?

20:35

Fountains have always had a way of attracting people. There's something I guess about the sound of the water. It's something about the shape of the basin; it becomes a natural center for gathering places. Of course kids love water and love things to climb on.

(21:00)

So I don't think that it hasn't been a fountain ever in any place of the world and time in history that hasn't attracted people and hasn't especially attracted kids.

Mom with son reading a book 21:36

Chautauqua has always been a place where people have come to spend time together as a family. When often in the city and often-busy life, I mean even when it started in 1874 then after, Chautauqua provided an opportunity for families to spend more time together. (common point with Bob Hopper) This picture is taken in Bestor Plaza which is at the center of the grounds. I think is somewhat significant that the center of the Chautauqua grounds is in a sense just open space. **(22:24)**

In other words, it brings everybody down, and then you go from there to wherever you're going. It does not have a building that would serve as the central place, other than the Amphitheater perhaps, but I think is quite appropriate that the center of Chautauqua is sort of a crossroads of people coming and going to various things and meeting on the way.

What about the idea of a shared space? I found an old map of a utopian city and the city was built in a circle with 8 gates and all the roads led to a central square. Does it have anything to do with the new urbanism idea or utopia ideas?

24:50 The history of Bestor Plaza

It's very common to have a village green, and the plaza kind of serves as village green at Chautauqua. It's the place you can do whatever, sit, read, eat your lunch, and throw a Frisbee. You often need a space to relief some of the pressure of everything that is going around, where people can come and concentrate in that one space and that will be found in many community designs. I believe that this is not at all like the new urbanism. **25:30**

New urbanism is a very artificial design imposed upon a space. This has grown up much more naturally. In fact what's odd is that this center of Chautauqua really was not the center until much later. The center was down by Miller Park, and then in some ways one would have expected to shift more towards where the Amphitheater is now, but instead this space which used to be the site for the stores and shops, not in a circular fashion but in a block layout, it was a place of business and commerce, and then that was cleared out, partly by a fire. Then they built the Colonade they wanted to have a bit of more view, both from the Colonade and off the Colonade since it was a nice building that they wanted to show off, and then of course when the post office was added as well, they needed the space to approach this buildings so they can appreciate it, and as a result Bestor Plaza emerges.

Was the plaza bigger or wider?

27:22

There was originally an idea of having Bestor Plaza becoming a great boulevard and the boulevard would stretch all the way to Hall of Philosophy that would have entailed eliminating a number of cottages. It also would have introduced things such as road trees, again something really common in new urbanism, not as common here at Chautauqua. We had them around the Plaza itself, but to have a longer avenue type of roll of trees it's

not something we typical do. We prefer the natural forest atmosphere for most of the grounds.

28:30 change Chautauqua urbanistic plan – money -

So those ideas were never accepted, and the other thing was the cost. Many of the ideas kicked around at Chautauqua never seen the light of the day because they would have been just too expensive, and often that was a good thing.

Children's school 29:00

This is a picture of the children's school. Now education has always been part of Chautauqua, but education at all ages has always been part of the Chautauqua program. Chautauqua was a pioneer in pre-school education, kindergarten education, in the initiating certificates in kindergarten education. That tradition never stopped. John Dewey had a sort of a brief stay here at Chautauqua over a few years and he praised the children's school as a model for exactly what he wanted to do. We were really a leader in this type of education across the country. Many people came here to Chautauqua in order to be train here in preschool and kindergarten.

What is so special about the children's school?

Well now I think what works so well is because we have families, we have children, grandchildren and great grandchildren, and they are able to take full advantage of going to the school. However, originally the school was successful because we operated in the summer, so that people who were teachers for example, couldn't go to school for the rest of the year, the idea of Summer University was very appealing. **This pre-school educational program was one of the most popular programs because we were some of the few places giving education in those areas.**

Thunder Bridge 32:05

When John Vincent first wanted to hold a two week normal school for teaching the new Sunday school curriculum, he approached Lewis Miller in Akron hoping to be able to use their main building there, in the Akron plain building to hold that school, and Lewis Miller said to him, no I have a better idea, let's take it to the woods.

And he suggested coming to this place, which was a camp meeting site on the Chautauqua Lake at Fairpoint.

Lewis Miller was the chair of the board of trustees of that camp meeting association, and he thought that would be the perfect venue for that sort of meeting that John Vincent was trying to do.

33:00 John Vincent was convinced and they came here, and they incorporated nature into the program. It was understood that nature actually was the perfect classroom. It had fewer distractions than the city had. Nature was the best venue possible. It was not only

relaxing and healthy, it was free of many of the distractions that cities had. And it also brought people and what they were learning into contact to a much greater context.

This is Thunder bridge, it's my understanding, I think it's everybody's understanding that it's called thunder bridge because when bicycles run over it makes a thundery sound.

Alley photo 36:30 - about why the house are so close to each other

At Chautauqua people were encouraged to build there cottages close together. They were discouraged from withdrawing from the street. The idea was that the cottages should go right up to the street so that the porch was accessible for those who were walking by.

37:10

By having the cottages close together, by having them right up the street the founders thought that all these would create a better sense of community.

This was actually quite common in camp meeting settings where people did not spread out they came together, that was the whole idea of assembly, was people coming together, and the proximity is actually essential to that idea.

Flag photo 37:50

It used to be that people came to Chautauqua by way of the lake, so it would like coming up to an island, getting off the boat and walking up to Chautauqua. That's when it started and more or less continued really into the 20th century. People always came by land as

well, but the front door at Chautauqua was at the lake. As automobile travel became more predominant, the primary entrance to Chautauqua was from the road, you started at the hill and then you moved down towards the lake, and this made the lake the final destination of your trip. People would often say that they are at Chautauqua when they look down on the street and they see the blue water.

You could take a generally story. Timeline doesn't work.

1874 – the Institution was founded

1878- clsc created

1933 –receiver ship

1936 comes out

1937 foundation was formed – created to hold money that would invest- never touched the principle – separate from the institution so that the inst would become financially threated - security fond – experience of the institution going to receivership- they had to keep the fundraising money –separate. The foundation's existence depends on its mission to fund the institution it gives the institution money for its programming and stuff like that. But there is no connection?

Different people done different things – due to their own schedule as well as popularity, but it started with a committee –in charge of housing, security, programming

1988 it was organized in five departments that would be run by three committees. It's kind of complicated because we almost make it more complicated than it was. We have a

bunch of people that are running the thing. And they have different positions and roles, and it has gone to various changes in its governance.

Now it's self-perpetuating board. That means that the board chooses its own replacements. Certain number of the member of the board have to be property owners on the grounds.

You don't have people sitting their entire life like in 19th century.

Originally you leased your land – and then they introduce long-term leases, 50 years, 90 years. You would own your cottage, but not the land. The land was leased.

Then in 1930's when the institution went into receivership, in an effort to try to raise money to buy back. They encouraged people to buy the lease at a percentage of the assessed value of the property. That wasn't a real estate move, that was a desperate effort to raise money to buy back the debt. And people realized that if the institution went under their investment in the cottage would probably be lost. Whoever would buy the institution probably would not want it for them or keeping the programming, so it would have been lost anyways. In time, when property values started to skyrocket then it became much more of an issue, because now people pay property taxes on properties that now are expensive and some people could no longer afford to pay those taxes, so they had to leave or to rent their cottage for a good part of the season and they could come only for a limit amount of time. So that had quite an effect over time, but it wasn't immediate

effect, it didn't make that much difference that you owned it, or you would leased it.

When you now take a lease you agreed to the bylaws of the institution. Today when you purchase the property you agree with the buy laws of the institution.

That funding +special gifts= saved the institution from bankruptcy

Women's club

The history – woman's club –women's club – able to link other organizations, other women's groups – federation of the women's club –took a special interest –foreign affairs- political activity – encouraged the women to go back either to organize new groups or to give this information to other women – progressive legislation of the era.

5. Karrie Fuller first time working at Chautauqua as a housekeeper at the Athenaeum Hotel

1. Main gate photo -

This is actually the main gate, where we come in every morning to work. Here's the main gate where they scan our passes and used to come in for concerts, work and fun things like that.

Did you work before in a place where you had to do that?

Actually, no. This is the first place I've ever had to have an id card before walking through the gate, and an area to get in to work.

Can you tell me anything else about the gate?

The people are really nice when they scan your cards they always say hi, ask how your day is going , really friendly. You get to know a lot of people that are checking in, and going home or going from place to place as they are coming through. Really pretty flowers, like the main section right there(she point at the flowers).

2. Bell tower 2:55

I've always been interested to going up in the clock tower. I've never been up there, and actually I've been up to the little bell park – I sat on the little side of it and watched the water come in., and then played with the sand and the rocks. I;ve always used to go down there when I was a little kid, when my step dad came to the rock concerts at the Amphitheater. But I've always was interested to go at the clock tower.

3. Mom and son –reading a book 3:44

Just look like mom and the son just reading a book on one of the benches here. It's a very quiet place where you can just sit down, read a book, or look at a magazine, or play with your phone without anyone bothering you. You know, just to have that alone time with

some family is really nice, and to come here during the summer, is even better, and being able to work here for the summer is even greater.

Why do you say that? 4:11

Because you get to meet a lot of different people, you get meet people, people that are traveling. Right now, we had Road Scholars that came in for different classes, and they come from all over the place, South Carolina and Virginia, North Carolina, just all over. And it's amazing just to see from where people come from just to one area, just to see something.

Can you tell me what you work here?

I work in housekeeping, and as they come out every morning, I either get to say good morning or good afternoon, how are you, how is your day going, and then sometimes they'd stop and they'd say "oh, I'm from this place"... Get to have a nice conversation with them. Then they go off to eat breakfast, they walk around and do their normal daily.... not daily routine, but how they would go through their day and then come back and I'd say "oh, you guys had a nice trip or drive safe."

Did you meet any cool person with a story?

It wasn't here that I met this person but I worked at another hotel before to where we had a group doing sale towers from Austin, Texas.; and they were in New York in Faulkner.

They came up to do the sale towers and I'd just learned a whole bunch from down there like all the heat, the dry heat and the houses, like everything just because it was a big group, a ton of them who came from there. I was the manager at that time at the Red Roof, so I got to check them all in, I got to meet every single one of them that came in that day. I think instead of being a house keeper, yes you do get to meet people but it's not like being at the front desk where you get to meet everyone personally knowing where they come from, and you know what they're here for. I think is really cool.

Going back to the photo, do you do that with your own son, reading books?

Oh yes, all the time, right before he goes to sleep I'll read him a book and then covering him up, or during the afternoon when I have the day off, will go to the park, and let him ride his bike and read him a book there, go to the store and grab popsicles

Did you bring him here?

No. Not yet. He hasn't been to Chautauqua Institution yet.

Will you bring him here?

Oh, yes. Definitely. I bet he would love it here. Just with the water, he could actually walk around. There's not too many cars going around so it's a nice area.

Thunder bridge photo 8:00

I've actually never seen this before.

(I explained to her what and where it is.)

Oh, that's pretty cool. I didn't know that. I've been coming here quite a few years, even when my stepparents didn't know that there's a little bridge with a ravine under it. I think that's kind of neat. Kids can go down there and play in the little stream, or watched the stream from the bridge, or even like an older couple going for a walk across the bridge, look down and see it. I actually kind of want to go check it out.

Children's school photo 9:27 -10:30

This almost looks like the YMCA that we have in town. When they go to the YMCA they can usually do different things, say like karate, swimming, basketball, baseball. You know, depending on what's going on for the summer or winter, there are always different sports, depending on the season. But it looks like they are just going in different groups to do different things, and then behind it looks like a playground, like it would be at the YMCA in Jamestown where the kids can go and play and have a swimming area and have a lot of fun.

So for you, it looks a like Boys' and Girls' Club?

Yeah, it looks a lot like Boys' and Girls' Club, or like a summer camp.

Did you go to a summer camp when you were a kid?

Oh, I went to a lot of summer camps when I was a kid. I went to Anyasa.

So what do you think about the fact that the Institution has a place like this on the grounds?

Oh, it's a great idea. Little kids are just wandering what to do or sitting at home and doing nothing, but they can actually go do some activities at Boy's and Girls' Club, like it shows kind of on the paper that they are in different groups and things, and they can do different things in different groups and have fun instead of staying at home and being bored.

Children's beach 11:40

I want to go swimming now. My son and me we are playing to go swimming after work but maybe once he gets a little bit older I could take him off over by where the clock tower is, and take him into this area which would be really fun. Chautauqua lake looks really nice right now, nice and cool and I'd love to be out there. Looks like these kids are having ton of fun with their inner tubes and I want to be one of these kids.

So you said you used to come here with your stepfather? How old were you?

I was about 12, 13 years old. We wouldn't really stay. We would only come to the Amphitheater for to watch the concerts each night. So I did really have to stay in and hang out. I got to check the water fountains that were in town, the ice cream shops. I got to walk around and look at the houses because when I was a kid I didn't really wanted to just sit down listen to music, you know sit there with my parents. I wanted to be

adventuring, looking around, seeing things. And I've always used to go down there, (she point to the Palestine Park) there is like a rock wall, I used o go down there and sit on, over by the beach

Did you have any friends – did you get to make any friends here?

Actually yes. I did .I got to make a couple of friends. Not people that I know now, but at the time it was like playing with something else and you were friends like instantly for that day, but next day you won't see them. But you had fun for one day, you had a blast, like jumping over rocks or skipping stones, swimming, playing hide and seek, you know, whatever one liked at the time. It's almost like is so much different now that you're older.

What do you still like to do now at the Institution?

I like to go get some ice cream and I like the fountains. I think they are really pretty. I think the artwork on them is really nice, and over by the center because they have gift shops and stores and hair salons.

The alley 14:50

Looks almost like an alley way by a house and some apartments, a lot of pretty flowers. Just looks lie a really small hallway. (laughing)

Did you see this walking around?

Oh, yeah. There's a ton of pretty flowers, everywhere you look everyone is playing in their gardens, make sure that they got enough food, and watering them, and weeding their garden. Is really nice to see some of the things that people put out in front of their houses, decorations, and cute little strings, and animals they have in their front yard. It's adorable.

What about the distance between the houses? How do feel about how close the houses are next to each other?

That's probably the only thing that I don't like about the Institution is how close the houses are together. I see all the clubs being together, like the Boys' and the Girls' club, but the actual homes.... You would want an actual yard instead of just walking on your front door and you could see in someone else's window. Or at night, you could see completely in someone else's house because they have their lights on.

I'd rather have enough of a yard like this, to where my son could go out and play and have room to play instead of running into the neighbor's yard. But that's the only thing I dislike about the Institution is like how close the houses are together.

Can you think of a reason for that?

I think that is because everyone want's to be here. It's like the best place to be in the summer time for almost like New York State. I think that they weren't trying to get a lot

of houses in one place at one time and they just didn't do the right thing they should have just left it how it was. They should have just left the space for each house. Each house should have a yard, each house should have a backyard to play in. Not just, oh, there's a house in your backyard. It's like three houses in your backyard instead of an actual backyard.

Why do you think that this is one of the best places to be in the New York state?

17:33

Just because there's a lot to do. There's clock towers, there's clubs is almost like a YMCA for kids, there's playgrounds ice-cream shops, coffee shops, there is everything you want here. Everything you need, anything you want it's here.

How do you feel about the fact is a gated community?

Do you think the fence is necessary?

I think is necessary. They want to keep track of who goes in here and who goes out, instead of people just trying to sneak in, because I know that people definitely pay a lot of money to be here. A lot of money to have this free time in the summer, and the nice relaxation, you don't want someone sneaking in for free when they didn't have to pay nothing when you had to pay \$80 -\$90 just to walk through the gate.

Hall of philosophy 18:50

I've never been in here myself but I heard not concerts, but a lot of groups from schools come here, I am not sure for what because I've never personally been there myself but I heard a lot of groups talk about different sorts of things, come there for meetings. I know different music classes around the area came in, into this building.

And they have seminars or lectures?

Yes, that's what I'm thinking actually, but I am not really sure what goes on there.

How does the building look for you?

It almost looks like the Whitehouse just because of the pillars. I think that anything with those types of pillars looks like the Whitehouse, but that's just me.

Kids on the fountain photo 19:40

I love this fountain. I love this fountain. I usually used to play there all the time when I was a kid because the ice-cream shop was right next to it. I used to try pick out the quarters out of it, as a child. (laughing) I actually got a picture of it on my phone the other day but is not as good as this one. This is actually really pretty.

So you use to be actually one on those kids playing around?

I used to be one of the kids, sitting on top of the fountain, playing a game, putting my feet in the fountain, splashing around, be on the cool water, trying to touch the fish. Yeah, I was one of them. (20:30)

Why do you like that fountain that much?

I don't know. I have a thing for water. I love being in water, I love being around the water. I just like the cool feeling of being in the water, inter tubing, boating, jet skiing. I've never been on a jet ski, I want to.

Street of Chautauqua 21:00

This actually looks like the hill we went down. And it usually goes to a boat ending or an off shore dock, or someone's boat to the lake. There are really nice trees on a side, you see some different flowers and possibly some work being done on the house over here to make it a little bit more nicer than it is now, an American flag hanging in the middle of it, someone walking under it.

Do you find this a typical Chautauqua street?

Yes this is a street that you can find normally. Like I said, I think is around the Athenaeum Hotel, it looks like you would be walking down from the hotel, and it would be one of the side street that you would walk down to go to the lake and see some

different houses and trees and flowers... whatever you are looking for, could even be birds.

22:22

Wow! I actually use to be in the same ... I forgot how this place is called again... not the Athenaeum...

The Amphitheater photo

The Amphitheater! We used to go into the Amphitheater quite a lot with my step parents. We actually went to see Loretta Lyn and her daughters in concert. I am pretty sure we've seen a couple of other people but I was too young to remember the names. But I remember going back stage, after the show was all done, and sneaking in between the people just I could go get her autograph, along with their daughters. I was actually able to do it. My step dad set me out there with a piece of paper to go get an autograph and I was able to do it before they went inside. (saying the story with a lot of pride)

Have you've since other concerts here since you were young?

No. I haven't since I was really young. I actually want to see Jennifer Natels is suppose to be here this year. She is part of the Sugarland and she ended up going on her own because I guess there were some problems. They had an accident, the stage ended up collapsing because of the wind and it killed eight people and that's why they broke up. She sent all of her funds and profits to the eight families that lost someone and she

stopped making music for a while, so it's actually kind of cool that she's going to come to the Institution by itself since this is going to be probably the first time since she first sings since.

When was the last time when you came to the Institution before you start working now?

Probably 5 years ago.

How old are you now?

I am 21 one. I am bout to be 22 in October.

25:00 Is there anything else that I didn't ask you want to add?

Just this place is a really nice place to come during the summer if you really want to relax, and for the kids it's a summer vacation... you should go.

I was born in Eerie, Pa. I grew up in As a kid so I was able to come to Chautauqua Institution a lot to see the concerts, everyone walking around and I now live in Jamestown, I have a three years old son and I work at Chautauqua Institution as a housekeeper.

What made you apply for this job?

The reason why I applied for house keeping it was because I knew Chautauqua Institution; I knew it's a great place. I already knew a little bit about house keeping.

It was kind of cool because I had just a little bit, when I walked in my boss Christie saw that I have a little bit of experience and she have seen my application and she was like "Well. I'm impressed." And I was oh my gosh this is actually a good thing. I got a call back and I was o happy that she actually hired me in the same day I brought my application in, and I went home and I celebrated,

Do you have friends that work here?

Oh yes. My best friends she actually takes me to work almost every day we have the same schedules and I actually helped her get a job here. So she was really happy.

6. Sharyn Killeen is a first time visitor of Chautauqua. She is Ryan's and Justin's Cokerdem grandmother.

1. Main gate photo

I like this because it makes sure that people don't come in here who shouldn't, and children are safer.

There are people who man the gates, and when they are not there they are closed, and that means that nobody can come in., and the children can go on their bikes and they can

around everywhere, and you don't have to worry about them. I think that's wonderful because it brings back memories of when I was a child, and we get on our bikes and go off, and our mother's never had to worry about us.

And this is very organized.

What do you mean when you say that?

The way they have you come in and go out, and the people there to scan your gate pass. It's very organized because you pass quickly, and I think that's good. It's a good system.

2. Bell Tower –photo 3:29 – 4:30

Well this is the Bell Tower. It's good to know what time it is. So every fifteen minutes, it let's you know what time it is, and at 12, 3, and 6 they play music for fifteen minutes. They play songs that are probably from the '50's, '60's, '70's maybe '80's And I's so good to hear them, and they are doing a good job and it's so nice to be out and listening to the songs being played. So I like it very much.

Have you experienced something similar in any other place?

No. I have never seen anything like it, and I have never heard music coming out of a place like this. No. It's really good. They had music from the "Sound of music" the other day, and it was wonderful.

3. Children's beach 4:45 – 5:17

Oh yeah, the beach! Well this is great for the kids. If they don't know how to swim, they learn at club. And then they can go to the beach with their family, and swim in the water. I think is great that they have a beach here. It's one more thing for the kids to have, to have fun with. Basically it's all I can say about that. (Laughing!)

When you were a kid did you like to go to the beach?

Not swimming. I was afraid of it. But, yeah we used to go the beach. But I used to go the beach and have picnics. I was one of six children, so my mother would take the six of us to the beach, and we spend the day there.

4. Between the houses photo 06:00

That's like an alley between to houses. I don't know how I feel about this. Personally, I don't like houses that close together. That's my personal feeling about that. It takes away some of your privacy. And when I am in a house I like privacy. But I realized that they have to do that here in order to accommodate all the homes they have. So, I understand it but I wouldn't buy one that close to another house.

Would you mind living in a house like that for the summer?

Of course I would do that. It wouldn't depend on that, it would depend on other things.

Like what?

Like how much room they have in the house, how clean it was, how modern it was

(laughing)

Do you prefer modern?

Yes and no. I like the old fashion outside of a house but I kind o like the modern inside of the house. (laughing again).

I think I know what you mean. It can be old style with the big porches ...

7:38

I think that wonderful. With the big porches like this (she points to the porch we were sitting) I love to sit on the porch. When I grew up we used to have a porch, and we used to seat there and the neighbors would stop and sit with us and talk, and I guess is a lot of that going on here. And that brings back memories since I was a child, happy memories.

So how do you think that impacts the life of people who are neighbors?

In the newer places is different.

How is it for example where you live?

Well I live in a condominium. It's in a building. It's like an apartment, but you own it. You don't rent it. And it's new, it's thirteen years old. Even though they are twelve apartments in the building you meet people going in and out. But once you get into your apartment, it's private, it's quiet, so that's good.

And about the porch? 9:24

A porch would be very important to me. I love to sit on the porch to get the air and see the people going by... yeah, I think that's really important.

Do you have anything else to add about the houses?

Oh, yeah. They're from the 1800s, and they're gorgeous. To see how they were back then, I think that's wonderful.

Thunder bridge photo 10:20

I haven't seen this before. [pause] It sort of tells you where the things are. It really does tell you where things are. Thunder Bridge – which it doesn't mention but that's the bridge that's here. I haven't see the fire circle,. Actually, I haven't seen any of these places except the Thunder Bridge.

Why do you think they call it the Thunder Bridge?

11:06

Because when a bike goes over it sounds like thunder.

Did you just know that?

My grandchildren told me, and they went over it with their bikes so I can hear it.

How do you find the bridge in that wooded area? 11:40

I think that's great. They have so many houses but they still have nature walks and wooded area, which is good. They have everything here.

Mom and child in Bestor Plaza 11:50

Oh, I love that one, a mom and her child reading a book, with the bicycles in the background and people walking. I am not sure how this is called, is this besom?

Bestor Plaza photo

I went through it once and that was all, but I understand that's a meeting place, and a place where there're a lots of people. But as I said I only have been there once, on a Sunday. But I think it's a great picture of the mom and the son reading a book, up-close together. It shows the love between them.

Hall of philosophy photo 13:30

Now I've been here a few times. I believe this is Tom Broka's.

Is it? She has mistaken Hall of philosophy with the Amphitheater.

What is this?

Hall of philosophy, I explain to her what and what for they have hall of philosophy.

After I explained to her what Hall of Philosophy is, and tell her about the Interfaith lecture that takes place every afternoon in hall of Philosophy she says:

15:15

This would attract a certain type of people. Not everybody would go there, but it's good they have something like that.

What kind of people do you think would go there?

Religious people, perhaps lawyers, doctors, house wives.

Why do you say "house wives"?

Because so many housewives have had prior jobs and taking interest of what's going on in the world. They don't just clean the house. And they have time to do it. The children are at club so they have time to do it.

What do you think about the time that people have here? Or what do you think about the fact that people have time here?

Well I think that this is a big part of what this is about is to be relaxed. It's a very relaxing place. You pick and choose where you want to go, what you want to see, what interests you, and if something doesn't interest you, you can take a walk, you can stay on the

porch. **You can do whatever you wan to do. Everything is up in the air, and you choose what you want. And there are a lot of choices.**

So do you see it more like a vacation place for people to come?

Right!

The amphitheater 17:44

Wow. Now that's beautiful. That's the hall where I have been before, and that's a concert. I didn't go this concert because we had company that day, but we could hear the music. (the photograph shows Chautauqua Symphony Orchestra –on the stage of the Amphitheater. Sharon talks about this photo –like is a photo from the concert they misses during her staying at Chautauqua, and she recalls memories from that night with the symphonic concert. However, the photograph was taken one year ago in the Amphitheater.)

You could hear the music from here, from the house?

No. No, we were out everywhere, showing all of Chautauqua. So from times we could here the music. I think it's wonderful that they have this concerts, and music. It's so important. It's noticeably pretty much empty which shows that for some reasons people have to other things that day, I think because I believe it was on a Sunday.

(I am trying to explain to her that the photograph was taken during the intermission of the concert but she continues imagining the story behind the photo – so I let her be, and finally I told her)

The photo was actually taken last year.

Oh!

I selected this photo because it can be anytime.

Absolutely! This could happen at any time.

What do you think about the music? Do you like it? Are you a fan of classical music?

Yes. Tchaikovsky . I love Tchaikovsky, that's my favorite. I have tapes.

The fountain in Bestor Plaza photo 21:03

Is that the bookstore? Perhaps, no.

It's near the post office.

The four children sitting on top with the two children on the bottom ... with this fountain.

Yah, that's a nice picture. And I noticed that the children at the top have a iPhone or an iPod touch and that all the attention is drawn to that., which is so much in their own neighborhoods, at home, or at school. They bring it here, too. Now my son and his wife they limit the time of technology that the boys have. They can play with the technology toys, but on a limit. They want them to get pleasure from other things than these toys.

They are really interested in this. All of their attention is on that iPod. But I like they idea of the fountain and the two kids and the fish.

... talking about the meaning, I say I don't know the meaning.

Chautauqua street 23:26

Oh. An American flag! I always like to see an American flag. I am very patriotic, and I love my country and I love my flag. At home back in Boston area, we had an American flag hanging all the time. I think that's important for Americans to do, very important. So, I like this picture.

Do you think that people here at Chautauqua are very patriotic?

I honestly don't know, because I don't know the people. But I would hope so. Definitely hope so. Probably, because you see a lot of American flags here on the houses.

Children's school 25:00

And this is camp with different children, holding up the instructions for that day I would assume.

(I tell her about how for each class they have a different class.)

I had the idea of the club is wonderful When I found that they have 400 children at the club here, I was amazed. I had no idea that there are that many children here at one time.

Did you have a similar experience when you were little?

We had park. A park, where you went up and it was all green and everything. And we had parks instructors. We would sit with what's called gimp, and we made things, we made bracelets, we had art and crafts, we had sports. Something similar. We went every morning. We couldn't wait to go. We went home for lunch, and we would go back after, I think is a similar experience, a good experience for children.

It was your first time at Chautauqua, right?

Yeah. So, what did you like the best?

Other than my grandchildren? I loved Abba.

Abba, the concert?

Yes. Abba was my favorite group. It's hard to pick out one thing here. There so much to like.

When you go how and talk with your friends how will you describe it?

It's a little difficult. Shane and Diane describe it to me, but before you are actually here. You don't quite get the gist of it (laughing) even if they are very good at describing. It's better than what I thought it would be.

In what way?

In every way.

So what did they tell you?

Oh, they told me about camp, and sitting on the porch and the people talking and the different lectures they have and the different evening they have and the fact that you can take lessons here during the day if you want ; and they have gold, and swimming and things of that nature. And that is a really good place you can commute with nature.

I think is more inclusive. I don't think is that accessible.

So, it's more exclusive?

Yes, exclusive. Definitely. By cost alone, there is a lot of cost involved in coming here.

How do you will about that? Do you think it worth the money?

Oh, yeah. They need the money in order to keep it up. There's a reason they need the money, and without it, it wouldn't be Chautauqua. They couldn't do what they do. So you can understand it.

How do you understand it?

You can understand the cost because they need it to keep it the way it is. And I think the way it is, is really good. I wouldn't want to modernize it. I wouldn't like to see it modernized. I think the way it is, is just fine.

So, if you have to change something about it, would you change something about it?

Nothing I can think of.

Thank you so much. Is there anything else you want to add that I didn't ask?

32:00

It's a place that in the summer brings families together. Like in my family, Diane's mother and father and sister. Who live in all different areas, will all be coming together during the summer and I am sure that's a very normal thing here, and I think that's wonderful that it encourages that.

For people to come together?

Right.

7. Sulochana, South India – at Chautauqua with her family –son, grandson and daughter in law.

We got a place opposite of the Institution across the lake. The son is a CEO to a big company in U.S. and my grandchild is going to third grade and my

When was your first time when you came to Chautauqua?

14 years ago.

How did you find out about it?

And we heard about Chautauqua and we came for the weekend and we rented a place here and stayed for the week. They found out about Chautauqua from people, from friends, from neighbors here.

She came to U.S. fourteen years ago, before that I came two-three times just for visiting, but there are fourteen years since she moved to U.S.

When you came here, what was your first impression? (03:00)

That I landed on a different planet it was a cultural shock for the better, first time when I came to U.S.

What about Chautauqua?

Oh, I loved it. We loved it so much that we rented a place and stayed for a week

3:23

We love this place so much we rented a place here stayed for a week and then we were searching for a place to buy.

We live opposite the Institute, five minutes by boat.

We come here whenever we have vacation time, or whenever we feel like. It's two and half-hours away from our house. In Akron, Ohio.

What do you like about Chautauqua when you say it's great?

It's unique., it's very clean, peaceful atmosphere, educated, very educated, they have all sort s of classes here, auditorium here to teach people, good plays. Today we are going for a play.

Oh, you're going for a play?

Yes, yes, inside.

Main gate photo – 06:32

This is the entrance, the very entrance.

So how do you feel about the fact it's a gated community? What do you think about it, that you have to pay to get in here?

This is such a nice place, we don't mind to pay, and it's good for the maintenance. It's really good if you live on piece. That's why they can maintain so well. It's a worthy cost, paying for something good.

The Bell Tower photo 7:45

This is the lighthouse. I remember walking next to the beach ... and it's right across from our place. There we happened to see two or three weddings. All Americans they were dressed up for the wedding, they looked so beautiful.

The a small piano – it will be music when the bell ring.

What about the lake?

The lake? It's great. It's so long and narrow, that's why we reach into five minutes across.

Do your kids and grandkids, swimming or fishing?

Oh yeah, grandkids. They all go fishing. They enjoy nature, they enjoy mountain.

Children's beach 9:30

Here, this is a small beach, I think, for small children. When the grandkid was small we used to come for him to play. If my memory was good I would explain more, but now it's fading.

10:00.

This tube the children use for swimming before they know how to swim. Nice. Very neat, very clean. Everywhere we go we do not see even one paper on the ground.

I love that, especially about this country, it's so clean, clean, clean.

In comparison with India where are more than one billion people. It can't be this clean.

The alley photo 11:20

It's close by. It's close to each other because is small there, there are narrow roads there.

We stayed in one of the house here. Very nice, neat and nice, and gardens.

Cars are not allowed in, only few to go the houses, but we can walk freely here. We walk with the children without worrying.

How do you find the houses?

They are very comfortable. They are small but they have everything.

Classroom, nature classroom. (She reads the sign)

Oh, this bridge! We crossed this bridge many times.

It's called thunder bridge.

We come often but we don't come to Chautauqua often.

How often?

Mostly in summer, sometimes in winter we also come. At the beginning we used to come to the Institution very often, but after seeing it, we come only once in a while and when guest are we us, we bring them, to show them. Whenever we have visiting us in Akron, we always bring them here because this is the one place to see. (15:20)

Why do you say that?

So unique. We don't find it anywhere like this, the auditorium, for children to play, library, church. They have everything.

Do they like it?

Oh, everyone likes it, and even long time ago, even the prime minister from India came to give a lecture here.

What the relationship – do you know any other Indians living here?

Here, we don't have. We have in Akron a lot. We have American neighbors, and during the Labor Day, national day we have a get together the entire house around the lake.

Near the lake there are permanent benches and we have a small party, just to meet each other, and twice a year we come for that, just for that.

From the friends you brought to visit? Where there any that came back?

No, because they live in different states. It's very costly for them to come by plane. So when they come to visit us, we bring them here.

Chautauqua street photo 18:00

I can see the American Flag and some boats here, garden, houses. Is this a special place?

No, it's not.

If you would ask my grandkid, he would immediately tell you where this is. [she laughs about her age] I going to turn 80 in September, so my memory fades with the age.

So, if you look at this picture, how does it make you feel?

Sitting right into the park, big park, great park. So beautiful, really, we cant be fed up with this place. We like to come back, we don't come back always, but we feel we should go back. We met this American lady today and she told us that she owned a house in the Institute for the last 22 years, and then they sold, but they still like to come back and they are renting a place and stay here. Those who stayed here, feel like coming back, but not all can afford to come back, those who can they will come back, definitely. So come and feel very peaceful here, as we meditate, we feel good like that.

All the world leaders come here to speak. I went once to a lecture, but my daughter loves the lecture. If she would be here, she would take me.

I believe in interfaith and inter-religion. I don't like to be isolated. I still have my love for God and worship and all, but still, I can love other. Especially, whenever we go for vacation in different states, my daughter let's me to go to church. If there's a church, we'll run to the church, both of us. And we don't tell them to come, to my kid and my grandkid. If they want let them come. Sometimes they come, but we always go.

Do you go to church here at Chautauqua?

Here we didn't go. I don't know why we didn't go. But in so many places we went.

We never false anyone, but if they want to go, let them go. We always go, even if it's a Muslim thing they won't tell our sin. I believe in interfaith, interreligion, friendship.

Do you have a favorite place here at Chautauqua?

It's the library.

The fountain 22:57

Where is this? It's there. See, I probably see it million times, but I forgot. (she laughs)

What is it really? Is it from the Bible?

It's a place where people hang out.

Amphitheater photo 23:52

This is the auditorium. We go for the band concerts, and today was a choir, and then something at 2 pm. Music, singing, I love to hear music.

Small children from different school sometimes they come in the auditorium. They do small theater plays, and dances.

Hall of philosophy photo

Oh, this is another place. Is this for meditation? How all are sitting it looks like is a place for meditation.

28:35

Uh, mother and son, having a really nice time. (She tries to identify the place where the photo was taken.) Yeah, it's so peaceful, they are reading a book together, so peaceful as like they are home. See the bicycle there... enjoying, people are enjoying, and nobody bothers anybody.

Very calm, very nice. Do you know the word Utopia?

Which means a perfect world.

No world can be perfect because people are imperfect. Laughs

So, what do you think would be the imperfection of this place?

Imperfection? She laughs. There would be but I can't point out any. Really if you think, what could it be an imperfection here? They are no schools here.

There is one school here, a summer school.

What else do they want? Schools are there, gardens are there ... what else do they want?

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