In the Flow with Mihaly Csikszentmihalyi

The Michelangelo of Trees

Brilliant “Pot-Shots”
Welcome to the first issue of the Flame, the Magazine of Claremont Graduate University. As we inaugurate the Flame, Claremont Graduate University begins a new era. For the first time in its seventy-five year history, CGU is a fully independent member of The Claremont Colleges. At its May meeting, the CGU Trustees voted unanimously to separate CGU from Claremont University Center. With this vote, two years of intensive work spent crafting the corporate separation agreement came to a close. Assets and liabilities have been divided, and today the liabilities have been divided, and today crafting the corporate separation vote, two years of intensive work spent unanimously to separate CGU from CUC. In addition, president-emeritus Joseph B. Platt played an instrumental role over the last two years in helping to craft the final settlement. We owe John and Joe many years in helping to craft the final settlement. We owe John and Joe many thanks for their vision and foresight in helping CGU to achieve full autonomy within the Claremont consortium.

The corporate reorganization will permit CGU to focus exclusively on its mission of graduate education. CGU is the largest of the Claremont Colleges, with more than 2,000 students. It is thus no longer appropriate for the Graduate University to manage the central programs and services of the consortium. Given CGU’s size and complexity, all efforts of the university must be directed to improving the teaching and learning environment, enhancing educational services, strengthening the academic culture, and building scholarly excellence.

In addition to dedicated faculty and able students, adequate financial resources are crucial for sustaining academic excellence in a contemporary university. Consequently, the separation of assets was of major importance to CGU in the corporate reorganization. The endowment of the combined corporation at the time of reorganization totaled slightly more than $111 million. Of this amount, approximately $91 million belongs to Claremont Graduate University. CGU will also post as endowment another $4.6 million that was negotiated as part of the separation agreement. Funds raised this year by CGU will bring the university’s total endowment near the $100 million mark, the first time over that its endowment has approached this milestone.

Endowment growth is the hallmark of the university’s careful stewardship of its resources. A $100 million endowment is a testament to the generosity of CGU’s friends and the strength of its leadership over the past 75 years. We proudly celebrate this milestone. Consider how CGU’s $100 million endowment compares to the endowments of other colleges and universities:

- Of the 3,706 colleges and universities in the U.S., only 369—about 10 percent—have endowments over $50 million.
- Most public colleges and universities have no endowments or only nominal amounts; two-thirds of private institutions have endowments of less than $5 million.
- The median endowment at private colleges and universities is roughly $10 million.
- Thirty-four colleges and universities have endowments that exceed $1 billion and of these, 26 are private.

In July 1998, CGU’s endowment totaled $174 million. Our fiscal strategies and development work during the past two years have resulted in rapid progress in reaching our goal of endowment growth. We will not, however, rest on our past accomplishments. A university of CGU’s quality and aspirations should have an endowment roughly six times its annual operating budget, or the equivalent today of about $200 million. We thus have much work to do in the years ahead.

For now, however, please join me in saluting the many individuals over the years who have contributed so generously of their financial resources to support CGU. Such enlightened philanthropy has provided an enduring legacy for high quality graduate education in Claremont, a legacy that is especially important now as we begin a new chapter in the history of Claremont Graduate University.

Steadman Upham
President

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Philip H. Dreyer

As part of President Upham’s “vision of renewal,” the CGU Graduate Student Council has been increasingly relied upon as a source of student opinion, activism, and vision. Under the leadership of last year’s president, Mandana Hashemzadeh, the GSC, with limited funding, made a concerted effort to establish itself as an active and collective student voice by securing graduate representation on many of the campus’ internal committees; by creating a forum for robust discussion of campus-wide issues with a “Town Hall Meeting;” by assisting in the revitalization of CGU’s recycling program; and by serving as the “student voice” in CGU’s recent all-university retreat. Most important, though, was the council’s decision and dedication to direct support of the student body through Individual Travel and Group Conference/Project Awards. The council endeavored to help as many students as it could. This year we would like to help more.

As this year’s president, it is my hope that the Graduate Student Council will maintain and improve upon its presence within the university decision-making process, continuing a precedent established by last year’s success. We will focus on the student body, attempting to establish a more cohesive network of social and academic opportunities. Specifically, the GSC will attempt to resolve concerns regarding adequate student health insurance, work to develop relationships with the other Claremont Colleges on a student level, generate a template for graduate student business cards, revitalize the now defunct Student Handbook, encourage mentoring relationships within departments between older and younger students, and attend in any way possible Dr. Laurie Richlin and the new Preparing Future Faculty program.

The success of President Upham’s vision of renewal will be based on the specific dedication of each separate element of the university to that vision. Be it board, faculty, student, or staff, each must commit among themselves, then act. This year the GSC will lead by example, dedicating itself to meeting the student portion of the call.

Graduate study is a once-in-a-lifetime opportunity. It is the time of idealism, of dedication and growth. The “rhetoric of crisis” that permeates discussion about the contemporary state of the university on a national scale, is familiar to students in graduate schools, has expired; to erase the love that graduate students have when they begin this journey. The council’s commitment this year is to the student, it is to this love, and it is to a “rhetoric of opportunity” that will challenge the hopelessness we are often exposed to, in cooperation with President Upham’s vision of “a quiet revolution,” through idealization and action.

Michael James Metzr
GSC President 2000-2001

Inspiration

Inspiration can be found in many places. Some people look for it in works of art or of science. Others seek it in the deeds of great historical figures. I find inspiration in the people around me—my family, friends, fellow students, and professors. Like many people, my first source of inspiration was my mother. At the age of 20 she found herself alone with five children to raise. She had no savings, little income, only an elementary school education, and she barely spoke English. Only her will to lift herself and her family from poverty ensured a better future for her children.

My mother accomplished this through education. First, she obtained her high school equivalency—while running her own business and raising five kids. Then she completed a two-year accounting program in only one year—while working part time and, oh yes, raising five kids. Her next goal was to obtain a Bachelor of Social Work degree while working full time. After the five kids went out on their own, she graduated from college.

I have found that the biggest difference between those who dream to one day do something and those who reach their goals is that the achievers have stopped saying, “One day I will…” and have actually taken action to start on their dream.

We all have the capacity to inspire others and, in turn, to be inspired by them. Most importantly, we also have the ability to act upon that inspiration and make our dreams happen.

I thank my family, friends, fellow students, and professors for being such important sources of inspiration to me. I hope that, in some way, I have returned the favor by inspiring them as well.

Doris Gallan
MBA, 2000

Doris Gallan

Nature Poet Wins 2000 Tufts Award

“Robert Wrigley’s Reigs of Snakes is nature poetry at its finest and most powerful.”

So said CGU President Steadman Upham as he awarded Wrigley the $50,000 Kingsley Tufts Poetry Award for his collection of poetry Reigs of Snakes, published by Penguin Putnam in 1992. Upham noted, “with discourses on love, evil, spiritual seeking, life and death, faith, and man’s place in the universe.”

“Robert Wrigley seems to be just the poet the Tufts had in mind when they established this award,” said Alice Quinn, chair of the 2000 Tufts Award Committee and poetry editor for The New Yorker. “He’s a mid-career poet of evident distinction whose new and profoundly lyrical collection is one of his best and whose future promise is assured by the gift and discipline he so thoroughly demonstrated.”

Wrigley, a professor of English at the University of Idaho, said that he and his wife, a writer, “did a robust dance around the room” when they learned of the award. “Not only for a first or very early work by a poet of genuine promise. The judges selected Hayes from among 164 applicants.”

Retiring professor makes million-dollar gift to CGU

An eminent seismologist, an educational visionary, an Oscar-winning lyricist, and a pioneering environmentalist are leaving behind a legacy—a gift that will soon serve as chairman of Manaswe Media Group, Hal David has won an Academy Award and a Grammy Award for his lyrics to songs such as “Raindrops Keep Falling on My Head” and “What the World Needs Now Is Love.” William Legley, who also gave this year’s commencement address, is president and CEO of the Milton S. Hershey School in Hershey, Pennsylvania, and former director for the Jonas Department of Education. CGU awarded the honorary degree during the May 13 commencement ceremony held on the Mudd Quadrangle.

Honorary degrees awarded in May

An eminently distinguished scholar in the field of social psychology, an educator, a consultant, an author, and a leader in the field of social psychology, Frank Be砧, former head of Universal Studios, Viacom, and Home Box Office, Inc., is senior managing director of WaterView Advisors and a billion-dollar gift to CGU on a one-year contract, earning $7,000 a year. He became a leader in the field of social psychology, and the publication of his textbook Applied Social Psychology considered a major turning point in the discipline. The author or editor of 25 books, he also served as editor of the Journal of Social Issues, an president of the American Psychological Association’s Division of Population and Environmental Psychology, and as president of the international Society for the Psychological Study of Social Issues. In recent years, Oskamp’s concern and passion for the environment has motivated much of his work. Says colleague Dale Berger, dean of the School of Organizational and Behavioral Sciences at CGU, “His research on recycling and environmental sustainability has inspired a generation of students who are caring about and extending his innovative work.”

Robert Wrigley wins CGU’s $50,000 Kingsley Tufts Poetry Award. Bottom: Terrace A. Hayes signs his book, Muscular Music, for Toronto Shaw of the Centers for the Arts and Humanities.
Claremont Graduate University

fares well in rankings

The U.S. News & World Report annual survey of graduate programs is out and six CGU programs rank in the top 50 in their field.

In its survey for 2001, U.S. News & World Report used a combination of statistical and reputation data to establish its rankings, which are among the most influential and prestigious in the country.

Of the more than 3,000 colleges and universities in the United States, nearly 1,000 grant graduate degrees. Not every university offers graduate programs in every subject, but for most graduate programs there are hundreds of schools competing in the rankings.

“The U.S. News & World Report rankings are our work recognized in this national recognition sometimes points to quality as well,” says Provost Ann Hart. “In an academic world in which size is a huge factor in rankings such as these, CGU’s programs have again shown that CGU’s studio art program was the highest ranked of the university’s programs, once again in the top 20 in its field. “Over the years we’ve been consistently moving toward the top of the scale with the support of the administration and the Centers for the Arts and Humanities,” says Roland Reiss, chair of the Art Department. “It is possible that we could lead the field at some point in the near future.”

U.S. NEWS & WORLD REPORT 2001 RANKINGS

Economics – Ph.D. 44
English – Ph.D. 40
Fine Arts – MFA 19
Fine Arts Specialties: Painting/Drawing 19
History – Ph.D. 40
Peter F. Drucker Graduate School of Management 26
Political Science – Ph.D. 47
Psychology – Ph.D. 89

Math program gets federal scholarship grant

A $300,000 grant made this year to the CGU Department of Mathematics will provide four Ph.D. students with full tuition plus stipend for the entire length of their doctoral program. Ellis Cumberbatch, Ph.D., professor of mathematics, says that the funds from the U.S. Department of Education are designated for “Graduate Assistance in Areas of National Need.”

Cumberbatch expects two students to receive support in the 2000-01 academic year, with the number eventually growing to four. A strong effort will be made to recruit minority students. Recipients should be interested in college teaching and in applied mathematics.

Minority mentors bring community to CGU

When Christina Gonzalez came to Claremont Graduate University to study for her master’s degree in education, she expected to feel a sense of community. But she found CGU for the most part to be a commuter school. Christina says “there is very little activity on campus during the day or on the weekends.” So when someone gave her an invitation to attend a Minority Mentor Program orientation meeting, she decided to go.

The Minority Mentor Program acquaints newly enrolled minority students with returning second-year or third-year students of the same academic program, gender, or ethnic background. More than 500 students have participated in the program since it began in 1994. The mentors provide a variety of information, from guidance on coursework and academic resources to advice on recreational experiences and restaurant choices.

More often, though, the Minority Mentor Program provides participants with an opportunity to make new friends. “One friendship can often make the graduate school experience more comfortable and successful,” says Eloisa Johnson, Minority Mentor Program coordinator.

Christina met her mentor, Charmaine Jackson, at her first Minority Mentor Program meeting. “We just clicked,” Christina says. “Even though we really only had to meet once a month as part of the Minority Mentor Program, we took kick up boxing together, went out to eat, and studied together. We became very close friends.”

Charmaine moved to Washington, D.C. shortly after completing her master’s degree in politics and policy in 1998, but Christina says that they still stay in touch by email.

“As a graduate student,” says Christina, “you are always in a state of turmoil. You ask yourself over and over, ‘Can I do this?’ Am I prepared to do this?” Becoming a member of the Minority Mentor Program helped me to survive. We listened to each other’s gripes, and we celebrated each other’s successes.”

In May, Christina completed her program and marched with her classmates across the grassy lawn of Mudd Quad to receive her diploma. She says that she will stay in contact with the friends she has made at CGU through the Minority Mentor Program.

“Community,” Christina says, “is a personal relationship, a sense of belonging, a welcoming feeling of support. There are people who gave me a hug when I was down. They enriched my days, and I feel fortunate that they allowed me to share space with them. There is something dynamic in the way we interact. They are my extended family.”

Claremont Graduate University
CGU and CST celebrate an unusual partnership

In an era when merger and acquisition is the name of the game, it is amusing to find an entire intellectual endeavor involving two independent institutions that has survived and flourished for decades on what is basically a gentlemen’s agreement.

The Claremont School of Theology (CST) and CGU’s School of Religion celebrated the fortieth anniversary of their joint graduate program in religion on May 11 and 12. This cooperative effort began, and has worked successfully, most of these years without a formal legal document or the exchange of money.

The endeavor began in 1957, when CST’s president, Ernest Cobell, and CGU’s dean, Luther Lee, wrote a proposal to the Danforth Foundation asking for funding that would establish a collaborative graduate program in religion. Jack Verheyden, Richard Cain and Danforth Foundation asking for the school to add and refine programs that meet new generations of academic interests.

By joining forces, the School of Religion was also able to attract some of the most well-known names in religious and theological study, such as James Robinson, founder of the Institute of Antiquity and Christianity and primary investigator on the document “Q,” John Hick, a prominent English philosopher, and D.Z. Phillips, world-renowned expert on the philosophy of religion and the work of Austrian philosopher Ludwig Wittgenstein.

The graduate religion program is currently subsumed into Hebrew Bible, women’s studies in religion, New Testament, philosophy of religion and theology, history of Christianity, and theology, ethics, and culture. Last fall the school became the second in the nation to offer a doctorate in women's studies in religion. It is designed for students interested in women’s studies, feminist theory, and the study of religion. “This program looks at gender within religion, both historically and currently,” says Karen Torjesen, dean of the School of Religion. “We ask, ‘What difference does gender make?’”

The School of Religion dreams of developing in the future a field of study in comparative religion. “Our current strength is in Christian study,” says associate professor Lori Anne Ferrell. “We want to focus on religious communities and look at the way in which diverse religious groups define themselves within a region. We want to train students to understand different ethnic groups, to understand their history, and to understand their cultural context.”

The spirit of collaboration and friendship set by Cobell and Lee continues yet today. “We genuinely enjoy getting together,” says Ferrell. “The faculty meet informally for dinner from time to time and at those gatherings you can sense that we just like the company we keep. We have a great time together.”

Verheyden says, “It would be hard to duplicate the program in this country today. But, it works great here!”

Coca-Cola Foundation makes new graduate fellowships possible

A $50,000 gift from The Coca-Cola Foundation (right), talks with CGU president Steadman Upham.

Students in the four-semester, 48-credit MAPER program take required courses in business and public policy, finance and accounting, macroeconomic and microeconomic, quantitative research methods, and more. A wide range of electives may be drawn from the Schools of Politics and Economics and Information Science and from The Peter F. Drucker Graduate School of Management.

The Coca-Cola Foundation is the philanthropic arm of The Coca-Cola Company. Formed in 1984 to support communities by making charitable contributions on behalf of the company, the Foundation took on its singular commitment to education in 1989. The Foundation surpassed its goal to contribute $100 million to education early this year.

For further information about the MAPER degree and the Coca-Cola Fellows program, please call 909-621-8699; e-mail: spe@cgu.edu; Web: www.cgu.edu/spe/po/mapeb.htm

M A P E B p r o g r a m

The MAPEB program, which admitted its first students in August 1999, synthesizes elements of economics, political science, public policy, and the traditional MBA curriculum. It is designed to train business analysts, managers, and government officials to have a richer understanding of economic and political processes than that provided by the MBA degree. The program is offered in CGU’s School of Politics and Economics.

Jack Stahl, president and chief operating officer of The Coca-Cola Company, said of the new program, “Tomorrow’s government and business leaders will come through Claremont Graduate University. Enriching the skills of minority students will help prepare our culturally diverse society for the challenges of the future.”

The MAPEB program provides students with an education in economics, political science, and business and public policy. The curriculum is designed to provide students with a broad understanding of economic and political processes. The curriculum is divided into five core areas: economics, political science, business and public policy, and social science.

The MAPEB program is designed to prepare students for careers in government, business, and policy-making organizations. The program is offered in the Schools of Politics and Economics and Information Science.

The program is open to students from all backgrounds, including minority students. The program is also open to students who have a background in economics, political science, or business.

The MAPEB program is managed by the CGU School of Politics and Economics. The program is supported by a grant from The Coca-Cola Foundation.

The MAPEB program is the first of its kind in the country. It is designed to provide students with a broad understanding of economic and political processes. The program is offered in the Schools of Politics and Economics and Information Science.

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The program is open to stu...
Bill Clinton called his book a favorite. Newt Gingrich made his work required reading. Jimmy Johnson used his ideas to motivate the Dallas Cowboys to win the Super Bowl.

So what is psychologist Mihaly Csikszentmihalyi doing teaching in a business school? “My wife was tired of the winters in Chicago,” he says. “We had a year at the Center for Advanced Studies in Palo Alto, where we experienced winters in California. After that, she wasn’t going to be happy unless we moved.”

Csikszentmihalyi (pronounced “Chick sent me high”) had taught in the University of Chicago’s department of behavioral sciences for almost 30 years, six as chairman. “I thought I would retire and write and not do anything strenuous,” he says. “But then I started having offers from USC and UCLA and CGU.” Much to the delight of CGU, he accepted the offer to join the Drucker School as Davidson Professor of Management, beginning in August 1999. Why Claremont? “I like the people, I like the environment,” he explains. “I thought maybe it could be difficult to get used to Los Angeles. But this community was much more livable and understandable.”

The arbored streets and airy classrooms of Claremont are a stark contrast to the bomb-scarred Italy where Csikszentmihalyi spent his early childhood during World War II. Yet it was the chaos he endured during the war that sparked his interest in the psychology of play and eventually led to his groundbreaking work on flow, the psychology of optimal experience.

“When things were really bad at the end of the war, I noticed that when I played chess, or read a good book, or played games with friends, during those times I was able to temporarily be out of the misery of the war and experience something much more enjoyable and vital,” he recalls. “Last year there was the movie, Life Is Beautiful, with the father trying to make his son forget the concentration camp. In a sense, [my experience in the war] was in part what made me realize that it’s possible to step out temporarily, at least, from a wretched reality and experience something different.”

Csikszentmihalyi came to the United States at the age of 22 to study psychology, academic departments in the discipline not existing at the time in Europe. He completed his Ph.D. at the University of Chicago in 1965 and took a teaching position at nearby Lake Forest College. While teaching a senior seminar there, he developed the initial insight into what eventually would be called “flow,” a state of being in which a person is carried along by the joy of an all-encompassing activity.

In doing his dissertation research on creativity in artists, Csikszentmihalyi had seen flow in action. “I’d observed how artists could immerse themselves in their work for days on end and forget or ignore their environment and physical needs,” he says. At first, he thought such transformation was only possible for artists or musicians.
At Lake Forest, though, his students interviewed people engaged in a variety of activities adults consider play. As he diagrammed the common elements of these experiences on a chalkboard, one recurring theme emerged: enjoyable activities involve the interplay of challenge and skills. “I slowly realized that it’s not confined to creative work,” he says. “Children and adults experience it in a variety of different ways, in everything from gambling to work.”

Returning to the University of Chicago in 1970, this time as a professor, Csikszentmihalyi had the opportunity to pursue his study more deeply. Using a grant from the U.S. Public Health Service to research work satisfaction, he hired graduate students to interview people involved in all kinds of “autotelic” activities—those in which people are motivated by a drive within themselves, not just external forces such as family or wages.

During staff meetings, the term “flow” became shorthand for “autotelic” (“intrinsically motivated”), which Csikszentmihalyi considers fortunate. “I am sure that if we had continued to use the precise but cumbersome ‘autotelic experience,’ few people outside the academic community would have paid attention.”

But pay attention they did, especially as the volume of research on flow grew exponentially. In the mid-1970s, Csikszentmihalyi and a graduate student, Suzanne Prescott, developed the Experience Sampling Method (ESM) to track flow in everyday life. Participants in the study were given pagers—that were activated at random times during the day. After each signal, they filled out a self-report form rating their experience. “If a person reported flow-like experiences once every 10 responses, it made sense to assume that about 10 percent of his or her life was spent in a state resembling flow,” he wrote.

Over time, other researchers—notably Fausto Massimini at the University of Milan—also began to study flow. “Massimini found in flow theory the conceptual mechanism that explained how a multitude of small individual choices could result in large-scale social changes and eventually in cultural change,” Csikszentmihalyi later wrote in a new preface to the twenty-fifth anniversary edition of Beyond Boredom and Anxiety, his first major book. “People tend to repeat activities that are enjoyable, and these activities eventually become part of a culture’s repertoire ... the lifestyles that define civilizations can be better understood in terms of the repetition of activities that produce flow, rather than in terms of the convoluted explanations of historical materialism or psychoanalysis.”

The publication of Flow: The Psychology of Optimal Experience in 1990 brought Csikszentmihalyi’s work front and center with leaders in government, business, and the arts. Now translated into 50 languages, its concepts have been used by organizations as diverse as Cirque du Soleil and Montessori schools, the British Cabinet Office, the Mexican government, and the National Institute of Health. “This has allowed me to have a different type of experience with different students, different concerns,” he says, noting that he has to rethink everything he’s doing in light of the new audience. “You’re preparing psychology students to be academics,” he explains. “But when you teach in a business school, that’s largely irrelevant. What the MBA students need is tools to reach their goals.”

The executive management students, though, have already attained career success. “Many of them come back to school because they are interested in broadening their horizons and learning about themselves in the larger scheme of things,” he says. Judging from the applause as class concluded on a recent Saturday afternoon, the students in the course taught by Csikszentmihalyi and Dick Elsbach on “Leadership and the Making of Meaning” were Stretch beyond expectation. Many expressed the view that the class had been life-changing as they had opportunity to explore issues deeply felt but rarely expressed by successful managers.

Though he teaches in a school that bears the Drucker name, Csikszentmihalyi, before coming to Claremont, knew little more about Peter Drucker than that he had turned down his request to be part of a study on creativity. At the time Drucker wrote Csikszentmihalyi a letter—including in the book Continuity (page 14) saying he didn’t believe in creativity, he believed in productivity: work very hard, create the right conditions, and you are likely to come up with innovative or creative ideas.

“I wasn’t sure what he meant until I read his book,” Csikszentmihalyi says, “and then I realized we actually were pretty close in our ideas. His notion of innovation and entrepreneurship is based on the same assumptions I’m making—paying attention to managerial processes that make creativity more likely.”

“Does the master of flow experience it himself in his work?” Sitting in his small but sunny office on a mild late spring morning, he smiles. “Not always,” he admits in the indefinable accent of a man who speaks seven languages and reads eight. “Writing can be flow-producing after the first half hour, forty-five minutes—after you’re despaired that you can write anything good and [quit] trying to find some excuse to do something else.”

These days, Csikszentmihalyi’s attention is focused on the Quality of Life Institute. Housed in the Drucker School, it is one of three such centers across the country researching aspects of what is now called Positive Psychology—a movement to see psychology not just as the study of mental illness, but of what makes people happy and fulfilled. “The one at the University of Illinois-Urbana is looking at the quality of momentary experiences: what makes the person feel happy or good about life at the moment,” he says. “Ours here in Claremont is looking at the good person and the good life, which means quality of life looked at over the life-span. The third center, in Philadelphia, is looking at the good community—how society, culture, and the environment promote a good life.” Initial funding is in place for four years, but Csikszentmihalyi expects it may continue longer. “Hopefully it’s going to run until we discover what makes the quality of life worthwhile,” he says. “A thousand years?”

Perhaps mellowed by a thousand such inquiries, Csikszentmihalyi is patient when asked about his name—which seems nearly impossible for phonetically challenged Americans to pronounce. “Csik,” the first four letters, refer to our province which is in Transylvania, now in Romania. It’s under the mountains that divide Hungary from Romania,“ he says. In the fourteenth century, his family—believed to descend from the youngest son of Attila the Hun—was given land there to farm in exchange for providing the help of 500 mercenaries from Germany.

“In 1969, at Christmas, there was such a snowstorm in the mountains that they figured nobody was going to come, so they invited all the soldiers for a big party,” he recounts. “The Tartars actually did come through the pass, and they took seven members of the family back to Crimea. They sent letters—still well-preserved—asking for ransom. These Tartars knew what they wanted: 500 golden ducats, 1 2 livres with silver buttons for the court, a pocket watch made in Paris. It took years for the rest of the family to gather up the stuff.”

The phone rings. Csikszentmihalyi laughs about yet another trip for yet another interview, this one on creativity with a dancer in her eighties. After a lifetime of research, Mikhail Csikszentmihalyi is still obviously in the flow. His newest book, on Browning Asful (with Barbara Schneider) just came out in May.

Writing can be flow-producing, after you’re despaired you can write anything good

“...the term ‘flow’ became shorthand for ‘autotelic’ (‘intrinsically motivated’).”
Sylvia Scott-Hayes

Sylvia Scott-Hayes dislikes being photographed, hates fund-raising, and doesn’t much care for the spotlight. If this seems like an odd recipe for a successful politician, Scott-Hayes is an unusual woman. Self-effacing and low-key, she downplays her accomplishments, preferring the role of humble public servant.

She became an educator at the college level. The demographics of Los Angeles provided a rich opportunity to work with a variety of non-traditional students. She developed programs to help non-native English speakers pass basic proficiency tests, and mentored and worked with athletes, young Latina women, and former gang members who had decided to pursue higher education. As an educator and community activist, she has a passion for two issues—women’s status in society and increasing access to higher education. Commitment to these causes led to her involvement in the political life of Los Angeles. Over the years she volunteered her time and resources to help candidates such as Richard Alatorre, Gloria Molina, Hilda Solis, Jackie Goldberg, and Gloria Romero get elected.

Though she had strong political alliances and an active support network, the thought of running for elective office had never crossed her mind. But when Gloria Romero ran for State Assembly, the college district trustee vacancy came open. People began to urge Scott-Hayes to run because she had a lot of active relationships and an excellent network of support. “I had a big mouth about the problems in higher education,” she laughed. For the next seven months, her life became a blur. She tried to juggle classes, continue working, and run her campaign in her personal life, but somehow managed to do it all.

The transformation of Sylvia Scott-Hayes

Who is this unlikely politician, and how did she go from Claremont Graduate University classroom to elective office representing more than four million constituents?

Two years ago, Scott-Hayes, a Ph.D. student in the School of Politics and Economics, was learning to run other people’s campaigns, not launch one herself. Today she is a college trustee, making decisions that affect thousands of classrooms in the largest community college district in the nation. Scott-Hayes returned to school after she married and had children. As a single Chicana, she learned the value of education from a perspective different than that of many traditional students. It proved helpful when she

given the opportunity to serve in public office. “Having to deal with the scandal and watching the media treatment of it gave me an experience that not everyone has,” Casper says. “More importantly, it gave me a lot of material to bring back into education.”

Grassroots and beyond

Though Sylvia Scott-Hayes may be the most influential elected official in the student body, she’s not the only CGU student doing important work in politics. Students in the School of Politics and Economics are organizing farm workers, serving as strategic consultants, appearing on political talk shows, and helping to shape local and national races.

Jean Schroedel is the driving force behind an innovative new program in political education, the Master of Arts in Politics (MAP). “For a long time my colleagues and I were working with students after hours on an informal basis to help get them into politics. I asked myself, ‘Is this something we could be doing more formally?’” Schroedel gathered key faculty together to see if there was interest in developing a more formalized process. Faculty members from across the political spectrum came together to form a new program that would systematically train students to work in politics.

The MAP program is designed to prepare political professionals for real-world work in the rough-and-tumble of American politics. It is a practical model that develops the knowledge and skill sets of individuals who want to shape society’s future through political action.

Several students in the program are already making an impact in California politics. Doctoral candidate, Frances Marquez’ political contributions include a remarkable behind-the-scenes career in California politics. Her resume reads like that of a seasoned veteran—field organizer for Senator Diane Feinstein’s race for governor, volunteer for Gloria Molina’s campaign for Los Angeles County Supervisor, Hilda Solis’ Assembly race, Xavier Becerra’s run for Congress, and field organizer for Clinton-Gore. Marquez is also a featured panelist on L.A.’s first TV weekly talk show on Latino politics.

“Having to deal with the scandal and watching the media treatment of it gave me an experience that not everyone has,” Casper says. “More importantly, it gave me a lot of material to bring back into education.”
As a trustee I have a voice and a vision—two elements necessary to make our community colleges great..."
ORDINARY EYE SEES leaves, trees, and branches, Madrigal first spotted this particular root with its wood still damp and cool to the touch. When it turned out to be tree root, pepper tree to be exact, it gested a familiar grain of wood. Maple, teak, burl? Spring to life at any moment. Pink striations sug-

The Michelangelo of Trees

HERE THE ORDINARY EYE SEES leaves, trees, and branches, CGU groundkeeper Roberto Madrigal sees monkeys, snakes, and bears. Like a modern-day Michelangelo, he simply releases the form by carving away the excess.

Madrigal was recently found on a summer morning with a crew of men on the grounds of Honnold Library. Mounds of freshly dug dirt lay along a 20-foot trench. The crew was preparing for pipe that would soon carry high-speed Internet connections—global digital data, flying at the rate of two millibytes per second.

W -foot trench. The crew was preparing for pipe that would soon carry high-speed Internet connections—global digital data, flying at the rate of two millibytes per second.

Roberto Madrigal has worked at the university for 15 years. During that time, he has created more than 400 statues, put a son through college, and held three major exhibitions, at Garrison Theater, Pitzer College, and the DA Center for the Arts in Pomona. Pelicans, monkeys, and elephants grace the homes and offices of several professors. Roberto has proudly given away many pieces to faculty and admirers.

His tools are gnarled wooden mallets, a little like a sixteenth-century artisan might have used. His tool of choice is a weathered Old-Timer pocket-knife and an occasional chain saw for larger works, like the 500-pound California black bear, his personal tribute to the two Pomona College students killed by the falling tree in 1997, or the fierce, no-nonsense sheriff standing guard in the lobby of the security building.

John Regan is an anthropologist and professor of education. He studies and teaches semiotics—the interpretation of signs or visual intelligence. From a purely academic aspect, Regan finds Madrigal’s work astonishing, particularly in its brilliant sense of form and inherently creative spatial composition.

“Roberto Madrigal is a fascinating study, a brilliant example of human semiotic potential,” says Regan. “He perceives physical form as a creative medium, something humorous, beautiful, and innately creative. He is a pure artist, creating for the sheer joy of it.”

Regan compares Madrigal’s unique perceptual ability to famous sculptors whose groundbreaking perceptions changed art forever. “Rodin broke into the art world with a concept that didn’t exist before. He began by perceiving people untethered in the conventional sense. Later, Degas saw form, spinning, balanced on a single point. Madrigal’s art comes from a similar kind of perception.”

When construction crews started breaking ground for the Burkle building, Madrigal would sift through truckloads of debris as it came out of the ground, taking it home to create art. “He is a marvelous, pleasant, generous man, that rare joyful human being, because he is forever creating.”

Deepak Shimkhada, faculty support for the Drucker School and lecturer in philosophy at Claremont McKenna College, has been following Madrigal’s work for many years. Shimkhada is writ-

He is a marvelous, pleasant, generous man, that rare joyful human being, because he is forever creating.
P E T E R B O Y E R , Smith-Hobson Family Chair in Music at Claremont Graduate University, has received three significant commissions to compose new orchestral works, premiering in locations around the United States between July and November.

The first commission is from the Kalama Sano Symphony Orchestra, a leading regional orchestra in Michigan. This work was commissioned by Bronson Hospital to celebrate the opening of The New Bronson, a nearly $200 million facility that opens this fall. Boyer’s composition, a jubilant 12-minute work for large orchestra entitled New Beginnings, will be premiered at the opening concert of the Kalama Sano Symphony’s season, September 22, 2000, and recorded by the orchestra the following day. Conductor Raymond Harvey, who selected Boyer for the commission, will lead the orchestra. Harvey previously conducted Boyer’s award-winning tone poem Titanic, with the Fresno Philharmonic.

The second commission is from the Oregon Mozart Players, an outstanding chamber orchestra in Eugene that received funding from the Fromm Foundation to commission this work from Boyer. The new 12-minute work for chamber orchestra, entitled Ghosts of Troy, is a tone poem inspired by the Trojan War. Ghosts of Troy, along with Boyer’s song cycle poem is overdone… an existing work, will be premiered November 4-5, 2000. Andrew Maness, who also previously conducted Boyer’s Titanic, with the Toledo Symphony, will conduct these concerts.

The third commission is from the Conductors Institute at Bard College, a renowned summer training program for conductors led by Harold Farberman. This work is Three Olympiads, a 15-minute work for string orchestra. Each of its three movements, “Apollo,” “Aphrodite,” and “Aries,” portrays a Greek god or goddess who resisted on Mount Olympus. Thus two of Boyer’s three new commissions draw inspiration from Greek mythology, just as his Titans was inspired by what Boyer describes as “contemporary mythology.” Three Olympiads was conducted by the 40 conducting students of the Conductors Institute at Bard College in New York, July 14-30, 2000, during which time Boyer was in residence as a faculty member at the Institute.

In addition to these commissions, Boyer is preparing to make a recording of his music with the London Symphony Orchestra, at EMI/Abbey Road Studios, London, on January 2-3, 2001. Boyer will conduct the London Symphony Orchestra in these recording sessions. The recording will be produced by six-time Grammy-winning conductor Michael Fine, and will include all three of these new commissions, as well as Boyer’s works Titans, The Phoenix, and Celebration Overtones. The recording will be released by Koch International Classics in 2001.

Boyer, 50, is widely becoming known as one of the leading young American composers. His music has been praised in The New York Times, USA Today, and American Record Guide, among others. His works have been premiered in venues such as New York’s Carnegie Hall, Los Angeles’ Shrine Auditorium, and Hartford’s, The Bushnell. He is also an active conductor, and is on the conducting faculty of The Henry Mannes Institute at UCLA. Boyer, appointed to the Smith-Hobson Family Chair in Music at Claremont Graduate University in 1999 after serving as visiting professor since 1996, teaches courses that include composition, twentieth-century music, American film music history, and music technology.

Peter Boyer receives significant commissions to record with London Symphony Orchestra

“New Beginnings,” “Ghosts of Troy,” and “Three Olympiads”
bookshelf


A slide is brilliant. A brilliant slide is a slide that stands out to the audience, captivating their attention and leaving a lasting impression. A slide is defined as brilliant if it meets the following criteria:

1. **Engaging Visual Design**: The design is visually appealing, using colors, graphics, and fonts to create a memorable and compelling presentation.
2. **Clear and Concise Content**: The content is clear, concise, and easy to understand, with key points highlighted and unnecessary information removed.
3. **Effective Communication**: The message is communicated effectively, with a logical flow that guides the audience from one point to another.
4. **Engaging Delivery**: The presenter engages the audience through body language, voice tone, and pacing.
5. **Impactful Conclusion**: The conclusion is impactful, leaving the audience with a clear call to action or a memorable thought.

To achieve brilliance in a slide, the presenter must carefully consider the design elements, content, and delivery to create a slide that not only looks good but also delivers the intended message in an engaging and effective way.
**HARPER IS ALUMNI DIRECTOR**

Camille Harper, M.A. English, 1959, is the director of alumni and donor relations at Claremont Graduate University. Raised in Chico, California, Harper received her A.B. degree in English from the University of California, Davis. She worked in international programs at Dartmouth University Extension for four years before enrolling at Claremont Graduate University. Harper was an intern in the Office of Development at CGU for a year before assuming her current responsibilities in August 1999. As director of alumni and donor relations, Harper is responsible for all institutional alumni programs, including management of the President’s Alumni Circle and other institutional alumni groups. In the coming months, she will implement an alumni relations program to strengthen the ties between Claremont Graduate University and its alumni.

**SCOTT HAS HIGHEST LEGISLATIVE SUCCESS RATE**

Jack Alan Scott, Ph.D., History, 1972, was selected as co-recipient of CGU’s 1999-2000 Distinguished Alumnus Award. Scott is currently a member of the California Assembly, representing the Forty-Fourth District. Prior to his election in 1996, Scott had a distinguished career in academia. He served as a member of the faculty of Pepperdine University for 10 years, where he remains a Distinguished Professor of Higher Education. In 1973, he became dean of instruction at Orange Coast College, and in 1978, he was appointed president of Cypress College.

Scott assumed the presidency of Pasadena City College, the third largest community college in the nation, in 1987. The hallmark of his presidency was the launching of a $100 million master plan to meet the college’s needs into the twenty-first century. Scott is also an accomplished writer. His book on John Witherspoon, one of the signers of the Declaration of Independence, was published by the University of Delaware Press in 1987.

During his first term in the California Assembly, Scott enjoyed the highest legislative success rate among his colleagues, with 85% measures signed into law. The measures included watershed legislation establishing tough new gift and loan restrictions on elected officials, legislation prohibiting convicted sex offenders from working in California schools, and a measure bringing gun manufacturers under state regulation. Scott also received attention for his legislation streamlining the adoption process, legislation bringing conviction standards into the twenty-first century.

**news and notes**

The Claremont Graduate University Office of Alumni Relations is currently seeking nominations for the 2000-2001 Distinguished Alumnus and Distinguished Service Awards. If you know of an alumnus/a who you believe deserves recognition for his/her achievements or service, please contact Camille Harper, Director of Alumni Relations, at 909-607-3762 or camille.harper@cgu.edu.

Claremont Graduate University thanks the following alumni for serving as CGU’s delegates for presidential inaugurations at the following universities. Delegates represent CGU at inaugural festivities at colleges and universities around the country.

Triity University: Olivia (Lov) Burner, San Antonio; M.D., Executive Management, 1976
University of Akron: Craig Drucker, Ph.D., Political Science, 1999
Whittier College: Dorothy Heide, Ph.D., Business Administration, 1977
Occidental College: Arthur Williams Opel II, Ph.D., Executive Management, 1985
Antioch University, Los Angeles: Maria Sole, Ph.D., Executive Management, 1997

Alumni: What are you doing?

Please use the space below to update us on your personal or professional life. Add additional pages if needed, and do send photos, though we apologize that we cannot return them. Updates may be published in future issues of the Flame or on the CGU website. Detach this form and send with your mailing label to: Office of Alumni Relations, Claremont Graduate University, 155 East Tenth St., Claremont, CA 91711.

Name*  
City  State _ Zip    
check box if new address Country    
Home phone Fax  
Work phone Email  
Year of graduation or last class taken  
Program/School  Education  SBOS  Arts & Humanities  
Religion  Drucker  IS  SPE   
Degree(s) earned at CGU, with year(s)  

Brief description of personal or professional activities (you may attach additional sheets)  

*Include maiden name if it has changed since leaving CGU  

Alumni Office of Development at CGU  

September 8, 2000
Opening of School Convocation
3:30 p.m. – Garrison Theater, corner of Tenth Street and Dartmouth Ave., Claremont
Reception to follow in DesCombes Quadrangle

September/October (date T.B.A.)
Paramount Pictures Movie Premiere Night
Fundraiser to benefit the Anniversary Fellowship Fund
For more information, contact Camille Harper at 909.607.3962 or camille.harper@cgu.edu

C O M E  C E L E B R A T E  C G U ’ S  7 5 T H  A N N I V E R S A R Y !

October 6-7, 2000
Thornton S. Bradshaw Seminar in the Humanities
"Visual Representation and Cultural History"
The Edward S. Curtis Photographs of North American Indians
Reservation is required
909.621.8071 or www.cgu.edu/hum
in conjunction with

October 2-27, 2000
Exhibition of Curtis Photographs from the collection of the Capital Group Foundation
Peggy Phelps Gallery
521 East Tenth Street, Claremont 909.621.8071

and

August 29-October 20, 2000
Edward S. Curtis Photographs of North American Indians: Representation or History?
Exhibition portfolio holdings of the Libraries of The Claremont Colleges
1030 Columbia Avenue, Claremont 909.621.8136

October 18, 2000
Alumni Hall of Fame Dinner and Induction Ceremony
Faculty House, 703 N. College Way, Claremont
For more information, contact Camille Harper at 909.607.3962 or camille.harper@cgu.edu

Claremont Graduate University is hosting a year-long series of special events to celebrate 75 years of academic excellence. For calendar updates and future events, please visit our website at www.cgu.edu.