

Editorial

Jeffrey H. D. Cornelius-White
Missouri State University

Bruce Allen
Independent Practice, Bullhead City, AZ

As always, it's our pleasure to share with you the contents of the new volume of *The Person-Centered Journal*.

Kim Francis provides a previously unpublished transcript of a two-hour question-and-answer session with Carl Rogers during a 1975 residential workshop. A remarkably spontaneous Rogers provides insights into a number of areas, including his personal and theoretical development, his therapeutic practice, his views on relationship and religion, and even his gardening.

This double issue also features several perspectives on person-centered applications to education. Stephanos Vassilopoulos and Alexandros Kosmopoulos share their relational dynamic education model of education that they have been developing in Greece for decades. Their work builds on the seminal work of Rogers' theory and is concerned with the provision of the core conditions in an educational context.

Leslie Simonfalvi provides a thoughtful description and analysis of The International Language School Group in Budapest, Hungary. Hungary is unique in how many person-centered schools and teachers have been extensively trained in the approach and continue to be connected through regular encounter groups. The International Language School Group is one of the founding schools of this sort, having been developed and influenced by the first Cross Cultural Workshop that occurred 25 years ago in Szeged, Hungary, an event rich with history for both the person-centered approach and its development and influence from Hungary and in international collaborations. PCE Europe, a chapter of the World Association for

The Person-Centered Journal, Vol. 16, No. 1-2, 2009
Printed in the United States. All rights reserved.

Person-Centered and Experiential Psychotherapy and Counseling, had its General Assembly at the start of this conference, signifying some of the massive international networking and advocacy that has occurred. One of us (J. C.-W.) was grateful to be able to attend the 25th anniversary Cross Cultural Workshop this summer and to learn much about the well-developed traditions of person-centered education in Hungary.

Maria Hess offers a description of her approach to the provision of the core conditions in an educational context, this time in teaching basic counseling skills. It relies heavily on person-centered principals and is helpful in providing almost step-by-step instructions in how to structure a learning situation in which both the core conditions are present and the provision of these conditions is learned. In reading this, one has the experience of watching a master educator at work.

The last view of person-centered theory and education comes from Joan Test and Jef Cornelius-White. They provide a brief introduction to the work of Lev Vygotsky and compare and contrast his educational concepts with those of Rogers. They find these ideas are both strikingly similar and yet quite distinct from each other.

While the previous authors look at person-centered theory and education, Brian Levitt examines how an aspect of popular culture can clarify both person-centered theory and practice. He deconstructs an episode of *Star Trek: The Next Generation* in which Captain Picard attempts to understand an alien who uses language in ways that become increasingly less puzzling to him. Brian uses this process as a metaphor for and teaching device about the therapeutic process in which the therapist tries to understand the mysterious client, as well as a way of understanding failed client-centered research.

Finally, the issue concludes with a memorial to Ferdinand Van der Veen, a colleague who was consistently engaged in ADPCA since its founding and indeed was one of the founding fathers of the person-centered approach. He conducted some of the first research on the approach in the 1950s and was a student and original colleague of Carl Rogers when Rogers was at the University of Chicago. On a personal note (J. C.-W.), Ferd was one of my closest companions during my 10 years of professional involvement in the approach, both in the U.S.

and Europe. We roomed together multiple times, and the loss of his friendship with his passing has been deeply felt. I wish his spirit well.

There are always many people involved in the production of the *Journal*. We'd like to again acknowledge the support of The Association for the Development of the Person-Centered Approach, its sponsor; and Missouri State University, its printer. Special thanks to Tamara Arthaud, acting head of the Department of Counseling, Leadership and Special Education, and Dennis Kear, dean of the College of Education. We are pleased and grateful that The Person-Centred Therapy Scotland is again receiving the journal in electronic form. Likewise, the *Journal* depends on its editorial team, board of advisors, and especially its reviewers and contributing authors. As always, we welcome questions and manuscripts! We hope there is something for everyone in this volume or in the back issues of the *Journal*.