

Editorial

Jeffrey H. D. Cornelius-White

The Person-Centered Journal has experienced transitions again this year. Re-reading editorials from previous issues, I have been reminded that transition has been more the norm than the exception for the *Journal*, as is often the case in life. In fact, one could argue that the practice of the person-centered approach is the recognition and appreciation of transition. Rogers (1969) writes of person-centered educational goals: “To free curiosity, to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of inquiry; to open everything to questioning and exploration; *to recognize that everything is in a process of change*” [italics added] (p. 105). Hence, from a person-centered perspective, transitions are stressful, sometimes painfully so, but inevitably growth-producing opportunities.

Like the previous year, I was grateful to see several people volunteer at the ADPCA annual meeting to step up their participation by providing annual or monthly contributions as reviewers or associate editors, respectively. B. Junahli Hunter, Bruce Allen, and Ferdinand Van der Veen have begun helping as associate editors, each in his or her own way. After attempting several strategies for copyediting, I eventually found Jack Dimond, a lecturer at Missouri State University and adviser to Missouri State University’s student-run newspaper, *The Standard*. Jack, a former newspaper writer and editor, brings wonderful experience, expertise, and reliability.

Thankfully, Barry Grant continued to help, serving as consulting editor and shepherding through a few articles from 2005 that appear in this double issue, including contributions by Andrea Reupert, by Michaella and David Buck, and by me. Likewise, Leslie McColough continued to provide bountiful assistance in reviews and senior associate editor capacities. Unfortunately, Ian Fallows resigned this fall, having provided partial assistance to this issue. I am grateful to the help Ian has offered, and it is likely that in the next issue, the *Journal* will have an article contribution from Ian, too. Thanks as always to our team of reviewers, whose assistance brings the professionalism and scholarship we experience in each article and without whom the *Journal* would not be an erudite endeavor.

The Department of Counseling in the College of Education at Missouri State University in coordination with University Printing Services has graciously increased its support for the *Journal* by agreeing to be its printer. Thanks to Dean David Hough and Head Chuck Barké for their

The Person-Centered Journal, Vol. 13, No. 1-2, 2006
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ideological and logistical support and encouragement. Lindsey Schluckebier, the senior graduate assistant in the Department of Counseling at Missouri State helped to complete this issue as Assistant Editor in response to Ian's resignation as Managing Editor. We are grateful to Lindsey's efficient and accurate work. Additionally, a majority of the members the Missouri State University counseling club, Helpers United Together, have joined ADPCA. Missouri State University's library has acquired a complete set of the journals in print and agreed to have an annual subscription. Library acquisition of the *Journal* is important for public accessibility to our field. If you have ideas for other arrangements with university students, libraries, or other groups, please feel free to contact me (jcornelius-white@missouristate.edu).

To adjust to the passing and aging of the *Journal's* board of directors in recent years, I have invited former editors Jon Rose, Jo Cohen-Hamilton, and Barry Grant as well as Greek scholar Grigoris Mouladis to join Barbara T. Brodley, Alexandros Kosmopoulos, Nat Raskin, and Jerold Bozarth to form its new board of advisers. We are grateful to the sage advice and support of our advisers.

It came to my attention this year that the ISSN number *The Person-Centered Journal* had been using was not accurate. Ian and I worked to establish an accurate ISSN number, which will retroactively apply to the first 12 volumes, as well. The print version has the ISSN number: 1932-4820. The online version has the ISSN Number: 1932-4839.

An ongoing developmental challenge of the *Journal* is meeting the most basic need of all journals—submissions. Jon Rose wrote in 2002, “Ideally a journal should have more than enough current submissions to fill its next two issues, to allow for thorough and careful peer review.” While we are fortunate to have had some excellent submissions, we continue to have a need for more and have not reached this security point. Similarly, ADPCA membership has reached an all-time low, which indirectly threatens the health of the *Journal*, as well. Please consider writing or volunteering for the journal (contact me at jcornelius-white@missouristate.edu) and recruiting or joining the association (contact Wade Hannon at wade.hannon@nds.edu regarding recruitment or Yoko Allen at ADPCA@CMAAAccess.com about membership). Scholarships and student rates are available for those who cannot pay the full membership fee. The main thing is, we need your involvement! We will be glad to answer any questions you may have about the process of our *Journal* and can even help you pre-submission to get your manuscript ready for submission if you have not written much before or if English is not your best language.

At Tiane Graziottin's suggestion, I discussed with the *Journal's* board the possibility of establishing a collaborative agreement between the *Journal* and the British Association for the Person-Centred Approach (BAPCA) to help expand and support the *Journal*. I also discussed the initiative with members of BAPCA's coordinating group while I was in Germany for the World Association for Person-Centered and Experiential Psychotherapy and Counseling meeting (PCE 2006), where I and BAPCA convener, Sheila Haugh, were elected to serve on the World Association board. The *Journal* board and the BAPCA's coordinating group enthusiastically support this initiative. Likewise, it fits clearly with the mission of *The Person-Centered Journal*: "to promote and disseminate scholarly thinking about person-centered principles, practices, and philosophy." Unfortunately, this arrangement was unable to begin in 2006 due to BAPCA's current financial constraints. This potential cooperative agreement will allow BAPCA to have a practical journal similar to *Person-Centred Practice* that ended after Tony Merry's untimely death two years ago. For ADPCA and the *Person-Centered Journal*, it gives a much-needed boost to participation and significantly reduced cost to produce the journal. ADPCA and the current *Journal* staff will retain ownership and leadership of the *Journal*, but as always the *Journal* welcomes new, committed volunteers and participants at all levels of its functioning. Similarly, both last year and this year, I have sent a few complimentary copies of the *Journal* to international leaders in our field and secured free advertisement in other venues to encourage people to cite, write for, and promote the *Journal* and join and participate in ADPCA to help the *Journal* maintain and enhance.

Turning to the content of this double issue, we are showcasing the life, spirit and works of Cecil H. Patterson. Pat passed away this year, but was an extraordinary person, influential teacher, and one of the major proponents of the person-centered approach in print. As author of 22 books, including several classics like the 1973 *Humanistic Education*, the broad fields of education and counseling, not just the person-centered community, have lost a tall tree in the small forest of enduring scholars. Pat was also a member of the *Journal's* board.

Jerold Bozarth describes Pat's scholarly and human contributions in a dedication. Jo Cohen-Hamilton offers a short, warm remembrance. Morris Jackson and Sylvia Nassar-MacMillan have provided an abridged compilation of two interviews with C. H. Patterson that celebrate both his personal and professional life and help keep his spirit of interaction alive for readers. The *Journal* is honored to have been left the rights to a few unpublished works, as well. A. Leslie Anderson offers a short introduction and 10 favorites of the

many “Sayings of the Sage,” profundities that C. H. Patterson was known for, especially at his Web site: <http://www.sageofasheville.com>.

This double issue also features three important contributions to the work of person-centered education. Together with Aspy, Roebuck, Anne Marie Tausch, Reinhard Tausch, and Rogers himself, Patterson was a foundational thinker in the area of person-centered education. The *Journal* is pleased to publish for the first time in print Patterson’s “Education and the Humanistic Crisis.” Patterson provides provocative perspectives about the needs for school and other social reform for the survival of humanity in the threat of global crises.

Likewise, we are also delighted to present Christine Bauer, Michael Derntl, Renate Motschnig-Pitrik and Reinhard Tausch’s comprehensive “Promotive Activities in Face-to-Face and Technology-Enhanced Learning Environments.” This team of German and Austrian researchers include Renate Motschnig-Pitrik, consultant to ADPCA in the development of its online identity, and Reinhard Tausch, opening speaker at the World Association’s conference this summer and one of the most prolific contributors to the field of person-centered education and psychology. This article presents methods of humanistic educational technology, a review of research, and an important theoretical contribution to the growing field of learner-centered education.

I offer a brief, practical “Learner’s Guide to Person-Centered Education,” including a short review of the content of my forthcoming book from Sage, *Learner-Centered Instruction: Building Relationships for Student Success* (with Adam P. Harbaugh), my meta-analysis from *Review of Educational Research*, and other recent works. The piece concludes with an accessible handout intended to be copied and used in secondary, college, and graduate classes taught from a person-centered philosophy.

Andrea Reupert explores therapists’ sense of self, especially as a relational or transpersonal construct rather than an individualistic one. She reports on data from interviews that described the self as multi-faceted, flexible yet consistent, rich with inner life, yet having an element of professionalism. The self is involved in a variety of ways, including building relationships, applying theory, disclosing, and providing a focus in therapy. Reupert shows how each therapist brings a unique presence to the therapeutic encounter.

Michaella and David Buck provide a client-centered approach to understanding Asperger’s syndrome. They provide a brief history of Asperger’s as a disorder, link experiences of working with people with autism

with client-centered theory and provide a rich case study to flesh out these ideas.

Finally, a pair of pieces explores various perspectives of Marvin Frankel and Lizbeth Sommerbeck's concept of "Two Rogers" and congruence. Congruence, also known as authenticity, genuineness, and transparency, is a central concept in the person-centered approach, which I myself have explored in several different writings of my own this year (Cornelius-White, 2006a, 2006b, in press a, in press b). Considering varying perspectives have been important to my evolving sense of the construct, and I hope these two pieces will spur your own development.

Leslie McColough has helped to write, gather, and edit three book reviews for this double issue. McColough reviews Richard C. Page and Daniel N. Berkow's *Unstructured Group Therapy*, calling it a "new-found vade mecum upstaging other weighty books." She also reviews Jay Joseph's *The Gene Illusion*, which she describes as "a brilliant compilation that axes the very essence of biologically-based arguments used to imprison the field of social science and the mental health professions." A. Leslie Anderson reviews *Embracing Non-directivity: Reassessing Person-Centered Theory and Practice in the 21st Century*, edited by Brian E. Levitt, and describes it as "a thorough exploration of the non-directive attitude as it relates to person-centered therapy and throughout the book begs questions about the practice of psychotherapy in general."

Again, I am grateful for the opportunity to be at the center of person-centered scholarship by serving as editor. While it is a daunting task, I do hope to inspire you to become more involved in person-centered scholarship by writing, volunteering, or otherwise promoting *The Person-Centered Journal*. In the words of the sage Pat Patterson himself, the person-centered approach is about "*being with*, not *doing something to*." Please "be with" the *Journal* in the near future!

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