

**C. H. Patterson (1912-2006): Pat the Apostle
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Professor Cecil Holden Patterson, who died aged 93 on May 26th 2006, was one of the great expositors and evangelists of the client/person-centred approach to psychotherapy originated by Carl Rogers. Over fifty years after Rogers trained him, Pat confessed that he had ‘tried to be to Rogers as Paul was to Christ’ (2000). ‘I have preached one gospel, the gospel of Carl Rogers,’ Pat declared--an avowal made on the back of a life-time’s achievement as author/co-author of twenty books and almost two hundred published articles, presenter at innumerable conferences and workshops, trainer of a host of counselors and counseling psychologists, active participant in, and officer of, national counseling organisations, and last, and certainly not least, father of seven children.

Childhood in Massachusetts

Born on June 22, 1912 in Lynn, Massachusetts, close to Boston, Pat was the eldest of four children. In 1919 they and their mother experienced the tragedy of Pat’s father dying during the great influenza epidemic. ‘I do remember a little bit about his death, Pat later recalled, ‘the casket in the house...wreaths on the door’ (Nassar-McMillan, 1999).

Without a father and growing up in difficult financial circumstances, Pat credited his mother with keeping the family together and enabling all four children complete high school.

At junior high Pat was assessed as college material. However, acquisition of a step-father and a move to the smaller town of Danvers meant Pat giving up any idea of going to college and instead taking a business-commercial curriculum, on which basis Pat graduated from high school as valedictorian, i.e. the highest performing student of the senior class; the one who gave the ‘saying farewell’ (*vale dicere*) speech at graduation. In his sixties, having given countless subsequent speeches, Pat acknowledged still feeling nervous before giving a public address.

Two years before graduating, Pat had started a part-time job in a ‘baby shoe factory’ run by three women. These women, Pat recollected, were ‘very interesting people’ who played a significant role in his life. Not only was he able to continue working in their factory for three years after his graduation--important in itself in America of the Great Depression--, but at the end of those three years they gave him \$300 towards his college finances.

College vocation

Pat’s belated decision to go to college resulted from active involvement in the Methodist Church, where he worked with young people and actually acquired a Local Preacher’s license. Pat’s aim of going to college to train as a minister did not, however, prove straightforward as his restricted high school curriculum meant he had not studied maths or languages to a sufficient degree. His grades were good enough

for him to enter nearby Harvard, but lacking knowledge of Latin he was turned down. Pat remembered this rejection throughout his life, usually with a laugh, but presumably it was not particularly funny at the time.

The University of Chicago did accept Pat, though, allowing him to make up his deficits after admission. Once into his studies Pat became interested in social sciences and gave up his plans for a church career, a comparable conversion, as he used to note, to that of Rogers. Like Rogers, Pat eventually became a clinical psychologist but the route he took was more convoluted.

Sociologist to child psychologist

In summer 1938 Pat graduated from the University of Chicago with a bachelor's degree in sociology but no job opportunity in this field. He therefore stayed in Chicago maintaining his job as busboy (waiter's assistant) and as research assistant on a project developing psychometric tests, a serendipitous placement that taught him 'to do correlations, item analysis, and reliability computations'. These skills were to serve Pat well both in his later academic career and more immediately in securing him a job at the Fels Institute of Research in Child Development at Antioch College in Yellow Springs, Ohio. In December the head of the Chicago project had informed Pat of a vacant position at Antioch as research assistant/instructor in psychology. Promptly reading some child psychology books, Pat successfully negotiated the interview and took up the post in January 1939.

A child psychologist without ever having taken a course in child psychology, Pat much enjoyed his time at Fels, an institute established in 1929 to carry out longitudinal, multi-disciplinary study on the effects of the Great Depression upon children's development. Although the study's main focus was physical growth/maturation, attention was also paid to psychological development, Pat's area. His job involved interviewing selected children's parents on a six monthly basis, a role in which he learned to administer the Rorschach Projective Test and the newly published Wechsler-Bellevue Intelligence Scale (precursor to the Wechsler Adult Intelligence Scale [WAIS]).

Pat remembered the Fels' staff as 'a wonderful group of people', one of whom (presumably the most wonderful) was a nutritionist named Frances Spano, a Catholic of Italian descent from Cortland, New York. An outgoing, sociable woman, Frances' personality complemented Pat's more introverted studious nature. In an idiosyncratic courtship ritual, Pat administered both the Rorschach and Wechsler to Frances. 'When I discovered that she was more intelligent than I was,' Pat later joked, 'I decided to marry her' (Patterson, 1994).

Marriage and first article

Pat married Frances in 1942. Not only did their union prove highly fruitful in terms of producing seven children, but Pat's first publication, in 1941, was written jointly with Frances. An article entitled 'Breast feeding, maternal rejection and child personality', it mainly resulted from Pat having studied psychoanalytic thought with Robert White at Harvard in the 1940 summer semester. Pat and Frances investigated the psychoanalytic thesis that the presence, absence and duration of breast-feeding

affected a child's later personality. It linked Frances' data on breast feeding with Pat's assessment of the child's personality. Pat and Frances found no correlation and possibly because their research contradicted the psychoanalytic hypothesis the paper was 'cited in the textbooks on child psychology for many years afterwards' (Nassar-McMillan, 1999).

Student in Minnesota

Keen to advance professionally in psychology, Pat knew he needed to do graduate work in the subject. Accepted to study child psychology at several universities, Pat opted for the Institute of Child Welfare at the University of Minnesota which offered a teaching assistantship (i.e. assistant to academic faculty) paying twice that of the other institutions.

Pat took up the post of senior teaching assistant at Minnesota's Institute of Child Welfare in September 1941. There he came into contact with the 'very famous' John Anderson, the institute's director, and Florence Goodenough, best known for developing the Draw-A-Man non-verbal IQ test. Aiming for a doctorate, within a year Pat had completed all his course work for his master's degree. However, before he could complete a thesis and gain the degree, World War II intervened.

Aviation psychologist

Realizing he was due to be drafted, in July 1942 Pat enlisted in the US Army Air Force knowing he could be appointed an 'aviation psychologist' charged with selecting recruits to train as either bombardiers, navigators or pilots. Duly given this role, Pat once more became immersed in administering psychological tests, within a year being promoted from private to staff sergeant and stationed at the Aviation Cadet Center, San Antonio, Texas.

It was at San Antonio that Pat met and worked closely with another well known client-centred 'aviation psychologist', John Shlien. Even with 100 such psychologists at San Antonio, the demand for aircrew was too great for them to do all the testing. The decision was therefore made to train those who failed the tests administer them to others. Pat having written the training manual, both John and he were assigned to this training project and the two became friends for life.

Subsequent reassignment led Pat and John to go their separate ways, only to meet again 'several years later' and discover 'happily but much to our surprise--that we had both become "Rogerians"' (Shlien in Patterson, 2000).

Clinical psychologist

Near the end of the war the military put procedures in place for the rehabilitation of millions of men and women into civilian life. Psychological services were needed not only for those seeking jobs or educational advancement but also for individuals hospitalised with injury or 'combat related trauma'. To this end, Pat was one of many psychologists directly commissioned as officers and appointed 'clinical psychologist' for the purpose of helping 'psychiatric casualties' (Goodyear & Watkins, 1983). Training for Pat involved a five-week course in the by now familiar

task of administering psychological tests, especially the Rorschach, Thematic Apperception Test, Wechsler, and Bender-Gestalt.

As clinical psychologist and officer Pat saw service at Fort Knox in a programme to rehabilitate prisoners in the Disciplinary Barracks, and in Manila in the Philippines, where he taught psychology to enlisted men and occasionally did night-time guard duty at a prisoner-of-war camp for Japanese soldiers.

Pat served in this role from 1945 until 1946, and the impression one gets is that his duties were not unduly onerous. For in 1945 Pat not only welcomed Joe, his first child, into the world, but completed his thesis to receive his masters degree in child psychology from the University of Minnesota; while in 1946 he published five journal articles, two of which dealt with the Wechsler-Bellevue.

Discharged from the military early in 1946, Pat returned to Cortland, New York, to be with his wife and son. Applying to the Veterans Administration for further employment as a clinical psychologist, Pat was offered a choice of three positions. He chose the one at the VA Hospital in Cannadaigua, New York, since it was closest to Cortland. It was not long, though, before Pat sought to leave Cannadaigua, his plans to do further graduate work at Rochester University thwarted by an antipathetic hospital manager.

Training with Rogers

Pat and the person-centred approach have much to thank this manager for because it was Pat's desire to move on that led to his training with Rogers in 1947. The VA had established the new position of 'personal counselor' with the responsibility of helping veterans on education and training programmes deal with any psychological problems. A friend having offered a job in this role in St Paul, Minnesota, Pat set out in the middle of winter to drive to St. Paul. With him were his pregnant wife and his son of under two.

First, though, Pat had to stop off in Chicago to take a five week counselor training course that Carl Rogers had set up for the VA. Altogether some 200 trainees completed this programme, Pat being part of a class of around 15. Although not having read it, Pat had knowledge of Rogers' 1942 book *Counseling and Psychotherapy* as a colleague had had a copy at San Antonio. There, too, a psychoanalytic colleague had labelled Rogers a 'country hick' (1996: 759).

His encounter with Rogers' ideas and the experience of putting them into practice in a counseling placement at a downtown YMCA deeply affected Pat. 'I was converted', Pat later related. 'I was inoculated against directive psychotherapy, and I've never needed a booster shot' (Nassar-Mcmillan, 1999).

Undaunted by the physical demands of lugging 40 to 50lb recording machines across the cold and windy city on public transport, and notwithstanding Frances' giving birth (to Penny) in the meantime, Pat successfully completed his counseling training and embarked for St Paul. On the course Pat had not had much direct contact with Rogers and indeed Rogers and he never enjoyed a close 'personal affiliation' (Shlien in Patterson, 2000). In Chicago Pat mainly dealt with Roger's staff,

particularly E. H. Porter, later John Shlien's first practicum supervisor. And it was Porter who accompanied Pat and his family to Minnesota. Porter was going for a job interview at the University and Pat offered him a lift. Porter's presence proved invaluable in keeping Joe amused, especially through singing 'MacNamara's Band'. In 1950 Porter published *An Introduction to Therapeutic Counseling*, 'a beautiful little book', according to Pat, and one he consistently recommended to his students.

Doctoral student and counseling psychologist

From 1947 until 1956 Pat worked full time with veterans Pat later termed 'emotionally disturbed or disabled', initially under the job title 'personal counselor', subsequently as 'counseling psychologist' when the title was changed in the early 1950s. At times Pat's non-directive approach was decidedly at odds with that of his colleagues, as the following anecdote highlights. 'At the VA, I was not always able to see my clients in a soundproof room and, at one point, one of the Minnesota-trained staff members apparently listened in on one of my interviews. I say "listened in", but the problem was that he didn't hear me talking very much. So he wrote to my superior in Washington to complain that I wasn't earning my salary, because I wasn't active or directive enough in helping my clients!' (Goodyear & Watkins, 1983).

Pat's reference to 'Minnesota-trained staff' is to individuals trained there in E. G. Williamson's directive counseling--the very group to whom Rogers had delivered his 1940 lecture on the central tenets of his 'non-directive' approach, the lecture Rogers saw as marking the inauguration of client-centered therapy.

Pat's ultimate goal in taking the job in St Paul was to complete a doctorate at the University of Minnesota and move into academia. This he eventually achieved but not before he had overcome some testing challenges and shown real determination matched by incredible industry.

Opting for a PhD programme in counseling psychology, Pat encountered antagonism due to his association with Rogers--one faculty member even voicing the view that he never wanted Pat to get a degree from the University of Minnesota.

Fortunately, Pat found a supportive doctoral supervisor in Gilbert Wrenn in the College of Education and duly gained his doctorate in 1955 after some seven years of study, a period that may seem long until one considers all that Pat achieved and underwent in this time. For a start, during it he and his wife had three more children: Jenifer born in 1948, Christopher born in 1952, and Thomas, born in 1953. Allied to which his full time job meant that for him to find time for daytime classes he had to counsel twice a week from 6.00 - 9.00 pm seeing three to four clients in 45 minute slots. On top of which he published 11 articles, mainly on the use of tests and statistics, together with one book *The Wechsler-Bellevue Scales: A Guide for Counselors* (1953). Included in these publications was his significant 1948 paper in the *American Psychologist* entitled 'Is psychotherapy dependent upon diagnosis?' (Patterson, 2000), a paper still relevant apropos the relationship between the person-approach and psychiatry.

University appointment

Thanks to all these accomplishments, involving, surely, huge support from his wife, Frances, in 1956 at the age of 43 Pat finally attained his goal of an academic appointment.

Working in the VA Department of Vocational Rehabilitation and Education, Pat became aware of the opportunity to contribute to a new US government programme for training rehabilitation and rehabilitation psychologists. Through advantageous personal contacts and through perspicacious publication of an article entitled 'Rehabilitation of the emotionally disabled' in the *Journal of Psychology* (1955), Pat was appointed to the post of Director of Rehabilitation Counselor Education at the University of Illinois in Urbana-Champaign, a post that not only carried with it the position of Associate Professor of Education, but 'a grant, stipends for students, and salary for a secretary' (Nassir-McMillan, 1999).

Believing in the generic nature of counseling, Pat declined to set up a separate programme but joined forces with the three existing counseling faculty members, individuals engaged in training school counsellors. Pat not only physically brought them all together in a 'temporary' World War II building, but he developed an overarching programme of counselor education, combining his masters and doctoral courses in rehabilitation counseling with the courses conducted by the other faculty. Trainee rehabilitation and school counselors thus took many of the same courses, including a common counseling practicum with servicemen at nearby Chanute Air Force Base.

With Pat as the dominant influence, it was through such efforts that the Division of and Guidance in the Department of Educational Psychology was eventually established, a title later changed to Division of Counselor Education on account of Pat's dislike of the term 'guidance'. Always at work by 8.00 am, thanks to his years of association with the military, Pat was ever available from the outset to answer the phone, meet with students and course applicants and generally serve as first unofficial then official chair of the division.

As the division thrived and additional faculty became appointed (reaching a peak of 12 in the late 1960s), Pat, at some time or another, taught every course in the counseling curriculum. During the same period, too, he became active in professional organizations at a national level, joining the American Personnel and Guidance Association (APGA) in 1956 and thereafter helping found the American Rehabilitation Association as a division of APGA, a division of which he was president in its second year. Aside from all this professional activity, in 1958 and 1960 respectively, his last two children, Vickie and Chuck were born.

Author extreme

In no way, though, did these personal and professional commitments prove any hindrance to an escalating and staggering output of written work. Quiet, courteous and unassuming in his demeanour (except when stirred by what he took to be a blatant injustice), it was as if Pat channelled a cauldron of creative energy through his pen and onto the lined page. In 1958 Pat distilled his wealth of experience in the military and VA to produce *Counseling The Emotionally Disturbed*, a 450 page book which dealt with such matters as defining 'emotional disturbance', engaging in therapeutic

counseling, employing psychometric tests and facilitating vocational and general rehabilitation. While in 1959 he published *Counseling and Psychotherapy: Theory and Practice*, a trenchant and scholarly work which essayed from a client-centred point of view such topics as the equivalence of counseling and psychotherapy, counsellor training, cultural factors and psychotherapy, the implementation of the point of view, transference and counter-transference, whether ‘depth psychology’ is necessary, whether psychotherapy is art or science. All meaty issues tackled in a clear-cut, rational manner buttressed by plentiful references to the views of leading authorities. If this work had been Pat’s only publication, he would have still made a huge contribution to client-centred thought.

But, of course, he did write so much more, the period between 1956 and 1960 seeing in addition the publication of over twenty articles.

If one can call it that, one ‘casualty’ of Pat’s devotion to his academic career was his individual practice as a counsellor. Pat realized, and was honest enough to admit, that now when counseling his mind often wandered onto his latest writing. He therefore gave up directly counseling clients. He did continue, though, to supervise his counseling trainees and listen to their audiotapes, a practice which, he said, allowed him to further develop his understanding of the nature of counseling.

Devotion to professional work, too, resulted in less time for his family, and the prefaces of both Pat’s 1958 and 1959 books reveal Pat’s appreciation of their ‘forbearance and patience’. With this in mind, Pat dedicated his 1959 book to Frances and his family, remarking that Vickie, his sixth child, ‘arrived coincidentally as the manuscript was completed’ (Patterson, 1959)--conjuring the image of Pat greeting the newborn with paper and pen in hand.

Full professor and Frances’ illness

In 1960, thanks to the extent of his publications and his contribution to counsellor education at Illinois, Pat was appointed full professor of educational psychology. Despite his promotion and even with the birth of his last child, Chuck, 1960 for Pat was a year of some foreboding. On a return trip to the University of Minnesota to give an invited speech, Pat received an ominous phone call from Frances. She had just received the results of a biopsy and told Pat she had been diagnosed with cancer.

From 1960-on, now with seven children, with Frances having recovered from a mastectomy, and despite his university and professional work, Pat continued his staggering literary output.

In the years 1960 and 1966 Pat published some 40 articles covering a range of practical and theoretical issues to do with counseling *per se*, career counseling, rehabilitation counseling, and counseling in educational and psychiatric settings. Particularly noteworthy are his pioneering account of client-centred career counseling: ‘Self-clarification and the helping relationship’ (1964), and his expository elaborations of client-centred theorizing in such papers as ‘The self in current Rogerian theory’, (1961), ‘A unitary theory of motivation and its implications’ (1964), and ‘Phenomenological psychology’ (1965). The titles of other papers

evidence the range of his thought, viz., ‘A comparison of three methods of assisting underachieving high school students’ (1960), ‘Preparing the epileptic to work’ (1962), ‘Existentialism and disability’ (1965), ‘A suggested blueprint for psychiatric rehabilitation’ (1965), and ‘Science, behavior control and values’ (1966).

Adding to this output are three books: an edited collection of readings in rehabilitation counseling; a venture into the domain of school counseling entitled *Counseling and Guidance in Schools: A First Course* (1962); and *Theories of Counseling and Psychotherapy*, a 500 page exposition and assessment of 15 different approaches to counseling and psychotherapy.

This last book was to prove a standard work in the field and to eventually run into 5 editions. It came about because an editor at Harper, George Middendorf, was impressed with Pat’s ability to expound the ideas of others in a clear and succinct fashion. Pat credited this ability to his capacity to enter the mindset of an author in a deeply empathic fashion. Indeed, Pat questioned whether his adoption of an internal frame of reference in this way sometimes impeding him in providing objective criticism. Prior to publication Pat gave representatives of individual theories the opportunity for feedback and they were invariably felt he had done just to their point of view.

Widower

With the publication of his psychotherapy theories book in 1966 and at some 53 years of age, Pat can be said to have been at the zenith of his career. But for the second time in his life tragedy was to strike in the form of the death of a loved one. In the inside cover of his theories book is to be found the poignant dedication ‘To Frances’ whose cancer had recurred and who died that same year. In later formal accounts of his life Pat would gloss over Frances’ death and certainly tended not to share his private feelings on the matter--although some seven years on in 1973 he did acknowledge to a group of students in England that he had yet to get over her loss. Perhaps a measure of what Frances meant to him is the fact that in the remaining forty years of his life Pat never remarried.

Profession promoter

Commitment to his seven children (at this time ranging in age from 20 to 6), to his students and colleagues, to professional organisations and to his writing carried Pat through the years following Frances’ death. As far as writing was concerned, for the next several years Pat did not undertake the production of a completely new book. Even so he still published some half a dozen articles per year, edited books of readings in rehabilitation counseling and school counseling, and revised both his school counseling and theories books; while active involvement in APA’s Division of Psychology saw him elected its president for the year 1971-72 and his making significant written contributions to its journal, ‘The Psychologist’, as well as being interviewed and recorded on film as part of the division’s film series on distinguished counselor educators.

Educationist

Stimulated though by Rogers' publication in 1969 of his views on education in *Freedom to Learn*, Pat turned his own attention to this topic and in 1971 wrote *Humanistic Education*, a book that he hoped would 'help put education on the humanistic path, and the development of fully functioning or self-actualizing persons' (p. xi). Significantly, Pat also dedicated this book to his wife with the words: 'To Frances Spano Patterson, 1915-1966, whose humanism facilitated the development of myself and our seven children'.

During this period, too, Pat helped arrange for Rogers to visit the University of Illinois to conduct a workshop on group counseling, a venture that resulted in two films being made. This was one of the rare occasions after his initial training that Pat had any direct personal contact with Rogers. Mostly what contact he had was by mail. This had included a letter from Rogers to Pat complaining that the title of Pat's 1959, *Counseling and Psychotherapy*, was the same as Rogers' 1942 book. Pat had responded that there was no copyright on book titles, although he did seek to emphasize a difference in terms of his subtitle.

England

During the writing of *Humanistic Education* Pat had received an invitation to take up a Fulbright Fellowship with the newly established counseling training programme at the University of Aston in England. Pat turned down this invitation because he didn't feel he wanted to take a year off from Illinois. He also did not want to leave his youngest children behind and had concerns about appropriate accommodation.

At this point, though, Robert Carkhuff intervened. Carkhuff, a dominant personality in the field of counseling in the US, had visited England and been especially helpful to Richard Nelson-Jones in setting up the Aston course in autumn 1971. Carkhuff knew Pat quite well. Pat had put him up when he had visited Urbana, and Carkhuff had joined Pat at a seminar for Pat's doctoral students. Carkhuff's interest in the development of counseling in the UK led him to encourage Richard Nelson-Jones to repeat his invitation to Pat, complete this time with the offer of 'a nice brick house that had been given to the university by the Cadbury family' (Nassar-McMillan, 1999).

Pat accepted this second invitation, a decision taken in part because of increasing disillusionment with the administration at the University of Illinois, in particular its policy of favouring and rewarding those programmes and faculty that were engaged directly in research. Pat's doctoral students all had to do research but once graduated they mostly went into teaching or counseling practice; and while some of the other counseling faculty did some individual research there was no coordinated research programme.

Having decided to spend the 1972-3 academic year in England, the process of getting there did not prove straightforward. For one thing, Vickie, Pat's 13 year old daughter, declined to leave her school friends, so that for the only time he could remember dealing with his children in this fashion, Pat put his foot down and insisted she had to go. Ironically, in England Vickie met an 18 year old disc-jockey who later followed her back to Illinois, marrying her when she became 16. This time Pat

followed through on his customary practice of supporting his children's decisions. Allowing his 16 year old daughter to get married, though, did not meet with everyone's approval and one of Pat's graduate students marched into his office and angrily upbraided him for such 'non-directivity'.

In England, thanks partly to his 25 year old daughter Jenifer having come to support him with his two youngest children, Pat had ample opportunity to fully engage in the counsellor education programme (by both teaching and facilitating an experiential group), as well as to get on with writing *Relationship Counseling*, a masterful introductory text on counsellor training. Pat's purpose in this work was not to delineate and lay out the essential features of a specific school of counseling or psychotherapy, but to characterize an approach to therapy beyond schools. Declaring that 'the days of "schools" in and psychotherapy are drawing to a close' (1974: ix), Pat presents what he takes to be the unitary and unifying elements across such schools. Unitary elements that he highlight are Rogers' core conditions of empathy, respect and genuineness, Truax and Carkhuff's concept of concreteness, and Maslow's notion of self-actualization as the goal of counseling. Especially emphasized, too, is what was to become Pat's key teaching in his remaining years: that in essence the facilitative conditions in therapy 'constitute love in the highest sense or *agape*, to use the Greek term. A loving relationship is the therapy for all disorders of the human spirit and of disturbed interpersonal relationships' (Patterson, 1974).

At Aston, thanks to the effect of his teaching and to the reactions of some strong-willed students (of which I was one), Pat became convinced that when counseling trainees are given a thorough grounding in the philosophy and theory of client-centred therapy and become committed to it, there is less need for counseling skills training of the kind advocated by Carkhuff.

Turkey

After returning to the University of Illinois to teach the summer semester of 1973, Pat became increasingly disillusioned with the changes that were occurring on the counseling programme, particularly the whittling down of the number of faculty. In 1976, therefore, he took advantage of the offer to spend a further period abroad as a Fulbright scholar, this time at Hacettepe University in Ankara, Turkey. During his time in England, Pat had felt uneasy at what for him was the close proximity of the violence in Northern Ireland. In Ankara violence was even closer to hand in the form of leftist and rightist students shooting at one another on campus, a scenario that involved Pat at times going to his office 'between squads of a dozen men, each armed with rifles' (Hyers, 1995).

Pat stayed in Turkey for a semester and on his return to Urbana in the spring of 1977 decided to retire. He believed that the counseling programme was likely to be closed down and he didn't want to see its 'death'. Deciding to get right away, he formed the plan to couple his retirement with moving home: to escape from both the disagreeable academic environment and Illinois' pancake prairies and extremes of weather.

Early in the 1960s, Pat had attended a conference in Asheville, North Carolina, and been struck by how beautiful it was. 'I just fell in love with Asheville', he confessed (Hyers, 1995). Pat therefore formed plans to retire from the university at the end of the summer of 1977 and to move to Asheville. He did retire at this point, but held off for a year from moving to Asheville so that Chuck could finish high school. Meanwhile, his daughter Jenifer moved to Asheville in anticipation of Pat's arrival.

More to contribute

Shortly before his retirement from the University of Illinois as professor emeritus, Pat spent two weeks in England and Ireland where he conducted workshops for the UK's National Health Service and gave university lectures. Two experiences that made a particular impact on Pat during this trip were first an encounter with a 'psychiatrist' with a stutter; and secondly, reading a passage from a book of sayings by Dag Hammarskjold, the second secretary general of the United Nations. Meeting the 'psychiatrist' (most likely the psychotherapist Robert Hobson) reinforced Pat's view that stuttering 'can be an organic disorder' (Nassar-McMillan, 1999). The second experience occurred when Pat was staying with Richard Nelson-Jones. Picking up Dag Hammarskjold's book Pat was especially struck by one saying: 'You have not done enough, you have never done enough, so long as it is possible that you have something to contribute'. (Patterson, 1994). On reading this passage, 'I began to feel I still had something to contribute,' said Pat, 'and I began to regret that I was retiring'.

More theories

That Pat indeed still had something to contribute is evidenced by the fact that following his return from England and leading up to his retirement, Pat had maintained a steady output of publications, most notably the book *Foundations for a Theory of Instruction and Educational Psychology* which appeared in 1977. Written on the suggestion of George Middendorf, his editor now for some twenty years, Pat summarized in his usual lucid and succinct fashion the educational theories of Montessori, Piaget, Bruner, Skinner and Rogers, respectively. On this occasion, Pat's identification with an author seems to have been literal rather than empathic, since by early 1978 he had begun to sport a Piaget style French beret. Unlike Piaget, however, he refrained from smoking a pipe or riding a bicycle, preferring as a mode of transport his second-hand Cadillac.

Asheville and Greensboro

Now aged 66 and settled in Asheville, Pat did not remain idle. He had published a revised second edition of his psychotherapy theories book in 1973 and over the ensuing years he kept up with literature in the field to publish three further revised editions, the final, 1996 edition produced jointly written with Ed Watkins, Jr. Pat's continuing scholarly endeavours also led to revisions of his book *Relationship Therapy*, first as *The Therapeutic Relationship: Foundations for an Eclectic Psychotherapy* (1985) and secondly as *Successful Psychotherapy: A Caring, Loving Relationship* (1996) written with Suzanne Hidore. Pat's contact with Suzanne came about through once more teaching on a university counselor education programme, this time at the University of North Carolina at Greensboro.

With Ed Watkins, Pat had previously published a paper on testing and client-centred counseling (Patterson & Watkins, 1982) which had impressed Nick Vacc chairman of the counselor education programme at Greensboro. As a result Nick invited Pat to teach a short course in the summer of 1983, a venture that had proved so successful that in 1984 Pat was invited back and appointed Distinguished Visiting Professor. Besides teaching, this post involved supervision of trainee counselors and counseling supervisors both on the masters and doctoral programmes. Intent as ever in passing on the key tenets and practices of client-centred therapy, it was during his time at Greensboro (from 1983-1995) that Pat published another influential paper: 'Empathy, warmth and genuineness in psychotherapy: a review of reviews' (1984). A keen judge of what constitutes good and bad research, Pat overviewed the empirical findings and researchers' conclusions governing psychotherapy research to that point. His significant conclusion?.

There are few things in the field of psychology for which the evidence is so strong. The evidence for the necessity, if not the sufficiency, of the therapist conditions of accurate empathy, respect, or warmth, and therapeutic genuineness is incontrovertible.

Trips abroad

Besides his Greensboro commitments, in 1985 and 1988 Pat fitted in two trips to the Chinese University of Hong Kong, where he gave lectures, and conducted seminars, workshops and individual counseling sessions. These trips reinforced his views on cross-cultural counseling, particularly the notion of self-actualization being a goal common to all cultures. In the spring of 1986, in between these trips to Hong Kong, Pat also squeezed in a visit to California. There he presented classes on theories of counseling to twelve different counseling courses. Keen to continue being active in this fashion, as late as 1996 when nearly 84, Pat made a further visit to England, organized by myself. Demanding to be 'kept busy', he visited various counsellor programmes meeting with such person-centred counsellor educators as Liz Brown, Irene Fairhurst, Tony Merry, John Morton Smith and Brian Thorne. At each Pat gave presentations and shared his latest ideas, one new one being the value of taking blue green algae to keep fit and healthy. As energetic and youthful in appearance as he had been at 65, they certainly seemed to be working for him.

Leona Tyler award

Pat made special mention on this trip of the outstanding honour bestowed on him in 1994: the presentation by the APA Division of Psychology of the Leona Tyler Award. Pat's citation reads as follows:

For outstanding contributions to education, training, supervision, and practice in counseling psychology; for enhancement of our profession's professional stature; and for continued efforts to articulate and emphasize the importance of philosophy and theory for counseling and psychotherapy. His works have enriched the science and art of counseling. He has served as mentor and exemplar for generations of students, his standards of excellence have inspired many, and his dedication to the best for psychology has placed

him among the leaders of our speciality for decades. He has earned the highest respect from his peers, who present him with this reward as a symbol of their highest regard.

Maitre d' and parleying with primates

Throughout his retirement years, Pat maintained close contacts with his children, both those who had moved near Asheville and those elsewhere in the US, such as Penny and Vickie in California. One particularly interesting side of such contacts involved Pat helping his son Tom set up a restaurant in Asheville in 1982 and subsequently for almost twenty years working in it as *maitre d'*. Pat's job entailed enticing passers by into the restaurant. People found it difficult to say no, so persuasive was he. With his light, dapper suit and his white, sleeked-back shoulder length hair, Pat looked like a combination of Colonel Sanders and Buffalo Bill, so perhaps this was what produced the effect.

At this was the time, too, Pat took delight in visiting his daughter Penny and meeting up with Koko, the female gorilla that Penny had taught sign language. Pat spoke with pride of Penny's achievements and her international reputation. He himself enjoyed communicating with Koko and with great amusement related how Koko had given the thumbs-up and thumbs-down to videos of prospective mates. Pat's involvement with Penny's work extended to his serving as secondary author to Penny on joint articles dealing with language and primates.

Final book

In 2000 Pat published his last book, *Understanding Psychotherapy*. It consisted of a collection of significant papers written during the course of over 50 years commitment to client-centred theory and practice. Immediate encouragement for producing the book came from Tony Merry and Pete Sanders, but Pat's underlying motive was his concern for the future existence and wellbeing of client-centred therapy, particularly in the face of its decline in the US and what he viewed as the passing Zeitgeist of technique-oriented psychotherapy and associated managed care.

Sage pronouncements

Understandably in his final years, Pat's memory had lost something of its edge, but his powers of reasoning remained as sharp as ever. Until shortly before his death he maintained an active and forceful presence on a person-centred Internet discussion group. There, sometimes frustrated at the raising of issues that he felt he had definitively dealt with years before, he scanned in extensive extracts from his writings, occasionally administering reprimands to those he saw as straying from client-centred orthodoxy. There, too, when John Shlien his long-time friend died in 2002, Pat expressed feelings of immense sadness.

Pat's desire to preserve the legacy of client-centred thought also led him to establish his own website. Under the auspices of the 'Sage of Asheville', he made available various of his papers and set forth certain fundamental views on the nature of psychotherapy and life. Despite the quasi-religious character to some of these pronouncements, Pat contrasted with Rogers in not engaging in a positive re-

evaluation of the ‘mystical-spiritual dimension’, rather the reverse. Even so, he did make use of a religious connotation in sadly no longer comparing himself to Paul the successful apostle, but to John the Baptist, the voice crying in the wilderness.

Pat’s legacy

Now that he is gone, Pat’s contribution to client-centred therapy and to the person-centred approach certainly lives on through his writings and through those to whom he passed on his ideas, particularly his many students, including the 75 whose doctoral dissertations he supervised. As one of those students, someone who had close contact with him for five years, someone whom he helped in important and very practical ways, what I owe him is beyond measure.

Isaac Newton once said, ‘If have seen further it is by standing on the shoulders of giants’. I believe that in the future self-actualization of the person-centred approach Pat, Professor C. H. Patterson, will be viewed as having provided giant shoulders.

Acknowledgements

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