

# Editorial

As I reflect on them, I find the topics addressed in both sections of this issue are truly inspiring, in their breadth and their creators' motivations for offering them. Consistent with IR's purpose as a forum for new thought, research, and praxis, the theme of the peer reviewed section is the advancement of fields of study and their applications. This theme takes shape as articles lay foundations for advancing the application of developmental psychology through more rigorous standards, break new pedagogical ground in the use of intersubjective forms of contemplative practice, and reposition phenomenology within integral theorizing and in its own field. In the section of editorially reviewed works, the span continues to range over diverse horizons. Those horizons offer a way to understand the added value an integral approach offers education and what sets it apart from other progressive educational practices, an interview with a pioneer in the evolutionary consciousness movement, artistic creations inspired by three of the texts in this issue, a book review, and a report from the field using recently published praxis, and finally a tour through the history of transcendence and its profound influence on some of the icons of Western culture. This whirlwind scan of the contents of this issue shows the power and broad ranging influence that integral thought is able to take.

We begin this issue with Zak Stein and Katie Heikkinen's *Models, Metrics, and Measurement in Developmental Psychology*. This article addresses growing concerns about quality issues in the application of developmental psychology. To unpack the dimensions involved, the authors distinguish between developmental models (explanatory or descriptive) and metrics (calibrated or soft measures) and the quality-control parameters of validity and reliability. They also relate models and metrics to different types of quality-control devices, and reveal why there is a need for more rigor in the field. We believe this article lays a solid foundation for continuing the discussion about how the field of developmental psychology might ensure that researchers and practitioners advance the application of developmental psychology in our world with consciously-deployed levels of quality. The authors and *Integral Review* invite responses to this article to carry forward the conversation.

Next, Olen Gunnlaugson contributes *Establishing Second-Person Forms of Contemplative Education: An Inquiry into Four Conceptions of Intersubjectivity*. This work is part of Gunnlaugson's doctoral research into the growing field of contemplative education practices. He delves into the works of Martin Buber, Thich Nhat Hahn, Christian De Quincey and Ken Wilber to show how the contribution of each can deepen our understanding of intersubjectivity. From there he shows how this understanding can add a neglected dimension to contemplative educational practices, the domain of second person forms of education. His work opens up a previously neglected field of inquiry, offering new spaces for future research and practice.

In our third peer reviewed article, Wendelin Küpers' *The Status and Relevance of Phenomenology for Integral Research: Or Why Phenomenology is More and Different than an "Upper Left" or "Zone #1" Affair* combines an overview of phenomenology with a critical examination of the current status the field is assigned within the AQAL model of Wilber. This examination presents a view that challenges the prevailing perception of phenomenology within the Wilber-oriented integral community. In addition, Küpers shows how the more advanced



phenomenology of Merleau-Ponty embodies a proto-integral perspective and proposes an “adequate phenomenology” for integral research, or an integral “pheno-practice.” The depth and scope of this work makes a significant contribution to integral understandings of phenomenology, as well as bringing something new to the field of phenomenology itself.

Opening our editorially reviewed section, Tom Murray has turned his attention to *What is the Integral in Integral Education? From Progressive Pedagogy to Integral Pedagogy*. The field of education is rife with reforms, alternative, progressive and now even integral approaches. But in reality, what actually sets *integral* apart from this crowd? Or are integral approaches to education simply the new fad for dressing up progressive pedagogies? Murray addresses these questions with a nuanced yet clear description of the main features of progressive pedagogies and indicates how this reveals both overlap and distinctiveness in relation to integral approaches. To help distinguish what *integral* adds to existing pedagogies, he shows how it functions as a model, a method, a community, and a developmental stage.

Next, Russ Volckmann’s *Interview with Barbara Marx Hubbard* takes us through a fascinating conversation that roams over highlights of Hubbard’s career in creating new kinds of politics, her involvement with the Club of Rome, evolutionary trends and how she has applied her ideas in creating synergistic spaces for emergent processes and structures. Her high energy and ongoing engagement with life shines through in this wonderful interview.

Inspired in part by the above interview, Amy Leung and Andrew Campbell, our Arts and Creativity Editor, contribute *So I was Playing With Brushes on the Back of My Hand*. This series of artistic creations is interspersed with text from three of this issue’s articles, (Volckmann’s interview, and the Gunnlaugson and Currie articles). The juxtaposition of these excerpts with the visual art opens up spaces for the contemplation of those texts in a new way.

We then have Jan Inglis, a regular contributor to IR, reviewing *Integral Ecology: Uniting Multiple Perspectives on the Natural World* by Sean Esbjorn-Hargens and Michael Zimmerman. In addition to offering a high-level overview of the structure and contents, Inglis articulates some critiques of some of the book’s treatments. These include the emphasis on interiority, the relation of integral theory to Wilber and how much the book is possibly constrained by the positions taken, the question of what is research in this field and how it could be applied. Her review gives us a feel for the book, the issues it raises, and some of the struggles the authors might face as they aim to plant a stake in this ecological territory. Here also we invite responses.

My own contribution is *Immunity to Change: A Report From the Field*, which describes the recently published work of Robert Kegan and Lisa Laskow Lahey, *Immunity to Change. How to Overcome it and Unlock the Potential in Yourself and Your Organization*. In addition to a summary of the book, I present my experience with applying their work in two contexts. This includes some reflections on how the process described in the book unfolds in practice, and how the book can support work that can truly make a difference for individuals and organizations.

Finally, we close this issue with *Paranada: Beyond Beyond* by Hector Currie with Juan Pacheco. This essay is the culmination of Currie’s lifelong passion for how the notion of transcendence has woven its way from ancient India through Greece and on into the arts and

sciences. In particular, this passion has been fueled by his research findings of geometric evidence for how the concept of a transcendent kosmos is realized in the Pythagorean design of the temple and theatre complex of the ancient Greek Temple of Delphi. After detailing the nature of this discovery, the thread of transcendence is followed through examples in both literature and modern science, leading to a call for the transcendence of differences to allow for tolerance.

All of us here at *Integral Review* hope that you enjoy this issue as much as we have enjoyed the process of putting it together.

Sincerely,

A handwritten signature in cursive script that reads "J Reams".

Jonathan Reams  
Editor-in Chief  
*Integral Review*