

S encompasses a variety of important figures — Specialists in all fields, including public health nurses, medical doctors, social workers, psychiatrists and countless others. The future counselor will learn to rely more upon these personnel, more specialists will be available and closer communication will be established. Sharing and cooperation must be established.

S also includes the most important individual — the Student. Without the students' well-being at heart, all services are useless. He is the core of our work.

Future pacts among all — Parents, Administrators, Counselors, Teachers and Specialists must continue to grow and will continue to grow if there is an honest concern and understanding of these, our Students. Let them join us in our PACTS.

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COUNSELLING — 1984

What is counselling? Ask the counsellor and then ask the client. Ask them both at the beginning of therapy. Ask them both at the end. Have their responses changed? Have they compromised? Have they lost their individual differences?

The goal of counselling, at present, seems to be to reduce differences. This may be because we have not yet advanced to the maturity to withstand the anxiety of differences, let alone begin to cherish them.

Can we measure change in therapy? We have tried to measure client change, without much success. What about counsellor change? Perhaps, over time, he moves in the direction of disillusionment and despair.

"What's the problem, Mr. Jones? Your wife has started to make candles and sell them at a Hippie stall on campus? And she's 55? Your children have seen through the lies of the establishment and are on welfare — and happy? You have to make your own supper three nights a week? No one picks up your dirty socks from under the bed any more? Well, times are changing. Let's talk about it."

Six months later. "It was this way, Mr. Jones. My mother nagged me a lot. No, don't try to make me feel better. I know I'll never forgive her. It's no use. God knows I've tried. I vowed I would never put my trust in any human being again. I gave up everything to study. No friends, no sports, no dates, nothing but study, study, study. I needed an average of 7.5 to get into graduate school. I sweat blood in the counselling practicum. You see, I had read some research that showed

that the students with the lowest grades were actually the best counsellors, born that way, I guess. But they flunked out, and I made it. I knew how to play the games all right. But I knew I was no good. By this time, I had lost touch with my family. My mother had been transferred from a city hospital to a chronic invalid home, and I never could get the address straight. I had been called down to the morgue one night to identify an old man thought to be my father, but I don't know. I don't think he used to look like that. But I'm not sure. My sister is teaching, or nursing, or something, in Africa. Or New Zealand. I'm not sure. Anyway, my life was so empty. The only pleasure I had was in my patients. How I loved them. Especially the ones with the emotional problems. What lives they lived. Fighting, fornicating (blush), even the occasional gun fight. God, how I hated to see them get better. They were all I had. And now you, Mr. Jones. I can see you are getting better. (whisper) Don't tell anyone I told you that. You've sold your business, your house, your cars and you're happily making leather goods to sell in a stall next to your wife's. How I envy you. But I can't get out. I'm trapped. You see, TRAPPED!

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FUTURE TRAINING IN COUNSELLING

The thesis of this brief note is that the training of future counsellors will increasingly pass into the hands of separate professional schools under the authority of provincial psychological associations. These professional schools will be separate from existing departments of psychology and education in the universities, and will award a professional degree, a Doctor of Psychology, instead of the traditional Ph.D. degree. Precedents for such training institutes already exist in the United States, the most notable example being the California School of Professional Psychology.

Perhaps of more significance than the eventual establishment of independent professional schools will be the emergence of a firm professional identity based upon the acceptance of counselling psychology as a human science in contrast to its present natural science flirtation. Indeed, the setting up of separate training institutes will be a logical outcome result of a process change in counselling's image of itself.

In its present stage of development, counselling predominantly defines itself in terms of its major reference group, the natural sciences. Unable to resolve its independence-dependence conflict with the natural sciences, counselling has typically identified with the ag-