

in terms of the need to utilize leisure time: how to be useful and self-fulfilled though unemployed as the term is currently used, how to feel equally self-fulfilled through leisure time, avocational activities, or the more traditional means of employment.

The values on which our contemporary liberal society is based manifest dubious concern for the needs and rights of the individual. Their human content is open to question. Our current western social system restricts man's potential as a species and depreciates the value of the individual. In addition, today's culture does not provide youth with plausible precepts for living. To change our system we must transform individual attitudes towards both oneself and one's environment.

A counsellor should be, after all, a social scientist. He should spend more time looking at people in real situations. But, above all, he should be an instrument for changing the environment to produce a system which will allow for the full unfolding of man's being, that is, "self-actualization." When he is able to do this the term counsellor, as it is generally meant today, will no longer be relevant. Social change is a life's work. Its aim is not so much to resolve problems as to restructure the total world in which man lives.

For the counsellor to be a part of this social revolution requires personal rather than professional commitment, social rather than individual consciousness. Their allegiance should be to mankind rather than to a narrow predetermined setting within the established social system. This is what counsellors should be doing, the manner in which they should become involved.

#### REFERENCE

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#### COUNSELING AND COUNSELOR EDUCATION — A LOOK INTO THE FUTURE

I am uncomfortable in the role of a crystal ball gazer, but I welcome the opportunity to predict and/or recommend the role(s) for counselors and counselor educators in the next five years and beyond. Two documents, in particular, portend the future for counselors and counselor educators. The first was the "EPDA Pupil Personnel Services Program Design" (September, 1970) developed by the U.S. Office of Education, Division of College Programs, Teacher Development Branch. This document served as a harbinger of the second document, the "Report of the National Conference of Pupil Personnel Services," which was

developed during a workshop at Lake Wilderness in the State of Washington during June of 1971. This workshop was sponsored by the U.S. Office of Education.

Although counselors and counselor educators were in the majority at this workshop, other pupil personnel specialists as well as teachers and school administrators were represented. There seemed to be a consensus that pupil personnel services workers in general and counselors in particular were not adequately meeting the needs of the students, schools, and communities, and that significant changes should be made.

First, the counselor's role was defined so that he would serve more as a generalist, performing the duties of a school counselor, school psychologist, and a school social worker. By assuming the role of a generalist, the counselor would spend less time directly in remedial counseling and more time in preventive consultation with teachers, parents, and community leaders. His focus would be on the learner or student. To emphasize this, the Lake Wilderness Report went so far as to suggest a name change to Learning Development Consultant. As a consultant and facilitator the counselor would possess skills in coordinating professional services (within the entire community, not just the school), consulting with teachers on learning and behavior problems of students, and teaching parents appropriate child-rearing practices.

In addition to serving as a consultant/facilitator the counselor would be an activist in the community working directly with/on the power structure to change those unhealthy conditions in the community which might lead to problem development for the young of the community. In this role the counselor would attempt to involve the community with the school so that parents would take an active part in the education of their children. In the roles just cited the counselor would serve as a social engineer.

One of the significant roles of the counselor would be to facilitate interpersonal harmony in the community and school, especially between racial and ethnic groups. In this capacity he would serve as a human relations specialist.

The counselor of the future will spend as much time in the community at large as he does in the school setting itself. He will be assisting the school to involve itself in the community and truly become an integral part of it. While in the school, he will train teachers and other school personnel in communication and human relations skills; he will assist teachers in using the principles and laws of learning with their children in the classroom; and he will advise administrators of the type of curriculum which will meet the needs of all students.

In the community, the counselor will teach and counsel parents on child management and assist them in securing special services for their children from the school and community. In addition the counselor will work closely with community leaders to prevent problems arising from racial and ethnic prejudice, poverty, ecological mismanagement, etc. In these areas the counselor will frequently find

himself engaged in training indigenous groups in methods of self help, especially through training paraprofessionals.

To fulfill his new generalist role with an emphasis on problem prevention instead of remediation, the counselor of the future will need to have a keen understanding of child growth and development (understand the physical, psychological, social, educational, and vocational developmental stages and tasks), be expert in applied learning, group dynamics, and human relations, and be knowledgeable in potential strategies necessary to produce social change. In addition to having general expertise in the above areas, the counselor will also be obliged to involve himself in the area of school curriculum to effect changes in course offerings and methods of evaluation which will prevent so many children from dropping out of school or passively following a curriculum which will not be relevant to their future needs.

The counselor educator or trainer will find that he is one of the better trained persons in human relations in the university setting. Because he has these unique skills, he will be called upon, even more than he is currently, to train many community service workers apart from school counselors. These individuals will be functioning in such areas as child development and day care centers, probation and parole and the whole area of corrections, welfare, vocational and adult education, law enforcement, religion, and the increasing variety of mental health treatment centers including speciality areas such as drug and alcohol addiction.

While counselor educators will be broadening their training clientele in the community, within their own college and university increasing opportunities will present themselves for designing programs for and training prospective teachers and teacher educators in communication and human relations skills. Other university schools also have need of the same type of in-service training for their staffs. In-service training programs in human relations skills for elementary and secondary school teachers is also a large area open to counselor educators. Nursing, medicine, and many other professional schools are seeking similar assistance in communications and human relations training.

While the area of human relations training is opening up many new functions for the counselor educator, the career education movement is also going to offer a significant role in career guidance for counselors and counselor educators.

The counselor educator will be moving to competency-based programs of training and with this change will come the training of paraprofessionals or "functional professionals," à la Carkhuff, who will not be matriculated in the university. Counselor educators will also become only one of several groups involved in the training, evaluation, and certification of "helping" personnel. Professional societies, employers, and educational agencies will become more involved in the evaluation and certification of the "helping professional."

In conclusion, I predict that the school counselor's role will change to that of a human relations trainer, learning consultant, coordinator

of remedial services, and that he will function equally in the community and the school. The counselor will be assisted by more paraprofessionals both in the school and in the community.

The counselor educator will find his role changed in two basic areas. First, he will spend considerably more of his time training counselors or human relations specialists for community services work, perhaps as much or even more time than he devotes to training school counselors. Second, he will be called upon to provide in-service training in human relations skills to teachers in elementary schools, secondary schools, and institutions of higher education.

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### BY THEN I'LL BE EVEN MORE CONFUSED!

What will I be doing five years from now, or in 1984? I don't know. In some ways I don't even care. Of course I care to the extent that I want to be the one who decides what I do, and I want to be doing mostly what I want, not just what others want of me. But I don't want to be fully predictable, even to myself. Dependable, perhaps, but not predictable. Or are these the same thing? I sense a paradox in myself. Somehow I want to control (predict) my own future, and yet I also want my future to control me. I want to be open to the novel, the unusual, and the unexpected when they come along, and I'm concerned that I'll miss these experiences if I set goals for myself and control the processes involved in their achievement. What is the way — or the ways — out of my dilemma? Perhaps there are no ways out.

There are not many things that I know or want "for sure" anymore. One thing that I am sure of is that I'm confused. I still have trouble accepting my confusion, though. Perhaps I'm still hooked on the "know what you want and go after it" philosophy. Imprint barriers from my youth are not easily pried loose; perhaps they can be only slowly dissolved. During my childhood I was taught answers without knowing what the questions were. Later I began to ask the questions. Now I'm not sure what questions to ask. And answers, at least *final* answers, seem somehow irrelevant and unreal while I'm still searching for the questions.

At the moment — in late March — I'm stretched out in a relaxed position (typical for me!) and am looking out across the blue waters of the Pacific near San Diego. You see, I'm on sabbatical leave. The pressures and demands of my university responsibilities and those of my counselling practice seem very remote to me now. For the past seven months I've had opportunity to "do my own thing." But it hasn't been easy, especially when my own thing has remained so