

which will accurately correspond to the limitations and potential of the individual. In such a society the individual's personal purposes and goals — through which he seeks satisfaction and growth — will coincide with those of the society and man will move to a new stage in the exploration of his potential.

#### REFERENCES

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#### THE COUNSELLOR AS MASTER OF HIS OWN DESTINY

Counsellors as core members of the helping professions will be hard pressed to meet the needs of tomorrow's generation. Only a comprehensive community mental health program will begin to meet the anticipated needs of the future. Within a comprehensive community approach the school will have to develop comprehensive counselling programs. The four factors which I believe will most affect our emerging role are: the identity struggle of the individual counsellor and his profession, an explosive increase of human needs, the increased awareness of human needs, and our ability as counsellors to adjust to the conflict inherent in role and function changes. These factors will most certainly affect the shape of the future and our success in meeting the needs of the population we are attempting to service.

Identity is an important concept to consider in predicting change because it embodies the core from which we venture and take risks. The counsellor's job in the future, even more so than in the past, will involve taking the risk of behaving differently both in relating to people and in creating new programs which will provide growth and therapeutic experiences for students. The counsellor's central objective will be to understand, promote, and therapeutically intervene, to restore normal growth and development in students. Normality in development is growth. To become arrested at any stage is cause for concern and intervention. The counsellor's concern will know no compartments or limits as he, in conjunction with other school personnel, examines the school experience and attempts to engineer growth experiences for the student.

The individual and the profession will experience an identity struggle as trained counsellors attempt to implement their concern for individual needs into an educational system which is punitively compelled to be efficient, and as untrained counsellors reach out willingly for new ideas, growth experiences, and professional models beyond the traditional educational walls. The developmental sequence of this identity struggle will include stages of successive professional

and personal identity discrimination accompanied by withdrawal but followed by a reassimilation into the school process. Counsellors of the future must engage in this process and emerge from it recognizing where, why, and how they are different, actively manifesting these differences, and yet not isolating or alienating themselves from other school and helping personnel.

The increased pressure placed upon the students of tomorrow will challenge the counsellor's adjustment to life. The problem of acquiring a solid core of identity and yet living in a state of transition will increase as will students' requests and demands for help. The counsellor's own coping skills will be the best predictor of his ability to cope with these increased demands. That is to say, self-awareness, environmental awareness, openness to know and be known, and diversified coping skills will be even more important as our society heads into phases of subsistence needs, adjustment problems, and inter-personal complexities as yet unanticipated by anyone. The counsellor of tomorrow will be most effective if he can be making progress in both awareness of and coping with these problems. His most effective style of functioning will be that of a model and not that of a teller, Socratic questioner, peer sophist, or benevolent autocrat.

Confounding and enhancing the identity struggle of the individual counsellor and the counselling profession will be the backlash against counselling as awareness of student needs grows and the problems become overwhelming. There are no problems as long as you are not aware of them and don't have to deal with them. However as counsellors begin to deal with the problems they will mushroom in quantity until they threaten to overwhelm the energy of everyone. The mushroom effect will be produced as students accept and perceive the relevance of a source of help which acknowledges their individual needs, goals, and problems. The mushroom process will create periodic anti-counselling thrusts, which I believe will challenge the counsellor's identity, his risk-taking behaviour, and his job within the school system. Counselling will for a time become synonymous with inefficiency and its relevance to education will be challenged and fought as a person fights a change he does not understand. These forces will begin as counsellors demonstrate an ability to deal with students' identified needs (this is in addition to needs identified in the student by staff members) and will not end until counselling has moved through the initial developmental phase of providing only emergency services to students. The shape of the counsellor's future role will reflect his responses to attacks on his personal and professional identity. The anti-counselling thrust may take the form of accusations that his services are a frill or that he is an emotional "sob-sister," or that his services are outside the school's jurisdiction, or perhaps even that everyone is a counsellor and that he indeed has nothing unique to offer. As counsellors grow personally and professionally they will achieve less gratification from "being the student's only friend in the school" and achieve more satisfaction from being part of a growth unit within the larger community. Other school personnel must be part of attaining counselling objectives. However, acceptance

of the counsellor, especially if he is acknowledged as being somewhat different, will produce a plethora of requests to do all manner of things. The counsellor's response to these pressures will greatly influence whether he will move to an expanded role or live out his working years abdicating his freedom and responsibility to influence his role and function.

The counsellor's expanded role in a comprehensive school counselling program will involve the following three major objectives. The first will be to provide emergency service to individuals and groups who are easily identifiable as troubled or disturbed. The second will be to institute programs for identification and treatment of individuals or groups showing initial signs of needing help before their needs become serious. The third general objective will be to provide services which are truly reflective of a commitment to developmental growth wherein stress, adjustments, anxiety, and decision-making are anticipated and problems prevented long before they become blatant and unavoidable.

Specifically, I believe the counsellor will be required to do more planning and thinking. He will be in charge of the development and implementation of more preventive programs. He will also play a greater consultant role within the school but more specifically with the family. He will also be forced to rely less and less on what he alone can accomplish. Awareness of and greater work with other agencies, as well as more emphasis on the expanded use of groups within the school, will also be part of his future role. The counsellor must be undergirded by the strong interpersonal skills and understanding needed for individual counselling. He will not, however, be afforded the exclusive luxury of one-to-one relationships with students. As prevention increases, the need for one-to-one will slowly decrease. This process will take more than five years. If counsellors can deal with present-identified problems, identify imminent problems for immediate attention, and still think, plan, and anticipate future problems, a comprehensive counselling program will be more probable. It is important to reiterate however that the counsellor's implementation and intervention techniques must encompass more than his own energy. Otherwise there will be a need for counsellors until we achieve the unlikely population-to-counsellor ratio of twenty to one. Self-management is one of the most positive skills a successful counsellor of the future will have to demonstrate. This involves deciding where to expend energy as well as guarding against excessive energy expenditure with people whose only objective is to nullify and block off the counsellor's energy resources.

The future role and function of the counsellor will be determined by a complex interweaving of unknown as well as known events and phenomena. However, the major contribution will be the response of the individual counsellor to those pressures and forces. In this sense then, counsellors are in control of their own destiny and the future will be given shape and form by the people who must live out that future. Therefore, it is my belief that there is no room for fatalism in contemplating, or lethargy in approaching, a counsellor's job.