

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

vague and poorly defined — a blessing really for it has kept me searching. For years I've mostly been doing other people's things, and in some ways that's easier. At least it hasn't required me to ask questions of myself that are hard to ask, and so much harder to answer, even tentatively. Questions like: Who am I? What do I want? What do I want to share, to experience, to be? I seem to have more clues about what I don't want than about what I do. And I can speak only of what I do or don't want *now*. I cannot and will not commit myself to a statement of what I will be wanting and doing five years from now, or in 1984. Of course my present feelings and aspirations will likely affect the "me" that exists and does things in the future, so they are important in my sequence of experiences, but they are not likely to be very predictive.

Let me share some of my wants and don't wants which seem important to me now. More than anything else I want to feel my own feelings more deeply, rather than fight or disregard them as I so often do. My feelings are at the core of my being, and disregarding or fighting them is surely destructive to the me, the person that I am. Years of telling myself, and being told, that "I shouldn't feel that way" have taken their toll on me — a very heavy toll indeed. And, too, I want to feel the feelings of others more sensitively. I don't and won't take responsibility for their feelings nor be burdened by them; I'm responsible only for my own feelings, not for those of others. I want to keep remembering that feelings, especially unhappy, down feelings, aren't like diseases for which we seek solutions. Feelings aren't even problems, they just are, and they clamour for expression through sharing. And sharing my feelings with another, and the other with me, helps us both to experience and accept our humanness more deeply and completely. Though I probably will never know for sure, my hunch is that I'm only beginning to experience and know the potential that is me, and the potential of others in my limited world.

Another strong desire of mine is to have the courage to challenge and conquer my fears. I'm so afraid of rejection, of not being liked, of being criticized, of competition, of intimacy — and of so many other things. I suspect that many of my fears grow out of fear of failure to live up to role expectations. I want so much to get rid of the roles I play and simply be me — my thoughts and feelings and responsiveness at the moment. But this is so hard in a role-structured world. Others put expectations on me that I don't want to accept or live up to. Many of the expectations I believe others have of me may really be imposed on me by *me*, and not by others at all! Isn't that crazy? Me telling me what others think and want of me without my asking them!

I'm tired and discouraged with being a critical person in a critical world. I don't want to continue to put down or tear down others, or their ideas and beliefs. And I don't want to be afraid and resentful when someone criticizes things I believe in or do. Unfortunately, my criticism of others and fear of their criticism have kept me from being open to and experiencing so much in life. I suspect that I

criticize others partly out of an unhealthy belief that I have to compete with them. If I can make them look unknowing, then perhaps I'll appear more knowing. But I don't want to compete — not for status, acceptance, love, or for anything else. I don't grow well in a competitive situation; instead, I flourish in a supportive, nourishing environment. In this respect I am much like a plant. If it has to struggle with other plants for sunshine, water, and minerals it will grow up distorted and stunted, never to develop much of its potential. But given lots of room to grow, sunshine and nutrients, and, most important, tenderness in how it is handled, it surges forth. Are people any different?

Further, I want to learn to live more comfortably and expectantly with tentativeness, uncertainty, and change. I want to be more responsive to the now, and not continue to be attached too deeply to either the past or the future. All I have is the now. I keep avoiding the now so much. As I avoid it, it becomes the past and is no longer available to me. In the meantime part of the future has become the present, and I'm not in it either! Where am I?

What will I be doing five years from now, or in 1984? I don't know, and don't really want to. Job labels and job descriptions seem unimportant to me. But sharing, caring, being, relating — these do seem important. I could well be even more confused five years from now, but I hope I will be experiencing and accepting my confusions better by then. Will you come walk with me in the fog?

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## THE COUNSELLING SIDE OF FAMILY LIFE EDUCATION: TRENDS AND TREATMENT IN THE 1970'S

If guidance and counselling develop to meet new needs, advances in the next five years will include increased activity in what is now called family life education, on the part of counsellors as well as teachers. Family life education is taken here to mean a developmental program aiming at the improvement of relationships between children and their parents, between siblings in a family, between boys and girls, between husbands and wives, and between the next generation of parents and their children. It interrelates the physical, emotional, social, and moral aspects of sexuality which matter to so many of these relationships. It deals with facts, attitudes, values, decisions, and behavior. Foundations of fact and understanding may well be laid by teachers, as more and better family life education courses are introduced. The facilitation of students' decisions, choices, adjustments, and relationships will be the business of counsellors.