*How might such a role be integrated into the overall school curriculum?* Here the counsellor might:

a. Encourage the development of in-school or after-school classes or activities that are directly related to leisure-time activities (i.e., reading appreciation, hobby training, physical conditioning, travel, creative art, and music appreciation).

b. Where new courses or activities cannot be instituted, work with subject teachers to develop ways that units in leisure-time activities related to the subject might be included in the subject areas (i.e., integrating travel information and techniques into history or geography classes). Such a plan sounds similar to occupational units in subject matter areas.

Many other such questions might be posed. One thing is for certain: the counsellor of tomorrow will play different roles than today's counterpart. Past experience has shown us that as the counsellor's role has evolved it has become more complex, not less; it has expanded to include the new elements that typically evolve with a changing society, rather than ignoring those elements. It has been the purpose of this article to suggest that the counsellor of today must be vitally aware of the growing importance that leisure-time and recreational activities will play in the life of tomorrow's counsellee. It was further suggested that tomorrow's counsellor might integrate into his guidance program an organized program of recreational counselling, either distinct from or coordinated with the occupational counselling program.

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## DEATH OF THE COUNSELOR

Until recently, speculation about the future of the counselling and guidance profession has been a pleasant, if not exciting pastime. Gilbert Wrenn's *The Counselor in a Changing World* (1962) reflected a note of considerable optimism for the future of the profession. For those who comprehended its import, Wrenn's views constituted a tremendous challenge. Conspicuously absent in the book, however, was the admonition that to remain vital, the profession eventually would have to leave "Easy Street." It is becoming blatantly obvious that the survival of the profession is contingent upon facing and coping with present realities and future probabilities. In other words, the profession may be no longer blessed with the prospects of continued growth and expansion, but instead may be facing a non-glorious extinction.

On what is this pessimistic forecast predicated? One reality is the apparent failure of the counselling profession to achieve its ideals. Related to this failure is the current economic condition in North America, the advent of which Wrenn seemingly did not anticipate. Because of the tremendous drain on natural resources, the growing astronomical federal and private debt, and the prospects of increasing unemployment and inflation, the prospect of a vital and improved economy is remote. The impact of the current economy is already being felt by the counselling profession (Walz, 1970). The supply of school counselors is beginning to exceed the demand. The United States National Defense Education Act grants for guidance institutes are gone. Cutbacks in university staff and graduate financial aid are upon us. Financial stringencies are compelling local school districts to institute budget cuts.

Because of the intangible nature of a counselor's functions (as a non-teaching specialist), he will be harder pressed to justify his salary than the teacher. In spite of the counselor's intent to facilitate the teaching-learning process, he does not direct it or actively participate in it. Finally, it appears that in practice the acquisition of academic knowledge is still held in higher esteem by the school than personal and social development (the fundamental domain of the counselor).

Thus, the pressure to demonstrate effectiveness will grow. Accountability is upon us. On one hand, this could be a blessing if it would serve to eliminate the deadwood and revitalize the profession lulled into complacency by easy money. Yet, because of the nature of his work, the counselor is the least capable of proving his worth; however, he will be among the first to be held accountable. For example, the reading specialist (also an ancillary worker) is in a better position to defend his worth than the counselor. He can point to tangible criteria stating, "I have raised the overall reading level of 23 students 25%." The music specialist can reply "We placed first in the music festival." The counselor, however, can usually only state the *number* of students, teachers, etc., he has spoken to.

The real threat then, to the *legitimate* survival of the profession is the demand for quantifiable accountability. Shouting humanistic philosophy will be futile. Being able to state ". . .% of our students matriculated at the University," might save him. The danger is a resulting pressure to concentrate his energies in such a direction, at the expense of human relations. Even if the counselor can furnish statistics to support his humanistic pursuits, these data may not provide valid criteria of his effectiveness. Even otherwise sympathetic school administrators may be forced to require quantitative data from their counselors.

This ugly aspect of accountability may become a major contributor to the counselor's demise as a creative risk taker. Also jeopardized is his role as a catalyst dedicated to both teacher and student self-actualization and his commitment to forging the school into a vital, dynamic, social institution in a changing and evolving democratic society. To withstand and transcend such accountability in these adverse economic times and to be able to demonstrate his vital con-

tribution to the school the counselor must be extremely competent.

How can counselors acquire these essential competencies? Obviously counselor educator programs should bear the major responsibility for developing the necessary skills to help keep counselling vital and relevant.

In 1964, the American Personnel and Guidance Association issued a policy statement on the professional preparation and role of the "good" counselor. Counselor educators typically espouse these ideals, but the writers' experience is that these educators neglect to mention the tremendous difficulties, frustrations, and anxieties which plague the counselor dedicated to this role. Nor is this reality dealt with in the counselling and guidance literature. One wonders if this omission is an unconscious effort to repress the remembrances of painful experiences as school counselors.

To be successful, the counselor must be endowed with considerable intelligence, vitality, resourcefulness, courage to take risks and to live with ambiguities, and an unshakable faith in humanity. But these traits are not sufficient to insure effectiveness. His graduate training program must be geared to the realities of the school world in which he will function. He cannot survive just on ideals, philosophy, and counselling skills. For example, one of the most important functions of the school counselor involves consultation with teachers, administrators, and parents. How many counselor education programs offer a course in consultation or devote more than fleeting or casual attention to the subject in counselling practicums? It is true that counselling skills, to some extent, are useful in consultation activities. But how many counselors (including experienced ones) react with anxiety and guilt feelings to a teacher's query, "Johnny is impossible. What should I do with him?" The counselor who can only reply with a Rogerian reflection does little for his own sense of worth and integrity nor does he help the teacher cope effectively with *her* problem. Furthermore, his image in the school is not enhanced. Confronted with his ineptness frequently enough, the counselor soon learns to retreat to the sanctity of his cave, burying himself under a stack of trivia or perhaps hiding in his filing cabinet. Teachers and students catch an occasional glimpse of him on his way to the principal's office loaded with statistics or irrelevance which serve to justify his existence.

In addition, counselors are trained to be humanistic, open, and honest. Yet, without due warning and preparation the neophyte graduate suddenly discovers that he is employed in a school system which espouses essentially the identical ideals and values, but which too often is inhuman, closed, and dishonest.

Yet counselor educators still cannot comprehend what has gone amiss. Didn't we train our counselors to be humanistic, loving, and understanding? Why, we ask, are teachers and administrators so hostile toward counselors? And, in turn, why are our protégés bitter toward us, their great mentors, and why are they ineffective in the schools? It seems clear that the most abused word "relevancy" must be employed again, or perhaps we should borrow the word incon-

gruence from our professional vocabulary. If counselor educators do not become more congruent, i.e. face the realities of the counselor's job and institute more relevant and realistic programs, they will be signing their own death certificates. As the counselling market dwindles and as applications for admission to graduate programs decrease, counselor educators lulled into complacency by a benevolent government might be shocked out of their state of inertia. It is time for "reality therapy" for both the counselor educator and counselor. Will we even be around to be held accountable in 1984? If not, what will our epitaph read?

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# THE HELPING PROFESSION — 1984

As a counselor educator and part-time professional counselor I believe that we members of the helping professions are pitifully ignorant of what the future will bring. I also feel that far too many of us are proponents of tradition. However, we may as well abandon any resistance to change as change appears permanent in the helping professions. Successful coping with the rapid change in our Western society and the world will require the helping professions to change and adapt many new stances toward the future.

To speak of the helping professions in 1984 is to speak of social conditions in 1984. The profession is designed to help people and people are influenced in both a positive and a negative vein by their social environment.

By 1984 technology will have altered man's psychological life space by having created greater leisure time through greater automation resulting from the advancement of computers into higher level sophistication. And, politically, the effects of overpopulation, greater economic socialism, and the subtle lessening of personal freedom will be aspects of life we will be dealing with.

The influence of a generation raised with a different value structure will be beginning to have its effect. The climate of reduced materialistic motivation, greater "people"-orientation, freer mores and sexuality, less rigidified life styles, and increased searching for