

Concerning This Issue

Counseling Psychology is the source of the science base in counseling practice. Until recent years, particularly the latter half of the 1960's, personality theory formed the majority opinion about good counseling practice. Two additional sources of influence came into prominence during the 1960's, and promise to crescendo in the contemporary scene. These influences are: The Group Training movement and the Neo-Behaviorism of B. F. Skinner's operant learning principles. The task is a mighty challenge to find a way to "get it all together." Fullmer (1971) has shown how group method employs the principles of learning in the context of human organizations. Fullmer and Bernard (1972) show a method for applying the "best of all worlds" in the school through a delivery system called, Counseling-Consulting. The Professional Counselor works in the networks of people creating the social environment for an individual at home, in school, and in the community. Consulting and developing systems approaches promise to be the wave of the future in counseling practice.

School counseling deals with the impact of change in the lives of students, teachers, administrators, and parents. The "now" counselor must include himself as a contemporary victim of change. Thus, we see the rationale for group training applied to the counselor and his network of significant others. Psycho-social survival has become the high priority goal amid a kaleidoscope of evolving life-styles.

An innovative program for Model Cities college-age youth has supplied the example of one way the application of counseling principles may apply to a special student population. The University of Hawaii is attempting to develop more programs to meet the needs of Hawaii's youth. Counseling efforts are expanded into a more comprehensive guidance system in the attempt to bridge educational and cultural gaps between the disadvantaged student and the academic community. An

entire new university is being established in Illinois to develop relevant programs to meet the needs of contemporary society. The latter effort is a direct attack on the problem of creating new environments for life-style development and represents one logical extension of the individual counseling concept through the use of group methods and systems of human social networks. School counseling merges with classroom, family, and community education efforts in the basic task of educating students.

Research efforts in Educational Psychology reflect a counseling emphasis in addition to a learning principles emphasis. Selected abstracts are presented to reveal some of the recent contributions to the discipline by staff and Ph.D. candidates in Educational Psychology.

A national survey of counselor education programs conducted by Hollis and Wantz, is included to reflect the momentum generated over the past decade. As school counseling practices come to the end of its Cinderella honeymoon, the era of accountability begins. Programs of counselor education and counseling practice are changing together. The University of Hawaii program in the Department of Educational Psychology is currently being recast to reflect contemporary thought.

Brammer shares an invited paper on counseling theory. His recent contribution to the Encyclopedia of Education is recognized as the standard in the field. Career counseling and guidance is again a high-priority concern to the Office of Education and consequently to the professional counselor. Gust has given recognition to this important area with his article. Barney adds to our awareness the church-related college's concern for counseling. In it, the education and guidance of international students take on the sense of urgency typical of Hawaii in its East-West interface.

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