Gilbert Wrenn --
The First Scholar

Chi Sigma Iota's program, "Scholars Across the Generations," has recognized twelve professionals as of 1989. Scholars from the counseling profession are invited to be initiated as Distinguished Scholars, based on their record of scholarship, research, and publication over a minimum period of twenty years. Distinguished scholars are asked to participate in the annual "Scholars Across the Generations" program during the American Association for Counseling and Development Conference. They also agree to visit and present at local chapter activities.

The "Scholars Across the Generations" program is based on the following Bylaw of Chi Sigma Iota, "The purposes of the Society shall be to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling."

The first Distinguished Scholar initiated by Chi Sigma Iota was Gilbert Wrenn, PhD, Professor Emeritus of Counseling Psychology, Arizona State University. Dr. Wrenn lives with his wife, Kathleen, in Friendship Village, Tempe Arizona, where he is very active in several volunteer activities. He has been on the Board of Directors and Vice President of Concerned Friends, Inc., reporter on staff of Saguaro Sentinel; presented Concerned Friends Medical-Educational Lecture Series for seven years, and currently President of Friendship Village, Tempe, Foundation.

At age 87, Dr. Wrenn does not travel at his previous pace. However, his life at Friendship Village is full of "good companionship and lively conversation." His most recent hobbies besides writing and lecturing, are transcendentalism and cosmology, both having an unlimited scope for one's curiosity and inquiry. During his seventeen years of retirement, he has published one full length text, co-authored twenty-three books for youth, eight invited chapters in others' books, twenty-two journal articles, four pieces of verse, Forewords and Prefaces for three books in psychology, edited the last four professional texts of Houghton Mifflin Company series in Student Personnel Work and Counseling, and is consulting editor for five books in personality development. He has also been given seven awards or citations by national professional associations in student personnel work and counseling, one of which was a large plaque dedicated in 1987 to Kathleen and Gilbert Wrenn as a couple "whose marriage has become a model for many others." (inscription).

In this article I highlight some of Dr. Wrenn's accomplishments in the field of counseling, as his vitae is so extensive I can not list them all. I also include ideas he shared with me during a telephone interview.

Dr. Wrenn received his PhD in 1932 from Stanford University. He has been Vice-Principal, Director of Guidance, Principal, Assistant Professor, Vocational Counselor, Professor of Educational Psychology, Assistant Dean, Professor of Counseling Psychology, and a Visiting Professor or Lecturer at nineteen universities throughout the United States and British Columbia.

He has traveled widely and studied in the West Indies and England. He has worked with the Ministry of Education, Taiwan, and was a visiting lecturer at the Universities of Natal (Durban, South Africa) and Simon Bolivar University, Venezuela. He was also a Fulbright Distinguished Scholar, University of Keele, England.

His involvement in professional (Continued on Page 7)
Editorial . . .

When I first decided to serve as editor of The Newsletter, I met with Jane Myers and Larry Loesch, during a SACES meeting in Charleston, to set some direction for The Newsletter. At that time, CSI was still a relatively new organization and the membership was small. The first area that we decided to address were the technical aspects (format, layout, etc) of the Newsletter and in retrospect that was the easiest of the tasks we identified. Secondly, we were concerned about "spreading the news" about CSI business, the Chapters and individual members; serving as a conduit for information. That remains very important even today and will always continue to be so.

The third area, dialogue, discussion and the exchange of ideas, we identified is/has been the most difficult to implement. CSI, through its stated purpose for existence, represents and promotes excellence in counseling. It seems to me (and others) that one important way that excellence can be fostered is through the expression and interchange of ideas.

(Continued on Page 10)

President's Message . . .

Celebration: Chi Sigma Iota is Five

The year 1990 marks the fifth anniversary of the founding of Chi Sigma Iota. It is a time for celebration and reflection. CSI has come a long way in a short time. We have members in all but three of the fifty states and in seven other countries. Our chapter in the Philippines, Iota Phi, seems to be especially active. Our members are not only academically motivated but professionally dedicated as well. They are extremely involved in the organizational structure of counseling (e.g., as officers in almost every division of AACD). In addition, our scholars provide us wisdom and insight from their years of practice and our student members give us energy and enthusiasm for what can be. In brief, the mixture of persons within CSI is a rich blend of talent. As your president, I am amazed and proud to see the activities generated by so many for the good of the profession of counseling.

In Cincinnati, at the AADC convention, we will continue to focus on the development of members within our society on Chi Sigma Iota Day -- March 17, 1990. Plan now to attend the Scholars Across the Generations, as well as the Annual Business Meeting, Awards Presentation Ceremony and the Reception/Initiation. These activities, along with the Leadership Development Workshop, will be beneficial to you in your own growth and development. It is appropriate that they occur in Ohio -- the birthplace of CSI. As you participate in both national and local CSI activities, please imagine where you would like to see the society officers place more time and energy and where you would like to make your own contribution. Your sharing of such visions can help us, as a young association, plan for an even more excellent future.

Sam Gladding
The Peer Review: A Model for the Evaluation of Counseling Centers
Norman J. Press

There appears to be an ever increasing demand for the justification of many of the programs currently available on college campuses. This is particularly true for those programs that do not provide direct instruction or that are seen as ancillary to the mission of the college. Thus, there has been an emphasis placed upon the evaluation of all programs at the college level, with significant attention being given to programs in student services.

Evaluation can take many forms ranging from an accreditation team from a professional organization to an internal review for an annual report. The way in which a department approaches a particular evaluation often depends upon the type of evaluation and who is conducting it. In-house evaluations often lack substance since there is typically a reluctance to criticize one's department to any great extent. Modifications generated from outside evaluations are often done to please those doing the evaluation or to meet some arbitrary criteria instead of the change occurring because of the benefits to the program. As an alternative to these approaches, a peer review evaluation may be employed.

The purpose of the peer review evaluation is to receive feedback on the program being offered in an objective, non-threatening manner. By its very nature an accrediting agency is seen as a threat to one's program, while an in-house evaluation tends to be very subjective and frequently not very beneficial. On the other hand, the peer review model eliminates two of the limiting factors presented by other approaches. Since passing or failing the evaluation is not an issue with peer evaluation, it is easier for the program being examined to be open and non-defensive. In addition, it provides for different perspectives and ideas that have not been previously considered and would not be included during an in-house evaluation.

As a way of showing how a peer review evaluation works, the following example is provided: This peer review evaluation took place at a counseling center at a two-year, non-residential community college with an enrollment of approximately 1900 students. The counseling center's professional staff consists of a

Continued on page 8

Introducing Marriage Enrichment
Gleam S. Powell

Supposing there is a way to stop divorces, prevent the painful loneliness, bitterness and hurt of failed marriages. Would you want to be part of such a process? If so, you might want to investigate Marriage Enrichment.

Marriage Enrichment is not a new field. It has been expanding gradually since 1962 when Father Gabriel Calvo originated the Marriage Encounter program in Spain and David and Vera Mace led their first couples' retreat in Pennsylvania. Since those early years, numerous programs have been developed, many of them well researched, field-tested and fine-tuned for maximum effectiveness.

These programs vary tremendously in their formats, skills, focus, leadership requirements, religious emphasis, and group procedures. What they have in common, for the most part, is that they as fairly brief, experiential processes directed towards healthy marriages. Their purpose is to change and strengthen marital interaction so that normal developmental transitions and crises do not destroy the relationship, and so that the relationship can flourish, accommodate individual growth, and maintain emotional intimacy.

That marital changes do occur as a result of these brief interventions is well established by research. One factor responsible for the sometimes dramatic improvements is the use of group process. In the ACME (Association of Couples for Marriage Enrichment) model, for instance, trained leader couples disclose at a genuine level their own feelings regarding many issues. The participating couples share at whatever level they feel comfortable. One well-read man was surprised by the intensity of his relief when other men discussed their discomfort with expressing emotions. The "I'm not the only one" feeling is powerful and helps individuals feel hopeful and open to change.

In other programs, communication skills are the keystones. These skills are well known to counselors, but in enrichment programs they are geared towards marital rather than helper-helpee interactions. Listening and Loving, my own program for instance, teaches empathic listening with step-by-step distributed learning in order to increase emotional intimacy. Sexuality, family of origin and conflict resolution are

Continued on page 9
MEMBERS CORNER

As I read through materials submitted for this Member's Corner I am once again struck by the fine commitment of Chi Sigma Iota members to the well-being of humankind. Joe Scalise has forwarded to me some of the Chapter newsletters which provide very moving testimony to the efforts of our members in the areas of scholarship, research and clinical practice.

Kittredge of the Theta Chi Chapter at San Francisco State University writes that Gerald West recently become the Chair of the Department of Counseling at SFSU. West was the principal psychologist in the Larry P. case which was argued in the courts for 15 years. The case, filed in 1971, revolved around the cultural bias present in I.Q. tests that resulted in a disproportionate number of Black youth being labelled mentally retarded. Finally in 1986 the U.S. Ninth Circuit Court of Appeals refused California's petition for a rehearing thus upholding a 1979 landmark decision which stated that "...the use of intelligence tests to place Black children in classes for the mentally retarded (was) unlawful. Dr. West also served as a consultant after the Jim Jones--Peoples' Temple Tragedy. He helped church leaders and others to understand the importance of interpreting grief and loss within a cultural context. We congratulate Dr. West on his new position and thank him for his service to our profession.

Word was also received from Southern University at Baton Rouge of two CSI members recently received special recognition. Madan M Kundu was awarded the "Rank of Fellow" at the National Rehabilitation Counseling meeting in Orlando. Much of Kundu's work has been with the blind and visually impaired. Also, Ms. Rosalind Reynard, a graduate of Southern University's Rehabilitation Counseling Program, captured first place and was presented a one thousand dollar scholarship award from the National Rehabilitation Counseling Association for her research regarding the relationship between one's knowledge about AIDS and the attitudes one holds toward persons with AIDS.

Three members of the Iota Phi Chapter of the Philippines received special recognition this past summer. Lily Rosqueta-Rosas published, Counseling in Perspective: Theory Process and Skills and Vicentita M. Cervera published, "The Filipino Work Values Scale." In addition Perlita Cabilangan was elected President of the Philippine Guidance and Personnel Association.

Nu Chapter (State University of New York College at Brockport) held their annual initiation and award ceremony this past summer. Robb Adams and Kathy Chiavaroli were recipients of the Outstanding Member Awards. Bonnie Rubenstein, Director of the Rochester, NY City School District was the recipient of the Outstanding Contribution to Counseling Award. Martha Terilli and Robb Adams were co-recipients of the Outstanding Counseling Student Award given to the top graduating student. Christine B. Kester was the recipient of a $500 Award of Excellence based on her performance as a student in the department.

One More Time...

In the last issue of The Newsletter, Lois Wedl again asked for input (see p. 10) from the membership about how we are currently conducting our elections. Lois wanted your reactions to voting by chapters (how we are doing it currently) as opposed to voting as individual members, but the response was quite small. Perhaps some of you did not respond because an October 31, 1989 deadline was indicated and you didn't receive the Newsletter until after that date. Well, here is another chance - if you have an opinion, please let Lois know. You may call her (612 363-5209) or write to her at:

Lois C. Wedl, CSI Secretary
Education Department
College of St. Benedict
St. Joseph, MN 56374

HAVE YOU MOVED LATELY AND YOUR CSI MAIL IS LATE IN ARRIVING?

When you move it is very important to notify CSI Headquarters. Please check the address listed on your mailing label and if it is not correct, complete the "Change of Address" form below and mail it to Headquarters. Be sure to include both your work and home phone numbers.

Name: ______________________
Address: ____________________
City, State & Zip: ______________
Chapter: _____________________
Home Phone: __________________
Work Phone: __________________
CSI Elections
President -- Elect
(Information about the candidates for CSI President and Secretary was mailed from International Headquarters to the Chapters and voting has already been completed. The information presented below is based upon statements submitted by each candidate).

Rose A. Cooper
Pace University
78 North Broadway
White Plains, NY

Education: M.A. in Education (Natural Sciences)
M.S. in Retail Management
Ed.D. in Health Education
Post-Doctoral Certification in Guidance and Counseling and Administration

Experience: Teaching: elementary, junior high, high school, junior college, college and graduate levels.
Counseling: Secondary school and college levels

Personal Statement:
I am comfortable in a leadership position having served as President on the local level- Westchester,

Richard Hazler
School of Applied Behavioral Sciences and Educational Leadership
201 McCracken Hall
Ohio University, Athens, OH

Education: M.A. - Counseling
Ph.D. - Counseling

Certifications: National Certified Counselor
School counselor

Experience: Teaching: counselor educator (ten years); developed drug and alcohol program for the Army; directed a Youth Conservation Corps Camp
Counseling: Private practice, in a prison, the military, and in both elementary and secondary schools.

Secretary -- Elect

Nancy Kizielewicz
Department of Counselor Education
State University of New York at Brockport
Brockport, New York

Education:
M.S.Ed. (Counseling)
Ed.D. (Counseling)

Certifications: National Certified Counselor;
School counselor (New York)

Experience: Teaching: Counselor educator
Counseling: School counselor, private practice, New York State prison system

Goals: As Secretary of Chi Sigma Iota, I will be committed to fulfilling each of the responsibilities of this position. Clear, accurate, and timely record keeping of all Executive Council activities is essential for the continued success of Chi Sigma Iota. As Secretary and member of the CSI Executive Council, I will work to uphold and further the professionalism of this organization.

Lois Wedl
Education Department
College of St. Benedict
St. Joseph, MN

Education: M.Ed. (Guid. and Counseling)
Ph.D. (Counseling)

Experience: Teaching:
Faculty,
College of St. Benedict;
Adjunct Faculty, St. Cloud State University

Counseling: Senior’s Center, Athens, OH; Counseling and Psychological Services Center, Ohio University

Goals: If elected as Secretary of Chi Sigma Iota, I will strive to fulfill each task designated in the CSI Leadership Handbook in a manner reflecting our Society’s commitment to excellence in what ever way possible. Minutes of meetings and other pertinent information will be published as soon as possible to enable lines of communication between all members to be kept open and current. As Secretary, I also will serve as an active member of the Executive Council, helping to promote CSI as a viable and rewarding professional organization.
This summer marked the point when 32 states passed laws to regulate the practice of counseling. The number of states licensing counselors is impressive considering that it was in the early 1970’s when efforts began to coalesce and produce tangible results (e.g., creation of the APGA Licensure Committee). These achievements created a professional milieu that resulted in the first state, Virginia, passing a licensure statute in 1976.

A careful review of the counselor licensure laws in the 32 states leads one to the conclusion that counselors are confronted with variable laws that in some cases differ significantly from one another in terms of academic requirements, supervised experience, and examination requirements.

But some consistent elements do exist, with one of the most obvious being that an applicant must "possess at least a master's degree in counseling or a closely related field" to be licensed as a counselor (Brooks, D., & Gerstein, L. [in press]. Counselor credentialing and interprofessional collaboration. Journal of Counseling and Development). While the latter part of this quote also deserves careful attention (it implies that there is no clear set of characteristics differentiating trained counselors from "others" in the helping profession), it is the former element that serves as the focus of this article. While counseling history in the area of licensure is relatively short it is a history of events that are convoluted and at times difficult to understand completely.

While several factors contributed to the master degree being selected over the doctorate as the "degree of practice" there is one that deserves special attention. Simply put, it deserves this attention because it exemplifies a problem that seems pervasive in the counseling profession. As the early drafts of proposed licensing legislation were being developed, representatives from the American School Counselor Association (ASCA) insisted "that licensed status not be limited to those with doctoral training" and "forced the committee (i.e., APGA Licensure Committee) to adopt what amounted to a trade-off between advanced graduate training and supervised clinical experience" (Brooks & Gerstein, in press). Intaking this action ASCA helped decide not only their own fate but the fate of all other counselors as well. The pervasive problem alluded to earlier is essentially this --- counseling has too many "special interests." While I view the therapeutic and theoretical diversity of counseling as one of the profession's outstanding strengths I see the divisions between various counseling groups as the profession's greatest weakness. Not only are practicing counselors confronted with external forces (e.g., licensed psychologists) but they are confronted with internal forces that can and do have profound effects on them and the entire counseling profession.

Was it a mistake?

Was deciding upon the master degree as the degree of practice in counseling a mistake? The answer is "no" at this point in time. But the answer to this difficult question may change to a "yes" in the future if counselors are not careful. Certainly, licensure symbolizes a recognition by society (via legislative bodies) that counseling has a vital role to play in the field of mental health. However, by selecting the master degree over the doctorate, the potential for new problems arise.

One possible scenario is that counselors will be permanently relegated to a "second class citizen" status among other licensed professional groups. For instance, if these groups are able to convince others (e.g., the general public) that a master degree in counseling is not as "prestigious" as the doctorate or that the training is not comparable to a more "recognized" master degree (e.g., social work), counselors will find it difficult to be competitive in the marketplace. This is a problem that will not simply take care of itself because of existing licensure laws. Counselor licensure laws, as currently written, do not serve as an incentive to earn an advance degree primarily due to economic factors.

If we assume that counseling's future will somewhat parallel the profession of social work where the master degree serves as the degree of practice, we can expect agencies to make no distinction (Continued on page 8)
Gilbert Wrenn - 1st Scholar

Dr. Wrenn is a Life Member of the American Association for Counseling and Development (AACD). He was a member of the first Executive Council; Past President, American College Personnel Association; Past President, National Vocational Guidance Association (NVGA). During the years, 1938-1970, he was on 24 committees including the Board of Trustees of National Vocational Guidance Association; Executive Council of American College Personnel Association, Editorial Advisory Committee of Occupations; Chairman of Ethical Practices of National Vocational Guidance Association; Chairman, first Research Awards Committee of AACD; and Chairman, first Publications Committee of AACD.

In addition to his commitments to AACD and APA, Wrenn was a founding member of the Minnesota State Board of Examiners in Psychology, Consultant to U.S. Veterans Administration Hospitals, and National YMCA Committee on Counseling.

Dr. Wrenn has received several honors, awards, and citations. He received the Bronze Star, U.S. Navy; Nancy Wimmer Award, AACD; Award for Distinguished Service, U.S. Department of Labor; Eminent Career Award, NVGA; Outstanding Contribution to Knowledge Award, AACD; Leona Tyler Award, APA; Prime Mentor Award, Association for Counselor Education and Supervision (AACC) ; and the establishment of the "Gilbert and Kathleen Wrenn Award for a Caring and Humanitarian Person."

Dr. Wrenn is author or co-author of 420 texts, small books, monographs, and journal articles, many translated into other languages, including Japanese, Chinese, Korean, Hindi, Arabic, Spanish, Norwegian, Icelandic, French, and Thai. He is the Founding Editor of the Journal of Counseling Psychology.

In a phone conversation with Dr. Wrenn, November 1989, I asked what he considered to be his greatest accomplishment. He mentioned four. One is his happy marriage of 63 years. Also, he is very proud of his son, Robert and his three children. Robert received his PhD in Counseling Psychology at Ohio State University and is presently Professor of Psychology and Director of the Student Resource Center, University of Arizona.

Another accomplishment is the success of his graduate students. He expressed great pride and affection for the 80 or 90 students who have worked with him and spoke of their achievements in the field of counseling. Dr. Wrenn feels one of his greatest accomplishments is the amount of writing he has done.

Secondly, I asked him what advice he might give to young people entering the field of counseling. He suggests counselors take a "holistic approach to the person. Consider the total person...who they are, their parents, values, experiences they've had, and who they are now."

The last question I asked Wrenn was his opinion of what were major issues in the counseling profession today? He suggested that we "not attempt to advise a client on a total life program. Set up goals in segments—not for a whole life. The future is increasingly uncertain. ...We must be open to change." As counselors we need to "keep up with social, economic, and value changes...differences between generations. You cannot depend (only) on your experiences to help others. The world is different." Long-term goals that do not take into account imminent changes in society frighten clients. Short-term or intermediate goals are more useful and reinforcing for clients.

Dr. Wrenn seems to enjoy sharing ideas. The day I called him, he was preparing for a presentation to be given the next day at Arizona State University. Near the end of our phone interview he began to share other thoughts. He mentioned the importance of giving. "It is more important to give than to get. If you try to get, you get short-changed. In marriage, give more than you expect to get. Let getting come after giving. Giving leads to getting." He tells the people with whom he lives that "we've been getting (all of our lives) and now our job is to give."

After talking with Dr. Wrenn over the phone, I wished I could attend his lecture the next day at Arizona State University. But, Arizona is too far away from North Carolina when you're living on a graduate assistant's salary and have exams to take.

Paula H. Stanley, University of North Carolina at Greensboro.

(This is the first of a series highlighting the careers and contributions of the CSI Distinguishing Scholars)
Peer Review:
Continued from page 3

director and a counselor/evaluator and provides personal, academic and career counseling. Based on professional acquaintances within the state, three directors of counseling services were asked to serve as peer evaluators. One of the evaluators was from the major state university, another from a four year college and the third from a two-year, non-residential community college. The reason for selecting such a diverse group was to gather input from a broad spectrum which may in turn al-low for the generation of new ideas that would improve the services at the school being evaluated.

All three evaluators were asked to meet at the college be reviewed on a designated date and were provided with a brief, informal description of the on-going programs, procedures and policies of the counseling center. All questions were answered and any needed clarifications were provided.

The evaluators were asked to use the Council for the Advancement of Standards for Students Services/Development Programs: Counseling Services Self-Assessment Guide (CAS) as the criteria with which to assess the program. The assessment was conducted without the center staff's presence. Later, the evaluators and the staff reconvened to discuss the evaluation and to receive feedback. A summary was provided along with several suggestions for improving the center and a citing of those programs that should be continued. Finally, each evaluator was asked to write a brief report summarizing their evaluation and highlighting any specific areas for additional consideration.

There are several advantages to this type of formative evaluation. First, it promotes an open exchange of ideas among colleagues. Not only is it possible for those undergoing the review to benefit, but the evaluators may also discover some facets of the program being evaluated that may be useful at their own school. Second, the review is a non-threatening process since no formal accreditation or approval is at stake, the counseling center is free to implement or reject any or all suggestions. The decision to alter one's program is left to the counseling center without any undue pressure. Third, the process is easy to conduct and can be structured to provide maximum benefit to the center being evaluated. The counseling center staff can use standards other than CAS or devise their own criteria. In addition, a reciprocal arrangement can be made for those who were evaluated to return the professional courtesy by serving as an evaluator on the campus of the evaluators.

It will be interesting to observe if this approach gains a widespread acceptance. If so, perhaps the next step is to see if this is indeed a worthwhile evaluation tool by conducting a study to empirically validate it's usefulness.

(Norman J. Press is Director of the Counseling Center at Dalton College, Dalton, GA)

Professionally Speaking
Continued from page 6

based on degree and that agencies would hire based on licensure. This type of hiring practice results in no differential pay for degree level. Therefore, why would a counselor endure the difficulties associated with earning a doctorate when there is no "payoff" for the effort (other forms of continuing education would seem to be more inviting)? Thus, the ingredients for helping maintain counselors in an ancillary role may have been created by licensing counselors at the masters level.

But other scenarios are also possible - ones that seem to offer more hope. Again, using social work as an example of what could happen. Increasingly, social workers have been hired over other professionals to fill positions that in the past were unattainable by social workers. For example, social workers are being hired to hold administrative positions. In the past a person with a doctorate degree would have been selected to serve as an administrator, not a master degree social worker. Realistically, the incentive for this trend is often a monetary one—why pay more when you can staff a position with a competent person at a lower salary? For us, the possible positive aspect of this scenario is that counselors' abilities will be recognized (of course the drawback is that they will not be paid for the ability).

The counseling profession has given birth to "professional counselor" licensure. It is now time to nurture what counselors have brought forth and help this "neonate" through the various
Marriage Enhancement  
Continued from page 3

Among the topics discussed within this communication skills framework.

Encouragement, a Adlerian concept, is one of the major skills taught in Time, Listening and Loving and the ACME programs. Affirmation is the ACME term for this procedure, but the process is almost identical to that of encouragement. Individuals are taught how to be aware of the strengths in their marriages and how to continually express this awareness to each other. Most people tend to be more 'naturally' aware of what they don't like, but research reports that happily married couples have a high rate of exchange of positives. Enrichment teaches the missing skill.

Self-disclosure, learning to identify one's own feelings and needs and to express them in a responsible, non-threatening manner, is a major component of the Couples Communication Program. The self-awareness wheel, for example, provides a structure which guides individuals through this process. In the Relationship Enhancement program, empathy, self-disclosure, and a facilitator mode are all taught in order to increase acceptance and intimacy in marital interactions.

Counselors can become involved in marriage enrichment by becoming leaders, by participating in the events themselves and by referring couples or individuals to enrichment groups. Oftentimes, after marriage counseling is completed, a couple, ready to acquire communication skills, can benefit from a support group and is motivated to continue to work on their marriage. Enrichment groups are available literally around the world.

For additional information about these programs, contact the following sources:

ACME
Betsy Willard, Executive Director
P.O. Box 10596
Winston-Salem, NC 27108

Couple Communication Program
Sherod Miller, Ph.D. (Author)
7201 S. Broadway
Littleton, CO 80122

Listening and Loving
Gleam S. Powell, Ph.D. (Author)
112 Stafford Dr. Athens, GA 30605

Relationship Enhancement
Bernard Guerney, Ph.D. (Author)
P.O. Box 391
State College, PA 16804

T.I.M.E. (Training in Marriage Enrichment)
Don Dinkmeyer, Ph.D. (Author)
P.O. Box 8268
Coral Gables, FL 33075

(Gleam S. Powell is a Licensed Professional Counselor and Licensed Marriage and Family Therapist in private practice in Athens, GA.)

Professionally Speaking  
Continued from page 8

developmental stages necessary to guarantee its parent a secure future. Counselors should begin to carefully and fully explore the implications of the profession's achievements in licensure. We should not fool ourselves into thinking licensure is a panacea. It is time we recognize the various problems inherent in establishing this new standard and take time now to plan our future.

Carl J. Ginter
Members Corner
Continued from page 4

based on her performance as a student in the department.

In other notes of achievement, Saul Hinden of Alpha Chapter at Ohio University was featured in New York Newsday for work he did on a new law to improve the delivery of child protective services in New York State. In addition, Iris D. Nelson of Alpha Chapter was elected to the Board of Kappa Chapter of Kappa Delta Pi International Society in Education. She was also recently cited in Who's Who in the East.

A number of CSI members have recently changed jobs. Stephanie R. Fedor-Joseph, Zeta Chapter, was appointed Director of the School of Engineering Office of Student Services at the University of Alabama at Birmingham. She has developed a student mentor program described in a recent issue of the Journal of the National Society of Black Engineers.

C. Joe Saunders of Alpha Chapter, Ohio University, has recently taken a position as counselor educator/counselor at the East Carolina University School of Medicine. Epsilon Tau Chapter. (East Texas State University) indicates that Richard Caradi has accepted the position of department chair for Guidance and Counseling.

Thanks for the news. Please submit news items about members on the form below.

Name _______________________________ Chapter __________________ __ __ _ Date __________ _

University Affiliation: _______________________________

Contribution/Achievement (use more paper as needed)

Send to: Donald L. Bubenzer
310 White Hall
Kent State University
Kent, Ohio 44242

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Editorial
Continued from page 2

opinions, theories, ramblings, thoughts, conceptions, notions, apprehensions, beliefs, views, suppositions, judgements, etc.

Far too often, we (counselors) have a tendency to remain quiet; to not speak out and share our thoughts; to not raise the controversial issues; to not challenge; to not talk about what we think and feel but rather to be guided by whether or not something is statistically significant.

What better resource for this than the members of CSI - individuals that are committed to excellence in their chosen profession. Beginning with the May, 1990 issue, I plan to begin to feature short (3 - 4 typed pages) papers along with responses/reactions from other CSI members. What I need now is your participation. The only limitation on topics are that they must pertain to the field of counseling.

Joe Scalise, Editor

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Rose A. Cooper
Continued from page 5

Putnam, Rockland Association for Counseling and Development; at the state level - New York State ACD, New York State Counselors Association, New York Association for Humanistic Education and Development; and at the national level - American Association for Counseling and Development. I have contributed to the counseling professional as a speaker, an author, and a presenter at convention workshops on the local, state and national levels.

As a profession, and as professional we have made giant strides during the past years. These facts are reflected in the manner in which we perceive ourselves, in which we are perceived by our members and by our profession. The needs of the times drove us to seek new solutions and creative innovations beyond the penuriousness of conventional approaches. Chi Sigma Iota was formed in 1985 to meet one of these needs - "to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling." I am CSI Charter Member, I served as the first CSI first Awards Chair, and I am currently the CSI Member-At-Large.

Continued on next page
Goals:
Chi Sigma Iota is international in scope, but its focus is on the personal and professional development of the individual members. CSI has proven its worth and value. In a few short years it has grown dramatically to 89 chapter and 3,710 members (as of July, 1989). The goals of the next president are pure and simple - continue, enlarge, create and innovate. To enumerate, my goals are:

1. Continue to help Chapters grow and achieve excellence by providing high quality services to its members.
2. Provide a forum for chapters to network with each other through greater use of "Chapter Annual Reports".
3. Promote research and innovations in the field of counseling.
4. Conduct leadership training at the AACD Conventions.
5. Expand and encourage the CSI Distinguished Scholars Program at the AACD Conventions.
6. Recognize outstanding leaders in counseling and exemplary contributions of CSI Chapters at the AACD Conventions.
7. Expand the excellent CSI Newsletter.
8. Finally, in the words of Alice Roosevelt - "Fill what's empty, Empty what's full, Scratch where it itches."

Personal statement:
I have a commitment to writing that can be seen through numerous publication in AACD Journals and the editorship of newsletters and the Kentucky ACD Journal. My leadership roles in the profession include currently being Chair of the AACD Graduate Student Committee, a past-president of the Association for Humanistic Education and Development and also Kentucky ACD. The aspect of my involvement with CSI that I am most proud of has been helping initiate and then serving as advisor for a new Chapter at Murray State University. I currently serve as Alpha Chapter Advisor (Ohio University).

Goals:
Chi Sigma Iota's unique strength lies in a membership of high quality professionals with common goals for excellence and continuous improvement. The goal for leaders of this organization must then be to foster the atmosphere and conditions that will best support the growth of this exceptional group. My overall goal as president of CSI would be to maintain the existing support system and explore additional means for supporting both chapters and individual members.

One specific emphasis I would have for CSI would be to seek new ways to encouraging and supporting the vast leadership potential available in our membership. The wealth of skills and motivation present in the membership of CSI make the people our profession needs to lead its future. CSI can play a significant long term role by making sure members recognize their leadership potential and are shown opportunities to effectively utilize it at local, state and national levels.

One way local chapters and the membership can be supported is to expand CSI's level of influence which is a second specific emphasis I would like to see CSI take. I too often find myself explaining what CSI is and what it does to fellow counselors as well as other professionals. Being in existence a longer time will help but not cure this problem. We need to find means for increasing the productive visibility of CSI and its members, if we are to have greater influence on the profession. The national organization and local chapters must seek ways to demonstrate on an expanded scale the value of the organization through its professional products and those of the membership.

We are an organization of exceptional human resources. As president, I would do all in my power to nurture these resources and display the professional wealth they produce and offer to others.
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