When one looks at the goals of counseling, it appears that today's discussion could lead to the lofty ideals of motherhood and a push for good against evil. However, at the present time there seems to be a concerted effort by many students to divorce the university from its traditional role of in loco parentis. The trend may well continue to the point where universities will completely shed their former role of a parent away from home. Should this occur the counselor's role may also be drastically redefined. He will be in the position of volunteering his services to encourage the student, giving advice when it is solicited, but avoiding the impression that he has assumed the parent role.

The goals of counseling students fall into two categories, namely, the attainment of professional competence and the development of personality.

PROFESSIONAL DEVELOPMENT

Let us examine first the various facets of attaining professional competence and the counselor's role in fostering this attainment. The counselor can do the following things. Help the student tailor his program according to his capabilities. Although the student may have the ability to pass the minimum required subjects, he often needs guidance in channeling his energies into areas where he has the greatest competence, interest, and desire. Too many advisers see the physical sciences as a sacred cow that must be served at all costs, including the sacrifice of the student. Ever since Sputnik, many academicians have believed that the scholastic program should develop all students into physical scientists, but the truth is that not all are capable of being scientists nor do they possess the required interest.

Each student should be treated as an individual, and the adviser has the greatest opportunity to accomplish this. Great student dissatisfaction has recently developed over the impersonal relationships between the staff and students.