



CSJ Activist

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a Division of the American Counseling Association*

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HOW MUCH IS "ENOUGH?" CHER N. IGELMAN, SEATTLE PACIFIC UNIVERSITY

I consider cultural awareness to be a journey – one I have traveled unknowingly my entire life which became an intentional journey during my masters program in counseling. After the completion of my psychology degree and with limited job prospects in the helping professions, I found myself working for the state in the social work field. It was during this experience that I had the opportunity to work with culturally and ethnically diverse families (traditional and non-traditional), many coming from a low socioeconomic perspective.

Although I embrace my Jewish and Native American heritage, I admit that I am not actively a part of either culture and have always known white privilege. My dad's parents were immigrants from Germany and very eager to fit in with "American culture". My maternal great

grandmother, pure Blackfoot, died when I was very young. This diversity was not celebrated in my family, it was not shared. My own cultural identity formation was relatively void of this richness.

It became evident in my work with culturally diverse clients that I just didn't "get it". It was such an unfortunate experience because I cared so much and was so committed to the profession, my work, and most of all, the consumers that I served. "Why aren't we connecting?", "Why aren't my interventions helping?" – I'd ask myself. I had been brought up in a home to respect differences. I wasn't a racist. Wasn't that enough? Of course, that answer is "no, it isn't enough."

I now teach a course in multicultural counseling for future school counselors. It's frustrating to encounter students who have decided they know "enough" about cultural differences and how these differences influence the counseling relationship.

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CHALLENGING CLASSISM AND ANTI-DEMOCRATIC PRACTICES GLOBALLY AND LOCALLY TOD SLOAN, E-ACTION GROUP LEADER

Globalization has become a catch-all term for any process that is happening at a global level, such as flows of products, information, and people. In this general sense, globalization has been going on since the spice trade and has enriched cultures and languages. Those who are concerned about contemporary forms of globalization have something much more dangerous in mind, however. We are concerned about the growing ability of transnational corporations to control lifestyles and societies through their power to provide employment, products, and services according to their own 'free trade' rules rather than being subject to the deliberation of citizens regarding the nature of the good life and the good society. Corporate globalization, as this process is known, tends to strip nations of their ability to determine what happens within their borders and subjects the well-being of local economies and the environment to

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REPORT TO CSJ MEMBERSHIP FROM THE ACA GOVERNING COUNCIL
A. MICHAEL HUTCHINS, CSJ REPRESENTATIVE TO ACA GOVERNING COUNCIL

The ACA Governing Council is composed of a representative from each of the ACA divisions and organizational affiliates, as well as from each of the regions. Additionally, a graduate student representative sits on the council, as do the president-elect, president, and past-president of ACA. The ACA Executive Director is an *ex officio* member of the council. The ACA treasurer and a Parliamentarian are also present at the table. A process observer also plays a critical role in the meeting. The meeting is open to any ACA member who wishes to observe how our leadership works.

The 2003-2004 ACA Governing Council held its Fall meeting in Washington, D.C. on October 3-5, 2003. As a new representative to this body, I attended a “new member” orientation on October 2. This first meeting was characterized by a sense of collaboration and collegiality. A sense of sadness was also felt as members learned of the passing of Mary Arnold, the first CSJ representative to the Governing Council.

Carolyn Thomas, the ACA Treasurer, set the tone of the meeting with her report. Like many associations, we are experiencing a time of “belt-tightening” in a difficult economy. She noted that, despite deficits, the Association is financially stable; although it has been necessary to draw on some reserves. The ACA Financial Affairs Committee closely monitors the budget figures and trends. The council paid close attention to fiscal realities as we balanced ways to creatively address the remainder of the agenda for the meeting.

Prior to this meeting, a task force of the

Governing Council had explored possible Governance restructuring. This task force was created to address the effect of declining division membership on the governance structure. It had been decided to look at the possibilities and see how Governing Council could best serve members and what might be the best structure for all parts of the Association. After discussion and review, the decision was made to make no changes in the structure of governance at this time.

The difficulty of declining division memberships continues. Dr. Pam Paisley has been named Chair of the Task Force on Division and Organizational Affiliate membership and this task force will report to Governing Council in the near future.

A by-laws change was made which created a standing Awards Committee. This committee had been part of the ACA Public Awareness and Support Committee. This new structure will allow the Public Awareness and Support Committee to give greater attention to other projects.

According to policy, the ACA Governing Council participates in Diversity Training yearly. At the October meeting, the focus was on diversity from an international perspective. The questions which were asked of the Governing Council included: (1) What would it look like and what would it feel like for ACA to collaborate on a global scale? (2) What are the barriers to looking and feeling like this?, and (3) As Governing Council how do you overcome these barriers? A lively discussion ensued.

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“Each time someone stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, they send forth a ripple of hope.”

—Robert F. Kennedy

Challenging Classism (continued from page 1)

the decisions of individuals who may live on the other side of the planet. While some poor countries experience economic growth in certain sectors as a result of transnational business, others are subjected to sudden layoffs and plant closings as corporations relocate in search of lower labor costs and as international currency markets rise and fall. This has led to the widening of the gap between the world's affluent and poor societies over the last quarter century. Particularly in the case of the United States, it can be said that to the extent that the fates of elected officials are tied to the success of the US-based multinationals in the global economy, even matters of war and peace are decided much more by corporate leaders and their news media than by representatives of the people pursuing rational foreign policy. The case of Iraq is a perfect example.

Since the World Trade Organization protests in Seattle in 1999, the movement against corporate globalization has been quite visible. Even though the attacks of September 11 and subsequent military operations have been in the forefront recently, the movement has been working to make the case that the best defense against further attacks is to challenge corporate control of the sort that pushed the US into cozy arrangements with Saudi dictators and to work for democracy, fair trade, and poverty eradication. Forging links between the peace movement and the movement for 'globalization from below' is critical for both movements at this point.

Why should we as counselors care about this complex geopolitical process? The answer is simple. A surprising number of the issues we confront at the local level these days is linked to the effects of classism and anti-democratic practices flowing directly from corporate capitalist influence on government and the economy both nationally and internationally. Federal support for school and community counseling services is cut while the defense budget increases and taxes on the wealthy are slashed. Immigrant families and migrant workers find hostile receptions in neighborhoods where factories were closed after jobs moved to India, Mexico, and China. Depression and substance abuse related to unemployment are direct consequences of 'outsourcing' related to corporate globalization. School children are anxious

because their parents have been called up from the reserves to go to Iraq to defend U.S. corporate oil interests.

These are just a few of the more obvious examples of points where the lives of our clients, as well as our own, are interwoven with corporate globalization and its effects. If we are not working to transform the political situation that permits corporate power over national, regional, and local decisions, we are simply asking for more shredded lives and empty consumerism in the place of community and individual well-being.

Get involved! To discuss the specific ways in which counselors can link their local work to the movement against globalization, an email discussion group (listserv) has been established by CSJ. It is called "Challenging Classism and Anti-Democratic Practices (Globalization, Privatization, Media Bias, and Militarism)". To join, please send your name and email address to sloan@psysr.org and you will be subscribed.

Tod Sloan is co-coordinator of Psychologists for Social Responsibility (www.psysr.org), author of Life Choices: Understanding Dilemmas and Decisions and Damaged Life: The Crisis of the Modern Psyche, and editor of Critical Psychology: Voices for Change (see www.criticalpsych.org). 0

How Much? (continued from page 1)

It's exciting to see those that realize there is still so much to understand about themselves and others and that there will be some things we can never fully understand. I'm grateful for the lessons I learn from my students, colleagues, and community through the sharing of different perspectives and experiences. I realize that my journey continues and that the dialogue of culture and diversity must continue.

In the process of teaching the multicultural course, we cover a variety of topics ranging from identity development to cultural awareness, knowledge, and skills. Inevitably, a student will ask, "How much training is enough?" Recognizing the work that meaningful awareness requires and how the best of intentions do not replace true cultural competency, I have to reply, "It's never enough. This work has no end." 0

**“IF YOU HAVE SOME POWER;
DISTRIBUTE IT.
IF YOU HAVE SOME FREEDOM;
OFFER IT.”**

-TONI FREELAND

Governing Council (cont. from page 2)

Scott Barstow, ACA’s Director of Public Policy and Legislation, reported that the PP&L Committee was actively involved with issues such as lobbying for the inclusion of licensed professional counselors in the Medicare Bill which went on to pass through Congress (without the inclusion of counselors); educational funding; and licensure portability. Additionally, he reported on a Social Justice Internship program being established with ACA and the PP&L Committee.

A report from the ACA Insurance Trust brought GC members up to date on the status of the trust and its service to members. As a result of the Trust’s former insurer going into receivership, it was necessary to locate a new company. HIPSO was the only company which was able to provide the safety and services in liability insurance that best serves our members. In this difficult financial time, the Insurance Trust is working with the new provider to present the best and most stable services to our membership. It is the goal of the Insurance Trust to maintain its responsibility to ACA and to keep payments to ACA current.

An important topic was that of divisional charters and compliance with the ACA by-laws. All divisions and organizational affiliates are required to have by-laws which are in compliance with the ACA by-laws. Some divisions were not in compliance. As a result of the need for compliance, all by-laws were in the process of review. At the October meeting, all divisional by-laws, with the exception of AMHCA, were found to be in compliance. ASCA Representative Kim Long, and ASCA President Russell Sabella, reported to Governing Council that the ASCA Delegate Assembly had worked diligently to amend their by-laws to bring them into compliance with those of ACA. The spirit of collaboration and collegiality was clearly present as ASCA was well received by the Governing Council.

A new ACA Fellows Award has been established. Information about the Award will appear in Counseling Today. A Strategic Planning exercise was facilitated by ACA President-elect Sam Gladding. The “TOP 5” goals include: (1) Promote Public Policy and Legislation for Counseling; (2) Increase Public Awareness of and Advocacy for Counseling; (3) Provide Professional Development to Membership; and Provide Organizational, Administrative and Financial Resources to Achieve the Association Mission; and (5) Enhance Respect for and Recognition of Human Dignity and Diversity; and Promote Standards for Professional Preparation and Practice in Counseling. The Governing Council was charged with taking actions to achieve these goals.

A number of other issues were addressed by the Governing Council and/or forwarded to the ACA Executive Committee. The group will meet again in Kansas City prior to the ACA Annual Conference in March, 2004.

If anyone has questions about Governing Council and its actions, I can be contacted at amhutchins@aol.com. 0

CSJ CACREP REPORT
CARLA BRADLEY, WESTERN MICHIGAN UNIVERSITY

As the CSJ representative for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), I would like to keep you abreast of our semi-annual CACREP meetings. The following are the minutes from the October 25, 2003 CACREP Board meeting which was held in Alexandria, VA. The next CACREP board meeting is scheduled for January 8-11, 2004 in San Diego, Ca. If you have questions or concerns please feel free to call me at (269) 387-3504.

Chair Susan Seem (AGLBIC) called the meeting to order at 5:30 p.m.

Other voting members present: Judy Miranti, Vice Chair (ASERVIC), John Keys, Treasurer (Public Representative), Jim Wigtil (ASGW). Jack Culbreth (ACES), Alan Robertson (AACE), Joe Dear (AMCD), Becky Standard (ACCA), Bill Wheeler (AMHCA), Carla Bradley (CSJ), Brandon Hunt (ARCA), Lou Busacca (NCDA), Richard Watts (IAMFC), Eli Zambrano (ACA), Suzan Nolan (ASCA), and Salene Cowher (C-AHEAD).

Nonvoting members present: Carol Bobby (Executive Director), Jenny Gunderman (Associate Director), and Non Bayster (Accreditation Associate). Voting members absent: Gary Grand (Public Representative) was absent due to a medical emergency)

Chair's Report-Susan Seem

Susan highlighted her written report and went over some details about the financial ramifications of ACA's decision to reduce the cash subsidy provided to CACREP through increases in the stated values of in-kind services.

Executive Director's Report-Carol Bobby

Carol highlighted areas of her written report and emphasized that CACREP had submitted its Interim Report to the Council for Higher Education Accreditation (CHEA) on September 24th. The report, due this fall, required CACREP to address progress made on the issue of financial independence. CHEA's Committee on Recognition will review in November.

Treasurer's Report-John Keys

The Treasurer's report was accepted by general consent.

Ad Hoc Committee on Board Structure

The committee's report was discussed. Members of the committee noted that there appears to be a strong commitment to move forward with plans toward greater financial and board structural independence. The primary concerns include timing and financial impact issues.

Nominations Committee

In order to follow procedures for the board election in the spring, the committee passed out forms to be returned by Saturday afternoon. The Nominations Committee, consisting of Suzan Nolan, Richard Watts and Carla Bradley, will have a slate by the January meeting.

Standards, Standards, Standards

Training Committee Chair Jack Culbreth led a discussion of problematic standards. Among these were counselor identity issues (Section IV) and the definition of what the duties and identified responsibilities are assigned to the program coordinator (Standard IV.B.2.b).

The Open Meeting adjourned at 9:02 p.m.

The remaining two days of the meeting were spent in program accreditation review and the board retreat facilitated by consultant Nancy Axelrod. 0



Volunteering at the CSJ Booth: Kent Provost, Jamie Cheek, Ron McClean, Michael Hutchins, and Matt Englar-Carlson

INFUSING THE GOALS OF THE DIVISION INTO PEDAGOGICAL PRACTICE
CYRUS MARCELLUS ELLIS, GOVERNORS STATE UNIVERSITY

Of all the components of the Multicultural Counseling Competencies, I must admit that the dimension of helping student's understand the worldview of culturally different clients is the most challenging and the most rewarding for me as a Counselor Educator.

The approach I use to assist students arrive at a place where they have an opportunity to examine their ability to see life through the lens of others involves sound humanistic principles and the power of systematic study. I begin by bringing to light the knowledge competencies involving the impact of race and culture on vocation, family, and education as well as the socio-political issues that effect racial and ethnic people through the use of a 50-item annotated bibliography (in APA style) of cultural, ethnic and racial peer-reviewed articles, data-based books and documentaries.

The process of building the bibliography begins with a clearly defined constructs of race and culture. Students participate in a lively discussion concerning the various forms that culture and race can assume in our multicultural society. The emphasis and aim of the exercise is to move the student beyond her or his comfort zone. Following the *counseling and research process*, students are introduced to authors and topics that exist within the realm of the human condition but are seldom given the appropriate amount of study. Students are encouraged to look for work that describes issues of health disparities among the minorities and the poor, women's issues in relationships, work and society, class issues in education, terminal illness, acculturation, racism and oppression. As the students

review this information they are asked to right an APA style abstract (separate from any abstract provided by the authors) commenting on the content of each item. Each student adds to their abstract particular areas that they find interesting and informative.

Although this is a time consuming task for the professor and student alike, the worth of this exercise is priceless. The joy of the exercise is not necessarily in the finished product, rather, it is in the constant dialogue between student and professor that takes place over the time of the assignment.

The assignment is introduced in the third week of the semester and the joy of engaging students weekly to review their choices as well as how they construct and write their abstracts opens up wonderful opportunities to teach and mentor!

There are many roads that lead all of us to the same goal of training culturally competent counselors. As the professor brings a part of who he or she is in process to meet students where they are in their struggles, the result is commonly a great amount of growth and development. Whatever we can bring to the pedagogical table that helps us to update and improve upon our efforts to better train the next generation of counselors and counselor educators—I am for it! 0

"The emphasis and aim of the exercise is to move the student beyond her or his comfort zone..."



Morgan Crystina Ellis & Her Father
Born February 4, 2004

**"CHARACTER CANNOT BE DEVELOPED IN EASE AND
QUIET. ONLY THROUGH EXPERIENCE OF TRIAL AND
SUFFERING CAN THE SOUL BE STRENGTHENED,
AMBITION INSPIRED, AND SUCCESS ACHIEVED."**

- HELEN KELLER

THE STRUGGLE TO BELIEVE IN MYSELF

KATIE LINDSKOG, CHICAGO PUBLIC SCHOOLS

Have you ever met someone whom if you told them you were a member of a Social Justice organization, would likely roll their eyes, chuckle, or perceive you as being “naïvely noble?” In my experience, it has not always been easy to be proud of fighting for Social Justice issues when many in my close circle have viewed such a cause as unrealistic. I’ve often felt the need to second guess or downplay doing the right thing out of criticisms for being too idealistic. It is sometimes frustrating when people make comments like, “Are you still trying to save the world?” or “Look at Mother Teresa,” when they’ve learned of little things I’ve done in an attempt to make a difference. It’s difficult for me to respond to such remarks when I think that anyone is capable of doing the right thing if they are in the right mindset.

In an attempt to avoid sarcastic deprecation, I’ve often found myself “doing the walk without the talk,” but it’s not always easy to do alone. When I began working toward my degree as a school counselor, I never imagined the vast array of opportunities I would have in working to overcome injustices. I also never considered finding such passionate and like-minded individuals fighting the same battles. While I can continue with my own personal fight, I value the strength found in others who share a vision for change so great that it energizes and drives those in their presence. In the midst of those close to me who choose to live comfortably with maintaining the status quo and the disparities that accompany it, it is the like-minded counselors and counselors-in-training who validate my struggle to continue working for change. 0

A COUNSELOR EDUCATOR RESPONDS TO THE PRESIDENT'S STATE OF THE UNION ADDRESS

26 'WEAPONS OF MASS INSPIRATION' FOR EQUITY, A.K.A., USA FACTS

The United States of America is...

1. The country with the most weapons of mass destruction currently
2. The country with the largest income and wealth disparities of all industrialized countries
3. The wealthiest country in the world with funding gaps between poor and wealthy public N-12 schools among the world's largest
4. The industrialized country whose citizens are least likely to know what is happening in their country or the world due to corporate news media that focus primarily on violence and entertainment stories
5. The only country using weapons of mass destruction in at least two other countries currently
6. The industrialized country with the most citizens lacking any health care coverage
7. The country with the most military bases and presence on Planet Earth with a military presence in 130 other countries
8. The country with the largest percentage of its population imprisoned
9. The only country with a pre-emptive war policy that states it has the right to invade any other nation anytime it perceives a threat.
10. The country that has lost 3 million jobs in the last few years under the guise of "FREE" trade agreements
11. The country with 5% of the world's population that consumes over 1/3 of the world's natural resources produced annually
12. The only country that funds unscientifically proven abstinence-only sex education programs
13. The country whose corporations and military supply the most weapons of mass destruction and military "assistance"
14. The only major industrialized country unwilling to sign the Kyoto protocol for lessening greenhouse gas emissions to lower global warming
15. The only industrialized country that refuses open LBGT persons to serve in its military
16. The country where corporations are defined with rights equal to or greater than individual citizens
17. The country that exports what it calls "freedom," and "democracy" to places such as Iraq but refuses to allow Iraqis free and fair elections
18. The country with the world's largest military and largest military budget. Since 1945, the country

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Message from the President

When we recently sent out bookmarks to members, they have our new logo on them. They also contain a phrase that describes our work in CSJ as graduate students, counselors, and counselor educators to a tee: "Counselors Transforming Systems One at a Time." Our work in CSJ is systemic change for equity through the transformation of systems that impact our clients, students, colleagues, and fellow human beings and other creatures on the planet.

The four systems for change that we are working on this year in CSJ are: Counselor Education programs and infusing social justice advocacy within them; Transforming School Counseling through entire states, cities, districts, schools, and school counseling programs focusing on closing achievement and opportunity gaps; Challenging the excesses of privatized health care or managed "mangled" care; and Challenging Classism and Anti-Democratic Practices Implemented by biased corporate media systems, inappropriate military systems, and the twin economic systems of globalization and privatization, which keep the world's wealthy in power and the world's poor and working class stuck in poverty. Be sure to join us in Kansas City, April 1-4 for the Annual ACA/CSJ Convention/Day of Action as we promote workshops and lively events in these four theme areas.

I'd also like to hear how you and your clients/students are making systemic change in each of these areas. It's funny, many of us often feel overwhelmed with the pace of change in life and with the many areas that are in our lives that are classic examples of inequity and injustice. At the same time, we also know that none of us can do it alone. We need each other to make changes, especially in systems that oppress us, our clients, and our students. Let me know about your systemic change successes so we can publish them in either the Equity Musings column online or in the CSJ Newsletter. To inspire your sharing stories of your successes, I'd like to share updates of my hopes, dreams, and successes in "transforming systems one at a time" as a counselor educator, professional school counselor, and human being:

(1) My colleagues and I are finalizing a CACREP self-study in school counseling. We believe in advocacy and its role in counselor education and as a faculty we are working in schools and school districts challenging the inequities facing students, school counselors, and school counseling programs. We have worked hard to transform our School Counselor Education program at Lehman College/CUNY in the Bronx into one that focuses on equity and social justice issues in every course. One of the unique features is that we require six 10-hour pre-practica prior

to practicum and internship. This gives our students the chance to practice advocacy and equity work early on in N-12 schools as counselor trainees. We

believe that having our students immersed in school settings early on makes them strong participants in school counseling programs able to critique what school counselors are doing well and what they need to improve upon so that by the time they reach practicum and internship they can implement advocacy and comprehensive school counseling programs for all students K-12 at their sites--as graduate students. Once they graduate, they have the empowerment skills in place to make even greater changes as new professionals.

(2) Similarly, my greatest excitement this year has been work as a consultant with the Education Trust's National Center for Transforming School Counseling. Last summer, I was online and hoping to find some changes in the New York City Board of Education's School Counseling administration. I quickly found the new person in charge of school counselors for the city, Susan Cofield, Director of Student Support Services. We hit it off and shared a vision for NYC to have state of the art school counseling programs in every school following the ASCA National Model and the NCTSC principles. We met with CSJ member and NCTSC Program Director Reese House last fall in NYC to map out a strategy to implement NCTSC and ASCA National Model training for every school counselor in NYC over a 3-year period. In late December, we presented the proposal to the 24 School-Based Site Administrators, who oversee school counseling programs in every borough in NYC. This group was most excited to get started on retraining all of NYC's school counselors in the new models focused on closing achievement and opportunity gaps for all students. It will take us a great deal of time and energy but for the first time, the entire city will be on the same page about what school counselors do, and what school



counseling programs are about. This is the largest systemic change attempted on the part of transforming school counseling in NYC. Many other states, cities, and districts around the country have signed on with the NCTSC and ASCA to implement ongoing training in these models. I'd love to hear stories of transformation of your school counseling programs, especially the 25% of our members who are professional school counselors and school counselor educators and graduate student in school counseling.

(3) At the same time, I am still percolating about how to make systemic change against managed "mangled" care. I'm reading everything I can get my hands on in preparation. I am a firm believer in single-payer health care models and put my time and energy into electing candidates who back alternative ways of funding health care. Privatization has been a boon to wealthy corporations and stockholders and a disaster for working people and the unemployed who can't afford health care or skyrocketing prescription costs or mental health counseling due to no insurance. I would like to see more CSJ members active in creating action plans in this area collectively, especially the 25% of our members who are employed as community mental health counselors in agencies or private practice or graduate students in community mental health counseling. Step up and let us hear your voices in our newsletter or the Equity Musings column!

(4) Last, my family and I are having a blast in our new hybrid car that gets 50 plus mpg. Filling the tank for less than \$10 a time is the best way I know to challenge classism, globalization, and privatization. Leaving almost no exhaust to harm the environment is just plain SWEET! Electric engines make next to no noise, so it saves on noise pollution, too. In terms of corporate media bias, we keep watching Democracy Now, "The exception to the rules," www.democracynow.org, to learn what's really happening in the US and around the world. I've ended watching any TV news from corporate media because they don't tell us what's really happening in the US or around the world. Unfair and very biased is the state of local and national news in the US (and not just FOX!).

As for ending inappropriate militarism, I keep reading history to see what happens to imperialist countries when they go on grabbing resources and land illegally. Their regimes crumble over time. I work for and support candidates who won't militarize space and who will not declare illegal wars to benefit big oil and defense contractors and their stockholders. What are you doing to challenge classism and its main mechanisms: corporate media, globalization, privatization, and inappropriate militarism?



26 Weapons, (continued from page 7)

- that has dropped more bombs and bombed more countries on Earth than any other.
19. The country where higher education tuition climbs annually above the inflation rate and financial aid packages become more loans, fewer scholarships, and grants, and federal and state governments subsidies shrink, causing students and families greater debt.
 20. The only country that has passed a "Defense of Marriage Act" designed to prohibit same-gender marriages even though its constitution guarantees "life, liberty, and the pursuit of happiness."
 21. The country whose corporate sugar, fast food, and agribusiness lobbies fight changes in federal dietary guidelines to reduce sugar, fat, meat, and dairy intake, which would injure their profits.
 22. The country with the world's highest prices for prescription medications:
 24. The country whose wealthy corporations most benefit from "FREE" (as opposed to FAIR) trade agreements:
 25. The country where most billionaires reside:
 26. The country with 1/3 of its citizens overweight

Surprised? Angry? Bewildered? Organize! Address issues of equity and systemic change by speaking out and seeking alternative forms of media and information dissemination in schools, agencies, and communities! Challenge classism and these undemocratic practices undermining true democracy in the USA and around the world in our schools, our communities, our health care systems, and our environment: Corporate Media Bias, Militarism, Privatization, and Globalization.

-Stuart Chen-Hayes, CSJ President

PONDERING ABOUT MLK AND SOCIAL JUSTICE

MICHAEL D'ANDREA, UNIVERSITY OF HAWAII



MAHEALANI, JUDY & MICHAEL

The period of time leading into celebrating Dr. Martin Luther King's birthday and legacy is my favorite time of year. Each year at this time, I find myself pausing to think about what is happening in our

world, country, and state from a social justice perspective and reflecting on what I might do to continue to address the issues the Dr. King said we all must as moral-spiritual beings.

I was on sabbatical last semester and spent time doing some formal studying of Dr. King's life, philosophy, and legacy (as I have at different points in my life). The focused time and attention on his work and philosophy have heightened my awareness of the links that exist between what Dr. King referred to as the "triplets of racism, militarism, and economic exploitation...and... the necessity of forging a revolution of values in our world today."

Dr. King's work is so relevant for the challenges our nation and state face today in general and the importance of thinking about and responding to the War in Iraq in particular that it is uncanny. His philosophy and life's accomplishments are also extremely relevant for the overall mission of the University of Hawaii, the College of Education, and our national and state public school system.

As Dr. King's birthday celebration approaches, I find myself playing and replaying the speech that he gave at Riverside Church in New York in 1967. In this speech he clearly details why he is against the War in Vietnam. As I listen and relisten to this speech it helps clarify why I am against the War in Iraq and why I continue to have faith in and work towards a society that is free of racism, militarism, and economic injustice.... a society that places more emphasis and spending on public education instead of military empowerment.

I would recommend listening to a copy of MLK's speech about war and peace to any colleague as it has much

relevance for our work as faculty members and administrators in higher education as well as our roles as citizens in a democratic society. The fact that our country is now spending more money to fund the War in Iraq than it is in providing fiscal support for public education makes Dr. King's message about peace, justice, militarism, racism, and economic exploitation very relevant for us as professional educators and people who value peace in the world.

The fact that such money is being diverted to a war that is based on faulty and distorted information... a war that is not making our nation safer... a war that is alienating us from much of the rest of the international community... money that could be channeled

"...I continue to have faith in and work towards a society that is free of racism, militarism, and economic injustice..."

to support programs for social uplift in general and public education in particular makes Dr. King's message very relevant for us today.

The fact that such money could be used to address the seriously decayed public education system in Hawaii and the crisis that our state is currently facing in education makes Dr. King's 1967 message very relevant to all of us in Hawaii today.

I think that upon listening to Dr. King's speech you will better understand why I think it would be useful for us to take time to reflect on his message and why it is important to follow his suggestions in helping to build a better country and a better world. It is a speech that soothes the soul, clears one's mind about what's happening now, and inspires the heart in ways that might further strengthen your courage to act upon your social-political-moral convictions as a professional educator.

I look forward to working with those of you who are committed to standing up and articulating the need to help realize Dr. King's dream of a better world in the work we do as professional educators and citizens of this state and country in the coming months. 0

CONFERENCE SCHEDULE FOR CSJ AT ACA

CSJ BOARD/STRATEGIC PLANNING MEETING

Thursday, April 1, 3:30-5:30 PM

Westin Hotel Presidents Room, Floor: Ballroom Level

Chair: Stuart Chen-Hayes, Lehman College - CUNY, Bronx, NY

CSJ MARCH FOR EQUITY SIGN AND BANNER PREPARATION

Thursday, April 1; 5:30-6 PM

Westin Hotel Presidents Room, Floor: Ballroom Level

Chair: Stuart Chen-Hayes, Lehman College - CUNY, Bronx, NY

CSJ DAY OF ACTION: FRIDAY, APRIL 2

10:30 a.m. – 5:00 p.m.

Hyatt Regency Chouteau B Room

Chair: Stuart Chen-Hayes, Lehman College - CUNY, Bronx, NY

10:30 AM-12:00 Noon - ACA ADVOCACY COMPETENCIES AND MULTICULTURALISM: TWO SIDES OF THE SAME COIN

Chair: Hugh Crethar, Governors State University, University Park, IL.

LUNCH BREAK

1:00-2:30 PM - COUNSELORS RESISTING CLASSISM: CHALLENGING ANTIDEMOCRATIC MILITARISM, GLOBALIZATION, PRIVATIZATION, AND CORPORATE MEDIA BIAS

Chair: Stuart Chen-Hayes, Lehman College/City U. of NY, Bronx, NY.

2:30-3:30 PM - COUNSELORS & EDUCATORS TRANSFORMING SCHOOL COUNSELING THROUGH CLOSING ACHIEVEMENT AND OPPORTUNITY GAPS

Chair: Jamey Cheek, Texas Women's University, Denton, TX.

3:30-4:30 PM - COUNSELORS & EDUCATORS CHALLENGING "MANGLED" /MANAGED CARE

Chairs: Sandy Lopez-Baez, University of Virginia, Charlottesville, VA; Azara Santiago-Rivera, SUNY-Albany, Albany, NY

4:30-5:30 PM - GRADUATE STUDENTS AND COUNSELOR EDUCATORS CREATING EQUITY & ADVOCACY IN COUNSELOR EDUCATION PROGRAMS: A CSJ TOWN HALL MEETING

Chair: Kristin Talka, SUNY-Albany, Albany, NY

CSJ AWARDS/'OHANA HONORS CEREMONY

Saturday, April 3: 7:00 - 7:45 PM

Hyatt Regency Crown Center Hotel

Fremont, Floor: Two

Chair: Stuart Chen-Hayes, Lehman College - CUNY, Bronx, NY

CSJ MARCH FOR EQUITY!

Saturday, April 3: 8:00 - 8:30 PM

Meet in Hyatt Hotel Lobby at 7:45

March to outdoor fountains between the Westin & Hyatt from the Hyatt Lobby

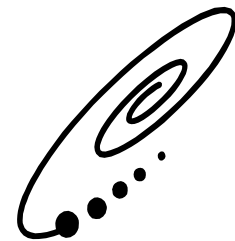
Chair: Stuart Chen-Hayes, Lehman College - CUNY, Bronx, NY

CSJ SILENT CANDELIT VIGIL FOR PEACE, NONVIOLENCE, & NO WAR

Saturday, April 3: 8:30 – 9:00 PM

Outdoor fountains between the Westin & Hyatt hotels

Chair: Stuart Chen-Hayes, Lehman College - CUNY, Bronx, NY



ATTENTION, SCHOOL COUNSELORS!

We have recently initiated the Transforming School Counseling to Close Achievement & Opportunity Gaps (TSCCAOG) email group. This listserv gives us an opportunity to discuss issues centered on the Transforming School Counseling Initiative, a movement that places the role of the school counselor as a key player in students' academic performance. As an advocate and agent of change, the school counselor maintains an ethical responsibility to empower students to overcome institutionalized barriers that hinder them from personal-social growth, as well as educational and career success. They are leaders in school policy revision, and work against procedures that aim to maintain the status quo. The transformed role places school counselors in a position to address the existence of achievement gaps for students of color and those that at an economic disadvantage. If you are interested in addressing these issues and have thoughts to offer, please email me at kate78@terra.com. For more information on the Transforming School Counseling Initiative, please visit: www.edtrust.org.

"IF A MAN WALKS IN THE WOODS FOR LOVE OF THEM HALF OF EACH DAY, HE IS IN DANGER OF BEING REGARDED AS A LOAFER, BUT IF HE SPENDS HIS DAYS AS A SPECULATOR, SHEARING OFF THOSE WOODS AND MAKING THE EARTH BALD BEFORE HER TIME, HE IS DEEMED AN INDUSTRIOUS AND ENTERPRISING CITIZEN,"

- HENRY DAVID THOREAU

A Note from the Editor

Hello everyone! I hope you have enjoyed my third effort at pulling this newsletter together. I want to thank each person who wrote in or called in with an announcement. Your help and thoughtfulness are greatly appreciated. One thing that stands out to me about the CSJ members who have crossed my path is that we are a very busy and industrious group of people. I know I am not alone in feeling that those who take the time to share with the rest of the CSJ O'hana help the rest of us to keep going. I especially enjoyed the very personal words of Cher Igelman, Katie Lindskog, and Michael D'Andrea. Your reflections help me remain focused and "keep the faith." I also loved the way that Tod Sloan helped clarify a connection between international action and advocacy and the work of counseling as well as how Cyrus Marcellus Ellis took time to share a social justice-oriented teaching approach. Great quantities of our members are Counselor Educators as well as Counseling Students. On that note, our previous issue included a few more writings from students across the nation than does this issue. I hope that all members feel invited to join the conversation through the CSJ Activist. It is wonderful to hear from each of you. Please consider joining any and all of the e-groups and contacting us to help our organization continue to improve. It is an honor to be numbered amongst a group of other-oriented people who strive to make a difference. You help me and many others in our spiritual journeys to write a line in the poem of life.

Hugh C. Crethar
CSJ Activist Editor and CSJ Media Chair

*Newsletter of Counselors for Social Justice,
a Division of the American Counseling*

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ANY MEMBERS INTERESTED IN HAVING ACCESS
TO THE CSJ BYLAWS AND OTHER GOVERNING
DOCUMENTS, PLEASE CONTACT
JUDY LEWIS, CSJ COMMUNICATIONS OFFICER.
SHE MAY BE REACHED AT
(708) 534-4915
OR
J-LEWIS@GOVST.EDU

To volunteer at the CSJ Booth in
Kansas City, contact Cher Igelman at
206-281-2286 or igelman@spu.edu