

economical, and psychological aspects of career C-4264 and is excited about the experience. All of his sensory outputs, both conscious and unconscious, are recorded and fed back to him immediately via IBM cards. The final card is stamped CURED.

John stepped out of the simulation lab with a smile on his face. He stepped on the conveyor belt marked EXIT, relieved to know that he was now cured.

When I began this, I indicated this was a fantasy, and, hopefully it is. My wish is that the helping profession tends even more toward "humanism" in 1984 than it does today. Even though the John Jones case was fantasy, had anyone stated in 1946 that within twelve years we would have Sputnik they also would have been fantasizing. Remember, 1984 is but twelve years hence.

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### THE COUNSELOR OF 1977 AND BEYOND: SOME DIFFERENT PERSPECTIVES

When one pauses to reflect upon the future of counseling as a profession, he is forced to consider the views of those who would sound the death knell for guidance as well as the opinions of those who predict that counseling as a profession is just now emerging from an embryonic state. Upon reviewing the number of divergent views expressed by writers over the last decade, one is reminded of a conversation between two characters in Kerouac's book *On the Road*. "We got to go and never stop till we get there," says the first. "Where are we going?" asks the other. "I don't know, but we've got to go," replies the first.

In one sense, counseling as a profession is similar to Kerouac's characters. We, too, have been "on the road" hurriedly and rapidly seeking professional identity like so many Dorothy's in the sometimes inhospitable Munchkin land called education. One could not argue, for example, with Berdie's recent (1972) contention that counseling is not widely regarded as a profession and that we are generally not as well accepted as we might hope. Further, one might also agree with Shaw's (1968) argument that guidance has not achieved an orderly growth pattern since little guidance theory has emerged from within the profession "to explain the guidance process."

On the other hand, only the most naive would contend that the thousands of counselors employed across North America have not been of benefit to countless students who range from the lonely and rejected to the gifted and committed. In spite of the fact that coun-

seling was indeed a response to social problems and was devised *after* rather than before the fact makes little difference to those who have benefited from our services. In the final analysis, whether or not counseling is a profession is probably of more concern to the professionals than it is to those who have indeed been helped.

Given the historical context of guidance and the confusion concerning our present status, one may only make projections of the future state of the profession on a tentative, somewhat uncertain basis. Nevertheless, speculation and prediction have long been considered as an integral part of guidance, and it is in this spirit that this brief glimpse into the future is presented.

1. *The Demise of the Isolated Clinician*: The counselor of the late 1970's and beyond will and must shed the mantle of the isolated clinician who spends the majority of his time in the solitude of the counseling office. For years, we have directed our efforts to patch-work and piecemeal approaches borrowed from the psychologists whose basic charge is the restoration of mental health. In one sense, we have operated, as one writer has noted, "as ambulance drivers for academic casualties." The counselor of the future, though he will retain his individual counseling skills, will direct a greater portion of his time in activities that supplement and complement the work of the teacher, administrator, social worker, and parent. He will be an active member of a school team, working in unity with those who also see the enhancement of growing, developing individuals as their concern. He will be found in the halls, on the playground, and in the lunch room. His business will be directed toward the creation of an environment that is conducive to optimal human development. He will not necessarily march to the drummer who cries out for special help for the disadvantaged, gifted, or educationally handicapped. He will be, in Witkin's terms, field independent in that he will make his judgments independently of labels or pressures that may be dictated by governmental or other forces.

Much of his work will be *in* the classroom demonstrating to teachers how affect plays an important part in the lives of children. He will be joining forces with her in a dual effort to assist children to reach self-selected goals. He will view children as capable and able, and his perspective of his job will include the unleashing of the vast potential that is part of all humanity.

2. *The Developmental Will Replace the Remedial*: Related to his new, active role as a member of a school team, the counselor will no longer spend any significant portion of his time on diagnosis and remediation. He will be a student of developmental psychology, an expert on the conditions that produce effective human beings. He will probably spend a large part of his time in elementary schools working with adults and children to *prevent* serious problems before they become serious enough to require remediation.

3. *Parents and Other Interested Adults Will Become Counselors*: If one can accept the contention that direct adult intervention into the life of a child is indeed beneficial, then one further task of the counselor will be that of discovering ways to provide that intervention.

In the foreseeable future, it seems improbable that counselors will be hired in sufficient numbers to meet the needs of the nation's schools. The work of Carkhuff and Griffin (1970) and others casts doubt on the contention that to be a helper requires two or even three years of graduate education. Carkhuff and Griffin have demonstrated that minimally trained or even lay counselors obtain results that are not essentially different from those who have studied in conventional graduate programs. Therefore, the counselor of the future may well recruit and train community volunteers as lay counselors in order to provide *all* children with individual help when such assistance is needed. The school counselor will become a counselor educator in the finest sense of the word. Programs in Elmont and Buffalo, New York, Auburn, Maine, and several other areas around the nation have demonstrated the effectiveness of using community volunteers as lay counselors. While these programs have not always been sponsored under the label guidance, they must certainly be considered as programs involving helping persons. The counselor of the future will be closely related to the work done by volunteer helpers.

4. *The Return of the Counselor Educator to the Undergraduate Teacher Education Program*: As a final prediction, the counselor educator will no longer be solely employed as a teacher of the future specialist. In most universities, counselor educators have directed their efforts toward the preparation of a relatively few individuals on the assumption that these students in turn would help teachers perform more effectively. Yet while guidance was gaining respectability as a distinct graduate program, all the would-be teachers who were to be the eventual recipients of such help were readily accessible on virtually every campus in the nation. If guidance has concepts and techniques beneficial to teachers, why must we wait until students leave the university to provide them with the needed skills? The counselor educator with his experience and background could be at least as helpful to the neophyte teacher as is the instructor of the so-called methods courses that proliferate in the undergraduate curriculum. Teachers are also helping persons, and the counselor educator of the late 1970's will be more involved in assisting the undergraduate to become effective in the vital area of human relations.

There are numerous other predictions that one could make, but limitations of space prevent any additional speculation here. Hopefully, the counselor of 1980 will still be engaged in what he is doing today — trying to the best of his ability to provide assistance for youth. Perhaps the only difference between today and 1984 is that in the future he will discover new and more effective ways to meet this goal.

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