

gruence from our professional vocabulary. If counselor educators do not become more congruent, i.e. face the realities of the counselor's job and institute more relevant and realistic programs, they will be signing their own death certificates. As the counselling market dwindles and as applications for admission to graduate programs decrease, counselor educators lulled into complacency by a benevolent government might be shocked out of their state of inertia. It is time for "reality therapy" for both the counselor educator and counselor. Will we even be around to be held accountable in 1984? If not, what will our epitaph read?

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THE HELPING PROFESSION — 1984

As a counselor educator and part-time professional counselor I believe that we members of the helping professions are pitifully ignorant of what the future will bring. I also feel that far too many of us are proponents of tradition. However, we may as well abandon any resistance to change as change appears permanent in the helping professions. Successful coping with the rapid change in our Western society and the world will require the helping professions to change and adapt many new stances toward the future.

To speak of the helping professions in 1984 is to speak of social conditions in 1984. The profession is designed to help people and people are influenced in both a positive and a negative vein by their social environment.

By 1984 technology will have altered man's psychological life space by having created greater leisure time through greater automation resulting from the advancement of computers into higher level sophistication. And, politically, the effects of overpopulation, greater economic socialism, and the subtle lessening of personal freedom will be aspects of life we will be dealing with.

The influence of a generation raised with a different value structure will be beginning to have its effect. The climate of reduced materialistic motivation, greater "people"-orientation, freer mores and sexuality, less rigidified life styles, and increased searching for

life's meaning will be the values the "new" generation brings with it.

No one has absolute knowledge of tomorrow which implies that I should probably qualify everthing I write in this short paper. However, I plan to treat the reader as an intellectual who understands that I am simply guessing about the future.

The following are some of the changes that I foresee happening in the helping professions over the next twelve years:

1. In regards to professional identity, social work, clinical psychology, counseling psychology, and counselor education will merge into one profession. Graduates of this program will be known as Human Potential Scientists, Developmental Specialists, or by similar terms. This merger will be a positive step and will add overall status to the profession and its membership. By 1984 we will have realized the ridiculousness of having tried to maintain the differences among the many helping professions that never really existed.

2. The training of "helpers" will have become highly competency-based, as "accountability" will still be the "in" term. Employers will be asking, Is he effective? rather than, What was his academic average? The State of Washington has already gone to competency-based criteria for hiring school counselors and the other states and Canada will follow suit by 1984.

3. The Human Potential Scientist will also be trained as a catalyst who indirectly helps others through leadership and in-service workshops. That is to say, there will be few helpers sitting behind desks, as emphasis will be placed on outreach counseling. However, crisis intervention counselors will still be in demand.

4. Growth groups will be much in vogue and thus, group facilitation training will continue to be emphasized. Everyone will have his "group." People will go to "group" much like we go to our dentist today. This will be one place where we will be able to trust, share, and be ourselves in an otherwise cold, technological society.

5. During the seventies research will show that all people need subjective sensory experiences and there will be settings where we will "turn on" to ourselves at will. Drug use will dwindle as users will be taught how to "turn on" naturally in these centers. These places, built so that all the senses are used, will be staffed by helpers who are expert in Alpha-wave and mind control.

6. The dimensions of empathy, warmth, and unconditional positive regard will still be central to positive outcome in counseling and therapy. However, by 1984, we will have stopped trying to study these dimensions separately and will have decided that combined they make up the "good guy syndrome."

7. By 1984 members of the helping profession will no longer be able to say, when asked their occupation, "I self-actualize people." We will be counting client behaviors even more than the behaviorists are today. This will come about because the Viet Nam war will end and more money will be spent in our direction. The Western world will focus on its social ills and our profession will be put to the task and will be expected to make a difference. If we cannot make a difference

(and today we have difficulty proving it) the muckrakers will surely take us to task and the profession will die a slow but sure death.

8. I feel that I should be allowed at least one dream. That dream is that research will finally catch up and we will discover one best "helping theory."

9. Now, a diabolical thought — by 1984 research will have found that psychoanalysis, in itself, was actually a disease!

COUNSELING 1984 — A CYBERNETIC FANTASY

June 20, 1984. John Jones pushes the buttons on his phone for the *Dial A Helper Service*.

"When you hear the signal you will have one hundred and twenty seconds to state your problem or dilemma. Please speak naturally and stand directly in front of the camera lens on your phone."

Two minutes later.

An IBM card shoots from the phone. It reads, "Your facial expression and voice inflection reveal a deeper concern than our *Dial A Helper Service* can accommodate; we have made an appointment for you at the Human Service Center for tomorrow. In the future should you need love, empathy, sympathy, or similar type responses, please feel free to call."

Time: June 21, 1984.

Place: University Human Service Center.

Receptionist: "Yes, may I help you?"

John: "I used the *Dial A Helper Service* phone yesterday and received this card which stated that I should come to the center for further analysis and counseling."

Receptionist: "Fine, please insert the IBM card just below the flashing red lights in the computer there."

Thirty seconds later an IBM card is issued to John from the computer with the following instructions:

"First you must complete INTAKE. This will take approximately one half hour. INTAKE will determine your personality type and pinpoint your problem. Please take the elevator to the fourteenth floor, room I-8 is available.

John walks into room I-8. The small grey box with the word INTAKE written on it states:

"Please insert your card."

(10 seconds later)

"Mr. Jones," speaking in a nice pleasant voice. "Please speak naturally and raise your arms above your head as you talk about your problem. As you continue to talk run in place for thirty seconds so my sense antennas can gain olfactory messages from your body. Please remove the breath mint from your mouth. Reach out and place your hands on the bar there for a tactile reading. Relax now so that my receptors will be able to absorb your total sensory output. Now, I will ask you a series of questions which I would like you to answer as spontaneously and as truthfully as possible.

Thirty minutes later; INTAKE states: "Please step on the conveyor belt which will take you to ANALYSIS TWO."

At this point a well modulated voice announces. "Good morning, John. You have been assigned number D3284. I am ANALYSIS TWO. INTAKE has told me the nature of your problem. Now, please state in one hundred words or less the nature of your dilemma as you see it." As John explained the reasons for his coming to the center, ANALYSIS TWO interrupted him several times to inquire further and also to make empathic statements of understanding.

Five minutes later John is issued an IBM card from ANALYSIS TWO which states, "You have a fine human grasp of your problem. Please proceed to *ANALYSIS THREE*."

John steps on a conveyor belt, and advances to ANALYSIS THREE for a complete physical examination by the medical examination diagnosis computer. Here, he removes all of his clothes, steps into the small, pressurized compartment, and 15 seconds later steps out and is issued another IBM card showing no organic disabilities and instructing him to skip ANALYSIS FOUR and advance to ANALYSIS FINAL. At this point John again is asked to state his problem. However, from time to time he is interrupted and asked to select the responses that he wants by pushing the appropriate button. John pushes the clarification button time after time. This recorded response facilitates him to talk more about his problem

Ten minutes later another IBM card.

"John, your response selection indicates a need for a Human Potential Scientist to help you clarify your present feelings about the future. Your appointment will be on Friday at three with Dr. Lindsey."

Friday, three o'clock, John's first meeting with Dr. Lindsey.

Dr. Lindsey: "John, INTAKE and AUTHORITIES TWO, THREE and FINAL confirm that you feel that your problem is about the future and their diagnosis indicates that this is a very pressing problem and one which must be solved immediately."

John: "Yes, I don't know what I'll be doing in July. I will have completed ACE Program C942-8 but I am no longer interested in that. I seem to find myself out of sequence as I should have taken C-4264 previously."

Dr. Lindsey: "I suggest that you experience a Simulation Lab of career C-4264 during the next half hour."

John: "What is a Simulation Lab?"

Dr. Lindsey: "Well, ten to twelve years ago counsellors used such techniques as personality and interest tests, role playing, career kits, and so forth to help a person make decisions about the future. Today, however, we use the Simulation Lab which is a much more rapid and a true to life experience."

John again steps on the conveyor belt and is taken to the Simulation Lab where several electrodes are attached to various parts of his body. The Lab transmits a program of career C-4264 into his nervous system. In fifteen seconds he has experienced the sociological,

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-