ED 051 541   CG 400 033

TITLE   Proceedings ERIC/CAPS at WACES: A Futuristic Look at
                Guidance and Counselor Education.
INSTITUTION   ERIC Clearinghouse on Counseling and Personnel
                Services, Ann Arbor, Mich.
SPONS AGENCY   Office of Education (DHEW), Washington, D.C.
BUREAU NO   BR-6-2487
PUB DATE   May 71
CONTRACT   OEC-3-6-002487-1579-(010)
NOTE   25p.; Papers presented at the Western Association
                for C unselor Education and Supervision in San
                Diego, California, November 22-25, 1970
AVAILABLE FROM ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan
                48104 ($1.00 per copy)

EDRS PRICE   EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS   *Counselor Role, *Counselor Training, Guidance,
                Information Sources, *Innovation, Prediction

ABSTRACT
                Conclusions reached in the WACES study on the
adoption of innovations are presented. In general for counselor
educators there was a negative correlation between being an
innovative adopter and having many administrative responsibilities.
The relationship between adoption of innovations and department size
and climate is also examined. Twenty-five generalizations about the
future are presented along with the implications these changes in the
structure of society will have for counselor education. Counselors'
roles and techniques for the future are suggested and discussed. (MP)

PROCEEDINGS
ERIC/CAPS at WACES

A Futuristic Look at
Guidance and Counselor Education

PROCEEDINGS
ERIC/CAPS at WACES

A Futuristic Look at
Guidance and Counselor Education

A Presentation at the
Annual Conference of the
Western Association for Counselor Education and Supervision
November 22-25, 1970
San Diego, California

May 1971
CG 400 033

ERIC
Counseling and Personnel Services Information Center
The University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Price - $1.00

3

CONTENTS

iii

FOREWORD

Frequently, members of the staff of the ERIC Counseling and
Personnel Services Information Center are called upon to
speak and make presentations of our materials at various
professional meetings and conferences. The Annual Confer-
ence of the Western Association for Counselor Education and
Supervision (WACES) was one such occasion. It was held in
San Diego, California, from November 22 to 25, 1970.

We have included in this publication an address by Dr.
Garry R. Walz, Director of ERIC/CAPS and President of the
American Personnel and Guidance Association, and a presen-
tation based on generalized statements about the future
that were developed by Dr. Walz and other ERIC/CAPS staff
members: Ralph W. Banfield, Associate Director; Thomas A.
Butts, Assistant Director for Student Personnel Services;
and Marlene B. Pringle, Assistant Director for Information
Analysis.

It is our hope that, through publication of the proceedings
of conferences and workshops in which we participate, we
may further the widespread additional use and reference of
these specially developed CAPS resources.

PART I

Counselor Education and the Innovative Process

by Garry R. Walz

Some of you know that the major concern at ERIC is not giving you more information — that we could do *ad nauseam;* what we are concerned about is giving you more relevant information. We now regularly process over one hundred documents each month that could be clearly designated as relevant sources of information for coun- selors. Also, we review 40 to 50 journals as they appear, all of which have some relevancy in terms cf coverage of interest to coun- selors. Each year we review close to 500 dissertations in the area of counseling and stident services. In fact, this body of relevant literature adds up to something between three and four thousand separate items each year. That is clearly more than any of you want or need to use.

The real question today is not how do you get more information or how can you get on more mailing lists or how can you receive more things, but how can you find that information which is parti- cularly relevant and useful to your area of concern. Given that there is some information which is particularly current and useful, how can you go about utilizing that information?

There is a particular kind of utilization and a particular sort of knowledge in which we are interested. It is knowledge which is futuristically oriented. The old adage that to be forewarned is to be forearmed is, I think, still relevant today. How can we be thinking in terms of tomorrow when so much of our information really reflects conditions as they were several years ago? Instead, we must learn to use information in a feeder sort of way to prepare us for that which is yet to appear or that which is just emerging, and to provide us with the opportunity to work for and prepare for tomor- row today.

We are dealing with a very uncertain kind of future where many of the things that were relevant in the past are not going to be relevant in the future. So, our great concern is how to assist people to utilize knowledge to prepare them to deal with the presses and stresses that they are going to have to be dealing with in the future. I'd like to illustrate this with a little story I heard.

There were two old fellows called Zeb and Ebb. One day they were sitting on their front porch, rocking back and forth, watching the traffic and everything flow by, and a very attractive woman came by. (She was obviously a liberated woman in more ways than one, if you know what I mean.) And Zeb looked over at Ebb, and Zeb said, "Ebb, when you see a beautiful woman, would you rather make love to her or would you rather dream of making love to her?" Ebb reflected about that for quite a while, then finally he said, "Zeb, I think I'd rather dream about making love to her." This really surprised Zeb, and he

1

2

> said, "Ebb, why would you rather dream about making love to a
> beautiful woman?" And Ebb said, "Well, Zeb, when I dream about
> it I get a much higher quality of woman."

What I'd like to suggest today is: If we can dream a little about the
future and facilitate your thinking about the future for counselors
and counselor education, I think this will lead us to a higher quality
of guidance programs. This is the process we would like to start
going today. We would like to help you to dream about the future in
a way that will help you to really work for more quality types of pro-
grams.

I'd like to briefly review the program for today and suggest how
we are going to deal with this challenge. After my introductory re-
marks, we would like to share with you an analysis of some generali-
zations about the future which have relevance for guidance and coun-
seling. We think that these are the most relevant and impactful
generalizations that one could make about the future. We would like
to share these and discuss them with you. Then, we'd like to give
you the opportunity to take these generalizations and work with us
to help design and generate some counseling practices and counselor
education procedures that will help to respond to these generaliza-
tions. Finally, in subsequent parts of the afternoon, we want to
pull these all together to develop some integrated conclusions about
counselor education. Can we start to build a futuristic model of
counselor education for which we have a little lead time? It's not
that far ahead of us, but it is the sort of thing that we can start
thinking about in terms of staffing and program organization and re-
source utilization and so forth. Given that we are able to do that
kind of forward thinking and to identify what looks like the model
for the future in counseling education, we then would like to move to
the final stage and talk about implementation. What about some
adoption strategy — how do we go about trying to implement, in a
macro-micro way, the kinds of things that we would like to see
brought into counselor education programs? What we're trying to do
here is to provide an opportunity to use various kinds of knowledge
to design and develop more impactful and more relevant kinds of coun-
selor education programs.

To begin, I'd like to share with you two sets of observations —
one you are very familiar with, the second is a series of my own ob-
servations about the direction of counselor education.

* * *

The ACES Innovations Study

The first set is a group of generalizations that I've drawn from
ACES Innovations Study, which I suspect a very large share of the
people here in the audience had an opportunity to participate in.
Let me refresh your memory about the ACES Study. During Tony
Riccio's presidency, we at the ERIC/CAPS Center were asked to conduct
a study on the processes by which innovations were accepted and im-
plemented in the field of counselor education. Dr. Juliet Miller and

I developed a series of questionnaires. One was for the head of each counselor education program. Another was directed to each of the members of the counselor education programs. These were mailed out, and a very extensive followup program was developed. Eventually, we received completed and useable responses from close to 70 percent of the 356 counselor education programs in this country, giving us roughly one thousand useable returns.

First, we wanted to be able to identify the innovations that are used in counselor education, what is the content of the innovative force in counselor education. Second, we wanted to be able to identify the characteristics of innovative counselor educators and innovative counselor education departments — personality characteristics, decision making characteristics, sources of information, etc. — so we could identify and describe those which are most innovative. Third, the study was focused on developing and looking at the communication network through which counselor educators are able to receive new ideas and information. How does the process of diffusion and communication of innovations occur within the field of counselor education? We now have that data, it is in the hopper, and we made an interim report at the APGA Convention in New Orleans. We will be following through with a final report later in the year.

The following generalizations are pulled together from the ACES Innovations Study. I have selected those that are most meaningful to the future development of counselor education programs. We will discuss an integration of these ideas later in the workshop. For the moment, I shall simply enumerate them.

The Adoption of Innovations

One generalization, which was notable in the report, pertained to the assignment of responsibility for the adoption of innovations. The functionary might be an individual, or it might be the whole department. It should be both. The individual counselor educator selects the resources he uses in teaching; he selects his methods of teaching; he selects the extent of coverage — these are his rightful choice and concern. Thus, he has the responsibility for adoption of innovations. The department, however, shares the responsibility for implementing innovative practices (e.g., the selection of a basic curriculum). We really need to consider here both levels as potential instruments of innovation.

It is interesting to note that there is a very strong negative correlation between innovativeness and administrative responsibilities. In the ACES Innovations Study, we found that the farther up one goes in administrative responsibilities in counselor education, the less likely he is to be an innovative adopter. Correspondingly, the fewer administrative responsibilities one has, the more likely one is to be an early and comprehensive adopter of innovations in counselor education. The Study also revealed that decisions about the adoption of innovations are frequently made by people with administrative responsibilities rather than the individual counselor

4

educator. This discovery prompts us to question the whole innovative
adoption process in counselor education. Here, as a sidelight, we
see a reverse "Peter Principle" in use; people in counselor education
tend to be elevated to their level of competency. (Recall the "Peter
Principle" which states that people tend to be promoted to the level
where they function incompetently, and are then forgotten.)

If we indulge this example, we could say that a person who no
longer finds teaching satisfying is elevated to the level of counselor;
a counselor who no longer finds counseling rewarding is moved up to
the level of counselor educator; a counselor educator who no longer
finds counselor education meaningful is moved up to the head of a
counselor education department; and the department chairman who no
longer finds his role impactful becomes an APGA officer. This quest
prompts us to ask: Where does the responsibility for administration
lie; what is the movement of people from practitioner to administrator;
and, how does this situation affect the adoption of innovations in
counselor education?

The Exchange of Information
A second theory which was tested in the ACES Innovations Study
related to the frequency of information contacts of counselor edu-
cators to their adoption of innovative procedures. We found that
innovativeness is closely related to the extent to which individuals
attend conferences. and to the number of books and journals which
individuals read. The relationship is not just one of familiarity,
but of adoption.

Our Study disproved various other researchers who have associated
the adoption of innovations with the cosmopolitan outlook of the in-
dividual counselor educator. Many of the previous studies in innova-
tions and diffusion have shown that the more cosmopolitan a person is
with regard to his contacts, the greater is his adoption of innovations
An individual whose major contacts are national rather than local has
had an implied initiative in his use of innovative procedures. We did
not find this so. We found that the frequency of contact that an in-
dividual has with information and other individuals in his profession
is more influential than the extent of his cosmopolitan outlook. The
individual whose contacts are primarily within his local area − in the
school system, or county, or state − has the same opportunity, and
tends to be equal as an innovator to the person whose contact is pri-
marily on a national level.

This is an interesting development; it stimulates an interesting
question. If, in fact, innovativeness is associated with frequency
of contacts, how can we as counselor educators provide opportunities
for individual counselor educators to increase their contacts and
their interface with information resources?

Department Size and Climate
Another generalization which can be drawn from the Innovations
Study is: Larger counselor education departments tend to be more

innovative than small ones in the instance of department-wide inno-
vations. Department size, however, does not influence the innova-
tiveness of the individual. Department-wide innovations are fre-
quently of the type which call for considerable resources. Many of
the 356 counselor education programs around the country seemingly do
not have the resources available to them to make the adoption of some
program and curriculum innovations possible. The individual, however,
does not feel this limitation. There is a problem suggested here
that I would like to reflect upon. What programs tend to get the
funds to develop more programs? Do the good get better? We can see
through statistics that the majority of counselors are being trained
in small departments. This indicates a need to provide assistance
to the small departments in their adoption of innovations. It is
clear that the smaller departments are handicapped by the lack of
available resources for innovation implementation.

The climate for decision-making in counselor education depart-
ments also has an apparent affect on the climate for the adoption
of innovations by individuals. This was the fourth generalization
which we derived from the ACES Study. The model which is most sup-
portive of adoption on the part of counselor educators is the *laissez-
faire* policy. There is a democratic model too, but it calls for
some group decision making and discussion on matters concerning the
individual or the department. The democratic model tends to support
a more static department. The *laissez-faire* model (which leaves the
choice to the individual) appears, by contrast, more conducive to
the adoption of innovations.

A sidelight to this observation is the involvement of students
the decision making process, which seemed to have little influence
on innovation at the time of this study. In the last year or two,
since the study was begun, student involvement has changed consider-
ably in many institutions. I think we would find that student involve-
ment does help significantly in the adoption of innovations by indi-
viduals. Student involvement, however, has not forcefully effected
the programmatic adoption of innovations. I see here the the impact
of students on the individual counselor educator is a response as in-
dividuals. Student impact has not been equal when they were res-
ponding and interacting in the whole program.

Staff Cohesion and Communication

A corollary issue comes into play at this point. What kind
of counselor education staff is preferable — a loosely intertwined
staff in which there is a great deal of freedom (with differences
in point of view), or a cohesive staff in which there is general
agreement on goals and means (with specific ground rules established)?
Which of these programs is better? This was not a specific point in
our Study. There was a strong inference, however, that counselor
educators who come from more cohesive staffs are less inclined to be
the individuals who adopt innovations. This finding has been sup-
ported by most of the diffusion research which suggests that cohe-
siveness insulates the group from outside contact and influence; the

group becomes introspective. The group experiences high reli-
ability and intragroup agreement, but is unaware of the possi-
bility of low validity or lack of interagreement with other groups.
I mention this to call to your attention the possibility of a high
degree of group unity (which makes the program look strong) in a
program which is rated low on the innovative adoption scale.

Intradepartmental communication also shows a relationship to the
ability of an individual or department to glean new procedures from
the available state-of-the art. The Study asked "What kind of com-
munication do you set up" and "What affect do they have on the
adoption of innovative processes?" We found that the extent of com-
munication within the department is reflective of the extent of in-
novation adoption for the entire department, but not for the indivi-
dual members. This is another aspect of the cohesive affect, which
was mentioned earlier. It suggests that intradepartmental communi-
cation can effect adoption of innovations at the departmental level
and that without communication as part of the cohesiveness, little
new is introduced.

* * *

These generalizations, drawn from the ACES Innovations Study,
suggest some interpretations for the future design of counselor
education programs. I'd like to speak briefly on these implications.
One whole area which the study has identified as an area which needs
further analysis is the relationship between the individual counselor
and the counselor education department. What is a favorable balance
of freedom and individual decision making? How does individual adop-
tion relate to departmental adoption? What is the appropriate format
to facilitate both high departmental adoption and high individual
adoption of innovations. The Study clearly implies that few programs
today work equally well in each of these two dimensions.

One general observation that can be made concerning the adoption
of innovations is that the great emphasis in the literature and in
practice is on the counseling part of counselor education; there is
very little emphasis on the *education* function. Counselor educators
focus a great deal on the innovations, their impact, and their use
by the counselor; they appear, however, much less interested in the
means by which counselors are educated relative to those innovations.
Even though this group is called the Association of Counselors in
Education (and Supervision), we would have to say that there is
little emphasis on education. This is evident in the minimal extent
of coverage of education processes in journals, and in the results
of the ACES Innovations Study. Education gets far less attention than
counseling.

The Danger of Negative Forecasting

The journals and the Study also show evidence of another per-
spective in counselor education — negative forecasting. When we
think to the future, there is a tendency to say things like, "You know
this can't come about," or, "It is very unlikely that these things

could occur." Recently, some attention has been given to people who make these very massive comments about what will develop in the future or what will not develop, or specifically, the restraints and constraints that keep certain things from developing. I was first introduced to this idea when I heard an eminent national counselor educator predict back in 1957 that the counseling practicum would never become a reality in counselor education. He said it was too expensive and too demanding of staff and, therefore, its implementation in programs of counselor education was unrealistic. As you know, there was a major intervention the following year in NDEA; one impact was the massive diffusion of practicums in counselor education. In the Innovations Study, we found that there is a high positive correlation between the affirmative attitudes that people have towards innovation and the rate of adoption. An individual who says innovations are desirable is far more inclined to adopt them than the individual who is not so positively inclined.

A climate of negative forecasting, which promotes the feeling that these things are not going to come about (this has been called "crackpot realism"), can be very detrimental to the adoption of innovative processes. I was talking with Gil Wrenn after his book, *Counselor in the Changing World*, was published. He said if he had the opportunity to write it again he would have responded much differently. When he did his analysis of the future and implications for counseling, his first draft was way out; then he decided it was too far out so he revised it. In retrospect, he feels he should have stayed with the wilder one; most of the things that he predicted to occur in the next decade occurred prior to that time. Changes are rapidly taking place. Some of you may remember that *Newsweek* made a forecast in 1960 of the Sixties. Recently, the futurists went back to that report and analyzed their history hit-rate; they concluded that *Newsweek* was 95 percent correct, which is a remarkable hit-rate. That's an example of positive forecasting.

Negative forecasting, however, is detrimental; people do not want to move ahead with development. There are a number of factors that seem to be associated with negative forecasting. First, there appears to be little relationship between subject expertise and the ability to forecast successfully. There is a failure of imagination; we tend to extrapolate our predictions from a projected image of what exists today. We cannot see the gaps that might represent something that is going to be quite qualitatively different in the future. Predictors also show a lack of nerve. They see something, or feel it, and want to point out that direction, but pull back onto safer ground instead. In this developing society, however, it is the way-out predictor, who may not have the inherent knowledge to support his prediction, who is becoming more and more accurate.

The Impact of Student Activism

Another inference for counselor education in the future is in the area of student impact on the curriculum. The *Saturday Review of Literature* also reviewed the Sixties early in the decade in a

special issue. They foresaw the greatest decade of educational
change in the history of the country and that for the first time we
had the resources and the will to undertake and effect major
changes in education throughout the country. Recently, they re-
viewed the Sixties in a 1970 issue. They concluded that none of the
programs had changed substantially; programs that were planned by
educators to bring about change in the curriculum had very little
impact. Two unforeseen forces, however, did incite major education-
al change in that decade -- the civil rights movement and the student
activism movement.

A current movement in the universities is the offering of three
kinds of courses: (1) the course initiated and controlled by the
instructor; (2) the course initiated and developed cooperatively by
students and faculty; and (3) the course initiated, developed, and
managed by students -- the course mart — which is seen increasingly
around the country. The impact for counselor education is enormous.
What is the implication of student involvement in the development of
curriculums that are relevant to a here-and-now world, programs that
put emphasis on experiential knowledge or that deal with the major
issues through activism and outreach? I think, clearly, the impact
of students with their activism, their press, their confrontation
methods, and their manpower has a great significance.

A Role of Awareness

There was another point inferred in the ACES Study: the indi-
vidual counselor must be aware of the concerns and settings in which
he finds himself. A counselor in a school is really working in a
particular climate, and in a certain social system which relates to
other social systems. A counselor education program in a university
is really working in relationship to other programs and practices in
the university. Counseling is not just assisting an individual, it
is effecting changes in his environment as well as changes in his
behavioral mode. Here is a whole new bag; some people call it
"change agentry." Whatever it is called, individuals need to be able
to organize and respond to all considerations — both in program de-
velopment and in the delivery of materials. On one hand the students
are articulating the needs of the here-and-now programs and there is
a high degree of local consumer accountability and responsiveness;
on the other hand, counselor educators are saying we have to develop
the kind of delivery system that generalizes beyond a small, indi-
genous group. The orchestration of these two emphases is going to be
a major concern in counselor education in the future.

Our analyses of innovations in the materials we process at ERIC
point out (in Title III projects) some intriguing and attractive pro-
grams with potential usefulness and impact. They need to be dissemi-
nated; they also need to be evaluated before diffusion occurs. Some
programs are very esoteric, and they are supported with a great deal
of rhetoric. There is, however, a lack of empirical data or exper-
iential knowledge on these programs. Much of it is useful only in
the sense that it is innovative; something is being done now that

wasn't being done before. That is progress, but not necessarily innovation which is worthy of broad diffusion. There is a strong need for counselor educators to be concerned about innovativeness. How do we go about developing and generating innovations? The ACES Study indicates there is a strong need for new and innovative program development in the areas of high societal demand, but despite a high degree of need expressed in these areas, few truly inventive ideas have come to light. We have to find a way not only to diffuse the available innovations, but to develop the means by which we can advance innovations which are particularly responsive and meaningful to evolving social needs.

As you look around and see what is exciting in education, a lot of it is coming out of the third force area. It's coming out of the third force culture because that cultural group has characteristics which make it particularly responsive to change. The free school movement, the free university, the intervention clinics, and the community-oriented programs of the third force often lack the organizational overlay we find in established programs. These new programs have the advantage of spontaneity, of temporariness, of loose administration; they have the capability to be responsive to existing personal and social needs in a much greater way than a program with an institutional focus.

We, as counselor educators, need to be aware and need to consider how we will be able to prepare counselors who are going to be impactful and innovative and who will be seen as advocates in an emerging, temporary, problem-oriented, activist-oriented situation. How are we going to go about preparing counselors who are relevant and, not only comfortable, but leaders in these programs?

As you know, advertisements for many socially-significant programs note that they want people without formal preparation. Some people have a great hangup about being credential; they want the person who has not yet had the opportunity to be trained because they feel that experiential learning is most meaningful. This is a mistake. There is a body of knowledge to be communicated. How can we combine this inherited, collective wisdom with experiential here-and-now ideas in a way that merges the best of two worlds? This is an integration challenge. The third cultural force has perspective; many of the things we've dealt with in the past are no longer relevant today. We want our programs to be relevant, and we want them to be seen that way. We need to offer the kind of training that people who are socially active would want to have an opportunity to use and be prepared in.

In fact, if you will allow me this analogy, I'd like to suggest that if the Edsel were a counselor education course, rather than a car, it would probably still be with us. And probably a very used one at that! Maybe this says something about how we view our curriculums, what is in them, how they are organized, and what they offer.

O

PART II

CAPS Panel Presentation

The ERIC staff presented some images of the future developed from ERIC materials, from futuristic journals and articles, and from a number of books which attempt to describe the future (Michael's The Unprepared Society *and* The Next Generation, *Toffler's* Future Shock, *Slater's* The Pursuit of Loneliness*). The material from the various sources was condensed into generalizations about the future to which our staff felt counselor educators should react. These generalizations were then put into five general areas and discussed by a panel of ERIC staff members.*

* * *

Area One was concerned with developing a picture of the kind of person who can function in the future—that person would be richer, better educated, live longer, live much faster, be able to make and break relationships with more ease, have a new and perhaps more flexible set of values, and be much more mobile than the man of the present. The ERIC staff was particularly concerned with what the increased mobility of all people and need for flexibility and rapid decision making in people of the future would mean for our present education system. What kind of a system can accommodate the needs of future man?

Area Two was primarily concerned with society's reactions to rapid change, increasing interdependence of all segments of society, and a growing fear of loss of destiny control. Reactions ranged from simple denial (nothing has really changed) to passivity, hostility, anti-intellectualism, and other generally negative reactions to the idea of living in a highly technological society. We were particularly concerned with the roles counselors might assume in helping the present or past-oriented person live in a world where "the future is now."

Area Three was closely related to Two—it was concerned with decreasing importance of space differences between people and the increasing importance of time differences caused by rapid change. In essence, we were suggesting that the generation gap is real and that differences in age as small as three or four years can be important.

Area Four was concerned with the changing values in our society. Attitudes toward money, work, and leisure, for example, are rapidly changing. Money is taken for granted and less of a motivator than has previously been the case. There is less and less acceptance of dull and unpleasant work and more demand for self-actualization in one's job. More people expect more from life now than at any time in the past. We maintain that such high expectations are not unhealthy or unreasonable if our society can begin to plan now.

Futuristic planning was our fifth and perhaps most important
area. So far, society has tended to be reactive rather than proactive
in its approach to problems. It is now possible for man to choose
the kind of future he wishes to create, yet he seems unable to
plan for that future. Perhaps he avoids planning because our society
does not encourage the kinds of cooperation and acceptance of mutual
interdependence necessary for such decision making. Slater certainly
suggests that the American ethic of "rugged individualism" is
harmful in a society which is so complex that group decision making
is a necessity. Toffler suggests part of the difficulty of planning
may be the number of options possible—how does one choose from so
many alternatives? He believes, however, that the real problem
is our methods: "It is not simply that we do not know which goals
to pursue, as a city or as a nation. The trouble lies deeper.
For accelerating change has made obsolete the methods by which we
arrive at social goals. The technocrats do not yet understand this,
and, reacting to the goals crisis in knee-jerk fashion, they reach
for the tried and true methods of the past." (Toffler, p. 417)

We suggested that it was our fear of the future; our lack of
commitment to people, places, and values; as well as our methods
which kept us from planning. The ERIC staff suggested that counselors
might address themselves to the problem of making futuristic
thinking and planning part of the educational and democratic process
even though the average educator, voter, or politician presently
refuses to think or plan futuristically.

Generalizations for the Future

1. There is "...a compulsive American tendency to avoid confrontation
of chronic social problems." (Slater, p. 12) The desire to engage
issues is frustrated. This avoidance approach to directly engaging
key social problems and remaining uninvolved is seen in the short
term, hardware type solutions applied to human issues, which seem
to be designed to submerge them so that they won't be seen and can
be washed away. The funding of innovative educational projects by
the federal government illustrates this; once the project is completed
and the report written, new practices are not supported on a far-
reaching, long term basis.

2. There are two basic cultures in America — the still-dominant
old "scarcity-oriented technological culture," and the growing
"counter culture" which is developing to challenge it. The conflict
between these two cultures puts moderates in the position of being
hated by both and viewed as "hypocritical, amoral and opportunistic
people who will take no stand and are only interested in their own
careers." (Slater, p. 97)

3. The nature of middle-American culture is destructive to the desire
to live with a feeling of community, trust, and brotherhood with one's
fellows. While living collectively is characteristic of many
cultures, Americans place considerable emphasis on individuality and

competition, and our technology is making it increasingly easy for
one to live in isolation from others.

4. Contrary to the traditional middle-class, white American view
that we are not a violent people, we are. While the image is that
the culture is one that helps others, our behavior from the destruction
of the American Indian to the suppression of domestic non-conformity
to Vietnam is not supportive of this view.

5. One of the most important trends in youth involvement today,
which will continue and grow, is the trend for children and youth
at many age levels to become educational and leadership aides in
working with younger children. This use of the young as apprentice
helpers with youngsters will become a major aspect of occupational
training for the human service occupations as well as a major resource
for socialization, education, remedial help, and therapeutic
assistance. By 1980 the cross-age helping programs will be a part
of the educational experience of most children, in a variety of
programs.

6. The majority of present day Americans are probably not consti-
tutionally suited to accommodate rapid change and mobility. Those
who do not welcome such rapid change suffer from "future shock."
Toffler (p. 289-326) describes this disease which is the result of
too much stimulation and freedom rather than too little. Its
symptoms consist of anxiety, depression, physiological complaints
and symptoms, denial of selected aspects of reality, and increased
decision making frustration, and violence. The end product, he
suggests, is apathy and psychological withdrawal from society.
As the rate of change accelerates, more and more people may suffer
"future shock." To what degree must counselors be aware of this
problem and how might they help those victims of too much change
at too rapid a rate?

7. Those people who are highly mobile must grow accustomed to making
and breaking relationships. Such activity, while increasing one's
freedom, still can lead to a "loss of commitment" to people, to
things, to places, and to values. Present trends indicate that
most relationships will become more and more temporary, conditional,
and modular (based upon a social role). For example, how can the
teacher, counselor, or student develop real trust or caring for
one another when each knows that the other may be gone in a month?
How can a curriculum be built when no one is around long enough to
get it together or to implement it—or the population for which it
was designed will be completely different the next year? How fast
can one expect children and adults to form and to end relationships?

8. The mass media present the public with a tremendous variety of
role models—anyone of which a person might choose to incorporate
into his self-image. Just like soap and toothpaste, the hippie,
the hard-hat, the black militant, the flower child, the articulate
intellectual are offered on the open market. What makes buying
a life style so seductive is that it reduces freedom (distorts
reality) for those people who suffer from over-choice. Once the

the image is incorporated, the image can then determine the choices.
How does one choose a life style? How does one change from one style
to another? What are the rewards and dangers of flitting from one
life-style to another?

9. Society tends to be reactive rather than proactive in its approach
to problems. It is now possible for man to choose the kind of
future he wishes to create; yet man is unable (perhaps because there
are so many choices) to choose the goals for a future society.
How can counselors make futuristic thinking part of the democratic
process when the average voter and the politicians refuse to think
futuristically?

> This is not to say no one is planning. On the contrary; in
> this seething social brew, technocratic plans, sub-plans
> and counter-plans pour forth. They call for new highways,
> new roads, new power plants, new schools. They promise
> better hospitals, housing, mental health centers, welfare
> programs. But the plans cancel, contradict and reinforce
> one another by accident. Few are logically related to
> one another, and none to any overall image of the preferred
> city of the future. No vision—utopian or otherwise—
> energizes our efforts. No rationally integrated goals
> bring order to the chaos. And at the national and inter-
> national levels, the absence of coherent policy is equally
> marked and doubly dangerous.

> It is not simply that we do not know which goals to
> pursue, as a city or as a nation. The trouble lies deeper.
> For accelerating change has made obsolete the methods by
> which we arrive at social goals. The technocrats do
> not yet understand this, and, reacting to the goals crisis
> in knee-jerk fashion, they reach for the tried and true
> methods of the past. (Toffler, p. 417)

10. The nostalgia for the past (the days before one was convinced
that prediction and control were impossible) will increasingly breed
anti-intellectual cults comparable to the present revival of mysticism,
yoga, witchcraft, and some of the highly "feeling" based sensitivity
groups. This failure of careful technocratic planning, environmental
pollution, threat of way—in general, loss of control of future
leads to emphasis on "nowness" and increased passivity and hostility.

> We are in a race between rising levels of uncertainty
> produced by the acceleration of change, and the need for
> reasonably accurate images of what at any instant is the
> most probable future. The generation of reliable images
> of the most probable future thus becomes a matter of the
> highest national, indeed, international urgency. (Toffler,
> p. 415)

11. The present school system does not prepare students for life as
previous educational institutions have. Our present school system
is based on an industrial rather than a superindustrial model.

The whole administrative hierarchy of education, as it grew
up, followed the model of industrial bureaucracy. The
very organization of knowledge into permanent disciplines
was grounded on industrial assumptions. Children marched
from place to place and sat in assigned stations. Bells
rang to announce changes of time.

The inner life of the school thus became an anticipa-
tory mirror, a perfect introduction to industrial society.
The most criticized features of education today—the
regimentation, lack of individualization, the rigid
systems of seating, grouping, grading and marking,
the authoritarian role of the teacher—are precisely those
that made mass public education so effective an instrument
of adaptation for its place and time.

Young people passing through this educational machine
emerged into an adult society whose structure of jobs, roles
and institutions resembled that of the school itself. The
schoolchild did not simply learn facts that he could use
later on; he lived, as well as learned, a way of life
modeled after the one he would lead in the future. (Toffler,
p. 355)

Toffler suggests that the new system must suit the need for "future
orientation."

The technology of tomorrow requires not millions of lightly
lettered men, ready to work in unison at endlessly repeti-
tious jobs, it requires not men who take orders in unblink-
ing fashion, aware that the price of bread is mechanical
submission to authority, but men who can make critical
judgments, who can weave their way through novel envir-
onments, who are quick to spot new relationships in the
rapidly changing reality. It requires men wh., in C. P.
Snow's compelling term, "have the future in their bones."

Finally, unless we capture control of the accelerative
thrust—and there are few signs yet that we will—tomorrow's
individual will have to cope with even more hectic change
than we do today. For education the lesson is clear: its
prime objective must be to increase the individual's "cope-
ability"—the speed and economy with which he can adapt to
continual change. And the faster the rate of change, the
more attention must be devoted to discerning the pattern
of future events.

It is no longer sufficient for Johnny to understand
the past. It is not even enough for him to understand the
present, for the here-and-now environment will soon vanish.
Johnny must learn to anticipate the directions and rate
of change. He must, to put it technically, learn to make
repeated, probabilistic, increasingly long-range assump-
tions about the future. And so 1 ust Johnny's teachers.
(Toffler, p. 357)

12. The "generation gap" may be real. Time is becoming more impor-
tant than space as a reason for differences among people—communica-
tion becomes more and more difficult.

> Carey explains this shift from spatial to temporal differ-
> entiation by calling attention to the advance of communi-
> cations and transportation technology which spans great
> distances, and, in effect, conquers space. Yet there is
> another, easily overlooked factor at work: the acceler-
> ation of change. For as the pace of change in the external
> environment steps up, the inner differences between young
> and old become necessarily more marked. In fact, the pace
> of change is already so blinding that even a few years can
> make a great difference in the life experience of the
> individual. This is why some brothers and sisters, separ-
> ated by age by a mere three or four years, subjectively
> feel themselves to be members of quite different "genera-
> tions." It is why among those radicals who participated
> in the strike at Columbia University, seniors spoke of the
> "generation gap" that separated them from sophomores.
> (Toffler, p. 259)

What might this mean for counselors? Is there any appropriate helping
role for them to play in such a society?

13. There will be a continuation and intensification of the trend
toward separation of the society and community into special interest
groups and coalitions—interracial confrontations, intergenerational,
male-female, radical-conservative politics, the poor and the
affluent, producer-consumer, drug user-anti usage, etc. There will
be an increase in confrontation and conflict; therefore, there will
be more necessity for negotiations and compromise.

14. Dramatic changes are already under way in attitudes toward work
and money. To quote the General Electric Study of the Future,
"Money will be much more taken for granted, much less of a motivator
(to achievement). It will become more 'means' instead of an 'end'
or goal in itself. There will be a growing demand that one's
job be meaningful. The notion that hard or unpleasant work must
be tolerated because it is unavoidable will have less and less
acceptance. The concept that work is a *duty* and leisure must be
earned will be more and more challenged." Also the amount of money
a person has to spend, by his own discretionary decisions, on
improving the quality of his life, (e.g., travel, self-improvement,
education, recreation, etc.) will increase over 50 percent by 1980.
There will be widespread intensive research for a different
quality of living—and increasing personal and public impatience with
economic deprivation and hardship.

15. Already over half of the work·jobs in our country are human
service jobs, rather than technical jobs of manufacturing, or
growing crops, or construction, or extracting natural resources,
(such as mining, oil, etc.). By 1975 probably 75 percent of the work
roles will be service to persons instead of working with things.

16

Another role of education will be dramatically different.
The needs to learn and the processes of retraining will continue
throughout a person's career and life. The increased rate of change
in occupational and leisure time opportunities, and life require-
ments and the increased rate of production of new knowledge will
greatly increase the status of educational programs and institutions.
Education will become less and less a matter of transmission of
accumulated knowledge and more and more a process of developing the
thought processes and values and skills that prepare for adapting
to and initiating change. Versatility, flexibility, problem
solving ability, will more and more become core educational goals.

16. A very significant trend might be called the antispecialization
or interdisciplinary trend. The boundaries between the social
sciences will become more and more blurred by research teamwork in
research and scholarship. Schools of applied behavioral science
will also begin to integrate such professional schools as education,
social work, public health, clinical psychology, public administration,
natural resources and ecology, etc. At the level of professional
practice, more and more of the creative designs for delivery of
professional service will be generated by heterogeneous teams from
clinical practice, education, religion, social welfare, public and
mental health, etc.

17. With the dramatic increase in consumer demand for personal
helping services, the gap between need for service and available
training professional manpower will become greater and greater.

18. One of the bases of the intergenerational confrontations
which continue and increase is the fact that a "fraternal" or
peer society with leadership, communication, and articulation of
goals and demands is developing among the young. They are learning
to give and receive support from each other and to mobilize
strength and sophistication in their interactions with the older
generation. A rapidly growing trend, which will continue, is
toward an increase in power and responsibility of the young in
regards to the setting of goals, making of plans, and designing
of programs for education, work, and leisure time in which they
are involved. There will be a very rapid increase in the election
and appointment of youth to agency boards, school boards, community,
state, and national planning committees, boards of trustees of
colleges, churches, and other institutions. Confrontations by
youth to test and develop their base of influence will increase.

19. The knowledge base relevant to counseling and counselor
education is growing exponentially while the counselor's capacity
to acquire and utilize that knowledge remains essentially static.

20. The velocity of change is so great that values and commitments
will need to be changed to fit the new circumstances. Situation
ethics and values may replace time honored ones.

21. Counselors are typically prepared to work in stable and organized
environments, but future organizational designs will increasingly

emphasize temporariness, spontaneity, and problem solving versus
role-centered orientations.

22. Women will increasingly resist accepting the traditional
housewife role which has become unrewarding and will seek new
cultural alternatives. Technology, removal of the aged and other
adults from the American home, mobility, and the isolation of the
suburban home have contributed to the decline in the rewards and
recognition once important to the housewife.

23. There will be a growing reaction against "mass society."
There will be less and less tolerance for depersonalization, for being
"an IBM card," more rejection of the pressures toward conformity.
The increase in general level of education will result in more
personal self-respect and more rejection of authoritarianism and
social restraints.

24. There is a conflict between the manpower needs of our society
and the status rewards built into our society. We have taught our
young to value the liberal arts college education, but all pro-
jections into the future job market indicate an increasing need for
trained technologists. (The community college, for example, has
tried to develop two-year programs to meet these manpower needs; yet
students are led to believe that the only "real" education leads
to a B.A.) How can society restructure its status and reward
system to give specialists as well as generalists a place to live
with dignity?

25. While all kinds to minority groups (women, disadvantaged,
racial groups, etc.) are making demands and getting reactions
to those demands, there are a large number of middle and working
class people who feel they are neglected—the oppressed majority.
What are the needs of this majority and how can those needs be
expressed and responded to in the future?

Reactions to the Generalizations

*Following the presentation of the generalizations, the parti-
cipants formed triads—each triad dealing with one of the general-
izations presented. Counselors were asked to respond to two questions:
(1) Given that the generalization you have received is a valid predic-
tion for the future, what would be appropriate responses for counsel-
ors? (2) What forms might counselor education take in order to
produce such behaviors in counselors? Those descriptions of appro-
priate counseling behavior and of the role of the counselor edu-
cator were then combined by a panel of participants into a partially
integrated model of counseling in the future.*

The image of counseling in the future looked very much like
counseling in the present. Participants pointed out that the major
difference between the counselor today and the counselor of tomorrow
would have to be in the person himself. The counselor of the future

18

would need to be more open, flexible, more tolerant, more know-
ledgeable, and more willing to take an advocacy stance as the risks
involved in taking such positions become increasingly difficult
to endure. The image presented was almost that of the "super-
counselor"--a warm, cerebral creature who could survive in any
climate, once produced, but no one could describe the climate neces-
sary for the initial production. Though the "supercounselor"
cannot be mass produced, counselor educators did agree upon a
number of exposure experiences which would improve the training
of counselors:

1. Counselors must be trained in the community as well as within
   the traditional classroom structure.

2. Counselors must be exposed to a broad sample of learning and
   experience in the many American subcultures--but particularly
   in those subcultures from which future clients are likely
   to come.

3. Counselors must take more responsibility for the direction their
   own training will take; students, as well as counselor
   educators, must be involved in determining curriculum.
   Democracy must be seen as a life style.

4. Counselors must be trained to work as part of cooperative
   groups as well as to work independently.

5. Multiple models of competency must be defined and made available
   to counselors: These models should be flexible in both pace
   and sequence. Counselor educators must have strength to
   confirm and validate models other than their own.

6. In-service training must be built into all models of pre-
   service training. Counselors should never feel they have
   completed their training.

7. There should be multiple levels of entry to and exit from
   counselor training programs.

8. Counselors must be more assertive in helping others to rec-
   ognize the consequences of the decisions they make.

9. Counselors must be trained to use the most economical tech-
   niques involved in utilizing the knowledge base available.

10. Counselors must study temporary relationships and learn to
    recogn..e what such relationships can and canno. contribute
    to an individual life.

11. Counselors must learn the dynamics of the acquiring and the
    letting-go of values so that they may help others to determine
    what is worth hanging on to and what is worth letting go.
    Change, per se, can never be a value in a humanistic society.

When this model for counselor training was presented by the
WACES panel to the rest of the participants, there seemed to be
general agreement about the intrinsic value of the suggestions, but
little agreement as to which suggestions should take priority and
how the suggestions could be implemented. Participants also ques-
tioned the assumptions underlying the role of the activist coun-
selor: "What exactly does being a change agent mean and what form
might this role take in order to respond to counselee needs rather
than to the status needs of the professional? If the counselor
of the future were to perform some of the functions identified in
the model, then what kind of a support system would he need?
What might be the role of government or of a professional organiza-
tion in providing this support?"

O

BIBLIOGRAPHY

General Electric Study of the Future. In Ronald Lippitt, *Selected Images of the Future: In the Larger Society, in the Helping Professions, and in the Youth Culture — Relevant to the Counseling Function and the Design for the Training of Counselors.* Paper prepared for the ERIC/CAPS Conference on "Images of Guidance for the Seventies" in Ann Arbor, Michigan, January, 1970.

Michael, D.N. *The Unprepared Society: Planning for a Precarious Future.* New York: Harper and Row, 1968.

Michael, D.N. *The Next Generation. The Prospects Ahead for the Youth of Today and Tomorrow.* New York: Random House, 1965.

Slater, P.E. *The Pursuit of Loneliness. American Culture at the Breaking Point.* Boston: Beacon Press, 1970.

*Toffler, A. *Future Shock.* New York: Random House, 1970.