

## COUNSELING AND GUIDANCE: WHAT WILL THEY BECOME IN THE REMAINING YEARS OF THE TWENTIETH CENTURY?

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Speculating about the form and substance of counseling and guidance two or three decades into the future is fraught with the likelihood that one's pronouncements will be composed of a large error quotient. To do so at all assumes that man will not destroy himself during the period being forecast, that students will still be wrestling with identity questions, that students will still have choices to contemplate. Taking an optimistic view, this paper accepts these conditions as likely and contends that the services subsumed by the rubric "counseling and guidance" will become more rather than less viable responses to student needs in the decades immediately ahead.

While the future specifics of counseling and guidance can at best be extrapolations from current trends, there is ambiguity about how different from today they will be. In other words, will counseling and guidance services be extensions and refinements of what exists today or completely different. There are current factors and forces which are pushing for change of revolutionary magnitude; there are also other forces supportive of change in counseling and guidance but within the general parameters of these services as they have evolved since the beginning of the twentieth century.

Regardless of whether the changes in counseling and guidance are partially or totally different from what exists in the 1970's, the seeds of these transmutations are likely to already be growing. The following sections will identify those concepts and forces which appear most likely to have an impact on the future characteristics of change in counseling and guidance. The reader is cautioned, however, not to view these possibilities as probabilities or the probabilities as certainties. The contingency factors which operate to constrain or oppose each of these outcomes are diverse and subtle.

### SYSTEMS THINKING

Lloyd-Jones (1970) has suggested that man's view of himself and the

world has undergone at least three sweeping revolutions. The first two had to do with man as a tender of plants and man as a tender of machines. However, with the pervasive effects of the electronics age, man is beginning to have another totally new view of himself as one who can develop and maintain systems. A systems approach does not use the idea of parts geared into other parts, but that of interacting aspects, all changing as they act on other aspects and as they are acted upon.

During the past thirty years or so, the systems approach has been applied to problems of warfare and the development of weaponry, the manufacturing of products, and, recently, to the delivery of human services. Such an approach suggests that if you wish to attain some outcome — i.e. a student who possesses vocational maturity, an institution which provides a psychological climate that is mentally healthy — you build toward that goal by taking into consideration the functional relations between parts, elements and components which make it up (Herr and Cramer, 1972). In essence, you attempt to understand a problem whole and to account for the effects of different actions you might take to resolve it. Basically, a systems approach to educational or to psychological problems requires such steps as the following:

1. Translate the broad aims of the enterprise into objectives which are explicit and operational.
2. Design the procedures which are intended to accomplish these objectives, identify the relevant variables which the procedures are intended to order and change, and construct a model which suggests *a priori* and consequent relationships among the identified variables.
3. Implement the model and evaluate the results of the innovation in terms of the operationally stated objectives.

The implications of systems thinking have affected counseling and guidance at several levels. Perhaps the most influential of these levels has been in terms of stating objectives. Counseling and guidance has historically experienced difficulty in articulating what its purposes are. This difficulty has been expressed in resurgent demands for role and function studies or other responses to role identity crises.

Shaw (1968) has contended that frequently one finds in descriptions of guidance services simple inventories of what will be done (e.g., individual counseling, testing) rather than a rationale expressing why anything is to be done at all or the objectives which the guidance services are to meet. Shaw has further maintained, as have other observers, that when guidance objectives are stated, they are stated in such gross terms (e.g., to assist

students to be happy or successful) that they can not be operationalized or they do not represent areas which call upon skills or competencies unique to guidance practitioners. Krumboltz speaking to these points states specifically that "it is crucial that we conceptualize human problems in ways that suggest possible steps we can take to help solve them." Further, "they must be translated into specific kinds of behavior appropriate to each client's problems so that everyone concerned with the counseling relationship knows exactly what is to be accomplished" (Krumboltz, 1966).

The future will likely bring greater specificity to expectations for counseling and guidance efforts and a greater eclecticism to their implementation. Several responses to systems thinking and the lack of specificity in the objectives and direction of the counseling and guidance effort are now underway which may presage the future. For example, the State of Washington has just completed a school counselor certification plan which calls for behaviorally stated performance standards related to client outcomes. Professional identity and involvement are encouraged through counselor self-assessment against specific performance criteria, individualized training and self-renewal programs, and lifelong professional development plans (Brammer and Springer, 1971). Specifically, the statements of parameters of counselor behavior include such examples as the following:

- 1.0 The counselor facilitates goal achievement of specific clients or client populations. The term *client* refers to anyone who seeks information from or consults with a specialist. Included among the counselor's clients are:
    - 1.1 Students
    - 1.2 Teachers
    - 1.3 Administrators
    - 1.4 Colleagues
    - 1.5 Parents
    - 1.6 Community Representatives
    - 1.7 Employers
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- 3.0 As appropriate, the counselor is able to elicit responses from clients and goal facilitators (1.1 - 1.2) which include one or more of the following:
    - 3.1 Specific informational responses
    - 3.2 General informational responses
  - 3.3 Affective responses
    - 3.31 Feelings about self

- 3.32 Feelings about others
- 3.33 Feelings about self in relation to others
- 3.34 Feelings about self in relation to environmental factors
- 3.35 Other
- 3.4 Cognitive responses
- 3.5 Commitment responses
- 4.0 Together with a specific client or specific client population or goal facilitators, the counselor realistically (4.1 vs. 4.2) identifies the contributions *he* can make toward the achievement or approximation of specific goals:
  - 4.1 Ideal goals
  - 4.2 Realistic goals within an estimated time limit
  - 4.3 Immediate goals
- 9.0 From within the framework of a selected rationale (8.0), the counselor interacts with specific clients or specific client populations and with significant elements in the client's life space in a manner which enables the client to achieve or approximate the goals (4.0) toward which both have agreed to work (Springer and Brammer, 1971).

In addition to the examples of the parameters of counselor behavior given, the same levels of specificity and detail are applied to modes of interaction, context of interaction, types of information to be exchanged, and evaluation of counselor-client interaction.

It is likely that the emergence of attempts to specify quite precisely the characteristics of school counselor behavior, the modes of interaction with different student concerns relative to different problem contexts, and other pertinent areas will also yield a variety of alternative, functional approaches to human services. This in turn will lead to the requirement for systematic management of human service systems by which the delivery of subsystems or alternatives in the systems can be tailored to individual needs. This may occur within the context of pupil personnel services or some other model of the delivery of interactive services. Further, this will involve concerns for differentiated staffing, use of paraprofessionals, new career ladders for counseling and guidance personnel and other similar modifications to existing procedures and models (Ehrle, 1972).

#### MICROCOUNSELING AND SIMULATION

Other trends at least partially attributable to systems thinking are micro-

counseling and simulation. These approaches have begun to influence counselor training programs. Fundamentally, microcounseling is an approach in which trainees work with volunteer "clients" in brief counseling interviews in order to acquire specific behaviors (Kelly, 1971). The assumption on which both microcounseling and simulation are based is that "realistic" samples of expected professional behavior can be developed so that trainees can rehearse professional competencies under supervision without posing difficulties for "real" clients. Obviously, the analysis of counselor behaviors, modes of interaction, types of information which counselors use with different clients, as these were cited above, represent a large repertoire of specific behaviors which a counselor needs and which can be learned in separate "packages." A number of current applications of such packages exist. For example, Wittmer and Lister (1972) and Panther (1971) have trained counselors in consultation skills through the use of video taping. Fredrickson and Popken (1972) have used similar simulation techniques in training directors of guidance to deal with such problems as guidance staffing, budgeting and program development. Hackney (1971) developed a pre-practicum counseling skills model which included specific training in such skills as learning to tolerate and use silence as a tool, learning to listen and learning to identify feelings through verbal and nonverbal communication channels. Danish (1971) has developed a film-simulated counselor training model which uses a series of filmed emotional vignettes: (a) to increase trainee self-awareness and (b) to provide the trainee a basic repertoire of counseling behaviors. Higgins, Ivey and Uhlemann (1970) have developed a programmed approach to teaching behavioral skills emphasized in mutual communication which they have entitled media therapy. Ivey, Normington, Miller, Morrill and Haase (1968) have developed a set of instructional materials designed to facilitate the learning of the following counseling skills:

1. Attending behavior
  - a. Eye contact
  - b. Postural position, movement, gestures
  - c. Verbal following (counselor's responding to a client's comment without introducing new data)
2. Reflection of feeling
3. Summarization of feeling

Such approaches to the preparation of counseling and guidance personnel have moved from separate packages dealing with specific techniques to the structure for total programs of counselor preparation in such places

as Stanford University and Michigan State University (Horan, 1972). One can only expect that such approaches to counselor preparation will grow in numbers and status in the future.

## TECHNOLOGY

Systems thinking, microcounseling and simulation all relate in some way to technology as an idea or as a term describing the uses of mechanical devices. Walz (1970), for example, has suggested that "The future of guidance could well depend on the capacity of the counseling profession to utilize technology effectively." The microcounseling and simulation approaches just identified which are used to train counselors in some set of skills rely on devices — e.g., films, video taping, programmed manuals — to illustrate or reinforce the behaviors to be acquired. But these devices are not confined to preparing counselors. They are being used in a variety of ways to assist clients alter their behavior. Games, work samples, films, film strips, problem solving kits, computers used for information retrieval or as interactive systems with which clients can have a dialogue are each examples of forms of technology which can help counselors facilitate exploratory behavior, information-seeking skills, awareness of alternatives or contingency factors, decision-making strategies and a host of other possibilities for client activity. While these forms of technology make it possible for counselors to do old things in new ways or to do things which were never possible before, they also introduce new problems of confidentiality, privacy, and management of personal data. They further require that the counselor become familiar with the capabilities, the limitations, and the procedures for use of a wide range of technological concepts or devices. Beyond that, however, they tear at the historical images of the counselor and stimulate the need for sharpening or new directions. Role and function questions are not answered by the availability of man-machine systems or counselors and technology coming into new symbiotic relationships; they are simply reordered and changed.

## THE COUNSELOR AS APPLIED BEHAVIORAL SCIENTIST

It seems presently apparent that the counseling and guidance practitioner of the future will become increasingly eclectic in his professional behavior and increasingly empirical in his attempts to determine his effectiveness. Thoresen (1969) and, more recently, Berdie (1972) have suggested the need for the counselor to become an applied behavioral scien-

tist. Thoresen suggests the need for such an emphasis because: "It is almost as though what goes on in the name of counseling could be described as a 'happening,' that is a cluster of somewhat unconnected random events. Seldom do we actually know of the consequences of our efforts." It is his contention that the rigidities of theoretical dogma or the obscurity of complex abstractions to describe human problems or counseling methods need to give way to the systematic evaluation of a variety of techniques applied to a range of human problems.

Berdie who is less optimistic about the survival of counseling in its traditional senses recommends that it be replaced by a discipline called applied behavioral science. While Thoresen seems to support the evolution of counselors into applied behavioral scientists, Berdie suggests essentially beginning again with new training programs, new expectations, and new emphases. He contends that counseling and guidance have failed to demonstrate their ability to satisfy basic and continuing needs of individuals and hence have not been accepted by society. However, his model applied behavioral scientist will be able to apply very specifically a wide range of theories, ideas, and concepts which have empirical bases and coherence for solving a broad range of human problems.

To suggest a movement toward applied behavioral science is not to suggest that other perceptions no longer persist. Certainly the skepticism about the effects of technology on man's "humaneness" continues to occupy a place in the professional literature. For example, Gamboa, Kelly and Koltveit (1972) have addressed their perception of the humanistic counselor in a technocratic society. They have indicated that, "because education is committed to human growth and improvement, educators must accept technology and at the same time deal with the dehumanization that is its by-product." Their solution to the onslaught of technology upon all aspects of life is for the school counselor to assist others in developing a humane educational environment within the school or to conceive such experiences as will enhance the humanization process.

The perceptions just cited are natural extensions of humanistic psychology as it has appeared in the work of such persons as Frankl (1959), Maslow (1965), May (1961) or Rogers (1961) or as it has been manifested in T-groups, encounter groups and other similar consciousness raising experiences. All of these share in common the intent of helping the individual act in more positive, meaningful ways interpersonally; to help him become more sensitive to himself and to others; to help him be more aware and empathic.

Until fairly recently, humanistic psychology and applied behavioral science tended to be viewed dichotomously, as though they represented polarities rather than differences in emphasis. It is likely that this dissonance will be diminished in the future. For example, Thoresen (1972) currently speaks of behavioral humanism as a way of translating humanistic concerns into human response terms in such a way as to encourage systematic and scientific inquiry about the "overt and covert processes that influence the actions of individuals."

### THE COUNSELOR AS CHANGE AGENT

The forces which are pushing the counselor toward becoming an applied behavioral scientist are also heightening the pressure for him to individualize or tailor his responses to students or clients. That is to say, counselors are increasingly being encouraged to depart from the traditional one-to-one relationship with counselees and, instead, to adapt and use any ethical technique which will result in the appropriate altered behavior. In addition, counselors are being encouraged to look outside of the person for resolution of certain types of problems and in so doing to treat the environment rather than the person.

Treating the environment can mean in gross terms "environmental modification" or "environmental manipulation." Environmental modification may mean assisting others in changing the reinforcement schedules provided a particular person, or becoming more encouraging or supportive of a given student, or developing diverse learning experiences attuned to a wider range of student needs than was previously possible. Environmental manipulation, on the other hand, may mean actually removing a person from one environment and placing him in another more congenial to his needs or to repairing his educational deficits.

Regardless of whether one practices environmental modification or manipulation, these techniques give rise to the counselor being described as a change agent (Baker and Cramer, 1972), environmental engineer, manipulator, or behavioral engineer (Arbuckle, 1971; Matheny, 1971). These roles, in addition to a focus on the environment as the object of concern, also suggest that the counselor of the future might have minimal personal involvement with the students with whom he works; in essence, since his energies will be expended on making the psychological climate more positive he will proffer his skills indirectly rather than directly in behalf of students.



## CHANGING THEORETICAL MODELS FOR COUNSELING AND GUIDANCE

Berdie has suggested, when addressing the characteristics of the preparation for the counselor of the future (the applied behavioral scientist), that the present counselor's difficulty is "not that he has too much theory, but rather too little. He does not have enough ideas and concepts to understand the problems that face him or to develop approaches and solutions to these problems." Thus, he recommends that in the future counselors should be well acquainted with theories of the following types: social influence, reinforcement and learning, cognitive development, field, psychoanalytic, trait-and-factor, role, decision, organizational and vocational development. Further, he maintains that counselor insights from anthropology, economics and sociology will need to have increased attention.

Tyler seems to echo awareness that the conceptual background for counseling and guidance efforts is less than complete when she states: "Perhaps more than it needs answers, at this juncture counseling research needs new questions — questions not about what counselors do but about the developmental process they are attempting to promote." She argues that the dominant personality theories "give us useful conceptual tools with which to think about what is wrong with a person and how it might be set right, but not to consider the question: What might this person do?" (Tyler, 1969, p. 21).

In response to Tyler's concerns are the implications radiating from evolving knowledge and theory about career development. One of the axioms which has gained wide agreement in the theoretical approaches describing career development is that decision-making is a process which has a longitudinal character. It finds its roots in early childhood and extends throughout one's life. Indeed, it appears that the process of career development is intimately associated with the process of personality development more broadly conceived. In essence, every individual has a cumulative history which continues to express itself in present choice-making behavior and in one's orientations to the future. Decision-making, then, involves translations of how one has come to view himself and his orientation to the past, present, and future as this is expressed in what he thinks he can do, what he chooses to do, and what he does.

Collectively, these views of career development and of choice behavior indicate that how man views himself and his choice possibilities is a learned characteristic based upon the accuracy and scope of the information one has about the self, environmental opportunities, planning, ways of pre-

paring oneself for what he chooses and ways of executing what one has planned. In other words, career development does not unfold unerringly from some chromosomal or genetic mechanism but is primarily a function of learned responses, whether negative or positive in their results.

The current state of career development theory is such that a variety of developmental tasks (Super, Starishevsky, Matlin and Jordaan, 1963; Herr and Cramer, 1972), elements or themes (Herr, 1972) can be identified which can be used to answer tentatively such questions as "What can man do?" "What behaviors do individuals need to acquire an information processing strategy?" or "What knowledge, attitudes, values or skills comprise decision-making prowess?" Thus, career development theory as presently constituted provides a powerful stimulus to considering counseling and guidance as having two functional roles: stimulation or treatment (Herr and Cramer, 1972). Stimulation is essentially synonymous with development. In this role, counselors can create experiences by which students will develop the attitudes, knowledge, and skills conducive of personal competence in decision-making. On the other hand, career development provides the structure for a cognitive map of potential conflicts by which counselors can serve in a treatment capacity for certain students.

Mathewson (1970) has indicated that since 1950, the development of the individual's ability to make his own choices and to direct his own affairs has become an overriding concern; recurrent needs and problems are seen as opportunities to foster individual capacity for self-determination. Thus, to a growing degree in the future, counseling and guidance shall "employ educative (not impositional) processes aimed at fostering, on a developmentally graduated scale, the capabilities of the individual for self-direction. . . . In these educative forms of guidance, the guidee will be looked upon as a learner and the counselor as an educator who provides — or helps to provide — special forms of learning experience, who aids the learner to interpret and evaluate his experiences and his approaches to experiences, and who accompanies the learner as he shapes his autobiographical pattern among many subject matter, over many years of schooling, and through many types of personal and social experiences" (Mathewson, 1970, p. 141).

In a more global conceptual sense than is presently found in career development theory, Foa and Turner (1970) argue that by the year 2000 we can expect to experience an integration of behaviorism and psychophysiology; a movement from the study of single behavioral variables to organized behavioral wholes; a greater knowledge of structural dynamics —

how behavioral patterns become progressively differentiated as one matures; more attention to the notion that cultures are complex learning programs which have different structures and emphases among them of importance to the understanding of persons of ethnicity, racial or social differences.

Such a perspective validates the growing importance of a developmental theory or structure – for example, career development theory – to guide the stimulative efforts of counseling and guidance. In addition, it also adds credence to the growing perspective that many problems experienced by counselees are indeed problems of learning. Thus, insights into operant and classical conditioning, reinforcement, contingency management, as well as social learning, modeling, vicarious reinforcement will experience growing attention as conceptual structures for counseling and guidance efforts.

It is important to note that concerns for development are not confined to decision-making, choice behavior, or information processing. Mosher and Sprinthall (1971), for example, have promoted the importance of developing personal or psychological maturity of the self. This requires, of course, not only theories about abnormal behavior but, more importantly, models of human effectiveness. It imputes increasing vitality to questions like “What is self-actualized behavior?” “What are the constellation of traits which comprise psychological maturity?” “How did persons so described acquire such characteristics?” “What are the possibilities of man and his nature?” “How can human fulfillment be described and assessed as well as facilitated by changes in psychological climates?” (Walker, 1967, pp. 451-452). Such concerns will likely spur new emphases on ego psychology and the psychology of personal dynamics or interpersonal dynamics as these have been identified at other points in this paper.

### OTHER EMERGING TRENDS

Spatial limitations preclude an adequate examination of other trends which possess, like those already identified, the potential to influence the shape and character of counseling and guidance in the next quarter century. Many of them are refinements or variations of the trends already identified. Among them are such possibilities as:

1. As it becomes increasingly clear that human behavior is complex it will become equally clear that no one group of specialists can effect substantial behavioral change alone. Thus, it can be expected that guidance and counseling specialists will operate increasingly on a

collaborative basis with other professionals (Harris, 1969). In essence, there will be a growing affirmation of the teamwork concept among school counselors and other pupil personnel specialists as well with teachers, parents, and representatives of various community agencies (Dugan, 1963).

2. The counseling and guidance profession will place more emphasis in the future on preventative emphases, rather than operating principally as a remedial or *ex post facto* approach to counseling students with problems. In this sense, counseling and guidance personnel will become active rather than reactive in the discharge of their professional responsibilities. Long-term guidance efforts will begin in the pre-school period and continue throughout adult life (Harris, 1969). As a result, there will be steady incremental increases in the provision of counseling and guidance in the elementary school and a significant increase of out-reach activities from the school counselor to the unemployed dropout and floundering young adult.
3. The increase in the delivery of guidance services in the intermediate future will likely be a function of growing numbers of nonprofessionals being used in combination with various forms of technology. It is unlikely in the foreseeable decades that there will be enough professionally trained counselors available to meet the demands for service.
4. It is likely that increasingly effective group guidance and counseling procedures will be used to help youth clarify problems, to rehearse coping mechanisms, and to serve as the context for simulation of different styles of chance behavior.
5. The perspectives of counseling and guidance will stress more fully in the future concern about guiding the individual as he chooses among a multiplicity of life styles and value commitments rather than vocations in the narrow sense of that term.
6. Because of a growing thrust toward clarification and definition of professional status for counseling and guidance personnel at all educational levels, public and legislative support for these practitioners will grow. Part of this outcome will be related to the evolution of higher quality controls in school counselor selection, preparation, and certification (Dugan, 1963).
7. As the world moves toward the end of the century, counseling and guidance will serve a more cosmopolitan clientele whose concerns are international in focus. The techniques and insights which under-

gird the skills of the counseling and guidance professional of this period will be less parochial or national in origin than is currently the case and will symbolize a synthesis of techniques with a world-wide empirical base.

### SUMMARY

This paper has contended that while it is difficult if not dangerous to predict the future, there are current trends which give promise of having major impact on counseling and guidance during the next quarter century. From the vantage point taken here the most prominent trends are: systems thinking, microcounseling and simulation, technology, the counselor as applied behavioral scientist and the counselor as change agent. Given the continuing interaction between counseling and guidance and political and social realities, dramatic changes in the latter will likely transform the former in ways which can not be predicted. It can only be hoped that whatever future changes occur in counseling and guidance result in effects which expand and free man's "humaneness" toward himself and his fellows rather than restrict it.

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