

# philippine studies

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## **On The School Counselor: Professional Problems in School Counseling Practice**

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English sounds which occur in the various British and American dialects throughout Great Britain and the United States. Linguists have expressed doubt that such a phonemic analysis is valid, precisely because it corresponds to none of the existing varieties of English in England and the United States. This book *English Pronunciation* complicates the situation still further by using the term "American English" to designate the type of English it teaches. This term suggests that there is a homogeneous variety of English spoken throughout the United States. This is not supported by the studies of such authorities in American dialects as Raven McDavid, Hans Kurath, J. S. Kenyon, C. K. Thomas, Albert C. Baugh, and Albert H. Marckwardt. At best, the term is anachronistic; at its worst, it is a figment of the imagination.

TEODORO A. LLAMZON

## ON THE SCHOOL COUNSELOR

PROFESSIONAL PROBLEMS IN SCHOOL COUNSELING PRACTICE. Edited by Richard S. Dunlop. Scranton, Pennsylvania: International Textbook Company, 1968. xiv, 316 pp.

The various levels of counselor competency are clearly enunciated for the audience to which Dunlop addresses himself: post-masters' students; students in advanced stages of preparation, perhaps at the practicum level, and practitioners, who wish to promote the profession of counseling through a substantial grasp of the cognizant problems facing local guidance associations.

Dunlop's book, a collection of readings by noted counselor educators, is divided into four major sections: the counselor's role and function; the training of counselors and their admission to practice; professionalism, autonomy and competence in school counseling; and ethical considerations for the school counselor.

Farwell interprets the counselor's function as absolute counseling, whereas, Lortie pointedly inquires if the counselor is an "administrator, advocate or therapist". Counselor training considers state requirements as well as national certification, which is a thrust toward professionalization. Although the American Personnel and Guidance Association norms are examined, the material discussed and viewpoints advocated would find little or no conflict if applied in the Philippines.

The counselor preparation section has a threefold purpose: (a) the call for greater diversity and greater intensity of courses, practicum training and teaching experience; (b) an acknowledgement of the gap, and in some instances, the irrelevancy between preparation and actual

job situation; (c) a questioning of the selection process to ensure that qualified counselor candidates are not only admitted, but also grow as people at the same time they are acquiring counseling skills. The flaw of this segment of the book is its concentration on school counseling the "normal" children to the almost total exclusion of the special knowledge of rehabilitative and vocational counseling, so vital if counseling is to maximize the potential of all clients in school settings. Teaching experience is advocated as a necessity with little demand for a year of practical experience in business and industry or in counseling agencies.

Estimates of the total training period required for counselors extend upwards to ten years—undoubtedly, too long a span when one considers the remuneration, the responsibilities, levels of advancement, and manpower needs.

Professionalism, autonomy and competence are given due consideration in Part III. Within this frame of reference, some guidelines for professionalization are proposed while candid appraisal of societal norms for increased compensation, status acclaim, vertical mobility and development as an outgrowth of conferences and colleague evaluations are proffered and digested. Ethical and legal considerations dominate Part IV which defines and clarifies privileged communication and confidentiality, especially as it applies to students' records.

The main problem confronted in each section commences with a provocative summation and inquiry. It is followed by a number of related articles and is finally analyzed in a unique section entitled catharsis. We can only applaud the editor's accomplishment—brevity, balance, and occasionally brisk thoughts which make this book a reading must for counselors.

MAUREEN MCCARTHY

## THE LEARNER, THE TEACHER, AND THE ENVIRONMENT

EDUCATIONAL PSYCHOLOGY, *The Teaching-Learning Process*. By Allen J. Edwards and Dale P. Scannell. Scranton, Pennsylvania: International Textbook Company, 1968. vii, 630 pp.

The authors, both leading contributors to the field of educational theory, present an appraisal of the teaching-learning process. As indicated in the Preface, the authors have restricted the scope of this text to a limited number of classroom dimensions: intelligence and cognitive expression; motivation; learning; statistics and measurement.