

philippine studies

Ateneo de Manila University · Loyola Heights, Quezon City · 1108 Philippines

The Modern Approach to Guidance: Approaches to Guidance in Contemporary Education

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Philippine Studies vol. 18, no. 3 (1970): 676–678

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Fri June 30 13:30:20 2008

evening ("Spelt from Sibyl's Leaves") which begins with the two splendid lines:

Earnest, earthless, equal, attuneable,
 vaulty, voluminous stupendous
 Evening strains to be time's vast,
 womb-of-all, home-of-all,
 hearse-of-all night.

It would be interesting to see how Father Milward would deal with that!

MIGUEL A. BERNAD

THE MODERN APPROACH TO GUIDANCE

APPROACHES TO GUIDANCE IN CONTEMPORARY EDUCATION. By Joseph Zaccaria. Scranton, Pennsylvania: International Textbook Company, 1969. ix, 277 pp.

Contemporary education is committed to the total development of man in an ever changing society. The author advances seven approaches for confronting and meeting the challenges of life. The various perspectives on guidance are advanced in Part I, and in Part II the reader is provided with both supplementary and complementary materials in terms of current issues and trends.

Chapter One is a sound presentation of some alternative bases for guidance, where the guidance worker is called upon to "be a catalytic agent for change". Gilbert Wrenn has written in a similar vein in his book, *The Counselor in a Changing World*.

The Educative Approach to guidance is teacher-oriented, with the underlying assumption that the entire curriculum can provide a vehicle for guidance activities. Obviously, Zaccaria is attempting a much needed reconciliation between the teaching staff and the guidance office.

The Educational-Vocational approach projects utilitarianism in education, that is, a functional citizen and a productive worker. It appears to the reviewer that inclusion of "educational" in the chapter title is a misnomer since the discussion leans heavily on theories of vocational development.

As a reaction to the generalist, the role of the counselor specialist is elaborated in the counseling approach to guidance. Here counseling is viewed negatively and narrowly, i.e., "the primary focus tends to be remedial and therapeutic rather than educative and development". A questionable inference arises from the implication that "school counselors

have viewed psychotherapeutic theory and practice as a backdrop for their work". An interdisciplinary backdrop, incorporating psychology, sociology and anthropology, seems more appropriate; the fact must be acknowledged that counselors are not equipped to do psychotherapy which is an attempt to bring about a major personality change or reorganization. Discussion of the counseling approach makes repeated reference to "therapy"; while the major dimensions of the guidance program are inappropriately introduced here rather than in Chapter Two.

Problem-Centered/Adjustment Approach to guidance seems to be a contrived conflict, with the former for "those who are maladjusted", and the latter for students who have to face "individual problems as they arise and attempt to alleviate or solve them". It seems debatable, if not an exaggeration, to specify "preferences for learning on their own" as a situational problem which can be attributed to the gifted.

The Services Approach to guidance is a superficial treatment of student personnel work, directed more to the secondary school level than the college or university setting, with considerations of many essentials omitted, e.g., student affairs coordinator, foreign student adviser, placement officer, alumni adviser, etc.

A positive endorsement of guidance springs from the developmental approach with development tasks seen as culture conditioned. Within this context, guidance workers would have to reach a consensus on the maturational level of tasks by establishing cultural norms.

The personal responsibility of adults as models for integrative counseling are accompanied by stipulated principles which would be of particular relevance to the Filipino goal of building a nation. Part I concludes with an overview of contemporary guidance and a plea for a "scientifically based art". This tone infers many theoretical positions with dubious verifications or a less than satisfactory state of guidance theory and practice.

Elementary school guidance, as an emerging field, is supported by a perusal of current trends—both providing the reader with a significant contribution in Part II. The meager treatment (ten pages) of "Architectural and Financial Aspects of Guidance" adds little to the overall value of the book. Automation, with its emphasis on worker relationships and job satisfaction, would have been more meaningful in terms of vocational guidance (Chapter Three), not as a separate chapter (12). Duties, liabilities, confidentiality, and defamation are proportionately treated under the legal aspects of guidance. Freedom and restraint set the tone for counselor identity vis-a-vis the professional and ethical aspects of guidance, with the nature and description of counselor responsibilities formulated succinctly according to client, client's family and friends, employer and colleagues, referring source, profession, society,

and self. Philosophical suppositions dominate considerations of current issues and problems; the reconstructionist philosophy of education and the philosophy of education for national survival are interesting levers for a Filipino guidance orientation. The author extends deference to the feminine mystique or the development of the contemporary women, with his views on other recent issues dovetailing with Dunlop (see *Philippine Studies*, April 1970).

Overall, the book with its many tables, illustrations, references, and appendices makes a solid contribution to the area of guidance. Since a sharing of perspective is offered by Zaccaria, as a text, it could be profitably used by students in advanced courses such as: Principles and Procedures of Guidance, Organization of the Guidance Program and Theories of Counseling — even in the Philippines.

MAUREEN MCCARTHY