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## THE COUNSELLOR AS CONSULTANT IN THE DEVELOPMENT OF THE TEACHER-ADVISOR CONCEPT IN GUIDANCE\*

**ABSTRACT:** Students, teachers, counsellors and administrators will soon find themselves in a school setting which is quite foreign, and in some aspects beyond their wildest imagination. Ever-enlarging school facilities with resulting increased impersonalization due to sheer numbers, physical and financial limitations on the numbers of counsellors being appointed by school boards; increased demands and responsibilities placed upon counsellors, all make necessary an original and innovative look at the structural, organizational, and functional aspects of counselling and the total guidance program in our schools.

Since long-recommended counsellor-student ratios in the vicinity of 300:1 are not likely to materialize in the near future, we feel that it is our responsibility as practising counsellors to devise an approach which will best utilize those resources which already exist, so as to provide more than an "adequate" service to our students. We envisage the use of teachers, administrators, and community agencies in an overall guidance program for a particular school. Utilization of this innovation has been coined as the "teacher-advisor concept".

The central consideration of this entire proposal is to view student orientation as the primary goal and subject orientation as the secondary goal (i.e. teachers must realize that the student as an individual is more important than "covering the course"). Most students, during their school career, will have concerns which *to them* are of a major or minor nature. At these times, they want and need someone to whom they can talk on a personal and confidential basis. If a friendly and concerned (or interested) relationship can be developed between each student and one of his teachers (whom we label a "teacher-advisor"), then many of these concerns can be handled without directly involving a counsellor. Any situations that the teacher-advisor feels he cannot comfortably or adequately handle could then be referred to a counsellor.

Generally then, the attitude of students in the larger schools toward the process of education can be improved by greater attention and interest by the school staff toward the individual student. The "teacher-advisor" concept is one method by which this impersonalization can be minimized. Those classroom teachers and administrators who participate, can each be selected (or chosen) by a small number of students (approximately 20). Counsellors can therefore be freed from many routine and time-consuming guidance activities (most of which are important) so as to be available for crisis situations, referrals of a more serious nature from teachers, coordination of community resources, and the increasingly important role of providing in-service and consultative services for the teaching staff.

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## BACKGROUND

Take account of individual differences.

Meet children's emotional needs.

Provide for the *whole* child.

Give children love and security.

Respect children as persons.

The growth and development of children  
are the major aims of education . . . .

M. Krugman

The above quotation, although it contains many often-repeated clichés, briefly represents the school philosophy to which we, as counsellors, have been committed. It is not often that counsellors are given the unique opportunity to plan, develop, and implement a guidance and counselling program which would incorporate the basic tenets of this philosophy — limited only by general school board policies.

M. E. LaZerte Composite High School was designed to provide an individualized program for each student. Consistent with the philosophy of one student, one program, a variety of organizational patterns exists:

- (a) large group instruction
- (b) small group instruction
- (c) independent study
- (d) audit courses
- (e) team teaching

Traditionally, high schools have been built to resemble egg crates with teaching areas divided evenly to accommodate equal numbers of students and equal numbers of teachers. M. E. LaZerte has broken away from this method of construction, simply by doing away with walls to provide larger rooms, or by building walls to provide small (seminar) rooms. This flexibility in structure creates a requirement for flexibility in scheduling and methods of instruction. It goes beyond the physical classrooms (which now are seen as learning aids rather than confining forces) and into the community which becomes the laboratory for the study of life experiences.

For months prior to the school opening, interested teachers were interviewed in order to select a faculty which would be prepared to accept the responsibility and personal commitment to the school philosophy which views "student orientation" rather than "subject orientation" as the primary goal of the teaching and learning process (the student as an individual is more important than "covering the course"). An integral part of this teaching assignment was a relative unknown — the teacher-advisor role. That is, the teacher accepted a guidance role far beyond the usually accepted role as a classroom teacher.

The danger of increased impersonalization due to sheer numbers of students and staff, the physical and financial limitations upon the numbers of counsellors appointed (only 2 counsellors for 1200 students), along with increased demands and responsibilities placed upon

counsellors, made it necessary for us to examine the structural, organizational, and functional dimensions of counselling and guidance in order to devise an original and innovative total guidance program.

With this 1200-to-2 student-counsellor ratio, we felt that it was imperative that we best utilize those resources which already existed, so as to provide more than just an "adequate" service to our students and teachers. We envisaged the involvement of classroom teachers, administrators, and community agencies in a comprehensive guidance program for our school. The utilization of this innovation has been coined the "teacher-advisor concept."

All students during their school careers will have varying concerns which to them are important. At these times they want, need, and should have available some adult to whom they can talk. If a warm and concerned (or interested) relationship can be developed between each student and one of his teachers (i.e. "teacher-advisor"), then many of these concerns can be handled without directly involving a counsellor. Any situations which the teacher-advisor feels he cannot comfortably or adequately handle could then be referred to a counsellor.

Generally then, the attitude of students in the larger schools toward the process of education can be improved by greater attention and interest by the school staff toward the individual student. The teacher-advisor concept is one method by which this impersonalization can be minimized. Counsellors can therefore be freed from many routine and time-consuming guidance activities (as important as they are) so as to be available for emergency situations, referrals of a more serious nature from teachers, coordination of community resources, and the increasingly important role of providing in-service and consultative services for the teaching staff.

An early start on an in-service program was considered in order to fully implement the teacher-advisor concept as early in the school year as possible. Initially, the teacher-advisor role was vague, not only in our own minds but more so in the minds of the teacher-advisor designates. All teachers were initially comfortable with their new teaching assignments and although extremely willing and anxious, they were apprehensive about their teacher-advisor responsibilities (they had no content to work with as a teacher-advisor). Therefore, it seemed necessary to initiate brief in-service meetings as early as June. In theory, this appeared to be a "beautiful" approach; however, we ran into difficulty because many administrators in the schools from which these teachers were coming were unwilling to release them from their "old responsibilities." Consequently only a few of the faculty of 68 attended these in-service sessions, and even then they did not all attend at the same times. In September when it did seem feasible to organize these sessions with all teacher-advisors, we encountered still another obstacle — all teachers were involved in building and implementing new curricula which would provide individualized instruction. Thus the teachers were faced with a choice between two priorities — (1) building innovative and creative cur-

riculum (content) and teaching it, (2) becoming involved with students as teacher-advisors. Their main concern was time.

This was the setting — a new school plant, a committed teaching staff, and a student body which anticipated a new and exciting educational experience. We resembled a ship in a harbour ready to sail, outward bound. We were a group of people working together who were willing to attempt to chart and map out innovative and creative ways of educating young people.

### ORGANIZATION

As stated earlier, only two full-time counsellors were appointed to the school to *provide* a guidance program and counselling services. To be consistent with the school philosophy, all staff members were committed to the role as teacher-advisor, each with approximately 20 students assigned to them. Although in theory this organization seemed workable, a number of difficulties arose:

1. No time had been allotted for regular meetings of the teacher-advisor group, because student time-tables had to be computerized prior to school opening. It was impossible to schedule these meetings after regular classes in the afternoon since a large number of our students were being bussed in from rural areas. The only alternative was to call irregular meetings by shortening instructional periods. This created tension among some of the teachers because they felt that they were losing "valuable instructional time".
2. The roles of the curricular associate (department head) and counsellor were not clearly defined. We did know, however, that we could not function in our previous traditional roles. An additional factor was that one of the administrators was specifically responsible for "student affairs" which meant that the guidance and counselling program in the school was an area under her jurisdiction. Although this administrator was counselling-oriented, difficulties arose in distinguishing and differentiating between their administrative roles and the counsellors' roles in the teacher-advisor concept.
3. It was difficult to provide 68 different meeting places, with a limited number of teaching stations available.
4. Since many of the students in each teacher-advisor group were not in any of the teacher-advisor classes, it was very time consuming for both the student and teacher-advisor to contact one another. Consequently very few warm, genuine teacher-advisor — student relationships developed. Thus, although it was easy to communicate information concerning students to teacher-advisors, it was difficult for teacher-advisors to forward this information to their respective groups.
5. Many teacher-advisors encountered situations with individual students in their groups which they felt they could not adequately handle (aptitude, achievement, personal concerns). No clear referral procedures from teacher-advisors to counsellors had been developed.

6. As counsellors we became bogged down early in the school year with student self-referrals (since many students had not yet learned the definite role of school counsellor). To help overcome this situation our secretary's first question was, "Have you talked to your teacher-advisor?" If the response was "No" then she asked, "Is this something you could discuss with your teacher-advisor?" Only a negative response at this point would result in an appointment with a counsellor. Although this procedure reduced the number of self-referrals, an unexpected aspect developed. We did expect some referrals from teachers; however, because of their close involvement with students, teachers now identified many student concerns which ordinarily would have gone undetected. For some of these concerns teachers sought consultation, but for many others they felt uncomfortable because of their lack of counsellor training. In addition they did not have the time to devote to a possible long-term involvement.

Because of these six situations in which we were involved, two important things were neglected — the development of an in-service program for teacher-advisors and the coordination of community resources.

As a practical aid, teacher-advisors were provided with a Teacher-Advisor Handbook on the first day of school. This handbook contained such things as student interview records, personal data sheets, student time-tables, school regulations, post-secondary entrance requirements, and our rationale for the guidance and counselling program in the school.

An important person in the entire teacher-advisor concept is the guidance secretary — she must be more than just skilled in office routines. She is the first contact in counselling services for students, teachers, parents, and outside agencies. She must be sensitive to the needs of these people, yet must understand the limits of her role and remain objective in spite of being aware of many highly personal concerns directed through her.

One thing became evident — the counselling office had to become the hub of all student concerns. All appointments with teacher-advisors and individual students, all parent-teacher conferences, all initial involvements with community resource personnel were channelled through the guidance secretary. This meant that all student records were centered in our office rather than in the general office. Even the newly hired attendance clerk was located immediately adjacent to our offices. The four additional offices in the counselling suite were increasingly utilized by teacher-advisors in one-to-one meetings with students from their group. As our school was designated as an experimental "community school," one large office was shared between the regional Coordinator of Parks and Recreation and the Coordinator of Evening Extension Services. Their activities added another exciting dimension to our "student center."

Reorganization of many of the above-mentioned concerns will be discussed in the next portion of this paper under the heading "Activities."

## ACTIVITIES

Although limited, we did provide time for our staff development function to make ourselves more visible to staff as well as students. A series of meetings with teacher-advisors was arranged at intervals throughout the year, during their preparation period. As predicted, these meetings provided a valuable opportunity for teacher-advisors to communicate their feelings and concerns about their new involvement with students. It also afforded us with an opportunity to present ideas and group activities for them to use with their teacher-advisor groups.

Following these meetings with fragments of the staff, we realized the necessity to meet with the staff as a whole. Thus a series of faculty meetings was utilized to obtain total feedback on what was developing and to discuss changes which might be necessary. A number of approaches to these issues were tried. Probably two of the more successful exercises used were Flanders' "Force-Field Analysis," and handouts on change by J. Lloyd Trump and Kurt Lewin. Three major concerns emerged from these meetings:

1. Time Factor — not enough time available for teacher-advisors to adequately provide the kinds of services which they felt were necessary.
2. Artificial Grouping — Students were assigned to their teacher-advisor by a computer (a pre-determined number from each grade). Most students in each group did not have any other regular contact with their teacher-advisor. Consequently a warm friendly relationship did not develop as expected, and a communication problem arose — teacher-advisors had difficulty contacting their students and students encountered the same problem.

As previously indicated, staff were not initially prepared to give up instructional time for teacher-advisor time. However, these in-service meetings resulted in the staff requesting a regularly scheduled time to meet with the groups, and 20 minutes per week were provided. This partially satisfied the time problem; however, we were still faced with the artificial grouping.

After the Christmas break at a series of "prep-period" seminars with teacher-advisors, a tentative solution to the artificiality of the grouping was reached. It was decided to allow students to choose their teacher-advisor — since they now knew a number of teachers (from their classroom, original teacher-advisor, and extra-curricular activities). When we became bogged down in the mechanics to be involved in this selection (many teachers were apprehensive — they thought this would be a popularity contest) one of the staff members (rather than one of the counsellors), suggested a procedure which was fully accepted by the staff. Briefly, each teacher was provided with a sheet leaving 25 spaces. Students "signed-up" with the teacher of their choice as they followed their regular time-table. When a list was filled, the student selected his "next" choice. From some 1250 students, only 147 did not sign up. The following day, over 90

more students (who were either absent or undecided) selected their teacher-advisor. The remaining few were selected by teacher-advisors who did not have a complete group. Each group selected a representative to student government.

We allowed for another important innovation, which contributed to this successful change. Teachers who at this time were uncomfortable in the teacher-advisor role were provided with an alternative — the opportunity to “opt out” of this responsibility, provided that they assume another guidance function. Only 6 staff members chose this alternative, of whom two were librarians who felt they could make a valuable contribution by setting up a comprehensive vocational file.

Because we were working with a competent, highly trained, and enthusiastic staff, there were many individualists who from past experience and success found it difficult to operate effectively as part of a team. To reduce any feelings of “empire building” we felt it necessary to “import” an authority skilled in communication techniques. We therefore contacted and arranged for Dr. John Wallen to act in this role. Our original plan was to involve the entire staff for a two day live-in weekend seminar. However, some members of the staff claimed that it would be a financial hardship (a total of \$20.00) but in discussions with these people on an individual basis, we discovered that the underlying factor was their apprehension. No matter how much we tried to make it clear that this was a task-oriented communication workshop, those who hesitated were convinced that it would be a T-group or sensitivity group. After a number of meetings it was decided to bring in Dr. Wallen, but the seminar would be limited to 11 people — 5 administrators, 5 curricular associates (department heads) and the school’s business manager. The most important outcome of this seminar for these people was role clarification. These 11 people were able to “practice” the communication skills gained with members of their departments. The central school board administration, which had to approve the seminar, decided that they should take advantage of our foresight and planning to utilize this man’s skills for their “Staff Development” division.

#### *A. Activities of the Counsellor as a Consultant to Teacher-Advisors*

1. Orientation of teacher to teacher-advisor role.
2. Assessment — interest, personality, achievement, aptitude.
3. Vocational, educational, and financial assistance information.
4. Consultation regarding student programs — consistent with his abilities and interest.
5. In-service program of communication skills — interviewing techniques, learning theories, behavior modification, etc.
6. Consultation regarding program changes.
7. Classroom feedback concerning classroom and overall school atmosphere (school climate surveys).
8. Availability as consultant to teachers regarding classroom management.
9. Identification of prospective students for group counselling.
10. Case conferences involving parents, teachers, and students — achievement, attendance, and behavior.

11. Case conferences involving community agencies.
  12. General resource person.
  13. Personal concerns of teachers.
- B. *Activities of the Counsellor as a Consultant with Administrators*
1. School time-tabling.
  2. School program.
  3. School extra-curricular activities.
  4. Feedback regarding school climate as perceived by teachers.
  5. Feedback regarding school climate as perceived by students.
  6. Orientation regarding feeder schools:  
Parent orientation nights.  
Availability as consultant to teacher-advisors and their students.  
Psychological information on prospective students.
  7. Development of school philosophy.
  8. Involvement in administrative meetings regarding policy decisions affecting students and staff.
  9. Involvement in decisions regarding non-educational activities — smoking, school dress, hall behavior, etc.
  10. Matters involving disciplinary action.
- C. *Activities of the Curricular Associate — Counselling*
1. Consultation with and coordination of other counsellors on staff.
  2. Staff development:  
Working with and coordination of the four guidance teams.  
Preparing and operating an in-service program for teacher-advisors, to include interviewing techniques, group activities, referral procedures, resources for student information, etc.
  3. Group counselling — coordination and involvement.
  4. Crisis cases referred by other counsellors — coordination of all referrals to Bureau of Child Study and other agencies.
  5. Consultant to teachers through other counsellors.
  6. Consultant to administration (provide feedback on student views).
  7. Coordination of feeder-school guidance program.
  8. Orientation program — students, teachers, parents.
  9. Public relations — in cooperation with administration.
- D. *General Activities of the Counsellor*
1. Emphasis on group counselling, de-emphasis upon individual counselling (greater use of outside resources where possible).
  2. Coordinating the involvement of community resources.
  3. Consultants to teacher-advisors in their "teams."
  4. Resource people for these teacher-advisors.
  5. Involvement in orientation of grade-9 students, new teachers, parents, visits to grade-10 classrooms, etc.
  6. Involvement in testing program for students with insufficient data.
  7. Involvement in establishing and carrying out a calendar of events for the year.
  8. Provide information for school newsletters and newspaper (a "Counsellor's Corner").
  9. Participation in in-service program.
  10. Emergency counselling (self-referrals and referrals from teacher-advisors or administration).

11. Organization and coordination of case conferences.
12. Consultation with teachers, administrators, and students to coordinate educational activities — films, guest speakers, etc.
13. Clarification and implementation of referral procedures for teacher-advisors and students.

#### E. Observations

1. Teacher-advisors interact openly with counsellors.
2. The counsellor is not a threatening figure to the teacher-advisor.
3. Administrators view counsellors favorably.
4. Counsellors become influential in administrative decisions — particularly regarding general policies.
5. More open and honest communication between administrators and teachers has resulted.
6. Considerable time and preparatory work is necessary to define and clarify the counsellor's new consultant role.
7. More time must be allotted both formally and informally with teacher-advisors to develop trust and confidence.

### RECOMMENDATIONS

1. Further thought must be given to the method of selecting or matching students and teacher-advisors.
2. The role of the teacher-advisor, the counsellor, and the philosophy of the teacher-advisor concept must be clearly defined and then communicated to prospective teacher-advisors.
3. Additional time should be provided for teacher-advisors to carry out additional duties effectively — smaller number of class periods assigned to teacher-advisors.
4. It must be recognized that some teachers will be unable to or may not want to function as a teacher-advisor.
5. A ratio of one counsellor to every 20 teacher-advisors should be established.
6. Consideration should be given to the use of the school as a coordinating center for the involvement of outside agencies.
7. A "Rap Room" — to provide an opportunity for students and teachers to exchange views.
8. Teacher-advisor — student workshops — at least twice during the school year, a 2-day seminar should be set aside (all regular classes cancelled) for each teacher-advisor and his group to become involved in *their* choice of "worthwhile" activities. Attendance to be compulsory and each group to plan their time. Suggested timing: one session in late fall, a second session just before Easter.
9. Feedback sessions — twice during the school year. Each "team" could meet in the auditorium for a half day. This would provide students with an opportunity to interact with and give feedback to teachers and administrators. A more structured situation than the proposed "Rap Room."
10. Guidance advisory committee — to provide information and feedback for the guidance program. Composed of the following members:

1 classroom teacher.

1 curricular associate.

1 counsellor (curricular associate) — chairman.

the principal.

student activity coordinator.

4 students (1 from each "team").

This committee would review, plan, modify, and reorganize the guidance program.

11. Provision for one evening each month for those parents who cannot see a counsellor during normal working hours. This service should be organized on an appointment basis, from 4:00 p.m. to 9:00 p.m.
12. Teacher-advisor time must be incorporated into instructional time — this time could be also used for professional development. (At the time of writing, this recommendation appears to have been accepted.)
13. Informal group counselling — we must take advantage of situations in which there are groups of students who are not involved in what are normally considered to be "productive activities" (i.e. cafeteria, alligator pit).
14. Instigation and organization of write-ups from feeder schools regarding grade-9 students with special concerns (personal, academic, behavioral, etc.).
15. Counsellors must seek increased specialist training in order to continue to up-grade their skills and abilities in role-playing, group-counselling techniques, and play therapy.
16. Counsellors must be involved in in-service training programs and university studies, both in regular and extension classes. They must be continuously involved in self-evaluation and self-improvement.
17. Counsellors must become involved in family counselling. The troubled child only represents the troubled home. Whatever success the counsellor may have with a student within the confines of his office must be reinforced by initiating successful behavior changes within his home environment. This is particularly essential at the elementary level.
18. Counsellors must be more aware of the current pressures in the school and community under which students are operating — "they must be where the action is."
19. Counsellors must become more involved in public relations activities, and make use of the mass media to provide information about what counsellors do.
20. Through their professional organizations, they should provide feedback to the university to develop current, relevant counsellor-training programs.
21. They should assist school administrators to provide a climate conducive to "make the school fit the student" and not "make the student fit the school."
22. They must become involved in curriculum planning, development, and evaluation. Since the counsellor occupies a unique position

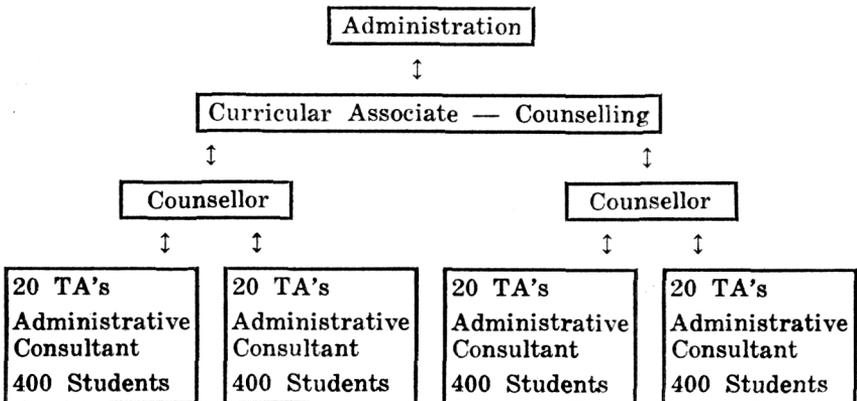
as a “confidant” of students, he knows where and how some parts of current courses are irrelevant. Since he should also possess considerable expertise in learning theory, he must be involved at all levels of educational processes.

23. Counsellors must energetically promote and encourage a far more personalized attitude in other staff members. They must be instrumental in promoting the concept that the teacher is a guidance worker. Therefore, teachers must be encouraged to take courses in guidance for classroom teachers at the university level.
24. Counsellors should consider the concept of a cooperative development of community preventive health services in conjunction with such agencies as Public Health, City Psychiatric Services, Social Development, and Provincial Department of Health. Such a center would provide efficient services for all members of the family, rather than the many varied and separate agencies, each dealing with a different member of the family.
25. Counsellors should give consideration to the use of the school as a coordinating center for the involvement of outside agencies.
26. Reorganization — ideally, we would envisage a guidance department in our school, consisting of *five* full-time trained counsellors. Making up this department would be a curricular associate, two male counsellors, and two female counsellors. However, in view of budget considerations, it is more realistic to propose the following organization for next year:

- A curricular associate.
- 1 full-time male counsellor.
- 1 full-time female counsellor.

Figure 1 will assist in explaining the role of the three positions.

Figure 1



Basically, each of the two counsellors would be responsible to approximately 40 teachers. The school could be divided, by population, into four "guidance teams." Each of these "teams" would be composed of one administrative consultant, twenty teacher-advisors, and approximately four hundred students. Each of the counsellors would be assigned to two of the four teams. The curricular associate would act as a consultant to the other counsellors as well as to the administration.

We must also consider the counsellors in our feeder schools for the following reasons:

1. Professional development — in-service seminars for counsellors; case study groups.
2. To provide accurate and consistent information to students before they get to high school.
3. Family involvement — cases where a particular family has children in more than one school.
4. More effective and efficient use of community resources.

### CONCLUSIONS

1. The counsellor is still an essential member of the school staff, but not in the traditional role.
2. The emphasis in the counsellor's new role must be that of a "staff developer."
3. The counsellor will be involved in most important school decisions — he will be regarded as the innovator of change.
4. The counsellor must develop an instrument to measure the effectiveness of the guidance and counselling program.
5. The counsellor can no longer hide behind closed doors. He must become increasingly more visible — to students, teachers, parents, and community resource personnel.

Innovation and obsolescence make their mark in the short time the commuter takes to travel to work and back. Can we — will we — find ways of coping with the harnessing of human good, the potential power inherent in social changes? Change and how people adapt to it is a crisis that faces all of us.

A way must be found to develop within the educational system as a whole, and in each component, a climate conducive to personal growth, a climate in which innovation is not frightening, in which the creative capacities of administrators, teachers and students are nourished and expressed rather than stifled. A way must be found to develop a climate in which the focus is not upon *teaching*, but on the facilitation of self-directed learning. Only thus can we develop the creative individual who is open to all of his experience; aware of it and accepting it and continually in the process of changing — Carl Rogers.

**RESUME:** Les étudiants, les professeurs, les conseillers et les administrateurs vont bientôt se retrouver dans un milieu scolaire qui leur est tout-à-fait étranger et, sous plusieurs rapports, qu'ils ne peuvent même pas imaginer. L'agrandissement continu des écoles et la dépersonnalisation croissante qui en résulte, les limites physiques et budgétaires qui affectent le nombre des conseillers embauchés par les commissions scolaires, tout cela rend nécessaire qu'on repense de façon originale la structure, l'organisation et les dimensions fonctionnelles du counseling et l'ensemble même des programmes d'orientation de nos écoles.

Etant donné qu'il est peu probable que soit réalisé dans le futur immédiat la recommandation formulée depuis longtemps d'un rapport conseillers-étudiants d'environ 300: 1, nous estimons qu'il est de notre devoir en tant que praticien du counseling, de concevoir une manière d'envisager les choses qui permettra d'utiliser au mieux les ressources actuelles, de façon à servir nos étudiants le plus adéquatement possible. Nous pensons à l'utilisation, à l'intérieur du programme d'orientation de l'école, des instituteurs, des administrateurs et des agences communautaires. Le concept de "l'instituteur-aviseur" nous semble bien traduire la mise en application d'une telle innovation. La principale considération d'un tel projet est de subordonner l'importance de la matière enseignée à celle de l'étudiant (i.e. les instituteurs doivent prendre conscience que l'individu-étudiant est plus important que "la matière à couvrir"). Durant leur carrière scolaire, la plupart des étudiants éprouveront des inquiétudes qui, de leur point de vue, seront plus ou moins sérieuses. Ils auront besoin à ce moment-là de quelqu'un avec qui ils pourront parler sur une base personnelle et confidentielle. Si chaque étudiant pouvait développer une relation amicale avec un de ses instituteurs (que nous appelons "instituteur-aviseur"), nous pensons que plusieurs inquiétudes pourraient être résolues sans l'intervention directe du conseiller. Les cas que l'instituteur-aviseur ne se sentirait pas à l'aise de traiter pourraient être référés à un conseiller.

Donc, généralement parlant, si le personnel administratif et enseignant des grosses écoles portait davantage son attention à l'individu-étudiant, ce dernier aurait une meilleure attitude à l'endroit du processus d'éducation. Le concept de "l'instituteur-aviseur" est une façon de minimiser la dépersonnalisation. Un petit nombre d'étudiants (environ une vingtaine) pourrait voir à la sélection des instituteurs et des administrateurs qui participeraient au projet. Les conseillers pourraient dès lors être libérés des activités d'orientation de routine qui mobilisent beaucoup de temps (activités qui sont pour la plupart importantes), de sorte qu'ils pourraient être disponibles pour les situations critiques, pour assurer la coordination avec les ressources communautaires et pour assumer le rôle de plus en plus important d'être conseiller auprès du personnel enseignant.