

have overlooked the importance of this human relations dimension.

notes

1. Many universities in Canada offer a non-thesis Master's program.
2. It is suggested that while all graduate students may be confronted with these problems, women graduates face "the additional hurdle of their sex." See P. Altbach, "Commitment and Powerlessness on the American Campus: The Case of the Graduate Student," *Liberal Education*, LVI: 4 (1970), 562-82.
3. J. Cortada and J. Stone, "Publication and the Graduate Student — Some Negative Considerations," *Educational Forum*, XXXVII: 2 (1973), 179-81.
4. W. Borg and M. Gall, *Educational Research: An Introduction*, New York: David McKay Company, 1971, 2nd ed., pp. 39-40.
5. Cortada and Stone, *op. cit.*
6. Altbach, *op. cit.*
7. C. Nordstrom, E. Friedenberg and H. Gold, *Society's Children: A Study of Ressentiment in the Secondary School*, New York: Random House, 1967, p. 8.

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Comments on "Unresolved Problems of the Graduate Student Role"

One wonders whether there is here anything other than the obvious — that people are apt to treat each other with less than the tact and the wisdom which are needed to bring out the best in a relationship; or that some professors lack initiative, or competence, or leadership, or — I may add — interest. But when all this is granted, would it be reasonable to prevent students from being teaching assistants or research assistants while they are students, in the interest of simplifying their status, so that their professor would appreciate their problems? Is not

the carrying of the multiple load (undergraduate teaching, course and seminar work, thesis research, etc.) precisely one of the important ingredients in the education of the student? The fact that the student's enthusiasm can be abused or that his labor can be under-valued is a valid concern, but no help is offered in the article as to how to prevent such abuses.

More particularly I disagree with some details: there is not enough "full-time" graduate work done in Education (or in Social Sciences or the Humanities for that matter), contrary to what page 61, paragraph 2 says. Regarding paragraph 3 on page 61, I would say that graduate students who are teaching assistants should not be given the ~~same~~ responsibility as professors. They are **not** professors, have not the professor's status and privilege, nor can they be expected to teach with the same independence and with full responsibility.

That professors do not always distinguish adequately (page 62, paragraph 4) between assistants who work *for* them, and graduate students who work *with* them is probably true. I think I know of an even greater problem, namely that students and professors sometimes work in mutual "ignorance," so that the student is often unsure whether his supervisor really is interested in the results of the research.

That a bright student with a publication list can sometimes be seen as a threat by faculty members — young or old, page 64, paragraph 1 — is again part of the human condition. But can productive or intelligent persons anywhere be sure that they do not arouse jealousy? And do such people not need to learn how not to provoke jealousy unnecessarily? Some intelligent people never learn this, though as graduate students they have as good an opportunity to do so as they will ever have.

I accept and underscore the plea on page 64, paragraph 4 that faculty members should agree and announce the role they wish graduate students to play. We really should do this over and over again. Student generations change rapidly; so do staffs, and new staff should learn, or challenge, the traditions of their departments.