An interview with
Hist. Dept. Chairman Dr. Norman B. Floyd

By Paula Kelly and Chris Coughlin

Journal: Do you believe the history requirement should be a
necessary requirement for everyone?

Floyd: Yes, I do. But I recognize it is less necessary for some
students than for others. And if I have had an exception in rare
cases when I think a student is being insufficiently challenged
but in 99 out of 100 cases I think the student should be exposed
to the history of his own culture.

If it were possible, I would like to have the few oriental students
we have exposed to the history of their present history culture rather than that of
Western civilization, unless, of course, they were going to be
dealing primarily with Europeans and Americans.

(Coughlin, Note: Dr. Floyd gave an example of a rare exception where
he waived an oriental student's previous schooling, and when they
were not well-disciplined in their

problem lies with the student or
any other course. Do you feel the
history requirement and consider it far more difficult than
other courses?)

Floyd: Anyone who does the work should pass the course.

Journal: When an answer is palpably
wrong or when it’s off-base or
even if it shows the student hasn’t
opened a book or attended a
lecture, of course he’s going to be
graded accordingly. And we know, too, that if the
student has any intelligence at all or if he’s honest with himself, in later years he’ll be much
more grateful to us than to these people who
who gave him something for nothing.

If I give a history student an
A; I want him or her to feel that
he or she has a grade that is really
meaningful.

Journal: Have you ever changed a
grade?

Floyd: I have been known to change a grade if I’ve been shown
in class I’ve been accustomed to
to getting away with A’s, B’s, and
C’s, for doing nothing. Unfortunately, there are still people right here on our own faculty who
wouldn’t dream of giving anything less than a C, not much less than
A-, but we (the history depart­
ment) can’t do that.

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Journal: What are the standards of
the history department at Suffolk?

Floyd: I don’t like to say far above.

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Grumewald says Floyd
to be replaced
as history chairman

By Paula Kelly

Dean Donald Grunewald, vice president and dean of the College of
Liberal Arts and Science,announced that he would like to see
some changes within the history department, including new and more
up-to-date courses, an alternative to the present requirement, and a
change of the present grading system.

When Dr. Grunewald was asked if he felt the present grading system
in the history department was unreasonable, he replied “Now that’s
another question. I would execute a little more mercy if I were grading the
exams, but I respect the high standards of the history professors.”

Dr. Floyd who will have reached the age of 65 by the end of this year
will lose this tenure and be replaced by a new history chairman. The
Journal asked Dr. Grunewald if the new chairman would be
appointed from within the present history department. “I don’t want to say at this
time,” said Dr. Grunewald, “but I hope it will be a younger man or
woman.

There is nothing more important than grading carefully and fairly,”
said Dr. Grunewald. “We look at the grades every year, and they do
appear on the low side, but they are consistently low.”

Dr. Grunewald feels the reason the low grades is a result of the ages
of teachers in the department, the inherent difficulty of the material, and
the high standards set by the department.

“I’m not entirely happy with the grading system,” said Dr. Grunewald. “I wish their judgements were more merciful, although I respect their judgements as professionals.

The history department sets its own standards that cannot be
influenced by the faculty or administration, said Dr. Grunewald, who

Cont. on P. 2
I don’t want to be regarded as unreasonable. I have not once, nor have any of my colleagues been accused of being unfair or unreasonable. PHOTO: Paula Kelly

Grungerwald reveals...

Towards the end of his talk, Dr. Grunewald shared some of his personal insights and experiences.

Cont. from P.1

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The recent issue of the "Suffolk Evening Shadow" carries a good deal of space devoted to recruiting members for the Evening Division Student Association (EDSA).

Any Evening student is eligible to join and vote to elect its 12-member Board of Directors. The trouble is not many seem interested. EDSA President Neil Duane has admitted the organization is interested.

Question of autonomy crucial in student gov. merger

Editor:

The trouble is not many seem interested. EDSA President Neil Duane has admitted the organization is interested. This spring they'll have an all-out effort for membership, and if this fails, they'll fold.

There are two ways the Senate could be composed. All members of the day and evening branches could belong or only five or six from each group making the Senate a smaller body and perhaps making meeting times easier to arrange.

When the weekly meetings are to be held would be decided at the beginning of the year by members of the Senate and each joint-separate meeting would be covered in full by the Journal.

Voting could be on an equal basis or proportionate to the number of students in each body, with three-fourths of the senate members needed to be present for a vote to be binding.

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The evening branch of a newly formed Student Senate would naturally meet at night while the day branch would meet during the day.

Each branch would have a separate treasury for funding events aimed at day or evening students in particular but the bulk of the treasury would be a joint account.

Once a week the two divisions would meet and vote on matters involving the school as a whole. When the weekly meetings are to be held would be decided at the beginning of the year by members of the Senate and each joint-separate meeting would be covered in full by the Journal.

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The merged funds would be divided three ways as suggested before-day, evening, and joint funds. The percentage of each would depend on the number of students and credit hours in each division.

All school clubs would be financed by the joint account. The money currently being used to publish the "Evening Shadow" would remain in the evening division as the schools' two papers would be merged, using two editorial staffs.

The entire financial setup will be dealt with next week with a look at where activity fees are being used and where the evening activity fees will come in.

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The Readers Write

Cont. from P. 3

requirement should be dropped. Or why they dislike the History Department so much?

If these students had specific statements to make, then why did they not make them?

One student says that the history requirement is a standard high school course. What do they mean by this: that you could take the same course in high school? This is so that you would not have to take it at school? One of the other students calls it a "fail." If the course is as easy as the first student suggests, how does she explain all those failures? Or does the first student really know what she is talking about?

The second student mentioned says that half of all the history courses did not pass the required history course. Yet, he doesn't tell us why these failed. Is it because the course is too hard or is it because those who failed didn't study as much as they should have?

We believe that the latter is the case.

As freshman Stan Wilson so aptly put it in his article, "There's a lot of work to do if you do it, you get along."

Norman Tetreault Jr.

Stephen Jogan

Janice N. Sicilano

Michael E. McMahon

Kevin Noonan

Editor:

On Wednesday March 1, between the hours of 1 to 3 p.m., this writer witnessed three murderers at Suffolk University. According to what scientists call "laboratory rats."

The purpose of this experiment was to learn about and identify the rat's heart, spleen and kidney. This information could be found in any elementary biology textbook. My question is why kill these rats for this reason?

The argument that states the study of lower life can help man understand his own systems is valid. However, the students who participated in this "massacre" are untrained in the area of discipline. In other words, they are butchers, not students provide with a few laughs, I find your editorial response in a response to a letter is when there is an error in fact. The very fact that you responded to the letter (and in such length) implies that you were somewhat unsure of your article in the first place.

Fair play, gentlemen, is not confined to news articles. You cannot expect everyone who reads your articles to know what you are talking about. It is your responsibility to explain all those failures. Or does the first student really know what she is talking about?

One of the more obvious symbols De Sica employs is that of Micol's enormous spotted dog. She is the symbol of her past, always looming ominously in the background but never fully recognized as a real threat.

She is the young person who visit the house refer to him as "a monster." And they tip toe past him, looking at anti-Semitism overpower the film.

One could only draw two conclusions after reading such humorless and inane articles. One, the writer was not planted to provide poor taste and actually incredibly bad journalism.

Mystified and interested, I decided to look further at what the writer was talking about. I looked on the course card to find out the reason, and she had written "I don't like the teacher." I looked up her grades and found she had flunked every one of my courses. I asked her why she didn't like the teacher. She said "some days I feel very much, other days you put me to sleep."

Somedays I almost put myself to sleep.

Why does this woman (or boy) to house watch and baby sit for extra money? Then why did she call me for more information.

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Barbara Morrison

Editor:

In writing this letter, I am taking advantage of your constant plea to "let us hear from you the reader." In the Journal issue of Feb. 28, there appeared a letter from "a concerned parent." Assuming the letter was written by one of your readers with a few laughs, I find your editorial response in a response to a letter is when there is an error in fact. The very fact that you responded to the letter (and in such length) implies that you were somewhat unsure of your article in the first place.

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