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"September '69" Program Evaluated

An analysis and evaluation of "September '69," the special four-day study of the learning process at Alverno to effect beneficial changes, are being made by the students, faculty and administration following joint participation.

Consensus of all three college sectors is that the experience was stimulating and enlightening, and achieved a rapport which will serve the college well in working out, through democratic procedures, improvements in the curricula and other areas. New programs from ideas the conferences engendered are expected to evolve, rather than suddenly emerge. Some proposals have been made, and are being

given careful study by students and faculty members.

Sister Joel Read, college president, said that the "September '69" sessions are expected to lead to student-faculty committees to collaborate on changes, some long range, other more immediate.

A spirit of open inquiry and search prevailed at a series of meetings, with all three of the college sectors represented and led by a special Antioch-Columbia college team, headed by Dr. Judson Jerome, one of the nation's leading proponents of innovation and experimentation in higher education. Questions were directed frequently to the Antioch-Columbia team. Alverno was figuratively placed under a microscope for a close-up view—what the college is, and what it hopes to become.

The discussions were frank and thorough, and opinions were frequently voiced, by individuals, and in behalf of groups. In addition to Dr. Jerome, the questioning was addressed to the student members of the team, Douglas Douglas, Nancy Mills and Nancy Timmins. The respondents stressed that

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Study Program Established for Public Careers

A study program in public administration, designed to qualify the woman student for a career in government service, is being offered by Alverno for the first time this semester.

The four-year program leads to a degree in bachelor of arts, with a major in political science, economics or the social sciences.

The program was worked out from the Alverno curriculum to meet a growing demand for women in governmental fields, and to facilitate their entering these areas.

Each student has the opportunity to set up specific courses with her counselor, in relation to her objectives.



Dr. Judson Jerome, noted educator and leader of the Columbia-Antioch college team; and Alverno student Kathy Ferbos, Chicago, appear engrossed at a "September '69" demonstration. The visiting team, students, faculty and administration together studied the learning process at Alverno for possible improvements and innovations.

'September '69'

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their answers were given as information, and that conclusions on what was best for Alverno were a matter for the college to determine.

The visitors are affiliated with the Antioch-Columbia field study center at Columbia, Md., in the Baltimore-Washington area. The center was set up by Antioch College, Yellow Springs, O., in conjunction with the "new town" of Columbia, created by the Howard Research and Development Corporation.

As a preliminary to 'September '69', Sister Joel explained its purpose.

"We desire to open to the students and faculty the necessity for and the challenge of rethinking and engaging in new methods of learning, primarily the independent learning of the students, the joint planning of courses between faculty and students, and the integration of field experiences with academic work," Sister Joel said.

"Across the country, students and faculty have been wrestling with the very difficult question of how to enter into more productive interaction with one another. Students have complained that the faculty dictates what they ought to learn as though they were omniscient, and faculties have complained that students are too inexperienced to have anything to say about what they shall need to know. Obviously, both groups have gotten themselves out on limbs.

"Here at Alverno, small as we are, we have the opportunity not to be trapped into such a dichotomy. On the other hand, we know from the suggestions from our Faculty Institute, and from students that we have much to do yet before teaching and learning are as integrated as we can make them.

"Alverno is open to constructive sound and reasonable change," she said. "We want to plan the semester together and work together with students, faculty, and administration.

"We will talk over the whole business of learning and approve it together."

"September '69" provided ample opportunities for interchange of views between all college groups. The sessions included separate meeting of the administration, faculty and students, with the visiting team available to answer questions, and faculty-student, faculty-administration and faculty-student sessions.

"September '69" had its origin in the curriculum committee of the Faculty Senate last spring. Student representatives were on the committee. During the Faculty Institute the idea was further broached, and plans worked out among volunteers from the students and faculty.