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ABSTRACT

Learning and teaching in the Madison, Wisconsin public schools is the focus of this newsletter announced here in a one time basis. The newsletter is issued monthly during the school year. The theme of this issue is the energy crisis, the environment, and careers. A monthly memo, a regular feature, introduces the theme, followed by ideas for the classroom. The major portion of the newsletter is devoted to the presentation of a simulation game, called Carenton Connector or Bypass Game. A newspaper, map, citizen questionnaire, and information cards constitute a simulation which encourages high student involvement in solving real community problems in planning and in environment. Career clusters related to the simulation are discussed. An Education Information System proposes a total school-community approach in gathering and cataloging useful, potential problem-solving information for community goals and problems. An article on a remedial physical education program is followed by a column voicing parent opinions and activities. Topics of past issues include human relations, math, foreign languages, inservice teacher training, and testing and evaluation. Issues are free from the Madison Public Schools, Public Information Office. (KSM)

THE ENERGY CRISIS, ENVIRONMENT & CAREERS

The Learning Tree

self

values

futures

interaction

MONTHLY MEMO

subject: energy crisis & the schools

The Madison Public Schools personnel have been changing past operational procedures for the last year and a half in a concerted effort to conserve energy. The initial efforts were in electrical consumption and several practices were instituted at the beginning of the 1972-73 school year. School areas that were not in consistent use were darkened when idle, alternate corridor lighting, reduced lighting in large areas not utilized for study and new power cut off times for ventilating equipment and motors were some of the measures enacted to conserve energy. The 1972 expenditures for electricity in the school system were $506,894.82 and the amount budgeted in 1974 is $633,617. This increase is due to two things, we were underbudgeted in 1972 and there will have been at least two rate changes by the end of 1974.

We are now conducting an analysis of actual kilowatt consumption in the year 1972 compared to the 1973 year. We will have those data at the end of December and will be able to determine the results of our efforts in conservation of electrical energy.

The heating situation is a complex issue because of the different types of buildings, heating plants and kinds of space that exist in schools. The district must heat over 4,000,000 square feet of space as it conducts its operations in 50 buildings. The cost for heating in 1972 was $399,678.71 and the 1974 budget amount is $479,613.

When the fuel crisis publicity developed this fall, the school personnel immediately began a study on conservation. This study was then validated by the Environmental Design Center at the University of Wisconsin.

The basic recommendation was that thermostats should not be turned down more than 10 degrees at night if any fuel was to be saved. The following nine programs were identified as techniques that would reduce comsumption:

1. Set unit ventilators and air handling units to cut off fresh air at 4:30 p.m.
2. School buildings are zoned into several areas for night time setback of the thermostatic controls.
3. Temperatures can be and are maintained in areas of schools where building permits have been issued.
4. Window areas have been reduced in old buildings such as the Administration Building, Cherokee School ll new school buildings.
5. The maintenance staff checks fresh air dampers as the air handling equipment is oiled, filters cleaned, and motors and belts checked. These units will continue to be checked.
6. Classrooms not actually housing children could be fully shut down to save heating, ventilating, lighting and cleaning.
7. Older buildings with large expanses of glass and gravity ventilation permit wide variances in temperature within a given space. The thermostat does not measure the temperature any place but at the thermostat.
8. It would be possible to petition the Dept. of Industry, Labor and Human Relations to reduce the amount of fresh air from 1/3 to 1/4 if necessary.
9. If activities in large group areas were curtailed during evenings or weekends, fuel could certainly be saved. Reviewing the instructional program, athletics and recreational use of buildings might provide some additional fuel savings. It will be necessary for the entire staff to cooperate in order to make and maintain the savings.

In addition most thermostats in all schools were reduced to 70 degrees during daytime hours. Some areas such as gymnasia have been reduced to 55 degrees while natatoriums are set at 75 degrees as the use of space dictates the temperature level.

There has been considerable publicity on schools closing for a period of time this winter and then extending the term through the month of June. This would cause considerable difficulty for many people and may not be the appropriate action. All buildings would remain heated during the shut down period, although at lower temperatures. Another suggestion would be to move spring recess into January and reduce the time required in June. To date the Madison Public Schools has received no recommendation or mandate to close schools.

The fuel shortage publicity indicates that the shortage is most acute in fuel oil and not in natural gas. There are eight schools that are entirely dependent on fuel oil and the other buildings are on natural gas, some on interruptable rates. Therefore, it is difficult to determine what effect the fuel crisis publicity will have on the Madison Public Schools.

The school personnel will continue efforts to conserve all forms of energy that are used to operate the buildings.

Douglas S. Ritchie

bulletin

RECEIVED
NOV 8 1973

from the Superintendent to all principals and directors

SUBJECT: **NATIONAL ENERGY CRISIS**

The existing energy crisis makes it necessary for the Madison Public Schools to undertake all possible means to conserve energy. We have reduced our consumption of electrical energy over the last year, and I express my appreciation for your continued efforts. Now the fuel supply is dwindling and we must assist in nationwide efforts to conserve our use of fuel oil and natural gas.

The existing state code provides for 70 degree temperature in schools. Effective Monday, November 12 all building thermostats in the school system will be set down to 70 degrees. The recent news stories suggest that we may be asked/ordered to lower the thermostats to 69 degrees. We will lower them below 70 degrees if the state code is waived and we do expect this to happen.

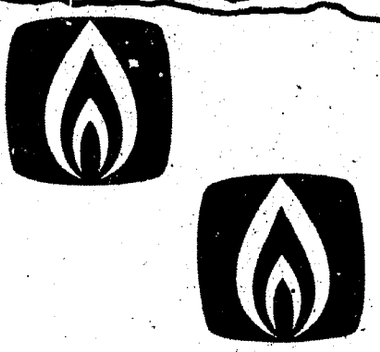
Please alert all staff and all students that the temperature in all buildings will be lowered on Monday to conform to state code and that we may be lowering the temperature level again.

The news stories are suggesting that we may be ordered to alter the school calendar. We have no official word on changing the school calendar (as of November 8, 1973).

There are other ways to conserve energy and I ask that every employee consider how every individual can help. Not keeping doors open at recess for extended periods of time, not lighting gymnasia when not in use, not lighting large IMC areas when not in use day or night (for cleaning) etc. are some ways we can help. Please consider other methods and suggest those methods to school principals and custodial personnel.

the superintendent suggests that . . .

Teachers might consider different techniques at different grade levels for the explanation of the energy crisis. Perhaps the schools can assist with the homes, businesses, etc. through teaching about fuel supplies, reasons for shortage, lower temperatures, slower speed limits, etc.



ACTIONS & IDEAS for the classroom

CARENTON GLOBE

carenton plans for future

students to be involved

We are all now aware of the energy crisis. Yet, there seems to be no energy crisis at Carenton High School—at least not among the students. They have expressed a high degree of enthusiasm for helping to interview Carenton citizens using questionnaires prepared cooperatively by Carenton City Planning Department, the Executive Committee of the Carenton City Planning Department, the Executive Committee of the Carenton Goals Program, and the University Survey Lab.

The students will learn interviewing techniques from specialists. Then they will interview citizens and pool the responses. With their math teachers, the data will be processed and the results analyzed. Next the students will compare what the real world really thinks and how those thoughts compare with their own.

everybody wins

The processed information will be turned over at no cost to City Hall and the Goals for Carenton program executive committee. Meantime, the students will have participated in a unique learning experience while being meaningfully involved in—and helping to direct the destiny of their own community.

How better can they come to *understand the real world while* learning of the who, how and why of planning for the future? It is these same students who, in a few years, will be in a position to work with their replacements to perpetuate the learning experience and citizens opinion monitoring process.

Some see the Carenton program being modified to meet other communities' local needs. Then through pooling results from communities around the state, help identify state goals which can then be ranked on a priority basis.

It is through coordinated community participation and continuing research that exciting new ideas are created about future patterns of change for Carenton.

citizens to help

Citizen friends often ask me what I think City Hall is thinking about between elections. City Hall friends often ask me how I think the citizens think City Hall is doing.

The Goals For Carenton program is making it possible for concerned citizens to see more of what is on City Hall's mind. And, through the program's citizen questionnaires, help City Hall monitor the concerns and attitudes of the citizens through citizen feedback on the community's key problems and issues.

Neighborhood meetings on these key concerns will provide our citizens further opportunities to express their wishes to City Hall.

Effective planning in Carenton should be a blend of professional research and citizen participation. The research is

aimed at identifying the realistic alternatives for the future, and citizen participation allows the people to select and refine the most suitable of these alternatives. In this way the goals program will make the most of Carenton's possibilities and represent the wishes of its citizens.

Do you know what kind of a city you want? Here is a chance to speak out for Carenton—to join a systematic planning process to permit quality to guide Carenton into and through the future.

Mayor Nanti established the Goals For Carenton program to plan today for Carenton tomorrow. The program will be guided by the Executive Committee of the Goals Program and coordinated by the City Planning Department.

Goals will be based upon the most current accurate information available. Social, economic and environmental patterns of development will be analyzed with cooperation from many concerned Carenton citizens, and data on the major forces affecting Carenton will be reviewed.

(continued on page 10)

CARENTON simulation game: MADISON students learn about community

EDITOR'S PREFACE

So often students only have a chance to read about the real world. They have to wait to cross some magic threshold before many of them can experience the whole business of community decision-making and problem-solving. More and more our schools are giving young people chances to become involved in a community concern, to shadow a career by looking over the shoulder of someone with a particular profession or skill, or to actually get out into a field, stream, forest, plant or office to "see for themselves" what the world is all about.

Strangely enough, it may take a ficticiously named community and high school — Carenton, in this case — for some students in Madison and elsewhere to plant their feet in the community through a new simulation game. The Carenton Connector or Bypass game will help students begin to understand the community, its problems and prospects, and the whole business of individual citizen and group responsibility in the community.

The name Carenton comes from the key words today of "careers" and "environment". Any of us can substitute the names Madison and any of our local high schools for Carenton and play the game with the real resources inventoried from our community and the real problems and projects that surround us.

Playing the Carenton Bypass Simulation Game, as found in the centerfold of this month's LEARNING TREE, is a little like playing the game of Monopoly, only in our schools we use real situations in the community. A close parallel for this student involvement problem-solving process would be the Charette process many Madisonians went through recently to come up with some answers for the State Street Mall question.

Although he has received a great deal of help from teachers and others here in Madison and from elsewhere around the country, the prime mover and stimulator for this total school-community gaming approach to careers and the environment is Dr. David Archbald. For many years his name was identified with the managing directorship of the University of Wisconsin Arboretum, and before that, he worked as a young ecologist in the Indonesian rubber plantations. Now we are fortunate in having him on the staff of the Madison Public Schools.

The following several articles will explain the goal-setting process and the whole game simulation business for our community. Think now of Madison when you read about Carenton.

TSC (total school-community) simulation gaming

Unlike most other simulation games, gaming the TSC approach involves real-world skills and processes (the EI or Education Information System and Community Goals Programming). That is, while other games are designed to impart information and concepts, TSC simulation gaming goes beyond this to provide "hands-on" experiences with these real-world skills and processes.

The game is a sort of "exercise mat" for the real-world, because following (or even during) the game, the skills and processes can be applied directly to the local school-community to inventory community resources for information relevant to specific game issues. The game, therefore, can provide the needed school-community bridge.

In summary, the Carenton Connector games encourages:

- Increased student involvement
- Student motivation through relevancy
- Individualized study
- Positive school-community interactions
- Effective matching of school and community needs with community resources
- Subsidization of the community and its schools through effective use of otherwise underutilized human resources
- Problem/issue oriented curriculum
- Interdisciplinary study
- Student learning of coding, information banking, and random access retrieval
- Sharing between schools and communities, with similar needs and resources, successful ways of using these resources for educational and community problem solving purposes

the carenton connector (bypass): GOALS

to instill in the participants:

1. An awareness of what the TSC (Total School-Community) approach means, that is,
   A. an understanding of the rationale and mechanics of the EI (Education Information) system.
   B. an understanding of how students can assist in setting priorities for community problems and issues, thereby enhancing community decision-making and planning.
   C. an understanding of how community resource cooperation between schools and their local communities can be increased.
   D. an understanding of how similar communities can share ways of using their respective local resources to meet their local needs.
2. A desire to explore and innovate with the TSC approach.
3. An understanding of some ways man-created systems affect each other and some ways man-created and natural systems affect each other.
4. An awareness and understanding of
   A. the 15 career clusters and a number of specific occupations within each cluster
   B. the content expressed by the key caree/environmental education concepts, (See section so labeled)
5. A desire to play the subsequent follow-up simulation games.

why game simulation?

Simulation gaming, as a classroom teaching technique, is still relatively new, and its full potential has not yet been completely established or evaluated. But there is much evidence that simulation games are an effective and highly motivating vehicle for teaching concepts, processes, and attitudes.

the key career/environmental education concepts

Comprehensive research at Ohio State University and the University of Texas identified eighty key career education concepts while a University of Wisconsin reseach program identified one hundred and twelve key environmental education concepts.

A Federally supported Title III ESEA grant made it possible for the Public Schools of Madison, Wisconsin, with University participation, to identify the twenty-three key concepts that were common to both career and environmental education. It is on these key concepts that the Carenton Connector game is based.

Four Fundamental Thoughts

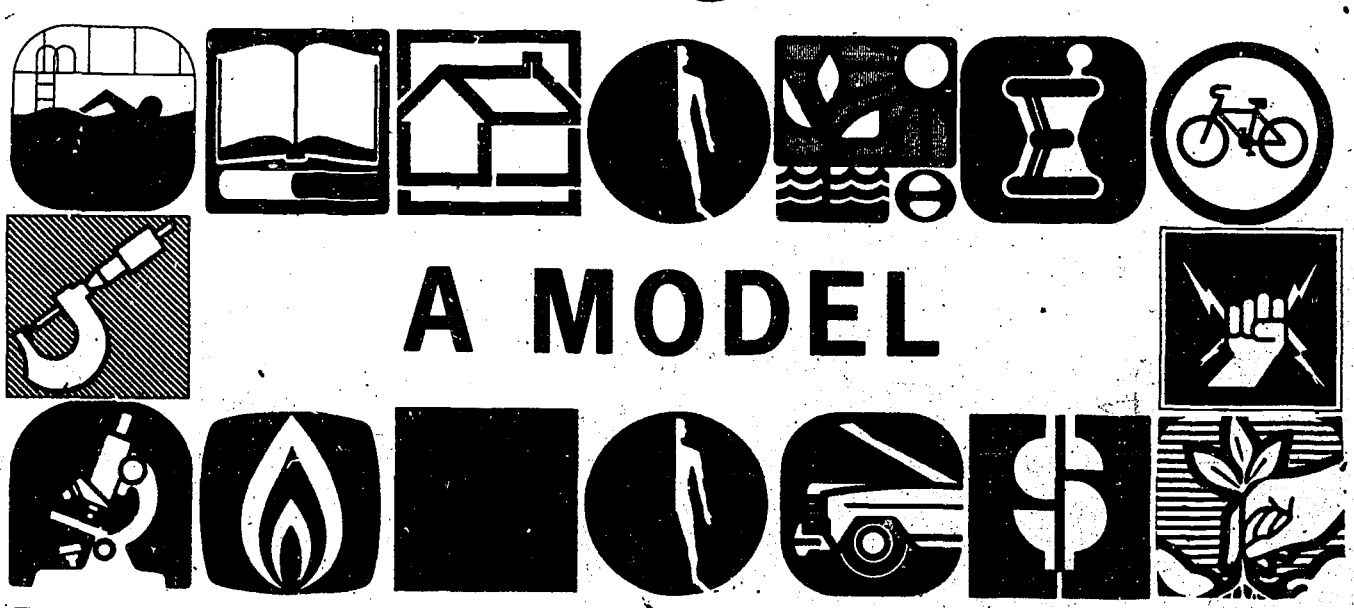
These key concepts emphasize four fundamental thoughts:

1. Concept of self—that a student must develop a positive self-image.
2. Interactions/interdependence/interrelationships/ cause and effect both between and among people and man-created systems and between man-created and natural systems.
3. No. 2 above often occurs over time so we should set goals both as individuals and as communities and plan cooperatively for the future.
4. Values energize the whole system—our treatment of ourselves, each other, and our social, economic and natural systems.

In short, all this comes down to five words - me, us, interactions, future, values.

This game relates our social values—concern for others, for health, recreation, convenience, esthetics and heritage, i.e., our social, economic, environmental priorities—through physical values on the landscape. This social-physical relationship is brought to life through student involvement in the game—through the choices and decisions voted upon and how these decisions might affect the future of the community.

playing the game:



A MODEL

The following is a format which covers the essentials for playing the school-community simulation game. You may wish to expand or diminish certain steps.

Setting the Stage for the Game

You may request the players to identify what they consider to be the major social economic and/or environmental concerns in their community and who and how these concerns might be dealth with. These can be listed on the blackboard.

Or you may find it more efficient with more student involvemen if these concerns are identified in small groups of 5-8 students. Then the concerns from all lists can be combined on a master list. The class may then wish to prioritize these concerns by voting.

About Carenton and the Game

You may distribute the first edition (gree) and second edition (yellow) of the Carenton Globe the details of which will be discussed later—probably at the next class meeting.

You may wish to ask the students to select a first choice and second choice of roles each would like to play in the game. The roles can then be matched with player interest.

Prioritizing Community Concerns

When you feel the Carenton concerns are sufficiently well perceived by the players, you may distribute the Citizen Questionnaire (orange) to establish the priority of concerns. This priority listing then helps guide the players in their allocation of money from city-county funds to preserve selected physical landscape values.

Player Role Assignment

You will notice that there are ten pairs of concerns on which the proposed Connector can impact. These are numbered on the orange planning maps.

For each concern in Carenton along the northeast alternative, there is a similar concern for the opposing group along its southeast alternative. Similarly with the north and south alternatives in the west portion of the Connector.

It is therefore necessary to see that player roles are filled for either both or neither concerns of each of the ten pairs. If a pair of concerns goes unattended, these concerns simply do not enter into the game play.

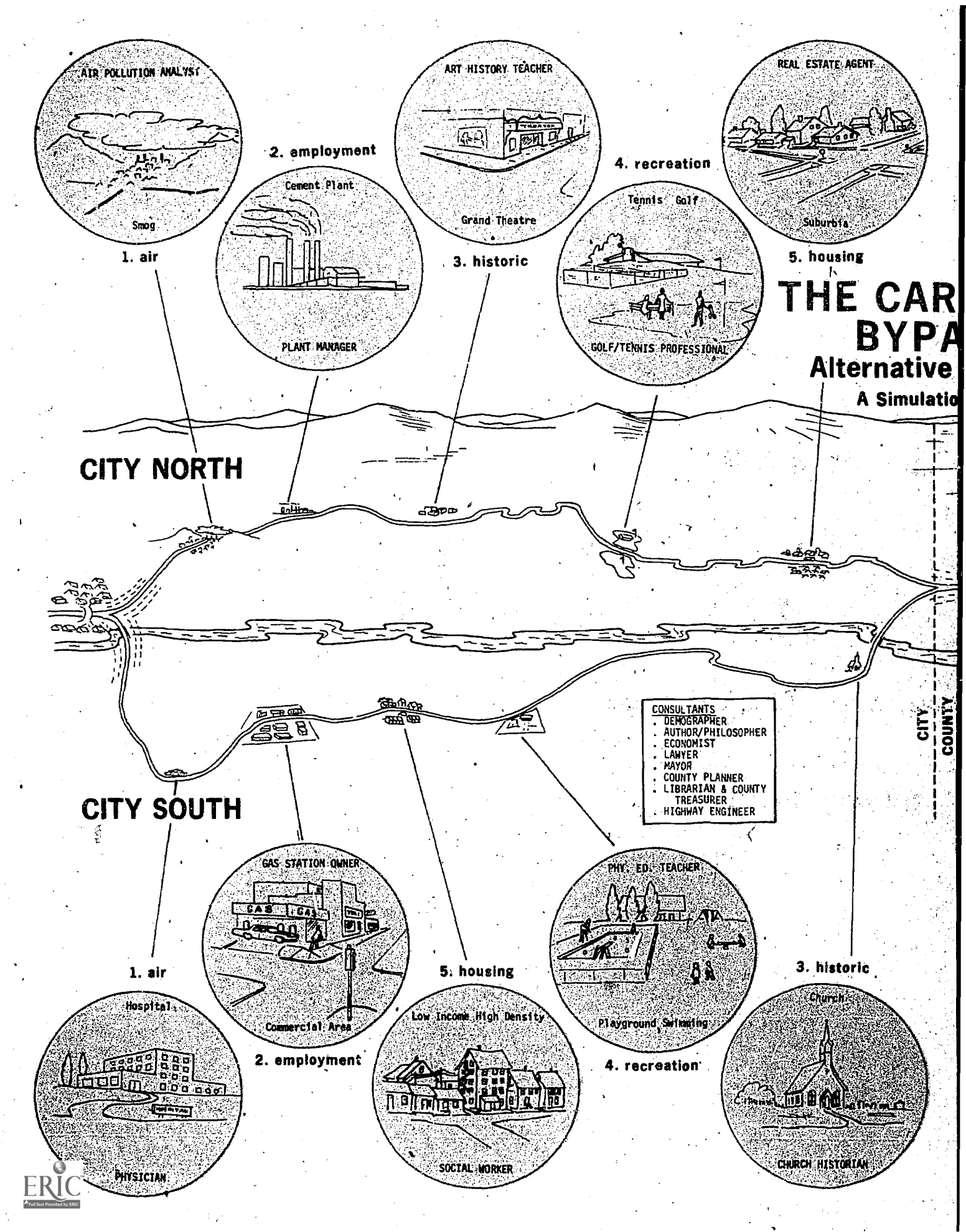
On the other hand, there is no limit to the number of participants which can play a particular role.

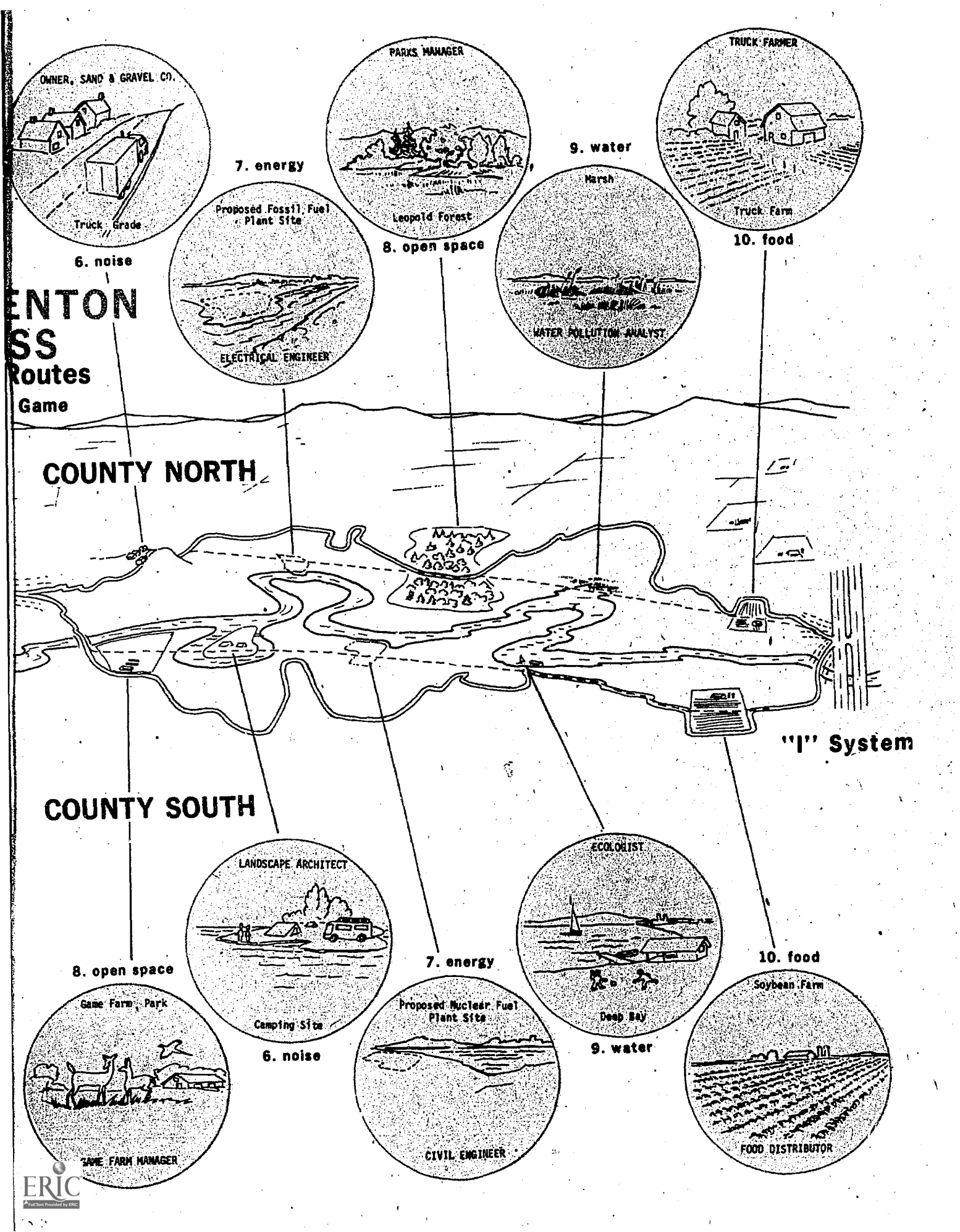
Example

If one student wants to play the ecologist role, 9, but none wishes to play the opposite role, the water pollution analyst, also 9, then either the ecologist role will have to be dropped or the water pollution role filled.

If, however, five or six students wish to play the ecologist or water pollution analyst role the students can be divided two on one side and three on the other. This will simply expand the amount of time and research devoted to deep water and marsh considerations. Or, you may wish to simply assign two, three or more pairs of your own choice.

(continued on page 10)


AIR POLLUTION ANALYST
Smog
1. air
2. employment
Cement Plant
PLANT MANAGER
ART HISTORY TEACHER
Grand Theatre
3. historic
4. recreation
Tennis Golf
GOLF/TENNIS PROFESSIONAL
REAL ESTATE AGENT
Suburbia
5. housing
THE CAR
BYPA
Alternative
A Simulatio
CITY NORTH
CONSULTANTS
. DEMOGRAPHER
. AUTHOR/PHILOSOPHER
. ECONOMIST
. LAWYER
. MAYOR
. COUNTY PLANNER
. LIBRARIAN & COUNTY TREASURER
. HIGHWAY ENGINEER
CITY
COUNTY
CITY SOUTH
GAS STATION OWNER
GAS
Commercial Area
2. employment
PHY. ED. TEACHER
Playground Swimming
4. recreation
1. air
Hospital
PHYSICIAN
5. housing
Low Income High Density
SOCIAL WORKER
3. historic
Church
CHURCH HISTORIAN


OWNER, SAND & GRAVEL CO.
Truck Grade
6. noise
7. energy
Proposed Fossil Fuel Plant Site
ELECTRICAL ENGINEER
PARKS MANAGER
Leopold Forest
8. open space
9. water
Marsh
WATER POLLUTION ANALYST
TRUCK FARMER
Truck Farm
10. food
ENTON
SS
Routes
Game
COUNTY NORTH
"I" System
COUNTY SOUTH
LANDSCAPE ARCHITECT
Camping Site
6. noise
ECOLOGIST
Deep Bay
9. water
7. energy
Proposed Nuclear Fuel Plant Site
CIVIL ENGINEER
10. food
Soybean Farm
FOOD DISTRIBUTOR
8. open space
Game Farm, Park
GAME FARM MANAGER

a game with real life ingredients

(continued from page 7)

Role Playing

Once the roles have been determined, players research information why the concern with which their role is associated must be protected by building the Connector over the other alternative route. Yet, players also explore ways to minimize harmful imparts on their opposite number concern.

Information Sources

a. The EI (Education Information) Card System. One quarter of the cards can be given to each of the four groups. Then by rotating the cards successively to each group, all groups will have access to all cards.

b. Game consultants. These players are provided with special information which they alone have and which is pertinent to the landscape concerns in the game.

c. Library or IMC

d. Community resource individuals, groups, and agencies.

Information Pooling

Each player of a given group is primarily responsible for gathering the information on his/her concern. But, in the researching of that information, facts and data on concerns of other roles will be identified which can and should be shared with other members of the same group.

Each role informs other group members about the major considerations surrounding the concern of that particular role.

Planning and Compromise

Based on the group's pooled information, the group determines how it wishes to allocate dollar resources from the dity-county fund to protect key features along the opposition's alternative route.

A major guideline for the group is the list of priorities established by vote at the beginning of the game.

City-County Resource Protection Fund

Each group has access to the city-county Resource Protection Fund. There are three levels of protection available for any given landscape value—none, partial, and total.

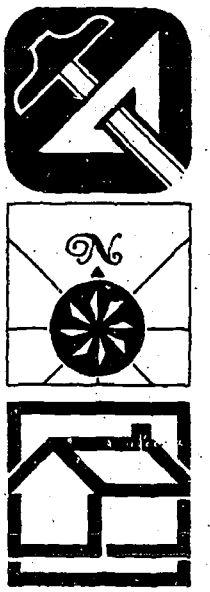
(continued from page 4)

CARENTON PLANS FOR THE FUTURE

The results will be published as definitive studies of Carenton's economy, environment, population, housing, land use, transportation, the central city neighborhoods and related policies.

It is from this research that specific, detailed knowledge is learned about how Carenton has grown in years past and how these growth trends may shape the City's future.

We need to plan now because the future is arriving much faster than expected.



students learn through public hearings

Preliminary Public Hearings

When you feel the players have collected enough information on any pair of concerns, from either the west or east section, to discuss these concerns, as Game Facilitator, you can call a public hearing.

The roles associated with these concerns give oral reports to the other citizen-players on why the Connector should be built over the other alternative. They also report what they are willing to do, if anything, to preserve the other group's threatened resource.

After the reports have been heard and discussed, the citizen-players from the other section together with the citizen-consultants, vote on which alternative seems preferable based on the arguments presented, funding offered to preserve the resource and the priority of the concern. The vote can be considered a preliminary decision.

Further public hearings are held on each pair of concerns. The hearings can be as short or as long as the Game Facilitator thinks worthwhile.

Final Public Hearing

After all the concerns that are being researched in the game have gone through a public hearing, there will be a final summary hearing. This makes it possible to add new arguments or drop old arguments in order to persuade all voting citizens that the Connector should be built over the opposing alternative route.

The final vote after this hearing determines the game's winning groups.

an interdisciplinary vehicle for all fifteen career clusters (that's the carenton connector/bypass)

The disciplinary breadth of both career and environmental education individually is extra-ordinary. Together, they involve essentially all disciplines at all grade levels.

The Carenton Connector game has taken advantage of this and identified representative player roles from all of the fifteen career clusters identified by the U.S. Office of Education. Additionally, the game information retrived from the EI System derives from interviews with individuals in careers or agencies directly related to one or more Carenton concerns. Hence, through the information associated with each career, students gain further insights into a great number of careers in each of the fifteen career clusters.

So, the key concepts and the game's real-world skills and processes can be communicated and implemented through almost any course or combination of courses. This makes possible a truly interdisciplinary, issue oriented, student-centered approach for interested teachers. Something educators are talking about a lot today but which is not often implemented because of limited know-how on doing it.

1. **Agribusiness and natural resources**
   - Truck Farmer–10 NE
   - Game Farm Manager–8 SE
   - Demographer–Consultants
2. **Business and Office**
   - Real Estate Agent–5 NW
   - Gas Station Owner–2 SW
3. **Communication & Media**
   - Author/Philosopher–Consultants
4. **Construction**
   - Electrical Engineer–7 NE
   - Civil Engineer–7 SE
5. **Consumer, Homemaking, Education Related Occupation**
   - Physical Educ[illegible]n Teacher–4 SW
6. **Environment**
   - Parks Manager–8 NE
   - Ecologist–9 SE
   - Landscape Architect–6 SE
   - Air Pollution Analyst–1 NW
7. **Fine Arts & Humanities**
   - Art History Teacher–3 NW

(continued on page 15)

students learn interaction of socio-economic with natural environmental systems

We extract resources from the Natural Systems to produce all products. First, we pollute with byproducts from production. Second, we pollute as these products pass through the Man Systems. And finally, we pollute when we return the consumed products to our air, land and water "disposal systems" which we concede are already pollutant overloaded.

Accordingly, at whatever level one is attempting to problem solve, all major factors should be considered—social, economic (Man Systems) and environmental (Natural Systems). To do otherwise, is short-sighted and courting development of problems of even greater magnitude.

So, while seeking social and economic solutions to immediate problems, just consideration should be given to those downstream, downwind and to those who will pass this way in five, ten or fifty years hence.

Therefore, as students learn their way into the socio-economic Man Systems through career education, they should also be learning to value their natural environment in terms of how its use and abuse impacts on others both today and tomorrow. They should be learning an environmental ethic—social conscience.

"It takes a lot of information to do good." So says Margaret Meade. Yet, the information explosion is making it harder and harder to gain access to target information—much of which is in people's heads.

We code and store, for easy access, books in our libraries. Why, not, then, inventory, code, and store for access the talents, expertise and interests of our community's human and educational resources, and our community's problems and issues so we can effectively match community needs with community resources?

In other words, the EI System makes it possible for students to gather and catalogue useful, potential problem-solving information. The information is filed so that both students and community members as well, will have easy access to it.

Hence, while the EI System utilizes students as data collectors and cataloguers, at the same time it provides them with useful and relevant educational experiences which lead eventually to identification and implementation of community goals — a Total School-Community Approach.

To maximize efficient use of any community's resources in achieving its identified goals, improved communications networking must be developed first at the community (primary) level and second, at the intercommunity (secondary) level. This can happen by joining existing communications technology to the EI (Education Information) SYSTEM. Then all of our communities through systems, cooperation and communications, can more effectively share in each others social, economic, environmental successes.

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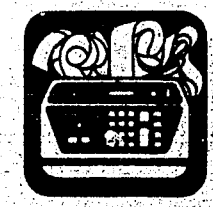
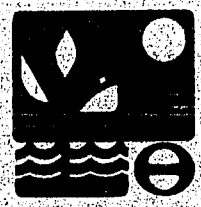
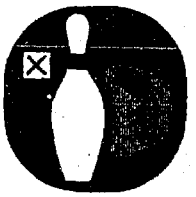




innovative and adaptive P.E. at Memorial



by John Olson
Memorial High School
Athletic Director

Madison Memorial has been working with several innovative programs in physical education in an attempt to meet the greatest number of individual needs, interests and to correlate with the diverse backgrounds of its attendance area residents. Among the programs presently under way are a K-12 articulation of expectations for students matriculating through the various levels of physical education.

Another program is the development of cardio-respiratory fitness norms for students at the high school, specific by age and sex. A third is a pilot program in non-failure, or continuous progress physical education wherein students are expected to attain certain behavioral goals appropriate for the natural skill levels anytime prior to their expected graduation date. If the student is of a superior skill level, he or she could finish in one to two years with the prescribed goals, and then demonstrate an annual fitness level maintenance by working in various open labs of his or her choice, or on advanced skills in various activities.

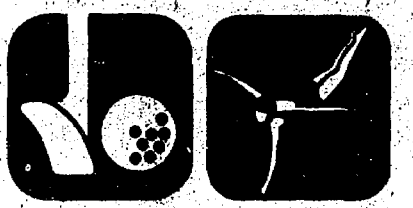
Co-ed Adaptive P.E.

A new program developed by Wally Schoessow of the Memorial physical education staff is the addition of two sections of co-ed adaptive or remedial physical education designed to work with children experiencing difficulties in neuro-muscular, social or orientation skills. Wally volunteered five hours each week of his preparation time to open these sections, and worked with the administration of the school to program the students into his sections.

Fitness, basic coordination skills, social skills and ultimately, mainstreaming these young people, have been the goals of the program during the past year, and have been partially attained as evidenced by the replacement of nine of the original class members into sections appropriate for their age and sex.

This year, Wally has been joined by Beth Emshoff and Gary Kolpin in the volunteer program in an attempt to provide more one-to-one instruction. Their four-week units covered thus far include bowling and social dance, with a projected curriculum covering golf, ball handling and projection skills, fitness, and weight control, tennis and cycling.

All three instructors report better attitude, more enthusiastic participation, less discipline and attendance problems and prospects of mainstreaming more students this year than in 1972-73.



PROJECT: SYSTEMS MODEL INTERFACING
CAREER AND ENVIRONMENTAL EDUCATION

Dave Archbald, Project Director, Madison Public Schools

GAME SIMULATION

Consultant/Advisors

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Jack Reed	Professor, Curriculum & Instruction, School of Ed., University of Wisconsin, Madison, Wis.
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Pat Muhlenberg	Rewrite Consultant

Madison Public Schools

Omar Kussow	Social Studies Coordinator
Linda Barrows	Marquette Middle School
Bernard Bazan	LaFollette High School
Thomas Klausmeier	Orchard Ridge Middle School
Richard Magnuson	Orchard Ridge Middle School
James Neefe	Schenk Middle School
Diane Pease	Sennett Middle School
George Shands	East High School
Annie Laurie Gaylor	West High School (student)
Ruth Lomazne	West High School (student)

TITLE III ESEA

parents SPEAK

concern over class size

by Jane Coleman
Parent Curriculum Advisory Committee

Concern over class size is very real to all of us. As a topic for PTA meetings, opinion surveys, questions to the Board of Education, and coffee klatches, it always takes top priority.

This fall the Madison Teachers Incorporated has taken a vocal position on this subject, widely publicizing their figures. The Board of Education also has publicized its figures and, in many cases, the two are disparate. Often, this has been a case of misunderstanding the difference between class size and teacher-pupil ratio. More often, it is a matter of extending our understanding of what our schools are trying to do.

The Steering Committee for PCAC strongly recommends that you visit your school, understand your situation and the reasons for it, talk with your child's teacher and principal. Figures alone cannot explain the numbers discrepancy you will find, for example, between a typical second grade, a sixth grade participating in the Sherman Math Program, and a high school typing class. Yet all, on paper, are subject to the same class-size standards.

What is happening to your child is what's important to you. Hoping that you will truly make the effort to become aware of your own situation, we feel the following statements will be of interest to you.

From the TEACHERS' COLLECTIVE BARGAINING AGREEMENT - January 1, 1973 to December 31, 1974 -

"Wherever feasible under the circumstances (e.g., availability of staff and facilities) in elementary, middle and high schools, the following standards are recommended for classes (excluding music, physical education, etc.):

a. No class should have more than thirty (30) pupils.

b. Classes containing concentrations of disadvantaged pupils should be reduced to a number which permits optimum learning opportunities for such pupils.

c. No teacher should be assigned the class responsibility regardless of the size of his classes, for more than 135 pupils.

"Charges of violation of paragraph 2 may be called to the attention of a committee which shall consist of 6 members, 3 appointed by the Superintendent of Schools and 3 by the President of Madison Teachers. This committee shall explore the problem and if a solution is mutually acceptable, the Superintendent shall so order the solution. Should the committee fail to agree, the study and findings by the committee shall be appealable to the Board of Education and arbitration in accordance with the grievance procedure set forth herein."

This committee did meet and the following report was submitted to the Executive Director of MTI and to the Superintendent of Schools on November 2, 1973.

"During the past several weeks the Joint Class Size Committee, consisting of ... members representing the Board of Education and Madison Teachers, have considered and reviewed volumes of data regarding this fall's class size situations in the Madison Public Schools at the elementary, middle and secondary school level.

Recommendations Made By The Joint Committee:

1. That one teacher be added immediately to Jefferson 6th grade staff.

2. That one teacher be added immediately to the Orchard Ridge 6th grade staff.

3. That the rest of the situations in the middle schools not be pursued further for this 73-74 school year.

4. That the class size in the secondary schools have been remedied to the extent that any situations at the secondary level not be pursued further for this 73-74 school year.

(continued on page 15)

joint class size committee

MTI	BOE
Mr. James Sime	Dr. Samuel Barosko
Mrs. Judy Cameron	Dr. Shirley Baum
Mr. Art Mann	Mr. Harlan Siebrecht

(continued from page 14)

5. That the class sizes in the elementary schools, with the exception of those at Muir and Leopold Schools are in agreement with the MTI-BOE Master Contract.

6. That the situations at Muir and Leopold Schools are in a state of flux and changes are being considered by the administration (Conan Edward's letter) involved. We request that status of the class sizes of these two schools as of December 21, 1973 be forwarded to the joint co-chairmen of this committee by December 31, 1973 for further consideration.")

Two conclusions become immediately apparent: 1) The public has been subjected to emotional and over-generalized publicity in regard to class size, and 2) the path to action is to discover your own individual situation, evaluate it and report any inconsistencies through the proper channels.

We cannot repeat often enough: Get into your own school. Find out what's happening. Find out why it's happening. Then, if it is not to your liking, speak up, but with authority!

in december

THE MONTHLY PCAC MEETING
will be held December 20th
at Sherman Middle School
1601 N. Sherman Ave.
beginning at 8:45 a.m.
The topic will be:
ROLE OF COUNSELORS,
SOCIAL WORKERS, AND
PSYCHOLOGISTS IN THE SCHOOLS

(continued from page 11)

FIFTEEN CAREER CLUSTERS

8. **Health**
   Physician—1 SW
9. **Manufacturing**
   Cement Co. Plant Manager—2 NW
10. **Marine Science**
    Water Pollution Analyst—9 NE
11. **Marketing & Distribution**
    Economist—Consultants
    Food Distributor—10 SC
12. **Personal Service**
    Social Worker—5 SW
    Minister—3 SW
    Lawyer—Consultants
13. **Public Service**
    Mayor—Consultants
    County Planner—Consultants
    Librarian/County Treasurer—Consultants
14. **Recreation & Hospitality**
    Golf and Tennis Pro—4 NW
15. **Transportation**
    Highway Engineer—Consultants
    Manager, Sand & Gravel Co.—6 NE

cover

(Peter Mollenhoff, Montesorri School)

One of the ways Madison Public School students are beginning to study the interaction between careers and environment is through a new community involvement simulation game, THE CARENTON BYPASS. See centerfold and accompanying articles.

(continued from page 12)

community resource individuals

There are many, many individuals in our communities able and willing to contribute time, skills and expertise to meet our schools' and communities' needs. But to do this, both the resource individuals and school-community needs must be identified and catalogued so we can effectively match our local resources and needs.

community resource groups and agencies

Another valuable educational resource, also underutilized, are community service oriented groups, e.g., League of Women Voters, Rotary, Jacees, Local clubs and associations, plus economic and task oriented groups and agencies–local business and industry, government agencies and university, college and school departments.

But to maximize educational utilization of these community resources, their interests and responsibilities must first be identified and catalogued so we can match a given community resource with a given educational need.

THE LEARNING TREE

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Madison, Wi. 53703

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