

1988

# Administrative Field Experience: Educational Service Center #17, Olney, Illinois

Joyce A. Carson

*Eastern Illinois University*

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Author

ADMINISTRATIVE FIELD EXPERIENCE

EDUCATIONAL SERVICE CENTER #17, OLNEY, ILLINOIS

(TITLE)

BY

Joyce A. Carson

B.S. EASTERN ILLINOIS UNIVERSITY 1978

M.S. EASTERN ILLINOIS UNIVERSITY 1982

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education (ED.S.)

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1988

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

12-9-88

DATE

12-9-88

DATE

ADMINISTRATIVE FIELD EXPERIENCE

EDUCATIONAL SERVICE CENTER #17

OLNEY, ILLINOIS

by

Joyce A. Carson

B.S. EASTERN ILLINOIS UNIVERSITY 1978

M.S. EASTERN ILLINOIS UNIVERSITY 1982

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education (ED.S.) in  
Educational Administration and Supervision at the Graduate  
School of Eastern Illinois University.

November, 1988

## ABSTRACT

Being the Director of an Educational Service Center is a position of challenge, responsibility, and leadership. The internship consisted of managing the day-to-day operations of the center and completing two major projects. The first project had been implemented in the center's Full Service Plan involving the recognition of exemplary programs. The second assignment was directed by the General Assembly in regard to family life-sex education.

The day-to-day operations involved managing the Educational Service Center #17's summer staff. The staff consisted of the bookkeeper and two secretaries. Leadership and management skills were necessary. Being punctual, being productive, setting goals, praising staff, and communicating effectively are examples of how the E.S.C. #17 office was operated during this internship.

"Praiseworthy Programs to Pattern" was a project designed to recognize exemplary school district programs in the areas of mathematics, science, foreign language, computer science, and reading. Task force members identified various academic programs in the E.S.C. #17 area. A resource guide was developed to recognize each program and its instructor. Questionnaires were mailed to all instructors to obtain necessary information. This data was transferred to a form, then computerized. Letters were written to the superintendents in districts where the exemplary programs were located. The letter contained a summary of the resource guide and its purpose.

A Resource Directory was created to satisfy a request from the General Assembly. The request was to develop a plan for regional delivery of family life-sex education. The directory housed listings of agencies, organizations, bureaus, clubs, projects, and resource people and materials which dealt with family life-sex education. The information was obtained by phone calls, letters, and visits to various agencies. All information was organized by the county in which it was located. A paragraph was written describing the type of service offered. A final section was developed which contained the names of resource people and materials which are available to the public.

The leadership role comes natural for the intern. The projects that were designed were fully completed by the intern. It was a valuable experience. The intern was given responsibilities with little direction on how to complete the tasks. There was a sense of satisfaction upon completion of the major projects. It was discovered that there is much job satisfaction encountered when given responsibilities with little direction and being praised for one's performance.

## ACKNOWLEDGEMENTS

I wish to take this opportunity to express my thanks to all individuals who were willing to assist me in the successful completion of this field experience.

A special thanks to Mrs. Marilyn Holt, Educational Service Center #17 Director, for providing me an opportunity for educational growth. I would also like to thank my internship advisor, Dr. Larry Janes, for his advice and guidance concerning this field experience. Betty Clutter and Lee Ann Samford must, too, be recognized for the outstanding job that was done on typing this project.

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## CHAPTER I

### INTRODUCTION

CHAPTER I  
INTRODUCTION

Background

The birth of the 18 educational centers began in 1985 as a component of Senate Bill 730. Legislation was approved by the Governor and the package became a law. Section 2-3.62 states that a regional network of educational service centers shall be established by the State Board of Education to coordinate and combine existing services in a manner which is practical and efficient and to provide new services to schools. Services to be made available by such centers shall include the planning, implementation and evaluation of: (1) Education of the Gifted, (2) Technology Service, (3) Mathematics, Science and Reading, (4) Learning Objectives/Student Assessment, (5) Illinois Administrators' Academy, (6) Staff Development, (7) Title II, and (8) Vocational Instructor Practicum.

Educational Service Center #17 serves twelve counties. Within these counties there are 60 different school districts. Twelve members make up the governing board. The members are appointed by the regional superintendents whose school districts are served by the educational service center.

Purpose

The Educational Service Center's function is a regional network of educational services established by the State Board of Education to coordinate and combine existing services in a manner which is practical and efficient and to provide new services to schools. The centers shall develop and deliver services designed to meet the needs of the schools. The following activities and responsibilities must be incorporated into each center's overall plan for delivery of services:

- a) to provide a variety of inservice training and staff development opportunities to improve the knowledge and skills of educators;
- b) to coordinate the communication and data reporting requirements from local and regional programs and services to the State Board of Education as these shall be designated by the State Superintendent of Education;
- c) to serve as a clearinghouse for educational information and research; and
- d) to serve as the primary regional delivery system for federal and/or state-supported programs and services in education as authorized in Section 2-3.62 of The School Code of Illinois (Ill Rev. Stat. 1985, ch. 122, par. 2-3.62) or as directed by the State Superintendent of Education.

Determination of the Project

Mrs. Marilyn Holt, Manager of Educational Service Center #17, and Dr. Larry Janes, Educational Administrator at Eastern Illinois University, met and discussed the possibility of a summer internship being offered through the Educational Service Center. According to Mrs. Holt, summer is the center's busiest time of the year. All

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<sup>1</sup>Illinois Administrative Code, Chapter 1, S. 500.10.

projects and activities must be completed plus the current year's Full Service Plan is also brought to a closure. Mrs. Holt's consultants are hired on a ten-month contract; therefore, her administrative team is not employed during the summer months. An internship would allow Mrs. Holt to be out of the office attending meetings and taking care of business while a professional remained at the Service Center.

On January 19, 1988, a meeting was held with Mrs. Marilyn Holt and Dr. Larry Janes to confirm this internship. Also, at this meeting discussions were held to decide what tasks were to be assigned to the intern. The following tasks were discussed and agreed upon:

Three Big Tasks:

1. "Praiseworthy Programs to Pattern" is a resource guide the intern will develop from start to finish. This guide houses exemplary program descriptions in five curriculum areas. This activity is a part of the 1987 E.S.C. #17 Full Service Plan.
2. "Family Life/Sex Education" Resource Directory is a directory that represents all twelve counties in the E.S.C. #17 area. Members of the Family Life/Sex Education Advisory Committee submitted a variety of services in their geographical area. All of these human resources and services will be compiled into one guide.
3. "Successful Principals - Improving the Odds" will be presented on August 11, 1988, at Challenges and Choices in Education. This is an hour presentation highlighting what a principal must do and the qualities he/she must possess to be successful in the eyes of students and staff members. The research was completed on this topic as part of the requirements for the field experience project. The research paper is found on pages 28 to 65.

Five Smaller Happenings:

1. Hudsonville's At-Risk Grant proposal will be examined. Barbara Heleine and the intern will extensively review their first-time grant proposal. Suggestions will be offered on the wording, the type of supplies and materials needed in an early childhood program, and the budget. Each line item will be discussed in detail.

2. Administrators' Academy - It is the responsibility of the E.S.C. #17 staff to welcome and register all participants, introduce the speaker and handle the program evaluation. The evaluation tools and summaries will also be compiled.
3. A new advertising brochure for E.S.C. #17 will be designed plus cover designs for both of the directories previously mentioned.
4. Motivational Workshop - Instructional Motivation Workshop will be presented at Eastern Illinois University to an "Effective Teaching Practices" class.
5. On July 5, 1988, at 1:00 p.m. a meeting will be held with an I.M.R.F. representative. The goal is to master the mechanics of filling out forms for new accounts. The intern will be present for this meeting.

RESUME

JOYCE A. CARSON

R.R. #2	Birthdate:	7-8-57
Cisne, IL 62823	Height:	5'9"
Home Phone: (618) 673-2777	Weight:	140
Office Phone: (618) 673-2156	Marital Status:	married
	Children:	1

**I. OCCUPATIONAL GOAL**

Educational Administration/Superintendent

**II. EDUCATION:**

- A. Presently working toward a Specialist Degree in Educational Administration
- B. 1982: M.S. in Education . . .Eastern Illinois University  
Charleston, Illinois  
Major: Educational Administration
- C. 1978: B.S. in Education . . .Eastern Illinois University  
Charleston, Illinois  
Major: Elementary Education  
Special Education
- D. 1975: High School Diploma . . . . . Cisne High School  
Cisne, Illinois

**III. CERTIFICATION:**

- A. Illinois Type 03 K-9 Elementary
- B. Illinois Type 10 K-12 Learning Disabilities
- C. Illinois Type 75 K-12 General Administrative

**IV. SCHOOL INVOLVEMENT:**

- A. Member of Illinois Principals Association
- B. Member of Phi Delta Kappa
- C. Member of English/Language Arts Task Force
- D. Member of the Family Life/Sex Education Advisory Committee

**V. COMMUNITY INVOLVEMENT:**

- A. Member of the Teen Leadership Conference Committee
- B. Member of the Cisne Christian Church (Sunday School Teacher)
- C. Member of the Cisne Middle School Booster Club
- D. Member of the Cisne Reading Center
- E. Past member of Business and Professional Women's Club, Inc.

**VI. ADMINISTRATIVE - TEACHING EXPERIENCE:**

- A. 1987-Present North Wayne C.U.S.D. #200, Cisne, Illinois  
Cisne Middle School  
Building Principal and Special Education Coordinator

- B. 1984-1987 North Wayne C.U.S.D. #200, Cisne, Illinois  
Mt. Erie Elementary School  
Kindergarten Instructor and Building  
Principal
- C. 1980-1984 North Wayne C.U.S.D. #200, Cisne, Illinois  
Cisne High School, Cisne Middle School,  
Johnsonville Elementary School  
Learning Disabilities Resource Instructor  
(K-12)
- D. 1978-1980 Merriam Grade School, Merriam, Illinois  
Learning Disabilities Resource Instructor  
(K-8)

**VII. WORK EXPERIENCE:**

- A. Initiated, developed and co-directed an At-Risk Program for children ages 3-5.
- B. Co-Directed Chapter I Program for grade levels 1-8.
- C. Chaired a committee of staff members on developing and implementing a 4-county teacher in-service program.
- D. Interviewed and recommended personnel to the Board of Education.
- E. Coordinated a districts' special education program K-12.
- F. Prepared annual budgets and reports for various federal, state, and local programs.

**VIII. OTHER:**

- A. Educational Administration E.I.U.--"Warner Presidential Award" scholarship recipient--April, 1988.
- B. Illinois State Board of Education--"Those Who Excel Award"--November, 1987.
- C. Business and Professional Women's Club, Inc.--"Young Careerist"--March, 1980.

**REFERENCES:**

Victor C. Buehler, Superintendent  
North Wayne C.U.S.D. #200  
P.O. Box 235  
Cisne, Illinois 62823

Dr. Larry Janes  
Eastern Illinois University  
211 Buzzard Building  
Charleston, Illinois 61920  
(217) 581-2919

Mr. J. Gregory Reynolds, Superintendent  
New Berlin C.U.S.D. #16  
Ellis Street  
New Berlin, Illinois 62670  
(217) 488-6111

MRS. MARILYN HOLT

E.S.C. #17 DIRECTOR

E.S.C. #17's Governing Board appointed Marilyn Holt as its Director. This selection required much thought and consideration due to the importance of the position. Since service centers were new to education, it was of great importance to choose a person who had the ability to successfully represent the E.S.C #17 area. Considering Marilyn Holt's diverse background and educational involvement, she was deemed as the best choice for the director's position.

Mrs. Holt began her teaching career in 1967 as a junior-senior high mathematics teacher. In 1970, she became involved in teaching a self-contained third and fourth grade classroom at the elementary level. Marilyn Holt left education in 1973-1975 to begin a family. After being away from the school setting for two years she accepted a position as a K-5 Developmental Mathematics Specialist. While in this position, Marilyn consulted, planned, implemented and evaluated a K-5 mathematics program. In 1976 Mrs. Holt once again left education for a period of four years to assist in the operation of a large farming enterprise.

During the 1980's school districts were making an effort to expand their curriculum to include career guidance. Mrs. Holt accepted the position of Career Education Specialist (1980-1984). During this time her major role was one of consulting in a twenty-seven county area. Coordination of inservice programs, grant development and presentations were other responsibilities for Mrs. Holt.



From 1984-1986 Marilyn was the Director for the Southeastern Illinois Career Guidance Center. Her major responsibilities included planning and implementing a budget, staff development, grant development and communication with state and local education agencies.

The years spent in education from 1967-1986 were actually the ground work and experience for the future opportunities. In 1986 Marilyn was appointed Director of a twelve-county Educational Service Center. The major responsibilities for Director Holt are: supervision and evaluation of staff, budget development and management, working with the governing board, planning and coordinating activities for administrators and staff in 59 school districts, grant development and technical assistance and effective communication with state and local education agencies.

Mrs. Holt is highly skilled at being an educational leader. With the variety of jobs and experiences she has encountered, Marilyn is extremely capable of successfully managing E.S.C. #17. The author was fortunate to be able to work with Mrs. Holt as a director. Managing people appears to be one of Marilyn's greatest strengths which is extremely important in a leadership/management position. Watching others grow in the educational profession is exciting and rewarding for Mrs. Holt; therefore, she is always searching to find opportunities for others. Mrs. Holt is the picture of dedication and excellence to the profession. Mrs. Holt is indeed one of the best.

**RESUME**

**MARILYN HOLT**

Rural Route 2, Box 132  
Cisne, Illinois 62823  
(618) 854-2680

Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450-2170  
(618) 395-8626

**PROFESSIONAL EXPERIENCE**

**Educational Service Center #17, Director (1986 to present)**

The administrator of a twelve-county Educational Service Center with responsibility to plan, implement, and evaluate programs in reading, math, science, administrators' academy, vocational instruction practicum, learning assessment plans, computer technology, gifted education, staff development, and other programs as assigned by the Illinois State Board of Education.

Major responsibilities include:

- Supervision and evaluation of center staff
- Budget development and management
- Working with eleven-member governing board
- Planning and coordinating activities for administrators and staff in fifty-nine school districts
- Grant development and technical assistance
- Effective communication with state and local education agencies

**Southeastern Illinois Career Guidance Center, Director (1984-1986)**

Director of thirteen county program, responsible for staff development and grant administration.

Major responsibilities:

- Planned and implemented budget
- Provided staff development for guidance counselors and vocational teachers in thirteen counties
- Grant development and administration of grants
- Communication with state and local education agencies

**Southeastern Illinois Career Guidance Center, Career Education Specialist (1980-1984)**

Consultant for a twenty-seven county career education program

Major responsibilities:

- Coordination of in-service training programs for administrators and teachers
- Grant development
- Presentations for teachers and administrators

Double "M" Farms (1976-1980)

Co-owner and Operator of one thousand-acre farming operation

Major responsibilities:

- Child care
- Bookkeeping
- Coordinator of six part-time laborers

Additional responsibilities:

- Supervisor of township
- Consultant for pre-screen testing
- Consultant for developmental mathematics

NORTH WAYNE COMMUNITY UNIT #200 (1975-1976)

K-5 Developmental Mathematics Specialist

Major responsibilities:

- Planned, implemented, and evaluated a K-5 developmental mathematics program which increased students' understanding of mathematics and basic skills.
- Served as a consultant to area schools.

Double "M" Farms (1973-1975)

Co-owner and operator of one thousand-acre farming operation

Major responsibilities:

- Child care
- Bookkeeping
- Planning and organization of household

Additional responsibilities:

- Home Bound Teacher

Johnsonville Grade School (1970-1973)

Classroom teacher - grades three and four

Additional responsibilities:

- Cheerleading sponsor
- Secretary of Parent-Teacher Organization
- Program Chairman for Parent-Teacher Organization

Girard Junior-Senior High School (1967-1969)

Mathematics teacher

Additional responsibilities:

- Cheerleading sponsor

EDUCATION

**Eastern Illinois University, Charleston, Illinois**

Educational Administration

Master's Degree to be awarded December, 1988

**Southern Illinois University, Carbondale, Illinois**

Vocational Education

**Olney Central College, Olney, Illinois**

Elementary Certification Requirements (1972)

**Blackburn College**

Bachelor of Arts (1967)

Mathematics

CERTIFICATION

Type 75 - General Administration (to be awarded December, 1988)

Type 09 - High School 6-12 teaching (1967)

Type 03 - Elementary K-9 teaching (1972)

PROFESSIONAL ORGANIZATIONS

Association for Supervision and Curriculum Development

Eastern Illinois University Administrators' Advisory Committee

Illinois Association of Rural Education

Illinois Association of School Administrators

Illinois Community Education Association

Illinois Curriculum Council - Executive Board

Illinois Teachers of Mathematics

Illinois Township Officials

Illinois Vocational Association

Illinois Women in Administration

Mt. Vernon Conference Committee

Phi Delta Kappa

Southern Illinois Educational Service Center Advisory Committee

PROFESSIONAL STRENGTHS

Planning and Organization  
Staff Supervision and Evaluation  
Communication  
Networking  
Motivation  
Staff Development  
Curriculum Development  
Public Relations

PRESENTATIONS (1987-1988)

Edwards, Wabash, Wayne and White County Institute - Cisne,  
Illinois, "Have You Hugged A Teacher Today?" September 26, 1987

Mt. Vernon Conference - Mt. Vernon, Illinois, "The Illinois  
Administrators' Academy," October 29-30, 1987

National Principal's Convention - Green Bay, Wisconsin,  
Facilitator, March, 1988

Building Fairness Conference - Marion, Illinois, Luncheon Speaker,  
"The Role of Women in Today's Changing Society," April, 1988

Citizen's Advisory Council - Fairfield, Illinois, "Educational  
Service Center #17 - Role and Services," May, 1988

PUBLICATIONS (1987-1988)

Grants

Educational Service Center #17 Full Service Plan

FY '86 - \$285,000  
FY '87 - \$348,000  
FY '88 - \$342,000  
FY '89 - \$348,000

Career Guidance Center Proposal

FY '84 - \$60,000  
FY '85 - \$60,000  
FY '86 - \$60,000

Reports

Educational Service Center #17 Annual Report - FY '86 and FY '87

Educational Service Center #17 Family-Life Sex Education Report  
(April, 1988)

Article

"Educational Service Centers: Your Board's Partner in School Reform," Illinois School Board Journal, January/February, 1988.

COMMUNITY SERVICE

Supervisor of Elm River Township (1976 to present)

Member of Governor's Rural Task Force (1987-1988)

Democratic Precinct Committeeman (1984 to present)

Mt. Erie Christian Church (1984 to present)  
Sunday School teacher and pianist

Cisne Little League (1983 to present)  
Coach (1983-1984)

Mt. Erie Parent-Teacher Organization (1978-1985)  
President (1978-1980)

Know-Power Committee (1986 to present)  
Mt. Erie Chairperson (1988)

CREDENTIALS

Available upon request from:

Placement Center  
Student Services Building  
Eastern Illinois University  
Charleston, Illinois 61920

PROFESSIONAL REFERENCES

Samuel T. White  
Regional Superintendent of Schools  
Clay, Jasper and Richland Counties  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450-2170  
(618) 392-4631

Dr. J. Pat Garrett  
Acting Superintendent  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
(618) 244-3700

PROFESSIONAL REFERENCES (continued)

Dr. J. Kenneth Hill  
Superintendent  
Nashville High School  
RFD #3  
Nashville, Illinois 62263  
(618) 327-8286

Dr. Robert Buser  
Department of Educational Administration  
and Higher Education  
Southern Illinois University  
WHAM Education Building  
Carbondale, Illinois 62901  
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Dr. Sharon Roberts  
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First Bank and Trust Building, Suite 214  
123 South Tenth Street  
Mt. Vernon, Illinois 62864  
(618) 242-1676

Ms. Dianne E. Ashby  
Program Development and Delivery Section  
Illinois State Board of Education  
100 North First Street  
Springfield, Illinois 62777  
(217) 872-5728

**CHAPTER II**

**RESEARCH**



## Improving the Odds

The 1980's have brought a challenge and regeneration to education. With the national, state, and local focus on excellence in education, pressure and constraints have been placed on those connected with the school. One might believe that the odds are against education with the existing pressure of productivity and accountability. What effect does this pressure have on administrators? It places them in a position of having to be more accountable. Administrators are the key to success within the school setting. They can make the difference - they can improve the odds.<sup>1</sup>

Exemplary schools have principals who know what it takes to get the job done and are not afraid to do it. Successful principals are innovative, enthusiastic, creative, and knowledgeable. They are often the major factor in their schools' success. There are a variety of techniques the principal can use that will influence the students, staff, parents, community and board - and make his/her school the best it can be.<sup>2</sup>

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<sup>1</sup>Don L. Fuhr, "The Three Don'ts of Leadership," The School Administrator, (1987), p. 24.

<sup>2</sup>Pat McKee and Kay McKinney, "Good Secondary Schools--What Makes Them Tick?" Educational Research and Improvement U.S. Department of Education, (1986), p. 3.

### Visibility

One of the most important administrator behaviors for promoting excellence is quality and quantity classroom visitations, yet it may be the least practiced. Principals need to be directly involved with the educational process. This direct involvement is possible if the principal is willing to break down the barriers that are preventing him/her from entering the classroom.<sup>3</sup>

Paperwork, meetings, number of teachers, and time are reasons most often cited by principals for not observing teachers.<sup>4</sup> Actually, the two main obstacles are poor management of time and the lack of confidence in one's own skills and knowledge concerning teacher observation analysis.<sup>5</sup> For example, if the teacher asks probing questions, gives positive reinforcement to students, is task oriented, and sets a pleasant tone for learning in a business-like fashion, the principal should recognize these productive teaching behaviors by reinforcing them. On the other hand, if these behaviors are not present, the principal should note their absence and help the teacher understand how they can be used to enhance students' learning.

Principals who do a good job evaluating teachers are visible principals. Visibility bolsters staff morale and increases school

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<sup>3</sup>Maran Doggett, "Staff Development: Eight Leadership Behaviors for Principals," NASSP Bulletin 71, (1987), 497, p. 5.

<sup>4</sup>Ibid., p. 5.

<sup>5</sup>Ibid., p. 5.

spirit.<sup>6</sup> Students and teachers perceive their principals as an effective leader if high visibility is maintained.<sup>7</sup> Circulating frequently indicates that a principal knows what is going on in the school and is interested in what the students are learning and what the teachers are teaching.

At the beginning of the school year the principal should decide how often he or she will be evaluating the teachers. Another decision is to have a plan of action developed for these visits. The more frequently the principal is in the classroom, the less tense the visit.

As a principal, there are several activities one could exercise to become more visible. A principal should attend the assemblies that are hosted by the school. If the assembly is important enough to be using academic time, then the principal should show his/her interest by being present. The cafeteria and hall are other excellent places to be seen. Being visible assists in supervising students and gives the principal time to interact with the students in an informal fashion. Principals have the opportunity to learn factual information concerning the school when he/she attends class meetings. Aside from the classroom visits, a structured class meeting may present viable information to the principal. It is one time when students openly discuss school issues.

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<sup>6</sup>Ibid., p. 5.

<sup>7</sup>David J. Schwartz, "How to Influence Others to Get More of What You Want," The Magic of Getting What You Want, (May, 1984), p. 133.

Attending extra-curricular activities is important. The extra-curricular activities portray times when students are involved in non-academic endeavors. Good schools use extra-curricular activities to bring the school family together outside the classroom. A principal who chooses to be present at extra-curricular activities shows interest, dedication, and a desire for excellence in the total educational process.

### Ego Nourishment

As a principal, it is one's responsibility to influence the staff, students, parents, community and board to work together in fulfilling the needs of education.<sup>8</sup> In the leadership role one must understand others and their needs. The ability to understand the needs of others involves a true understanding of ego. Ego is one's self. It is the most personal, most self-oriented part of the mind. Ego is what regulates the mental state and self esteem in people. Ego shapes and modifies attitudes toward himself/herself and others. Ego is the most sensitive part of a human's psychological and philosophical structure.<sup>9</sup>

The principal must understand that human beings have a need to feel good about themselves; therefore, the ego must be fed. Ego food makes people feel important, useful, and needed.

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<sup>8</sup> Marshall Sashkin and Gene Huddle, "Recruit Top Principals," The School Administrator, (February, 1988), p. 8.

<sup>9</sup> David Schwartz, "How to Influence Others to Get More of What You Want," The Magic of Getting What You Want, (May, 1984), p. 133.

Ego food consists of praise, encouragement, appreciation, and respect. The first variety of nutrition is to praise people for what their family is or does.<sup>10</sup> To many people, the most important part of their lives is their family. Parents appreciate principals that comment on their children in a positive nature. Conversations should focus on the other person's family. One must resist the desire to tell how great his/her family is. Talk in terms of other people's interest and the power of influencing others will soar.

The second variety of nutrition is to praise people for the job they do.<sup>11</sup> Next to the family, work is the most important part of people's lives. In the world of work, people are seldom praised for their performance. It is natural and necessary for individuals to want compliments for a job well done. This form of nutrition is extremely powerful. Teachers, students, and parents will perform second rate jobs if they are overlooked, scorned, belittled, or punished. One's success is determined by what he/she causes other people to do. An effective administrator should encourage and support their school family in any situation. Leading others to success through the use of praise is a technique all principals should use.

The third variety of nutrition is to notice people's appearance.<sup>12</sup> People love to be told they look great. Few things

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<sup>10</sup> Ibid., p. 143.

<sup>11</sup> Ibid., p. 143.

<sup>12</sup> Ibid., p. 145.

encourage people more than to be given positive feedback concerning their appearance. Most leaders are guilty of not noticing anything special about another person's appearance or they are too jealous to mention the positive characteristics of others. The praise that is given must be sincere. The end result is that genuine praise makes others feel good mentally and physically.

### Effective Leadership

Effective leadership is directly related to the improvement of education. Leadership is like all basic tools--it is simple when the rules are applied. The first rule is that an effective, motivated leader takes good care of his/her personnel. The staff will support its leader if the leader's first priority is their needs. Smart principals know their staff holds the key to their success. Teachers and school board members prefer administrators who are willing to go out on a limb even when the odds are stacked against them.<sup>13</sup>

The second rule is to build pride in education's support staff.<sup>14</sup> There is a direct relationship between the pride an individual takes in the school and his/her job performance. The more pride the principal takes in the school, the more the staff, students, community, parents, and boards of education will enjoy

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<sup>13</sup> Don L. Furr, "The Three Don'ts of Leadership," The School Administrator, (August, 1987), p. 24.

<sup>14</sup> Steven R. Stappes and Patrick J. Russo, "These Fourteen Palliatives Can Ease a Principal's Pain," The Executive Educator, (January, 1988), p. 26.

success. An administrator should speak in a positive nature about the school. There are problems in every school. All schools have weaknesses that should be corrected; but, schools also house many strengths. Listed below are a few samples of how to build pride within the school setting.

- 1) Keep the building clean and well groomed.
- 2) Paint the rooms bright colors.
- 3) Expect good sportsmanship at all times and communicate this to the students.
- 4) Publicly compliment those who are doing a good job.
- 5) Create a school brochure to highlight the strengths of the school.

The third rule in being an effective leader is to seek advice of support personnel.<sup>15</sup> Sixty to seventy percent of a principal's daily activities fall under the heading of communication.<sup>16</sup> One component of successful communication is learning to listen to people who have knowledge but sometimes lack the authority to express it.

The fourth rule of being an effective leader is to set a good example for others.<sup>17</sup> People will adapt their behavior to what they think their leader wants. If a principal arrives at work late, the staff may do the same. If the principal is guilty of using

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<sup>15</sup> Barbara McEvoy, "Everyday Acts: How Principals Influence Development of Their Staffs," Educational Leadership, (Feb., 1987), p. 75.

<sup>16</sup> Ibid., p. 73.

<sup>17</sup> David J. Schwartz, "How to Influence Others to Get More of What You Want," The Magic of Getting What You Want, (May, 1984), p. 79.

negative phrasing, telling dirty jokes, or talking about others, it won't be long before the co-workers are behaving in the same fashion. Negativism breeds negativism. Good leaders ask themselves, "Am I setting the example I want others to follow? Is my conduct worthy of imitation?"

### High Expectations

Expect the best from everyone. High expectations are important. The skillful principal knows the most important challenge is in motivating others to achieve high expectations.<sup>18</sup>

Principals should share their vision of the instructional program with their staff, students, parents, and community. Detailing their roles helps to achieve their vision by modeling behaviors and showing their commitment to excellence.

If principals expect teachers to improve their students' learning, they should offer teachers suggestions for improving their teaching. This type of behavior will help convince others that academic excellence is important.<sup>19</sup>

Another facet of high expectations is the rewards and recognition that all schools should implement. Praising people in an honest, concrete fashion is contagious and giving praise is as

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<sup>18</sup> Steven R. Stappes and Patrick J. Russo, "These Fourteen Palliatives Can Ease a Principal's Pain," The Executive Educator, (January, 1988), p. 26.

<sup>19</sup> Ibid., p. 26.



fulfilling as receiving it. Rewarding and recognizing is directly related to self-esteem.<sup>20</sup>

Administrators want people working together to be motivated and to feel proud of what is accomplished. Rewards and recognition, no matter what form, will help motivate people to go the extra mile.

A few examples of rewarding and recognizing are:

- 1) Always send personalized thank-you notes.
- 2) Reward high honors grade averages with a blue ribbon.
- 3) Acknowledge those teachers who have worked on and achieved advanced degrees.
- 4) Keep the school in the media (pictures/articles).
- 5) Recognize individual's birthdays.
- 6) Give positive principal's reports at board meetings.
- 7) Recognize teachers during Teacher Appreciation Week.
- 8) Visit a care center for the elderly during Grandparent's Week.
- 9) Host an Open House.
- 10) Recognize students of the week--catch students illustrating positive behaviors.
- 11) Smile and greet people warmly--it is contagious.

### Summary

Visibility, feeding the ego, leadership rules, and high expectations are all strategies that are available to be used to motivate the school family. Through the application of some of these behaviors, one can strengthen his/her own leadership. Significant contributions can be made toward helping the school achieve excellence in education.

A good administrator serves as a final gate keeper among members of the school community. Administrators owe it to their school to work hard at improving the odds!

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CHAPTER III

INTERNSHIP WORK LOG

## Internship Work Log

The internship work log was kept throughout the entire time the intern worked in the Educational Service Center office. The work has been logged according to the project. These experiences have been placed in alphabetical order.

Administrators' Academy

Advertising

At-Risk Grant Proposal

\*Challenges and Choices

Eastern Illinois University Extension Classes

\*Family Life/Sex Education Task Force

Meetings

Motivational Workshop

\*Task Force

Other

\*Major Internship Projects

**Intern Information Log**

**Project** Administrator's Academy

**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
6-13-88	7:30 - 3:20 p.m.	Area administrators, teachers and ISBE members.	Administrators Academy "Conferencing Skills for Effective Educators"	<p>I arrived at the Ramada Hotel at 7:30 a.m. I found where the conference was to be held. Coffee and water were ready. I checked on the rolls and they were ready by 8:00 a.m. I located the E.S.C. #17 booklets. All participants were welcomed, registered and given the necessary materials. Each booklet was checked to secure appropriate materials were housed inside.</p> <p>I introduced myself, made mention of Director Marilyn Holt, welcomed the group and introduced Dr. Larry Janes, the academy presenter. Thirty-nine individuals participated in the workshop. Lunch was served at</p>

Project Administrators' Academy

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
6-13-88			Continued	12:00 noon. We were dismissed at 3:05 p.m. I handed out an evaluation form, then collected it as the participants left.  This was good exposure for me. I met some new people and also interacted with those I already knew.
6-14-88	8:00 - 10:00 a.m.		Administrators Academy	Both evaluation tools were compiled and summarized.
6-15-88			Administrators Academy	Dr. Larry Janes was mailed a copy of both evaluation summaries and general comments.  *Copies of the evaluation summaries follow this section.

Administrators' Academy Conferencing Skills  
June 13, 1988

Evaluation Summary  
20 Evaluations Completed

	Out- standing	Above Average	Average	Below Average	Poor	N/A
1. Session was informative	9	7	4			
2. Presenter was knowledgeable	15	5				
3. Information added to existing knowledge	6	11	3			
4. Information understandable	9	10	1			
5. Handouts contained valuable information	11	6	3			
6. Audio visual materials	5	7	8			
7. Session leader was effective	11	8	1			
8. Session matter was useful	7	9	4			
9. Course rating	10	9	1			
<b>TOTAL</b>	<b>83</b>	<b>72</b>	<b>25</b>			



Administrators' Academy Conferencing Skills  
June 13, 1988

Evaluation Summary  
20 Evaluations Completed

General Comments:

1. Audio visual materials were difficult to read from a distance.
2. It is always very easy to listen to Larry Janes discuss any topic.
3. Lunch was great.
4. Future topics of interest; Effective Teaching Practices, Teaching Thinking Skills, Questioning Skills, Time Management, Interviewing and Selection of Teachers.
5. Conferencing was a valuable workshop; however, most of the materials/techniques were covered in the 32 hour Principals' Academy. The workshop was a good refresher.
6. A classroom teacher found the workshop skills extremely helpful and appreciated the manual.
7. When using more than one T.V., place one set in the middle of the room if possible.
8. Do not let people sit with members of their own district or school. They miss the opportunity of meeting new people.

Administrators' Academy Conferencing Skills  
June 13, 1988

Evaluation Summary  
29 Evaluations Completed

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	Very Beneficial Very Interesting Clearly Evident Excellent	5	4	3	No Benefit Dull Vague Poor	2	1
1. Organization of workshop		21	7	1			
2. Objective of workshop		19	9	1			
3. Consultant's work		23	6				
4. Ideas and Activities		17	10	2			
5. My attendance should prove		19	7	2			
6. Overall rating		<u>19</u>	<u>8</u>	<u>2</u>			
TOTAL		118	47	8			

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General Comments:

1. Too much role-playing.
2. Larry did a good job.
3. Role-playing seems to be over-used at workshops.
4. Fantastic as always, Larry!
5. Great lunch.

Intern Information Log  
Joyce A. Carson

Project Advertising

Date	Time	Participants	Activity	Comments
6-24-88	3:50 - ? left office to stop and see Denise Tadlock. Spent approximately 30 minutes with her describing what I want on the covers of Praiseworthy Programs to Pattern and Family Life/Sex Education Resource Directory.	Denise Tadlock Artist	Advertising and art work for E.S.C. #17	I left in order to confer with Denise Tadlock in Flora. She will be doing some art work for us on our activities. Denise's talent is exceptional and can make anything look fantastic and professional.
7-1-88	4:30 p.m.	Denise Tadlock Artist	Advertising and art work for E.S.C. #17	I went to see Denise Tadlock to check on the progress of the covers for P.P.P. and Family Life/Sex Education.
7-19-88	9:40 a.m.	Denise Tadlock Artist	Advertising for E.S.C. #17	I called Denise to check on the work she was doing for E.S.C. #17. The covers were finished. I picked them up.

Project Advertising

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-19-88	4:00 p.m.	Denise Tadlock Artist	Advertising for E.S.C. #17	I designed an entire E.S.C. brochure. New areas were included at Mrs. Holt's request.

Project At-Risk Grant Proposal

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
6-14-88	1:00 - 3:45 p.m.	Barbara Heleine At-Risk Coordinator	At-Risk Grant Proposal Review	I read all of Mrs. Heleine's proposal. We discussed the grant in detail. The proposed budget was discussed and examined. I offered suggestions on some of the wording, the type of supplies and materials needed to begin this program and the amount of money needed in each line item.
8-27-88		Barbara Heleine At-Risk Coordinator	At-Risk Grant Proposal Review	*Hudsonville's At-Risk proposal was accepted and the grant was awarded. Mrs. Barbara Heleine calls when she needs guidance on her program.

Project Challenges and Choices

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-1-88	1:30 - 4:00 p.m.		Presentation	I read articles and made notes concerning the topic of motivation and self concept of staff members. I titled my program "Improving the Odds."
7-18-88	9:30 a.m. - 1:00 p.m.		Presentation	I began structuring and organizing the presentation to be given on August 11, 1988.
7-22-88	1:30 - 4:00 p.m.	Myra Colwell, E.S.C. #17 Secretary	Presentation	I designed a program for my presentation. Myra printed it on the computer.
7-22-88	2:30 - 4:00 p.m.		Presentation	I worked on preparing appropriate visuals for my presentation.

**Intern Information Log**

**Project** Challenges and Choices

**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
7-25-88	8:00 a.m. - 12:00 p.m.		Challenges and Choices	I began writing my presentation. From the written log, I will prepare an outline for the product.
7-27-88	8:00 a.m. - 12:00 p.m.		Challenges and Choices	I completed the entire presentation and added personal stories.
8-11-87	10:00 - 10:50 a.m.		Challenges and Choices	My presentation was given. I enjoyed it. I believed in my message; therefore, I was able to touch my audience. I like making presentations. The people were kind and responded in a positive manner to me.

**Intern Information Log**

Project E.I.U. Extension Classes

Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-19-88	8:00 - 9:30 a.m.	Dr. Edna Bazik E.I.U. Instructor	Math Class 4998	E.S.C. #17 sponsored a math class through Eastern Illinois University. I went to the Holiday in Olney and made sure the room, sign-in sheet and refreshments were set up properly. I welcomed all participants and introduced Dr. Edna Bazik from E.I.U. She asked me to call Don McKee to check on the processing of paper work for this class and her contract.
7-22-88	8:00 - 9:30 a.m.	Ron Gholson E.I.U. Instructor	Illinois	E.S.C. #17 sponsored a class on Illinois through E.I.U. I made sure that everything the instructors needed was available.



Project Family Life/Sex Education

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
4-12-88	10:00 a.m. - 3:00 p.m.	Family Life/Sex Education Committee	Family Life/Sex Education	The committee discussed the need in education for family life (drugs, pregnancy, communicable diseases, abuse). How should schools, community, and E.S.C. #17 become involved? What inservice is needed? How should people be reached? <b>PLAN:</b> A resource guide will be developed by each committee member of known local services. All information will be received, organized and compiled for dissemination to all schools in the E.S.C. #17 area.
6-23-88	1:20 - 4:00 p.m.		Family Life/Sex Education	A resource index for community services affecting family life/sex education will be developed by E.S.C. #17. I began sepa-

Project Family Life/Sex Education

**Intern Information Log  
Joyce A. Carson**

Date	Time	Participants	Activity	Comments
6-23-88			Continued	rating all services into county areas. I read the Family Life/Sex Education report that was submitted to Citizens Council on School Problems. Phone calls were made to various agencies in order to collect the necessary data. LaDonna Wagner had spent two days collecting information from services. I find it somewhat frustrating to continue a project that someone else has already begun. I prefer to handle it from start to finish.
6-24-88	9:30 a.m. - 12:15 p.m. 12:45 - 3:45 p.m.		Family Life/Sex Education	I am organizing all the resources according to the county in which they are located. I am transferring necessary information onto the

Project Family Life/Sex Education

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
6-24-88			Continued	form which will be used to insert into the computer. I made calls to agencies to obtain more information or check to see if the information was correct.
6-27-88	8:00 a.m. - 12:45 p.m. 1:40 - 4:00 p.m.  8:30 - 9:00 a.m.		Family Life/Sex Education	Phone calls to services were made to obtain names, hours, contact people, services, purpose and fees. Using the form, I wrote up approximately 20 services today. Also, materials were categorized according to the geographic location.  I talked with Marilyn Holt concerning Administrators Academy Instructional Leadership Training. Dave Bartz called and scheduled a meeting on July 5, concerning Praiseworthy Programs to Pattern.

**Intern Information Log**  
**Joyce A. Carson**

Project Family Life/Sex Education

Date	Time	Participants	Activity	Comments
6-28-88	8:00 a.m. - 12:15 p.m. 1:15 - 4:00 p.m.		Family Life/Sex Education	I worked all day on writing up services to include in the Family Life/Sex Education Resource Directory. All 12 counties are represented by agencies. Approximately 30 services were added today. I still have several more materials to go through.
6-29-88	8:00 - 10:45 a.m.		Family Life/Sex Education	All agencies completed at this point were filed under the appropriate county based on their geographic location.  Approximately 10 more agencies were added to the files.  Resource people, books, and VCR listings were made into separate sections for the directory.

Project Family Life/Sex Education

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
6-30-88	8:00 - 11:00 a.m. 11:15 a.m. - 1:00 p.m. 3:30 - 4:00 p.m.		Family Life/Sex Education	I called agencies to obtain needed information for the forms. More agencies were written up and added to the directory.  I filed all counties into alphabetical order including all services in each county.  I began reviewing the information already written to make sure all needed information was written on the forms.
7-1-88	9:00 a.m. - 1:15 p.m.		Family Life/Sex Education	I called agencies to obtain needed information for the forms. More agencies were written up and added to the directory.

Project Family Life/Sex Education

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
7-1-88			Continued	I filed all counties into alphabetical order including all services in each county.  I began reviewing the information already written to make sure all needed information was written on the forms.
7-5-88	11:00 a.m. - 12:50 p.m. 2:30 - 4:30 p.m.		Family Life/Sex Education	Continued information was added to the pre-existing resources. E.S.C. received information on speakers and topics from a person on the advisory board. This information was added to the section labeled Resource People.
7-6-88	8:00 a.m. - 12:00 p.m. 1:30 - 4:30 p.m.		Family Life/Sex Education	More resources were summarized and filed according to geographic location and county.

Project Family Life/Sex Education

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
7-7-88	8:00 a.m. - 4:00 p.m.		Family Life/Sex Education	All resources were indexed according to the county in alphabetical order and written down for the typist.
7-8-88	8:00 a.m. - 12:00 p.m.		Family Life/Sex Education	The forward, Resource People section, Book, Lists, VCR file were completed.
7-22-88	9:30 a.m. - 12:00 p.m.		Family Life/Sex Education	I proof read information on several counties that had been printed.
	1:00 - 2:30 p.m.	Myra Colwell, E.S.C. #17 Secretary		Apple Works was used to print a copy of E.S.C. #17 books and films so this information could be added to the resource guide.

Project Meetings

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-5-88	12:50 - 2:30 p.m.	Robert N. Mair, Field Representative for Illinois Municipal Retirement Fund  Nancy Newboldt, E.S.C. #17 Bookkeeper	E.S.C. #17 is a new account for I.M.R.F. The employees at the E.S.C. #17 will now have a retirement plan.	Mr. Mair discussed in detail all of the new laws and forms that govern groups paying into I.M.R.F. A person must be appointed as the authorization agent for E.S.C. #17. He recommended the bookkeeper to be that person.  I was able to relate to much of the information since I have to work with the bookkeeper in our local district when writing grants.
7-11-88	10:00 a.m. - 11:00 p.m.	Marilyn Holt All other E.S.C. Directors in Illinois Ray Schaljo--Manager	Educational Service Centers Monthly Meeting in Springfield	Updates were given. A discussion of how much money would be allotted for each area as compared to last year was verbalized. Ray Schaljo spoke to the E.S.C. Directors



Project Meetings

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-11-88			Continued	concerning showcasing certain educational programs. Two programs were discussed.
7-19-88	9:00 a.m. - 2:00 p.m.	Hamilton/Jefferson Superintendents/ Principals  E.S.C. Governing Board, Marilyn Holt, E.S.C. Director	Governing Board Meeting	It was very interesting to observe a board meeting being operated by professional members. It was observed that Marilyn Holt is very much respected and the board members present have much faith and trust in her abilities. Mrs. Holt appeared to actually run the meeting and be in charge. She portrayed what I feel a school superintendent should be like in his/her monthly meetings. It is too bad local school districts cannot appoint and select board members instead of electing them by a popular vote.

Project Meetings

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-19-88	2:00 - 3:00 p.m.	Marilyn Holt Gary, Ramada Manager	Planning for "Challenges and Choices"	It was interesting to view this meeting between Gary and Marilyn. They dis- cussed all necessary items from room to food to table decor for the upcoming challenges and choices conference.

Project Motivational Workshop

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
6-20-88	2:30 - 4:00 p.m.		Motivational Workshop	I prepared a Motivational Workshop to be presented to Dr. Janes' class on June 22, 1988, at 3:00 p.m. I stacked folders, ran off handouts and practiced what activities I would be using.
6-21-88	7:30 - 9:30 a.m.		Motivational Workshop	Final touch was added to the workshop information. All folders were prepared for 35 participants.
	3:30 - 4:00 p.m.	Myra Colwell, E.S.C. #17 Secretary	Motivational Workshop	Myra and I created a greeting card for my workshop!
6-22-88	12:00 - 7:30 p.m.	EDA4998 E.I.U. Class "Effective Teaching"	Motivational Workshop	2 hour drive to Charleston; 1 hour to set up; 2½ hour workshop 3:00 - 5:20 p.m.; 2 hour drive home. This was an excellent experience for me. I usually work with a K-3

Project Motivational Workshop

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
6-22-88			continued	<p>audience; however, this was educators from K-12 including administrators. The participants appeared to enjoy the workshop. They actively participated in the small group activities, took notes, asked questions, and verbalized positive feedback during 2 breaks.</p> <p>I believe in <u>motivation</u> and the effect is has on education! The product is easy to sell because of its importance and it makes a difference.</p>

**Intern Information Log**  
**Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
2-17-88	12:30 - 3:00 p.m.	Dr. David Bartz E.I.U. Professor	Task Force	<p>Dr. Bartz and I discussed the task force and the information needed to bring closure to the program. The full service plan indicates that a summary of all task forces will be compiled and made available to the individual districts throughout the E.S.C. #17 area.</p> <p><u>Plan of Action:</u> I will meet with "key" individuals for needed input.</p>
4-5-88	8:45 - 10:20 a.m.	Sally Cherry, E.S.C. #17 Education Consultant	Task Force	<p>Sally and I discussed how to contact individuals regarding sample or exemplary programs and to gather information. "Key" people in the areas of science, math, and computer science were listed.</p>

**Intern Information Log  
Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
4-5-88	10:50 - 11:10 a.m.	Annette Marles, E.S.C. #17 Education Consultant	Task Force	Annette conferred with me by phone. We discussed key individuals in Language Arts area. She will send me a list of names of individuals to contact in this area.
4-18-88	10:00 - 11:00 a.m.	Dr. David Bartz E.S.C. #17 Consultant	Task Force	Dr. Bartz checked progress on this activity.
4-20-88	1:30 - 3:15 p.m.		Task Force	I prepared materials (cover letter and questionnaire) necessary to mail to "key" individuals. Marilyn Holt's office will duplicate and I will mail.
4-29-88	11:30 a.m.	Mr. Bailey Pearson Task Force Member Mt. Carmel High School Latin Instructor	Task Force	I called Mr. Bailey Pearson to set up a meeting date, time, and place to discuss the area of foreign language.

Project Task Force

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
4-29-88			Task Force	I obtained needed and requested materials from E.S.C. #17. Reading, math, science, and computer science people were sent the questionnaire.
5-14-88	9:00 - 11:15 a.m.	Mr. Bailey Pearson	Task Force	Mr. Pearson and I met at Cisne Middle School. We worked on the details involving the foreign language task force exemplary programs. Suggestions were given to me regarding those individuals who show promise in their foreign language programs. He was very helpful.
5-16-88	2:30 - 3:00 p.m.		Task Force	Foreign language questionnaire and cover letters were prepared and mailed.

**Intern Information Log**  
**Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
6-14-88	10:00 a.m. - 12:15 p.m.		Task Force	<p>I read all of the questionnaires that had arrived. Fifty percent of the questionnaires had been returned. This is an indication of poor timing. Teachers are very busy toward the end of the school year.</p> <p>I made a list of the individuals who had not returned this information. A front cover, title, and preface were developed for this resource.</p>
6-15-88	8:00 a.m. - 12:15 p.m.		Task Force	<p>I made a generic form for the task force information to be copied on to. I have named this index or guide for exemplary programs: "PRAISE-WORTHY PROGRAMS TO PATTERN."</p>



Project Task Force

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
6-15-88	1:30 - 3:50 p.m.		Task Force	I continued to work on P.P.P. Resource booklet. I made several phone calls to individuals who had not returned the questionnaire. The comments I received were: didn't understand, not enough time and too busy at school. I felt successful since I was able to persuade all of my contacts to return the questionnaire.
6-16-88	8:30 a.m. - 12:05 p.m.		Task Force	I transferred questionnaire information to the form I developed.  Dr. Bartz called to check the progress of this activity.

**Intern Information Log  
Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
6-16-88	12:50 - 4:00 p.m.	Ralph Barbre, E.S.C. #17 Specialist	Task Force	<p>The Language Arts section of the resource booklet was completed. Phone calls were made to resource people for permission to use their names.</p> <p>I began working on the computer section. Ralph Barbre was able to give me some names for the resource list. I followed through with letters and phone calls.</p>
6-17-88	7:50 a.m. - 12:30 p.m.		Task Force	<p>A letter was written to the superintendents in the school districts informing them of this guide and of the individuals who have been recognized. The letters will be mailed by mid-July.</p>

**Intern Information Log**  
**Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
6-17-88	1:00 - 3:50 p.m.		Task Force	I made phone calls, looked up names, addresses and phone numbers of individuals to be used in the guide.
6-20-88	8:00 a.m. - 2:30 p.m.		Task Force	I worked on and completed the math section of P.P.P. I made phone calls to obtain permission to use individuals names as resource people in the guide. Everyone was very kind. I made a list of superintendents and principals who will receive letters concerning the publication (this fall) of P.P.P.
6-21-88	9:30 a.m. - 12:15 p.m.		Task Force	More contacts were made to resource individuals and those who need to return their questionnaire. Two more questionnaires were mailed out and one was received! Yea!

**Intern Information Log  
Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
6-21-88	1:00 - 3:30 p.m.		Task Force	Information in all 5 areas has been organized into categories. I will wait on the final 15 questionnaires to be received.
6-23-88	8:00 - 9:00 a.m.		Task Force	In looking over the product, I saw a need for a grade level identification for each program. I collected this data and added it to each report. I summarized and filed a science questionnaire which had arrived yesterday.
6-23-88	9:30 a.m. - 12:50 p.m.		Task Force	More phone calls were made to make contact with resource individuals. Two more connections were made.

**Intern Information Log  
Joyce A. Carson**

**Project** Task Force

Date	Time	Participants	Activity	Comments
6-23-88		Debbie Newboldt E.S.C. #17 Secretary	Task Force	Sally Cherry had mailed me literature concerning Project WILD, P.L.T. (Project Learning Tree, Math Counts, and Science Olympiad). I used this information in the guide for Praiseworthy Programs. I explained to Debbie what letters needed typed and sent to the superintendents and principals of these programs.
6-29-88	8:00 - 9:30 a.m.	Debbie Newboldt E.S.C. #17 Secretary	Task Force	I received a questionnaire in computer science. I organized that information and added it to the P.P.P. Guide.  I explained P.P.P. to Debbie so she could set up a database on the IBM Computer for the program.

**Intern Information Log**  
**Joyce A. Carson**

Project Task Force

Date	Time	Participants	Activity	Comments
6-30-88	10:45 - 11:00 a.m.		Task Force	I received 2 more questionnaires in the areas of computer science and math. These questionnaires were added to the Resource Guide.
6-30-88	11:00 - 11:15 a.m.		Task Force	I wrote-up (1) one Foreign Language questionnaire that I had received in the mail.
7-1-88	8:00 - 9:00 a.m.		Task Force	I proof read what had been printed in the Math Section of P.P.P. I also reviewed all sections of the guide.
7-5-88	8:00 - 10:30 a.m.	Dr. David Bartz Marilyn Holt	Meeting--update on task force information	I made an agenda for our meeting which listed all the questions Marilyn Holt and I had concerning the present and future of the task force groups. The meeting was necessary and it set frame

Project Task Force

Intern Information Log  
Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-5-88	10:30 - 11:00 a.m.		continued	<p>work which enabled me to proceed with my project. Political aspects were discussed with regard to the appropriate dissemination of the Resource Guides upon completion.</p> <p>I received a questionnaire in the Language Arts area. The information was written up and transferred to the forms being used.</p>
7-18-88	8:00 - 9:30 a.m.			<p>I wrote a letter to all task force members indicating a meeting date, time, and place in order for Dr. Bartz to bring closure to this activity.</p>

Project Task Force Intern Information Log  
 Joyce A. Carson

Date	Time	Participants	Activity	Comments
7-25-88	1:00 - 3:00 p.m.		Task Force	I proofed the science section.
7-26-88	8:00 a.m. - 12:00 p.m.	Myra Colwell, E.S.C. #17 Secretary	Task Force	I organized the completed material, reworked the index and designed the page of acknowledgements.  I discussed in detail with Myra Colwell how I expected the finished product to look.



Project \_\_\_\_\_ Other \_\_\_\_\_

**Intern Information Log**  
**Joyce A. Carson**

Date	Time	Participants	Activity	Comments
7-8-88	1:00 - 4:00 p.m.		Reading Articles	I spent time reading articles related to my present position. During the school year, I rarely have the opportunity to read and digest educational information. I highlighted several good pieces of information.

**CHAPTER IV**

**EVALUATION OF THE  
INTERNSHIP EXPERIENCE**

## EVALUATION OF THE INTERNSHIP EXPERIENCE

The internship that Educational Service Center #17 afforded this author was one of the new experiences and educational opportunities. The cooperation, confidence, and trust delivered by E.S.C. #17 and Director Holt made this involvement priceless.

A wide range of opportunism made this a worthwhile experience in dealing with education at a different level. Directly working for the service center afforded this intern the chance to view education from a different perspective. Another component to the complete system has been examined and encountered, thus allowing one more part of the total educational picture to be better understood.

One of the most valuable experiences during this internship was representing Educational Service Center #17 and speaking at the "Challenges and Choices" Conference. Much work and effort was put forth in preparation for the presentation. Public speaking is a major area of interest to the intern and it is also a necessary quality one must possess in working for the service center.

During the internship at E.S.C. #17, the tasks were primarily self-directed once initial approval of the projects had been received. The author appreciated being given the challenge to begin and end several assignments on her own. It was comforting to know that at any time guidance was needed, Mrs. Marilyn Holt, Dr. Larry Janes, and Dr. David Bartz were available for assistance.

It is impossible to mention the numerous benefits of this internship. This author believes that job-related experiences are always a greater benefit than a research-type project. This type of experience would be beneficial to anyone interested in a leadership position in education.

## APPENDIX

Section 1

Task Force--Praiseworthy Programs to Pattern

# PRAISEWORTHY PROGRAMS

## RESOURCE GUIDE

# TO PATTERN

AUGUST 1988

*Presented by*

**E**ducational  
**S**ervice  
**C**enter



## PREFACE

The 1987 Educational Service Center #17 Full Service Plan, Section V, Title II, page 108, 4-A states that exemplary school district programs in the areas of mathematics, science, foreign language, computer science and reading (including language arts) will be identified. The identification process will allow ESC #17 to disseminate information pertaining to these programs to other school districts in the ESC #17 area.



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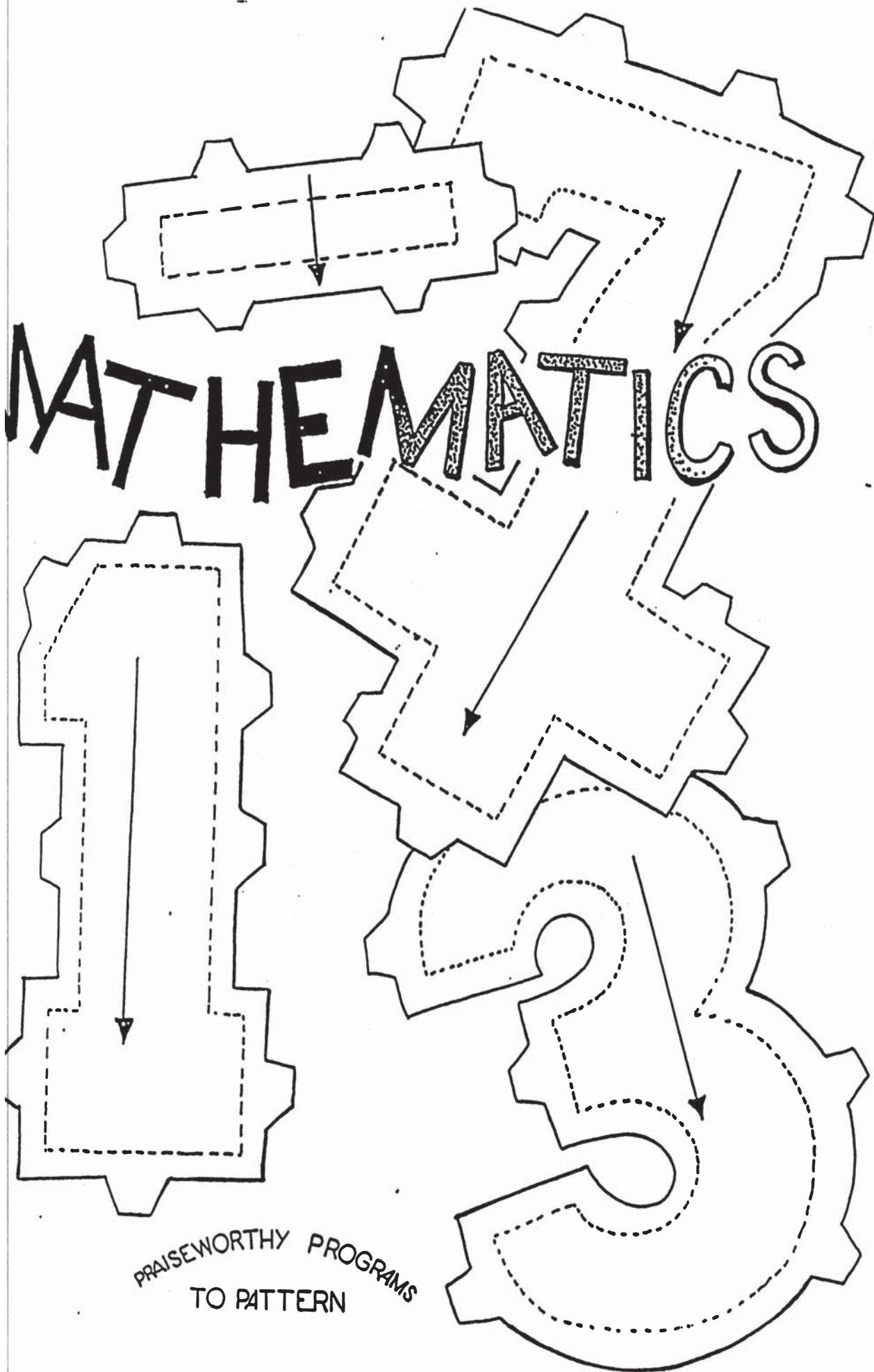
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# MATHEMATICS



PRAISEWORTHY PROGRAMS  
TO PATTERN

**PROGRAM TITLE:** Advanced Mathematics Program

**GRADE LEVEL:** 7 & 8

**IMPLEMENTOR:** Gae Irby

**CONTACT PERSON:** Edgar Satterfield, Principal

**SCHOOL DISTRICT:** Hamilton County Unit #10 - Junior High

**ADDRESS:** 501 E. Randolph, McLeansboro, Illinois 62859

**PHONE:** (618) 643-3322 or 643-2615

**1. Purposes and Objectives (desired student outcomes):**

- To enable students to expand mathematically
- To encourage students to reach their mathematical potential
- To provide students the opportunity to complete elementary arithmetic and Algebra I before entering high school
- To train students in problem solving skills
- To provide higher levels of cognitive thinking
- To introduce calculative activities as an integrated tool in mathematics
- To implement the role of the computer in mathematics

**2. Delivery system (how the program is implemented):**

Students from five elementary buildings feed into the Hamilton County Junior High School. Those students identified as eligible take seventh grade Pre-Algebra. Depending on class size and student numbers, there is one or two sections of seventh grade Pre-Algebra. Students are selected on the basis of achievement test scores, IQ, student interest, teacher recommendation and parent request. Those students who continue the program into eighth grade year take Algebra I. As freshmen in high school they will take Algebra II. Continuance with the program in eighth grade is a joint decision by the teacher and student.

**3. Indicators of success in relation to purposes and objectives:**

- High interest from students
- Success of students in high school
- Success of Mathcounts participation (national contest)
- Achievement demonstrated on achievement tests
- Attitudes of students involved in program
- Feedback from parents and high school teachers

**4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:**

- Flexible entrance/exit into and out of program

- Consideration should be given to students moving into district.
- Re-evaluation is made of students on quarterly/semester basis. Care is taken to avoid placing students in setting in which they cannot succeed.
- If student may not appear to qualify but indicates sincere desire to participate, he/she is allowed to enter program on probationary status.
- There is an eighth grade Pre-Algebra course. Students who participate in program but do not continue take this. This course is also open to all eighth grade students who plan to take Algebra I as freshmen. On the high school level, it is a pre-requisite for Algebra I.

5. Extent to which this program could be implemented by others (identify factors to consider:

- Cooperation between Jr. High and elementary/secondary staff
- Administrative support
- Flexibility in teaching style
- Seventh grade course must be evaluated each year to meet needs of students

6. List the cost factors related to the program (including all materials used):

- Textbooks
- Problem solving materials
- Computer access
- Teacher imagination and dedication

7. What textbooks are used in your district?

- A. Math 65, Saxon, 1987, 7th grade low/average
- B. Holt Pre-Algebra, Holt Reinhart & Winston, 1980, high 7th grade level
- C. Math 76, Saxon, 1987, 8th grade math-at-risk
- D. Algebra 1/2, Saxon, 1986, 8th grade average to above average
- E. Algebra 1, Saxon, 1985, 8th grade accelerated program

PROGRAM TITLE: Classroom Math

GRADE LEVEL: 3

IMPLEMENTOR: Marilyn Seelman

CONTACT PERSON: Larry Rinehart, Principal

SCHOOL DISTRICT: Flora Community Unit School District #35 -  
McEndree Elementary

ADDRESS: 200 N. Olive Road, Flora, Illinois 62839

PHONE: (618) 662-2014

1. Purposes and Objectives (desired student outcomes):

By the end of third grade, students should be able to:

- A. Perform computations of addition, subtraction, multiplication, and division.
- B. Make and use measurements in both customary and metric systems.
- C. Count money using coins and bills.
- D. Tell time to the minute before and after the hour and determine if a given time is A.M. or P.M.
- E. Identify plane figures, solid figures, lines of symmetry, and congruent figures.
- F. Determine perimeters of simple figures; areas by counting squares; volumes by counting cubes.
- G. Identify fractional parts of a whole and compare fractions using  $>$ ,  $<$ , and  $=$ .
- H. Write decimals (tenths only) for a shaded region.
- I. Understand information presented on tables, charts, and graphs.
- J. Work simple word problems and judge the reasonableness of their results.

2. Delivery System (how the program is implemented):

I allow a 60 minute block of time daily for mathematics. During the first portion of the period, we discuss previous work and especially note any trouble spots. Next I present any new material. We use manipulatives when beginning new concepts. By third grade counters are usually not necessary for lengthy periods of time, but still serve a vital role in understanding concepts and relationships. If new material is not being introduced, we use this time for group drill and practice. The last portion of the period is a work time. This provides for me an opportunity to pull individuals or small groups that need extra instruction. I can monitor student work and see that assigned material is being finished correctly.

3. Indicators of success in relation to purposes and objectives:

I use daily assignments, chapter post-tests, mid-year tests, and



end-of-the-year tests to evaluate my students. Scores from the Iowa Tests of Basic Skills help monitor classes from year to year.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

Math requires much drill. Students must master the basic facts of addition, subtraction, multiplication, and division. I try to vary the drills as much as possible. We practice on the computer, on the chalkboard, using individual slates, with math games, and of course pencil and paper. I try to present the group practice in the form of word problems. This provides more practice, increasing students ability to determine the correct operation. I stress "Make a picture in your mind". We often draw illustrations and try to compare similarities and differences in word problems. Providing large amounts of varied practice is a key factor to good math instruction.

Another important factor in increasing mathematical ability is to provide maintenance lessons. Once a topic is covered it should not be put away for the year. Supplying frequent supplemental drills for areas previously covered is helpful in maintaining skills and in increasing accuracy.

5. Extent to which this program could be implemented by others (identify factors to consider):

There is nothing unique or innovative about my program. I try to provide sequential instruction that could be used in any elementary program.

6. List the cost factors related to the program (including all materials used):

Cost of text and supplemental materials

7. What does your district do for the high achieving 8th grade math students?

Eighth graders who excel in math may take a freshman level algebra course.

8. What programs are used for remedial groups?

Chapter I Program

9. What textbooks are used in your district?

Heath Mathematics, D.C. Heath and Company, 1985, is used in grade levels K-8.

**PROGRAM TITLE:** Engineering Awareness and Physics and Engineering Instruction      **GRADE LEVEL:** 6 - 14

**IMPLEMENTOR:** Ray W. Culver

**CONTACT PERSON:** Ray W. Culver

**SCHOOL DISTRICT:** Olney Central College

**ADDRESS:** 305 North West Street, Olney, Illinois 62450

**PHONE:** (618) 395-4351

**1. Purposes and Objectives (desired student outcomes):**

Engineering Awareness:

- A. To motivate 6th-12th graders to consider an engineering career.
- B. To make 6th-9th graders aware of pre-college courses that will allow students to pursue a college engineering curriculum.
- C. To make 6th-12th graders aware of the importance of pre-college courses in their home school district.
- D. To make 10th-12th graders aware of college engineering curricula.
- E. To make 10th-12th graders aware of engineering colleges in the midwest. Considerable information concerning the University of Illinois at Champaign-Urbana is available.
- F. To make 6th-12th graders aware of engineering field and career opportunities.

Instruction:

- A. To provide the engineering curricula for the first two years of college that will allow a college student to transfer to an engineering college at the junior level.

**2. Delivery system (how the program is implemented):**

Individual and small group discussions. Discussions with science and mathematics classes, presentations to career education classes, and special programs at Olney Central College.

Above requests will be honored. Also, night meetings are a possibility. Meetings could be in the home district or at Olney Central College.

**3. Indicators of success in relation to purposes and objectives:**

The ability of Olney Central College to maintain a successful pre-engineering program and the success of Olney Central College transfer students at colleges of engineering and in their careers.

It is very difficult to measure the impact of engineering awareness for students that attend other colleges.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

Engineering is a tough academic program. Below average students should be discouraged from pursuing this career. However, highly motivated average or above students have achieved success in engineering.

5. Extent to which this program could be implemented by others (identify factors to consider):

Any community college which has well-equipped science labs and a dedicated faculty could implement a similar program.

6. List the cost factors related to the program (including all materials used):

Primary costs are in instructors' salaries and in laboratory equipment. Brochures and travel for the faculty are important, but relatively low cost expenses.

7. What does your district do for the high achieving 8th grade math students?

Our Renaissance Program for gifted students provides opportunities for enrichment courses in mathematics.

8. What programs are used for remedial groups?

Post high school age students have basic literacy courses, high school review courses, preparatory (remedial) courses, and individual tutoring available at the colleges. If a student is 16 years of age or older, and has the permission of his/her high school principal, all of the above services except tutoring are available to him/her.

9. What textbooks are used in your district?

Typical college level textbooks.

PROGRAM TITLE: Flora School District Gifted  
Program - Math

GRADE LEVEL: 2 - 12

IMPLEMENTOR: Linda Brissenden

CONTACT PERSON: Ed Coleman, Principal

SCHOOL DISTRICT: Flora Community Unit School District #35

ADDRESS: 600 N. Locust Street, Flora, Illinois 62839

PHONE: (618) 662-8316

1. Purposes and Objectives (desired student outcomes):

- A. Gifted students when presented with a task or problem will be able to develop methods of working on the task, organize time, locate resources, and produce a product that meets criteria established by the student/teacher or both.
- B. Gifted students when presented with a situation will increase their abilities to apply critical thinking skills and problem solving modes of thinking as evidenced by 80% competency on appropriate pre/post test instruments.
- C. Gifted students will develop computer literacy as evidenced by 80% competency on appropriate pre/post test instruments.

2. Delivery system (how the program is implemented):

It is the philosophy of Flora School District to present "learning situations designed to stimulate students to develop critical thinking, cultural awareness, and to learn basic information and skills that will help them develop their individual capacities to the fullest possible extent." Flora, therefore, has a gifted program that is district-wide in scope at the elementary levels, grades 2-8. Secondary students may participate in ESC-facilitated competitions or other educational experiences, such as the Writing Talent Search, Scholastic Bowl, computer contests, International Computer Problem Solving Contests, and Olympiads.

The program is delivered in a resource room staffed by a full-time teacher/coordinator. Identified students are released from standard classroom programs one day a week for approximately two hours and bussed to Flora High School, site of the Resource Room. The room is located in a somewhat private corridor for easy entrance and exit and the students have their own bathroom and drinking fountain facilities, so that interaction with high school students is not necessary. Instruction in the pull-out program is not by specific subject areas, but rather through the use of multi-disciplinary units (language, social studies, science, and math), some of which are selected by the students themselves based upon their individual interests. Teaching strategies include independent study, group work, discussion, demonstrations, interest units with built-in choices of activities, on-site explorations, and community mentors.

Students are encouraged in their research skills and have access to the Flora High School Learning Center. Emphasis is the development of higher levels of thinking skills and processes. A supportive parent group underwrites expenses for many of the activities in which the gifted children take part. Each year, a cultural field trip is planned for the students. When a student completes the elementary program, he will have seen a symphony orchestra concert, a ballet, the Springfield historical sites (including New Salem), a science museum, a children's museum, a planetarium, and live theater productions.

Students with special academic needs have opportunities made available to them through the program, such as Video Calculus for two students who needed a senior level math course that our high school could not offer. Qualified eighth grade students take Algebra 1 at the high school and are then allowed to take other math courses one year earlier than usual.

**3. Indicators of success in relation to purposes and objectives:**

Students from the program usually perform well in competitions they enter. The program has been visited by many who have heard about it. Students report that their experiences in the gifted program during the elementary program have helped them in later challenges they encounter. Teachers report that students' discussion skills, report making skills, self concepts, etc. are improved as a result of participating. Evaluation data from students, parents, and teachers report very positive attitudes toward their accomplishments and toward the program itself.

**4. Uniqueness, special consideration, and/or other general information helpful to understanding the program:**

The Flora Gifted Program is a success due to several factors. The first and foremost is that the local school board and administration have made it a priority. Within financial limits, they support the program teacher and allow her to make decisions that are good for the district's gifted students. Secondly, the parents take an active role in funding the variety of activities as well as participating as chaperones, mentors, etc. Third, the other teachers and building principals cooperate with the scheduling arrangements and in sharing information. Fourth, the students themselves make sacrifices to complete assigned work they miss by coming to class or to "go the extra mile" in preparing for a competition. Last, the gifted program teacher spends the time necessary to make the program work effectively and keeps her knowledge of gifted education up-to-date.

**5. Extent to which this program could be implemented by others (identify factors to consider).**

A. Is there a need for the program?

B. Is a teacher available who is interested? motivating? likes

kids, especially gifted ones? willing to be trained? flexible? open to challenge? can tolerate some ambiguity? can work without textbooks? can work with other teachers and administrators?

- C. Is a Resource Room approach possible with bussing? Are there enough students to justify this grouping? Is there a room in a central location?
- D. Money - can district supplement reimbursement funds?
- E. Is there administrative support and commitment?
- F. Is there parental support?
- G. Is there faculty support?

#### 6. Cost factors:

The State Gifted Reimbursement Program will reimburse a district for gifted programming in the amount of approximately \$114 per student up to 5% of the district's ADA or \$5,000 for one full-time teacher.

- A. The biggest expenditure is for a teacher's salary.
- B. During the first year of a gifted program, the district may claim all the funds and only in-service staff and identify students. Some of these funds could be used to purchase materials if program objectives for identified students are written.
- C. Transportation costs will be a factor in transporting students to a central location. However, it is usually possible to work a schedule out so that the gifted students ride on busses already in operation from other special education, kindergarten runs, etc.
- D. Activities for students require entry fees. A parent support group or community donations can be very helpful.
- E. Implementing for the first time a literature program, such as Junior Great Books, will be relatively expensive. However, Reading Improvement moneys are available.
- F. Standard classroom supplies (paper, pencils, thermal masters, etc.) must be replenished each year. Because there are no textbooks, much of the curriculum materials require thermal master copying and duplication. Having access to a copier and a phone is essential.
- G. It is helpful if the program teacher types, so that secretarial-type responsibilities can be handled without adding to other secretaries' loads. Having a computer system and an integrated word procession/data base program available, such as Appleworks, assists greatly with the forms, announcements, lists, schedules, newsletters, etc. that will be required during the program's operation.
- H. It is essential that the program teacher be allowed to attend the Illinois State Gifted Conference. Attendance is also recommended for Educational Service Center training workshops.
- I. A district has available, free of charge, technical assistance in program plan writing, development, staff training, etc. from the Educational Service Center #17 office, located in Olney, (395-8626).

7. What math textbooks are used in your district?

- A. Heath Mathematics, D.C. Heath and Company, Grades K-8
- B. Algebra - Structure and Method, Houghton Mifflin, 1984, High School Level

PROGRAM TITLE: Gifted Mathematics

GRADE LEVEL: 9 - 12

IMPLEMENTOR: Jacquelyn E. Wood

CONTACT PERSON: Steve Garrison, Principal

SCHOOL DISTRICT: Fairfield Community High School #225

ADDRESS: 300 W. King Street, Fairfield, Illinois 62837

PHONE: (618) 842-2649

1. Purposes and Objectives (desired student outcomes):

Students placed in the gifted mathematics program will experience a combination of accelerated and enrichment activities not offered in the regular mathematics curriculum - creative problem solving, higher thinking skills, competitions, programming in BASIC and computer applications.

2. Delivery system (how the program is implemented):

Students will meet with their teacher for five fifty-minute class periods per week. In addition, students will be involved in exercises of higher thinking skills on a regular bases through creative problem solving and competition preparation in the evening. Computer applications are also stressed. Teaching strategies include individual instruction, special projects, discussions, competitions, and creative problem solving skills.

A. Criteria for entrance at the ninth grade level:

1. Achievement test score of at least the 90th percentile
2. Grade point average from 7th and 8th grades of at least 4.5
3. Algebra aptitude test score of at least the 90th percentile
4. IQ test score of at least 115
5. A teacher recommendation

B. Gifted Math 9

1. Accelerated Algebra I for approximately 25 weeks
2. Geometry for approximately 11 weeks through proofs
3. Computer programming in BASIC
4. Creative problem solving techniques

C. Gifted Math 10

1. Geometry for approximately 18 weeks - finishing the text
2. Algebra II for approximately 18 weeks omitting chapters concerning trigonometry, probability, conic sections
3. Advanced computer programming in BASIC

D. Gifted Math 11

1. Trigonometry for 18 full weeks concentrating on proofs and problem solving



2. Statistics and Probability for 18 weeks
3. Computer application problems where appropriate
4. Extra time is spent in preparation for competitions such as TEAMS, Olympiad, and ICTM contests

E. Gifted Math 12

1. Analytic Geometry for 18 full weeks
2. Calculus for 18 full weeks
3. Computer programming applications
4. Continued contest preparation

F. Exit from the program

1. A freshman who does not maintain a "B" average for the first year is not eligible for the succeeding years.
2. Others who do not wish to continue may exit at year's end and may join the regular math curriculum at this time.

G. Entrance after the freshman year

1. A transfer student may be placed in gifted math with the consent of the instructor.
2. An FCHS student may enter the program during the year with the instructor's consent and with the recommendation of the regular math teacher.

3. Indicators of success in relation to purposes and objectives:

Students have shown higher ACT scores, a higher success rate in college mathematics, and an increase in the number of students entering math related fields.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

Because of a small school population, the gifted classes are, in turn, small. Many districts could not financially maintain small classes.

5. Extent to which this program could be implemented by others (identify factors to consider):

The financial aspect of maintaining the program must be considered. The population is small and many school districts could not spend the funds for it.

6. List the cost factors related to the program (including all materials used):

Teacher's salary	-
Materials	- \$1,029.75
Equipment	- 935.00

Supplies - 150.00

7. What programs are used for remedial groups?

CAMEL - Calculator Assisted Mathematics for Everyday Living

8. What textbooks are used in your district?

- A. Algebra I, Houghton Mifflin, 1986, 9th grade gifted
- B. Geometry, Houghton Mifflin, 1988, 9th and 10th grade gifted
- C. Algebra II, Houghton Mifflin, 1986, 10th and 11th grade gifted
- D. Trigonometry, Houghton Mifflin, 1983, 11th grade gifted
- E. Calculus, Heath, 1986, 12th grade gifted
- F. CAMEL, Volusia County School Board, 1980, 9th grade remedial
- G. Consumer and Career Math, Scott Foresman, 1983, 10th grade
- H. Advanced Mathematics, Houghton Mifflin, 1987, 12th grade
- I. Trigonometry, Scott-Foresman, 1988, 12th grade
- J. Algebra I, Houghton Mifflin, 1988, 9th grade
- K. Basic Geometry, Houghton Mifflin, 10th and 11th grades
- L. Algebra II, Houghton Mifflin, 1988, 10th and 11th grades
- M. Pre-Algebra, Holt, 1986, 9th grade

PROGRAM TITLE: 8th Grade Mathematics/Algebra I  
for 8th Graders

GRADE LEVEL: 8

IMPLEMENTOR: Donald L. Beaty

CONTACT PERSON: Donald Bretsch, Principal

SCHOOL DISTRICT: Centralia Junior High School

ADDRESS: 900 S. Pine, Centralia, Illinois 62801

PHONE: (618) 533-2794

1. Purpose and objectives (desired student outcomes).

General goals for 8th grade math.

- A. Student will be able to complete any computation using the four basic operations with real numbers in any form.
- B. Students will be introduced to basic algebra concepts and be able to work with formulas, generalizations, and have a good concept of the use of variables.
- C. Students will be familiar with basic geometry terms, the use of measurement formulae, and experience special conceptualization.
- D. Students will be experienced in mathematical problem solving, and be familiar with common heuristics used in problem solving.

2. Delivery system (how the program is implemented)

Standard classroom activities.

Some group work in problem solving

Uniqueness is in - Level of student participation

Students being taught to take responsibility for their own learning.

3. Indicators of success in relation to purposes and objectives.

Increased positive skew of scores on classroom tests.

Average grade equivalent in Math on S.A.T. for all eighth grade students - 1986-1987 - 10.6  
1987-1988 - 10.5

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

Emphasis on student participation and problem-solving approach.  
Emphasis on student taking responsibility for his/her own learning.  
Enjoyable learning atmosphere  
Use of microcomputers (LOGO) in problem solving.

5. Extent to which this program could be implemented by others (identify factors to consider).

Instructor trained in the teaching of problem solving. (Teacher must be a good problem solver himself)

Computer Lab (2:1 ratio - students:computers) occasionally

6. List the cost factors related to the program (including all materials used).

Other than computers, no unusual expense.

A lot of teacher-made lessons

## THE LATEST "TRENDS" IN MATH

From Flora Community Unit School District #35:

- Students who are recommended by their seventh grade math teacher, who have 95% or above on the math subscore of a recent achievement test, and/or who score 410 or above on the SAT, which some of them take at sixth graders, are invited to take Algebra I as eighth graders. They are bussed from the junior high school to the high school and are instructed by the high school Algebra teacher. Their Algebra grade is recorded as their eighth grade math grade. No high school credit is awarded, but having met the Algebra I requirement enables them to have an elective or a fifth year math course as seniors.
- Students also take the Illinois Mathematics League Tests each spring. The school score is derived from the top 5 scores and sent to the League. Any students who score above thirty receive a special certificate. Later, the final results are returned and schools are ranked in multi-county districts. The eighth grade team placed second this year. Last year, as seventh graders, they placed first.
- Students are coached by a community mentor for the Mathcounts competition. Free of charge, a teacher can sign up a team and receive a booklet of higher level math problems for practice purposes. Students then compete in a regional competition sponsored by our local engineering society. This year's first place team was comprised of three eighth grade boys and one seventh grade girl. They won \$75.00 (for State Competition travel expenses), a trophy, and the right to compete at the State Mathcounts competition in Decatur at Milliken University.
- Gifted math students may apply to attend Challenge to Excellence, a summer gifted program at Southern Illinois University. There is a math/computer strand of instruction that allows these students to explore new areas in mathematics.
- This year, with the assistance of Olney Central College, a calculus course was offered by videotape. Class lectures by Jerry Maxwell or D.D. Shouse, O.C.C. instructors, were taped and the videotapes were made available on a day or two delay basis to two seniors who viewed them at Flora High School. Tests were mailed to the teacher, students took them in the Learning Center supervised by the Learning Center Director, and then they were returned to O.C.C. for scoring. The teacher returned scored tests and grade distributions for the class. He visited the campus twice to confer with the students. Students received ten semester hours of transferable college credit for their successful completion. The school purchased the textbooks and loaned them to the students. Twelve videotapes were used and re-used for filming. A library aide or work-study student filmed the daily lectures.
- SAT Math preparation has begun with fifth grade gifted students to expose them to areas encountered on the Scholastic Aptitude Test which sixth graders take as part of the Illinois Academic Talent Search.

## THE LATEST "TRENDS" IN MATH (CONTINUED)

Fairfield High School implements CAMEL - Calculator Assisted Mathematics for Everyday Living for remedial math groups.

Educational Service Center #17 sponsors a Math Olympiad on an annual basis. The Math Olympiad stresses creative problem solving skills and is designed to encourage independent research and investigation, as well as to recognize and promote leadership potential. Two fifth and two sixth grade students from each ESC #17 area school district are eligible to compete as a team against other schools in the Educational Service Center #17 area.

### MATHCOUNTS

#### What MATHCOUNTS Does:

MATHCOUNTS, the first nationwide program of its kind, combines the efforts of education, business, government and the technological community to promote math excellence among junior high school students.

MATHCOUNTS was developed as a positive and rewarding solution to reversing the current problem of math illiteracy - and as a way to make parents, educators and the general public aware of career opportunities in math.

The program builds skills, promotes strategic problem-solving, and drills students in dealing with complex problems and hard-to-handle numbers - all a critical part of our technological society. And it provides an opportunity to bring seventh and eighth graders together to prompt lively exchange of mathematical ideas through competition.

MATHCOUNTS impacts these student "mathletes" at an age when they are formulating attitudes about math and technology - when they can still elect to take college math courses in high school to prepare them for future math careers. In fact, career planning is a major component of MATHCOUNTS. Through the program, parents, educators and the general public are all made aware of career opportunities in math. Information on local sponsors, their fields of industry and how careers in math relate to those industries can be made an integral part of a local MATHCOUNTS information packet.

#### How MATHCOUNTS works:

The competition phase of MATHCOUNTS begins in the schools - thousands of them across the country - in the form of a qualifying test. Students are coached in everything from basic arithmetic skills to math logic, probability and statistics, linear algebra and polynomials. Between September and the national competition in the spring, students and teachers work together in quizzes and drills to develop teamwork and skill. They are then ready to advance to regional and state competitions which could lead them to Washington, D.C. and the national math finals.

Contact your state engineering society for the participating NSPE chapter nearest you to help make this MATHCOUNTS program an unforgettable opportunity for junior "mathletes" in your community.

For more information, contact the NSPE Information Center (703) 684-2810, or the CNA Insurance Companies (312) 822-5318.

- Emphasis on problem solving skills
- Integration of computers

## MATH RESOURCE PEOPLE

Dr. Edna Bazik  
Eastern Illinois University  
328 Main Street  
Charleston, Illinois 61920  
Phone: (217) 581-6283  
Area: Mathematics Workshop Presenter

Dr. Larry Stonecipher  
Sangamon State University  
Brookens 310 M  
Springfield, Illinois 62794  
Phone: (217) 786-6682  
Area: Mathematics

Dr. Jerry Becker  
Southern Illinois University  
Carbondale, Illinois 62901  
Phone: (618) 536-2441  
Area: Mathematics

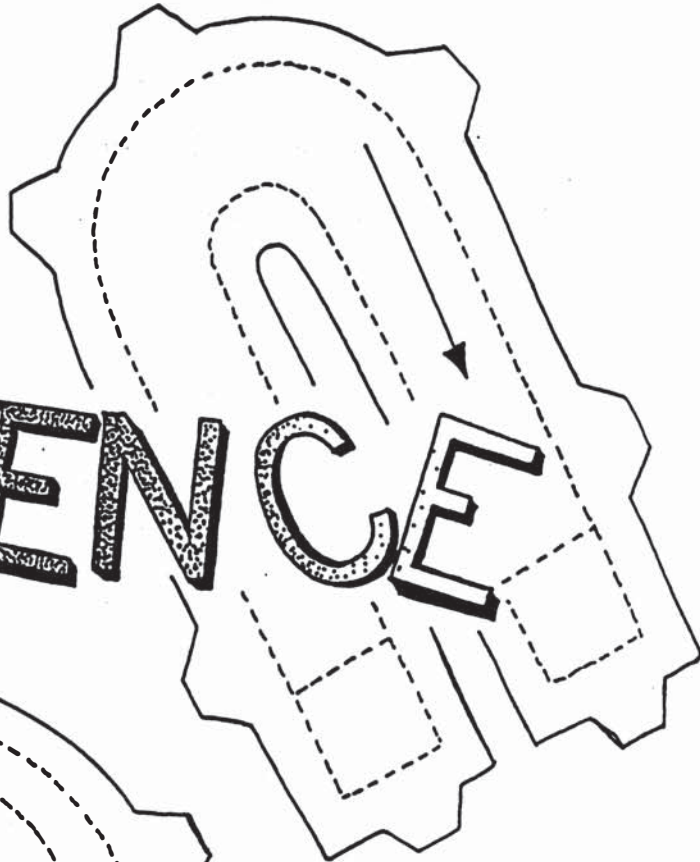
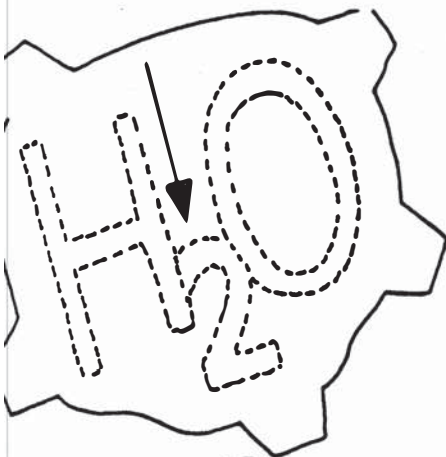
Linda Stoner  
Educational Service Center #13  
200 S. Frederick/Box 919  
Rantoul, Illinois 61866  
Phone: (217) 893-3219  
Area: Math Workshops

Sally Cherry  
Educational Service Center #17  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450-2170  
Phone: (618) 395-8626  
Area: Educational Consultant

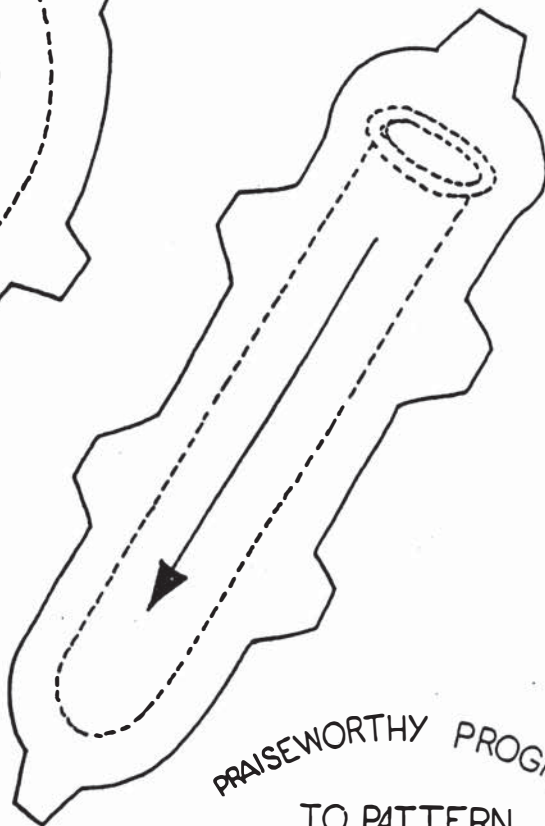
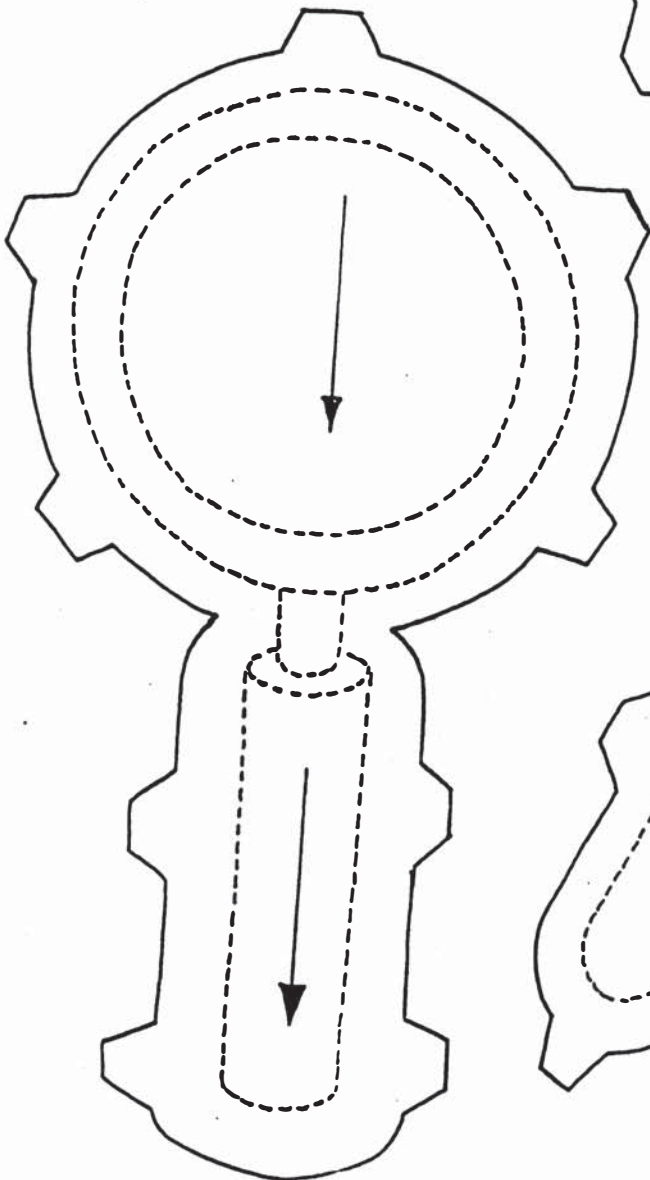
Wendell A. Meeks  
Ill. State Board of Education  
100 N. First Street  
Springfield, Illinois 62777  
Phone: (217) 782-2826  
Area: Mathematics

Sharon Kincaid  
Route 2  
Eldorado, Illinois 62930  
Phone: (618) 273-6257  
Area: In-Service Training -  
Problem Solving and  
Micro-computers





**SCIENCE**



PRAISEWORTHY PROGRAMS  
TO PATTERN

**PROGRAM TITLE:** Nature's Way

**GRADE LEVEL:** 1

**IMPLEMENTOR:** Nancy Kincaid

**CONTACT PERSON:** Judith Ehorn, Principal

**SCHOOL DISTRICT:** Robinson CUSD #2 - Washington School

**ADDRESS:** West Condit Street, Robinson, Illinois 62454

**PHONE:** (618) 544-2233

**1. Purpose and objectives (desired student outcomes).**

To discover and investigate the world around them so that they may better understand and appreciate it and our dependency on it. (I wanted the students to be able to go for a walk, stop and observe what's around them and to have respect for all living things).

**2. Delivery system (how the program is implemented).**

- Bulletin boards
- Reading many nature books to them (stories and factual information)
- Make booklets
- Songs
- Field trip to Crawford County Cons. Area and to Turner's Gravel Pit.
- Art work
- Students write stories
- Discussion
- Open House Night - Display for parents and students to talk about.
- Speakers

**3. Indicators of success in relation to purposes and objectives.**

- Feedback from parents (positive)
- Students asking when can they go on a walk.
- Watching students step around something that is fragile instead of stepping on it!
- Students bringing in "nature related" material.

**4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.**

This is a program that can be implemented all year long. I am even helping with an Outdoor Education class this summer for two weeks.

5. Extent to which this program could be implemented by others (identify factors to consider).

Any teacher could try this program. Rules are important, when going on walks. The teacher should familiarize herself with topics of interest along the trail. Have a signal when there should be no noise. If one feels uncomfortable at first, go with another adult that loves nature.

6. List the cost factors related to the program (including all materials used).

- NONE
- (Could have magnifying glasses, fish and butterfly nets.)
- Microscopes??
- Bus transportation for field trip.

7. What is done for your lower-level learners in the science area?

With this type of program, they participate with all of us. There is no "written" tests.

8. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
Accent On Science	Charles Merrill Pub. Co.	1980	1st

Only use the book for reference. I "intertwine" plants, animals, water, air, senses, etc. with Nature.

PROGRAM TITLE: Science I (Life Science)

GRADE LEVEL: 9 - 10

IMPLEMENTOR: Stephen L. Lacey

CONTACT PERSON: Dr. John P. Garrett, Principal

SCHOOL DISTRICT: Mt. Vernon Township High School #201

ADDRESS: 320 S. Seventh, Mt. Vernon, Illinois 62864

PHONE: (618) 244-3700

1. Purpose and objectives (desired student outcomes).

- A. Scientific literacy for those students who are taking no further science classes beyond Science I.
- B. Background for other science classes. Many will take Biology, etc.
- C. Fulfill state science requirement.

2. Delivery system (how the program is implemented).

My program follows a traditional text stressing certain objectives. Classes are true discussions with higher level questioning strategies, paired lab work, small group interaction, and other motivational strategies. Homework occurs nightly.

The class is a general over-view of all fields of science. It is a requirement for our middle ability students.

3. Indicators of success in relation to purposes and objectives.

A large percentage of my students take our optional, more advanced science classes. (Biology, Chemistry, Human Physiology, Zoology, etc.)

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

In my opinion, the specialness of my program is not what is covered so much as the way it is covered. My classes stress success and positiveness. Communication is furthered by the use of non-confrontational verbal skills and motivation strategies. Classroom management techniques are research based. Student responsibility/accountability are emphasized. One-on-one conferences are frequent. I am enthusiastic about science and try to project this to my students. It's Catching!

5. Extent to which this program could be implemented by others (identify factors to consider).

The course-work can be covered by most schools with basic lab equipment (microscopes, slides, cover slips, lab tables of any kind). The communication/motivational/classroom management skills used by me are available through the classes Project TEACH and Project PRIDE. These programs train teachers to proficiency in these areas.

6. List the cost factors related to the program (including all materials used).

Costs are minimal (\$400-\$500 per year) after attaining basic lab facilities (microscopes, etc.)

Project TEACH and PRIDE are 3 semester hour classes offered through SIU-C (contact Dr. Bill Dixon). Each class costs \$235 including textbooks.

7. What is done for your lower-level learners in the science area?

Our low-level students are placed into a separate science course, Consumer Science, which stresses hands on activities and a high motivation program.

8. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
General Science (Allyn & Bacon)	Prentice-Hall	1989	9-10

## THE LATEST "TRENDS" IN SCIENCE

- State expectations are focusing on goal directed instruction.
- "Hands-on" science is being promoted at all grade levels.
- Project WILD is an interdisciplinary, natural resources education program emphasizing wild life. It is designed for use by educators in all major areas of study - kindergarten through twelfth grade. The instructional activities within the WILD materials are designed for integration into basic skill areas such as science, language arts, math, social studies and art. Project WILD activities direct young persons to learn how to think about wildlife and other natural resource concerns. Project WILD Activity guides are made available, free of charge, through four and one half hour workshops run by a trained workshop leader. See Science Resource People Section for more information.

- PROJECT LEARNING TREE  
1619 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

PLT is an award winning environmental education program designed for teachers and other educators working with students in Kindergarten through grade 12. For more information concerning PLT write to the above address.

- Illinois Junior Academy of Science, Inc.

Target Population: junior and senior high school students interested in any of the sciences.

Annual Fee: \$23 per school payable to the Illinois Junior Academy of Science.

How to Belong: Any school and science club in the State of Illinois may obtain membership information about this state-wide organization by contacting the current state president: Rev. Bernard Horzen, St. Bede Academy, Peru, Illinois 61354

## SCIENCE FIELD TRIPS

### AIRPORTS

Evansville Airport  
5701 Hwy 41 North  
Evansville, Illinois 62242  
Phone: 1-800-325-3535

Mt. Vernon-Outland Airport  
Fairfield Road  
Mt. Vernon, Illinois 62864  
Phone: (618) 242-7016

Olney-Noble Airport  
Olney, Illinois 62450  
Phone: (618) 393-2967

Flora Airport  
Flora, Illinois 62839  
Phone: (618) 662-2222

### MUSEUMS

Mitchell Art Museum  
Richview Road  
Mt. Vernon, Illinois 62864  
Phone: (618) 242-1236

The Magic House  
St. Louis' Children's Museum  
516 S. Kirkwood Road  
St. Louis, MO 63122  
Phone: (314) 822-8900

Ingram's PIO LOG CABIN VILLAGE  
Route #2  
Kirmundy, Illinois 62854  
Phone: (618) 547-7123

Indian Hill Museum  
Route #3  
Albion, Illinois 62806  
Phone: (618) 446-3110

### OTHER

Prairie Farms Dairy Inc.  
217 W. Main  
Olney, Illinois 62450  
Phone: (618) 393-2128

Wayne County Press Newspaper  
213 E. Main  
Fairfield, Illinois 62837

Washington Park  
Robinson, Illinois 62454

Webb Printing Control  
Route #5  
Fairfield, Illinois 62837  
Phone: (618) 842-2664

Don Watt's Farm  
South of New Hebron

Crawford County Conservation Area  
Location: Bunker Hill Road

Sam Parr State Park  
Oblong, Illinois

Sam Dale Lake  
Johnsonville, Illinois 62850

Wayne County Courthouse  
Fairfield, Illinois 62837

Newton Power Station  
Route #4  
Newton, Illinois 62448  
Phone: (618) 783-8402

Weber Medical Clinic  
1200 North East Street  
Olney, Illinois 62450  
Phone: (618) 395-5221

Clay County Hospital  
700 N. Mill  
Flora, Illinois 62839  
Phone: (618) 662-2131

## SCIENCE RESOURCE PEOPLE

Sally Cherry, ESC #17  
Jefferson Regional Office  
Mt. Vernon Courthouse  
Mt. Vernon, Illinois 62864  
Phone: (618) 242-1807  
Area: Educational Consultant

Mike Schneider, ESC #16  
5401 Bonita  
Belleville, Illinois 62221  
Home Phone: (618) 233-7405  
Office Phone: (618) 277-9830  
Area: Science Consultant  
Workshop Presenter: Science Kits

Dr. David Winnett  
Route #1  
Hillsboro, Illinois 62049  
Home Phone: (217) 532-2305  
Office Phone: (618) 692-3439  
Area: Science Curriculum K-12  
Workshop Presenter: Science Kits

John Figlewicz  
ISO Co-Director  
1102 Waterman  
Arlington Heights, Illinois 60004  
Phone: (312) 259-8221  
Area: Illinois Science Olympiad

Burles Bennett  
100 North First Street  
Illinois State Board of Education  
Springfield, Illinois 62777  
Phone: (217) 782-2826  
Area: Science

John Ramsey  
Southern Illinois University  
Carbondale, Illinois 62901  
Phone: (618) 538-2441  
Area: Environmental Science

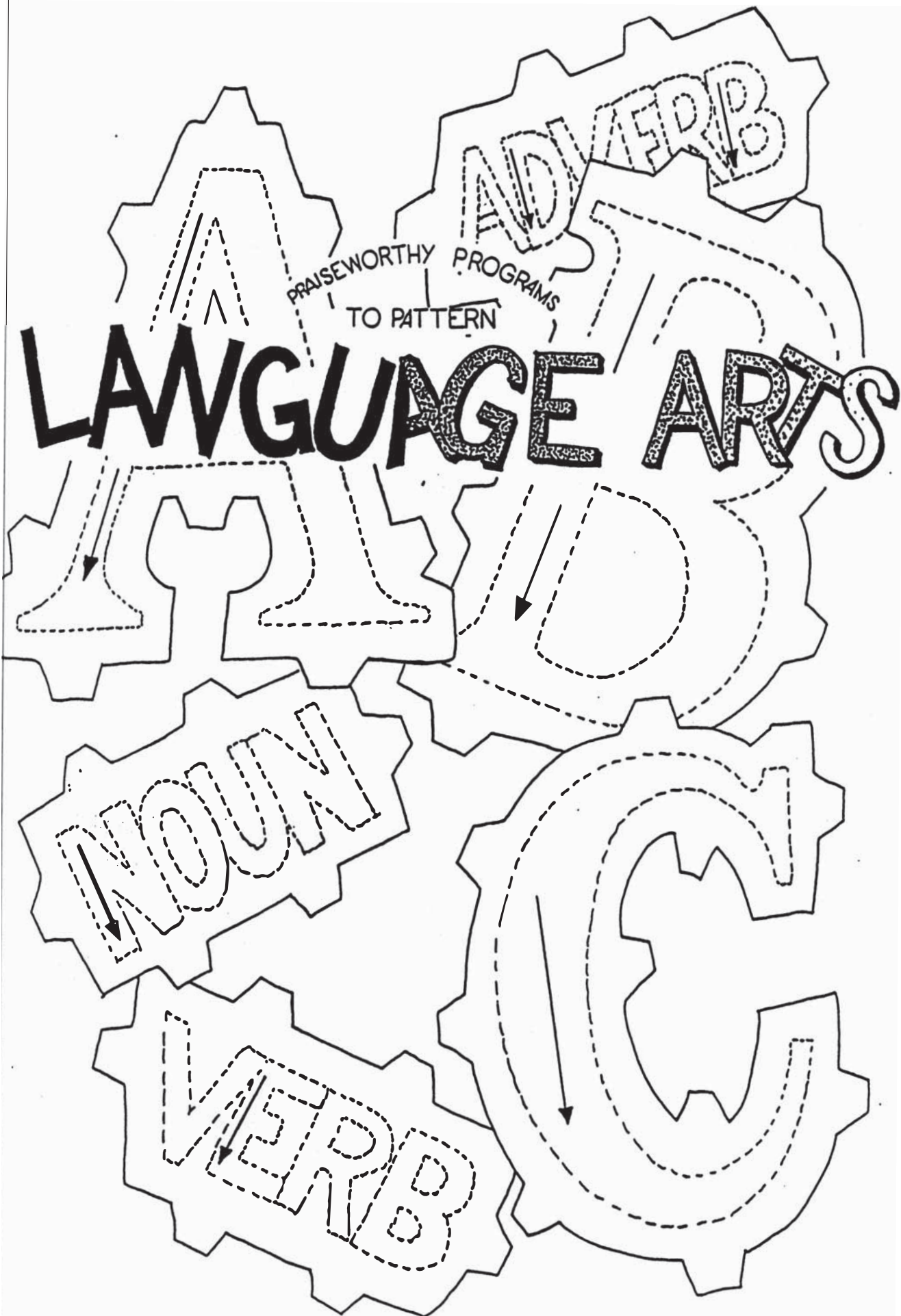
Dr. Marilyn Lisowski  
Eastern Illinois University  
206 BB  
Charleston, Illinois 61920  
Office Phone: (217) 581-5728  
Area: Elem. and Jr. High Science  
Workshops: Science Safari  
S.O.S. - Specs of Science

Walter W. Naumer, Jr., Chairman  
Illinois State Board of Education  
100 North First Street  
Springfield, Illinois 62777  
Phone: (217) 782-2826  
Area: Teachers Guide and Student  
Handbook for A Science Fair -  
Jr. High Level



PRAISEWORTHY PROGRAMS  
TO PATTERN

# LANGUAGE ARTS



PROGRAM TITLE: Alphaphonics

GRADE LEVEL: Kindergarten

IMPLEMENTOR: Rebecca S. Rains

CONTACT PERSON: Cecil Cochran, Principal

SCHOOL DISTRICT: Clay City Comm. Unit #10 - Elementary

ADDRESS: 511 S. Illinois St., P.O. Box 545, Clay City, Illinois 62824

PHONE: (618) 676-1521

1. Purposes and Objectives (desired student outcomes):

Alphaphonics is a success oriented program which provides total reading readiness experiences for pre-school, kindergarten or early first grade. Because children learn through success, Alphaphonics lessons are geared to build a child's self image and confidence. Teacher expectation plays a very important part in a child's success, and Alphaphonics is planned to guarantee this success.

The main objective of this program is learning letter names and sounds in sequential alphabetical order. This evolves naturally from the emphasis on successful experiences. In order for a child to learn to read easily and well, language development and other readiness skills must be taught.

The following are the purposes basic to all Alphaphonics Lessons:

- A. To learn the letter names and sequence
- B. To learn the sounds of the letters by saying a sound oriented poem
- C. To learn how to write the letters legibly
- D. To develop good listening skills
- E. To develop ability to follow directions
- F. To stress oral language development
- G. To enrich vocabulary
- H. To appreciate poetry
- I. To develop visual discrimination
- J. To develop auditory discrimination
- K. To develop motor skills

2. Delivery system (how the program is implemented):

Number One Lessons

To begin to teach the letter name and sound  
To teach Astro's letter poem  
To develop imagination and creativity

Number Two Lessons

To stress good listening habits

To teach sound of the letter  
To develop auditory discrimination  
To involve parents and reinforce learning through "Surprise Game"

#### Number Three Lessons

To develop basic reading readiness skills  
Review the name and sound of letter

#### Number Four Lessons

To teach formation of letters  
To develop visual motor skills  
To review the name and sound of letters  
To develop skillful use of pencil

#### Number Five Lessons

To practice writing letters correctly  
To review the names and sounds of letters  
To develop skillful use of pencil

#### Number Six Lessons

To develop basic reading readiness skills  
To review the name and sounds of letters

### 3. Indicators of success in relation to purposes and objectives:

Alphaphonics teaches and reinforces names and sounds of letters through naming, sounding, tracing and writing. This program has been carefully devised to develop a child's independence and stimulate his interest. When you use it, you can expect your children to succeed. Successful Alphaphonics is more than the pages that you give to your students, it is also the positive attitude and enthusiastic approach which you use in presenting these materials to your children.

### 4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

I had looked for a "total" reading program that taught writing at the same time as the sounds of the alphabet. I have always felt this to be quite important having used the Alphatime Letter People program for ten years. I also wanted to use a creative, colorful program filled with fun and imagination. In my search for such a program, and after attending several reading conventions, I discovered Alphaphonics. It is innovative and exciting - the program is for me! I have used the Alphaphonics reading program for four years. My students love their "invisible" friend Astro.

5. Extent to which this program could be implemented by others (identify factors to consider):

Alphaphonics could be used as a success-oriented program that provides total initial reading experiences for children in pre-school, kindergarten, or primary grades. Alphaphonics materials are used internationally in over 10,000 classrooms for: Beginning Reading, Self-Concept, Bilingual Education, Migrant Education, Parent Involvement, Early Childhood Development and Language Development. In each area Astro could be introduced as "a delightful, imaginary character who motivates children as they sing, talk, write—even eat their way from A-Z!" (There is also a 1st grade program called Phonics Plus.)

6. List the cost factors related to the program (including all materials used):

Alphaphonics is inexpensive. Once the program is established, the yearly cost will be only for "extras". The extras include sticker books & sticker badges, reward stickers, "Alphaget" (12 different computer maze games for Apple), Astro's ABC (7 disk software for Apple computer), Rubber grading stamps, poem charts, writing dittos, mini books, Astro's Cookbook, Astro's Adventures in Reading Series (15 Readers) and much more. The students work from worksheets that are copied. There are no workbooks for the children!

PROGRAM TITLE: ~~Advanced~~ English

GRADE LEVEL: 9 - 12

IMPLEMENTOR: Edd Fish

CONTACT PERSON: Fred L. Gibson, Principal

SCHOOL DISTRICT: Centralia High School - District #200

ADDRESS: 1000 E. Third, Centralia, Illinois 62801

PHONE: (618) 532-7391

1. Purpose and objectives (desired student outcomes):

We want to challenge high achieving students with an accelerated English curriculum over a four year period. They will become better readers, writers, speakers and listeners.

2. Delivery system (how the program is implemented):

The 9th and 10th graders are grouped for the first two years of high school. The 11th and 12th graders are likewise grouped. Two separate curricula are rotated each year.

3. Indicators of success in relation to purposes and objectives:

Grades are indicators but we are also proud of the college successes these students enjoy. The graduation rate from college is 100% for those identified as gifted.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

Our curriculum for gifted is literature based with much emphasis on writing. Students completing the program will have read 40 major works and written approximately the same number of essays.

5. Extent to which this program could be implemented by others (identify factors to consider):

There is no reason why any school could not implement the same program. The biggest obstacle is the willingness to devote the man hours to all the work necessary.

6. List of the cost factors related to the program (including all materials used):

Since the curriculum is based on paperbacks, the materials' costs

into the thousands of dollars. We also use videos and have accumulated \$500 worth of those.

7. What textbooks are used in your district?

No standard text is used, however, sets of paperbacks are relied on for use.

8. Do you ability group in reading? If yes, at what level?

Yes, all grades are grouped.

**PROGRAM TITLE:** Critical Thinking Strategies for Educators Development and Dissemination of Learning Assessment and School Improvement Plans - Model Practices      **GRADE LEVEL:** K - 12

**IMPLEMENTOR:** Dale Guthrie

**CONTACT PERSON:** George C. Lewis, Principal

**SCHOOL DISTRICT:** Salem Community Unit #200 - Salem High School

**ADDRESS:** Route 37 North, Salem, Illinois 62881

**PHONE:** (618) 676-1521

**1. Purpose and objectives (desired student outcomes):**

The Critical Thinking Strategies Project administered by Salem Community High School is a K-12 program involving seven school districts.

The project involves two main components. The first is the training of teachers in the use and preparation of critical thinking strategies for the classroom. The second is the producing of teacher-made critical thinking strategies for dissemination outside the area of participating schools, and teacher-led workshops for other school districts throughout the state.

These strategies address the six learning areas (language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health) as targeted by the State of Illinois. The strategies also relate directly to the achievement of local and state goals, and the objectives of all education. When used in the classroom, these strategies promote active student involvement and guide them to develop skills in higher level thinking.

Assessment to achieve the six targeted areas is a focus of the project and is accomplished by the use of critical thinking strategies implemented by teachers in the assessment process. All strategy products are field tested in the classroom fostering validity for their use.

**2. Delivery system (how the program is implemented):**

The program implementation is by:

- A. Workshops for schools in series or one-time offerings.
- B. Manual describing field-tested products for teacher and classroom.

**3. Indicators of success in relation to purposes and objectives:**

Indicators include:

- A. Prepared units of instruction provided by intensive planning on behalf of the instructor.
  - B. Increased student participation in the classroom.
  - C. Students achieve "higher level thinking skills" in the classroom.
  - D. Effective teaching practices across grade and curriculum levels.
4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

This program is unique in that it provides for understanding of the use of critical thinking in the classroom by the development of teacher-made products for more effective instruction. Group work in the classroom is a vital part of the overall program organization.

5. Extent to which this program could be implemented by others (identify factors to consider):

Various degrees of program development could be accessed by others based on the following factors:

- A. Time investment for inservice.
  - B. Monitored classroom usage.
  - C. Individual teacher time investment.
6. List the cost factors related to the program (including all materials used):
- A. Purchase of textbook (optional)
  - B. Duplication of samples
  - C. Postage (if mailed) and purchase of strategy manual - cost to be determined.



PROGRAM TITLE: Discover Intensive Phonics  
For Yourself

GRADE LEVEL: K - 12

IMPLEMENTOR: Nancy Rister

CONTACT PERSON: David Hock, Superintendent

SCHOOL DISTRICT: Merriam Community Consolidated District #19

ADDRESS: Route #2, Fairfield, Illinois 62837

PHONE: (618) 842-3101

1. Purpose and objectives (desired student outcomes):

"DISCOVER INTENSIVE PHONICS FOR YOURSELF" is a "BARE BONES", LOGICAL, AND SYSTEMATIC method of teacher phonics. Anyone can be taught to read if they master the 42 sounds of the alphabet, 5 phonics skills, and the decoding skills. This program is applicable to both regular primary and special classes.

2. Delivery system (how the program is implemented):

The children learn by doing at the chalkboard. They are taught to listen and think, see every letter in the word, pronounce every sound in the word, and listen to the vowels in each word. The students hear, see, say, write, and think as they apply the phonics skills while they are being taught.

3. Indicators of ~~success~~ in relation to ~~purposes~~ and objectives:

We strive for independence in decoding, reading, and spelling. The students will be confident and secure, because they have mastered the 42 sounds of the alphabet. They will be fantastic in reading and spelling.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

One of the reasons this program is so successful is because the child is being taught through his individual learning channel. Regardless of whether the child is auditory, visual, or k/t, they are being taught through that particular channel.

Teachers—there are no workbooks, ditto sheets, grouping, or papers to grade—all of the work is done at the chalkboard.

5. Extent to which this program could be implemented by others (identify factors to consider):

The program works beautifully when it is used in the primary grades, reading improvement or chapter reading, and any special education classes.

6. List the cost factors related to the program (including all materials used):

The complete kit costs \$99 per teacher. This kit includes everything a teacher needs in order to use the program in her room. Contents of the kit include teachers' manual and cassette, reverse listening cards, and 2 skill posters.

7. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
"Spelling"	Steck Vaughn	1984	1-8

8. Do you ability group in reading? If yes, at what level?

Lower grade levels have Houghton Mifflin Reading Series

9. Is a basal reader used at the junior high level or is Literature taught?

<u>Grade Level</u>	<u>Basal-title/Company</u>	<u>Literature-title/Company</u>
7 & 8	Houghton Mifflin	

PROGRAM TITLE: "I Can" (A Zig Ziglar Product)

GRADE LEVEL: K - 12

IMPLEMENTOR: Donna Livingston

CONTACT PERSON: Steve Bahney, Principal

SCHOOL DISTRICT: Oblong CUSD #4 - Elementary

ADDRESS: 600 W. Main, Oblong, Illinois 62449

PHONE: (618) 592-4225

1. Textbook(s) used in this program:

The textbooks used depends on the level at which this program is being implemented.

2. Purpose and objectives (desired student outcomes):

- A. To demonstrate the importance of a healthy self-image
- B. To enhance learning through positive expectations
- C. To identify the characteristics necessary for success
- D. To identify "loser's limbs" or excuses for not being successful or for giving up
- E. To identify causes & manifestations of a poor self-image
- F. To identify fifteen steps for improving self-image
- G. To learn how to get along with others
- H. To learn how to set and reach goals
- I. To learn how to cultivate a good attitude
- J. To understand the value of work
- K. To appreciate the advantages of living in the free enterprise system
- L. To develop the proper habits and a sense of self-responsibility
- M. To motivate the student to become prepared for participating in and contributing to school, home and community.
- N. To understand the importance of personal dreams and a healthy curiosity for improvement of self-image and goals
- O. To learn ways to improve memory and following directions

3. Delivery system (how the program is implemented):

I attended a three day seminar. I talked to several people who had taught this course. There are textbooks, workbooks, tapes to go along with the book, and a teacher's manual. It can be taught for a semester, a quarter, or implemented in a self-contained classroom. As the students read the textbook, there are many ways to focus on what they have read. It can include music and art activities, writing and speaking skills, and role playing. You can work in small groups as well as individually. You can help the students find the good in others and encourage it by writing "I like" notes to remind them they are special. There are many ideas to use, and

various ways to present/implement the objectives. They can write to themselves for later evaluation or to others to find out how they were able to succeed in their chosen field. They could write to a pen-pal in a nursing home. You could have a student of the week.

4. Indicators of success in relation to purposes and objectives:

The students enjoy the chance to share their feelings and ideas. They love to role-play and work in small groups. They enjoy getting the positive encouragement/reinforcement notes from both teachers and classmates.

The more you look for the good, identify, and encourage it, the more they try to repeat it for additional reinforcement. It can be habit-forming as others imitate/copy the positive habits of those around them.

They try harder and volunteer more in other classes when it's continually reinforced. Manners in and out of the classroom improve with continued praise.

Many students are hungry for the attention that is missing in their life. The sharing and caring go hand in hand as they "bloom" with continual encouragement. They notice the good in others and improve social skills in getting along with others. I was overwhelmed at times with the volunteering to help with the small tasks as well as the larger responsibilities. They verbalized more about situations at home and at school and how to cope/improve them. They would enjoy getting letters from their idols telling how they made it to the top. They enjoyed various positive reinforcers and the result of reaching a pre-planned goal.(marbles in a jar, chance can, etc.)

5. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

There is a beginning, intermediate, and high school (advanced) teacher's manual. Since the textbook is written at a 6+ reading level, the textbook See You at the Top and coordinated workbook would be difficult for any student below sixth grade. However, the beginning level manual does not use the textbook. It has two-ring binders full of ideas and worksheets to use with various objectives. It helps to have a room large enough for working in groups and for role-playing. I would have liked to let the students do more letter writing to their role models to find out the importance of trying to do their best.

6. Extent to which this program could be implemented by others (identify factors to consider):

This program could be used in a departmental setting as well as a self-contained classroom. (My lowest reading level students in sixth grade had some trouble reading the text.) I used various positive reinforcement ideas and even combined some ideas with the "Assertive

Discipline" principles and motivators. I used a point system to determine a grade. We made an "I Can" can and filled it with slips telling what they were proud they could do. The students continually added to this. We also worked on training our memory and the importance of following directions.

7. List the cost factors related to the program (including all materials used):

I had: the intermediate teacher's manual (\$39.95), paperback student textbook (\$6.00), a workbook for each student (\$4.95), the set of tapes to use with the textbook (\$95.00), and the paper and art supplies from my classroom. There are "round tuits," bumper sticks, bee pins, and other various extras that could be ordered if you had an abundance of funds.

There are videos to go along with various principles taught in the text.

8. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
MacMillan English	MacMillan Pub. Co.	1981	3-6
Warriner's English	Harcourt Brace	1977	7-8
Grammar & Comp.	Jovanovich	1977	7-8
*1st & 2nd course			

\*1st course book for 7th graders. 2nd course book for 8th graders.

9. Do you ability group in reading? If yes, at what level?

The lower grades K-5 group their students. Some have more than one group in a self-contained classroom. Other teachers in the same grade level will divide the students by ability and each teacher will take a different level. In grades 6-8 the students are not ability grouped.

10. Is a basal reader used at the junior high level or is Literature taught?

<u>Grade Level</u>	<u>Basal-title/Company</u>	<u>Literature-title/Company</u>
6th	Catch the Wind	MacMillan
7th	Journeys	Harcourt Brace
8th	Adventures for Readers - Book 2	Jovanovich

PROGRAM TITLE: Kids Interest Discovery Studies  
Kits - "Kids Kits"

GRADE LEVEL: 1 - 6

IMPLEMENTOR: Mary Ellen Workman

CONTACT PERSON: Ray Green, Principal

SCHOOL DISTRICT: North Clay Unit #25 - Elementary/Junior High

ADDRESS: Box 279, Louisville, Illinois 62858      PHONE: (618) 665-3393  
OR: (618) 665-3394

1. Purpose and objectives (desired student outcomes):

As a result of participating in the KIDS KITS program, students will show the following outcome:

- A. Students will engage in learning activities which, according to their own description of the purpose of the activity, involve:
  - 1. greater specificity of stated purpose or questions,
  - 2. greater complexity in the thinking required to pose and answer the stated question, and
  - 3. a greater number of questions being pursued or considered.
- B. Students will report awareness and use of a greater variety of learning resources.
- C. Students will be involved in a greater number of application and sharing activities (i.e., use the information in more ways)
- D. Students will display a higher level of interest and enthusiasm for research activities.

2. Delivery system (how the program is implemented):

KIDS KITS program can be implemented easily and requires a minimum amount of training. Each school needs a program coordinator. The library media specialist can integrate the program into his/her duties most easily due to the nature of the program. This does not mean, however, that another staff member with the time, could not do as well.

The primary impetus for the student use of KIDS KITS comes from the teachers. They provide the opportunity for student participation, whether in the classroom or in the library media center. For this reason a teacher inservice is an integral part of the implementation plan. Student orientation is also a part of the preparation. This is completed by the coordinator and other personnel who will be working with the students.

Training for the coordinator is normally one day. The KIDS KITS trainer conducts training which includes information in the following areas:

- A. kit development
- B. program operation
- C. facilities and equipment
- D. teacher inservice
- E. student orientation
- F. student activities
- G. parent involvement
- H. program evaluation

3. Indicators of success in relation to purposes and objectives:

Evaluation Results:

Students with higher levels of kit usage demonstrate:

- A. greater specificity, complexity, and multiplicity in their descriptions of the purpose of their learning activities
- B. more awareness and use of learning resources
- C. greater number of applications of the information gained
- D. greater enthusiasm and involvement in their learning activities

All evaluation results were statistically significant at the .001 level when validated for the NDN Joint Dissemination Review Panel.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

KIDS KITS are organized sets of multimedia materials designed to elicit active student involvement in learning by motivating elementary students of all abilities to ask and answer questions on topics of interest to them. Each kit includes a variety of material (i.e., books, filmstrips, models, study prints, real objects, transparencies, student projects) which vary in difficulty and learning style. Kits can be used in a library media center, in the classroom, or at home.

Kit development is preceded by teacher inservice, student orientation, and a survey of both groups' interests and needs. This is followed by a survey to identify available school resources which could be used in the kits. Correlate the purchase of new materials with those available to avoid duplication.

5. Extent to which this program could be implemented by others (identify factors to consider):

With the topic identification and material selection completed, the coordinator is ready to assemble the kit storage boxes. This requires boxes of uniform size, (approx. 15"x12"x10") colorfully decorated and reinforced for eye-appeal and serviceability. The importance of "eye-appeal" cannot be stressed too strongly. KIDS KITS must be decorated attractively to invite student interest. Box preparation is an excellent project for parent volunteers, and in some cases, teachers and/or students can be involved. 6-10 kits are needed to begin.

The strength of the KIDS KITS program is that it can be implemented easily by a school with a minimum of training. No additional staff or facilities are required, and the audio-visual equipment need can generally be met with in-house items.

6. List the cost factors related to the program (including all materials used):

Cost factors vary with the availability of multimedia material already in the library media center or classrooms. However, the following costs can be considered:

Training Session

NDN Trainer: These can be shared \$200—\$300 (depending on the  
Facilities: by districts or region distance traveled)

KIDS KITS Manuals 1/building \$ .25 each

DISCOVERY Cards \$ .25 each set  
(can be duplicated for each building)

Activity Cards \$ .25 each set

Boxes: Corrugated (15"x12"x10") (can be purchased at approx. \$3  
4 yards contact paper/kit each) I use boxes duplicator  
paper is shipped in.



PROGRAM TITLE: Language Arts/Composition

GRADE LEVEL: 7 - 8

IMPLEMENTOR: Ann Michele Garrett

CONTACT PERSON: Merlin Hodge, Principal

SCHOOL DISTRICT: Casey Junior High School #80

ADDRESS: 1829 Broadway, Mt. Vernon, Illinois 62864

PHONE: (618) 242-7350

1. Purpose and objectives (desired student outcomes):

Students will learn to improve their communication skills (primarily writing) by writing a wide variety of compositions throughout the academic year. Specifically, their sentence structure, paragraphing, grammar, usage, mechanics, and spelling will improve by learning to use the writing process (pre-writing, revising, and publishing).

2. Delivery system (how the program is implemented):

The classes are primarily writing workshops. Students receive writing assignments with the objectives and exact grading criteria for each one. They then write, edit, revise, and, whenever possible, publish their work on bulletin boards, give it to parents or other individuals.

3. Indicators of success in relation to purposes and objectives:

In my heterogeneous language arts classes, all students improve their writing skills. At least 90% can write complete sentences, and at least 85% can compose logical, thoughtful, and grammatically correct paragraphs of at least three sentences. At least 80% can compose average or above essays. 90% compose friendly letters with "publishable" accuracy. Their attitudes toward writing improve throughout the course of the year; more of them feel that they can write letters and essays by the end of the year.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

Peer editing is an intrinsic part of a successful writing program. I group the students into triads of above average, average, and below average ability. I also encourage them to use parents and other students as personal editors. All students learn to use the writing process to improve their writing skills.

5. Extent to which this program could be implemented by others (identify factors to consider):

The writing process is easy for anyone to adapt. Writing assignments exist everywhere: assemblies, news, current school events, characteristics of almost anything (good teachers, good assignments, good friends, a family, etc.). Letters of thank you to people in the community, in the school, in the family provide "real" audiences for student writing. The English grammar text functions as a resource book for questions that arise as they are actually composing.

6. List the cost factors related to the program (including all materials used):

A basic English text for resource, dictionaries, thesaurus, paper for copying objectives on assignment and their criteria for evaluation, student provided paper and pen. (Silver-Burdett for Grades 1-8)

7. What textbooks are used in your districts?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
English	Silver-Burdett	1985	1-8

8. Do you ability group in reading? If yes, at what level?

All

9. Is a basal reader used at the junior high level or is Literature taught?

<u>Grade Level</u>	<u>Basal-title/Company</u>	<u>Literature-title/Company</u>
7	EMBLEMS	Houghton/Mifflin
8	AWARDS	Houghton/Mifflin
8	Various works of literature (E.G. Poe, Twain, Shakespeare, O. Henry, etc.)	No specific textbook.

PROGRAM TITLE: Project Read

GRADE LEVEL: K - 8

IMPLEMENTOR: Sandra Ward

CONTACT PERSON: Sandra Ward, Principal

SCHOOL DISTRICT: Jasper CUSD #1 - Willow Hill Elementary

ADDRESS: P.O. Box 333, Willow Hill, Illinois, 62480

PHONE: (618) 455-3231

1. Purpose and objectives (desired student outcomes):

To help combine the efforts of children, parents, and schools in making reading a basic skill for the students of Jasper County.

2. Delivery system (how the program is implemented):

Interested teachers meet once a month after school. The format includes a time for sharing ideas, a presentation by a teacher that has implemented an innovative program, or a presentation by a member of the READ Team Committee. Past topics have included The Reading-Writing Connection, Framing, Literature Units, Forecasting, and Motivational Techniques for outside of class reading.

3. Indicators of success in relation to purposes and objectives:

- A. Each after school READ meeting has 20 - 30 district teachers in attendance.
- B. The READ Team was asked to speak to teachers in other districts, PTO meetings, and to other educational organizations.
- C. Several district teachers indicated that they had implemented several of the ideas presented at the READ meetings.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program:

During the summer of 1986 four JCU teachers and one elementary principal attended a six week summer institute, Becoming A School of Readers, sponsored by the University of Illinois Center for the Study of Reading. The institute consisted of lectures, seminars, and workshops that provided the theoretical and research base, as well as the practical skills, for implementing effective school reading programs. The National Academy of Education's publication, Becoming A Nation of Readers, was a key resource for the institute.

Project READ was initiated by the five JCU institute participants. The program was successful because it was organized by district teachers and participation was voluntary.

5. Extent to which this program could be implemented by others (identify factors to consider):

The University of Illinois Summer Reading Institute provided the skills and enthusiasm necessary to form a district Read Team.

6. List the cost factors related to the program (including all materials used):

The district paid registration fee and mileage for five participants to attend the institute.

The district paid for some refreshments that were served at READ meetings.

7. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
Ginn Readers	Ginn	1983	7-8
Adventures In Literature	Harcourt Brace	1979	7-8
Connections	MacMillan	1987	4-6
Scott-Foresman Reading	Scott-Foresman	1983	K-3

Several literature units are available for teachers to use at each grade level.

8. Do you ability group in reading? If yes, at what level?

Grades 1-6 ability grouping for reading is done in individual classrooms in most of the attendance centers. Grades 5-6 usually have two reading groups in individual classrooms.

9. Is a basal reader used at the junior high level or is Literature taught?

<u>Grade level</u>	<u>Basal-title/Company</u>	<u>Literature-title/Company</u>
7-8	Ginn Readers	
7-8		Adventures In Literature Harcourt Brace

## THE LATEST "TRENDS" IN LANGUAGE ARTS

- Videos replacing films
- More teachers using computers and engaging their students in word processing
- Eighth grade students are reading classics and studying poetry
- Students are writing more than in the past. "Student Writing Assessment" workshops are being attended by teachers.
- Write-On Illinois
- Schools are involving more outside speakers to promote and encourage better grammar/speaking skills.
- Reading and writing across the curriculum. Learning to use language by immersing oneself in it via reading and writing.
- More writing activities - less worksheets
- Beginning at 3rd grade, teachers are teaching techniques to be used in composing persuasive essays, etc.
- Correlating more reading with writing i.e., using language experiences in reading.

LANGUAGE ARTS RESOURCE PEOPLE

Annette Marles, ESC #17  
Office of Regional Superintendent  
200 East Schwartz  
Salem, Illinois 62881  
Phone: (618) 548-1073  
Area: Educational Specialist

Janet Molinarolo  
East Side School  
Harrisburg, Illinois 62946  
Phone: (618) 252-8673  
Area: Listening Skills

Dr. Grace Nunn  
Eastern Illinois University  
BEB 225  
Charleston, Illinois 61920  
Phone: (217) 581-5728  
Area: Language Arts Workshops  
(all areas)

Lisa Fearn  
Cisne Middle School  
Box 69  
Cisne, Illinois 62823  
Phone: (618) 673-2156  
Area: Herman Method for  
Reversing Reading  
Failure

Kim Smith  
Salem Community High School  
Route 37 North  
Salem, Illinois 62881  
Phone: (618) 548-0727  
Area: Write-On Illinois Consultant

# FOREIGN LANGUAGE

PRaisEWORTHY PROGRAMS  
TO PATTERN



PROGRAM TITLE: French I, II, III, IV

GRADE LEVEL: 9-12

IMPLEMENTOR: Victoria Bayne

CONTACT PERSON: Gene Sams, Principal

SCHOOL DISTRICT: Mt. Carmel High School #348

ADDRESS: 201 Pear Street, Mt. Carmel, Illinois 62863

PHONE: (618) 262-5104

1. Purpose and objectives (desired student outcomes).

The purpose of the French program is to introduce the student to the language, history, and culture of French-speaking countries. Depending upon the level, the student is expected to demonstrate abilities in understanding and speaking French, ranging from a minimal to a conversational level.

2. Delivery system (how the program is implemented).

While always stressing oral work in class, students are able to manipulate certain grammatical structures and concepts while using the target language vocabulary. The textbooks present material in a sequential order which is usually followed in our classrooms.

3. Indicators of success in relation to purposes and objectives.

Most students who study French maintain an A or B average which should be one indicator of success. Also, as a department, we require a C average or better before continuing in the following level or year.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

Perhaps the most unique aspect of our department is the fact that we offer four years of three languages which is unusual for a school of around 700 students.

5. Extent to which this program could be implemented by others (identify factors to consider).

For French I and II the lab and overhead transparencies are very important factors for the success of the programs. I emphasize oral work and relating the culture and history concepts to our life in the U.S.

French III and IV must do more reading and writing on their own



while still maintaining oral skills. All four levels should present themselves easily for implementation by others skilled in French.

6. List the cost factors related to the program (including all materials used).

Main costs are for textbooks, cassette recordings, overhead transparencies, videos, and computer hardware and software. The students must purchase their consumable exercise books.

7. What is being done to replace labs? If you have a lab, how is it used?

For both the French and Spanish programs, the lab is used frequently. Program cassettes reinforce concepts and vocabulary. Students are able to listen and repeat.

8. What supplemental materials do you use and how are the items used? (i.e. videos, games, computers)

We use videos about Paris and vocabulary building. We also incorporate at least one filmstrip per semester about language or history. The computer is available to students when class assignments are complete and we play French Scrabble and Paris Metro board games.

9. How is competency determined in your program?

Students are evaluated by a variety of means including oral and written tests, evaluation in lab, written and oral quizzes and reading and memorization of the target language.

10. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Level</u>
Son et Sens (1st yr.)	Scott Foresman	3rd Ed.	9-12
Scines et Sejours (2nd yr.)	Scott Foresman	3rd Ed.	9-12
Tableaux Culturels	National Textbook	3rd	11 or 12
Amsco Troisieme Livre		3 & 4 yrs.	11-12

PROGRAM TITLE: Latin

GRADE LEVEL: 9-12

IMPLEMENTOR: Bailey Pearson

CONTACT PERSON: Gene Sams, Principal

SCHOOL DISTRICT: Mt. Carmel High School #348

ADDRESS: 201 Pear Street, Mt. Carmel, Illinois 62863

PHONE: (618) 262-5104

1. Purpose and objectives (desired student outcomes).

- A. To liberalize the student's educational experience
- B. To give another point of view of the world
- C. To introduce classical literature/culture
- D. To intensify appreciation of language as a medium
- E. To sharpen command of English by comparison/contrast
- F. To meet university proficiency requirements

2. Delivery system (how the program is implemented).

- A. Traditional
  1. Unit study of vocabulary, grammar, translation
  2. Correlations with present
  3. Blackboard drills
  4. Parallel word studies
  5. References to current Latin functions
- B. Innovative
  1. Games - Scrabble, Bingo
  2. Computer - Latin Hangman, Language Drill
  3. Audio Recordings - Pronunciation Practice
  4. Video Recordings - Films, Correlated Movies
  5. Newspapers - Pompeiana Newsletter

3. Indicators of success in relation to purposes and objectives.

- A. Students who opt for four years
- B. References from program graduates
- C. Correlation discoveries of current students
- D. Tests, quizzes, oral evaluations
- E. Daily Facility in Interpreting Latin

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.
  - A. Solitary relic of liberal classics (language)
  - B. Enrollment nationwide on increase
  - C. Affords a discipline/logic (verbal)
  - D. Value in itself and in correlation
    1. Vocabulary
    2. Allusions
    3. Cultural patterns as cycles and as efforts by humans to organize/control life.
  
5. Extent to which this program could be implemented by others (identify factors to consider).
  - A. Availability of instructor
  - B. Supportive Administration and guidance

6. List the cost factors related to the program (including all materials used).

Least Expense

Teacher salary  
 Basal text  
 Classroom

Additional Expenses

A-V materials and equipment  
 Supplemental texts  
 Maps, charts, posters  
 Computer and programs

7. What is being done to replace labs? If you have a lab, how is it used?

MCHS Lab is well maintained with recent updating which involved replacing reel-to-reel components with new cassette decks. MCHS lab used with Scott-Foresman Oral-Aural Program in French/Spanish. Lab not used with Latin.

8. What supplemental materials do you use and how are the items used? (i.e. videos, games, computers)

Computer Games - Latin Hangman, Giesler Vocabulary Games, custom tapes programmed by advanced Latin students for beginners.  
 Board Games - Latin Scrabble, Latin Bingo  
 Media Games - Derived from monthly Pompeianna Newsletter.  
 Filmstrips and audio cassettes - on culture and literature  
 Videotapes - Hollywood films related to Rome

9. List any local resources available (such as native speakers).

Lecture and slide presentations by local people who travel abroad.

(Includes high school students in four groups)

10. How is competency determined in your program?

In Latin, primarily through literature translation, grammar tests, and vocabulary tests.

11. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
Latin for Americans I-II-III	MacMillan	1981	9-12
Ecce Romani	Longman	1984	9

12. How do you get students interested in your program? (motivational techniques)

Recruitment program among 8th graders  
Motivational A-V programs

PROGRAM TITLE: Spanish I, II, III, IV

GRADE LEVEL: 9-12

IMPLEMENTOR: Mrs. Claire Locke

CONTACT PERSON: Gene Sams, Principal

SCHOOL DISTRICT: Mt. Carmel High School #348

ADDRESS: 201 Pear Street, Mt. Carmel, Illinois 62863

PHONE: (618) 262-5104

1. Purpose and objectives (desired student outcomes).

To have the student acquire as much mastery of the Spanish language as his abilities, interest, and motivation will allow. This would include all areas - listening, understanding, speaking, reading and writing. It would also include an understanding and appreciation of the people, geography, and culture of the various Spanish-speaking countries.

2. Delivery system (how the programs implemented).

Since we are using the Scott, Foresman Churrosy Chocolate series (3rd & 4th yr., may vary - depending on the students), there are a variety of materials used. Besides teacher presentation, there are transparencies, a workbook and tape manual that are well integrated and a testing program. There are also supplemental activities for extra pair and group oral practice. We use maps and bulletin board displays, songs, records, games and dialogues. We have computer disks available, but not very good facilities for large groups to use them - they tend to be used more for the upper levels vocabulary and grammar review, cultural materials. we have built up a supplemental book and tape library and are now adding some cultural videos.

3. Indicators of success in relation to purposes and objectives.

We have seen a steady increase in enrollment (in all four languages - and probably due to other factors, too) and a good retention to second year. Interest seems to carry thru the year for most students and many regret not being able to continue into 3rd and 4th year because of other demands. We are retaining more in the advanced classes. Several of the students go on to university levels in Spanish - some as majors, and every few years we have a group interested in travel to Spain or Mexico.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

We feel our lab facilities, with individual booths, adds a

dimension it would be hard to duplicate. For those really interested in advancing, they have a chance to participate with native speakers, they begin to rely on themselves, not classmates' responses, and it gives a good testing environment. We do have some recording stations, but not enough to use with large groups. In the lab we can monitor individual students and communicate individually, which also allows for individual help. Over the years we have built up a diversity of materials, which is especially helpful for advanced students.

5. Extent to which this program could be implemented by others (identify factors to consider).

Much of the program could be implemented with teacher, record player, and taper player without lab facilities, which, of course, is a cost factor. Our facility is about 25 years old and chances of replacement are not good. Luckily most students help us preserve it. Repair and maintenance are also sometimes a factor. Our foreign language department has been large enough for use to maintain our area - especially the lab - for only language students.

6. List the cost factors related to the program (including all materials used).

Lab - 3 desk console (2 cassette and 1 reel to reel), 30 individual booths, and 6 taping booths - the wiring put in when the building was built.

Tapes for lab programs

Transparency projector and transparencies for levels 1 and 2

Filmstrip projector

Record player

TV and VCR

Computer disks - we use a computer on loan from the library

As I've said, we have built up a library of tapes, filmstrips, slides, videos, records, books, etc. over the years. We have a film projector but I do not often use it for my program.

Portable cassette and tape recorders.

7. What is being done to replace labs? If you have a lab, how is it used?

We are not thinking of replacing this - hoping it keeps working. We use it for 1st and 2nd year French and Spanish and when classes are opposite each other - 1st year gets it 3 days a week and 2nd year gets it 2 days a week. If 1st years are opposite, we alternate days. We do have a connecting classroom in the department. The lab is in a combination lab-classroom. It is available on request for 3rd and 4th year if needed, but they generally use the portable equipment. Latin has not requested lab use.

8. What supplemental materials do you use and how are the items used? (i.e. videos, games, computers).

Videos, games, records and computers are used as time permits to vary the program - usually on cultural items. The computer is usually used for advanced level grammar and voc. review - could be used if students wanted extra practice - if they come in before or after school - not generally available to 1st and 2nd year during class periods. Some activity materials is available for oral and grammar review and practice, buscapalabras, crosswords, pair and group oral practice sheets.

9. List any local resources available (such as native speakers).

We have few native speakers living here - occasionally some at the college and they are often asked to visit. Occasionally we have local people who have traveled abroad who may make presentations.

10. How is competency determined in your program?

Usually by written test - some oral testing during the year. Daily evaluation of student participation and progress. We have vocabulary and grammar tests for chapters and units - usually using text materials.

11. What textbooks are used in your district?

<u>Title</u>	<u>Company</u>	<u>Year</u>	<u>Grade Level</u>
Churros & Chocolate	Scott, Foresman & Co.	1984	9-12
Plozos & Paisajes	Scott, Foresman & Co.	1984-'85	10-12
Salsa & Salero	Scott, Foresman & Co.	1981	11-12

\*3rd and 4th sometimes use the Amsco workbooks. A number of past texts are also available for literature, etc.

12. How do you get students interested in your program? (motivational techniques)

We often make a spring presentation to 8th grade students before registration. Word of mouth does some good. During the year we try to vary the text material with dialogue presentations and our other materials to change the pace at times. I am sure the recent stress on language for college has influenced our enrollment, too.

## SPECIAL PROGRAMS IN FOREIGN LANGUAGE

### 1. Foreign Travel and Home Stay Programs - (Vickie Bayne)

Students are introduced to foreign travel and home-stay program. In past years, I have lead trips to France and other European countries. Also, students have gone to France for one-month visits and some have chose to welcome French high school students into their American homes. Both the travel and exchange programs have been available to the Foreign Language students. They are not sponsored by Mt. Carmel High School nor the 348 District, however.

### 2. Foreign Language Cultural Museum - (Bailey Pearson)

Conceived a hands-on museum in classroom to present artwork and cultural artifacts with data attached to raise student consciousness beyond the linguistic mastery stage in French, Spanish, and Latin.

Project initiated modestly in the school year 1987-1988 and to be added to yearly.

Concept includes possibility of giving students grade credit for cultural consciousness through an optional museum assessment on data presented with two-and-three dimensional outwork and artifacts.

Naturally many museum items must be in reproduction form.

### 3. Foreign Language Club - (Claire Locke)

We have a foreign language club - combining the three languages taught - if enough interest is shown to sustain it. We often have a foreign language picnic in the spring, even if the club has not been active. The French teacher and I have taken students abroad several times - when a large enough group shows an interest. Hers do France and sometimes other European countries. Mine have been to Mexico and Spain.



FOREIGN LANGUAGE RESOURCE PEOPLE

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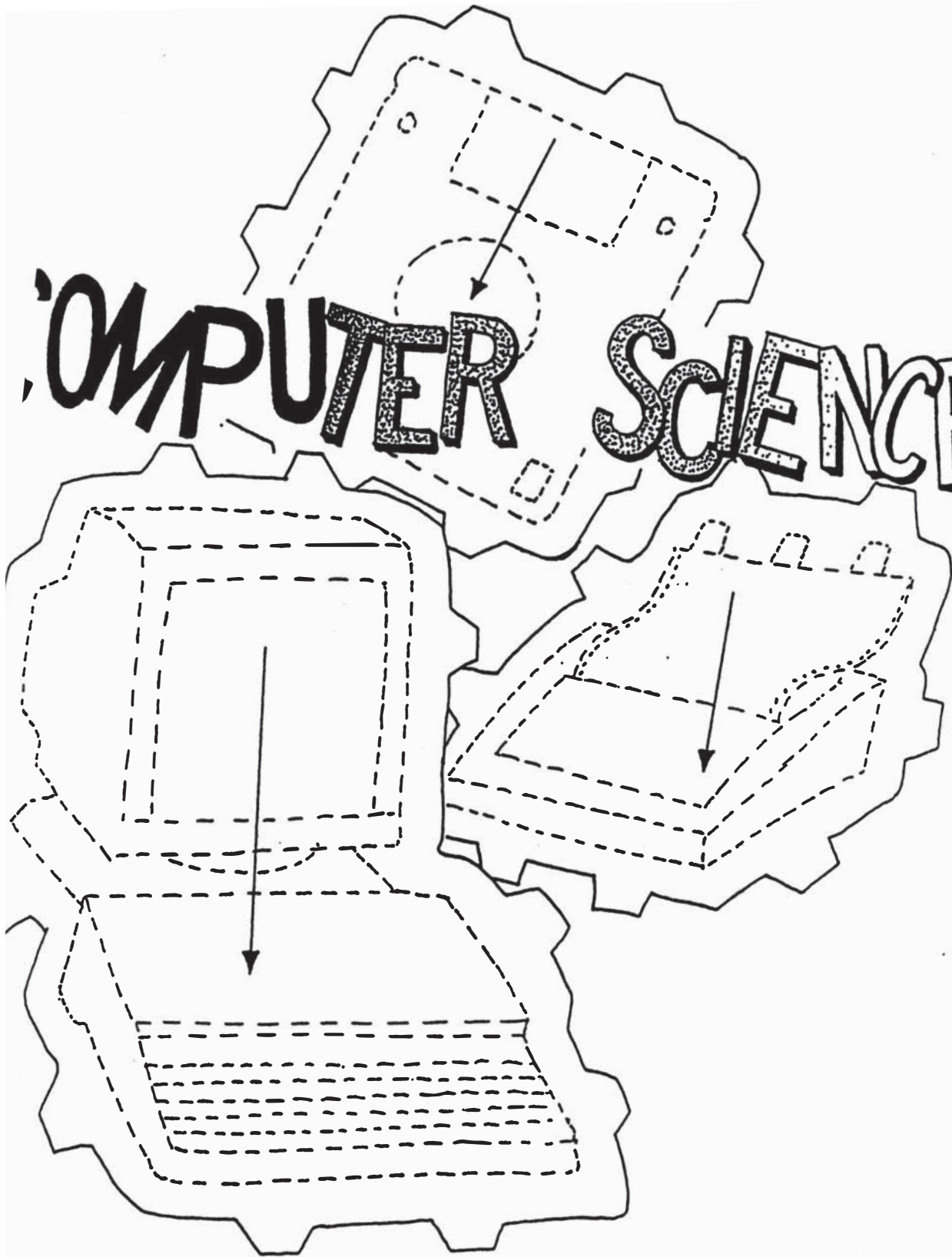
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Area: French

# COMPUTER SCIENCE



PRAISEWORTHY PROGRAMS  
TO PATTERN

PROGRAM TITLE: Computer Math

GRADE LEVEL: 10-12

IMPLEMENTOR: Byron Childers

CONTACT PERSON: Dr. John Garrett, Superintendent/Principal

SCHOOL DISTRICT: Mt. Vernon High School

ADDRESS: 320 E. Seventh, Mt. Vernon, Illinois 62864

PHONE: (618) 244-3700

1. Purpose and objectives (desired student outcomes).

The fundamental purpose is to utilize Apple II+ computers in solving math problems (basically Algebra I, Geometry, some Algebra II, and some elementary number theory).

A secondary purpose is to get an introduction to computer fundamentals (emphasizing the BASIC language).

2. Delivery system (how the program is implemented).

Computer math is a one-semester class at this high school. At any given time, we have ten to twelve computers available (all in the same room). Enrollment is limited to a dozen or so students. All students must have passed Algebra I. It is recommended that they are taking Algebra II at the same time they take computer math. Our textbooks is Using Computers In Mathematics by Elgarten, Posamentier, and Moresh (Addison - Wesley Publishing Co.).

3. Indicators of success in relation to purposes and objectives.

One indication of success in this program is that most computer math students say they do better in Algebra II class. In addition, many of the computer math students develop an interest in computers and then proceed to take similar classes, such as DATA PROCESSING in the Business Department. Also, several computer math students who have gone to college a few years later have reported that computer math has helped them when they started studying FORTRAN or PASCAL or COBOL.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

The computer math class at Mt. Vernon High School is probably similar to many such classes around the state of Illinois. The students write their own programs in BASIC - we do not use "canned programs" or software much.

It would be possible to set up a similar class in more "structured languages" such as LOGO or PASCAL, but BASIC is easier to teach

beginning students.

5. Extent to which this program could be implemented by others (identify factors to consider).

This program could be implemented by others without too much difficulty. If enough students were interested in such a program, you would need a computer room with at least 8 computers, the same textbook (or a similar text), and a qualified teacher available at least 1 hour a day. The teacher should be a math teacher with a particular interest in computers (and perhaps 10 - 12 semester hours of computer science).

6. List the cost factors related to the program (including all materials used).

Eleven Apple II+ Computers, three Epson-86 Printers and fifty diskettes - TOTAL COST IS APPROXIMATELY \$12,500.

7. What type of computers are used in your district with students?

Apple II+, Apple IIe and Apple IIgs

8. Does your school have a computer lab? If yes, how is it utilized by the students?

- Computer orientation classes (lasting approximately 2 weeks)
- Word-processing (taught to all freshmen)

PROGRAM TITLE: Computer Science

GRADE LEVEL: 9-12

IMPLEMENTOR: Stan Blank

CONTACT PERSON: David Beehn, Principal

SCHOOL DISTRICT: Wayne City High School Dist. #100

ADDRESS: Wayne City, Illinois 62895

PHONE: (618) 895-2313 or 895-2160

1. Purpose and objectives (desired student outcomes).

Ultimate Objective: Each student shall write a PUBLISHABLE program, including documentation. There are absolutely NO limits on subject area, program size and/or content.

2. Delivery system (how the program is implemented).

Two and one-half quarters of lab instruction and one and one-half quarters of individualized instruction.

3. Indicators of success in relation to purposes and objectives.

Students must turn in: (1) a working program on disk, (2) a complete program listing (some run 25 plus pages!), and (3) full documentation (purposes, design, instructions for use, etc.).

Grading is objective as to the three points listed above and subjective by instructor as to worthiness.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

Most people (educators) feel that it is unwise to "teach programming". That is utter nonsense. I am teaching thinking skills as well as programming. (They are one and the same!) I have at least 5 alumni that are currently studying or are employed in computer science and/or electrical engineering. All have indicated the value of this program - It was their "start".

5. Extent to which this program could be implemented by others (identify factors to consider).

You must have one dedicated person who is willing to work and sacrifice (take classes, etc.). I have been involved in computers now for about ten years - it does take time.

6. List the cost factors related to the program (including all materials used).

We started with one Commodore Vic-20. The program should have a one computer/one student ratio, but two students per computer will work.

7. What type of computers are used in your district with students?

Apple IIe, MacIntosh, MacIntosh II, Apple III

8. Does your school have a computer lab? If yes, how is it utilized by the students?

We have one computer science class, two computer literacy classes, and two business computing classes per day - two hours are open for student use.

PROGRAM TITLE: Computer Science Programming  
and Application Software

GRADE LEVEL: 9-12

IMPLEMENTOR: Paul W. Tougaw

CONTACT PERSON: Harry Rice

SCHOOL DISTRICT: Red Hill High School

ADDRESS: 908 Church, Bridgeport, Illinois 62417

PHONE: (618) 945-2521 or 945-8221

1. Purpose and objectives (desired student outcomes).

- A. To prepare the students to be a functioning member of today's technological society.
- B. To introduce the student to the current hardware they will face in the business environment.
- C. To teach the students the basic concepts of word processing, spread sheeting, data base applications, and graphics.
- D. To teach the students the basic ideas and techniques necessary to do simple repairs and maintain computer equipment.
- E. To provide programming instruction in BASIC and PASCAL.

2. Delivery system (how the program is implemented).

- A. Providing Introduction to Computer Science classes for all students interested
- B. Providing an Advanced Business Applications class for students who are interested
- C. Teaching 2 years of programming in BASIC and PASCAL
- D. Two clubs for the high school students - computer club and computer repair club (Bug Busters)
- E. Extensive night class offerings for college credit through several junior colleges in the area.
- F. Much of the program is "hands on" in our computer lab

3. Indicators of success in relation to purposes and objectives.

- A. Twice recognized as a "Corvus Award" winner in national competition.
- B. Several of our students have placed high at computer contests.
- C. Annie Pauly, one of our graduates, was named outstanding Computer Science student graduating from Vincennes University.
- D. Instructors are in demand to present "in service" seminars throughout southern Indiana and some of Illinois.
- E. One of our instructors is on the educational consulting staff for Apple Computer, Inc. and General Micro and Advanced Micro Electronics of Vincennes, Evansville, and Indianapolis, Ind.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

Our program is a "hands on" program which prepares the students for the software and hardware applications they will find in our area businesses. Emphasis is placed on understanding and ability to cope with software applications. We also teach repair and maintenance techniques.

5. Extent to which this program could be implemented by others (identify factors to consider).

- A. The staff must be knowledgeable, dedicated, and willing to work hard.
- B. The staff must be prepared to continually update their offerings and knowledge.
- C. There must be a lab with a number of current microcomputers that are found locally in the business environment.

6. List the cost factors related to the program (including all materials used).

- A. The initial cost to our district was approximately \$15,000 to set up the lab and software.
- B. We have existed for the last five years with a budget of less than \$700 per year. Our equipment is in good condition, but needs some money spent to update to more recent micro systems.

7. Please identify anyone that you feel is very knowledgeable in the field of:

Apple Computers: Paul W. Tougaw, Barry Edwards, Lou Parker  
IBM: Paul W. Tougaw

8. What type of computers are used in your district with students?

We have approximately 30 Apple IIe microcomputers throughout the district. There are 13 in our high school lab and approximately 8-9 in various classrooms in our high school.

9. Does your school have a computer lab? If yes, how is it utilized by the students?

Six classes plus two computer lab periods a day. Also the lab is used four hours per night for adult education and for our high school students.



PROGRAM TITLE: Information Processing I

GRADE LEVEL: 11-12

IMPLEMENTOR: Vickie M. Lewis

CONTACT PERSON: Dr. John Garrett, Superintendent/Principal

SCHOOL DISTRICT: Mt. Vernon High School

ADDRESS: 320 E. Seventh, Mt. Vernon, Illinois 62864

PHONE: (618) 244-3700

1. Purpose and objectives (desired student outcomes).

The purpose and objectives of the program are those compiled and adopted by the schools in the Rend Lake Regional Delivery System and follow the DAVTE Task List prepared for Information Processing. Course content includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Instruction may reinforce and build upon career information, typing/keyboarding and transcription skills. Areas of instruction may include: Inputting and storing documents and files; editing and correcting documents and files; printing, distributing and receiving output; performing financial activities on the computer

2. Delivery system (how the program is implemented).

The program will be implemented through a 1-hour, 1-credit course with Keyboarding I as a pre-requisite. Instruction will be on computers (IBM, LAN Networking System - pending Board approval). Software will include Word Perfect for word processing, Plan Perfect and Lotus for spreadsheets and graphics, and Data Perfect for database. Electronic communications will utilize a modem located in the vocational office area. Eighty percent of classroom time will be hands-on at the computer with some instruction also on the memory typewriter. Students will become familiar with DOS as well as the above named software packages. Supplementary materials will include the Information Processing packet prepared and developed through DAVTE under Education for Employment Technology. Other materials will include commercial practice sets and teacher prepared materials.

3. Indicators of success in relation to purposes and objectives.

This program was originally intended to be an introduction to computers as word processors. The program has grown over a 4-year period from a single section; one-semester course to a 3-section; 1-year course with promise for a second course, Information Processing II. The facility has grown from a single classroom with 4 Apple Computers to a computer lab with 10 Apple Computers and 6 memory typewriters. Pending M.T.H.S. Board approval, we will be purchasing

several IBM computer systems along with a networking system. Our student follow-up shows that students are using their Information Processing skills vocationally, professionally, and personally.

4. Uniqueness, special considerations, and/or other general information helpful to understanding the program.

This program was originally developed using individualized instructional materials and methods. Students utilized the equipment on a rotation or sharing basis. The programs grew to a point where enrollment was limited to allow maximum student time at the computer. Students will lose interest and waste time if they are not given maximum time with hands-on at the machine. Consideration must also be given to the amount of teacher time required to stay abreast of constant changes in equipment and software and in updating classroom materials.

5. Extent to which this program could be implemented by others (identify factors to consider).

There are several good textbooks and a variety of instructional materials available to implement a program. DAVTE has developed task lists to guide one through the course content. Vendors of equipment are helpful in setting up training programs for teachers. Teachers are available to help others implement a program. The individual school district will need to determine to what extent the program can be funded.

6. List the cost factors related to the program (including all materials used).

Cost factors include:

- A. Facility large enough to handle or house the computer stations.
- B. Software for word processing, spreadsheets, graphs, and data base.
- C. Computer stations to allow hands-on instruction.
- D. Student textbooks, practice sets and other instructional materials.
- E. Printer ribbons and printer paper.
- F. Computer tables and chairs
- G. Temperature control (air conditioning)

Note: Costs, of course, will vary with the number and type of computer stations. \$40,000 might be a round figure for 20 computer stations with networking and software.

7. What type of computers are used in your district with students?

IBM and APPLE

8. Does your school have a computer lab? If yes, how is it utilized by the students?

Math Department, Language Arts Department and Business Department

COMPUTER SCIENCE RESOURCE PEOPLE

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Area: Computer Specialist

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Area: Middle School Computer Lab

Ralph Barbre  
Educational Service Center #17  
Wayne County Courthouse  
Fairfield, Illinois, 62837  
Phone: (618) 842-2170  
Or: (618) 847-3151  
Area: Computer Specialist

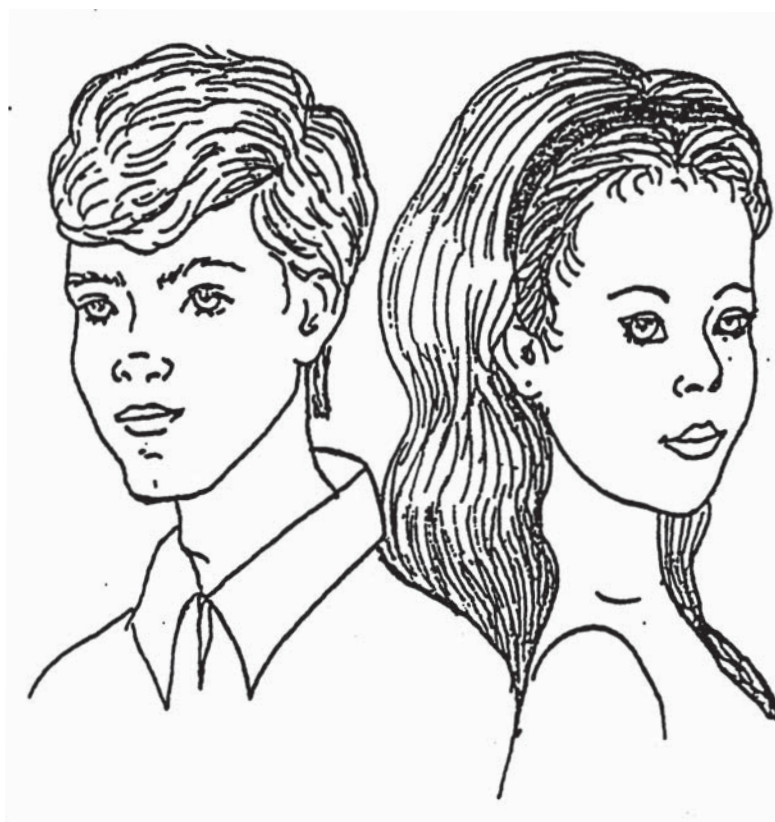
Connie Lee, Teacher  
Summersville Grade School #79  
Route #7  
Mt. Vernon, Illinois 62864  
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Area: Elementary Computer Use

Curtis Smith  
Educational Service Center #17  
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Olney, Illinois 62450  
Phone: (618) 395-8626  
Area: Computer Specialist

**Section 2**

**Family Life/Sex Education Directory**

FAMILY LIFE~  
SEX EDUCATION  
RESOURCE DIRECTORY



EDUCATIONAL SERVICE CENTER 17

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## FOREWORD

Family Life/Sex Education Resource Directory has been designed to serve as a community resource guide. In support of HB 1355, Educational Service Center #17's Family Life/Sex Education Advisory Board has compiled resources focusing on Family Life and Sex Education.

The information contained in this directory has been carefully prepared: however, there is no guarantee that all agencies and services have been recognized. Listing of an agency or service in this directory does not necessarily imply endorsement of the agency or service by Educational Service Center #17.

## ACKNOWLEDGEMENTS

Educational Service Center #17 gratefully acknowledges the contributions of the Family Life/Sex Education Advisory Board:

### Chairperson

Marilyn Holt, Director  
Educational Service Center #17  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450-2170

### Teacher

Mr. Robert Brown  
Mt. Vernon Twp. High School  
320 South Seventh Street  
Mt. Vernon, IL 62864

### Parent

Hon. Patrick F. McLaughlin  
Circuit Judge, 2nd Judicial Ct.  
Richland County Courthouse  
103 West Main Street  
Olney, IL 62450-2170

### School Administrator

Ms. Joyce Carson, Principal  
Cisne Middle School  
Cisne, IL 62823

### Health Care Professional

Ms. Joan Parker  
Washington Elementary School  
Condit Street  
Robinson, IL 62454

### School Board Member

Mr. Gary Carter  
c/o Carter's Cleaners  
Fairfield, IL 62837

### Parent

Ms. Susan Schnepfer  
Route #1, Box 74  
Clay City, IL 62824



School Administrator

Mr. Galen Dalton, Supt.  
Iuka Comm. Cons. School Dist.  
Box 68  
Iuka, IL 62849

Teacher

Ms. Eunice Garrett  
Jordan Grade School  
161 East Street  
Centralia, IL 62801

Health Care Professional

Mr. Mike C. Karcher, Adminis.  
Hamilton Memorial Hospital  
611 South Marshall  
McLeansboro, IL 62859

School Board Member

Ms. Pam Schwartz  
1033 South Morgan Street  
Olney, IL 62450

Library System Representative

Ms. Dena Wilson, Librarian  
Robinson Township Library  
606 North Jefferson  
Robinson, IL 62454

Resource Advisor

Kay Miller, R.N.  
North Wayne C.U.S.D.  
Cisne, Illinois 62823

Educational Service Center #17 also acknowledges and appreciates the tremendous contribution of Joyce Carson, Principal at Cisne Middle School. Joyce Carson compiled this resource guide as partial fulfillment for her internship with Eastern Illinois University.

## CLAY COUNTY

### CLAY COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE

Donna Kaufmann, Advisor  
Southeast Corner, Square  
Louisville, Illinois 62858  
618-665-3328

Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provide equal opportunities in programs and employment

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Clay County

### CLAY COUNTY HEALTH DEPARTMENT

Rod Burkett, Administrator  
Belinda Dehart, Nursing Supervisor and Administrator  
201 East North Avenue, Box 679  
Flora, Illinois 62839  
618/662-4406

Hours: 8am-5pm Monday-Friday

**Services Provided:** (1) Family planning for teens ages twelve and up who are sexually active. Permission of parents is not required. Provides payment for a physical and the method of birth control of choice. (2) Financial aid program for anyone who is pregnant, does not have insurance, and doesn't qualify for Public Aid. Pays for prenatal care and delivery. (3) WIC Program (Women, Infants, Children) is a supplemental food program for anyone who is low income and pregnant.

**Requirements:** For financial assistance one must not be Public Aid eligible.

**Fees:** Vary

**Area Served:** Clay County

**CLAY COUNTY HOSPITAL**  
Director of Nurses  
700 North Mill  
Flora, Illinois 62839  
618/662-2131

**Services Provided:** 1. Maternity ward and pediatric unit  
2. Lead screening  
3. Pregnancy testing  
4. Sterilization  
5. General medical care

**Fees:** Third party billing and Medical Card accepted

**Area Served:** Clay County and surrounding area

**CIMBERLAND TRAIL LIBRARY SYSTEM**

Joe Harris, Director  
12th and McCawley Streets  
Flora, Illinois 62839  
618/662-2741

**Hours:** 7:30am-5:30pm Monday-Friday

**Services Provided:** Books and audio/visual materials, inter-library loan and reference system, collection of antiques and collectibles.

**Area Served:** Clay County and surrounding area

**ECONOMIC OPPORTUNITY CORPORATION (CEFS)**

Sharon Byrd, Outreach Coordinator  
223 North Main Street  
Flora, Illinois 62839  
618/662-4024

**Services Provided:** Teen parent programs, counseling and educational programs for alcohol and substance abuse, and food, clothing, supplies, and other assistance for emergencies.

**SALVATION ARMY**

Reverend Charles Allen  
112 South Fifth Street  
Clay City, Illinois 62824  
618/676-1362

**Services Provided:** Emergency food, clothing, and shelter.

**SALVATION ARMY**  
Ella Mae Hawkins  
Clay County State Bank  
Louisville, Illinois 62858  
618/665-3314

**Services Provided:** Emergency food, clothing, and shelter.

**PROJECT SHARE**  
Chris Carter  
Route #1, Box 44-A  
Louisville, Illinois 62858  
618/665-4089

**Services Provided:** "Reaching Out to the Bereaved" slide presentation and tape available, SHARE newsletter, support groups and counseling to those parents whose babies die before being discharged from the hospital.

**SOUTHERN ILLINOIS MENTAL HEALTH CENTER, INC.**  
Steve Chandler, Team Leader/Therapist  
700 North Mill  
Flora, Illinois 62839  
618/662-2871  
618/395-4306, Crisis line  
Hours: 8am-4:30pm Monday, Wednesday-Friday  
8am-9pm Tuesday

**Services Provided:** A wide range of mental health services are provided that include case coordination (assessment, planning, linking with other services, monitoring of care, and advocacy); individual, group, family, and marital counseling; substance abuse education and prevention programs; community education; follow-up care for patients discharged from inpatient programs and hospitals; transportation to detoxification programs; community care for older adults; employee assistance programs; community support programs; DUI programs, and psychiatric consultation with medication monitoring.

**STOP WOMEN'S ABUSE NOW (SWAN), INC.**  
Nancy Lewis, Coordinator  
Box 504  
Clay City, Illinois 62824  
618/676-1911 24-hour crisis line

**Services Provided:** Safe places for abused women and children, counseling/referrals, transportation safety, nutrition education, and parenting classes.

**STOP WOMEN'S ABUSE NOW (SWAN), INC. (CONTINUED)**

**Requirements:** Serve only women and their children. To be a resident at the shelter the women must be eligible as defined by the Illinois Coalition Against Domestic Violence.

**Fees:** No charge

**Area Served:** Clay, Crawford, Edwards, Wabash, Wayne, Lawrence, Effingham, Jasper, and Richland Counties

**TRUANTS ALTERNATIVE/OPTIONAL EDUCATION PROGRAM**

Pam Sigrist, Special Needs Coordinator/Truant Caseworker  
Carl House, Attendance Manager  
1010 West North Avenue  
Flora, Illinois 62839  
618/662-4764

**Purpose:** This program focuses on truancy prevention, identification, diagnostic intervention, and remediation services.

**Requirements:** Services are available to students, parents, and school districts.

**Fees:** None -- Funded by the Illinois State Board of Education

**CRAWFORD COUNTY**

**CRAWFORD COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Ann Updegraff, Advisor  
300 South Lincoln Street, PO Box 655  
Robinson, Illinois 62454  
618/546-1549  
Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provides equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Crawford County

**CRAWFORD/LAWRENCE ASSOCIATION FOR EXCEPTIONAL CITIZENS**

Bob Ferguson, Executive Director  
905 Mulberry  
Robinson, Illinois 62454  
618/546-5625  
Hours: 8am-5pm Monday-Friday

**Services Provided:** Provide case coordination and sheltered workshop services to handicapped individuals.

**Fees:** None

**Area Served:** Crawford and Lawrence Counties

**EMBARRAS RIVER BASIN AGENCY, INC.**

Harry H. Ring, Executive Director  
116 1/2 South Cross  
Robinson, Illinois 62454  
618/544-3431  
Hours: 8am-4pm Monday-Friday

**Services Provided:** (1) The Weatherization Program helps income eligible homeowners and renters by taking such energy-saving measures as stopping air infiltration and general heat waste, insulating attics and sidewalls, caulking and weatherstripping, installing storm doors and storm windows, and inspecting and/or replacing furnaces if necessary, to help cut down on heating bills during the winter months. Weatherizing a home also helps keep it cooler in the summer. (2) The Community Services Block Grant program helps people in emergency situations who need assistance with medical care, prescriptions, food, clothing, and housing. Transportation services are provided to elderly, handicapped, and low income individuals by appointment only, and a scholarship program awards scholarships each year to college-bound students. (3) The Illinois Home Energy Assistance Program helps income eligible households pay their energy bills on a one-time only, first-come, first-served basis. Emergency services are available if the household is disconnected from an energy source needed for heating or if the fuel supplier refuses to deliver, and applicants need not have an overdue bill or cut-off notice to be eligible. (4) The Illinois Residential Affordable Payment Plan (IRAPP) is a way to lower winter heating bills without being cut off by the utility companies. IRAPP customers pay only 12% of their income for utilities during the winter. (5) The GED Program prepares high school dropouts to take the General Educational Development (high school equivalency) test and receive a high school diploma. Adults holding GED credentials are afforded the same opportunities by employers as adults with traditional high school diplomas.

**Requirements:** Must meet income guidelines.

**Area Served:** Crawford County

**FAMILY COUNSELING CENTER**

Debbie Hetuzler, Clinic Therapist

Community Center

Robinson, Illinois 62454

618/546-1021

Hours: 11:30am-8pm Monday-Tuesday

8am-4:30pm Wednesday-Friday

**Services Provided:** (1) Counseling for the chronically mentally ill, (2) child abuse counseling, (3) domestic violence counseling, (4) family and individual counseling (5) rape counseling, (6) substance abuse education/prevention (7) crisis line for mental problems and alcohol abuse.

**FAMILY PRACTICE CLINIC, INC.**

Dr. Dean J. Telley and Dr. Michael W. Elliott

1002 North Allen

Robinson, Illinois 62454

618/544-3125

Hours: 8am-5pm Monday-Friday

8am-12pm Saturday

**Services Provided:** Family planning, sex education, pregnancy counseling, birth control, comprehensive medical immunizations, pregnancy testing, primary care, and sterilization. All ages are served.

**Fees:** Flat fee

**Area Served:** Crawford County

**ROBINSON TOWNSHIP LIBRARY**

Shirley Wakefield, Administrative Librarian

Dena Wilson, Librarian

606 North Jefferson

Robinson, Illinois 62454

618/544-2917

Hours: 10am-8pm Mon-Th; 10am-5:30pm Fri-Sat (Fall-Spring)

10am-8pm Mon; 10am-5:30pm Tue-Sat (Summer)

**Services Provided:** Database access to business and information databases covered in the State Library network, commercial network access, and children's programming. Other services include a Community Resource file, delivery of materials as requested by homebound patrons, deposit collections of paperback books, information/reference service, a meeting room for non-profit groups, photocopies, telephone information, and item renewal services.

**SENIOR CITIZEN SERVICES**

Betty Kelly, Project Director  
300 South Lincoln, PO Box 522  
Robinson, Illinois 62454  
618/544-8811

**Services Provided:** Meals delivered to the home; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

**Fees:** Services offered regardless of ability to pay

**Area Served:** Robinson

**SOUTHEASTERN ILLINOIS MENTAL HEALTH CENTER, INC.**

Community Center, Room 4  
Robinson, Illinois 62454  
618/546-1021  
618/395-4306 Crisis line  
Hours: 8am-4pm Monday-Friday

**Services Provided:** A wide range of mental health services are provided that include case coordination (assessment, planning, linking with other services, monitoring of care, and advocacy); individual, group, family, and marital counseling; substance abuse education and prevention programs; community education; follow-up care for patients discharged from inpatient programs and hospitals; transportation to detoxification programs; community care for older adults; employee assistance programs; community support programs; DUI programs, and psychiatric consultation with medication monitoring.

**EDWARDS COUNTY**

**ALBION PUBLIC LIBRARY #6**  
North Fourth Street  
Albion, Illinois 62806  
618/445-3314

**Services Provided:** Rotating collection of books and films, talking books, large print materials, and information and referral by phone.



**EDWARDS COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE**

Martha Speir, Advisor  
305 North Seventh Street  
Albion, Illinois 62806  
618/445-2934

Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provide equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Edwards County

**EDWARDS COUNTY DEPARTMENT OF PUBLIC AID**

Ruth Ile, Local Administrator  
295 East Walnut  
Albion, Illinois 62806  
618/445-2121

**Purpose:** The Department of Public Aid (DPA) establishes standards of financial aid and provides services which encourage and help persons in need to maintain a livelihood compatible with health and well-being and to develop self-reliance, self-care, and self-support.

**Services Provided:** 1. The Medical Assistance Program provides payment of allowable medical care received by Public Aid recipients and other individuals and families who do not need assistance to meet their general living costs, but who do require help in meeting the cost of medical bills. (2) Aid to Families with Dependent Children (AFDC) is available to families with one or more dependent children whose dependency is based on the death, absence, incapacity, or unemployment of parents. (3) The Food Stamp Program is designed to provide a supplement to the earnings of low income households. This supplement, when combined with the household's other income, allows the purchase of foodstuffs for a nutritionally adequate diet. (4) General Assistance (GA) includes financial and medical aid to eligible needy families or individuals who are ineligible to receive assistance under any of the Department's other programs. (5) Aid to the Medically Indigent (AMI) is for persons with marginal incomes who are ineligible to receive medical assistance through any of the Department's other programs, but who need some help in meeting the costs of necessary medical care. (6) The Work

**EDWARDS COUNTY DEPARTMENT OF PUBLIC AID (CONTINUED)**

Incentive Program (WIN), administered by the Departments of Employment Security and Public Aid, is aimed at preparing clients for employment through counseling, JTPA referrals, on-the-job training, and job placement. (7) Aid for the Aged, Blind, or Disabled (AABD) is a program that provides financial assistance to those in need who are 65 years of age or older or those of any age who are blind or severely disabled as defined by the Social Security Administration. These people must have income insufficient to meet their basic maintenance needs in order to be eligible for help through this program. (8) The Social Service Program provides the following services to AFDC, AABD, and GA recipients unless specifically noted: chore housekeeping (AFDC and GA only), day care services for children, education and training, employment services, family planning, health-related services, home and financial management, homemaker services (AFDC and AABD only), protective services for children, services for the blind and partially sighted (AABD only), social rehabilitative services, and transportation. Local DPA offices serving the geographical area in which the individual resides have additional information regarding the programs offered.

**Requirements:** Must meet Department of Public Aid income guidelines.

**EDWARDS COUNTY HEALTH IMPROVEMENT ASSOCIATION**

Terry Mewes, Office Manager  
Box 53  
Albion, Illinois 62806  
618/445-3911  
Hours: 9am-3pm Monday-Friday

**Services Provided:** Blue Cross/Blue Shield Insurance coverage to county residents.

**Requirements:** Family, individual, and group plans are offered.

**Area Served:** Edwards County

**EDWARDS COUNTY LIONS CLUB**

Rick Etheridge, President  
Edwards County Courthouse  
Albion, Illinois 62806  
618/445-2016

**Services Provided:** Helping individuals who have sight or hearing problems and helping with community needs other than those mentioned.

**EDWARDS COUNTY NURSING SERVICE**

Sharon Hoffee, RN, BSN

Edwards County Courthouse

Albion, Illinois 62806

618/445-2615

Hours: 8am-4pm Monday-Friday

**Services Provided:** TB testing.

**Fees:** Free

**SALVATION ARMY**

Reverend Daniel Howell

209 West Church

West Salem, Illinois 62476

618/456-8563

**Services Provided:** Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**

Patsy Witte, Project Director

28 West Cherry

Albion, Illinois 62806

618/445-2017

**Services Provided:** Meals delivered to homes; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

**Fees:** Services are offered regardless of ability to pay

**SOUTHEASTERN ILLINOIS MENTAL HEALTH CENTER, INC.**

Edwards County Courthouse

Albion, Illinois 62806

618/445-3559

Hours: 8am-4pm Monday-Friday

**Services Provided:** A wide range of mental health services are provided that include case coordination (assessment, planning, linking with other services, monitoring of care, and advocacy); individual, group, family, and marital counseling; substance abuse education and prevention programs; community education; follow-up care for patients discharged from inpatient programs and hospitals; transportation to detoxification programs; community care for older adults; employee assistance programs; community support programs; DUI programs, and psychiatric consultation with medication monitoring.

**TRUANTS ALTERNATIVE PROGRAM**

Jean Evans, Director  
Edwards County Courthouse  
Albion, Illinois 62806  
618/445-3749

**Purpose:** This program works with truancy prevention, truants, and truancy.

**Services Provided:** Truancy prevention and remediation.

**Requirements:** Services are available to students, parents, and school districts.

**Area Served:** Edwards, Wabash, Wayne, White, Crawford, and Lawrence Counties

**WABASH AREA DEVELOPMENT, INC. (WADI) and WIC PROGRAMS**

Aleta Schock, WADI Coordinator  
Highway 130 North  
Albion, Illinois 62806  
618/445-2379

**Services Provided:** Counseling and educational programs on how to obtain health care; nutrition education; general health education; prenatal health; and medical information on nutrition for women, infants, and children.

**WEST SALEM LIBRARY**

112 West South Street  
West Salem, Illinois 62476  
618/456-8970

**Hours:** 1pm-8pm Monday, Wednesday, and Friday

**Services Provided:** Photocopy service and video service. Member of the Shawnee Library System.

## HAMILTON COUNTY

### COMPREHENSIVE SERVICES, INC.

John Hansels, Executive Director  
Jeannie Baumgarten, Program Director  
200 South Locust, PO Box 295  
McLeansboro, Illinois 62859  
618/643-3103 24-hour crisis line  
Hours: 8am-5pm Monday-Friday

**Purpose:** Community Services is a community mental health agency providing mental health services and substance abuse programs for people who have problems that interfere with daily living.

**Services Provided:** Individual, group, family, marital, and alcoholism counseling is available.

**Fees:** Fees are assessed on a sliding scale based on an individual's income and ability to pay. However, no one is refused services if unable to pay.

### DEPARTMENT OF PUBLIC AID

James H. Deen, Local Office Administrator  
PO Box 146  
McLeansboro, Illinois 62859  
618/643-2313  
Hours: 8:30am-5pm Monday-Friday

**Services Provided:** (1) Aid to families with dependent children; (2) aid to aged, blind, and disabled; (3) aid to medically indigent

**Requirements:** Department of Public Aid Policy and Procedures

**Fees:** None

**Area Served:** Hamilton County

### HAMILTON COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE

Alice Mayberry, Advisor  
Basement, Hamilton County Courthouse  
McLeansboro, Illinois 62859  
618/643-3416  
Hours: 8am-12pm, 1pm-4:30pm Monday-Friday

**Purpose:** Cooperative Extension Services provide equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food

**HAMILTON COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE (CONT.)**

and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Fees:** Only for certain books involving a cost

**Area Served:** Hamilton County

**HAMILTON COUNTY HOSPITAL DISTRICT**

M.P. Brown, Administrator  
611 South Marshall Avenue  
McLeansboro, Illinois 62859  
618/643-2361

**Hours:** 8am-4pm Monday-Friday (Office)  
24-hour hospital services

**Services Provided:** 1. Acute care hospital for both inpatient and outpatient treatment  
2. Extended nursing care  
3. Intermediate nursing home care  
4. Home health care

**Area Served:** Hamilton County and surrounding area

**HAMILTON COUNTY NURSE**

Room #5  
Hamilton County Courthouse  
McLeansboro, Illinois 62859  
618/643-3522

**Services Provided:** TB testing.

**Fees:** Free

**HAMILTON COUNTY YOUTH CENTER**

Glen and Sharon York, Directors  
Senior Citizen's Building  
McLeansboro, Illinois 62859  
618/643-9020

**Hours:** 8:30pm-11:30pm Friday or Saturday nights twice a month (Call for more information)

**HAMILTON COUNTY YOUTH CENTER (CONTINUED)**

**Services Provided:** Dances for teenagers.

**Requirements:** Must be at least a freshman in high school; cannot be over 22 years old.

**Fees:** \$2.50 per person

**MCLEANSBORO KIDDIE COLLEGE**  
Barbara Roberts, Director  
200 South Pearl, PO Box 98  
McLeansboro, Illinois 62859  
618/643-4382

**Hours:** 7am-5:30pm Monday-Friday, closed holidays

**Services Provided:** Day care for children 15 months and up.

**Requirements:** 1. Consent and information forms must be filled out prior to enrollment.  
2. Health Physical must also be filled out by physician with immunization and TB test dates provided.

**Fees:** \$8.50 per 8-hour day, \$1.50/hour for less than 4 hours. Reduced fees for families who qualify by size and income, or are employed or going to school.

**MCLEANSBORO LIONS CLUB**  
J. Mark Williams, President  
Box 248  
McLeansboro, Illinois 62859  
618/643-2348

**Services Provided:** Helping individuals who have sight or hearing problems, and helping with community needs other than those already mentioned.

**Requirements:** Any applications made require approval of the club before aid can be given.

**SALVATION ARMY**  
Linda Thompson  
Hamilton County Bank  
McLeansboro, Illinois 62859  
618/643-2351

**Services Provided:** Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**  
Carlene Bailey, Project Director  
106 Cherry Avenue  
McLeansboro, Illinois 62859  
618/643-2676

**Services Provided:** Meals delivered to homes; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

**Fees:** Services are offered regardless of ability to pay

**WABASH AREA DEVELOPMENT, INC.**  
Yvonne Webb, County Manager  
106 West Cherry Avenue  
McLeansboro, Illinois 62859  
Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:**

1. Illinois Home Assistance Program helps with winter heating.
2. Weatherization stops the infiltration of cold air by installing insulation, weather-stripping, storm windows, etc., to make homes more energy-efficient.
3. Family planning.
4. Head Start program.
5. Emergency Food Pantry.
6. USDA commodities.
7. Referral services.

**Fees:** Income guidelines are different on all programs and are set by the State and Federal Governments

**JASPER COUNTY**

**DEPARTMENT OF PUBLIC AID**  
George Wood, Administrator  
102 South Lafayette  
Newton, Illinois 62448  
618/783-2311  
Hours: 8:30am-5pm Monday-Friday

**Services Provided:** Teen parent programs, programs for disabled persons and veterans, and the Children Support Enforcement Program.



**EMBARRAS RIVER BASIN AGENCY**

Harry H. Ring, Executive Director  
103 1/2 West Jourdan  
Newton, Illinois 62448  
618/783-3987  
Hours: 8am-4pm Monday-Friday

**Services Provided:** (1) The Weatherization Program helps income eligible homeowners and renters by taking such energy-saving measures as stopping air infiltration and general heat waste, insulating attics and sidewalls, caulking and weatherstripping, installing storm doors and storm windows, and inspecting and/or replacing furnaces if necessary to help cut down on heating bills during the winter. Weatherizing a home also helps keep it cooler in the summer. (2) The Community Services Block Grant program helps people in emergency situations who need assistance with medical care, prescriptions, food, clothing, and housing. Transportation services are provided by appointment only to elderly, handicapped, and low income individuals, and a scholarship program is sponsored each year for college-bound students. (3) The Illinois Home Energy Assistance Program helps income eligible households pay their energy bills on a one-time only, first-come, first-served basis. Emergency services are available if the household is disconnected from an energy source needed for heating or if the fuel supplier refuses to deliver, but applicants need not have an overdue bill or cut-off notice to be eligible. (4) The Illinois Residential Affordable Payment Plan (IRAPP) is a way to lower winter heating bills without being cut off by the utility companies. IRAPP customers pay only 12% of their income for utilities during winter months. (5) The GED Program prepares high school dropouts to take the General Educational Development (high school equivalency) test and receive a high school diploma. Adults holding GED credentials are afforded the same opportunities by employers as adults with traditional high school diplomas.

**Requirements:** Must meet income guidelines.

**Area Served:** Jasper County

**JASPER COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE**

Pat Hildebrand, Advisor  
107 South Hutton Drive  
Newton, Illinois 62448  
618/783-2521  
Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provide equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living.

**JASPER COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE - CONTINUED**

Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

Area Served: Jasper County

**JASPER COUNTY HEALTH DEPARTMENT**

Administrator

Rural Route #6, Box 345 B-1

Newton, Illinois 62448

618/783-4436

Hours may vary. Call for specific schedule.

Services Provided: Family planning, sex education, and pregnancy counseling; home nursing; hearing and vision screening; lead screening; TB testing and immunizations; WIC Supplemental Nutrition Program; and nutrition, parenting, prenatal care, and childbirth classes.

Fees: Vary

Area Served: Jasper County and surrounding area

**SALVATION ARMY**

Reverend Clifford Branson

310 South Van Buren

Newton, Illinois 62448

618/783-3054

Services Provided: Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**

Anita Bergbower, Project Director

103 1/2 West Jourdan

Newton, Illinois 62448

618/783-3660

Services Provided: Meals delivered to the home; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

Fees: Services are offered regardless of ability to pay

**SOUTHEASTERN ILLINOIS MENTAL HEALTH CENTER, INC.**

Case Coordinator

106 East Edwards Street

Newton, Illinois 62448

618/783-8615

618/395-4306 Crisis line

Hours: 8am-4pm Monday-Friday

**Services Provided:** Child abuse, domestic violence, rape, family, and individual counseling; substance abuse education, prevention, treatment, and rehabilitation; parenting classes, and a mental health crisis line.

**Fees:** Based on a sliding scale and the ability to pay

**Area Served:** Jasper County

**TRUANTS ALTERNATIVE/OPTIONAL EDUCATION PROGRAM**

Carl House, Attendance Manager & Coordinator

Dan Witt, Special Needs Coordinator & Truant Caseworker

103 West Jourdan

Newton, Illinois 62448

618/783-4034

**Purpose:** The focus is on truancy prevention, identification, diagnostic intervention, and remediation services.

**Requirements:** Services are offered to students, parents, and school districts.

**Fees:** None -- Funded by the Illinois State Board of Education

**JEFFERSON COUNTY**

**ALCOHOLICS ANONYMOUS AND AL-ANON**

Cathie Wiegel

PO Box 474

Mt. Vernon, Illinois 62864

618/242-0302

**Hours:** 10am Wednesday (Alcoholics Anonymous), 8 pm Thursday (Al-Ateen),  
10:30am Wednesday & 8pm Thursday (AA and Al-Anon)

**Services Provided:** (1) Alcoholics Anonymous is a fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problem and help others to recover from alcoholism. (2) Al-Anon is a fellowship of adult relatives and friends of alcoholics who believe that alcoholism is a family illness and that changed attitudes can aid recovery. (3) Al-Ateen is a fellowship of children under twenty years of age whose parents or relatives are alcoholics and who believe that alcoholism is a family illness.

**Fees:** No dues or fees for attendance or membership

**AMERICAN RED CROSS**

Marion Perry, Executive Director  
713 Harrison Street  
Mt. Vernon, Illinois 62864  
618/244-2083  
Hours: 8:30am-12pm Monday-Friday

**Services Provided:** (1) Services to Military: Notice to service members or family of sickness or death; assistance in financial emergencies. (2) Safety Services: CPR, first aid, water safety, and swimming training. (3) Disaster Services: Single family fires, tornados, floods, earthquakes, snow storms, etc.

**Fees:** None except for Safety Services training manuals and books

**CENTRAL BAPTIST FAMILY SERVICES**

Susan Taylor  
521 Perkins  
Mt. Vernon, Illinois 62864  
618/242-8266  
Hours: 9am-5pm Monday-Friday

**Services Provided:** To deflect children from the Juvenile Justice and Child Welfare Systems. Individual and family counseling is provided for status offenders and their families striving to preserve the family unit. A 24-hour Crisis Intervention Program is available for troubled youth.

**Fees:** None

**CHRISTIAN COUNSELING AND FAMILY SERVICES**

Alex Cavenaile, Director  
301 North Tenth Street, PO Box 17  
Mt. Vernon, Illinois 62864  
618/244-4090  
Hours: 8am-5pm Monday-Friday  
8am-2pm Saturday

**Services Provided:** (1) Counseling for individuals suffering from depression, grief, anxiety, or other personal problems. (2) Counseling for couples considering marriage and wanting to prepare themselves for this new step. (3) Counseling for troubled marriages and families. (4) Consultations with other professionals, especially ministers. (5) Training in pastoral care and counseling supervision. (6) Child adoption services via the Illinois Children's Christian Home.

**Fees:** Sliding fee scale based on income and number in household (\$10.00 - \$50.00); however, services are provided to all who need them without regard for their ability to pay

**EARLY SCHOOL LEAVER PROGRAM**

Bob Ross, Ed Ruffino, and Paul Evans, Coordinators  
Rend Lake College  
Ina, Illinois 62846  
618/437-5321  
Hours: 8am-4pm Monday-Friday

**Purpose:** The Early School Leaver Program is a state-approved program designed for youth in the Rend Lake College District who have left high school without graduating. The purpose of this program is to create a successful educational experience that will influence these individuals to continue their education.

**Services Provided:** Individualized instruction in preparation for the GED certificate; a related class of occupational information, and counseling to increase employability.

**Requirements:** An individual must have severed connection with a school system as certified in writing to Rend Lake College by the chief executive officer of that system. The individual must demonstrate to the program coordinator a desire for education and job training as a basis for success in our society.

**EPILEPSY FOUNDATION OF SOUTHERN ILLINOIS**

Dee Rice, Executive Director  
2801 West Broadway  
Mt. Vernon, Illinois 62864  
618/244-6680 24-hour answering service  
Hours: 9am-5pm Monday-Friday

**Services Provided:** Information, client and family education, public and professional education, individual and family counseling referrals, monthly adult clinic and monthly pediatric clinic.

**Requirements:** Diagnosis of epilepsy, suspects of epilepsy or referral from any source, self-referrals accepted.

**Fee:** No fee except for seizure clinic

**GOOD SAMARITAN HOSPITAL CHEMICAL DEPENDENCY SERVICES**

Lynn Downen, Administrative Director  
605 North Twelfth  
Mt. Vernon, Illinois 62864  
618/242-1212, Collect  
618/242-4600, ext. 2599  
24-hour coverage

**Purpose:** Treatment program for people with alcohol and/or other drug-related problems.

**GOOD SAMARITAN HOSPITAL CHEMICAL DEPENDENCY SERVICES (CONTINUED)**

**Services Provided:** "Daybreak" is an inpatient treatment program for people with alcohol and/or other drug-related problems. Covered by most major insurances, our program can offer help and hope to people of all ages troubled by their use of drugs and alcohol. With our program, they and their families can build a healthier way of life.

**HEAD START**

Cleo Holt, Director  
Franklin School  
500 Harrison Street  
Mt. Vernon, Illinois 62864  
618/242-7953

**Hours:** 8am-4pm Monday-Friday (September-May)

**Services Provided:** A comprehensive health program including medical and dental examinations, immunizations and screening, health education, nutrition education, and educational experiences to prepare the child for school and to provide extensive parent involvement.

**ILLINOIS BAPTIST MATERNITY AND ADOPTION SERVICES**

Carla Monroe, ACSW  
601 South 21st Street  
Mt. Vernon, Illinois 62864  
618/242-4944  
1-800/458-BABY

**Services Provided:** Pregnancy testing, LaMaze classes, residential maternity care, specialized foster care, educational services, counseling, adoption services, residential care, and medical services.

**Fees:** All services are based on ability to pay

**ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

Larry Johnson  
3405 Broadway  
Mt. Vernon, Illinois 62864  
618/242-6556

1-800-25-ABUSE 24 hours a day to report child abuse or neglect  
**Hours:** 8:30am-5pm Monday-Friday

**Services Provided:** Investigation and follow-up; remedial care and group residential services; services to unwed parents; services to status offenders found to be minors and requiring authoritative intervention by

**ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES (CONTINUED)**

the Juvenile Courts; in-home services to abusing and neglecting or seriously maladapted families; parent training; day care services; counseling services, and custody investigations when ordered by the courts in dissolution of marriage cases.

**Requirements:** For adoption cases, the adopting parents must be at least 21 years old.

**Fees:** No charge and sliding fee scale

**Area Served:** Jefferson, Wayne, and Hamilton Counties

**ILLINOIS DEPARTMENT OF PUBLIC AID**

Doyle Hedger

414 East Main Street

Mt. Vernon, Illinois 62864

618/242-1040

Hours: 8:30am-5pm Monday-Friday

**Services Provided:** Employment assistance/job training, financial assistance for mother and baby.

**Requirements:** Must be income eligible.

**Area Served:** Jefferson County

**ILLINOIS DEPARTMENT OF REHABILITATION SERVICES**

Chuck Holloway

Box H

Mt. Vernon, Illinois 62864

618/244-0331

Hours: 8:30am-5pm Monday-Friday

**Purpose:** Rehabilitation services for the disabled including physical restoration, training, counseling, guidance and homemaker services.

**Services Provided:** Evaluation and rehabilitation services for the disabled with an employment objective. Home services for persons under the age of 60 who prefer to be maintained in their homes rather than being placed in a nursing home.

**Requirements:** Eligibility requirements.

**JAKE KNAUSS COUNSELING SERVICES**

Jake Knauss, Ph.D.

2020 Broadway

Mt. Vernon, Illinois 62864

618/242-5913 24-hour answering service

Hours: 4pm-9pm Monday-Friday

12pm-5pm Saturday

**Services Provided:** Assertiveness training and behavior modification techniques are used in individual and group sessions. Individual and group sessions are offered for alcohol and drug problems, family and marital problems, and interpersonal problems.

**Requirements:** Each client is individually assessed to determine if he will benefit from the services offered. If he will not, he is referred to other agencies where he can benefit.

**Fees:** \$30.00 per one-hour individual session, \$7.50 per person per two-hour group session

**JEFFERSON COUNTY COMPREHENSIVE SERVICES, INC.**

John J. Hansen, Executive Director

Route 37 North, PO Box 428

Mt. Vernon, Illinois 62864

618/242-5835

Hours: 8am-4pm Monday-Friday

**Services Provided:** The substance abuse division provides a safe place for withdrawal, education assessment, and counseling for persons affected by abuse of intoxicating substances, in order to arrest the progress of the addiction, increase understanding of the disease, and develop alternative coping skills.

**Requirements:** Dependent upon type and severity of problem.

**Fees:** Sliding fee scale

**Area Served:** Jefferson and Hamilton Counties

**JEFFERSON COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Oma Jones, Advisor

Rural Route #3

Mt. Vernon, Illinois 62864

618/242-0780

Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provide equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living.



**JEFFERSON COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE (CONT.)**

Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Jefferson County

**JEFFERSON COUNTY STATE'S ATTORNEY**  
Kathleen Alling, State's Attorney  
Jefferson County Courthouse  
Mt. Vernon, Illinois 62864  
618/242-5784  
**Hours:** 8am-5pm Monday-Friday

**Purpose:** Prosecution.

**JEFFERSON AND FRANKLIN COUNTIES SPECIAL EDUCATION DISTRICT #801**  
Joe Holt, Director of Special Education  
410 West Fifth Street  
Benton, Illinois 62812  
618/439-7231  
**Hours:** 8:15am-3:45pm Monday-Friday

**Purpose:** Administrative agency for public school special education programs in Jefferson and Franklin Counties in Illinois.

**Requirements:** Children with handicapping conditions between the ages of 3 and 21.

**Area Served:** Jefferson and Franklin Counties

**JEFFERSON-HAMILTON COUNTY OPTIONAL EDUCATION PROGRAM**  
Vince Mitchell, Director  
Regional Superintendent's Office  
Jefferson County Courthouse  
Mt. Vernon, Illinois 62864  
618/242-1807  
**Hours:** 8am-5pm Monday-Friday

**Purpose:** Improve attendance, advancement of basic skills, increasing

**JEFFERSON-HAMILTON COUNTY OPTIONAL EDUCATION PROGRAM (CONTINUED)**

social competence, developing career awareness, and acquiring vocational skills for the job.

**Services Provided:** Academic and vocational day and evening classes, tutoring, preparatory studies for the GED test, vocational training, and work experience.

**Requirements:** Academically disadvantaged and disaffected from ages 14 to 21 who fail to achieve in a regular school setting or who have dropped out of school.

**LUTHERAN CHILDREN AND FAMILY SERVICES**

Jody Harre  
3205 Broadway  
Mt. Vernon, Illinois 62864  
618/242-3284  
Hours: 8am-12pm Monday-Friday

**Purpose:** Multi-service community agency.

**Services Provided:** Marriage and family counseling, pregnancy counseling, adoption, and mental health services.

**Fees:** Sliding fee scale

**MT. VERNON COUNSELING CENTER, INC.**

Tiny Flynn, Administrator  
4230 Lincolnshire  
Mt. Vernon, Illinois 62864  
618/244-6442  
Hours: 9am-5pm Monday-Friday  
Saturdays by appointment only

**Services Provided:** Individual, adolescent, group, marital, and family counseling by qualified professionals who can provide assistance to persons experiencing difficulty coping with life.

**Fees:** Vary according to educational background of staff member providing services

**MT. VERNON ELKS LODGE #819**  
Marvin Leathers, Exalted Ruler  
409 Harrison Street, PO Box 695  
Mt. Vernon, Illinois 62864  
618/244-6599

**Services Provided:** (1) Clinic for crippled children held in the district once every quarter. (2) Sponsors most valuable student award and other youth services. (3) Provides a crippled children's scholarship.

**MT. VERNON EMERGENCY SERVICES AND DISASTER AGENCY**

Robert E. Davis, Coordinator  
1100 Main Street  
Mt. Vernon, Illinois 62864  
618/242-5050  
24-hour emergency services

**Services Provided:** Assistance to the populace of the City of Mt. Vernon in the event of a natural or man-made emergency or the threat thereof.

**Area Served:** Mt. Vernon

**MT. VERNON KIDNEY CENTER**

Dr. Steve Zelman, Medical Director  
2401 Veterans Memorial Drive  
Mt. Vernon, Illinois 62864  
618/244-6248

**Hours:** 6am-6pm Monday, Wednesday, & Friday  
6am-4pm Tuesday & Thursday

**Requirements:** Social services are available only to end-stage renal disease patients.

**MT. VERNON LIONS CLUB**

Robert W. Pemberton, President  
PO Box 241  
Mt. Vernon, Illinois 62864  
618/242-2348

**Services Provided:** Sight conservation including eye surgery, purchase of eyeglasses, provision of white canes and seeing eye dogs, camping facilities, programs for the blind, and a mobile glaucoma unit. Programs still to be developed include a Junior Football League and the Brail Trail at Mitchell Museum.

**Requirements:** Parent or guardian permission is required for the children served.

**MT. VERNON RESCUE MISSION, INC.**

Robert L. West, Superintendent  
811 South Tenth Street  
Mt. Vernon, Illinois 62864  
618/242-3756

Hours: 9am-5pm Monday-Friday (Outlet store)  
Transient food and lodging open 24 hours a day, 7 days a week

**Services Provided:** Free lodging for transient people; meals served seven days a week; other assistance such as gasoline, car repair for stranded motorists, disaster aid such as clothing, furniture, etc. for needy people; food provided to fire victims, and Food Pantry for the needy.

**Requirements:** Must be sober, and if physically able and want to stay for more than one day, must be willing to work at the mission, or have a job or look for work outside the mission.

**MT. VERNON YMCA**

Jeannie Lipps, Director  
2025 Broadway  
Mt. Vernon, Illinois 62864  
618/242-5345  
Hours: 9am-5pm Monday-Friday

**Services Provided:** Family-oriented programs such as spring and fall campouts for fathers and daughters; gymnastics classes for girls of all ages; values-oriented sports programs such as baseball, basketball, and soccer for grades K-12 with an emphasis on fairness, respectful behavior, enjoyment, and increased skills in the sport; Youth and Government Program in which high school students study government and attend mock election and legislative sessions at the State Capitol Building in Springfield; Aerobic exercise classes; Fun Camp for grades K-6; and other activities for kids of all ages.

**Fees:** \$20.00 per year for individuals, \$35.00 per year for families

**PARENTS WITHOUT PARTNERS, INC., SOUTH CENTRAL #403**

Don Martin, President  
PO Box 272  
Mt. Vernon, Illinois 62864  
618/532-0223

Meetings are held at 7:30pm the first Monday of each month  
at the Rolland Lewis Building in Mt. Vernon.

**Purpose:** Parents Without Partners, Inc., is an international non-profit, non-sectarian, educational organization devoted to the welfare of single parents and their children. The purpose of PWP is to help the single parent and his or her family make the transition from a two-parent home more easily and thereby become better parents and citizens.

**PARENTS WITHOUT PARTNERS, INC., SOUTH CENTRAL #403 (CONTINUED)**

**Requirements:** You are eligible for membership if you are a parent of one or more living children and single for any reason that may be deemed acceptable by PWP. Custody of children is not a factor.

**Fees:** \$20.00 yearly

**PROJECT CHANCE**

Department of Public Aid  
Clyde Standridge, Supervisor  
414 East Main Street, Box 1607  
Mt. Vernon, Illinois 62864  
618/242-2584

**Hours:** 8:30am-12pm, 1pm-5pm Monday-Friday

**Purpose:** To assist people on welfare in finding work.

**Services Provided:** Job search, transportation, child care for job search as well as school, and initial employment expenses for mandatory items such as uniforms.

**Requirements:** AFTC cash assistance families.

**REGIONAL SUPERINTENDENT OF SCHOOLS**

Jefferson and Hamilton Counties  
Dr. P.E. Cross, Regional Superintendent  
Kevin Settle, Assistant Superintendent  
Jefferson County Courthouse  
Mt. Vernon, Illinois 62864  
618/242-1807

**Hours:** 8am-5pm Monday-Friday

**Services Provided:** Certification of teachers, bus driver permits and training, retains school records, issues GED diplomas, computer technology services, gifted education programs, special education services, truancy prevention programs, scholarship information, film co-ops, work permits for 14 and 15 year olds, proof of age certificates, and other services.

**Area Served:** Jefferson and Hamilton Counties

**SALVATION ARMY**  
Charles E. Hughey  
1314 Main Street  
Mt. Vernon, Illinois 62864  
618/242-3348

**Services Provided:** Emergency food, clothing, and shelter.

**SOCIAL SECURITY ADMINISTRATION**  
Dick Falat, District Manager  
Federal Building, 105 South Sixth Street  
Mt. Vernon, Illinois 62864  
618/242-6210

**Hours:** 9am-4:30pm Monday-Friday, call for appointment

**Services Provided:** (1) Retirement, survivors, and disability benefits. (2) Medicare. (3) Supplementary Security benefits for low income aged, blind, and disabled. (4) Black Lung benefits. (5) Information and referral.

**Area Served:** Jefferson, Marion, Edwards, and Wayne Counties

**SOUTHEASTERN ILLINOIS PASTORAL COUNSELING CENTER**  
Dr. Harrison Peyton, Director  
Dr. Bill Peyton, Contact  
Good Samaritan Hospital, Dr. Flinn's Office  
Mt. Vernon, Illinois 62864  
618/244-6442

**Hours:** 9am-8pm Wednesdays only

**Services Provided:** Crisis counseling for individuals, families, and those with marriage problems.

**Fees:** Negotiated with regard to client's ability to pay

**TRIANTS ALTERNATIVE PROGRAM**  
Dr. John W. Stephens, Director  
Jefferson County Courthouse  
Mt. Vernon, Illinois 62864  
618/242-1807  
**Hours:** 8am-5pm Monday-Friday

**Purpose:** The focus is on truancy prevention, identification, diagnostic intervention, and remediation services.

**TRUANTS ALTERNATIVE PROGRAM (CONTINUED)**

**Requirements:** Services are available to students, parents, and school districts.

**Fees:** None -- Funded by the Illinois State Board of Education

**Area Served:** Jefferson, Hamilton, Marion, Clinton, and Washington Counties

**UNITED METHODIST CHILDREN'S HOME**

Deborah Gholson, Director

2023 Richview Road

Mt. Vernon, Illinois 62864

618/242-1070

Hours: 8am-4:30pm Monday-Friday

24-hour emergency services

**Purpose:** To provide care for those young people who are experiencing deterioration of adjustment within their natural family systems or extended family systems.

**Services Provided:** The Residential Program serves 12 boys and 14 girls between the ages of 5 and 18. Recreational, medical, educational, and religious training as well as family and individual counseling is offered.

**Restrictions:** Residential program for emotionally disturbed youth -- many services are provided to the youth and their parents.

**Fees:** Established annually on a per diem rate or determined on a sliding fee scale

**Area Served:** Southern Illinois

**LAWRENCE COUNTY**

**DEPARTMENT OF PUBLIC AID**

Route 250 West  
Lawrenceville, Illinois 62439  
618/943-2334  
Hours: 8:30am-5pm Monday-Friday

**Services Provided:** Provides public assistance to eligible applicants. Administers the AFDC, AABD, AMI, and Food Stamp Programs.

**Fees:** None

**DEPARTMENT OF VETERAN'S AFFAIRS**

Howard R. Wilson, Central Division Supervisor  
Lawrence County Courthouse Basement  
Lawrenceville, Illinois 62439  
618/943-4522

Hours: 10am-4pm every 2nd and 4th Tuesday of each month

**Purpose:** The Department of Veteran's Affairs is a state agency, with its primary function being to provide professional counseling and guidance relative to all veterans programs, both state and federal.

**Services Provided:** To aid and assist all veterans, their dependents, and their survivors in applying for veterans' benefits due them by reason of their military service.

**EMBARRAS RIVER BASIN AGENCY, INC.**

Harry H. Ring, Executive Director  
1521 Twelfth Street  
Lawrenceville, Illinois 62439  
618/943-2938

Hours: 8am-4pm Monday-Friday

**Services Provided:** (1) The Weatherization Program helps income eligible homeowners and renters by taking such energy-saving measures as stopping air infiltration and general heat waste, insulating attics and sidewalls, caulking and weatherstripping, installing storm doors and storm windows, and inspecting and/or replacing furnaces if necessary, to cut down on heating bills during the winter. Weatherizing a home also helps keep it cooler in the summer. (2) The Community Services Block Grant program helps people in emergency situations who need assistance with medical care, prescriptions, food, clothing, and housing. Transportation services are provided by appointment only to elderly, handicapped, and low income individuals, and a scholarship program awards scholarships to college-bound students each year. (3) The Illinois Home Energy Assistance Program helps income eligible households



**EMBARRAS RIVER BASIN AGENCY, INC. (CONTINUED)**

pay their energy bills on a one-time only, first-come, first-served basis. Emergency services are available if the household is disconnected from an energy source needed for heating or if the fuel supplier refuses to deliver, but applicants need not have an overdue bill or cut-off notice to be eligible. 4. The Illinois Residential Affordable Payment Plan (IRAPP) is a way to lower winter heating bills without being cut off by the utility companies. IRAPP customers pay only 12% of their income for utilities during the winter months. 5. The GED program prepares high school dropouts to take their General Educational Development (high school equivalency) test and receive a high school diploma. Adults holding GED credentials are afforded the same opportunities by employers as adults with traditional high school diplomas.

**Requirements:** Must meet income guidelines.

**Area Served:** Lawrence County

**FAMILY COUNSELING CENTER**

Rodney Finch, Team Leader/Therapist  
2111 Lexington  
Lawrenceville, Illinois 62439  
618/943-3451 24-hour crisis line  
Hours: 12:30pm-9pm Monday-Tuesday  
8am-4:30pm Wednesday-Friday

**Services Provided:** Family and individual counseling for areas such as chronic mental illness, child abuse, domestic violence, rape, and substance abuse. A substance abuse education and prevention program is also available. The crisis line provides counseling for those with mental and alcohol abuse problems.

**LAWRENCE COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Ron Waldorp, Advisor  
1406 Locust Street, PO Box 657  
Lawrenceville, Illinois 62439  
618/943-5018  
Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provides equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community

**LAWRENCE COUNTY COOPERATIVE EXTENSION SERVICES OFFICE (CONTINUED)**

resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Lawrence County

**LAWRENCE COUNTY HEALTH DEPARTMENT**

Terry Rohr, Administrator  
Lawrence County Courthouse  
Lawrenceville, Illinois 62439  
618/943-3302

Service hours may vary. Call for specific schedule.

**Services Provided:** Family-centered home nursing, hearing and vision screening, immunizations, nutrition education, parenting classes, prenatal care and childbirth classes, Well Child clinics, WIC Program, emergency services (food, clothing, shelter), and free TB testing (Tuesdays and Fridays only).

**Fees:** Vary

**Area Served:** Lawrence County

**REGIONAL SUPERINTENDENT OF SCHOOLS**

Lawrence and Crawford Counties  
Roger Lewis, Regional Superintendent  
Warren Wright, Assistant Superintendent  
Lawrence County Courthouse  
PO Box 866

Lawrenceville, Illinois 62439  
618/943-3522 -or- 618/943-3626

**Hours:** 8am-12pm, 1pm-4pm Monday-Friday

**Services Provided:** Certification of teachers, bus driver permits and training, retains school records, issues GED diplomas, computer technology services, gifted education programs, special education services, truancy prevention programs, scholarship information, film co-ops, work permits for 14 and 15 year olds, proof of age certificates, and other services.

**Area Served:** Lawrence and Crawford Counties

**SALVATION ARMY**  
Willis Allen  
Peoples National Bank  
Lawrenceville, Illinois 62439  
618/943-6343

**Services Provided:** Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**  
Yvonne Hutchings, Project Director  
1433 Judy Avenue  
Bridgeport, Illinois 62417  
618/954-7412

**Services Provided:** Meals delivered to the home; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

**Fees:** Services are offered regardless of ability to pay

**TRUANTS ALTERNATIVE PROGRAM**  
Jim Baker, Caseworker  
Office of the Regional Superintendent  
Lawrence County Courthouse  
PO Box 866  
Lawrenceville, Illinois 62439  
618/544-2719  
Hours: 8am-5pm Monday-Friday

**Purpose:** The focus is on truancy prevention, identification, diagnostic intervention, and remediation services.

**Requirements:** Services are available to students, parents, and school districts.

**Fees:** None -- Funded by the Illinois State Board of Education

**Area Served:** Lawrence and Crawford Counties

**TWIN RIVERS REGIONAL VOCATIONAL SYSTEM**

Frances Scott  
Lawrence County Courthouse  
PO Box 866  
Lawrenceville, Illinois 62439  
618/943-3626  
Hours: 8am-4pm Monday-Friday

**Purpose:** To work with other agencies to help provide as many services as possible.

**Services Provided:** Financial, vocational, medical, and mental health services.

**MARION COUNTY**

**BCMW COMMUNITY SERVICES, INC.**  
WIC Coordinator  
909 East Rexford, Box 845  
Centralia, Illinois 62801  
618/532-7388

**Services Provided:** WIC Supplemental Nutrition Program.

**Requirements:** Must meet eligibility guidelines.

**Fees:** None

**Area Served:** Marion County

**COMMUNITY RESOURCE CENTER**  
Dr. Nick Johnston, Director  
101 South Locust  
Centralia, Illinois 62801  
618/533-2030 Office  
618/533-1391 24-hour crisis line  
Hours: 9am-5pm Monday-Friday (Office)  
Staff are available 24 hours a day, 7 days a week

Another office is located at:  
212 West Schwartz  
Salem, Illinois 62881  
618/548-2181

**Purpose:** Community Resource Center is a private, non-profit corporation that provides counseling and treatment to those in need of help.

**Services Provided:** Programs for the prevention and treatment of

**COMMUNITY RESOURCE CENTER (CONTINUED)**

emotional or behavioral problems, sexual abuse, substance abuse, advocacy, outreach, and transitional living are offered. Consultation, sustaining care, counseling services, alcoholism/substance abuse, employee assistance programs (EAP) consultation, psychiatric consultation, case management, and DUI services are provided.

**Requirements:** Anyone experiencing a crisis situation.

**DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

Supervisor  
219 East Schwartz  
Salem, Illinois 62881  
618/548-1692

**Services Provided:** Adoption, child abuse counseling, family/individual counseling, emergency services, transportation, and treatment for sexual abuse.

**Fees:** No charge

**Area Served:** Marion and Clay Counties

**INTOUCH BY COMMUNITY RESOURCE CENTER**

Jan Staff, Coordinator  
1515 East Second Street  
Centralia, Illinois 62881  
618/533-1391  
Hours: 9am-5pm Monday-Friday  
Additional hours by appointment

**Purpose:** Networking to organize the understanding of community health.

**Services Provided:** InTouch has knowledge of substance abuse prevention programs available and technical assistance available to help communities develop substance abuse prevention programs, as well as help for school districts in developing plans for curriculum, student involvement, policies, and community involvement for funding.

**MARION COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Mary Alice Wagoner, Advisor  
1404 East Main Street, Route 50 East  
Salem, Illinois 62881  
618/548-1446  
Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provides equal opportunities in programs and employment.

**Services Provided:** County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Marion County

**MARION COUNTY HEALTH OFFICE**

Director  
200 East Schwartz  
Salem, Illinois 62881  
618/548-1099

**Services Provided:** Immunizations for ages 0 through 20, high risk infant and maternal care for all ages.

**Fees:** None

**Area Served:** Marion County

**REGIONAL SUPERINTENDENT OF SCHOOLS**

Marion County  
Sam Nall, Regional Superintendent  
Bob Wilson, Assistant Superintendent  
Public Service Building  
200 East Schwartz  
Salem, Illinois 62881  
618/548-1073  
Hours: 8am-12pm, 1pm-4pm Monday-Friday

**Services Provided:** Certification of teachers, bus driver permits and training, retains school records, issues GED diplomas, computer technology services, special education services, gifted education

**REGIONAL SUPERINTENDENT OF SCHOOLS - MARION COUNTY (CONTINUED)**

programs, truancy prevention programs, scholarship information, proof of age certificates, film co-ops, work permits for 14 and 15 year olds, and other services.

**Area Served:** Marion County

**ST. MARY'S HOSPITAL**  
Vice President of Nursing Services  
400 North Pleasant Avenue  
Centralia, Illinois 62801  
618/532-6731

**Services Provided:** Family/individual counseling, substance abuse treatment and rehabilitation, high-risk prenatal care, hospital maternity unit, hospital pediatric unit, lead screening, nutrition education, pregnancy testing, prenatal care and childbirth classes, and primary care (OB/GYN and/or pediatrics).

**Requirements:** All services must have physician's orders.

**Fees:** Vary

**Area Served:** Marion County and surrounding area.

**UNITED CEREBRAL PALSY OF SOUTHERN ILLINOIS**  
Executive Director  
Box 729  
Centralia, Illinois 62801  
618/532-5061

**Services Provided:** Family/individual counseling, crippled children services for ages 0-21, hearing and vision screening, employment assistance/job training, transportation, and other services including orthopedic evaluations and equipment.

**Requirements:** Any handicapped person or family is eligible.

**Fees:** No charge

**Area Served:** Twenty-seven Southern Illinois counties.

**VISITING NURSES ASSOCIATION**

Executive Director  
Route 161 West  
Centralia, Illinois 62801  
618/533-2781

**Purpose:** To provide non-profit comprehensive home care services.

**Services Provided:** Family/individual counseling, crippled children services, family-centered home nursing, nutrition education, and transportation.

**Fees:** Vary

**Area Served:** Marion, Clinton, and Washington Counties

**RICHLAND COUNTY**

**BIRTHRIGHT CRISIS PREGNANCY**

Mrs. Kathy Zuber  
Olney Professional Building  
211 East Main Street, Room 207  
Olney, Illinois 62450  
618/395-1611  
1-800/848-LOVE Hot Line number  
**Hours:** 9am-5pm Monday, Wednesday, & Friday

**Services Provided:** Anonymous pregnancy tests, educational guidance, shelter home, community resource information, maternity clothes, medical care, legal advice, help with job placement, and adoption.

**Fees:** None

**Career Guidance Center**

Pat Burt, Director  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450  
618/395-8626  
**Hours:** 8am-4pm Monday-Friday

**Purpose:** The two-fold mission of the Career Guidance Centers is to 1.) assist guidance providers of public and private educational agencies in the improvement of guidance services for students, and 2.) to provide technical assistance for professionals in community agencies who are serving the guidance needs of out-of-school individuals.

**Services Provided:** Developing or improving local or regional vocational guidance programs, developing professional skills to deliver vocational



**CAREER GUIDANCE CENTER (CONTINUED)**

guidance services, developing expertise in providing vocational guidance services for a variety of special populations, keeping current on occupational and educational information, identifying community resources as a key component of vocational guidance, identifying exemplary guidance practices and procedures within the region, expanding current guidance programs by providing Vocational Guidance Improvement Grant funds, and developing strategies for marketing comprehensive vocational guidance programs.

**CENTRAL BAPTIST SERVICES**

Rose Sneider, Case Worker  
202 East Main Street  
Olney, Illinois 62450  
618/395-8656

**Purpose:** Keeping families together.

**Services Provided:** Free family counseling for ages 12 and up, target family unit.

**Requirements:** Must have parental consent for counseling.

**Fees:** None

**DIVISION OF SERVICES FOR CRIPPLED CHILDREN**

1205 South West Street, Box 1205  
Olney, Illinois 62450  
618/395-8461

**Services Provided:** For handicapped persons under 21: hospital care, diagnostic, therapeutic, surgery, laboratory, preventative medical services, and speech and hearing consultants.

**EDUCATIONAL SERVICE CENTER #17**

Samuel T. White, Administrative Agent  
Marilyn Holt, Director  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450-2170  
618/395-8626  
**Hours:** 8am-4pm Monday-Friday

**Purpose:** To provide new services to schools.

**Services Provided:** (1) Education for gifted children through the

Service Center, including experimental projects and institutes. (2) Computer technology education including the evaluation, use, and application of state-of-the-art technology in computer software. (3) Mathematics, science, and reading resources for teachers including continuing education, inservice training, and staff development. (4) Other: Includes training, technical assistance, coordination, and planning in other program areas such as career guidance, early childhood education, alcohol/drug education and prevention, electronic transmission of data from school district to the State Board, alternative education, and regional special education.

**Fees:** Services are funded and supported by the Illinois State Board of Education

**EMBARRAS RIVER BASIN AGENCY, INC.**

Harry H. Ring, Executive Director

308 1/2 East Main Street

Olney, Illinois 62450

618/395-3720

Hours: 8am-4pm Monday-Friday

**Services Provided:** (1) The Weatherization Program helps income eligible homeowners and renters by taking such energy-saving measures as stopping air infiltration and general heat waste, insulating attics and sidewalls, caulking and weatherstripping, installing storm doors and storm windows, and inspecting and/or replacing furnaces if necessary to help cut down on heating bills during the winter. Weatherizing a home also keeps it cooler during the summer months. (2) The Community Services Block Grant program helps people in emergency situations who need assistance with medical care, prescriptions, food, clothing, and housing. Transportation services are provided by appointment only to elderly, handicapped, and low income individuals, and a scholarship program awards scholarships to college-bound students each year. (3) The Illinois Home Energy Assistance Program helps income eligible households pay their energy bills on a one-time only, first-come, first-served basis. Emergency services are available if the household is disconnected from an energy source needed for heating or if the fuel supplier refuses to deliver, but applicants need not have an overdue bill or a cut-off notice to be eligible. (4) The Illinois Residential Affordable Payment Plan (IRAPP) is a way to lower winter heating bills without being cut off by the utility companies. IRAPP customers pay only 12% of their income for utilities during the winter months. (5) The GED Program prepares high school dropouts to take their General Educational Development (high school equivalency) test and receive a high school diploma. Adult holding GED credentials are afforded the same opportunities by employers as adults with traditional diplomas.

**Requirements:** Must meet income guidelines.

**Area Served:** Richland County

**ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

Mrs. Neva A. King, Supervisor  
1102A South West Street  
Olney, Illinois 62450  
618/393-2979  
Hours: 8:30am-5pm Monday-Friday

**Services Provided:** (1) Day care services for children of teenagers who go back to finish education or who find employment. (2) ~~Homemaker~~ services for proper infant care, parenting skills, home care, and budgeting. (3) Family counseling to parents concerning child behavior problems and to parents of deaf, blind, crippled, retarded, or multiple-handicapped children who have special need for medical, educational, or other services. (4) Protective services for children who are neglected, abused, exploited, or cruelly treated. (5) Provides Foster Care for children, adoption services, services to the unmarried mother, interstate or inter-country services, and licensing services for private and local Public Aid Care facilities.

**Fees:** None

**ILLINOIS DEPARTMENT OF REHABILITATION SERVICES**

1112 South West Street, Box 39  
Olney, Illinois 62450  
618/395-2147

**Services Provided:** Evaluation and rehabilitation services for the disabled with an employment objective, and home services for persons under the age of 60 who can be maintained in their homes as an alternative to being placed in a nursing home.

**KARON McVAIGH HEARING SERVICES**

Karon McVeigh, Director  
Rural Route #3  
Olney, Illinois 62450  
618/393-7561

**Services Provided:** Hearing evaluations, professional hearing aid fittings, and service and repair on any make of hearing aid.

**Fees:** Contact the Agency

**LIFELINE**

Coordinator, Weber Medical Clinic  
1200 North East Street  
Olney, Illinois 62450  
618/395-5222

**Purpose:** Personal Emergency Response Program.

**Services Provided:** Electronic equipment used to summon emergency assistance, emergency response center, and people who have agreed to respond to your call for help.

**OLNEY CENTRAL COLLEGE CHILD CARE OCCUPATIONAL CENTER**

Anita Griffith  
Rural Route #3  
Olney, Illinois 62450  
618/395-4351

**Hours:** 7:45am-10pm Monday-Friday

**Purpose:** This program is a child care facility on campus for students and employees.

**Services Provided:** The facility can accommodate 21 children. Snacks are provided.

**Requirements:** Toilet training is required for children attending, and one must provide his or her child's own transportation.

**Fees:** 75 cents per hour

**OLNEY CENTRAL COLLEGE COUNSELING CENTER AND  
DISPLACED HOMEMAKER CENTER**

Pam Schwartz  
Rural Route #3  
Olney, Illinois 62450  
618/395-2214

**Services Provided:** (1) Counseling to help the individual to develop self-esteem and a positive identity; coping skills; assessment of skills and strength; and setting personal goals. (2) Education and training to help the individual to identify sources of training, financial assistance with education, completion of GED, and career exploration and development. (3) Job development and placement to help the individual reach financial independence. This goal of displaced homemaker programs includes educating the displaced homemaker on the job search as well as selling employers on the worth of displaced homemakers. Some programs assist individuals with starting their own businesses. (4) Survival skills on the job training to help the

**OLNEY CENTRAL COLLEGE COUNSELING CENTER AND DISPLACED HOMEMAKER CENTER  
(CONTINUED)**

individual handle crises on the job, office politics, job changes.

**Area Served:** Crawford, Jasper, Lawrence, and Wabash Counties

**OPPORTUNITY CENTER OF SOUTHEASTERN ILLINOIS, INC.**

Jan Spillman, Program Coordinator  
511 East Main Street, P.O. Box 519  
Olney, Illinois 62450  
618/395-2418 -or- 618/395-1578

**Services Provided:** Birth-Three Homebound Program, education and developmental activities, psychological evaluation, speech and language therapy, physical therapy, occupational therapy, toy library, and referral and placement guidance.

**Fees:** No fees or charges

**Area Served:** Richland, Jasper, Crawford, Lawrence, and Wabash Counties

**REGIONAL SUPERINTENDENT OF SCHOOLS**

Clay, Jasper, and Richland Counties  
Samuel T. White, Regional Superintendent  
Dale Murbarger, Assistant Superintendent  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450  
618/392-4631

**Hours:** 8am-12pm, 1pm-4pm Monday-Friday

**Services Provided:** Certification of teachers; bus driver permits and training; retains school records; issues GED diplomas; provides computer technology, gifted education, and special education programs and services; provides truancy prevention programs; scholarship information; film co-ops; work permits for 14 and 15 year olds; proof of age certificates, and other services.

**Area Served:** Clay, Jasper, and Richland Counties

**RICHLAND COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Paul Wirth, Advisor  
306 South Fair Street, Box 364  
Olney, Illinois 62450  
618/395-2191

Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provides equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Richland County

**RICHLAND COUNTY DEPARTMENT OF PUBLIC AID**

Administrator  
6 Micah Drive  
Olney, Illinois 62450  
618/392-3151

**Services Provided:** Financial assistance (cash for mother and baby) for all ages.

**Fees:** No charge

**Area Served:** Richland County

**RICHLAND COUNTY TB AND PUBLIC HEALTH NURSE**

905 South West Street  
Olney, Illinois 62450  
618/392-6241

**Services Provided:** TB testing.

**Fees:** None

**RICHLAND MEMORIAL HOSPITAL**

Director

800 East Locust Street  
Olney, Illinois 62450  
618/395-1068

**Services Provided:** Family-centered home nursing, hearing and vision screening, hospital maternity unit, hospital pediatric unit, immunization, lead screenings, nutrition education, parenting classes, pregnancy testing, prenatal and childbirth classes, primary care (OB/GYN and/or pediatrics), Sexually Transmitted Diseases Clinic, and sterilization.

**Requirements:** Must have physician's orders.

**Fees:** Vary

**Area Served:** Richland County and surrounding area

**SALVATION ARMY**

Harold Moore  
1205 South West Street  
Olney, Illinois 62450  
618/395-2147

**Services Provided:** Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**

Connie Bennet, Program Coordinator  
308 East Main Street  
Olney, Illinois 62450  
618/395-2714

**Services Provided:** Meals delivered to the home; congregate meals, recreation, and education; telephone reassurance; transportation; legal assistance, and more.

**Fees:** Services are offered regardless of ability to pay

**PROJECT SHARE OF OLNEY**

Ann Weger, OB Department  
Richland Memorial Hospital  
Olney, Illinois 62450  
618/395-2131 Days - 618/936-2635 Nights

**Purpose:** Through the help of support groups, parents whose babies die

**PROJECT SHARE OF OLNEY (CONTINUED)**

before being released from the hospital are supported in their time of grief.

**Services Provided:** "Reaching Out to the Bereaved" slide presentation and tape available, SHARE newsletter distributed throughout the state, and counseling services are available.

**SINGLE PARENT/ADULT HOMEMAKERS/TEEN PARENT PROGRAM**

Pam Schwartz, Director  
Waneta Earnest, Contact  
Olney Central College  
Rural Route #3  
Olney, Illinois 62450  
618/395-4351

**Purpose:** To provide Teen/Adult Parent Programs

**Services Provided:** Individual career guidance and advice; exploration of education and training programs; referral to relevant agencies; workshops on job-relevant skills as well as personal growth; financial assistance to cover tuition, fees, and books; financial assistance to cover transportation to and from school if the institution is outside the city limits of the client's town, and financial assistance to cover child care as long as a state-licensed facility is used.

**Fees:** None

**SOUTHEASTERN ILLINOIS MENTAL HEALTH CENTER**

Dr. John Milligan, Executive Director  
Becky Petty, Clinical Services Coordinator  
Rural Route #1, 4 Micah Drive  
Olney, Illinois 62450  
618/395-4306 24-hour crisis line  
Hours: 8am-4pm Monday-Friday

**Services Provided:** Family and individual counseling for child abuse, domestic violence, rape, and substance abuse education and prevention. A 24-hour crisis line is provided for mental and alcohol problems.

**Fees:** Vary based on income and family size

**Area Served:** Richland County



**TRUANTS ALTERNATIVE/OPTIONAL EDUCATION PROGRAM**

Carl House, Attendance Manager & Coordinator  
Larry Bussard, Special Needs Coordinator & Truant Case Worker  
202 East Main Street  
Olney, Illinois 62450  
618/395-1821

**Purpose:** The focus is on truancy prevention, identification, diagnostic intervention, and remediation services.

**Services Provided:** Services are available to students, parents, and school districts.

**Fees:** None -- Funded by the Illinois State Board of Education

**UNIVERSITY OF ILLINOIS AT CHICAGO DIVISION OF SERVICES  
FOR CRIPPLED CHILDREN**

Laurine Whalen, Program Manager  
702 West High Street  
P.O. Box 159  
Olney, Illinois 62450  
619/395-8461

**Hours:** 8:30am-5pm Monday-Friday

**Services Provided:** Financial and case management services for Illinois residents aged birth to 21 who have a medically eligible diagnosis. Contact office for further information on eligible medical conditions.

**WABASH COUNTY**

**CATHOLIC SOCIAL SERVICES**

Teresa Piper, Case Worker

604 North Market Street

PO Box 23

Mt. Carmel, Illinois 62863-0023

618/263-3863

Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** (1) Adoption (Teresa Piper, Case Worker): Three types of adoption programs are offered, including Domestic White, Inter-country, and Waiting Child Programs. The primary concern is with identifying, preparing, and supporting appropriate families whose plan is adoption. Selection and preparation include completion of a study of the adoptive home and licensing the home for foster care. (2) Foster Care (Teresa Piper, Case Worker): A foster care program is offered in which foster homes are recruited for temporary placement of a child. Most of the children that are placed in foster home care come through the Department of Children and Family Services. (3) Services for Unwed Mothers (Teresa Piper, Case Worker): Services are offered for unwed mothers in that the agency provides services such as counseling, financial advice, maternity home care, adoption services if desired, and help in arranging for medical and hospital care. (4) Senior Aides Program (Jean Morgan, Project Director): Employment program for seniors 55 years or older. Income guidelines for eligibility. (5) Counseling Services (Don Craig, Family Therapist): Counseling services are offered by appointment only for marriages, families, and individuals. Evening appointments are available.

**Fees:** Sliding scale based on economic status.

**Area Served:** The Senior Aides Program is contracted to serve Jasper, Richland, Crawford, Lawrence, Edwards, and Wabash County residents.

**LISTEN**

**COMMUNITY CRUSADE AGAINST DRUGS**

Allen F. Graef, Area Director

415 East Fifth

Mt. Carmel, Illinois 62863

618/262-8052

**Services Provided:** Provides lectures on tobacco, alcohol and other drugs, and AIDS to students (grades 3 - college), teachers, parent groups, businesses and community organizations. Audio visual and other teaching materials are used. Teaching aids are available for schools to purchase.

**DEPARTMENT OF PUBLIC AID**  
Lina Miller  
229 West Second Street  
Mt. Carmel, Illinois 62863  
618/262-5179  
Hours: 8:30am-5pm Monday-Friday

**Services Provided:** Extensive medical program, Food Stamp Program, possible cash aid, provision for infants and children, make referrals to various other agencies.

**Requirements:** Must meet public aid requirements.

**Fees:** None

**Area Served:** Wabash County

**MT. CARMEL DAY CARE CENTER**  
Betty Burns  
803 Market Street  
Mt. Carmel, Illinois 62863  
618/262-7433  
Hours: 6:30am-5:30pm Monday-Friday  
Closed holidays

**Services Provided:** Day care.

**Fees:** Free or at a reduced rate depending on whether parent qualifies for Title XX funds

**MT. CARMEL PUBLIC LIBRARY**  
Robert Jackson, Head Librarian  
727 Mulberry  
Mt. Carmel, Illinois 62863  
618/262-4639  
Hours: 12pm-8pm Monday-Thursday

**Services Provided:** Loaning of books, films, talking books, and large print materials, and summer story hour and telephone referral services are offered.

**SENIOR CITIZEN CENTER**  
JoAnn Kieffer, Project Director  
115 East Third Street  
Mt. Carmel, Illinois 62863  
618/262-7073

**Services Provided:** Meals delivered to the home; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

**Requirements:** Services are offered regardless of ability to pay.

**SMALL WORLD PRE-SCHOOL AND DAY CARE LABORATORY**  
Gary Shaw, Director  
Ruth Spencer  
2200 College Drive  
Mt. Carmel, Illinois 62863  
618/262-8644  
Hours: 7:30am-4:30pm Monday-Friday

**Purpose:** Day Care

**Services Provided:** Day care program for children 2 1/2 to 6 years of age; pre-school program for children 2 1/2 to 4 years old.

**Fees:** Enrollment fee is \$5.00, Day care program - 1 to 5 hours care is \$5.00. 5 hours or more is \$8.00, lunch not provided. Pre-school program - 2 days/week \$30.00 per month, 3 days/week \$45.00 per month

**Area Served:** Mt. Carmel and surrounding area

**SOUTHEASTERN ILLINOIS AREA AGENCY ON AGING**  
LaDonna Wagoner, CCU Field Representative  
Harold E. Morris, Executive Director  
302 Market Street  
Mt. Carmel, Illinois 62863  
618/262-8001  
Hours: 9am-4:30pm Monday-Friday

**Purpose:** Administrative office for a 9-county planning and service-providing service for the elderly.

**Services Provided:** Elder Abuse services, Ombudsman (nursing home advocacy), TV supervision, senior employment specialist, and case coordination unit.

**Area Served:** Robinson, Newton, Olney, Lawrenceville, Mt. Carmel, Albion, McLeansboro, Fairfield, and Carmi

**SOUTHEASTERN ILLINOIS MENTAL HEALTH CENTER**

Judy Krug, Chemical Dependency Unit

311 West Fifth Street

Mt. Carmel, Illinois 62863

618/262-7473

618/395-4306 24-hour crisis line

Hours: 12:30pm-9pm Monday & Tuesday / 8am - 4:30pm Wednesday-Friday

**Services Provided:** 24-hour Crisis Intervention hotline number; psychiatric evaluation and referral services; psychotherapy for individuals, families, and couples; referral and advocacy; substance abuse counseling; screening and referral for detoxification, and resident treatment programs (generally 28 days).

**Fees:** Sliding scale based on income, number in family, and ability to pay

**SOUTHEASTERN ILLINOIS PASTORAL COUNSELING CENTER**

Dr. Harrison Peyton, Director - Dr. Bill Peyton, Counselor

Eighth and Market Streets

Mt. Carmel, Illinois 62863

618/262-7331

Hours: 9am-8pm Thursdays only

**Services Provided:** Crisis counseling for families, individuals, and marriages.

**Fees:** Negotiated with regard to client's ability to pay

**ST. MARY'S CATHOLIC CHURCH**

Father Ken Schaefer

125 West Fifth Street

Mt. Carmel, Illinois 62863

618/262-5337

**Services Provided:** Counseling and guidance, instruction on natural family planning and other birth control methods, and literature on pro-life, responsible dating, and other topics.

**Fees:** None

**WABASH AREA DEVELOPMENT, INC., JTPA PROGRAM**

JoAnn Landers  
115 East Third Street  
Mt. Carmel, Illinois 62863  
618/262-4151  
Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Pre-employment skills training, education for employment, entry employment experience, summer employment, on-the-job training, vocational training, GED, limited supportive services, job counseling, and job placement.

**Fees:** None if participant meets economic guidelines.

**WABASH AREA DEVELOPMENT, INC., PACE PROGRAM**

Carolyn Young  
2200 College Drive  
Mt. Carmel, Illinois 62863  
618/262-8603  
Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Home based and center based education program for teen parents and children; training provided in child development, nutrition, and social services; parent involvement is stressed.

**Requirements:** Contact PACE Program for requirements.

**Fees:** None

**WABASH AREA DEVELOPMENT, INC., RURAL RESOURCE CENTER**

Nellie Haggard  
115 East Third  
Mt. Carmel, Illinois 62863  
618/262-4151  
Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Food Pantry, Illinois Home Energy Assistance Program, Illinois Home Weatherization Program, information and referral to other Agency programs, and a Notary Public.

**Fees:** Eligibility guidelines

**WABASH AREA VOCATIONAL ENTERPRISES, INC.**  
David M. Roberts, Executive Director  
1310 West Third Street, PO Box 487  
Mt. Carmel, Illinois 62863  
618/262-8614

**Services Provided:** Workshops for the disabled.

**Area Served:** Wabash County

**WABASH COUNTY AMBULANCE SERVICE**  
918 Market Street  
Mt. Carmel, Illinois 62863  
618/262-4571 Business  
618/263-4117 Emergency

**Services Provided:** Ambulance service in emergencies or for transfers, volunteer program.

**Fees:** \$60.00 in city, according to guidelines for out of city

**WABASH COUNTY COOPERATIVE EXTENSION SERVICE (CES) OFFICE**  
Martha Speir, Advisor  
Rural Route #1, Box 107  
Mt. Carmel, Illinois 62863  
618/262-5725  
**Hours:** 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provide equal opportunities in programs and employment.

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Wabash County

**WABASH COUNTY HEALTH DEPARTMENT**  
Michael Henry and Margaret Lynn, Contacts  
Wabash County Courthouse  
Mt. Carmel, Illinois 62863  
618/262-5824

**Services Provided:** Childhood immunizations; family planning counseling; Sexually Transmitted Disease testing, treatment, and counseling; TB tests and treatment; vision/hearing screenings; Women, Infants, and Children (WIC) Supplemental Nutrition Program; nutritional counseling; home visits to newborns and mothers; services to crippled children; scoliosis screening; general health promotion counseling, assessment, and referral, and chronic disease screening (blood pressure, diabetes).

**Fees:** None

**WABASH COUNTY HOUSING AUTHORITY**  
330 West Tenth Street  
Mt. Carmel, Illinois 62863  
618/262-5518  
Hours: 8am-5pm Monday-Friday

**Services Provided:** Rent subsidy for low income, elderly, and family; low-rent housing, and moderate to low income housing.

**WABASH LIONS CLUB**  
Box 174  
Mt. Carmel, Illinois 62863

**Services Provided:** Eye glasses for those not able to buy them, glaucoma testing, and other services for the visually handicapped.

**WABASH GENERAL HOSPITAL**  
1418 College Drive  
Mt. Carmel, Illinois 62863  
618/262-8621, Extension 363  
24 Hour Service

**Services Provided:** Outpatient surgery, 24-hour emergency room, stress testing, CAT scanning, parenting classes, prenatal classes, birthing room, sibling classes, and a chaplancy program.



**WABASH VALLEY COLLEGE, DEPARTMENT OF PSYCHOLOGY AND  
EARLY CHILDHOOD DEVELOPMENT**

Gary Shaw and Linda Moore, Contacts  
2200 College Drive  
Mt. Carmel, Illinois 62863  
618/262-8641

**Services Provided:** Career information, child care for young children, testing and evaluation of children, and group speakers are available.

**Fees:** None

**WAYNE COUNTY**

**ADULT EDUCATION PUBLIC ASSISTANCE PROGRAM (AEPAP)**

Beverly J. Fisher  
Frontier Community College  
Rural Route #1  
Fairfield, Illinois 62837  
618/842-3711

**Hours:** 7:30am-4pm Monday-Friday (Summer)  
8am-5pm Monday-Friday (Fall-Spring)

**Services Provided:** Classes such as GED classes and classes in mechanics, typing, drafting, first aid, and job seeking are offered to public aid recipients to teach them skills they need in the job market.

**Fees:** None

**AMERICAN RED CROSS, WAYNE COUNTY CHAPTER**

Gloria Baumann  
PO Box 156  
Fairfield, Illinois 62837  
618/842-4576  
24 Hour Service

**Services Provided:** Emergency assistance to servicemen and families, assist veterans, swimming and first aid classes, and credentials for first aid classes.

**Fees:** Free

**CAREER DEVELOPMENT CENTER**

Gary Schulteis, Vocational Evaluation  
905 West Delaware  
Fairfield, Illinois 62837  
618/842-2691

**Hours:** 7:45am-4:15pm Monday-Friday

**Services Provided:** Vocational/development evaluation, work

**CAREER DEVELOPMENT CENTER (CONTINUED)**

activities, work adjustment, and extended employment.

**Requirements:** Must be over 16, ambulatory, and must have a vocational disability.

**Area Served:** Wayne and Edwards Counties

**CHILD GUIDANCE**

William D. Stevens  
Northwest Eleventh Street  
Fairfield, Illinois 62837  
618/842-3046 -or- 618/445-2598

**Services Provided:** Counsels parents/children with problems and works with low income families.

**Area Served:** Wayne and Edwards Counties

**ELKS CLUB OF FAIRFIELD**

Mike McCormick, Administrator  
201 Southeast Second  
Fairfield, Illinois 62837  
618/842-2174  
**Hours:** 3:30pm-11:30pm Monday-Friday  
10am-11:30pm Saturday

**Services Provided:** Supports scholarships and the Elks Crippled Children Commission.

**FAIRFIELD MEMORIAL HOSPITAL**

C.F. Kerchner, Administrator  
Northwest Eleventh Street  
Fairfield, Illinois 62837  
618/842-2611  
24 Hour Service

**Services Provided:** Home health care, Way-Fair Social Services, and medical care.

**FAIRFIELD PARK DISTRICT**

Bernard Podolsky, Administrator  
Cecil Tice, Park Superintendent  
Leo French Park  
Fairfield, Illinois 62837  
618/847-5891  
Hours: 8am-5pm Monday-Friday

**Services Provided:** Band, chorus/group singing, stage plays, puppet/marionette shows, square dancing, modern dancing, boating, hiking, diving, swimming, Boy Scout and Girl Scout camps, picnic area, campsite, mobile camper park, fishing, natural history museum, tennis, archery, jogging, baseball, basketball, football, softball, and volleyball.

**Fees:** Sliding scale

**FAIRFIELD PUBLIC LIBRARY**

Erma Lou Warren, Head Librarian  
300 Southeast Second Street  
Fairfield, Illinois 62837  
618/842-4516  
Hours: 12pm-8:30pm Monday-Thursday  
12pm-5pm Friday  
10am-5pm Saturday

**Services Provided:** Large print materials; check out books, records, and films, and art prints are loaned for 3 months.

**FRONTIER COMMUNITY COLLEGE**

Richard Mason, President  
Rural Route #1  
Fairfield, Illinois 62837  
618/842-3711

**Services Provided:** Teen Parent Program.

**MEALS ON WHEELS**

Mrs. Kenneth Sullivan  
109 South First Street  
Fairfield, Illinois 62837  
Hours: 11am-12pm Monday-Friday

**Services Provided:** Meals delivered to the home.

**Requirements:** Must be unable to cook meals due to health or other reasons.

**Fees:** \$1.50 per meal

**REGIONAL SUPERINTENDENT OF SCHOOLS**  
Kermit Braddock, Regional Superintendent  
Mike Harris, Assistant Superintendent  
Wayne County Courthouse  
Fairfield, Illinois 62837  
618/842-6501  
Hours: 8am-4pm Monday-Friday

**Services Provided:** Certification of teachers; bus driver permits and training; retains school records; issues GED diplomas; provides computer technology, special education, gifted education, and truancy prevention programs and services; provides scholarship information, film co-ops, work permits for 14 and 15 year olds, proof of age certificates, and other services.

**Area Served:** Wayne, White, Edwards, and Wabash Counties

**SALVATION ARMY**  
Dorothy McKelvey  
Wayne County Courthouse  
Fairfield, Illinois 62837  
618/842-5087

**Services Provided:** Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**  
Wanda Lavine, Site Manager  
211 Southeast Second Street  
Fairfield, Illinois 62837  
618/842-2261

**Services Provided:** Meals delivered to the home; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

**Requirements:** Services offered regardless of ability to pay.

**SOUTHERN ILLINOIS EDUCATIONAL SERVICE CENTER**  
**HEARING SERVICES**  
Kathy Yunker, Audiologist  
Box A  
Johnsonville, Illinois 62850  
618/835-2206

Hours: 8am-3:30pm Monday-Friday  
Testing is done at Murray Center in Centralia on Mondays

**Services Provided:** Diagnostic hearing evaluations coupled with recommendations and referrals both medically and academically; hearing

**SOUTHERN ILLINOIS EDUCATIONAL SERVICE CENTER HEARING SERVICES (CONT.)**

aid evaluation, recommendation, and orientation, and central auditory processing test battery and counseling.

**Requirements:** Age requirement of 0 through 21 years.

**Fees:** No charge -- Services provided through the Southern Illinois Educational Service Center, 306 East Church Street, Benton, Illinois 62812

**SOUTHERN ILLINOIS FAMILY COUNSELING CENTER**

Dr. Surjit K. Bhella, Executive Director

Denise Medler, Wayne County Coordinator

Route #5, Box 181

Fairfield, Illinois 62837

618/853-2125, 618/395-4306 Crisis line

Hours: 8am-4:30pm Monday-Wednesday, Friday

8am-9pm Thursday

**Services Provided:** Outpatient, individual, group, and marital counseling; substance abuse counseling; case coordination for the elderly; detoxification screenings; psychiatric screenings; consulting psychiatrist; DUI services, and Crisis Intervention.

**Requirements:** Mental health services are open to all individuals in need of and wanting help. There are no admission requirements except for minors, who need parental consent.

**Fees:** Fees are determined on a sliding scale, based on income and family size

**Area Served:** Wayne County and surrounding Southeastern Illinois counties.

**TOY BOX DAY CARE CENTER**

109 South First Street

Fairfield, Illinois 62837

618/842-2120

Hours: 6:30am-5:30pm Monday-Friday

**Services Provided:** Day care, lunch, and morning and afternoon snacks.

**Requirements:** Ages 6 weeks up to 14 years.

**TRUANTS ALTERNATIVE PROGRAM**

Kermit Braddock, Administrative Agent  
Jean Evans, Coordinator  
Office of the Regional Superintendent  
Edwards County Courthouse  
Albion, Illinois 62806  
618/445-3749

Hours: 8am-4pm Monday-Friday

**Purpose:** The focus is on truancy prevention, identification, diagnostic intervention, and remediation services.

**Services Provided:** Services are available to students, parents, and school districts.

**Fees:** None -- Funded by the Illinois State Board of Education

**WABASH AREA DEVELOPMENT, INC., WIC PROGRAM**

Sharon Vaughan, WIC Coordinator  
Rural Route #5, South HWY 45  
Fairfield, Illinois 62837  
618/842-7181

**Services Provided:** General counseling and educational programs on how to get health care, nutrition education, general health education, and prenatal health; and medical information on women/infant/child nutrition.

**WAYNE CITY LIBRARY**

East Mill Street  
Wayne City, Illinois 62895  
618/895-2611

**Services Provided:** Check out books, records, tapes, and large print materials.

**WAYNE COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Lucille Stiner, Advisor  
119 Northeast Third Street  
Fairfield, Illinois 62837  
618/842-3702

Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provides equal opportunities in programs and employment.

**WAYNE COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE (CONTINUED)**

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related concerns such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** Wayne County

**WAYNE COUNTY HEALTH DEPARTMENT**

Angela Davis, Director of Nursing  
Belinda Dehart, Administrator  
119 Northeast Third Street  
Fairfield, Illinois 62837  
618/842-7181

**Hours:** Call for specific schedule

**Services Provided:** Family planning, sex education, and pregnancy counseling, immunizations, nutrition education, and WIC Supplemental Nutrition Program.

**Requirements:** To qualify for WIC, one must meet financial requirements and medical and nutritional risks.

**Fees:** No charge

**WAYNE COUNTY PUBLIC DEFENDER**

Charles N. Edmiston, Public Defender  
106 Northeast Second Street  
Fairfield, Illinois 62837  
618/842-3870

**Hours:** 8am-12pm, 1pm-5pm Monday-Friday

**Services Provided:** Legal representation of indigents in criminal, juvenile, and paternity cases when so appointed by the Court.

**Requirements:** Indigency, as demonstrated by affidavit and appointed by the Court.

**WAYNE COUNTY STATE'S ATTORNEY**

C. Stephen Suofford, State's Attorney  
Wayne County Courthouse, PO Box 641  
Fairfield, Illinois 62837  
618/842-3433  
Hours: 8:30am-4:30pm Monday-Friday

**Purpose:** Criminal prosecution, domestic violence orders of prosecution, and collection of child support from out of state.

**WAYNE COUNTY TB CENTER AND TREATMENT BOARD**

Northwest Eleventh Street  
Fairfield, Illinois 62837  
618/842-2611

**Services Provided:** TB testing.

**Fees:** Free

**WAYNE COUNTY VOLUNTEERS FOR YOUTH, INC.**

William L. Shelton, Coordinator  
109 1/2 Northeast Third Street  
Fairfield, Illinois 62837  
618/842-2634

**Hours:** 1pm-4pm Tuesday-Thursday

**Purpose:** Wayne County Volunteers for Youth, Inc., is a not-for-profit corporation which was founded in March of 1984 by citizens to deal with problems of troubled youth in our community. The purpose is not to provide in-depth counseling, but rather to offer friendship, support, and hopefully enough encouragement to bring confidence and change within the youth.

**Services Provided:** Guidance and friendship to troubled youth through the use of adult role models who volunteer their services to work with the organization.

**Requirements:** Troubled youth in the Fairfield Community.



**WHITE COUNTY**

**AMERICAN LEGION**  
West Oak Street  
Carmi, Illinois 62821  
618/382-4813

**Services Provided:** Conduct military funerals and provide assistance to veterans.

**Requirements:** Must be a veteran of World War I, World War II, the Korean War, or Vietnam.

**BAPTIST CHILDREN'S HOME, INC.**  
Rural Route #4, Box 579  
Carmi, Illinois 62821  
618/382-4707 -or- 618/382-4164  
Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Housing for troubled adolescents, housing for unwed mothers, foster home service, and adoptive program. Counseling services are also available through the Carbondale office.

**Area Served:** All counties in Illinois

**CARMI PUBLIC LIBRARY**  
North Church Street  
Carmi, Illinois 62821  
618/382-5277  
Hours: 12pm-8pm Monday-Friday  
12pm-5pm Saturday

**Services Provided:** Will order talking books and large print materials; inter-library loan system (Shawnee Library System); information or referral by phone, films and projectors to rent; story hour for preschoolers September through May, one hour on Fridays; independent reading program for children 6-10 years old (summer only); microfilm newspaper from 1972 to date; photocopy service, and a rotating collection of books and records.

**CARMI TOWNSHIP HOSPITAL**  
Clifford S. Thomas  
South Plum Street  
Carmi, Illinois 62821  
618/382-4171  
24 Hour Service

**Services Provided:** Medical Care.

**Requirements:** Doctor's orders are required for admission.

**CARMI TOWNSHIP HOSPITAL SKILLED CARE**

South Plum Street  
Carmi, Illinois 62821  
618/382-2326

**Services Provided:** Primary care, coronary care, physical therapy, skilled care, CAT scanning/nuclear medicine, laboratory radiology, and respiratory therapy.

**EGYPTIAN PUBLIC AND MENTAL HEALTH DEPARTMENT**

Tony Dismuke  
200 North Main Street  
Carmi, Illinois 62821  
618/273-3326

**Services Provided:** Diabetic testing, blood pressure checks, anemia checks, prisoner checks, help with WIC, and an alcohol and substance abuse program.

**Fees:** TB tests are \$2.00

**GRAYVILLE PUBLIC LIBRARY**

110 West Mill  
Grayville, Illinois 62844  
618/375-7121

**Hours:** 2:30pm-7:30pm Monday-Friday  
2pm-5pm Saturday

**Services Provided:** Can order talking books and large print materials; inter-library loan; information and referral services; a microfilm reader, and a rotating collection of books, records, and tapes.

**NORRIS CITY PUBLIC LIBRARY**

603 South Division  
Norris City, Illinois 62869  
618/378-3713

**Hours:** 2pm-8pm Monday-Thursday  
10am-5pm Friday-Saturday

**Services Provided:** Books, films, genealogy service, inter-library loan, photocopy service, microfilm service, and census records from 1790-1910.

**PASTORAL COUNSELING, SOUTHEASTERN ILLINOIS CENTER**

Dr. Harrison Peyton, Director  
Bill Peyton, Counselor  
First United Methodist Church  
100 South Church Street  
Carmi, Illinois 62821  
618/382-2309

Hours: 9am-8pm Mondays and Fridays only

Services Provided: Marriage, individual, group, teenage, family, and crisis counseling and short term course study subjects including "Grief", "The Terminally Ill", "Marriage", and "Being a Parent of a Teenager".

Fees: Based on income, family size, and ability to pay

**SALVATION ARMY**

Don Burris  
223 East Main  
Carmi, IL 62821  
618/382-4118

Gene V. Smith  
119 South Middle Street  
Grayville, IL 62844  
618/375-2261

Leland Doerner  
South Division Street  
Norris City, IL 62869  
618/378-3427

Services Provided: Emergency food, clothing, and shelter.

**SENIOR CITIZEN SERVICES**

Janice Gray, Project Director  
113 South Walnut  
Carmi, Illinois 62821  
618/382-3111

Services Provided: Meals delivered to the home; congregate meals, recreation, and education; transportation; telephone reassurance; legal assistance, and more.

Requirements: Services are offered regardless of ability to pay.

**VFW POST 3851**  
418 East Main Street  
Carmi, Illinois 62821  
618/382-5480

Services Provided: Assist local needy veterans and Marion Hospital veterans.

**WABASH AREA DEVELOPMENT, INC.**

Jim Raibley

Box K

Enfield, Illinois 62855

618/963-2387

Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Family planning, Job Training Partnership Act, Head Start, Illinois Home Energy Assistance Program, Weatherization, Senior Nutrition Program, Food Pantry and commodity cheese, and emergency assistance and referral.

**Area Served:** White, Hamilton, Wabash, Edwards, Wayne, Saline, and Gallatin Counties

**WABASH AND OHIO VALLEY SPECIAL EDUCATION DISTRICT**

F.E. (Joe) Glassford, Director

Box E

Norris City, Illinois 62869

618/378-2131

Hours: 8am-4pm Monday-Friday

**Purpose:** Administrative agency for public school special education programs.

**Services Provided:** Services such as kindergarten screening, speech and hearing tests, social work, psychological testing, physical therapy, and counseling. Programming for students with special needs, etc. is provided at the request of the school district.

**Requirements:** Children between the ages of 3 and 21 who have handicapping conditions.

**Fees:** None if resident of the school district

**WHITE COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE**

Judy Bingman, Advisor

304 East Robinson

Carmi, Illinois 62821

618/382-2276

Hours: 8am-12pm, 1pm-5pm Monday-Friday

**Purpose:** Cooperative Extension Services provides equal opportunities in programs and employment.

**WHITE COUNTY COOPERATIVE EXTENSION SERVICES (CES) OFFICE (CONTINUED)**

**Services Provided:** Your County Extension home economists provide information on new and useful ideas for homemaking and family living. Their educational programs focus on family related issues such as food and nutrition; housing; consumer education; development of healthy human and family relationships; health, safety, and use of community resources; clothing for function, utility, and economy, and competence in volunteer leadership roles and community development. 4-H and other CES youth programs have earned enviable reputations as vital forces in helping rural young people prepare for their adult roles.

**Area Served:** White County

**WHITE COUNTY HOUSING AUTHORITY**

217 North Main Street  
Carmi, Illinois 62821  
618/375-7524

**Services Provided:** Housing for the elderly.

**WHITE COUNTY PUBLIC AID**

1112 West Oak Street  
Carmi, Illinois 62821  
618/375-4685

**Hours:** 8:30am-5pm Monday-Friday

**Services Provided:** Provides public assistance to eligible applicants, administers the AFDC, AABD, AMI, and Food Stamp programs.

**Requirements:** Must meet specified requirements for each program.

**Fees:** None

OTHER

**ALTERNATIVE TO LIVING IN A VIOLENT ENVIRONMENT (ALIVE)**

PO Box 11201  
St. Louis, Missouri  
314/426-6236

**Services Provided:** Provides safe housing in St. Louis area only, support groups, prevention, volunteer and educational programs, professional training service, and a 24-hour crisis line for battery and abuse.

**Fees:** Sliding scale, no one will be denied services because of inability to pay

**AMERICAN LUNG ASSOCIATION**

Helen B. Ferguson, Regional Director  
300 West College, PO Box 374  
Greenville, Illinois 62246  
618/664-1894  
Hours: 9am-5pm Monday-Friday

**Services Provided:** Research in lung disease, smoking cessation clinics, efforts to insure clean air for all, self-help programs for those who wish to stop smoking, free loan of breathing equipment, smoking and pregnancy education, family asthma education programs, activity kit for children with asthma, school smoking education programs, seminars for health care professionals, summer camp for children with asthma, lung health at the workplace programs, lung function tests for at-risk population, and free informational material on lung disease.

**Fees:** There are some charges for various clinics offered

**ANNA BIXBY CENTER**

Counselor  
205 South Granger  
Harrisburg, Illinois 62946  
618/252-8389  
618/252-8380 24-hour hotline  
Hours: 8am-4pm Monday-Friday

**Services Provided:** Safe housing for abused women and children, emergency transportation, counseling/support groups, pastoral counseling and information, referrals, and parenting skills classes.

**Fees:** No charge

**Area Served:** Hamilton, White, Gallatin, and Saline Counties

**BE A READING TUTOR/BE A BETTER READER PROGRAMS**

Joan Seamon, Contact

217/785-6921

1-800/321-9511 Illinois Literacy Hotline

**Purpose:** Linking students with tutors.

**Services Provided:** (1) Be A Reading Tutor Program: The training is brief, only one weekend or maybe a couple of evenings. A coordinator will determine your student's reading level and will provide materials and support. (2) Be A Better Reader Program: If you have a hard time learning to read, change that by calling us. We will put you in touch with a tutor who can help you.

**Fees:** None

**CAREER ASSOCIATES, INC.**

Carol King, Part Owner/Manager/Consultant

206 West College

Carbondale, Illinois 62901

618/529-3233

**Services Provided:** Set up employment interviews, help with resume writing, teach job interviewing skills until person is hired, full or part-time employment placement, and temporary employment services.

**Fees:** One-time charge based on gross projected income, paid by employer or employee or shared

**COMMUNITY SERVICES FOR THE VISUALLY HANDICAPPED**

1400 West Main Street

Carbondale, Illinois 62901

Hours: 8am-4:30pm Monday-Friday

**Services Provided:** One teacher and one counselor in-home instruction, communication skills, Braille, travel techniques, and counseling.

**Requirements:** Must be visually handicapped or blind.

**Fees:** None

**Area Served:** Hamilton and White Counties

**EASTER SEAL FOR CRIPPLED CHILDREN OR ADULTS**

Tommy Robb, Executive Director

PO Box 3249

Carbondale, Illinois 62902

618/457-3333

Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Equipment loan pool, parent counseling, physical therapy, resource materials, and speech therapy.

**Area Served:** Edwards, Hamilton, Jefferson, Wabash, Wayne, and White Counties

**FOSTER MEDICAL CORPORATION**

23 South Division

DuQuoin, Illinois 62832

1-800/642-5459 24-hour service line

**Services Provided:** Provides adaptive equipment such as hospital beds, walkers, respiratory equipment, wheel chairs, oxygen, and infant monitors.

**Fees:** Prompt free delivery, will bill insurance or Medicare

**HOPE CLINIC FOR WOMEN, INC.**

Laura K. Moody, Executive Director

1602 21st Street

Belleville, Illinois 62220

618/451-5722

Hours: 8am-5pm Monday-Saturday

**Services Provided:** First and second trimester abortions, tubal sterilizations, and vasectomies.

**Requirements:** None -- no parental consent required in Illinois.

**Fees:** Abortion fees vary from \$225 to \$800 depending on length of pregnancy

**ILLINOIS COUNCIL ON TEENAGE PREGNANCY**

Bunny Shupe, Director

PO Box 3371

Carbondale, Illinois 62902

618/529-5253

**Purpose:** Develops training sessions for teachers, parents, and others who work with young people.



**ILLINOIS CAUCUS ON TEENAGE PREGNANCY (CONTINUED)**

**Services Provided:** Provides teacher training that focuses on families and relationships, sexuality concept, behavior and orientation, decision-making, and self-esteem. The training provides strategies, techniques, and information essential for effective family life/sex education.

**LAND OF LINCOLN LEGAL ASSISTANCE FOUNDATION**

205 West Main Street  
Carbondale, Illinois 62901  
618/457-4188  
Hours: 9am-5pm Monday-Friday

**Services Provided:** Provides free civil legal services to low income persons who could not otherwise obtain legal representation. Legal advice and representation is offered in the areas of welfare, government benefits, employment, education, housing, consumer problems, family law, and civil rights.

**Fees:** None

**MARCH OF DIMES**

Jody Russell and Pam Delvin, Contacts  
444 South Willow, Box 1242  
Effingham, Illinois 62401  
217/347-7424  
Hours: 8:30am-4pm Monday-Friday

**Purpose:** National non-profit organization dedicated to improving the outcome of pregnancy.

**Services Provided:** Literature and films are available free of charge, covering all areas of prenatal care.

**Requirements:** None.

**Fees:** No charge

**Area Served:** 27 counties in Southern Illinois

**NEW OPPORTUNITIES, INC.**

Kathy Gyure, Director  
Teresa Gilbert, Project Coordinator  
231 West Main Street, Second Floor  
Carbondale, Illinois 62901  
618/529-2412, Collect calls accepted  
Hours: 8:30am-4:30pm Monday-Friday

**Services Provided:** Job counseling, vocational training, job exploration workshops, support groups, personal training, and tuition assistance.

**Requirements:** (1) Single mother, (2) Head of household and current of potential applicant to Public Aid, (3) Victim of domestic violence, (4) Re-entry homemaker, (5) Displaced homemaker

**PARENTS TOO SOON**

Linda Miller, Program Coordinator  
Illinois Department of Public Health  
535 West Jefferson Street  
Springfield, Illinois 62701  
217/782-0554  
1-800/4-CALL-US 24-hour hotline

**Purpose:** A comprehensive program designed to reduce the incidence of teen pregnancy and to mitigate the adverse health, social, and economic consequences of teenage childbearing.

**Services Provided:** Parents Too Soon is a toll-free confidential information and referral source for adolescents in need of referral to pregnancy-related help in their own regions.

**PREVENTION RESOURCE CENTER**

William Atkins, Director  
Nancy Phillips, Contact  
901 South Second Street  
Springfield, Illinois 62704  
217/782-2850 -or- 217/525-3456  
1/800-252-8951 Toll-free hotline

**Purpose:** To support prevention goals through the development and enforcement of efforts addressing the prevention of substance abuse.

**Services Provided:** Provides training and consultation on substance abuse and other interrelated social problem prevention, and library services including a clearinghouse that provides prevention booklets, pamphlets, brochures, and posters to all Illinois residents.

**PREVENTION RESOURCE CENTER (CONTINUED)**

**Requirements:** Must be a resident of the State of Illinois.

**Fees:** Available free of charge or at a minimal fee -- Funded by the Illinois Department of Alcoholism and Substance Abuse

**PUBLIC HEALTH SERVICES NATIONAL AIDS HOTLINE**  
Operated by the American Social Health Association  
1-800/342-AIDS -or- 1-800/342-7514  
24 Hour Service

**Services Provided:** A recording tells what the AIDS virus is, how it is contracted, how it is spread, and how the spread of it can be prevented. It also tells about AIDS testing, where the test centers are, and what the test centers do.

**WOMEN'S CENTER**  
Joyce Webb, Contact  
408 West Freeman  
Carbondale, Illinois 62901  
618/457-5988

**Purpose:** The Women's Center serves women 18 years of age and over, with or without children -- 12 years of age and under, and emancipated minors under 18 years of age.

**Services Provided:** Emergency shelter for women and their children, free counseling services, pregnancy tests, problem pregnancy counseling, and information and referral services.

**Requirements:** Parental or agency approval is required for children under 18 years of age.

**Fees:** \$3.00/night for shelter or free if unable to pay

**UNIVERSITY OF ILLINOIS**  
**DIVISION OF SERVICES FOR CRIPPLED CHILDREN**  
Christine Emling, Program Services Manager  
State Regional Office Building  
2309 West Main Street  
Marion, Illinois 62959  
618/997-4371  
Hours: 8:30am-5pm Monday-Friday

**Purpose:** Helping children with physical problems to obtain necessary specialized medical care and the other services they may require.

**DIVISION OF SERVICES FOR CRIPPLED CHILDREN (CONTINUED)**

**Services Provided:** Diagnosis and treatment in an office, clinic, hospital, or other special treatment area. Braces, hearing aids, and other special appliances can be provided upon recommendation of the specialist, if required.

**Requirements:** Any child from age birth to 21 is eligible for preliminary diagnostic services without charge to the parents.

## NATIONAL ORGANIZATIONS

### DRUG AND ALCOHOL ABUSE PREVENTION: NATIONAL ORGANIZATIONS

The following is a listing of national organizations that can provide local groups with assistance in developing local campaigns against drug and alcohol abuse.

**PARENTS' RESOURCE INSTITUTE FOR DRUG EDUCATION (PRIDE)**  
Suite 1002, Robert W. Woodruff Building  
100 Edgewood Avenue, Northeast  
Atlanta, Georgia 30303  
404/658-2548  
1-800/241-7946 Toll free

PRIDE offers assistance to parent groups, school employees, and youth groups. PRIDE conducts conferences, publishes a newsletter and a variety of other publications, and can help with conducting drug and alcohol use surveys in schools.

**THE NATIONAL FEDERATION OF PARENTS FOR DRUG-FREE YOUTH**  
8730 Georgia Avenue, Suite 200  
Silver Spring, Maryland 20910  
1-800/554-5437

The principle objective of the National Federation of Parents for Drug-Free Youth (NFP) is to "assist in the formation and support of local parent and youth groups in communities across America to eliminate drug and alcohol use among youth." NFP holds training sessions and conferences, provides prepared materials to local groups, and works with the national news media.

**THE CHEMICAL PEOPLE INSTITUTE**  
Duquesne University  
Pittsburgh, Pennsylvania 15282  
412/391-0900

The Chemical People Institute is an "alliance of parents, schools, churches, media, civic leaders, and professionals united in their commitment to fight alcohol and drug abuse." With the help of the main institute in Pittsburgh, local Chemical People task forces throughout the country have taken on a number of projects, including seminars and workshops, community newsletters, hotlines for parents and young people, and reviews of school policies, curricula, and pending state legislation.

### **FAMILIES IN ACTION**

3845 North Druid Hills Road, Suite 300  
Decatur, Georgia 30033  
404/325-5799

Families in Action, whose mission is "drug free youth through drug education," provides information about substance abuse and substance abuse prevention. Families in Action has developed a comprehensive drug information center; the group also publishes a newsletter with summaries of drug-related articles from a wide range of newspapers and medical journals nationwide.

### **AMERICAN COUNCIL FOR DRUG EDUCATION (ACDE)**

5820 Hubbard Drive  
Rockville, Maryland 20852  
301/984-5700

ACDE prepares and provides educational materials, organizes conferences and seminars, reviews scientific research, produces films, and develops media campaigns. A recent publication, Building Drug Free Schools, provides detailed information on school policy and curriculum development, as well as the role of the community in preventing drug abuse.

### **NATIONAL TOLLFREE HOTLINE NUMBERS**

**1-800/662-HELP**

The National Institute on Drug Abuse (NIDA) Hot Line is sponsored by the United States Department of Health and Human Services and is a confidential information and referral line that provides callers with the names of cocaine abuse treatment centers in their local areas. The hot line also makes available free materials on drug abuse.

**1-800/COCAINE**

COCAINE HELPLINE, a 24-hour information and referral service, is located at the Fair Oaks Hospital in Summit, New Jersey. Phone counselors are recovering cocaine addicts who can offer support to callers and can refer users and their families to public and private treatment centers in their local areas.

**Community Resource Center Speakers' Bureau**

Community Resource Center  
101 South Locust  
Centralia, Illinois 62801  
PREVENTION PROGRAM: 618/533-2030

**TOPICS**

**ABUSE**

Child/Family Abuse: Signs and Symptoms  
Sexual Abuse: Signs and Symptoms

**ALCOHOL INFORMATION**

Signs and Symptoms of Abuse

**CHILDREN OF ALCOHOLICS**

**CHRISTIANITY AND MENTAL HEALTH**

**COMMUNITY RESOURCE CENTER SERVICES**

**COPING WITH LOSS**

**DISEASE OF ALCOHOLISM**

**DIVORCE AND YOUR FAMILY**

Emotional and Behavioral Problems

**DRUG INFORMATION**

Signs and Symptoms of Abuse

**ELDERLY**

Drug Abuse  
Living with the Elderly  
Alzheimers  
Care of the Stroke Patient

**EMPLOYEE ASSISTANCE PROGRAMS (EAP)**

**FAMILY**

Coping with Mental Illness/Depression  
Coping with Alcoholism  
Coping with Substance Abuse in the Family  
The Changing Family

**MENTAL HEALTH**

Counseling for Mentally Ill/Depressed  
Schizophrenia  
Suicide: Signs and Symptoms

## **PARENTING**

Helping Your Child Cope with Peer Pressure  
Systematic Training for Effective Parenting  
Self-Esteem/Self-Image

## **PREVENTION PROGRAM**

Helping Children Say No to Drugs and Alcohol  
Teen Programs (Operation Snowball/Snowflake)  
InTouch  
Prevention Curriculum  
Smoking and Your Health  
Alcohol/Drug Information for Teens  
Promoting Good Self-Esteem/Motivation  
Overview of Prevention

## **STRESS MANAGEMENT**

Relaxation Techniques



## RESOURCE PEOPLE

### AIDS

Virginia Scott  
Jackson County Health Dept.  
Murphysboro, Illinois 62966

### AIDS

Becky York  
Red Cross, Evansville Chapter  
Evansville, Indiana 47700  
812/425-3341 -or- 812/422-3215

### AIDS Curriculum

Linda Null and Steve Bahney  
Oblong Elementary School  
600 West Main Street  
Oblong, Illinois 62449  
618/592-4225  
Clay/Jasper/Richland

### Alateen

Dick Jinkins  
Route #1, Box 134  
Shobonier, Illinois 62885  
618/349-6308 (home)  
618/283-4229 (work)

### Alcohol Substance Abuse Prevention

Nancy Phillips  
901 South Second  
Springfield, Illinois 62704  
217/782-2850 -or- 217/525-3456

### Alcohol, Drug, & Family Problems

Curtis Tucker  
1409 Thirteenth Street  
Charleston, Illinois 61920

### Career Guidance

Pat Burt  
Richland County Courthouse  
103 West Main Street  
Olney, Illinois 62450-2170  
618/395-8626  
Clay/Jasper/Richland

### College Counseling

Bonnie Sanders  
Kaskaskia College  
Chattuck Road  
Centralia, Illinois 62801  
618/532-1981  
Marion

### College Counseling

Sara Davenport  
Rend Lake Community College  
Rural Route #1  
Ina, Illinois 62846  
618/437-5381  
Hamilton/Jefferson

### College Counseling

Ron Kolar  
Kaskaskia College  
Chattuck Road  
Centralia, Illinois 62801  
618/532-1981  
Marion

### College Counseling

Janice Tucker  
Frontier Community College  
Fairfield, Illinois 62837  
618/842-3211  
Edwards/Wabash/Wayne/White

### College Counseling

Chris Webber  
Olney Central College  
Rural Route #3  
Olney, Illinois 62450  
618/395-4351  
Clay/Jasper/Richland

### College Counseling

Bob Snyder  
Wabash Valley College  
2200 College Drive  
Mt. Carmel, Illinois 62863  
618/262-8641  
Edwards/Wabash/Wayne/White

### College Counseling

Susan Polgar  
Lincoln Trail College  
Rural Route #3  
Robinson, Illinois 62454  
618/544-8657  
Crawford/Lawrence

**RESOURCES PEOPLE (continued)**

Cosmetology  
Judy Burroughs  
Olney Central College  
202 East Main  
Olney, Illinois 62450  
618/395-1169  
Clay/Jasper/Richland

Drug Abuse  
Officer Queen  
DARE Program  
Centralia Police Department  
Centralia, Illinois 62801  
618/533-7602  
Marion

Drug Abuse  
Richard Simer  
DARE Program  
Centralia Police Department  
Centralia, Illinois 62801  
618/533-7602  
Marion

Drug Abuse  
Colleen Corbit  
St. Anthony Medical Center  
10018 Kennerly Road  
St. Louis, Missouri  
314/525-7200

Drugs and Alcohol  
Denise Matheny  
P.O. Box 295  
McLeansboro, Illinois 62859  
618/643-3103  
Hamilton/Jefferson

High School Counseling  
Tom Gholson  
Carmi High School  
800 West Main Street  
Carmi, Illinois 62821  
618/382-4661  
Edwards/Wabash/Wayne/White

High School Counseling  
Harold Woodruff  
Salem Community High School  
Route 37 North  
Salem, Illinois 62881  
618/548-0727  
Marion

High School Counseling  
Bart Allen  
Wayne City High School  
Wayne City, Illinois 62895  
618/895-2313  
Edwards/Wabash/Wayne/White

High School Counseling  
Dennis Wuehler  
Sandoval High School  
Sandoval, Illinois 62882  
618/247-3361  
Marion

High School Counseling  
Bob Kerans  
Newton High School  
West End Avenue  
Newton, Illinois 62448  
618/783-2303  
Clay/Jasper/Richland

High School Counseling  
Nancy Clark  
Flora High School  
600 South Locust  
Flora, Illinois 62839  
618/662-8316  
Clay/Jasper/Richland

High School Counseling  
Bill Geurin  
Mt. Carmel High School  
201 Pear Street  
Mt. Carmel, Illinois 62863  
618/262-5104  
Edwards/Wabash/Wayne/White

RESOURCE PEOPLE (continued)

High School Counseling  
Diane Bolen  
East Richland High School  
1100-1200 East Laurel  
Olney, Illinois 62450  
618/393-2191  
Clay/Jasper/Richland

High School Counseling  
Janey Branson  
Hutsonville High School  
Hutsonville, Illinois 62433  
618/563-4913  
Crawford/Lawrence

High School Counseling  
Becky Arnett  
McLeansboro High School  
South Pearl  
McLeansboro, Illinois 62859  
618/643-2357  
Hamilton/Jefferson

High School Counseling  
Terry Henry  
Lawrenceville High School  
Eighth and Charles  
Lawrenceville, Illinois 62439  
618/943-3389  
Crawford/Lawrence

High School Counseling  
Steve Lappington  
McLeansboro High School  
South Pearl  
McLeansboro, Illinois 62859  
618/643-2357  
Hamilton/Jefferson

High School Counseling  
Mike Scogin  
Lawrenceville High School  
Eighth and Charles  
Lawrenceville, Illinois 62439  
618/943-3389  
Crawford/Lawrence

High School Counseling  
Jim Greathouse  
Norris City/Omaha/  
Enfield High School  
Norris City, Illinois 62869  
618/378-3312  
Edwards/Wabash/Wayne/White

High School Counseling  
Dan Garrett  
Kinmundy/Alma High School  
Kinmundy, Illinois 62854  
618/547-7734  
Marion

High School Counseling  
Pam Sigrist  
Clay City High School  
707 South Walnut  
Clay City, Illinois 62824  
618/676-1522  
Clay/Jasper/Richland

High School Counseling  
Walt Jones  
Oblong High School  
700 South Range  
Oblong, Illinois 62449  
618/592-4235  
Crawford/Lawrence

High School Counseling  
Steve Shekell  
Carmi High School  
800 West Main Street  
Carmi, Illinois 62821  
618/382-4661  
Edwards/Wabash/Wayne/White

High School Counseling  
Karen Miller  
Red Hill High School  
908 Church Street  
Bridgeport, Illinois 62417  
618/945-2521  
Crawford/Lawrence

RESOURCE PEOPLE (continued)

High School Counseling  
Marsha Gentry  
Waltonville High School  
Waltonville, Illinois 62894  
618/279-7211  
Hamilton/Jefferson

High School Counseling  
James Clodfelter  
Edwards County High School  
361 West Main Street  
Albion, Illinois 62806  
618/445-2748  
Edwards/Wabash/Wayne/White

High School Counseling  
Ferrill Wiman  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

High School Counseling  
Larry Gwaltney  
Webber Township High School  
South Main Street  
Bluford, Illinois 62814  
618/732-6121  
Hamilton/Jefferson

High School Counseling  
Joe Osterman  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

High School Counseling  
Bob Clancy  
Grayville High School  
409 South Second Street  
Grayville, Illinois 62844  
618/375-5031  
Edwards/Wabash/Wayne/White

High School Counseling  
Robert Brown  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

High School Counseling  
Jay Lewis  
Woodlawn High School  
Box 268  
Woodlawn, Illinois 62898  
618/735-2631  
Hamilton/Jefferson

High School Counseling  
Ron Harper  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

High School Counseling  
Dena Moody-Weber  
North Clay Community High School  
P.O. Box 220  
Louisville, Illinois 62858  
618/655-3102  
Clay/Jasper/Richland

High School Counseling  
Ron Wilson  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

High School Counseling  
Angie Kreienheder  
Patoka High School  
Patoka, Illinois 62875  
618/432-5440  
Marion

RESOURCE PEOPLE (continued)

High School Counseling  
Stan Hughes  
Salem Community High School  
Route #7 North  
Salem, Illinois 62881  
618/548-0727  
Marion

High School Counseling  
Rena Talbert  
Fairfield Community High School  
300 West King Street  
Fairfield, Illinois 62837  
618/842-2649  
Edwards/Wabash/Wayne/White

High School Counseling  
Sandy Smith  
Cisne High School  
Box 98  
Cisne, Illinois 62823  
618/673-2151  
Edwards/Wabash/Wayne/White

High School Counseling  
Paul Henager  
Mt. Carmel High School  
201 Pear Street  
Mt. Carmel, Illinois 62863  
618/262-5104  
Edwards/Wabash/Wayne/White

High School Counseling  
Naydene Boyer  
Odin High School  
Odin, Illinois 62870  
618/775-8266  
Marion

High School Counseling  
Jim Britton  
Palestine High School  
Route #1, Box 256  
Palestine, Illinois 62451  
618/586-2712  
Crawford/Lawrence

High School Counseling  
Karen Spears  
Newton High School  
West End Avenue  
Newton, Illinois 62448  
618/783-2303  
Clay/Jasper/Richland

High School Counseling  
Dale Boyd  
Robinson High School  
2000 North Lincoln  
Robinson, Illinois 62454  
618/544-9510  
Crawford/Lawrence

High School Counseling  
Leon Bankston  
Fairfield Community High School  
300 West King Street  
Fairfield, Illinois 62837  
618/842-2649  
Edwards/Wabash/Wayne/White

High School Counseling  
Steve Martin  
Little Wabash Area Voc. Center  
Route #2  
Carmi, Illinois 62821  
618/382-4689  
Edwards/Wabash/Wayne/White

High School Counseling  
Cynthia Kallenback  
West Richland High School  
300 East North  
Noble, Illinois 62868  
618/723-2335  
Clay/Jasper/Richland

High School Counseling  
Dick Gibson  
Centralia High School  
1000 East Third Street  
Centralia, Illinois 62801  
618/532-7391  
Marion

**RESOURCE PEOPLE (continued)**

High School Counseling  
LaDonne Nuedecker  
Centralia High School  
1000 East Third Street  
Centralia, Illinois 62801  
618/532-7391  
Marion

High School Counseling  
Richard Rich  
Centralia High School  
1000 East Third Street  
Centralia, Illinois 62801  
618/532-7391  
Marion

High School Counseling  
Sharon Murray  
Centralia High School  
1000 East Third Street  
Centralia, Illinois 62801  
618/532-7391  
Marion

High School Counseling  
Jan Stuart  
Salem Community High School  
Route #37 North  
Salem, Illinois 62881  
618/548-0727  
Marion

High School Counseling  
Mary Lou Hawkins  
Salem Community High School  
Salem, Illinois 62881  
618/548-0727  
Marion

High School Counseling  
Evelyn Powers  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

Junior High Counseling  
Susan Misamore  
Nuttall Middle School  
400 West Rustic  
Robinson, Illinois 62454  
618/544-8618  
Crawford/Lawrence

Motivation  
Mark Nelson  
Mattoon High School  
2521 Walnut Avenue  
Mattoon, Illinois 61938  
217/234-6415

Nutrition  
Lana Campbell  
Nutrition Education Training  
217 East Broadway  
Johnston City, Illinois 62951  
618/983-5439

Project Graduation  
Robert Brown, Counselor  
Mt. Vernon Township High School  
320 South Seventh Street  
Mt. Vernon, Illinois 62864  
618/244-3700  
Hamilton/Jefferson

Reference & Information Services  
Dena Wilson, Librarian  
Robinson Township Library  
606 North Jefferson  
Robinson, Illinois 62454  
618/544-2917  
Crawford/Lawrence

Self Defense  
Greg Connors  
U of I Police Training Institute  
409 East Chomers, Room 209  
Champaign, Illinois 61820  
217/586-3687

Sexual Abuse  
Sergeant McClaren  
DARE Program  
Centralia Police Dept.  
Centralia, Illinois 62801  
618/533-1331  
Marion

**RESOURCE PEOPLE (continued)**

Suicide Prevention  
Dr. Bob Saltmarsh  
2208 Eighth Street Circle  
Charleston, Illinois 61920  
217/581-2400

Teen Pregnancy  
Parents Plus Program  
2003 State Street  
Granite City, Illinois 62040  
618/877-4420

St. Mary's Hospital Speakers' Bureau

1987-88

St. Mary's Hospital  
400 North Pleasant  
Centralia, Illinois 62801  
Hospital Phone: 618/532-6731

Speaker: Dennis Tomczyk, Administrative Director  
Area: Marketing, Public Relations, and Development  
Topic: "St. Mary' Hospital: Your Major Medical Center"  
The healthcare needs of the communities of south-central Illinois and the prevention, diagnosis, and treatment services available through St. Mary's Hospital.

Speaker: Naeem Khan, M.D.  
Area: Internal Medicine and Cardiology  
Topic: "Heart Attack"  
An overview of cardiac problems with an emphasis on heart attack, warning signs, diagnosis, treatment, and prevention  
"Hypertension: Silent and Deadly"  
Focuses on the medical aspects and precautions which can help reduce the incidence of this silent, deadly disease.  
"Stroke"  
Focuses on describing strokes and how to prevent them, the recovery process, rehabilitation for stroke patients, and what is required for the patient to live independently again.

Speaker: Rajendra Shroff, M.D.  
Area: Internal Medicine  
Topic: "Cardiology: The Heart of the Matter"  
An overview of heart disease and the current methods available for treating it.  
"Pulmonary Disease: Making Every Breath Count"  
Focuses on medical aspects and rehabilitation of pulmonary diseases.

Speaker: Aziz Rahman, M.D.  
Area: Internal and Pulmonary Medicine  
Topic: "Asthma and Emphysema: A Matter of Life and Breath"  
The nature and treatment of asthma and emphysema.



"Heart Attack: Your Heart, Your Health"

A discussion of the heart, what constitutes a heart attack, treatment, rehabilitation, and healthy living for prevention.

"Arthritis: No Respector of Age"

Arthritis, who is susceptible, tips for living with arthritis, and treatment options available.

Speaker: Raymond Rodriguez, M.D.

Area: General Surgeon

Topic: "Cancer"

Discusses the disease, the importance of early diagnosis, and methods of diagnosing and treating the disease.

"Endoscopy"

Explains diagnostic procedures which use lighted optical instruments to view internal organs and body cavities.

"The ABC's of Anatomy and Physiology"

A basic overview of human anatomy and physiology.

Speaker: William Stackable, M.D.

Area: Orthopedic Surgeon

Topic: "Orthopedics"

An overview of orthopedics, common problems, and current treatments.

Speaker: Michael Urban, R.R.T., R.N.

Topic: "Quit Smoking"

Designed to acquaint people with St. Mary's Hospital smoking clinics and provide some tips to help kick the smoking habit.

Speaker:

Area: C.R.T.T.

Topic: "Heart and Lungs"

An overview of the comprehensive diagnostic services available for diagnosing problems of the heart and lungs.

Speaker:

Area: R.P.T.

Topic: "Everyman's Guide to a Healthy Back"

How to prevent lower back injury.

Speaker: Sue Reinkensmeyer, R.N.

Topic: "When Seconds Count"

Introduction to the medical specialty of emergency medicine and general safety tips.

- Speaker: Cathy Stevenson, R.N.  
Topic: "Birthing Rooms"  
A hospital birth in a home-like setting.
- Speaker: Charles Keys, R.N.  
Topic: "Boning Up on Orthopedic Devices"  
Discusses mechanical devices used in repairing diseased or injured bones.  
"Outpatient Surgery: Convenient, Cost Effective, Quality Care"  
An overview of outpatient surgery, trends, and benefits.
- Speaker: Sandi Timmons, R.D.  
Topic: "Nutrition"  
Various topics available including the nutritional needs of each phase in a person's life cycle, weight reduction and control, the role of diet in treating disease, and vitamin and mineral usage.
- Speaker: Sr. Kenneth  
Topic: "Chemical Dependency: The Long Road Home"  
A variety of topics are available which deal with chemical dependency, its effects, and the treatment and recovery process.
- Speaker: Tim Penning, R.T.R.  
Topic: "Radiology: Giving Your Doctor a Clear Picture"  
A variety of topics are available to emphasize the role that radiology plays in helping the physician diagnose disease.
- Speaker: Linda Bryan, M.A.  
Area: CCC  
Topic: "Awakening the Sleeping Giant"  
Tells about stroke rehabilitation and the importance of motivation to the recovery process.
- Speaker: Jennifer Broughton, M.S.  
Topic: "Signing"  
Introduces people of all ages to sign language and teaches the alphabet and highly functional signs.

Speaker: Donna Barnett  
Area: Public Relations, The Eye Clinic  
Topic: "The Eye Clinic"

A history of The Eye Clinic, including physician introduction/qualifications, slides showing some of the instruments used to detect eye problems, and an update on Medicare insurance.

BOOKS AVAILABLE FROM  
THE ILLINOIS CAUCUS ON TEENAGE PREGNANCY  
Regional Office: Bunny Shupe, Director  
PO Box 3371  
Carbondale, Illinois 62902  
618/529-5253  
Main Office: 100 West Randolph, 6-248  
Chicago, Illinois 60601

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- Adams, Carla and Fay, Jennifer. Nobody Told Me It Was Rape: A Parent's Guide For Talking With Teenagers About Acquaintance Rape and Sexual Exploitation. Santa Cruz, California: Network Publications, 1984.
- Adolescent Family Life Demonstration Projects: Program and Evaluation Summaries. Washington, D.C.: The Office of Population Affairs, 1986.
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- American Teens Speak: Sex, Myths, TV, and Birth Control. The Planned Parenthood Poll. New York, New York: Louis Harris and Associates, Inc., 1986.
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- Berrueta, Clement, John R., et.al. Changed Lives: The Effects of the Perry Preschool Program On Youths Through Age 19. Ypsilante, Michigan: High/Scope Educational Research Foundation, 1984.
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- Bingham, Mindy; Edmondson, Judy; and Stryker, Sandy. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. Santa Barbara, California: Advocacy Press, 1983.
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- Brown, Jean G., et.al. Parent-Child Sex Education: A Training Module. St. Joseph, Missouri: Parent-Child Experience, Inc., 1982.
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Compiled and Revised by  
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**YOUR CHILD IN SCHOOL: THE INTERMEDIATE YEARS**  
A School Handbook For Parents  
By Tom and Harriet Sobol

Your Child in School: The Intermediate Years. New York: Arbor House Publishing Company, 1987, 376 pp., \$18.95.

Here's a guide for parents to help them know what to expect from the schools. The second in a series, this handbook tells parents of students in grades three through five what to expect at each grade level and how to help their children get the most out of school.

Tom Sobol, commissioner of education of the State of New York, was featured in The School Administrator December profile section. Harriet Sobol has taught school and is the author of many children's books. The result of this collaboration is a highly readable and practical book for parents.

Sections give an overview of what to expect a child to be learning at each grade level, how teachers approach each subject, and how parents can help at home. Concerned parents can learn what to look for in a good math program, for example, or how to judge progress in reading and writing.

The book also offers a quick reference on a number of topics, including preparing for a teacher's conference and special needs of a gifted child.

**MEDIA RESOURCES AVAILABLE FROM  
THE AIDS PREVENTION RESOURCE CENTER  
901 South Second Street  
Springfield, Illinois 62704  
217/525-3456 -or- 1-800/252-8951**

**AIDS**

Sex, Drugs, and AIDS. 1/2" VHS (18 min.). Jr. High-Adult. This award-winning film, hosted by Rae Dawn Chong, discusses issues surrounding the disease AIDS. Geared to an adolescent audience, the film describes what AIDS is, how it can and cannot be transmitted, and suggests ways the disease can be prevented. The film identifies at-risk populations and suggests ways for modifying at-risk behavior. In addition, the film promotes understanding of those who are infected with the AIDS virus.

**ALCOHOL AND DRUG INFORMATION**

Alcohol in the Human Body. 16mm (14 min.). Jr. High-Adult. A thorough and understandable explanation of how alcohol affects the body's chemistry is presented in non-technical language. Learning the surprising extent of alcohol's presence in the body makes one think twice about drinking; watching the mime interpret increasing stages of blood alcohol concentration reinforces the message that alcohol is not something to be taken lightly.

America On the Rocks. 16mm (17 min.). Adult. This film is a documentary on alcohol and the middle class American. It gently but forcefully shows how the breakdown of the American family unit and its role in absorbing social pressures has affected drinking habits in this country.

Calling the Shots: The Advertising of Alcohol. 16mm (30 min.). Adult. Jean Kilbourn lectures a teenage and adult audience about the way society, particularly the advertising industry, affects attitudes toward alcohol use. She uses many of the liquor industry's ad campaigns to illustrate the image they try to associate with the use of alcohol -- glamour, manliness, power, sexiness, etc. -- and manliness, power, sexiness, etc. -- and how these successful campaigns influence our use of alcohol.

Cocaine Diary. 1/2" VHS (23 min.). Jr. High-Adult. A dramatization of a troubled teenager's reliance on cocaine to escape the pressures of home and school. His habit depletes him of his savings, alters his personality, and threatens his relationship with his girlfriend. After a surprising turn of events, he is motivated to quit his cocaine habit and get his life back together.

Cocaine Public Service Announcements. 1/2" VHS (3 min.). Jr. High-Adult. The public service announcement, the most recent of the Drug Abuse Prevention campaigns, features real-life testimonies of cocaine addiction. Former pro-football player Mercury Morris, along with Bill O'Donnell, a former Fortune 500 business executive who now runs a drug abuse treatment program in Arizona, are included in these spots. May be copied by patron.

Cocaine Public Service Announcements II. 1/2" VHS (1 1/2 min.). Elem.-Adult. Additional public service announcements developed by the National Institute on Drug Abuse as part of the "Cocaine: The Big Lie" campaign. This tape features spots by national figures Nancy Reagan, Mike Schmidt (Philadelphia Phillies baseball player), and Reggie Jackson (California Angels baseball player) - non-drug-using role models. Patron may duplicate this tape.

Death in the West. 1/2" VHS (30 min.). Jr. High-Adult. This documentary about six American cowboys who smoke illustrates the real dangers associated with cigarettes, and how advertisers of cigarettes try to attract new consumers to their product.

Eat Drink and Be Wary. 16mm (17 min.). High School-Adult. Illustrates four samples of social settings in which social time out includes drinking. Settings include factors in responsible entertaining, driving after drinking, and the intoxicated guest.  
intoxicated guest.

Epidemic! Kids, Drugs, and Alcohol. 16mm, 1/2" VHS (27 min.). Jr. High-Adult. This film explores rampant use of drugs and alcohol in our society. It focuses on the influence of the media, music, and peers on our attitudes about substance abuse. The film presents startling medical information on damaging effects of drugs and alcohol, particularly marijuana.

Every Night Is Saturday Night. 16mm (8 min.). High School-Adult. This film consists of a series of shots of an Emergency Department in a metropolitan hospital. It focuses on the admittance and care of an intoxicated person and concludes with his discharge, while still intoxicated. There is no commentary in the film.

Kids and Alcohol Don't Mix!. 1/2" VHS (14 min.). Grades 3-8. Fat Albert and his gang have a friend, Peter, who starts drinking. He lets his friends and family down and gets in trouble. While in a juvenile detention center he meets a recovered teenage alcoholic and with his friend's help joins a therapy group and stops drinking.

Medical Aspects of Mind Altering Drugs. 1/2" VHS (30 min.). Sr. High-Adult. "Medical Aspects of Mind-Altering Drugs" illustrates the physiological effects of drugs on the human body. The production combines vignettes, computer generated graphics, and live action with current information regarding today's most abused drugs. The film groups mind altering drugs into six major categories; marijuana, sedative/hypnotics, narcotics, inhalants, hallucinogens,  
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and stimulants. The film features Max A. Schneider, M.D., of the American Medical Society on Alcoholism.

Spirits of America. 16mm (19 min.). High School-Adult. Traces alcohol-related practices and behaviors in America from colonial times to the present, shows how drinking stereotypes, myths, and legends have been kept alive through the popular media of novels, magazines, films, and television programming.

Story About Feelings. 1/2" VHS (10 min.). Elementary. Children need help understanding their feelings. They need to learn that some people drink, smoke, and use drugs to change their feelings -- because this knowledge can give them the strength to say no. "Story About Feelings" is an effective, eye-catching film geared toward 5- to 8-year-old children. Presented mainly in cartoon form, it helps them understand the role that feelings play in their lives.

### ANTIVICTIMIZATION

Never Say Yes to a Stranger. 1/2" VHS (20 min.). Elem.-Adult. "Never Say Yes to a Stranger" is designed to prepare kids for real-world situations. Through the use of animation, dramatizations, and non-threatening vignettes, this program explores and examines the many ways that potentially dangerous strangers try to trick or lure children into peril. Hosted by Alex Karras and Susan Clark, the film provides children with safety tips and tactics to help them recognize and get away from strangers who might cause them harm. Developed in cooperation with the Cook County Sheriff's Department, the film is intended for use as a preventive course in such settings as parent/teacher organizations, government, Law Enforcement and social service agencies, and community service programs, as well as with elementary and junior high school students.

Strong Kids. Safe Kids. 1/2" VHS (43 min.). Ages 5-11 and Parents. This video is a guide for the whole family, but primarily for young children, teaching them how to avoid potentially dangerous sexual molestation and abduction situations. The film also distinguishes between different types of "touches", how kids can say no, and teaches parents how to be an "askable" parent.

What Tadoo. 1/2" VHS (18 min.). K-3. Over 50,000 children a year are abducted by strangers. One in five children are molested by the age of 18. The greatest tragedy of these appalling statistics is that they could be avoided. Child assault, and particularly child sexual abuse, can occur when children don't have adequate information on how to protect themselves. Children know not to take candy from strangers, but they are not prepared for the other tactics strangers may use. "What Tadoo" is designed to help bridge that gap by teaching children the fundamental rules of self-protection. A foundation for future discussions, this program

affirms the right of children to say no to all forms of assault. Providing children with specific tools to use in real-life situations, lovable puppet characters bring magic and warmth to this vital safety information.

### CHILDREN OF ALCOHOLICS

If You Loved Me. 16mm (54 min.). Adult. This is the story of a young family of four well on their way to realizing the husband's dream of professional success and upward mobility for the family. The film shows the husband's progressive decline as he begins to drink excessively. Although the focus is on the husband's drinking, it centers around the entire family's struggle with alcoholism. The classic signs of a problem drinker are shown, and how he/she can manipulate the family into believing it's their problem. The wife refuses to accept the fact that her husband is an alcoholic and denies it even to her closest friend. The friend finally talks the wife into attending an Al-anon meeting where she begins to find ways of salvaging her own self-esteem and new avenues for dealing with her husband's drinking.

Lots of Kids Like Us. 1/2" VHS (28 min.). Elementary. This video tells the story of Ben and his sister, Laurie, as they try to cope with their father's alcoholism and their feelings of guilt as they are exposed to the physical and emotional abuse of trying to keep the "family secret". The film also dramatizes specific problem-solving techniques as well as basic information about how alcoholism affects a family.

My Father's Son. 1/2" VHS (33 min.). Jr. High-Adult. A vivid and powerful portrayal of the effects of alcoholism and chemical dependency and how it is transmitted from generation to generation. From a look at the fears and anxieties of the children to the rigid denial of the alcoholic father, it examines the dysfunction within the alcoholic family system. The film concludes with the hope that this intergenerational problem can be exposed and confronted.

Soft is the Heart of a Child. 16 mm (28 min.). Adult. The film dramatically reminds us of the forgotten victims in the alcoholic home, the children. In this film, three children of an alcoholic father cope with their father's alcoholism through a series of scenes in which the children end up running away to their aunt's house and their mother finally decides to get help for herself and the children.

When Your Parent Drinks Too Much. 1/2" VHS (27 min.). Elementary-Adult. When a parent has a drinking problem, it affects the whole family. An estimated 28 million Americans -- 7 million of them under the age of 18 -- have suffered the anger, humiliation, and helplessness that are part of living with an alcoholic. Despite their numbers,

most of them feel terribly alone. In "When Your Parent Drinks Too Much" host Alan Thicke and several actors show how a parent's alcoholism can disrupt a young person's life and how these children can deal with the problem constructively and take positive action to improve their own lives.

### COMMUNITY AWARENESS

America Hurts: The Drug Epidemic. 16mm (34 min.). Jr. High-Adult. This film presents an eye-opening look at the long-term implications of drug use on our society. Cocaine, crack, PCP, marijuana, and designer drugs are examined. Interviews with medical, social, and criminal justice authorities explain the effects of drug use on our society.

Epidemic! America Fights Back. 16mm (32 min.). High School-Adult. This film is a powerful showcase for records of accomplishment in the war against drug and alcohol abuse. It chronicles action taken by parents, teachers, kids, substance abuse agencies, community and business leaders, and criminal justice agencies in developing programs to combat the problem. With four successful case histories as examples, "Epidemic! America Fights Back" will serve as a roadmap to positive approaches being implemented today in the fight against drug and alcohol abuse.

### DRIVING UNDER THE INFLUENCE

But If You Live... 1/2" VHS, 16mm (15 min.). High School-Adult. "But If You Live..." focuses on the aftermath of teen drinking and driving. Produced by the Kemper Group, the film concentrates on high school students' attitudes toward drinking and driving. The program features interviews with teens who survived DUI accidents but were left permanently disabled, and with a mother who lost her teenage daughter as a result of a DUI accident.

Drinking and Driving/Server Intervention PSA'S. 1/2"-3/4" VHS (4 min.). Jr. High-Adult. A series of Public Service Announcements produced by NIAAA for National Drunk Driving Week. The PSA's are geared to youth, adults, and service providers (bartenders). Included is a spot entitled "Soccer", which is in Spanish. May be copied by patron.

Drinking and Driving: The Toll, The Tears. 1/2" VHS (58 min.). High School-Adult. A documentary that examines the appalling toll of drunk driving. The producer of the program and eight others tell their stories about the tragic consequences of drunk driving in the hope of preventing similar tragedies for others.

DUI: Driving Under the Influence. 1/2" VHS (59 min.). Adult. This is a



videotape of a segment of the cable talk show, "Access in Action", which highlights community issues. The issue of driving under the influence is discussed from various points of view: a member of the community group, Hands Across the Border, discusses how Illinois and Wisconsin citizens are trying to impact on this problem; members of the Lake County Sheriff's Department discuss laws and the penalties of driving under the influence; a staff member from a care center in a local (Chicago) hospital talks about DUI from an emergency room perspective; the treatment aspect is discussed by a member of the Northern Illinois Council on Alcoholism; and Gabriele Murphy, from the Prevention Resource Center talks about prevention and the change in attitudes in communities today.

Friday Night: Five. 1/2" VHS (27 min.). 16-Adult. Each weekend night as many as one out of every seven drivers is legally intoxicated. Only one out of every 2000 drunk drivers is arrested. Of those convicted, a high percentage are chemically dependent. "Friday Night: Five" follows five different drivers, each under the influence, as they are brought together one night on the same highway. The unique film-within-a-film demonstrates the differences between social drinkers who misuse alcohol and those who have begun the process of addiction. An important film for Driver's Education, Court Programs and Employee Education Programs, "Friday Night: Five" offers information that helps audiences better understand the addiction process.

Until I Get Caught. 16mm (27 min.). High School-Adult. This is a film on the dangers, injuries, and deaths involved in drinking in America. Originally a nationwide TV special on PBS, this film is narrated by Dick Cavett. The film is used by government and non-profit organizations, companies, and schools.

#### **ELDERLY**

Elder Ed: Wise Use of Drugs. 16mm (30 min.). Adult-Elderly. The film is part of an educational program for seniors concerning the intelligent use of drugs, including prescriptions and over-the-counter medication. It is divided into three parts with opportunities for discussion. Part one is concerned with communication with doctors. Part two deals with the economical and safe purchase of medicines. The last part presents ideas for avoiding drug problems and alternatives to medication abuse. Senior citizens describe the results of swapping drugs with other people, suddenly discontinuing and losing track of medication, overdosing, and combining prescriptions with other medications and drugs, including alcohol.

What We Have. 16mm (32 min.). All ages. This movie examines the relationship between young and old and the benefits of both that may be derived from intergenerational activities. A young boy who is having trouble in school is referred to an intergenerational

program. Through the program, he "adopts" an elderly woman as his grandparent. The film follows the development of this special relationship through learning activities in which the boy's behavior is improved, and the elderly woman finds new meaning in her life. The film also explores the issues of death and dying and their effect on young children.

#### EMPLOYEE ASSISTANCE PROGRAMS (EAP)

Call Walsh. 16mm (22 min.). Adult. This is an employee assistance film that depicts a supervisor having difficulties with two employees. It shows how he becomes part of the problem by mishandling the situations. By becoming emotionally involved, the supervisor allows himself to be manipulated, which only adds to his troubles. When he finally seeks help, he learns he does have other management options.

Case #7201. 16mm (31 min.). Adult. "Case #7201" shows the full range of how one company's employee assistance program relates to the disease of alcoholism. By watching the frustration of a young manager, Dave, trying to deal with the declining job performance of his above-average secretary, Sally, it can be seen that early identification and referral of the troubled employee is the single most important aspect of a corporate alcohol program.

Dollars and Sense of Recovery. 16mm (12 min.). Adult. The company which says that the recovering alcoholic cannot be trusted in the same job in which he or she was trusted as a drinking alcoholic is saying something ominous about its own corporate mentality. This film discusses chemical dependency as it relates to the employer and demonstrates the need for Employee Assistance Programs.

Dryden File. The. 16mm (28 min.). Adult. A conventional training film for managers and supervisors on approaches they may use in helping employees with personal problems that interfere with work performance, and may or may not involve drug or alcohol dependency. The emphasis is on the process of helping and is intended for use in a variety of employment settings.

Troubled Employee. The. 16mm (25 min.). Adult. This film couples dramatic sequences with step-by-step instructions for dealing with troubled employees to create an understandable overview of how employee assistance programs work within a corporate system. It stresses the benefits to both company and troubled employee. both company and troubled employee.

#### FETAL ALCOHOL SYNDROME

Evergreen Express. Included in the Jr. High FAS Kit. 16mm. Jr. High-

Adult. This film presents the basic facts about Fetal Alcohol Syndrome and talks with Dr. David Smith, who identified and named the disease. The effects of FAS, such as smallness in size, facial malformations, hyperactivity, and impaired learning abilities, are illustrated in the film. The film recommends abstinence during pregnancy.

Fetal Alcohol Syndrome Public Service Announcements. 1/2" VHS (5 min.). Adult. These ten public service announcements focus on various aspects of health during pregnancy, particularly the subject of Fetal Alcohol Syndrome (FAS). Aimed at adults, the PSA's are geared toward Blacks, Hispanics, women, and professionals. May be copied by patron.

I Didn't Mean To Hurt You, Baby. 1/2" VHS, 3/4" U-Matic (17 min.). Jr. High-Adult. This video focuses on a young girl who is assigned to work on a project about FAS and give a presentation to her class. Through an interview with a physician, she becomes aware of alcohol's effects on an unborn fetus. Joined by a friend whose brother was born with FAS, the pair present a video to their classmates on the information they have learned through research on FAS.

One for My Baby. 16mm (28 min.). High School-Adult. "One for My Baby" explores the phenomenon of FAS, the third leading cause of mental retardation in the U.S. today. The program points out that while research has established a definite link between FAS and alcohol consumption during pregnancy, it does not necessarily conclude that all unborn children of drinking mothers will be victims.

Pregnancy on the Rocks. 16mm (24 min.). High School-Adult. This film graphically depicts through doctor's interviews with mothers of FAS children the effects drinking can have on the unborn fetus, and the problems the children have the rest of their lives. This film promotes abstinence during pregnancy, and includes several minority groups, such as Hispanic and Native Alaskans.

#### GENERAL PREVENTION INFORMATION

The Mountain. 16mm (12 min.). High School-Adult. "The Mountain", narrated by Dick Van Dyke, is an animated film about a town with a problem. A mountain, beautiful and enticing, lures climbers, sightseers, and just plain folks to its slopes at the foot of the village. So where is the problem? The townspeople overreact to a series of accidents on the mountain and frantically attempt a series of simplistic programs to prevent future mishaps. School scare tactics, even a barrier built around the mountain, do not solve the problem and tend to divide the community. Finally, reason prevails and the villagers calmly address the situation in an atmosphere of respect and cooperation. This modern fable is an allegory for a multitude of problem-solving situations, ranging

from substance abuse to social issues. Ideal for classroom use as well as counseling or treatment settings.

### LIFE SKILLS

Be Smart, Don't Start Public Service Announcements. 1/2" VHS (6 min.). Grades 2-8. "Be Smart, Don't Start" is the most recent anti-drug campaign sponsored by NIDA. The television spots feature the pop-group The Jets and include a music video which deals with refusal skills, health and wellness, and positive alternatives.

Bizarre Trial of the Pressured Peer, The. 16mm (29 min.). This film depicts the struggle of 16-year-old Barbara Barnes as she comes to grips with the process of making her own decisions and dealing with the pressure put on her by her friends and parents to conform to their norms. Barbara is becoming increasingly aware of the negative consequences of her actions, especially those influenced by her new "Friends". With the help of a very real nightmare, where she is accused of "DUI - Deciding Under the Influence", and a very helpful substitute teacher, Barbara begins to learn the process of making decisions based on what is right for her. "The Bizarre Trial of the Pressured Peer" presents solid decision-making techniques, and provides an introduction to strong, effective problem-solving skills and how they can be used to deal with negative peer pressure.

Consider the Consequences. 16mm (20 min.). Jr. High-Adult. The film has three themes: A car accident involving two teenagers who have been drinking, a former high school student returning to the school he attended to talk to teenagers about alcohol abuse, and three girls discussing their experiences with alcohol. The film is designed to help teens recognize some pressures that influence attitudes about drinking, to evaluate the effect of peer pressure versus self-responsibility in making personal decisions, and to start a conscious thinking and evaluating process about the "to use" or "not to use" decision. Included in the "Consider the Consequences" curriculum

Cool You. 1/2" VHS (14 min.). Grades 1-2. This video for first and second grades stresses the point that drugs are not "cool". Views of children learning karate, practicing ice skating, using colorful instructional materials in the classroom, and playing with friends all reinforce the message that to have fun, to learn, and to be healthy and safe means saying "no" to drugs. The film brings out the point that drug dealers only care about making money, not what happens to the person taking the drugs.

Different Kind of Winning, A. 1/2" VHS (27 min.). Grades 4-9. This film is based on "Skateboard Scramble" by Barbara Douglas. The film is a story about a girl, Jody, whose father pushes her to win a skateboarding competition. When she discovers her new friend wants to win the competition as a gift for handicapped brother,

Jody lends her friend her skateboard.

Get It Straight. 1/2" VHS (20 min.). Jr.-Sr. High School. This film is targeted to junior high and high school audiences. It is not directed at the "hard-core" users. The primary goal of the film is to reach out to the broad spectrum of youngsters who feel the wrong kind of pressures about drug usage, who may be curious enough to "experiment", who are looking for escape from daily problems, or who are misinformed and/or uninformed about the subject. The film presents the subject from the teenager's perspective - using humor as its key vehicle.

How Do You Tell? 16mm (13 min.). Grades 3-6. Let kids know that if they care about someone - it's okay to tell them what they think. Especially if they're involved with marijuana, alcohol, or tobacco. The film, a combination of live interviews and animation, encourages kids to assert themselves and say no. For elementary school children in grades 3 through 6 and anyone who is helping kids grow up straight.

Just Say No. 1/2" VHS (6 min.). Jr. High-Adult. This videotape includes television public service announcements and a three-and-one-half minute music video, sponsored by the National Institute on Drug Abuse as part of its drug abuse prevention media campaign. Using lively and upbeat music, lyrics, and dancing, the video shows how to "just say no" and be accepted by friends. May be copied by patron.

Story About Feelings. See entry under "Alcohol and Drug Information".

Why Is It Always Me? 1/2" VHS (14 min.). Elem.-Jr. High School. The film shows a boy who chooses an emotional decision then stops the action and goes through the decision making steps so a reasonable decision is made. Helps kids to think before they act.

Why Say No To Drugs? 1/2" VHS (16 min.). Intermediate-Jr. High. Youngsters receive conflicting messages about drug use from the media. Some ads warn of its dangers, while other ads, as well as friends and peers, promote its "pleasures". This videotape illustrates how cigarettes, alcohol, and marijuana can impair and even destroy the body, as well as showing students how to look critically at the positive claims made about these drugs. Through live-action dramatizations, the film offers youngsters specific techniques for saying "no" to friends trying to push drug use. The film is intended to be viewed by students forced to make decisions about drugs for the first time.

Wizard of No. The. 16mm (18 min.). Elementary-Adult. The pressures to smoke, drink, or do drugs start at an early age through peer practices, parental role models, and advertising. "The Wizard of No" encourages kids to discover and use an amazing power within themselves - the power of NO. In the film, Billy Parker, age twelve, is giving in to peer pressures. His friends smoke, so he tries and ends up coughing and embarrassed. Because he can't say

"no", his bicycle is appropriated for use by another friend. He dejectedly heads for home when the Wizard of No enters the scene. With the help of the Wizard, Billy and the audience learn how to say "no thanks" and be firm about decisions without creating new problems, hurting anyone's feelings, or blowing the whole issue out of proportion.

Your Choice. 1/2" VHS (13 min.). Grade 7. Junior high school is a time of confusing physical, emotional, and social changes. It is also a time when young people enjoy increased opportunities and responsibility for decision making. This film is designed to help students become aware that their decisions, particularly in regard to use of drugs, alcohol, and cigarettes, can have a life-long effect. Examples of personal choices are given by actress/fashion model Brooke Shields, San Diego Zoo's Joan Embury, and Lynden King and Kelley Winslow of the San Diego Chargers as they talk about the choices they made and the effect these choices are having on their lives today.

#### MULTICULTURAL

Drug Abuse. Audiocassette (5 min.). Jr. High-Adult. This is a rap tape featuring recording star Roxanne. The tape warns kids of the dangers of drug and alcohol use, and appeals to them to lead healthy lifestyles. The music without the lyrics is also included so that youth can make up their own raps about substance abuse. The tape has been very popular with youth in the Philadelphia area. May be copied by patron.

El Carro Nuevo (The New Car). 16mm (20 min.). Jr. High-Adult. Filmed entirely in Spanish within the Spanish community "El Carro Nuevo" illustrates the impact that being arrested for driving under the influence can have on a person's family and lifestyle.

Follower, The. See entry under "Sexuality".

Have Another Drink, Ese. 16mm (16 min.). High School-Adult. This story of a young Chicano family man who is a recovered alcoholic highlights innovative approaches in treatment and recovery of Chicano alcoholics. Interviews with Chicano medical authorities, alcoholism treatment specialists, and recovered Chicano alcoholics objectively document the problem of alcohol abuse. This film is primarily in English with some "street" language.

Low Rider. 16mm (20 min.). Jr. High-Adult. This film depicts a typical situation in the Chicano community where two friends purchase and fix up an older automobile, making it into a "low rider". One of the friends wrecks the car following abusive drinking. The story shows that anyone who drinks and drives has responsibilities which reach beyond their own lives.

One Out Of Ten. 16mm (29 min.). High School-Adult. This film documents the problem of alcohol abuse in America and the most effective measures for the treatment and recovery of alcoholics. The film examines the impact of alcohol abuse on society, with particular emphasis on Blacks, Chicanos, Native American communities, and among women and members of the gay community. The film includes interviews with medical authorities, governmental policy-makers, alcohol treatment experts from minority communities, and recovered alcoholics. "One Out Of Ten" is an excellent tool for use in the training of treatment and counseling personnel, and is appropriate for alcohol programs in any city or organization whose population includes one or more of these special communities.

Through Misty Eyes. 1/2"-3/4" VHS (60 min.). Adult. Hosted by Luis Patino of KCOS TV13 in El Paso, Texas, this program documents the problem of inhalant abuse in the state of Texas. Various community members, social service providers, and educators describe the problems associated with the causes of inhalant abuse primarily among the Chicano, Black, and Native American populations. Ease of availability of inhalants is demonstrated, along with actual inhalation of the substances. The program interviews individuals who are daily abusers and questions them about the problems they have encountered as a result of their habits. Physiological effects are discussed along with the legal consequences of inhalant abuse and related crimes.

#### PARENTING

Baby, You're Okay. 16mm (32 min.). Jr. High-Adult. This film stresses the importance of early prenatal care. It demonstrates nutritious eating habits, the effect of drugs on the unborn fetus, and also goes into detail on the implications of fetal alcohol syndrome and how to prevent the disease. The film also illustrates the importance of early and follow-up checkups by a physician during pregnancy.

Drug Abuse: Who Is Responsible? 1/2" VHS (24 min.). Adult. No responsible parent would encourage his or her child to abuse drugs. Yet, without realizing it, parents may be giving a strong message that it is okay to take drugs. This film is designed to help parents examine their habits and attitudes surrounding drug use, and to increase their awareness of the sources of drug abuse by youth. Although not intended to point the finger, the presentation reveals ways in which parents and adult society contribute to and outlines important changes parents can make to help prevent drug abuse.

Hugs 'n' Kids: Parenting Your Preschooler. 1/2" VHS (36 min.). Adult. This film contains thirteen different "problem" situations involving conflict between parent and child. Problem situations included are: Sibling Rivalry, Dressing, Parental Conflict over Child, Separation, Toilet Training, Acting Up in Public Places,

Cleaning Up, Bedtime, and Hitting Mom. The format is designed to require and stimulate active audience participation by bringing the situations to the point of conflict, freezing the action to discuss possible resolutions, and presenting several resolutions to each conflict.

Parent Talk. Audiocassette with guide (60 min.). Adult. This cassette is based on Evelyn Peterson's weekly question and answer column in the Detroit Free Press, "Parent Talk". Ms. Peterson is a child development and parenting specialist with degrees from Purdue and Central Michigan Universities. The tape presents a set of twenty-eight questions most frequently asked by parents of 2 to 5 year olds. Each issue is dealt with in a 2-minute question/answer format. Each topic on the tape can be used as a trigger for discussion by parent groups, and can also be used as a self-help technique for parents to use at home. Topics covered include bottle breaking, toilet training, baby sitters, jealousy, new baby, TV fears, fears of death, active listening, and Kindergarten readiness.

Pregnant Teens: Taking Care. 16mm (22 min.). High School-Adult. A complete prenatal care information film for pregnant teenagers. The film covers a wide range of issues including nutrition, telling one's parents, fetal development, the effects of drug and alcohol use, Fetal Alcohol Syndrome, and medical attention during pregnancy. It also features a microphotography showing of the fetus in the womb. It delivers all of this information in the context of the personal story of two pregnant teenagers.

Right From the Start. 1/2" VHS (54 min.). Adult. This film explores research done in several areas concerning parenting. Findings in the area of parent-infant bonding are discussed, along with research on effects of drugs, especially marijuana, on the female reproductive system. Fetal Alcohol Syndrome is also touched on in the film.

Sons and Daughters, Drugs and Booze. 1/2" VHS (28 min.). Adult. 95% of all adolescents experiment with alcohol and other drugs. Why? How do parents know if their child is using? Where do they go for help? Using scenes from everyday life, this film offers realistic, pragmatic advice to parents whose children may begin or have already begun to use alcohol or other drugs. The parents' role in prevention is also explained and reinforced.

#### PROMOTIONAL FILMS

A War We Can Win. 1/2" VHS (19 min.). Adult. "A War We Can Win" is a promotional film for the K-12 curriculum, "Here's Looking At You 2000". The video give a brief history of the development of "Here's Looking At You" and "Here's Looking At You, Two". Subsequent development of "Here's Looking At You 2000" is discussed with the



authors. Components of the curriculum are discussed and illustrated in class settings, from elementary to high school levels, and during the curriculum teacher training.

Dial A-L-C-O-H-O-L "Promotion". 16mm (8 min.). Jr. High-Adult. Promotional film which is designed to enable young people, while still in adolescence, to clarify their own attitudes toward alcohol while understanding those of their parents and society. This will help them make responsible decisions regarding the use of alcohol so they will be able to function untroubled as adult drinkers or nondrinkers. This will also include the ability to cope with relatives and friends who abuse alcohol.

Jackson Junior High "Promotion". 16mm (15 min.). Grades 5-8. Promotional film designed for classroom study in school. Consists of three separate stories containing factual information on alcohol use.

S.T.O.P.: Sports Teams Organized for the Prevention of Substance Abuse. 1/2"-3/4" VHS, 16mm (30 min.). Jr. High-High School. This film describes the S.T.O.P. Program which is sponsored by the Office of the Lieutenant Governor of the State of Illinois. Professional athletes who participate in this program are shown speaking at school assemblies, talking on an individual basis with kids, and coaching football at special summer camps. The film also highlights such groups as Snowball and I.T.I. (The Illinois Teenage Institute). Alternatives to substance abuse are illustrated, including performances by the Explosonic Rockers, a group of inner-city youth whose breakdancing and drug/alcohol-focused rap songs are geared to junior high school students.

Sex Respect: The Option of True Sexual Freedom. 1/2" VHS (12 min.). Adult. This video is a promotional film describing the "Sex Respect" curriculum by the developer, Coleen Kelly Mast, M.S. The curriculum is designed to teach a holistic approach to sexuality to teenagers. Providing teens with an understanding of their sexual powers based on health issues (physical, emotional, and psychological), rather than treating the symptoms of teen sexuality (STD's), contraception, pregnancies), is the philosophy of the program. Abstinence as prevention is promoted in the curriculum.

#### SEXUAL ABUSE

Better Safe Than Sorry III. 1/2" VHS (19 min.). Jr.-Sr. High. "Better Safe Than Sorry III", a recently revised version, is designed to teach adolescent girls and boys about potential dangers of sexual abuse and how to avoid situations which could be dangerous. Dramatized sequences are presented and common sense rules for personal safety are taught.

Child Sexual Abuse: What Your Child Should Know. A program for Grades

K-3. 1/2" VHS (30 min.). Grades K-3. In this program, Mary Ellen Stone of the King County Rape Relief in Seattle, Washington, talks with children about concepts relating to child sexual abuse. She begins with a discussion of the differences between "good" and "bad" touch and "touch that is confusing". In addition, through examples of situations where children are in danger of becoming victimized, she teaches four basic concepts: 1.) children have a right to decide if someone can touch their bodies, 2.) children should trust their feelings about who is touching them and how that person is touching them, 3.) if someone touches them in a way that makes them feel uncomfortable, they should tell someone as soon as possible, and 4.) it is not their fault if someone touches them in a way that makes them feel uncomfortable.

Child Sexual Abuse: What Your Child Should Know. A program for Grades 4-7. 1/2" VHS (30 min.). Grades 4-7. This program depicts a session with a group of children approximately 10 to 11 years old. It is conducted by Mary Ellen Stone of the King County Rape Relief. The program begins with a discussion of what good and bad touch are, then follows with a series of story vignettes that bring out different incidents of sexual abuse. The four major concepts that are covered in the program are 1.) children have a right to decide if someone can touch their bodies, 2.) children should trust their feelings about who is touching them and how that person is touching them, 3.) if someone touches children in a way that makes them feel uncomfortable, they should tell someone as soon as possible, and 4.) children are not at fault if they are subjected to some form of sexual abuse. This program includes some explicit language and also deals with the topic of incest. Additional information addresses are given at the end of the program.

Touch. 1/2" VHS (32 min.). Grades K-6. "Touch" is designed for children ages Kindergarten through sixth grade. It gives them a look at a continuum of touches -- from touch that is nurturing to touch that is confusing or exploitive. Using the language of children, actors present concepts, examples, and stories of various kinds of touch. "Touch" stars Lindsay Wagner and is moderated by Cordelia Anderson, Director of Illusion Theater's Sexual Abuse Prevention Program. The film allows younger children to realize that they have the right to trust their feelings about touching, to question confusing touch, and to say no and tell someone when they are forced or tricked into touch. The film emphasizes that sexual abuse is never the victim's fault.

## SEXUALITY

A Family Talks About Sex. 16mm (28 min.). High School-Adult. This intelligent and gently amusing film is based on the premise that it is important for parents to communicate openly with their children about sex. The film shows young parents answering their children's questions and teaching them proper terminology. At later stages of growth, it shows discussions about puberty, pregnancy,

menstruation, pills, and marriage. The film clearly shows how the family learns to communicate openly, but sensitively, about important matters.

Baby Bound. 1/2" VHS (27 min.). Jr. High-Adult. "Baby Bound" is a documentary on teenage sexuality and pregnancy geared to junior and senior high school students as well as parents. The film is designed to stimulate classroom discussion about personal and emotional factors affecting decisions about sexual behavior and contraception. It also discusses societal pressures influencing teenage sexual behavior, and consequences of pregnancy in the life of an adolescent. In a question/answer format, the film shows adolescents and adults candidly discussing issues such as decision-making, contraception, parent-child communication, sexual responsibility, teenage parenthood, virginity, etc. The film creates a springboard for discussion of these topics involving both males and females.

Choices: The Mating Game. 1/2"-3/4" VHS (58 min.). Jr. High-High School. This videotaped program, designed for either television or classroom use, is intended to assist young people through the public education system to find the mechanism to make responsible choices in relation to their emerging sexuality. The focus of the program is a fantasy game show where young people learn about growing up and making decisions with regard to sexual activity and abstinence, sexually transmitted diseases, and marriage responsibilities. Most of all, they learn the value of finding mature ways to make decisions about sex which may affect their future lives.

First Things First. 1/2" VHS (30 min.). Jr. High-Adult. This is a narrative about two teenagers, Leslie and Rick, who are trying to decide whether their relationship should include sexual intercourse. The events in the film change both Rick and Leslie: Leslie becomes more assertive, discovering what she is comfortable dealing with and manages to let Rick know how she feels, and Rick becomes more sensitive to Leslie's feelings. He realizes that fighting about sex, breaking up briefly, and being apart is "not worth it". He cares for Leslie too much.

Follower, The. 16mm, 1/2" VHS (57 min.). Jr. High-Adult. "The Follower" illustrates male role and responsibility in the area of sexuality and teenage pregnancy. The film comes at these issues from the male perspective, using the story of one young man, Jamie, to raise questions and present the issues. The film is specifically designed to be used in schools and community-based organizations serving youth to trigger discussion among the teens about these issues. It is a public education tool, appropriate for adults, parents, teachers, or counselors in training and education.

Hard Climb. 16mm (27 min.). Jr. High-Adult. Two teenage boys accompany an older friend on a mountain climbing weekend. In the course of their expedition, they talk about marriage, sexuality, relationships, and communicating with parents about sex. During the

climb, they are forced to face the tough issues of masculinity and bravado. "Hard Climb" was made with this goal in mind: to make it easier for young men to feel good about themselves without having to prove their sexual prowess.

Human Growth III. 16mm (20 min.). Grades 5 & 6-Jr. High. Adolescent sexual development is presented as part of general physical, emotional, and social growth. This film uses a fast-paced format with a complex design which is appealing to today's young viewer.

Making Responsible Decisions: A One Act Play. 1/2" VHS (30 min.). Jr. High-High School. This program, which features a one act play that can be incorporated or presented in any classroom, deals with areas of sexuality and male roles and responsibility. The film also illustrates refusal skills, decision-making, and examples of pressures by males and females on the opposite sex.

Saying "No". 16mm (17 min.). Jr. High-Adult. This film teaches young women how to say no, how to decide for themselves, how to learn assertiveness in sexual situations, and why it is important to postpone becoming sexually active. In this modern, sensitively written production, young women talk about their own decisions, and how they respect themselves for having the courage to abstain from sex. The film focuses primarily on the moral and emotional decisions, but also covers related dangers such as unwanted pregnancy and V.D.

## SUICIDE

To Whom It May Concern... 1/2" VHS (26 min.). Jr.-Sr. High School. Next to accidental death, teen suicide is the biggest killer of young people. The suicide rate for 15-19 year olds has tripled in the last 25 years. "To Whom It May Concern..." deals with the tragedy of teen suicide and tries to offer insight into the perplexing "Why?" of a problem that has reached epidemic proportions. The program contains frank and moving interviews with teenagers who have made serious attempts at suicide. It also articulates the feelings of friends and relatives of victims of completed suicides. Teen suicide is also addressed from the perspective of professionals from around the country who are trying to put an end to this devastating problem. The film projects a hopeful side of the issue by focusing on what is being done to address the problem and what positive steps can be taken to help our young people cope.

## TEACHER TRAINING

Educating Mrs. Griffin. 1/2" VHS (14 min.). Adult. Mrs. Griffin, who has recently returned to the classroom, faces numerous questions related to drug use. How can she recognize the student that is or

may be under the influence of drugs? What action should she take? Most important, what role can she play in protecting the learning environment while also helping students move away from drug abuse? This videotape provides responses to these questions through interviews with a school counselor, school attorney, narcotics technician, and school superintendent, with help from Mrs. Griffin, the students, and school personnel.

What's Wrong With This Picture? 1/2" VHS (18 min.). Adult. This film is designed to encourage dialogue between school principals and their community resources on school safety. It presents the problem using actual experiences of students and teachers.

### **TEENAGE PREGNANCY**

If You Want To Dance... 1/2" VHS (14 min.). Jr.-Sr. High School. "If You Want To Dance..." is a color film about an unwed teenage boy and girl faced with the consequences of an unplanned pregnancy. One of the film's main objectives is to impress upon boys that pregnancy is not just a girl's problem. Despite peer pressure, it is not cool to get a girl pregnant.

Sweet Sixteen and Pregnant. 16mm (28 min.). Jr.-Sr. High School. This film informs young people of the realities of teenage pregnancy, illustrating how the difficult choices they make today can affect the rest of their lives. It deals with the necessary decisions after pregnancy as well as methods for preventing pregnancy.

Teenage Father. 16mm (30 min.). Jr.-Sr. High School. a self-reflective film of a 17-year-old boy and a 15-year-old girl involved in an unplanned pregnancy. The film shows how young men also experience real trauma despite what they may say to others. It discusses the viewpoints of both the young man and the young woman toward pregnancy.

Woman-Child. 16mm (15 min.). Adult. "Woman-Child" documents the growing health problem of teenage pregnancy through six case studies. The sixth case study features "Peggy" and follows her through the first year of her life with her child. We see steady deterioration. After delivery she seems proud of her baby and her accomplishment, but that feeling soon changes to helplessness and defeat. The narrator warns us of the individual and societal tragedies brought about by adolescent pregnancy.

VCR TAPES AVAILABLE FROM BIRTHRIGHT, INC.  
(AN INTERNATIONAL PREGNANCY SERVICE)  
Kathy Zuber, Executive Director  
202 East Main Street  
Olney, Illinois 62450  
618/395-1611

Teens and Sex. This exciting 30-minute video features host Molly Kelly before a live audience of over 400 high school students discussing why teens should say "no" to premarital sex. As a mother of five teens, Ms. Kelly blends personal experience and humor with hard-hitting facts in making the case for chastity in today's pressure-packed society.

Teens and Abortion. Another Molly Kelly film discussing hard facts about abortion and teen pregnancy before a live audience. Molly presents a powerful case for teens to be pro-life.

To Order: NRL Educational Trust Fund  
419 Seventh Street, Suite 402  
Washington, D.C. 20004  
Cost: \$49.95 each plus \$6.00 handling

Why Wait. Designed for a teen audience, this 25-minute classroom simulation covers a variety of issues related to teen sexuality. A public high school teacher and coach of 11 years guides the students toward the discovery of the many advantages of avoiding pre-marital sexual activity. This video underscores the value and meaning of love and commitment.

To Order: TeenAid  
West 22 Mission  
Spokane, Washington 99201  
Cost: \$50.00

Project Sex Respect. A video program with Colleen Mast, this is a 1-hour presentation recorded live at the Project Sex Respect Conference in California. This sparkling video will delight parents seeking a convincing approach to abstinence. Great for parent-teacher groups. Show the first half, "Chastity and Sexual Freedom", and they will insist on seeing Part II, "Promoting Healthy Relationships".

To Order: Womanity  
1700 Oak Park Boulevard, C-4  
Pleasant Hill, California 94523  
Cost: \$50.00 plus \$2.50 for postage and handling

**LIST OF VIDEOTAPES AVAILABLE FROM  
CITIZENS AGAINST SUBSTANCE ABUSE**

Delores McNabb, Director  
PO Box 505  
Olney, Illinois 62450

The following materials are housed at the Olney Carnegie Library. They may be accessed through the Cumberland Trail Library System or checked out directly at the Olney Library. CASA has a library card, in its name, on file at the library; Richland County residents who do not have a card may use the CASA card to check out any of these materials.

Alcohol Trigger Films  
All About You Series  
A Night on the Town  
Betsy Houghto's Olney Appearance  
The Bizarre Trial of the Pressured Peer  
Danger Ahead: Marijuana on the Road (film)  
How to Talk to Your Kids about Growing Up Without Drugs and Alcohol  
Inside Out Series  
Jackson Junior High Series  
Just Another Friday Night

Jevon Thompson Materials:  
Love Your Liver (K-3)  
Parents are the Answer I (two tapes)  
Parents are the Answer II (two tapes and one videotape)  
Say No Elementary!

Reach Out  
Safer Schools...Better Students  
Smoking Against Your Will  
Sons and Daughters/Drugs and Booze  
Speaking for Ourselves  
Students Against Driving Drunk  
Starting Early Group  
Snowstorm in the Jungle  
Team Players (tape)  
Victims...All Victims  
Why Say No To Drugs

**FILMSTRIPS AND VCR TAPES AVAILABLE FROM  
THE ILLINOIS CAUCUS ON TEENAGE PREGNANCY**

PO Box 3371  
Carbondale, Illinois 62902  
618/529-5253

Sex, Drugs, and AIDS. Narrated by Rae Dawn Chong. VHS (18). New York, New York: City's Board of Education, 1986.



**FILMSTRIPS AND VCR TAPES AVAILABLE FROM THE ILLINOIS CAUCUS ON TEENAGE PREGNANCY (CONTINUED)**

Speaking for Ourselves: Straight Talk from Teenage Parents. VHS (12).  
Springfield, Illinois: Parents Too Soon Program, 1987.

Teen Talk: A Discussion of and Programs for Teens Involved in Pregnancy. Slide Tape Program (10). Carbondale, Illinois: The Illinois Caucus on Teenage Pregnancy and The March of Dimes, 1985.

Teens Speak Out to Oprah. VHS (21:45). Chicago, Illinois: The Illinois Caucus on Teenage Pregnancy and Kartemquin Education Films, 1987.  
(limited use)

**OTHER**

Bittersweet. VHS tape about pre-pregnancy prevention.

To Order: Loving and Caring, Inc.  
100 Foxshire Drive  
Lancaster, Pennsylvania 17601  
717/560-0536  
Cost: \$49.95 plus shipping