

1985

# Evaluating School District 428's Curriculum Media Development Center's Clientele

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*Eastern Illinois University*

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Evaluating School District 428's

Curriculum Media Development Center's Clientele

The materials they order and the students they serve.  
(TITLE)

BY

Randolph H. Burge

FIELD EXPERIENCE

~~X~~ **THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1985

YEAR

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

April 25, 1985  
DATE

ADVISER

April 25, 1985  
DATE

COMMITTEE MEMBER

April 25, 1985  
DATE

COMMITTEE MEMBER

April 25, 1985  
DATE

DEPARTMENT CHAIRPERSON

Burge, Randolph H., Curriculum Media Development Center's clientele; the material they order and the students they serve. A Field Experience Paper, in partial fulfillment of the requirements for a Specialist in Education Degree. Springfield, Illinois. 1985. 53p.

The Curriculum Media Development Center was conceptualized by the Illinois Office of Education and Vocational Services and the Illinois Department of Corrections to meet the need for specially developed instructional materials in reading and math for Title I students being served by School District 428. The project began in 1974 and was located at the Illinois Youth Center, St. Charles. However, during 1979, it became apparent that because of its location in Kane County, the Curriculum Media Development Center was providing services primarily to those institutions in the northeast quadrant of Illinois. In January of 1980 the decision was made to relocate this project to the Department of Corrections headquarters in Springfield, Illinois in an effort to make it more accessible to all institutions within the state.

This study represents an attempt by this researcher to determine if the Curriculum Media Development Center is in fact more responsive to the requests for materials from all institutions, both adult and juvenile, since its relocation to Springfield; and from which group of educators, Title I or Core Curriculum, those requests originated.

Data for this study was gathered from an analysis of the production request forms for Fiscal Year 1980 and Fiscal Year 1982, the years immediately preceding and following the year in which the Curriculum Media Development Center was moved to Springfield. In Fiscal Year 1980, forty-three percent of all requests originated in the Juvenile Division. In Fiscal Year 1982 only twenty-two percent of all requests originated in the Juvenile Division, and seventy-eight percent from the Adult Division. Coincidentally, this is the same percentage of students served by School District 428 in each division. The data does indicate that relocating the Curriculum Media Development Center to Springfield generated more requests from those institutions located in the southern portion of the state (six adult, two juvenile). However, the data does not support the contention that the juvenile division has suffered because of the move but rather that the adult division has simply submitted more requests during the period of this study.

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## CHAPTER I

### INTRODUCTION

School District 428 will enhance a quality and scope of education for inmates and wards within the Department of Corrections, so that they will be better motivated and better equipped to restore themselves to constructive lives in the community.<sup>1</sup>

The Illinois Department of Corrections, as mandated by the citizens of Illinois, strives to establish the necessary types of physical security and levels of supervision required for the control of individuals committed to its care. At the same time, Corrections provides growth-promoting opportunities as alternatives to unlawful behavior as well as an array of services for human care and optional programs for activity and self-enhancement; School District 428 is one of those programs.

Currently there are some 13,000 adults incarcerated at fourteen facilities throughout the state. An additional 1,200 youthful offenders are located at nine juvenile facilities (Appendix A). While no single factor can explain the criminal behavior that brought them to the Department of Corrections, poor educational achievement and lack of employable skills stand out among the major causal elements

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<sup>1</sup>The School Code of Illinois; 1983, sec. 13-40, P.A. 81-1508, September 25, 1980.

conceded as contributing to crime and delinquency.

The Illinois State Constitution of 1970 provides that a "fundamental goal" of the people of the state is the educational development of all people to the limits of their capabilities. In order to meet this constitutional mandate, the Illinois Department of Corrections, through Public Law 77-1779, created School District 428. The School District has a two-fold purpose: to enhance the quality and scope of education for inmates and wards within the Department of Corrections and to insure that state and federal resources are appropriately used in aiding residents to restore themselves to constructive and law abiding lives in the community.

In order to achieve this purpose, the School District has authority to establish primary, secondary, vocational, adult, special, and advanced educational programs as provided in the School Code. Students served by School District 428 are drawn from an incoming prison population which is fifty-seven percent black and forty-one percent white; the population's average age is twenty-six years and approximately sixty-nine percent have not completed high school. Thirty percent qualify for special education services. Students range from non-readers to college graduates. All are in need of additional education and training.



The Corrections School District currently serves forty-percent of the Adult inmate population and ninety-five percent of the Juvenile population. Four hundred faculty and support personnel, funded through state and federal sources, and over one hundred college instructors, funded through contracts, deliver a wide range of programs. One of the most successful of those programs has been functioning since 1968, when the Illinois Department of Corrections began Chapter I services to neglected or delinquent juvenile offenders under twenty-one years of age. At the present time, eighteen corrections facilities, employing thirty-four reading and math educators, are providing Chapter I instruction for incarcerated residents who have not received a high school diploma or GED certificate and demonstrate educational need.

Instruction in Chapter I classes is concentrated on basic reading and math skills to overcome the effects of prior academic failure. Students are targeted for participation in the Chapter I program through a systematic Needs Assessment. Standardized testing identifies students that are below grade level and provides a basis for writing an individualized plan of remedial instruction. The plan includes goals and objectives for each student written in performance terms and an evaluation of student progress.

The Curriculum Media Development Center is a Chapter I project organized to supplement the Department of Corrections' Chapter I educational programs with media materials of a prescriptive nature. The Media Center Staff, consisting of Media Specialists, Curriculum Developers, and Artists are available to turn classroom materials needs into creative, effective instructional materials. These materials include posters and games, learning units, word cards, overhead transparencies, 35mm slides and slide/tape presentations, as well as audio and video cassettes.

The Curriculum Media Development Center, also known as the "Media Center", was conceptualized by the Illinois Office of Education and Vocational Services and School District 428 to, "meet the need for specially developed instructional materials in reading and math for the Title I target group."<sup>2</sup> The project began on April 3, 1974 and had as its main purpose the development of instructional materials in reading and math for those young adults between the ages of thirteen and twenty who reside in the adult and juvenile correctional facilities in the State of Illinois. This Title I target population was also to be at the fifth grade level or below in areas of reading and math as measured by the Adult Basic Learning Examination, in order to

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<sup>2</sup>Illinois State Board of Education, Annual Report, 1975. [the title of the work is Neglected and Delinquent Projects, 1973-74.] p.37.

qualify for Media Center services.

The Application for Grant to meet the Special Educational Needs of Neglected and Delinquent Children, approved April 3, 1974, stated two main objectives for the Curriculum Media Development Center:

1. ...to provide a facility, equipment, and materials with the purpose of developing learning modules which will help the individual Title I students meet their educational needs.
2. ...to provide residents with educational, technical, and social skills through the use of instructional media in an effort to overcome some of their educational deficiencies.<sup>3</sup>

Objective One was achieved when the Media Center was established at Illinois Youth Center St. Charles during the summer of 1974. These facilities included office space, a production area, graphic arts area, dark room, and audio/visual recording studio.

Equipment and materials, necessary to produce a variety of instructional materials, were also purchased at this time. The initial staff included a program director, curriculum developer, graphic arts illustrator, and secretary.

Objective Two is on-going and continual as the Media Center Staff endeavors to meet the ever changing educational needs of those students served by School District 428. Written

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<sup>3</sup>Ibid., p.38.

memoranda, telephone conversations, institutional visitations, and the annual "Media Center" evaluation (see Appendix B) are used in planning new materials and inservice activities.

From the beginning, the Curriculum Media Development Center evolved into a facility that was quite responsive to the needs of those educators who chose to utilize its services. Materials that were offered through the Media Center's catalog included the curriculum areas of math, reading and communication skills, survival skills, and teacher resources. However, during 1979, it became apparent that because of its location in Kane County, the Media Center was providing services primarily to those institutions in the northeast quadrant of the state (see Appendix A).

In January of 1980, Mr. Richard C. Hinckley, Superintendent of School District 428, decided to relocate the Media Center from Illinois Youth Center St. Charles to the Department of Corrections headquarters in Springfield. This decision was fully endorsed by Dr. William H. Craine, Deputy Director of Program Services, and Mr. Gayle M. Franzen, Director of the agency.

The objectives for moving the Media Center were:

1. Closer supervision of the Curriculum Media Development Center by School District 428 central office personnel.

2. A centralized location, which could enhance the Adult Division's access to the Media Center without diminishing the Juvenile Division's access.
3. The opportunities for joint and cooperative efforts within the Department's media services would be greatly increased. Any number of media services and projects could be joined when mutually advisable between the Curriculum Media Development Center and the Department's Training Academy media services.

In July, 1980, the Curriculum Media Development Center was moved from its original location in the Education Building at Illinois Youth Center St. Charles to its present location at the Department of Corrections Headquarters in Springfield. At that time only one Media Center employee chose to relocate to Springfield. A new Instructional Media Program Supervisor was employed to facilitate the move as were a Curriculum Developer and Graphic Arts Illustrator.

## PURPOSE OF STUDY

In the two and one-half years since the Media Center was moved to Springfield, several staff changes have occurred. Because of the acquisition of new equipment, production methods have changed. While it is generally recognized that the Media Center is completing a greater number of production requests now than it had while located at Illinois Youth Center St. Charles, it is not known from whom those requests are originating.

The purpose of this study is to determine whether the second objective for moving the Media Center from Illinois Youth Center St. Charles to Springfield has been met. The study will also determine percentages of the production requests received by the Media Center from Chapter I and Core Curriculum educators.

Core Curriculum educators provide basic education to School District 428 students and are funded from General Revenue sources. Chapter I educators are funded through an Elementary and Secondary Education Act grant and provide supplementary educational services to those students enrolled in the core curriculum.

Finally, the collected data will indicate the number of orders received for each type of material offered in the Media Center catalog.



## CHAPTER II

### METHODS AND PROCEDURES

The data necessary to complete this investigation was obtained from the following groups of School District 428 educators served by the Media Center. They are classified into two groups: Those providing core curriculum instruction, funded primarily by state General Revenue sources, and Chapter I educators, providing supplementary instructional services and funded through federal Elementary and Secondary Education Act grants.

The core curriculum of School District 428 is taught by

- \* ADULT BASIC EDUCATION (A.B.E) educators who serve students seventeen years old and older with performance levels between 0 and 6.0 on the Test of Adult Basic Education (TABE).
- \* GENERAL EDUCATION DEVELOPMENT (G.E.D.) educators who instruct students with performance levels of 6.1 and higher who have not received a high school diploma.
- \* JUVENILE CORE CURRICULUM educators who teach students, ages thirteen to eighteen, in the areas of communication skills, mathematics, social studies, science-health, physical education, and pre-vocational skills.
- \* SPECIAL EDUCATION educators who provide services as required by Public Law 94-142, Article 14 of the School Code of Illinois, for an estimated twenty to thirty percent of School District 428 students.

Traditionally, Chapter I educators working for the Department of Corrections have taught in the areas of remedial reading and math. However, to broaden the interest and scope of their curriculum, Chapter I educators also provide instruction in the areas of social studies, science, and survival skills as the need exists and at a level that can be understood by Chapter I students.

Not included in this survey are the vocational and post-secondary instructors whose services are provided on a contractual basis by some fifteen Community Colleges and Universities throughout Illinois. The variety of courses they offer and the complexity of their curriculum preclude the Media Center from developing materials for them on a regular basis.

The evaluation instruments used to collect the information necessary to complete this study are based on the Media Center Production Request Forms (see Appendix C) and the Media Center Evaluations (see Appendix B).

In addition to revealing from which program area (i.e., Chapter I, Special Education, General Education Development, or Adult Basic Education) the request originated, the analysis of the production requests indicates the following data:



1. Which material format was requested.
2. Which title in that format was requested.
3. How many copies of that title were ordered.
4. How many requests were from the Adult and Juvenile divisions.

In the instances where the program area of the educator was not indicated on the production request form, personnel documents have been consulted to determine whether the educator's position is funded by General Revenue or Chapter I sources.

The Media Center evaluation is used by the Media Center staff to determine the effectiveness of Media Center materials and services. Completed each year by School District 428 Chapter I, Special Education, Adult Basic Education, General Education Development, and Core-Curriculum educators, the evaluation is an indication of how well the Media Center is meeting the educational material needs of Corrections' School District 428.

The information provided in the evaluation will be considered in the instructional design process for the development of new materials, and in the planning of future in-service activities.

For the purpose of this study, the Fiscal Year 1982 Media Center Evaluation Survey and the Fiscal Years 1980 and 1982 Media Center Production Requests will be considered. These periods were chosen for study because they immediately

precede and follow the year in which the Media Center moved to its present location.

## CHAPTER III

### RESULTS OF RESEARCH

The following tables and the compilation of statistics from Media Center Evaluation Surveys represents the collected data as it applies to the research and subsidiary questions of this study.

Table Number One is a listing, by catalog number and title, of the Media Center materials that are available to Chapter I and General Revenue funded educators of School District 428. Listed is the number of requests for each catalog item ordered by Chapter I and General Revenue funded educators from both the Juvenile and Adult divisions for Fiscal Years 1980 and 1982. Also presented is the total number of copies requested for each catalog item for these two years.

The data in Table I highlights what has generally been assumed about the materials offered in the Media Center Catalog. The audio cassettes, filmstrips, slides, and slide/tape programs offered by the Media Center are not very popular as instructional materials with the educators of School District 428. However, consumable printed materials, such as games and puzzles, learning units, and selected worksheets (paper and pencil activities) remain the instructional materials of choice throughout School District 428.

TABLE I

COMPLETED REQUESTS FOR MEDIA CENTER CATALOG MATERIALS  
FOR FISCAL YEARS 1980 AND 1982  
BY JUVENILE AND ADULT CHAPTER I AND NON-CHAPTER I EDUCATORS  
(A SUMMARY BY CATALOG NUMBERS)

AUDIO CASSETTES - These cassette tapes are encased in plastic. They can be used on a standard cassette player.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
AC-1	2	1	0	0	0	0	0	0	Coopersmith Self-esteem Inventory
TOTALS:									
Requests	2	1	0	0	0	0	0	0	
Copies	2	2	0	0	0	0	0	0	

EVALUATIONS - Evaluation forms, diagnostic tests, pre/post tests.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
E-1	2/51	2/4	0	2/2	0	0	0	4/67	Diagnostic Spelling Test
E-2	3/45	3/31	0	11/330	1/14	3/225	3/150	13/501	Language Usage Test
E-3	3/45	2/21	0	11/235	0	0	1/50	8/251	Dolch Spelling Pretest
E-4	3/50	3/31	0	4/87	1/20	2/55	2/70	4/190	Math Placement Pretest
E-5	1/15	4/120	0	1/15	1/15	0	0	1/50	Educational Assessment Form
E-5	1/1	3/3	0	0	0	0	1/15	2/2	Quick Assessment Form
E-7	12/485	5/640	0	4/59	0	0	0	4/130	Coopersmith Self-esteem Inventory
E-7a	4/4	3/3	0	3/7	0	0	0	3/3	Coopersmith S.E.I. Scoring Sheet
E-8	0	0	1/1	3/3	0	0	0	0	WRAT Reading Test Cards - Level I & II
E-9	0	0	0	0	0	0	0	0	English Pretest - Grades 4-8
TOTALS:									
Requests	29	25	1	39	3	5	7	39	
Copies	656	853	1	739	49	250	285	1,194	

## FILMSTRIPS

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
FS-1	0	0	0	2/2	0	0	0	0	Who Helps People in Financial Need?
TOTALS:									
Requests	0	0	0	2	0	0	0	0	
Copies	0	0	0	2	0	0	0	0	

GALES AND PUZZLES - Single, reproducible materials; games packaged in laminated envelopes; crossword puzzles and word searches produced in quantity.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
GP-1	0	3/3	1/1	4/6	0	0	0	1/10	Change Over Card Game
GP-2	0	1/1	2/2	7/9	1/1	15/15	0	5/5	Square Match Vocabulary Game
GP-3	0	0	0	3/3	0	0	0	0	Addition Bingo
GP-4	0	0	0	4/4	0	0	0	0	Combination Bingo
GP-5	0	0	0	3/3	0	0	0	0	Division Bingo
GP-6	0	0	0	3/3	0	0	0	0	Multiplication Bingo
GP-7	0	1/1	0	4/4	0	0	0	0	Subtraction Bingo
GP-8	0	0	0	0	0	0	0	0	Money Number Board and Game Cards
GP-9	1/1	0	0	2/2	0	2/2	0	0	Number Grab Game
GP-10	1/2	8/167	0	6/92	1/25	1/15	2/55	8/232	Do You Know Your States?
GP-11	0	4/47	0	4/42	0	0	1/50	2/60	Basic Geography Crossword Puzzle
GP-12	0	3/50	0	4/65	1/25	1/1	1/50	3/95	600 Geography Crossword Puzzle
GP-13	0	3/60	0	2/35	0	1/15	1/25	3/95	Government Crossword Puzzle
GP-14	0	4/85	0	2/45	1/25	0	0	3/65	Law Crossword Puzzle
GP-15	1/20	6/126	2/20	9/142	1/25	1/25	0	4/160	Blank Map of the United States
GP-16	1/15	6/58	1/1	3/7	0	0	0	0	Mazes
GP-17	1/20	2/40	1/30	5/110	0	1/30	0	4/190	Mistake Map
GP-18	1/1	0	1/20	3/57	0	0	0	1/100	The Original Thirteen Colonies
GP-19	1/12	3/46	2/40	1/5	1/25	0	0	3/80	Paste-up Map of the U.S.
GP-20	0	3/3	1/1	4/6	0	0	0	5/14	Phonics Bingo
GP-21	0	4/65	1/30	2/15	0	1/25	0	6/181	Human Body Word Search
GP-22	0	2/40	0	1/1	1/20	1/25	0	2/110	Horses Word Search
GP-23	0	2/55	0	1/1	3/98	0	0	2/120	Sports Word Search
GP-24	0	3/58	1/3	2/15	1/20	1/25	0	2/120	Automobiles Word Search
GP-25	0	2/2	0	3/3	3/3	0	0	3/3	Measurement Equivalency Game
GP-26	1/1	3/3	1/1	1/1	0	0	0	2/2	Truckers' Game
GP-27	0	0	0	0	0	0	0	1/1	Town and Country Game
GP-28	0	0	0	0	0	0	0	0	Pocket Board
GP-29	0	0	0	4/4	0	2/26	0	3/3	Application Bingo
GP-30	0	1/1	1/1	3/3	0	1/1	0	4/4	Word Game Letters
GP-31	0	4/4	1/4	3/4	1/1	1/1	0	3/3	Months Game Wheel
GP-32	1/3	5/135	0	2/45	1/26	1/25	0	4/141	Drug Terms Word Search
GP-33	1/30	6/110	1/10	3/60	2/65	0	0	3/140	Baseball Terms Word Search
GP-34	1/1	2/50	0	2/21	0	0	0	3/140	American Dilemma Word Search
GP-35	1/30	2/35	0	2/45	0	0	0	1/20	Old Man River Word Search
GP-36	0	3/65	1/10	1/25	1/40	0	0	3/145	Garden Time Word Search
GP-37	0	2/60	0	2/45	0	0	0	1/100	Musical Instruments Word Search
GP-38	1/20	4/90	0	1/25	3/95	0	0	2/45	Birds Word Search
GP-39	0	3/65	0	2/45	1/35	1/25	1/25	2/35	Fruit Word Search
GP-40	2/21	4/115	0	1/25	2/43	0	1/25	3/135	Trees Word Search
GP-41	0	2/55	0	1/25	1/30	0	0	2/123	Animals Word Search
GP-42	0	0	0	0	0	0	0	0	Electric Quiz Game Plans
GP-43	0	1/25	0	0	1/1	1/15	0	3/130	I.R.S. Terms Word Search
GP-44	3/36	0	1/10	1/15	2/27	0	0	3/130	Shopping For a Car
GP-45	2/20	0	0	5/137	1/1	0	0	3/210	Find the Scientists
GP-46	1/1	1/25	0	3/43	1/20	0	0	1/100	On Safari
GP-47	2/25	5/125	2/30	4/130	1/50	0	0	1/150	December Holidays
GP-48	2/7	2/55	1/30	5/73	0	0	0	4/140	State Quiz Game
GP-49	0	0	0	3/3	0	2/2	0	0	Two-Digit Multiplication Bingo
GP-50	0	1/1	0	2/2	0	1/1	0	1/1	Banking Bingo



CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
GP-51	0	1/1	0	2/2	0	0	0	1/1	Drug Store Bingo
GP-52	1/1	1/1	1/1	2/2	0	0	0	1/1	Restaurant Bingo
GP-53	1/1	1/1	0	2/2	0	1/1	0	1/1	Supermarket Bingo
GP-54	0	1/1	0	3/3	0	1/1	0	0	Government Bingo
GP-55	0	1/50	0	2/62	2/31	2/65	0	0	First Thanksgiving Word Search
GP-56	0	1/10	1/10	6/252	1/1	1/15	1/40	6/171	Math Terms Word Search
GP-57	0	1/25	1/15	6/145	0	1/100	1/75	6/171	Grammar and Punctuation Word Search
GP-58	0	0	0	1/30	1/1	0	0	1/100	The Big Move Word Search
GP-59	0	1/10	0	2/60	1/1	1/40	0	2/125	Network News Word Search
GP-60	0	0	1/10	0	2/27	0	0	1/25	Movin' On Word Search
GP-61	0	0	0	2/32	0	0	0	0	Clothes for Her Word Search
GP-62	2/73	2/41	0	0	0	0	0	3/130	College Class Word Search
GP-63	1/20	1/35	1/10	3/47	1/1	0	0	7/301	Job Hunt Word Search
GP-64	1/17	0	0	3/66	0	0	0	2/125	Workshop Words Word Search
GP-65	1/20	0	0	1/5	0	0	0	5/240	Money Word Search
GP-66	0	0	0	1/12	0	1/40	0	1/100	Halloween Word Search
GP-67	1/15	0	0	0	0	0	0	2/120	Happy Joe's Word Search
GP-68	1/11	0	0	0	1/50	0	0	1/50	Birthstones Word Search
GP-69	0	0	0	1/5	1/25	0	0	2/120	Election Day Word Search
GP-70	0	0	0	0	0	0	0	1/50	Fifth Gear Word Search
GP-71	0	0	0	0	0	0	0	2/55	Motorsania
GP-72	0	0	0	0	0	0	0	0	Birds of a Feather Word Search
GP-73	0	0	0	0	0	0	0	0	A Bit of Color Word Search
GP-74	0	0	0	0	1/50	1/30	0	2/40	Animation Aggravation Word Search
TOTALS:									
Requests	34	119	27	173	43	44	0	157	
Copies	435	2,899	300	2,176	881	566	345	5,554	

LEARNING UNITS - Usually consumable materials designed for student use. Consists of explanations, exercises, practice drills, etc. Individualized programs or teacher-guided programs.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
LU-1	1/1	2/6	0	13/331	0	2/50	1/20	15/307	Alphabetization
LU-2	1/1	0	0	0	0	3/71	0	5/156	Consumer Education Readings
LU-2c	0	2/21	0	2/11	0	0	0	0	Car Unit
LU-2h	0	2/25	0	0	0	0	0	0	Home Unit
LU-2j	0	3/31	0	1/30	0	0	0	0	Job Unit
LU-3	3/7	4/27	0	10/195	0	1/30	0	2/6	Telephone Book Resources Unit
LU-4	2/2	4/63	1/1	2/31	0	0	0	0	Survival Skills
LU-5	3/5	6/92	0	4/61	1/25	0	0	3/61	Illinois Map Unit
LU-6	4/13	1/60	0	5/57	1/10	1/15	0	4/140	The Metric System
LU-7	4/8	2/46	0	5/95	1/10	0	0	3/85	Roman Numerals Study Unit
LU-8	1/1	2/7	0	7/92	2/55	2/11	1/20	6/165	Addition of Whole Numbers
LU-9	2/3	2/7	0	6/72	2/60	1/10	1/10	4/65	Subtraction of Whole Numbers
LU-10	4/28	4/32	0	18/149	1/25	0	0	2/60	American History Mini-Lessons

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
LU-11	2/2	2/6	0	7/12	1/1	0	0	0	Mini Science Lessons
LU-12	2/21	1/2	1/50	22/614	1/28	2/25	3/100	24/1,355	Contractions and Possessives
LU-13	3/31	4/185	2/65	26/672	0	6/65	3/100	27/1,505	Capitalization
LU-14	5/33	5/56	1/50	29/816	1/10	6/121	4/145	32/1,532	Punctuation
LU-15	3/12	5/34	4/120	20/512	0	5/81	2/70	18/930	Synonyms, Antonyms, and Homonyms
LU-16	4/9	4/39	0	6/95	0	1/25	1/60	5/135	Bank Account Unit
LU-17	3/7	3/31	0	6/81	3/20	1/25	0	5/140	Checking Account Unit
LU-18	5/32	4/75	0	12/250	1/1	4/91	0	9/285	Numbers, Days, Months Spelling Unit
LU-19	3/3	4/4	0	1/2	0	0	0	1/25	Family Life Education
LU-20	3/31	5/53	1/50	17/481	0	7/126	4/170	23/1,005	Sentence Fragments
LU-21	3/22	0	0	16/372	0	3/66	2/35	17/820	Syllables
LU-22	3/12	2/23	0	9/126	2/30	2/26	0	3/45	Visualization
LU-23	2/5	3/29	0	8/132	1/20	2/15	4/95	8/265	Introduction to Fractions
LU-24	3/10	2/28	0	6/125	0	2/15	4/100	13/366	Multiplication of Fractions
LU-25	1/1	1/15	0	2/27	1/20	2/30	3/60	9/236	Square Roots
LU-26	3/12	1/10	0	13/222	1/20	3/46	1/20	11/339	Words to Know
LU-27	3/23	1/25	0	8/139	0	2/15	6/150	11/316	Division of Fractions
LU-28	3/28	1/25	0	9/171	1/20	2/15	3/75	11/305	Subtraction of Fractions
LU-29	2/2	2/21	1/10	1/50	1/25	2/50	0	3/100	Africa
LU-30	3/12	1/25	0	5/73	1/20	1/5	5/115	7/195	Addition of Fractions
LU-31	4/37	3/35	2/45	13/371	1/5	4/96	2/65	14/630	Vowels
LU-32	2/2	1/25	0	7/158	1/10	3/31	2/66	16/795	Using a Table of Contents
LU-33	1/1	0	0	0	0	0	0	0	
LU-34	4/19	2/50	3/45	2/35	1/25	4/62	0	8/280	Black Poetry
LU-35	0	2/40	0	4/116	1/25	1/30	0	4/120	Working with Large Numbers
LU-36	0	0	0	0	2/60	5/72	1/15	6/202	Greek Mythology
LU-37	0	0	0	0	0	2/26	1/30	1/10	Looking at a Newspaper
LU-38	0	0	0	0	2/15	4/39	1/50	17/428	Manuscript Handwriting
LU-39	0	0	0	0	1/5	3/41	3/110	10/223	Cursive Handwriting
LU-40	0	1/10	0	0	1/20	3/76	3/150	19/726	English Usage
LU-41	0	0	0	0	2/30	5/121	1/10	19/698	Spelling
LU-42	0	0	0	0	2/25	2/70	2/85	8/250	Multiplying Whole Numbers
LU-43	0	0	0	0	2/70	3/75	2/85	7/225	Dividing Whole Numbers
LU-44	0	0	0	0	0	2/20	3/170	3/133	GED Math Worksheets - Part I
LU-45	0	0	0	0	2/30	1/20	3/170	0/350	Pronouns
LU-46	0	0	0	0	1/5	2/40	0	4/260	The Struggle for Independence
LU-47a	0	0	0	0	0	0	0	0	
LU-47b	0	0	0	0	0	0	0	0	
LU-48	0	0	0	0	0	0	0	0	
LU-49	0	0	0	0	0	0	0	0	
LU-50	0	0	0	0	0	0	0	0	
LU-51	0	0	0	0	0	0	0	0	
LU-52	0	0	0	0	0	0	0	0	
LU-53	0	0	0	0	0	0	0	0	
LU-54	0	0	0	0	1/15	1/15	1/10	5/210	Key to Understanding Nouns
LU-55	0	0	0	0	0	0	0	2/110	Origins of Our Numeral System
LU-56	0	0	0	0	0	0	0	3/200	Working with Word Problems - Part I
LU-57	0	0	0	0	0	0	1/50	2/140	Working with Word Problems - Part II
LU-58	0	0	0	0	0	0	1/50	2/140	Working with Word Problems - Part III
TOTALS:									
Requests	95	93	16	314	44	107	76	439	
Copies	434	1,183	436	6,777	752	1,913	2,511	17,112	

MISCELLANEOUS - Any materials that defy other categorization.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. I	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. I	
M-1	0	0	0	0	0	1/1	0	3/3	Sequential Story Cards
M-2	0	0	0	0	0	0	0	0	Ads and Questions
M-3	1/1	4/13	0	4/18	0	1/1	1/2	1/1	Educators' Information
M-4	0	0	0	0	0	0	0	0	Coin Cards
M-5	0	1/4	0	0	0	0	0	0	Grocery Ads
M-6	0	1/4	0	0	0	0	0	0	Drug Store Items
M-7	0	0	0	0	0	1/1	0	0	Time Aid
M-8	0	1/4	0	1/2	0	0	0	1/10	Menu
M-9	0	4/7	0	0	0	0	0	0	Comparison Shopping Ads
M-11	0	0	0	0	0	3/131	5/160	18/576	Rules of Punctuation
TOTALS:									
Requests	1	11	0	5	0	6	6	23	
Copies	1	32	0	20	0	134	162	590	

POSTERS - Designed by Graphic Artist. Sizes range from 2 1/2" x 3 1/4" (as in Pocket-size Multiplication Tables) to 22" x 28". Most posters are made on posterboard with a maximum size of 24" x 50". Each educator is allowed to order one poster per request, except when posters are designed as pocket cards or worksheets.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. I	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. I	
P-1	1	3	1	3/20	0	1/30	2	4	Alphabet Chart
P-1a	0	1	0	3	0	0	0	0	Alphabet Chart With Cursive
P-2	1	3	0	8	0	1	0	13	Capitalization
P-3	0	1	1	2	1	0	0	8	The Friendly Letter
P-4	0	1	0	2	2	6	1	13	Phonics Poster Set
P-5	0	4	0	1	1	1	1	8	Word Analysis Chart
P-6	2	2	1	3	0	0	0	28	Word Attack Chart
P-7	0	1	0	3	0	0	0	3	Clock
P-8	0	3	0	4	1	2	1	4	Fractions
P-9	0	1	0	8	1	1	1	2	Multiplication Table
P-10	0	2	0	1	0	1	0	13	Geometric Terms and Symbols
P-11	0	1/28	0	1	1	0	0	2	Schedules
P-12	0	4	0	3	0	1	1	5	Numerical Spelling Chart
P-13	0	2	0	1	1	2	0	10	Parts of an Inch
P-14	0	1	0	2	1	1	0	10	Characteristics of Vertebrates
P-15	2	3	0	3	2	2	4	7	Parts of a Problem
P-16	1	5	0	7	1	2	2	5	Parts of a Fraction
P-17	1	7	0	5	1	3	0	14	Place Value Chart
P-18	1	2	0	3	1	2	1	10	Planet Poster
P-19	1	0	0	2	1	0	0	6	Metrics in Use
P-20	0	2	0	0	0	0	1	4	Bills and Coins of the U.S.
P-21	1	4	0	7	1	0	1	7	Roman Numerals
P-22	0	3	0	0	0	0	0	0	Mounted Restaurant Menu
P-23	0	2	1	1	1	0	0	0	Fast Food Menus
P-24	0	1	0	1	0	0	0	1	Comparing Gas Prices
P-25	0	1	1	2	0	0	0	3	Personal and Payroll Checks



MISCELLANEOUS - Any materials that defy other categorization.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
M-1	0	0	0	0	0	1/1	0	3/3	Sequential Story Cards
M-2	0	0	0	0	0	0	0	0	Ads and Questions
M-3	1/1	4/13	0	4/18	0	1/1	1/2	1/1	Educators' Information
M-4	0	0	0	0	0	0	0	0	Coin Cards
M-5	0	1/4	0	0	0	0	0	0	Grocery Ads
M-6	0	1/4	0	0	0	0	0	0	Drug Store Items
M-7	0	0	0	0	0	1/1	0	0	Time Aid
M-8	0	1/4	0	1/2	0	0	0	1/10	Menu
M-9	0	4/7	0	0	0	0	0	0	Comparison Shopping Ads
M-11	0	0	0	0	0	3/131	5/160	18/576	Rules of Punctuation
TOTALS:									
Requests	1	11	0	5	0	6	6	23	
Copies	1	32	0	20	0	134	162	590	

POSTERS - Designed by Graphic Artist. Sizes range from 2 1/2" x 3 1/4" (as in Pocket-size Multiplication Tables) to 22" x 28". Most posters are made on posterboard with a maximum size of 24" x 50". Each educator is allowed to order one poster per request, except when posters are designed as pocket cards or worksheets.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
P-1	1	3	1	3/20	0	1/30	2	4	Alphabet Chart
P-1a	0	1	0	3	0	0	0	0	Alphabet Chart With Cursive
P-2	1	3	0	0	0	1	0	13	Capitalization
P-3	0	1	1	2	1	0	0	0	The Friendly Letter
P-4	0	1	0	2	2	6	1	13	Phonics Poster Set
P-5	0	4	0	1	1	1	1	0	Word Analysis Chart
P-6	2	2	1	3	0	0	0	29	Word Attack Chart
P-7	0	1	0	3	0	0	0	3	Clock
P-8	0	3	0	4	1	2	1	4	Fractions
P-9	0	1	0	0	1	1	1	2	Multiplication Table
P-10	0	2	0	1	0	1	0	13	Geometric Terms and Symbols
P-11	0	1/20	0	1	1	0	0	2	Schedules
P-12	0	4	0	3	0	1	1	5	Numerical Spelling Chart
P-13	0	2	0	1	1	2	0	10	Parts of an Inch
P-14	0	1	0	2	1	1	0	10	Characteristics of Vertebrates
P-15	2	3	0	3	2	2	4	7	Parts of a Problem
P-16	1	5	0	7	1	2	2	5	Parts of a Fraction
P-17	1	7	0	5	1	3	0	14	Place Value Chart
P-18	1	2	0	3	1	2	1	10	Planet Poster
P-19	1	0	0	2	1	0	0	6	Metrics in Use
P-20	0	2	0	0	0	0	1	4	Bills and Coins of the U.S.
P-21	1	4	0	7	1	0	1	7	Roman Numerals
P-22	0	3	0	0	0	0	0	0	Mounted Restaurant Menu
P-23	0	2	1	1	1	0	0	0	Fast Food Menus
P-24	0	1	0	1	0	0	0	1	Comparing Gas Prices
P-25	0	1	1	2	0	0	0	3	Personal and Payroll Checks

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
P-26	0	1	0	1	1	1	1	6	Measurement Formulas Poster
P-27	1	6	0	3	0	2	4	25	Measurement Equivalencies Poster
P-28	2/15	5/191	0	15/746	1/25	1/10	1/100	11/860	Pocket-size Multiplication Table
P-29	1	2	1	0	0	0	0	2	Social Security Application
P-30	0	2	0	2	1	3	1	1	Geometric Shapes #1
P-31	0	0	0	1	1	1	0	2	Geometric Shapes #2
P-32	1	2/25	1/250	4	0	0	0	9/37	Job Application
P-33	0	0	0	1	0	1	0	2/27	Credit Card Application
P-34	0	1	0	1	0	1	0	1/25	Check Cashing Card Application
P-35	0	1	0	1	0	0	0	0	Postal Rates
P-36	0	1	0	1/30	0	1/15	0	1/100	Metric Conversion Cards
P-37	1	0	0	2	0	1	1/25	1	The Vocal Mechanism
P-38	1	4	0	3	0	1	0	1	State Map Learning Center
P-39	1	2	0	4	0	0	0	5	Process of Criminal Justice
P-40	8	3	0	6	0	1	1	4	Branches of the U.S. Government
P-41	0	0	0	0	1	2	1	16	Fraction, Decimal, Percent Equivalents
P-42	2	0	0	6	3	6	3	27	Parts of Speech
P-43	0	0	0	0	0	0	4	3	Inverted Fractions
P-44	0	0	0	0	1	1	3	7	Steps in Solving Verbal Problems
P-45	0	0	0	0	0	0	0	0	Spelling Rules
P-46	0	0	0	0	0	1	0	4	Trees of Self-realization and Self-defeat
P-47	0	0	0	0	1	1	0	10	Prepositions
P-48	0	0	0	0	0	0	0	3	Map of the World
P-49	0	0	0	0	0	0	0	1	Map of Europe
P-50	0	0	0	0	0	0	0	2	Map of North America
P-51	0	0	0	0	0	0	0	3	Map of the United States
P-52	0	0	0	0	0	0	0	0	Multiplication Tables to 12
TOTALS:									
Requests	29	90	7	127	27	51	36	327	
Copies	42	233	257	904	51	106	161	1,376	

SLIDES - 35mm slides. Can be used with standard slide projector. Some filmstrip projectors also have adapters for showing individual slides.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
S-1	1	0	0	0	0	0	0	0	Leaves
S-2	0	1	0	0	0	0	0	0	Chemistry
S-3	0	0	0	1	0	0	0	0	Animals and Insects
S-4	0	0	0	0	0	0	0	0	Cities
S-5	0	0	0	0	0	0	0	0	Farms and Countrysides
S-6	0	0	0	0	0	0	0	0	Farm Industry
S-7	0	0	0	0	0	0	0	0	Flowers and Plants
S-8	1	1	0	1	0	0	0	0	Industry
S-9	1	0	0	0	0	0	0	0	Landscapes and Scenery
S-10	0	0	0	1	0	0	0	0	National Monuments and Places of Interest
S-11	1	0	0	0	0	0	0	0	Natural Resources
S-12	0	0	0	0	0	0	0	0	People

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
S-13	0	0	0	0	0	0	0	0	W.W. II Aircraft
S-14	0	2	0	1	0	0	0	0	U.S. Presidents
S-15	1	0	0	0	0	0	0	0	Geometric Shapes
S-16	0	0	0	0	0	0	0	0	U.S. Flag
TOTALS:									
Requests	5	4	0	4	0	0	0	0	
Copies	5	4	0	4	0	0	0	0	

SLIDE/TAPE PRESENTATIONS - Synchronized, cassette tapes with audible or inaudible advance signals. Slides arranged in carousel tray. Use with DuKane, Singer Caracate, Kodak, or any projector/recorder utilizing a 1,000 or 50 HZ signal.

CATALOG NUMBER	FY '80				FY '82				TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	
ST-1	0	0	0	0	0	0	0	0	Multiplication of Decimals
ST-2	0	0	0	0	0	0	0	0	Percentages
ST-3	0	1	0	0	0	0	0	0	Media Center Presentation
ST-4	1	0	0	1	0	0	0	0	Illinois
ST-5	0	1	0	0	0	0	0	0	Alaska
ST-6	0	1	0	0	0	0	1	1	Hawaii
ST-7	0	1	0	0	0	1	0	1	Washington, D.C.
ST-8	0	1	0	0	0	1	0	1	New England
ST-9	0	1	0	0	0	0	0	0	Western Region
ST-10	0	1	0	0	0	0	0	1	Middle Atlantic
ST-11	0	1	0	0	0	0	0	1	Southern Region
ST-12	0	1	0	0	0	0	0	0	North Central
ST-13	0	1	0	0	1	1	0	5	Word Decons
ST-14	0	1	0	1	0	0	0	0	Using and Understanding Decimals
ST-15	0	1	0	1	0	0	0	0	Using and Understanding Percents
ST-16	1	1	0	0	0	0	0	1	America's Revolution
ST-17	1	1	0	2	0	0	0	0	Our Federal Constitution
ST-18	0	0	0	0	0	0	0	0	
ST-19	0	0	2	0	1	0	1	1	Africa, Parts I & II
ST-20	0	1	0	1	0	0	0	0	Who Helps People in Financial Need?
ST-21	0	0	0	0	0	0	0	0	The Story of the Army National Guard
ST-22	1	0	0	0	0	0	0	0	Chapter I Presentation
ST-23	0	0	0	0	0	0	0	0	School District 42B: An Overview
TOTALS:									
Requests	4	15	2	6	2	3	2	12	
Copies	4	15	2	6	2	3	2	12	

CATALOG NUMBER	FY '80					FY '82					TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II			
WC-3	0	3	0	1	0	0	3	4	Essential Vocabulary Word Cards		
WC-4	1	1	0	0	1	0	3	5	Words to Know Cards		
WC-5	0	1	0	0	1	0	0	1	Manipulative Alphabet Cards		
WC-5	1	3	0	2	0	1	0	5	Word Builder Flash Cards		
WC-7	0	1	0	2	0	0	1	2	Pronunciation Symbols Flash Cards		
WC-8	1	0	1	1	0	0	0	3	Phonics Word Cards		
WC-9	0	1	1	0	0	0	0	0	San Diego Quick Assessment Cards		
WC-10	1	0	0	0	0	0	0	0	International Road Signs		
WC-11	0	2	0	0	0	1	0	3	Application Form Vocabulary Cards		
WC-12	0	3	0	2	1	1	3	2	Kucera-Francis Corpus		
TOTALS:											
Requests	4	20	3	9	3	3	12	34			
Copies	4	20	3	9	3	3	12	34			

**WORKSHEETS** - Usually consumable handouts. Designed for students' written use. Can be laminated for durability.

CATALOG NUMBER	FY '80					FY '82					TITLE
	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II	Juv. Ch. I	Juv. Non-Ch. I	Adult Ch. I	Adult Non-Ch. II			
W-1	0	0	0	3/12	2/30	0	0	0	Percentages		
W-2	1/20	1/10	1/1	3/85	2/45	0	0	0	Voters' Registration Forms		
W-3	0	2/2	0	3/12	1/45	0	2/6	5/81	Sales Tax Tables		
W-4	0	0	0	0	0	1/1	0	3/85	Math Mixups		
W-5	0	1/2	0	3/36	3/46	1/25	2/75	1/5	Quotation Marks		
W-6	0	0	0	2/105	0	1/1	1/25	4/75	Application Forms		
W-7	0	0	0	0	1/75	0	0	17/500	100 Addition Facts		
W-8	0	0	0	0	1/75	0	0	15/140	100 Subtraction Facts		
W-9	0	0	0	0	1/75	1/30	0	1/30	Multiplication Worksheet		
W-10	0	0	0	0	0	0	1/30	1/30	The World		
W-11	0	0	0	0	0	0	1/30	1/20	North America		
W-12	0	0	0	0	0	0	1/30	1/1	United States		
W-13	0	0	0	0	0	0	1/30	1/1	Europe (Eastern)		
W-14	0	0	0	0	0	0	1/30	1/1	Europe (Western)		
W-15	0	0	0	0	0	0	1/30	1/1	South America		
W-16	0	0	0	0	0	0	1/30	1/1	Australia		
W-17	0	0	0	0	0	0	1/30	1/1	Africa		
W-18	0	0	0	0	0	0	1/30	1/1	Alaska & Canada		
W-19	0	0	0	0	0	0	1/30	1/1	Mexico & Central America		
W-20	0	0	0	0	0	1/20	1/100	3/105	GED Spelling Skills Exercises 1-15		
TOTALS:											
Requests	1	4	1	14	11	5	16	61			
Copies	20	14	1	250	391	77	506	1,881			

Tables Numbers Two and Three are summaries, by format, of the Media Center materials ordered by Chapter I and General Revenue funded educators of the Juvenile and Adult divisions of School District 428 for Fiscal Years 1980 and 1982, respectively.

Table II reveals that in Fiscal Year 1980, fifteen percent (15%) of all requests were sent to the Media Center by Juvenile Chapter I educators and only four percent (4%) of all requests were from Adult Chapter I educators.

Twenty-nine percent (29%) of all requests were initiated by Juvenile Core Curriculum (non-Chapter I) educators, while fifty-two percent (52%) of all requests were from Adult Core Curriculum (non-Chapter I) educators. For Fiscal Year 1980, while the Media Center was still located at the Illinois Youth Center in St. Charles, eighty percent (80%) of all requests received by the Media Center were from Core Curriculum (non-Chapter I) educators. Forty-three percent (43%) of all requests originated in the Juvenile Division and fifty-seven percent (57%) in the Adult Division.

TABLE II  
 COMPLETED REQUESTS FOR MEDIA CENTER MATERIALS  
 FOR FISCAL YEAR 1988  
 FOR JUVENILE AND ADULT CHAPTER I AND NON-CHAPTER I EDUCATORS  
 (A SUMMARY BY FORMAT)

Material format	Juvenile Chapter I requests/copies	Juvenile Non-Chapter I requests/copies	Adult Chapter I requests/copies	Adult Non-Chapter I requests/copies	TOTAL REQUESTS	TOTAL COPIES
Audio Cassettes	2/2	1/1	0	0	3	3
Evaluations	29/696	25/653	1/1	39/744	95	2,224
Filestrips	0	0	0	2/2	2	2
Games / Puzzles	34/435	119/2,899	27/388	173/2,176	353	5,818
Learning Units	95/434	93/1,183	16/436	314/6,777	518	8,838
Miscellaneous	1/1	11/32	0	5/28	17	53
Posters	29/42	99/233	7/27	127/384	233	1,436*
Slides	4/4	4/4	0	4/4	12	12
Slide/Tapes	4/4	15/15	2/2	6/6	27	27
Transparencies	3/3	12/12	3/3	22/22	48	48
Word Cards	4/4	28/28	3/3	9/9	36	36
Worksheets	1/28	4/14	1/1	14/28	28	285
Total requests by educator category	286	395	68	715	1,376	
Total copies by educator category	1,645	4,466	1,883	18,914		18,828

NOTE: Audio cassettes, filestrips, posters, slide sets, slide/tape programs, transparency sets, and word card sets are ordered one copy per request.

\* Includes 1,297 copies of pocket-size posters or posters as worksheets.



Table III indicates that for Fiscal Year 1982, the first full year after the Media Center moved to Springfield, eight percent (8%) of all requests for educational materials were from Juvenile Chapter I educators, ten percent (10%) from Adult Chapter I educators, fourteen percent (14%) from Juvenile Core Curriculum (non-Chapter I) educators, and sixty-eight percent (68%) from Adult Core Curriculum (non-Chapter I) educators. During Fiscal Year 1982, eighty-two percent (82%) of all requests were from non-Chapter I educators, twenty-two percent (22%) of all requests originated in the Juvenile Division, and seventy-eight percent (78%) in the Adult Division.

TABLE III  
 COMPLETED REQUESTS FOR MEDIA CENTER MATERIALS  
 FOR FISCAL YEAR 1992  
 FOR JUVENILE AND ADULT CHAPTER I AND NON-CHAPTER I EDUCATORS  
 (A SUMMARY BY FORMAT)

Material Format	Juvenile Chapter I requests/copies	Juvenile Non-Chapter I requests/copies	Adult Chapter I requests/copies	Adult Non-Chapter I requests/copies	TOTAL REQUESTS	TOTAL COPIES
Audio Cassettes	0	0	0	0	0	0
Evaluations	3/49	5/280	7/265	39/1,194	54	1,688
Filmstrips	0	0	0	0	0	0
Games / Puzzles	43/881	44/566	8/345	157/5,554	252	7,356
Learning Units	45/752	107/1,913	76/2,511	439/17,112	667	22,289
Miscellaneous	0	6/134	6/162	23/590	35	836
Posters	27/51	51/186	35/161	327/1,376	441	1,694*
Slide Sets	0	0	0	0	0	0
Slide/Tapes	2/2	3/3	2/2	2/2	9	9
Transparencies	3/3	6/6	4/4	26/26	39	39
Word Cards	3/3	3/3	12/12	34/34	52	52
Worksheets	11/391	5/77	16/596	61/1,881	93	2,855
Total requests by educator category	137	239	167	1,188	1,642	
Total copies by educator category	2,132	3,888	3,988	26,979		36,187

NOTE: Audio cassettes, filmstrips, posters, slide sets, slide/tape programs, transparency sets, and word card sets are ordered one copy per request.

\* Includes 1,214 copies of pocket-size posters or posters as worksheets.



The Media Center was rated quite favorably by those School District 428 educators who completed the 1982 Media Center Evaluation (Table IV). Most respondents felt Media Center materials were designed to be "attractive and interesting so that they might motivate students to use them (learn)." However, the evaluation also indicated that more than half (52%) of the educators felt that Media Center could "fill and deliver requests" for materials in a more timely manner.

TABLE IV

1982 MEDIA CENTER EVALUATION  
FINDINGS

In an effort to provide materials and services that are most beneficial to the Chapter I students and educators of School District 428, it is necessary to evaluate those materials and services from the past year. The Media Center staff would appreciate your cooperation in completing this evaluation, the results of which will be used in designing future Media Center materials and services.

Any comments or criticism concerning the quality, content, or appropriateness of our materials and services are welcome.

Your institution is an adult (56%) or juvenile (44%) facility.

You teach \_\_\_\_\_ at the \_\_\_\_\_ grade level.  
(subject area)

Average class size is \_\_\_\_\_ per hour.

The primary function of the Media Center is to design and produce supplemental instructional materials for use by your students. Please rate the Media Center's ability to provide these materials and other services to you and your students.

(Data is listed as a percentage of the total response for each question. Not all respondents answered each question.)

	POOR	ADEQUATE	GOOD	EXCELLENT
1. Media Center materials contain accurate subject matter information.	1	25	61	13
2. Media Center materials are written at a reading level that is appropriate for your students.	4	29	58	9
3. Media Center materials are designed to be attractive and interesting so they might motivate students to use them (learn).	1	31	53	15

	POOR	ADEQUATE	GOOD	EXCELLENT
4. Media Center learning units contain the appropriate number of exercises, quizzes, and puzzles to make them a valuable educational tool. Too few?            Too many?	4	40	51	5
5. Media Center learning units are long enough to adequately cover the objective you're teaching.	5	43	49	3
6. Media Center materials present an equitable view of American society regarding race or sex bias.	5	33	51	11
7. Media Center materials are designed with the goals and objectives of your curriculum in mind.	9	27	54	10
8. Media Center involves School District 428 educators in the design process of new instructional materials.	7	31	44	17
9. School District 428 Chapter I educators are well informed about the Media Center's capabilities and the availability of new materials.	13	26	43	18
10. Inservice activities are well organized and designed to meet the particular needs of individual educators and facilities.	10	36	42	13
11. The Media Center staff is accessible to School District 428 educators for consultation on any instructional media questions.	14	24	40	22
12. Requests for Media Center materials are filled and delivered in a timely manner.	20	32	36	12

13. At what point would learning units become too long for your students to complete because of lack of interest (boredom) or discouragement at the size of the task?  
Number of pages \_\_\_\_\_ (5 or less) 48%; (6-10) 27%; (11-15) 10%; (16-20) 0%; (20 or more) 15%.
14. Pre and post tests should be included in learning units.  
Yes 93%; No 7%.
15. After the Material Request Forms are received by the Media Center, materials should be delivered within: 2 weeks, 62%; 4 weeks, 35%; 6 weeks, 3%.
16. Are you aware of any Media Center materials that need revision? If so, please list those items by catalog number and indicate what the problem is with them.
17. Could you suggest any new materials the Media Center might develop? If you can, please list the goals and objectives from your curriculum that these new materials would address and briefly describe the type of material you would like.
18. Are there any specific inservice activities you would like the Media Center to provide in the coming year? Please describe.

## CHAPTER IV

### CONCLUSION

The purpose of this study was to determine if relocating the Media Center from the Illinois Youth Center in St. Charles to the Department of Corrections Headquarters in Springfield provided greater access for Media Center services to Adult Division educators without diminishing the availability of materials to Juvenile Division educators.

In Fiscal Year 1980, forty-three percent (43%) of all Media Center requests originated in the Juvenile Division. In Fiscal Year 1982, after the Media Center relocated to the Department's headquarters in Springfield, only twenty-two percent (22%) of all Media Center requests originated in the Juvenile Division and seventy-eight percent (78%) of the Media Center requests came from Adult Division educators. Coincidentally, these are the same percentages of School District 428 students in each of the divisions.

Approximately fifty-two hundred (5,200) students or seventy-eight percent (78%) in the Adult Division and eleven hundred forty (1,140) students or twenty-two percent (22%) in the Juvenile Division.

It could be concluded that relocating the Media Center from the Illinois Youth Center in St. Charles limited the access to Media Center materials for those educators of the

Juvenile Division, while enhancing the Adult Division's access to those materials. Although every School District 428 program received identical information regarding new Media Center materials, and received approximately the same number of visits each year from Media Center personnel, the data does indicate that relocating the Media Center to the central portion of the state generated more requests from those institutions located south of Springfield (six adult, two juvenile). These institutions are located from two hundred forty to nearly four hundred miles from the Illinois Youth Center in St. Charles, and by relocating the Media Center to Springfield, their access to the Media Center increased significantly.

It should be noted that educators from the Adult Division did not receive a priority in having their requests completed. All Media Center requests are logged in when they are received and are generally filled on a first come, first served basis. The vast majority of all requests received by the Media Center were completed and delivered in a timely manner (two to six weeks). The Adult Division simply submitted more requests during the period of this study.

The subsidiary question of this study was to determine the number of requests submitted by Chapter I educators as compared with the number of requests submitted by Core

Curriculum (non-Chapter I) educators. In Fiscal Year 1980, nineteen percent (19%) of all requests received by the Media Center from School District 428 educators were from Chapter I educators. In Fiscal Year 1982, eighteen percent (18%) of all requests received by the Media Center from School District 428 educators were from Chapter I educators. This data would indicate that relocation of the Media Center from the Illinois Youth Center in St. Charles had little impact on the percentages of Media Center requests received from Chapter I educators. The total number of requests from Chapter I educators actually increased from Fiscal Year 1980 (266 requests) to Fiscal Year 1982 (304 requests).

The significance of this data rests in the fact that the Curriculum Media Development Center (Media Center) was created by the Illinois Office of Education and Vocational Services and School District 428 to, "meet the need for specifically developed instructional materials in reading and math for the Title I (Chapter I) target group."<sup>4</sup> The target group consisted of those young adults between the ages of thirteen and twenty who reside in the adult and juvenile facilities of the Illinois Department of Corrections. This Title I target population was also to be at the fifth grade level or below in areas of reading and math as measured by the Adult Basic Learning Examination,

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<sup>4</sup>Ibid., p.38.



in order to qualify for Media Services.

The Curriculum Media Development Center (Media Center) was created, and its annual operating budget funded, by an Elementary and Secondary Education Act Title I grant that is very specific about which category of students may receive services from this federal program. Although most of the students in the Juvenile Division's Core Curriculum classes, and many of the students in the Adult Division's Core Curriculum classes could be considered Title I (Chapter I) eligible it would be impossible to determine exactly how many of those Core Curriculum students actually qualify for Title I (Chapter I) services. The only accurate data from this study reveals that more than eighty percent (80%) of the requests for materials received by the Media Center in each of the years under consideration in this study were submitted by non-Chapter I educators.

While it is true that the Illinois Department of Corrections has provided the Media Center with a facility and basic utilities since its inception; and that from time to time an additional staff position, commodities, and equipment, have been provided by general revenue funds; these expenditures have only totaled approximately thirty percent (30%) of the Media Center's operating budget. During the periods of this study more than eighty percent (80%) of all requests have been submitted by Core Curriculum (non-Chapter I)



educators. However, it should be emphasized that many of the students served by these Core-Curriculum (non-Chapter I) educators are also receiving Chapter I services.

This study also lists each Media Center catalog item (Table I), the number of times that item was ordered in each reporting period, the total number of copies of each item ordered, and by which category of School District 428 educators (Juvenile or Adult Division, Chapter I, or Core Curriculum). This information was summarized in Tables II and III and reveals the following information.

Of the twelve categories of Media Center materials, sixty-three percent (63%) of all requests during Fiscal Year 1980 were for games and puzzles or learning units. These consumable items which require students to answer questions and complete problems represented seventy-six percent (76%) of the total copies of materials produced for the year. Posters was the next most requested category, eighteen percent (18%), for the year. In Fiscal Year 1982, fifty-six percent (56%) of all requests were for games and puzzles or learning units and represents seventy-two percent (72%) of the total copies produced for the year. Posters for this period represented twenty-seven percent (27%) of the yearly requests, but only five percent (5%) of the total copies produced.

It should be noted that of the twelve categories of Media Center materials, most, including posters, are used repeatedly by educators before they are reordered. Audio cassettes, filmstrips, laminated posters, slides and slide-tape programs, transparencies, and word card sets are not consumable materials and will serve the Correctional educator and his or her student for some time before needing to be replaced.

Tables II and III indicate there was an increase of nineteen percent (19%) in the number of requests received by the Media Center from School District 428 educators from Fiscal Year 1980 (1,376) to Fiscal Year 1982 (1,692). For this same period there was a one hundred percent (100%) increase in the number of copies of requested materials for each year (18,028 to 36,187, respectively). The addition of a small offset press, an A.B. Dick 360CM, the reallocation of a secretary position to that of a press operator, an increase in the number of catalog items offered, and more efficient production techniques all contributed to the increase in production figures.

Finally, an objective analysis of the 1982 Media Center Evaluation indicates how the Chapter I and Core Curriculum educators of School District 428 felt about Media Center services and materials for the year of this study that followed the Media Center's move to Springfield. Not every

respondent completed each question in the evaluation; therefore, the numbers represent a percentage of the total responses for each question. Questions 16, 17, and 18, which ask for subjective answers, generated few comments.

In general, the Media Center received a favorable evaluation from those educators completing the survey. However, there are some areas of concern that apparently need more attention by the Media Center.

The lowest rating was received for question 12, which dealt with the "timely delivery of materials." This was reinforced in question fifteen when sixty-two percent (62%) of those responding indicated that they should receive materials within two (2) weeks, and thirty-five percent (35%) thought materials should be delivered within four (4) weeks.

Question thirteen asked, "At what point would learning units become too long for your students...?" Responses varied widely with forty-eight percent (48%) indicating the learning units should be short, five pages or less in length. Fifteen percent (15%) of those responding felt learning units should be twenty or more pages in length. Ninety-one percent (91%) thought the Media Center did an adequate or good job in designing learning units with the "appropriate number of exercises, quizzes, and puzzles"

(question 4), while ninety-three percent (93%) of all respondents felt learning units should contain pre and post tests (question 14).

Several conflicting messages surfaced in this data. While nearly half of the respondents wanted the learning units to be five pages or less in length, more than ninety percent (90%) wanted the learning units to include pre and post tests, activities, games, and puzzles. Creating such a unit would be difficult for the most creative instructional designer to accomplish.

## CHAPTER V

### RECOMMENDATIONS

This study has produced considerable data concerning the production of Media Center materials and the clientele for whom it is intended. From the data, conclusions were drawn about the effectiveness of the Media Center to design and produce useful instructional materials for the students of School District 428 and the delivery of that material in a timely manner. Based on those conclusions, the following recommendations are made.

The Media Center should make every effort to ensure that all School District 428 educators, regardless of the division in which they work (Adult or Juvenile) or the curriculum area they teach (Chapter I or Core-Curriculum), have equal access to information concerning Media Center materials and services. This information will be provided in a monthly Media Center Memorandum to those educators and administrators that keep the Media Center catalog and should be available to all School District 428 educators. This information will be reinforced during staff meetings, and through individual contacts with educators, by the Media Center staff as the Media Center Supervisor and/or a Curriculum Developer visit each institution at least four times a year.

One dramatic statistic that surfaced during this study indicates that more than eighty percent (80%) of all orders for materials from School District 428 educators were from Core-Curriculum (non-Chapter I) educators. This is significant because during the period of the study only thirty percent (30%) of the funding for Media Center operations were from General Revenue (non-Chapter I) sources.

To establish a balance between the type of clientele served and the funding sources for providing materials and services for those clients, additional General Revenue funding should be provided for the Media Center. This funding could be used to purchase needed equipment, for commodities, or to hire additional staff to meet the growing demand for materials.

An immediate solution to this problem would be to consolidate media services at the Department of Corrections' headquarters into one large Media Services Section. This section must remain a part of School District 428 to qualify for any federal Chapter I Grant funds, but could serve non-Chapter I educators and students with the addition of General Revenue funding.

Other divisions within Corrections that have some form of media services include the Capital Programs Division with a



Graphic Arts Illustrator position and the Department of Corrections Training Academy that has on its staff a Graphic Arts Illustrator, an Audio Visual Technician, and a Duplicating Machine Operator. A consolidation plan should be developed to include these positions, the equipment they now have, and an operating budget for commodities and contractual services in an expanded School District 428 Media Center. This expanded Media Center, in addition to providing materials for Core-Curriculum educators and students, would be better able to meet the media production needs of the Department of Corrections' headquarters staff.

Finally, this study revealed important data about the various formats of materials offered in the Media Center catalog. Consumable printed materials, games and puzzle items, and learning units were clearly the most requested type of materials. In Fiscal Year 1980, sixty-three percent (63%) of all orders were for this type of material, while in Fiscal Year 1982, the percentage dropped slightly to fifty-six percent (56%) of all orders. These orders represented seventy-six percent (76%) and seventy-two percent (72%) of the total number of copies of catalog items produced respectively each year.

On the other hand, audio cassettes, filmstrips, slides and slide/tape programs, overhead transparencies, and word card sets were ordered very seldom (approximately 10% of total

orders received for each year of the study). While these categories of items have fewer titles in each category than the printed materials, the teaching strategies of the correctional educator mandate the type of materials most often used in their classroom.

Each educator may have in his or her class ten to fifteen inmate students. Although they have been tested and assigned to a particular curriculum area according to their ability, there remains a wide range of interests and abilities between students in any one classroom. And given that students in a correctional education program can enter and leave a program at any time (for a variety of reasons), it is easy to understand why an individual program of instruction be developed for each student. Lectures, group discussions, and the use of audio-visual programming by an entire class are rare in the correctional classroom. Worksheets, single concept learning units, and printed activities that can be used on an individual basis are the types of materials most often used by the correctional educator.

Therefore, it is recommended that additional resources be added to the Media Center duplicating center to increase production of printed materials. These resources should include a new collator and paper cutter to facilitate the binding and finishing of printed materials and the addition

of a staff member in this area for the same purpose. This staff member could be hired at a Clerk I level or could be an inmate from the Springfield Work Camp detail that would be assigned to the Media Center on a permanent basis to assist the Duplicating Machine Operator with bindery functions. In either instance, this additional person would free the duplicating machine operator from bindery tasks and would permit longer operation of the printing press each day, resulting in increased production of printed materials.

This study documents the fact that the Media Center produces a great volume of material for many different people. As the demand for printed material multiplies, it becomes increasingly evident that the Media Center must expand or at some time limit its clientele to a specific group of educators and students. In either case it is essential that the Media Center make the most efficient possible use of its resources.

APPENDIX

APPENDIX A

ADULT AND JUVENILE INSTITUTIONS  
OF THE  
ILLINOIS DEPARTMENT OF CORRECTIONS

# Illinois Department of Corrections

1980-1982





**APPENDIX B**

**1982 MEDIA CENTER EVALUATION**

1982 MEDIA CENTER EVALUATION  
FINDINGS

In an effort to provide materials and services that are most beneficial to the Chapter I students and educators of School District 428, it is necessary to evaluate those materials and services from the past year. The Media Center staff would appreciate your cooperation in completing this evaluation, the results of which will be used in designing future Media Center materials and services.

Any comments or criticism concerning the quality, content, or appropriateness of our materials and services are welcome.

Your institution is an adult \_\_\_\_\_ or juvenile \_\_\_\_\_ facility.

You teach \_\_\_\_\_ at the \_\_\_\_\_ grade level.  
(subject area)

Average class size is \_\_\_\_\_ per hour.

The primary function of the Media Center is to design and produce supplemental instructional materials for use by your students. Please rate the Media Center's ability to provide these materials and other services to you and your students.

	POOR	ADEQUATE	GOOD	EXCELLENT
1. Media Center materials contain accurate subject matter information.				
2. Media Center materials are written at a reading level that is appropriate for your students.				
3. Media Center materials are designed to be attractive and interesting so they might motivate students to use them (learn).				

POOR ADEQUATE GOOD EXCELLENT

- |   | POOR | ADEQUATE | GOOD | EXCELLENT |
|---|------|----------|------|-----------|
| 4. Media Center learning units contain the appropriate number of exercises, quizzes, and puzzles to make them a valuable educational tool.<br>Too few?            Too many? |      |          |      |           |
| 5. Media Center learning units are long enough to adequately cover the objective you're teaching.   |      |          |      |           |
| 6. Media Center materials present an equitable view of American society regarding race or sex bias.   |      |          |      |           |
| 7. Media Center materials are designed with the goals and objectives of your curriculum in mind.  |      |          |      |           |
| 8. Media Center involves School District 428 educators in the design process of new instructional materials.  |      |          |      |           |
| 9. School District 428 Chapter I educators are well informed about the Media Center's capabilities and the availability of new materials.                                   |      |          |      |           |
| 10. Inservice activities are well organized and designed to meet the particular needs of individual educators and facilities.   |      |          |      |           |
| 11. The Media Center staff is accessible to School District 428 educators for consultation on any instructional media questions.  |      |          |      |           |
| 12. Requests for Media Center materials are filled and delivered in a timely manner.  |      |          |      |           |

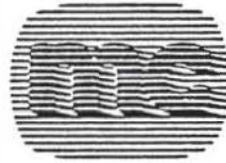
13. At what point would learning units become too long for your students to complete because of lack of interest (boredom) or discouragement at the size of the task? Number of pages \_\_\_\_\_ (5 or less), (6-10), (11-15), (16-20), (20 or more).
14. Pre and post tests should be included in learning units. Yes \_\_\_\_\_; No \_\_\_\_\_.
15. After the Material Request Forms are received by the Media Center, materials should be delivered within: 2 weeks, \_\_\_\_\_; 4 weeks, \_\_\_\_\_; 6 weeks, \_\_\_\_\_.
16. Are you aware of any Media Center materials that need revision? If so, please list those items by catalog number and indicate what the problem is with them.
17. Could you suggest any new materials the Media Center might develop? If you can, please list the goals and objectives from your curriculum that these new materials would address and briefly describe the type of material you would like.
18. Are there any specific inservice activities you would like the Media Center to provide in the coming year? Please describe.

**APPENDIX C**

**MEDIA CENTER REQUEST FORM**

# MEDIA CENTER REQUEST FORM

DC 21311/841



## Media Center

**TYPE OF REQUEST:**

- NON-SCHOOL DISTRICT
- MEDIA CENTER CATALOG
- DUPLICATION
- GRAPHIC DESIGN
- PHOTOGRAPH
- AV PRODUCTION
- EQUIPMENT

DATE OF REQUEST \_\_\_\_\_ DATE REQUIRED \_\_\_\_\_

NAME: \_\_\_\_\_

INSTITUTION/DIVISION/SECTION \_\_\_\_\_ Phone \_\_\_\_\_

PROJECT NUMBER: _____
INITIALS/DATE _____
ARTIST _____
PRESS OPERATOR _____
EDUCATOR _____
AV TECHNICIAN _____
CLERICAL _____
MANAGEMENT _____
SHIPPED _____

**MEDIA CENTER CATALOG**

Catalog Number	Catalog Title	Format	Quantity
<input type="checkbox"/> CHAPTER I ELIGIBLE	<input type="checkbox"/> GED	<input type="checkbox"/> ABE	<input type="checkbox"/> SP. ED.
<input type="checkbox"/> NON-CHAPTER I		<input type="checkbox"/> VOC	<input type="checkbox"/> OTHER _____

**DUPLICATION**

_____ NO. OF ORIGINALS	_____ BINDERY FUNCTION:	STOCK SPECIFICATIONS: <input type="checkbox"/> WHITE	_____ <input type="checkbox"/> LETTER HEAD
_____ NO. OF COPIES PER ORIGINAL	<input type="checkbox"/> Collate	<input type="checkbox"/> COLOR _____	<input type="checkbox"/> OTHER _____
	<input type="checkbox"/> Staple	Specify _____	Specify _____
	<input type="checkbox"/> Fold		
<b>PRINT ON:</b>	<b>INK:</b>	<input type="checkbox"/> Drill	<input type="checkbox"/> # of Holes _____
<input type="checkbox"/> 1 Side	<input type="checkbox"/> Black	<input type="checkbox"/> Other* _____	<input type="checkbox"/> 8 1/2 x 11
<input type="checkbox"/> 2 Sides	<input type="checkbox"/> Color _____		<input type="checkbox"/> 8 1/2 x 14
	Specify _____		<input type="checkbox"/> 11 x 17
			<input type="checkbox"/> OTHER (specify) _____

**GRAPHIC DESIGN**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> BROCHURE</li> <li><input type="checkbox"/> CHART</li> <li><input type="checkbox"/> COVER DESIGN</li> <li><input type="checkbox"/> GAME/PUZZLE</li> <li><input type="checkbox"/> GRAPH</li> <li><input type="checkbox"/> ILLUSTRATION</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> LEARNING UNITS</li> <li><input type="checkbox"/> POSTER</li> <li><input type="checkbox"/> TRANSPARENCY</li> <li><input type="checkbox"/> WORD CARDS</li> <li><input type="checkbox"/> WORKSHEET</li> <li><input type="checkbox"/> OTHER*</li> </ul> |
|---|---|

**\*SPECIAL INSTRUCTIONS:**

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**PHOTOGRAPHY**

FILM PROCESSING: # ROLLS \_\_\_\_\_

FILM TYPE \_\_\_\_\_ ASA \_\_\_\_\_

PRINTS: SIZE \_\_\_\_\_ QTY \_\_\_\_\_

CONTACT SHEET  RETURN NEGATIVES

SLIDES  ORIGINALS  DUPL.

**A-V PRODUCTION**

SLIDE/TAPE	SCRIPT	STORYBOARD
<input type="checkbox"/> PRESENTATION <input type="checkbox"/> DUPLICATE	<input type="checkbox"/> ORIGINAL	<input type="checkbox"/>
<input type="checkbox"/> VIDEO PRODUCTION <input type="checkbox"/> DUPLICATE	<input type="checkbox"/> ORIGINAL	<input type="checkbox"/>
<input type="checkbox"/> CASSETTE TAPE <input type="checkbox"/> DUPLICATE	<input type="checkbox"/> ORIGINAL	<input type="checkbox"/>

**EQUIPMENT**

TYPE OF EQUIPMENT \_\_\_\_\_ DATE NEEDED \_\_\_\_\_

TAG NUMBER \_\_\_\_\_ DATE OF LOAN \_\_\_\_\_

LOCATION \_\_\_\_\_ DATE RETURNED \_\_\_\_\_

**AUTHORIZATION STATEMENT**

Your signature indicates that you are authorized by Departmental Administrative Directives to request services from the Media Center; furthermore, that all copy is complete, grammatically and technically correct, that layout is satisfactory and no corrections are required, if corrections are required, authorized personnel must supply in writing, these corrections to be made. Subsequent proofing is then required.

SIGNATURE: \_\_\_\_\_



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