

1970

## The walrus and the carpenter

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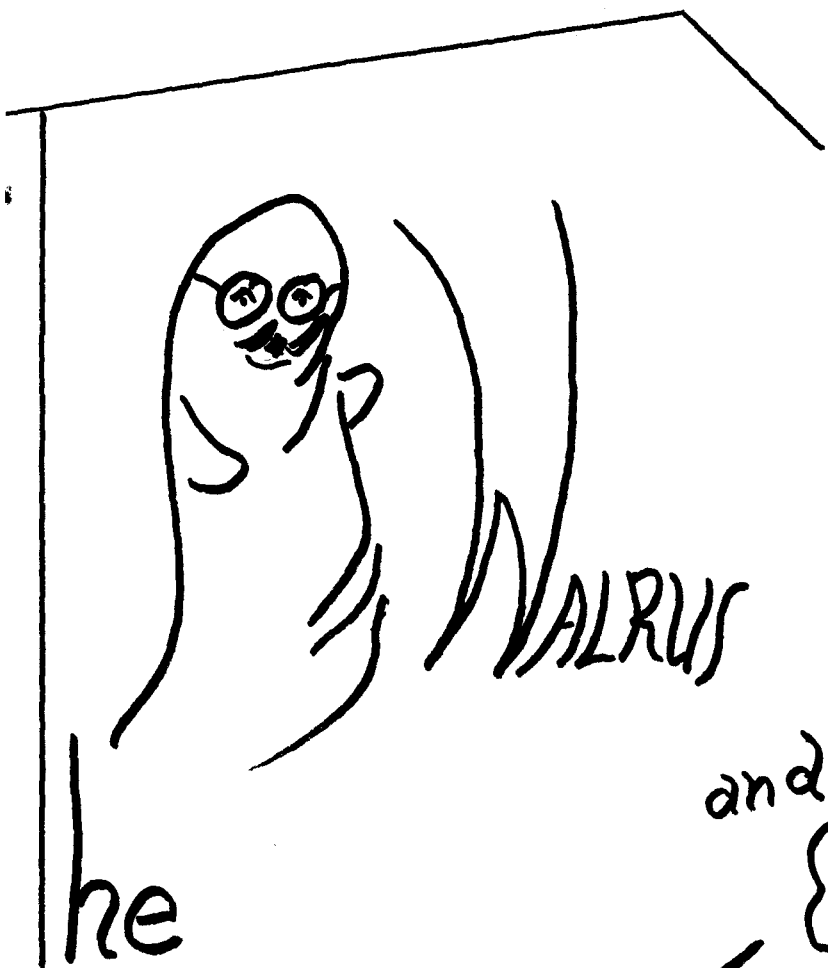
### Abstract

The purpose of this paper is to present a plan for creating a library at the Hawthorne Elementary School in Waterloo, Iowa.

Linda Flanders

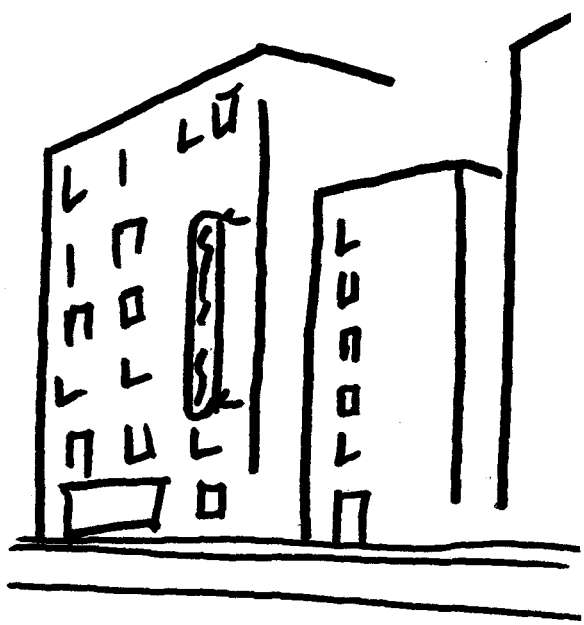
The Walrus and the Carpenter

January 16, 1970



ALRUS

and



ARPENTER

"The sun was shining on the sea  
Shinning with all his might;  
He did his very best to make  
The billows smooth and bright -  
And this is odd, because it was  
The middle of the night."  
Lewis Carroll

Accepted as meeting  
Mr. A. research paper  
requirements.

Clyde Greve

2-6-70

"...For the kind of poverty that identifies the child who is the true subject of this book is a poverty of experience...The poorest man in the world is the man limited to his own experience, the man who does not read..."<sup>1</sup>

Daniel Fader's quote is true and fits any group of people---especially the downtrodden, the poor, and those from ghetto areas. Library facilities and a program can add life and maybe change some lives. A strong statement: Of course it is! But given a chance, the library can add sunlight where there is darkness, understanding where there is fear, and hope where there is despair.

"Big words", you say! But listen! I have a dream too. And that dream is to develop or help develop a library program, for a library without a "good" program is useless. A library and a library program can fill a need that is not being met in the homes and in the classrooms for the disadvantaged child.

The child that reads for pleasure, for information, and for understanding, has little problem in school. The disadvantaged child has rarely learned a love of books or of reading at home. Nor do textbook assignments inspire him to turn to books. The poor teacher, in this situation, is usually stuck with textbooks on one grade level and students on another.

<sup>1</sup>Fader, Daniel N. and Elton B. McNeil, Hooked on Books: Program & Proof (New York: Berkley Publishing Corporation, 1968) , pp. 3-4.

Waterloo, Iowa---population of 80,000 is composed of the following ethnic groups: Negro, Indian, Chinese, Gypsy, Spanish-American, and Caucasian. Socio-economic groups range from the very poor to the very rich. Schools, in a general way, reflect the community of which they are apart.

Books, audio visual materials and equipment have been around the Waterloo schools for many years---in one form or another. Secondary schools have had centralized libraries for many years. For the elementary, the books have consisted mainly of classroom collections. Audio visual materials and equipment were available from a central location in each building. Audio visual services helped select, secure and maintain equipment and materials. They also provided inservice training on request. They developed and operated a co-operate film library with about fifteen other school systems.

There are thirty elementary schools in the Waterloo school system. About three years ago, Waterloo hired a Director of Library Services and began to take steps toward elementary library facilities. The elementary principals have welcomed the coming of libraries with varying degrees of enthusiasm reflecting their varying understanding of libraries. At present, there are nine elementary libraries and librarians. There are plans for four more libraries for the 1970-71 school year.

I have visited three elementary libraries in the Waterloo school system. One library consisted of a "small" reading room. Another library had a little bigger room with a workroom that reminded me of a coal bin. The third library shared space with a stage in an all-purpose room. There was a small office-workroom combination. I am told the other libraries are similar to those previously described.

Hawthorne Elementary School (K-6), located on highway 20 and Franklin at the end of 7th street, is in an environmentally disadvantaged area. Hawthorne school, with an enrollment of approximately five hundred students, has no library.

The neighborhood is full of large once-gracious houses--- monuments of another era. Now, many are sitting empty--- windows broken, insides gutted, and debris littering the area. Those that are in use may house as many as thirty Hawthorne students and their families. Play space for the children is limited to the streets, ruined houses, and the school yard. The school yard totals one seventh of an acre---has no swings, no merry-go-round, and no ball diamond.

Hawthorne school has nineteen classroom teachers grouped as follows:

|   |                 |
|---|-----------------|
| 4 kindergarten groups (half day sessions) |                 |
| 4 first grades                            | 2 fourth grades |
| 3 second grades                           | 3 fifth grades  |
| 3 third grades                            | 2 sixth grades  |

Hawthorne school also has the following specialists:

remedial reading teacher  
resource teacher (special education)  
physical education teacher  
counselor (4 days a week)  
art teacher (1 day a week)  
2 vocal music teachers (2 days a week)  
speech clinician (4 days a week)  
2 psychologists (as needed)  
nurse (4 days a week)  
band teacher (1½ days a week)

Most of these specialists have been added in the last two years in an attempt to meet the needs of the students. Hawthorne school has had no clearly defined objectives since the neighborhood deteriorated and the student population shifted. The faculty is currently involved in studies to determine the needs of the present population. Areas under consideration are: the physical plant, curriculum, discipline, food programs, organization, a library, and special programs. In several instances, consultants from the central office, Area Seven, and the University of Northern Iowa (UNI), have worked with faculty committees and parents on this project.

Because of the large numbers of children with learning disabilities, it was necessary to provide additional teachers and classrooms. In addition to the main building, one classroom (5th grade) is located in an old ice cream parlor on the edge of the playground. Another classroom (1st grade) is located in a portable unit (double trailer). There is also a first grade housed in Jewett school at Evansdale.



The following rough sketches give a general idea of the physical layout of Hawthorne Elementary School. The sketches do not include the ice cream parlor, the portable unit, or the classroom used at Jewett.

# Hawthorne Elementary School Basement

Storage Room

Remedial Reading Room

3rd Grade Classroom

Music Room  
Girls

Special Education

Blower

Kitchen

Boys Restroom

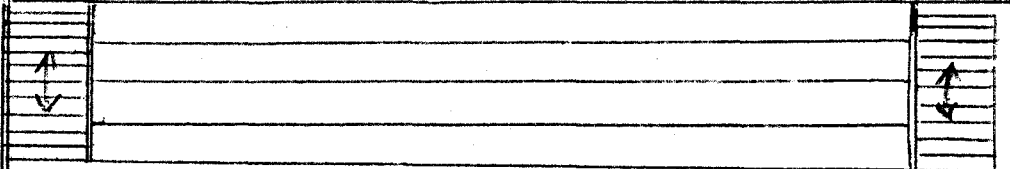
Hall

3rd Grade Classroom

Hall

Nurse's Office

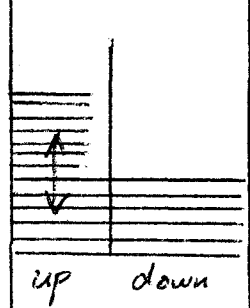
Hall



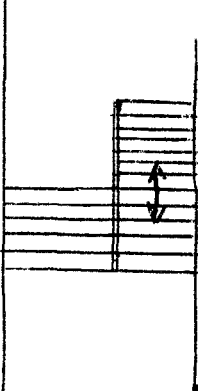
Hall

3rd Grade Classroom

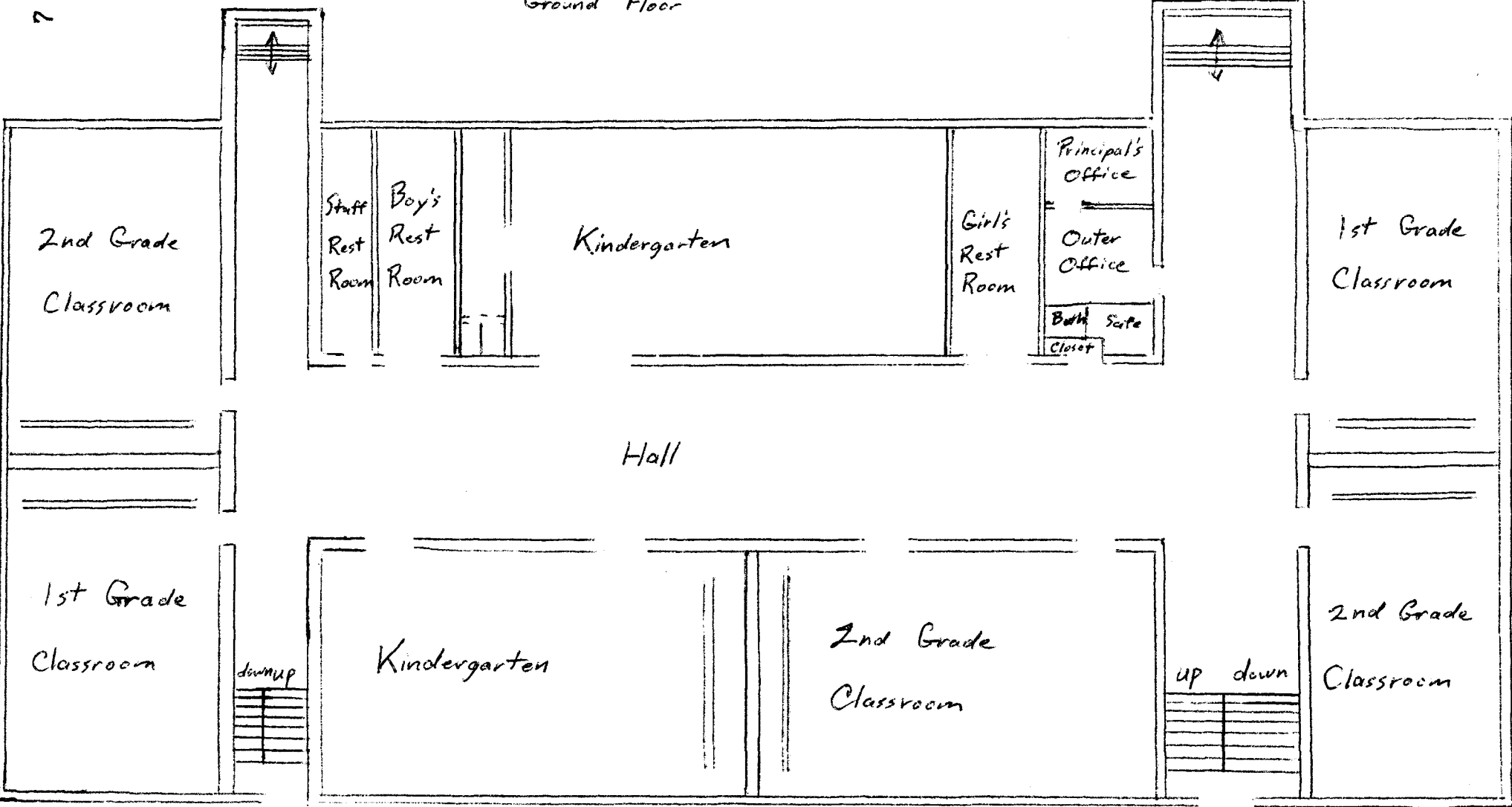
Heating Plant

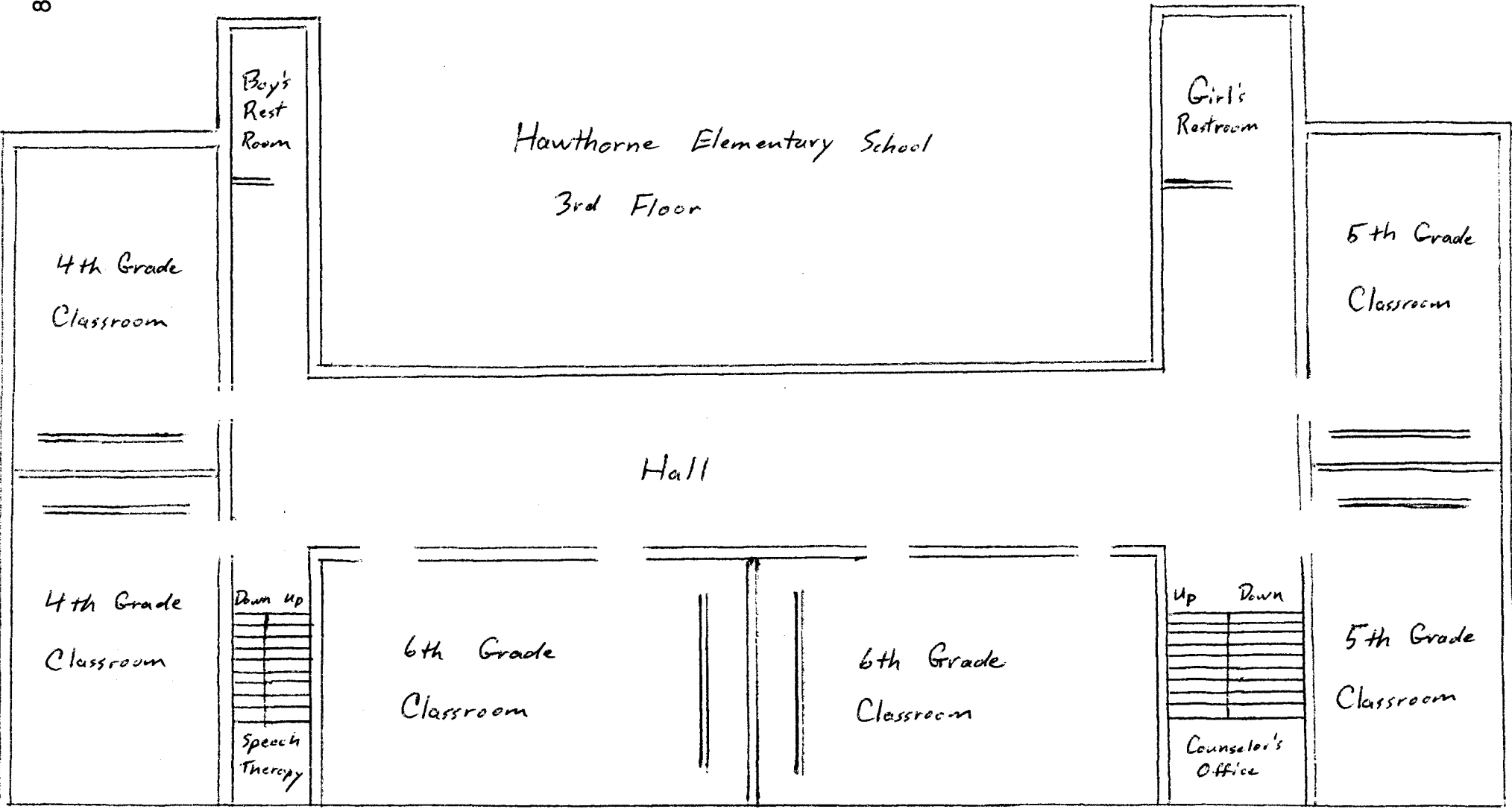


Gym



Hawthorne Elementary School  
Ground Floor





Overstreet in The Mature Mind suggests an area in which the librarian can become deeply involved with the children and the classroom teacher.

The building of a mind can begin in earliest childhood and can continue through-out all the young years. It requires simply that we accept the fact that a mind functions when it makes its independent estimate of things; draws its own conclusions...Most of what we have been accustomed to call education has been chiefly an enlisting of the memory. Building a mind means confronting it with problems to be solved; letting it search out the relevant evidence; letting it learn to weigh this evidence, come to a conclusion and test that conclusion. The whole process is worlds apart from the mere acceptance of statements on the say-so of textbook and teacher.

Carefully selected fiction books can be used to compare characters and find out exactly what makes them "tick". Inference and critical thinking can also be developed through magazine articles, newspaper articles, and other media. Small children can begin critical evaluation by comparing different versions of an old folktale. For example, The Three Little Pigs has different versions. The children can be guided so as to see strengths and weaknesses of the different versions--- their characters and plots.

Besides critical reading and thinking, the library program can aid in individualized reading programs. With teacher cooperation, a library period(s) could be devoted to free reading.

The teacher and the librarian working together, could provide group and individual guidance in book selection. The students could keep notebooks and make a few written comments after each reading period. Comments on pupil reactions to the books ---the characters, the theme, the plot...could be a basis for discussions, writings activities, dramatizations and similar activities.

The language arts are rarely developed in depth and enjoyment in many schools. The four facets of the language arts---reading, writing, speaking, and listening are so critical, I feel the librarian should be "involved".

My previous teaching experience has been with the so called disadvantaged child and young adult. I have seen the weaknesses in the language arts. The time to begin teaching these basic skills is in the primary grades. It's too late once they're in high school. I've tried it!

I've just touched on some of my ideas concerning one facet of the library program. I realize I'm way up in the clouds. But given a chance, my ideas will work. It will take cooperation from the administration and the teachers. There must also be a willingness to try new ways---to experiment.

Another area of the library program is library instruction. This will be given as needed for the students in direct connection with their curriculum. I think it's foolish to

teach formal lessons in library usage in isolation. I have tried teaching the various library skills in isolation with little success.

Thus, various programs for pupil growth in critical reading, critical thinking, inference, reading, and reference skills are needed. Children should be encouraged and given the time to browse in the library. Group and individual work is to be encouraged.

The child-centered library probably has Frances Clarke Sayers comment in mind---

May nothing fall into his (the child's) hands that wastes his time, or robs him of his sense of wonder, or distorts his innate good taste. May what he reads feed that which is individual in him, and may he learn to make up his own mind about the books he reads; to discover the difference between real feeling and sentimentality; between honest excitement and violence for its own sake; between the drama of conflict inevitably resolved, and the contrived, unending action of melodrama; between real people and stereotypes in the pages of books. And may he find such companionship upon the road as he may need, when, like Boots in the fairy tale, he needs must cry out, "Lads, lads, look what I've found".

Besides working with the children, the librarian should assist the professional staff in the preparation of bibliography and unit kits. The staff should be informed of some articles in the current literature available.

The librarian should have few clerical duties to perform. The Waterloo school system has centralized processing. A full time clerk is available for each library.

As a result, more time is available for the librarian to plan and work with the children and the staff.

With an old building, the possible locations for a library are limited. A reading room, an office, a workroom, a storage room for audio visual equipment and materials, a conference room, etc. would be ideal. But things are seldom ideal: And such is the case at Hawthorne. There is one electrical outlet in most rooms. The building usually feels like an oven. At times, the noise is deafening. All these problems and similar ones are part of the "Hawthorne Study".

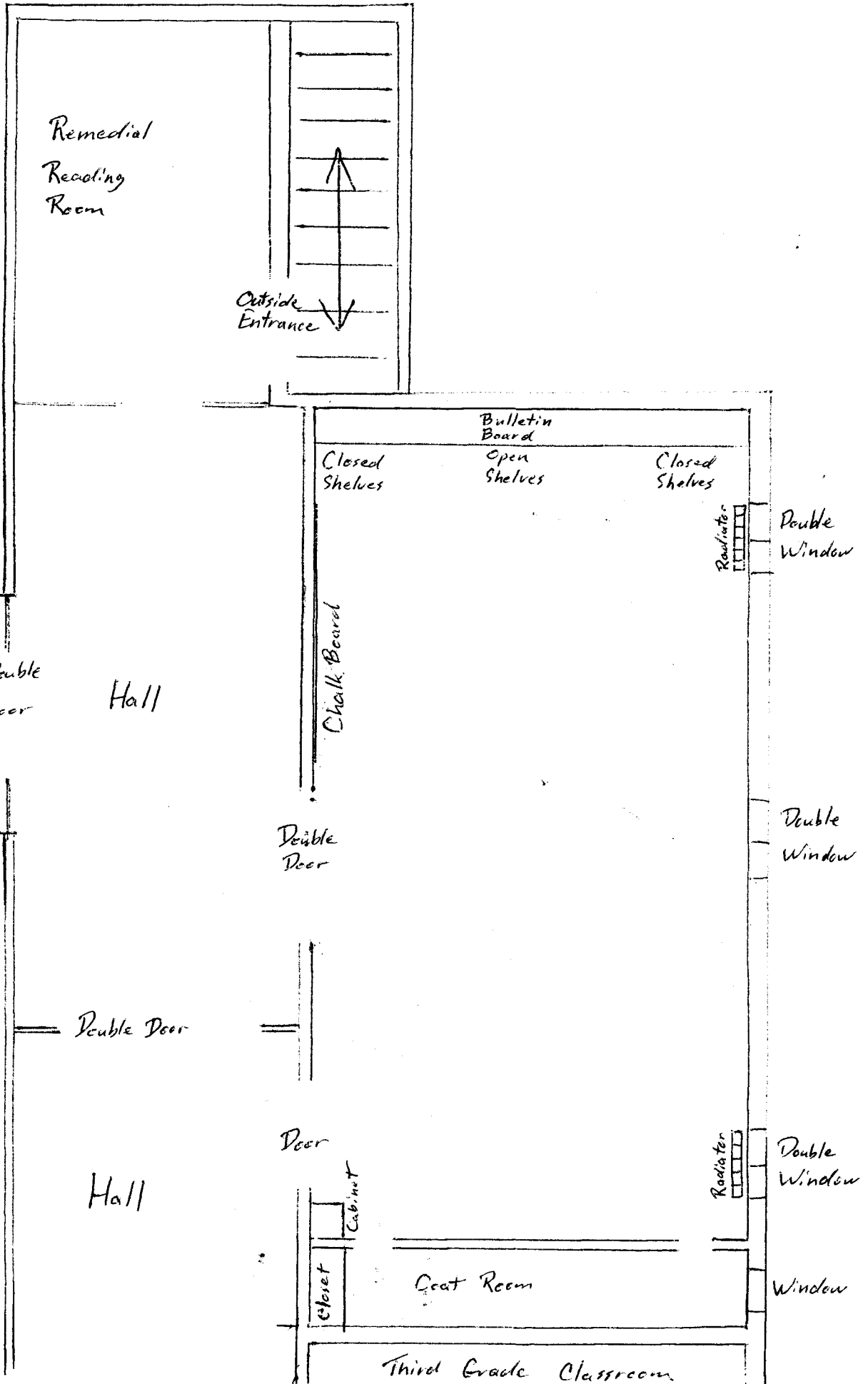
Possible locations for a library at Hawthorne were: the kindergarten room on the ground floor, the first and second grade classrooms on the ground floor, and the third grade classroom in the basement.

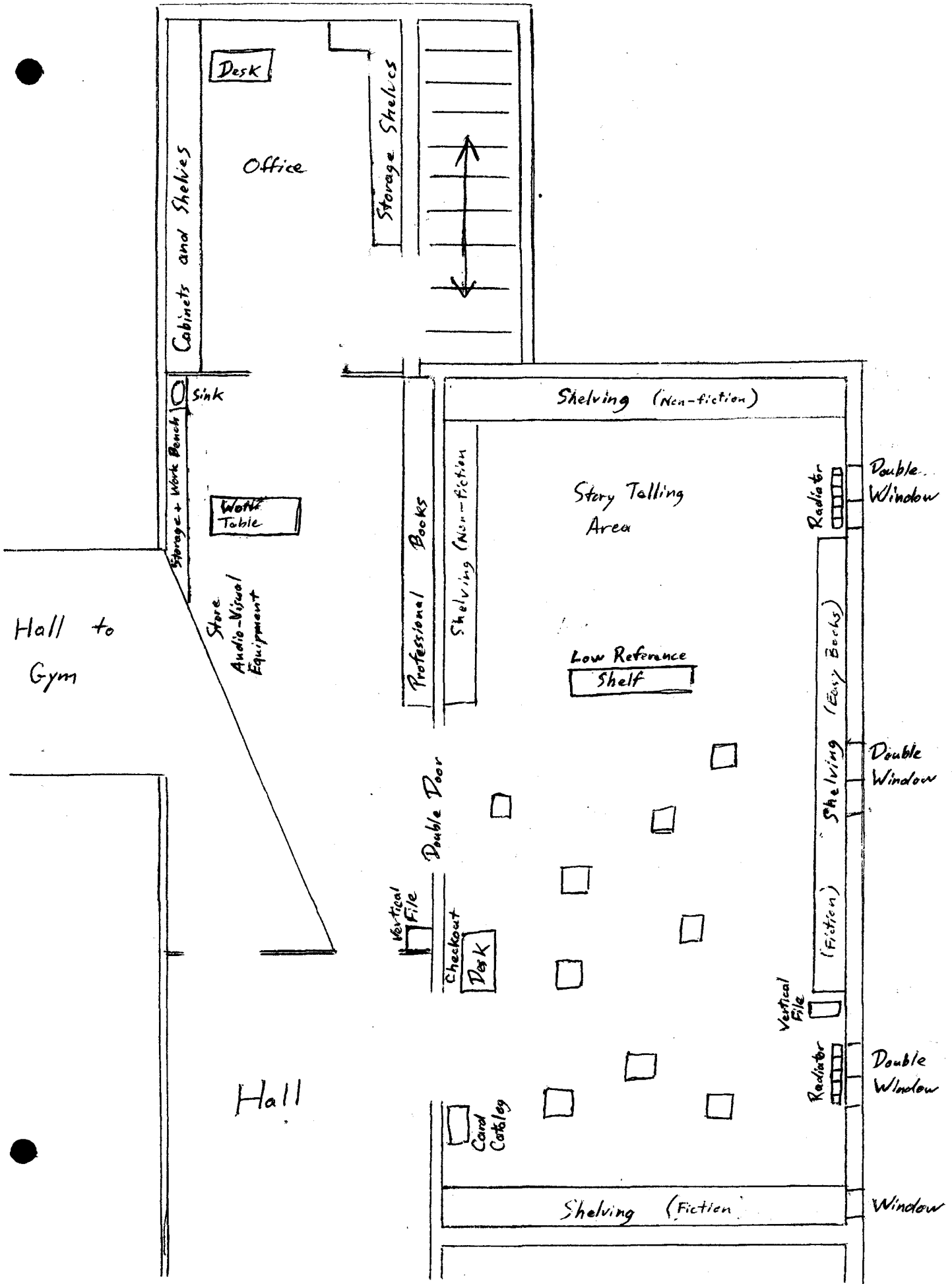
The kindergarten room on the ground floor left no space for expansion. The many windows peered out at a small lawn and highway 20. There would be space for a reading room--- nothing else.

The first and second grade classrooms on the ground floor would result in too many repairs (removal of walls). Too much money would be needed. Here too, space for an office, workroom, or any separate room would be almost impossible.

Thus, the best solution, or a better solution, was the third grade classroom in the basement.







The coat room could be eliminated, making more space for the reading area. The reading area would be <sup>40</sup>35 feet long and <sup>25</sup>12 feet wide. Tables could be used in the storytelling area, if needed. The vertical file in the reading room would be for pictures, articles from magazines and newspapers, pamphlets, and similar items.

Through the double doors is the storage space for some audio visual equipment and materials. Because of the three floors, most of the equipment has been kept in the hallways. This policy would stay the same. Area Seven services the Waterloo school system. Films and audio visual materials are available through them. A partition would separate this area from the student passageway. Entrances from the hallway and the library are possible. This room would also serve as a workroom. This is the only location where a sink is possible without extra plumbing. A restroom is located at the back of the sink. At times, a small group of students might work in this room. There would be room to store various materials and shelve books. Professional materials would be housed here. Teachers could use this room without entering the reading area. If possible two tables with chairs would be available.

The 10' x 14' room could be used as an office. Even tho the room does not lend itself to the observance of students, it's the only possible room or space for an office. With cooperation from the teachers, some system could be arranged to help eliminate discipline problems. The outside door lends

itself to community use. A folding screen can be used to cut the office view from community participants.

Lack of space, an old building in need of repairs, and lack of adequate funds contribute to a library far below the American Library Association's Standards for School Media Programs. For example, the Standards recommend the following:<sup>2</sup>

| Functions   | Special Aspects   | Space in Square Feet   |
|---|---|--|
| Entrance<br>Circulation and<br>distribution                 | Displays and exhibits,<br>Coping equipment, card<br>catalogs, periodical<br>indexes | 800-1000   |
| Reading and browsing<br>Individual viewing<br>and listening | No more than 100<br>students should be<br>seated in one area                        | Space based<br>on 15 per<br>cent of<br>student en-<br>rollment at<br>40 sq. ft.<br>per student |

These recommendations are based on an enrollment of 1000 students or fewer.<sup>2</sup>

The children are ready for a library program. It seems to be the adults who have trouble recognizing a need and a solution.

"Do you suppose," the Walrus said,

"That they could get it clear?"

"I doubt it," said the Carpenter,

And shed a bitter tear.

<sup>2</sup>American Library Association. Standards for School Library Programs. (Chicago: American Library Association, 1969), p. 40.

BOOKS

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