

**Waiakea Intermediate
School
Proposal Points in Brief:
For *Kashu* Foundation**



Library Description:

Waiakea Intermediate School library serves a student body of 913 sixth- to eighth-grade students and approximately seventy-seven teachers and staff persons (Greatschools 1). It nestles on a hill overlooking Hilo Bay and with views of Mauna Kea in Hawaii. The library has space for just over two classes at once, and often services a researching class, a library skills class, and assorted students with independent work all at the same time. Its open, breezy atmosphere invites usage, and administration often schedules after-school staff meetings in the library due to its convenient location in relation to the administration building and its aforementioned ambiance.

The collection features over 14,000 books and a smaller sampling of other media (computer and video resources).

**Parameters of the
Collection/Rationale for
Proposal:**

The areas of interest in this proposal are the science and biography

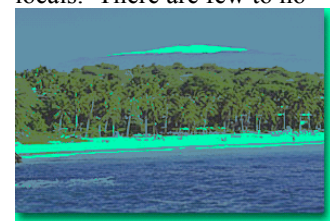
sections of the library. In the spring of 2003, the language arts department, across grade levels, agreed to implement a written biography for every student's portfolio as they progress through Waiakea Intermediate School. Sixth-Grade students would complete a 'me' poster board, featuring important life events, and current hobbies and interests. Seventh-graders would work on an autobiography, which would carry the 'me' theme to greater breadth and depth. Finally, eighth-graders would polish a memoir in order to further refine their self-reflection and writing skills.

A look at the demographic data for the biography section of the library (calculated with Follett's collection analysis software) shows that the biography section is a mere 5.36% of the total collection. Also troubling, considering the school wide application of the biography theme, is the fact that the 749 biography texts would not even allow one biography per student (Follett *Collection*). Average age of the biographies was 26 years (1979 publication date). Though many of the biographies are of timelessly classic individuals, such as presidents, authors, and sports figures, today's youth are interested in today's people, and an injection of newer faces in the biography section is needed. Choices for low level readers need also to be considered in order to engage our special populations, of such importance in reaching acceptable yearly progress under No Child Left Behind.

The science linkage is specific to new standards

under the Hawaii Content and Performance Standards. Standards specific to students' understanding of and awareness of inventors and inventions need to be addressed. Though the collection includes a fair amount of science books [1527 books, or 10.92 % of the collection (Follett *Summary*)], inventions and inventors were a very small proportion of that total. When books in these specific categories are placed on reserve, they number under 200, a wholly inadequate number for the sixth-grade science classes requesting usage. It seems desirable to link these two needs and request funds to upgrade biography, with perhaps one third of the upgrade funds devoted to scientific biography, and to also seek funding for scientific books on inventions/inventors to adequately cover the new standards. These upgrades will serve the school community well, and the community-at-large in years to come, as will be demonstrated.

Recent newspaper articles highlight the state of the art astronomy program at University of Hawaii at Manoa and Hilo (Creamer), and the prominence of the observatories on Mauna Kea in the scientific arena (Isikawa). Also noted is the lack of community support for these observatories in the instance of job choice among locals. There are few to no



local grown astronomers on Mauna Kea (University of Hawaii). Workshops on the Big Island are coordinated in order to stimulate interest in local children in the sciences, particularly in the area of astronomy. Such interest, if stimulated, will lead to a body of productive local born scientists with world class institutes at their doorsteps.

Exposure of middle school students, at the edge of self-discovery, to scientific biography, inventors, and inventions would be of direct benefit to the local community, if it translates into local children choosing jobs in the sciences. The more direct benefit is to the school community as it strives to meet Hawaii state standards under the federal NCLB law. The release of funds to Waiakea Intermediate School library for use in purchasing biographies, specifically scientific biographies, and science books on inventors and inventions will help the whole school to progress in standards implementation design efforts, will help the students specifically as they endeavor to find themselves, and will help the community at large as students find inspiration and take steps toward choosing a productive career in the advancement of science, which aids humanity at large, in this, a scientific community. It is a plan with wholeness at its essence.

Proposed Budget:

A modest investment of a little over a thousand dollars would allow for the proposed injection of biographies and scientific

tomes on inventors/inventions. The money would be spent on quality materials that would meet state standards, help students attain mastery of required subject matter, and provide inspiration in the life paths of impressionable middle-school students. A breakdown of funds dispersal is available below.

\$500.00	25 bio
\$500.00	25 inventor
\$136.00	journal
<u>\$75.00</u>	videos
\$1211.00	total request

Works Cited

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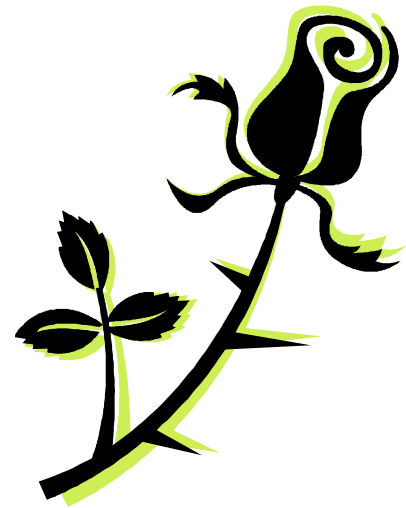
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