

User Group

The user group for the Children's Lit Course Database is an undergraduate English course designed for those who plan to teach elementary or middle school (kindergarten through 8th grade). A course description, adapted from Ferrum College reads:

The course introduces the major genres of children's literature... We will review briefly the history of children's literature, and concentrate primarily on selected works from the twentieth century. The focus will be on American and British writing... We will consider the relationship between oral and written literary traditions, the differences or "margins" between children's... literature and literature for adults, the relationship between text and illustrations, and other issues and controversies important in contemporary study and uses of children's literature. Additional pedagogical, literary, and social concerns relating to children's literature, and other media besides books, will be discussed as time and student interest allow. (Hanlon, 2009)

Purpose

The purpose of this database closely ties to the course description as well as the focus the students have on teaching as a profession. This database will be used primarily as a means to fulfill a course assignment for a reading file which has been adapted from an assignment for CSU Stanislaus' Children's Literature course a member of Team 1 took two years ago (Tidwell, personal communication, 2010). Students will choose ten books in order to create miniature lessons. The assignment will consist of at least 10 pages or 10 mini-papers, with at least one page representing each book. Students of the Children's Literature course are to create a lesson plan for each story. On each "mini-page," the book's title, author, illustrator, genre, publisher, year of publication, theme, setting, characters, and plot summary must be included. The grade being represented must also appear on each paper. The student will then create "teaching strategies" that include a pre-reading activity, what will be done while reading the book (asking questions,

predicting what's next, writing a journal each day, etc.) and ideas for post-reading activities. The idea for this assignment is for another teacher/substitute to pick it up and have 10 different kinds of books with possible lesson plans for a variety of grades. They can then flip to the pages that consist of lessons for their desired grade level and have an idea of what the book is about and possible activities for students.

Group Challenges

Designing even a simple database proves that careful planning, attention to detail, and consideration of the user group and purpose of the database are required to effectively develop an information retrieval system. Working as a group in a virtual environment presents challenges in designing a careful database, especially since many groups do not know the specific strengths and weaknesses of team members. Attention to detail is compromised when work is divided amongst inexperienced members. Early on, most of Team 1 decided that we would work more or less together on every aspect of the project, from choosing a user group and purpose for our database, choosing fields, dividing up the data collecting, and dividing up fields for which to make rules for data inputting. While Team 1 chose a user group and purpose for the database together, working as a group dissolved soon after due to pressing deadlines, communication problems, and a lack of regard for following some coordinated rules when providing data to group members (i.e., uncertainty as to whether Library of Congress name authorities were used in gathering names of authors and illustrators). It seemed that not everyone understood the purpose or the complexities of the assignment in these early design stages, which indicates that database building is challenging.

Individual Field Decisions, Rules, Issues

Some fields were much easier to choose than others for this particular database. Besides an automatically generated field for record number, title, author, illustrator, publisher, city where the book was published, and year published were easy fields to choose since these elements are normally included in bibliographic data. However, how to deal with some of these more obvious fields was challenging.

First Edition Publisher, First Edition City Published, First Edition Year Published, and Publication Information Note Fields

As many children's books have multiple editions, sometimes with different illustrators, deciding how to designate a book's publisher, city where the book was published, and year published required some careful thinking. Since part of the focus of the class is to explore children's literature throughout the 20th Century, it was important to retain first edition or original publication information. This is more challenging to achieve because books which were published early in the 20th Century often have mixed findings for copyright or first edition information. For example, it took researching WorldCat, the Library of Congress catalog, Wikipedia, and a general web search to find the original publication information for *The Wonderful Wizard of Oz* (1900), *Anne of Green Gables* (1908), *The Little Engine that Could* (1930), and *Little House on the Prairie* (1935). In WorldCat, copyright for *The Wonderful Wizard of Oz* was marked as 1886-1900. The Library of Congress record also indicates 1886-1900, but the record specifies that it was "submitted by the author, Jan. 18, 1900." Because of these difficulties, and the potential that some information would not be found, the rules for the first edition publisher, first edition city published, and first edition year published fields were not designed as required entries. For the class, retaining the original date was a necessity.

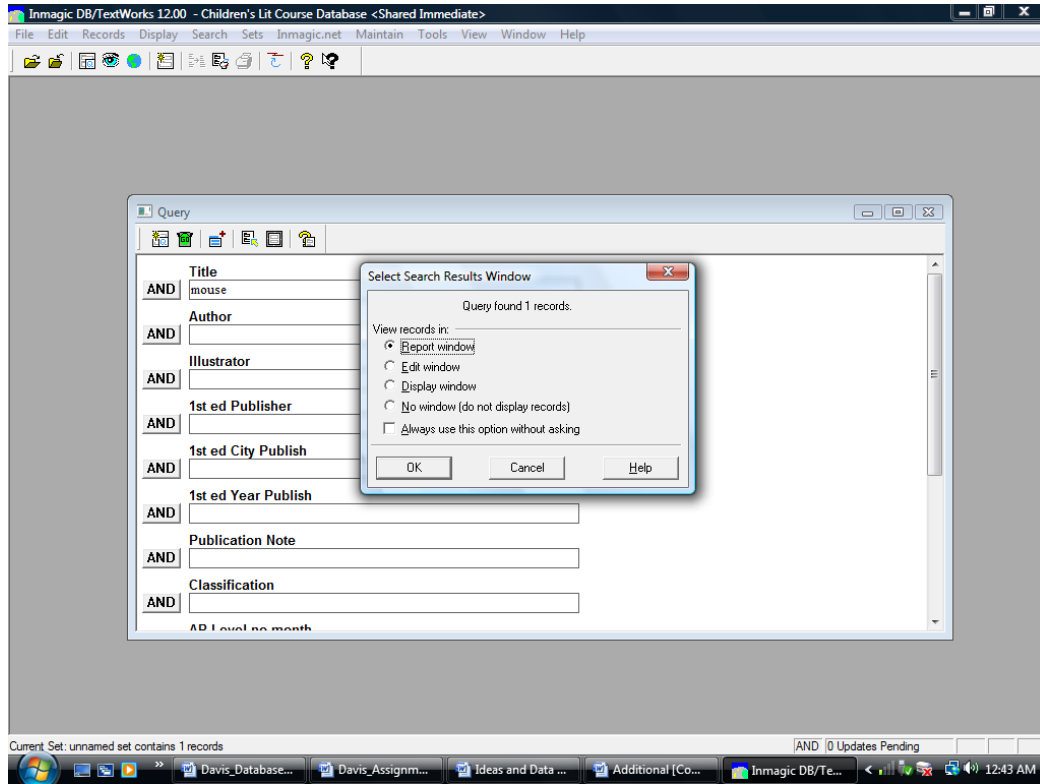
Sometimes even books that were clearly labeled as first edition or had a copyright

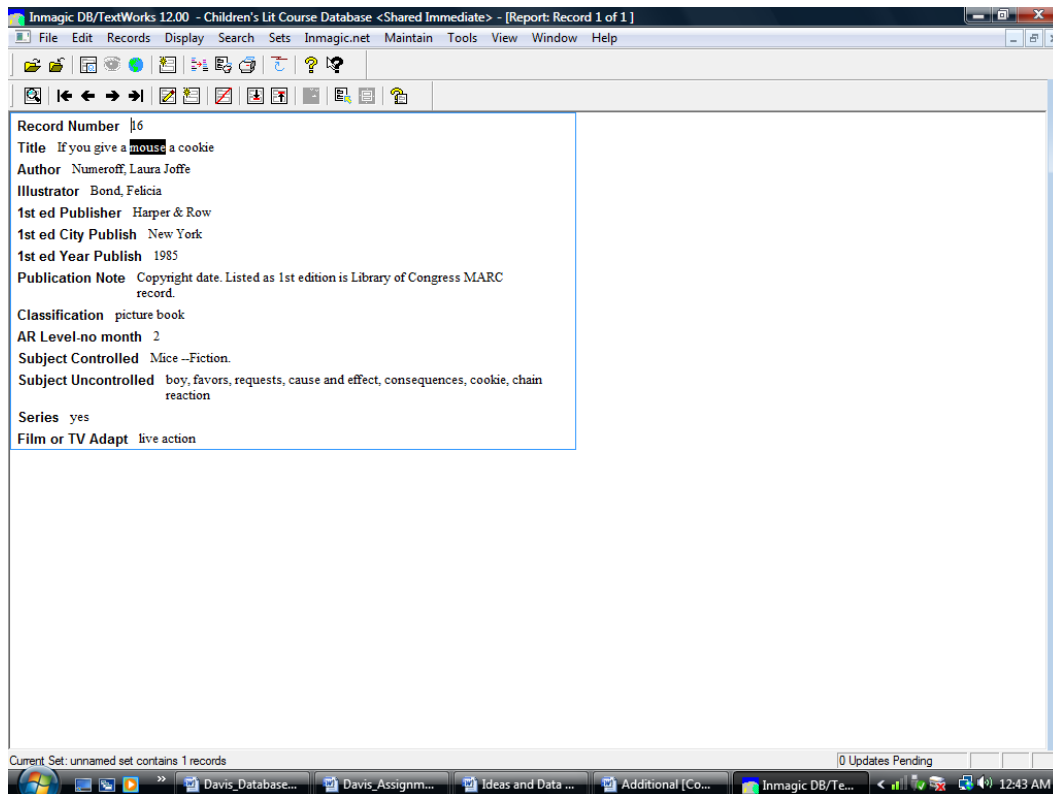
trademark were challenging entries. The Library of Congress has a listing for the first American edition of *Harry Potter and the Sorcerer's Stone*, dated in 1998, but this is not the original publication information as defined by the rules. The British title is *Harry Potter and the Philosopher's Stone* and was first published in 1997 by Bloomsbury. The Library of Congress record did indicate that the uniform title was *Harry Potter and the Philosopher's Stone*. An Internet search and a peek at a personal copy of the British edition confirmed the title, publisher, city where published, and publication date information. As a result of this decision for emphasis on the original publication information, the associated illustrator was left off. (Illustrator was not required.) The original British illustrator's name, Thomas Taylor, was not found in the Library of Congress Name Authorities. Had the American edition been used, the American illustrator, Mary GrandPré, would have been included as her name appeared in the Name Authorities. Every effort was made to enter in the first edition information, whether by copyright symbol, "first edition" label, or a consensus from various sources when the only basis for information was made on the earliest dated record for a specific title, such as was the case for titles published in the early 1900s. It was necessary to include a free text field—publication information note—to explain all these complexities

Title Field

Title is the logical identifier for the database. How to enter the title was not clear until it was mentioned that titles are usually entered as they appear on the physical title page. Since only one title was owned, titles were entered as they appear in their respective Library of Congress MARC record, usually with only the first word and any proper nouns capitalized and the rest in lowercase (i.e., *The giver* or *Officer Buckle and Gloria*). As the identifier, titles were required. Also, only one entry was allowed, and the title was term and word indexed so that anyone

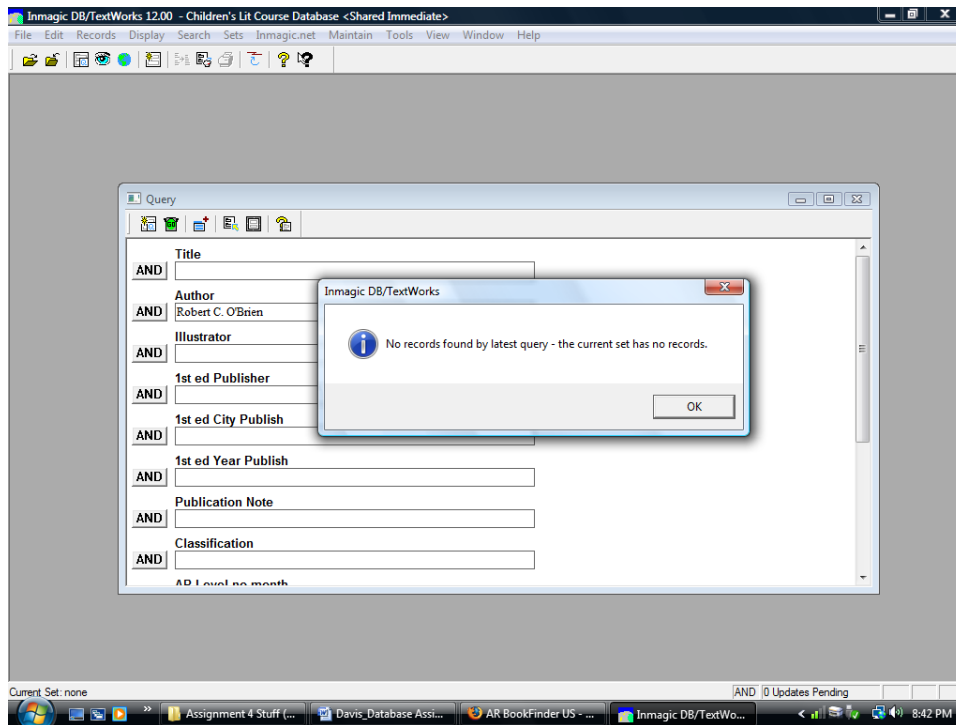
looking up "mouse," "give a mouse," or "if you give a mouse a cookie" could find the title *If You Give a Mouse a Cookie* (see the following two screenshots).



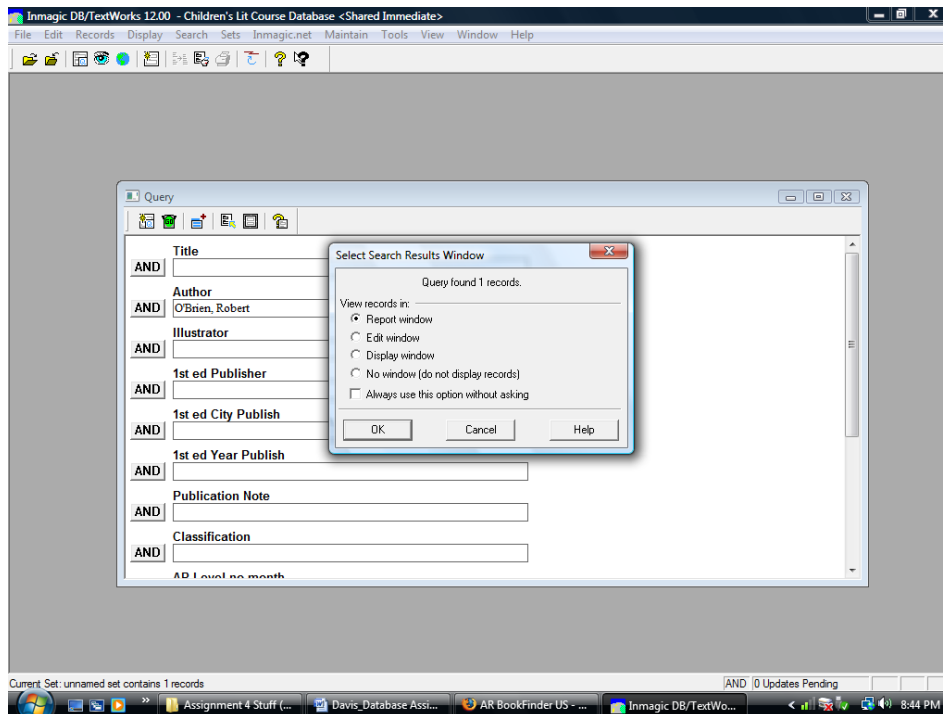


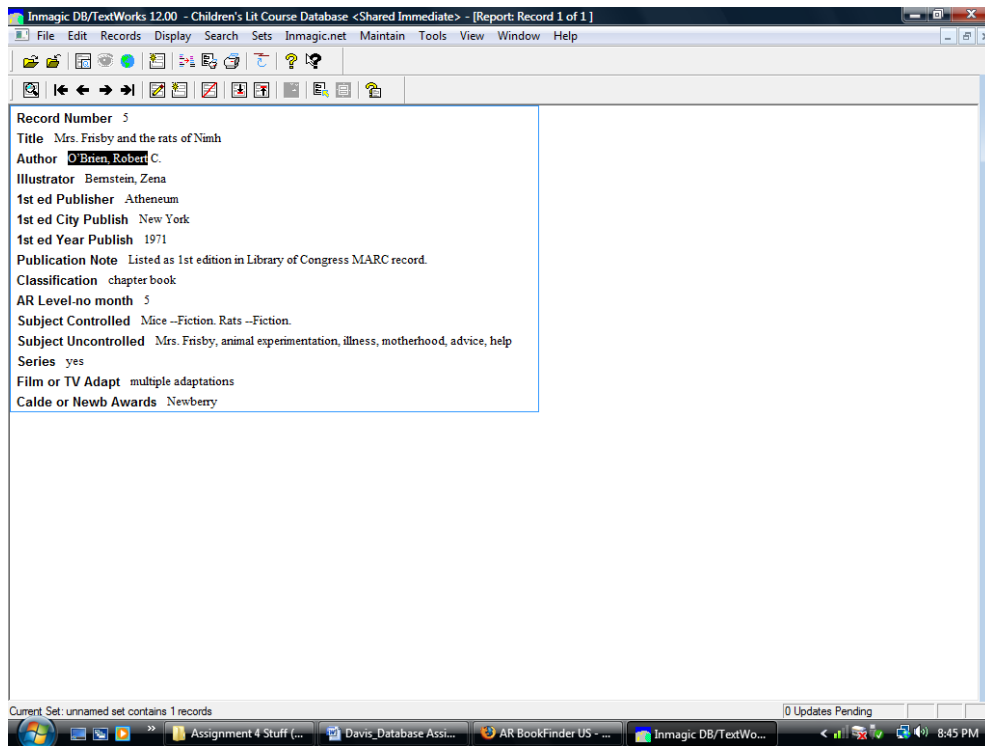
Author and Illustrator Fields and Using Library of Congress Name Authorities

Author and illustrator fields were designed basically the same, except that illustrator was not required as some of the books were not illustrated. Because books could potentially have more than one author or illustrator, the fields were designed as not single entry (repeatable). Author and illustrator name were word and term indexed to make sure that variations of names would be found. For example, if the author had been only termed indexed, a user would not have been able to find Robert C. O'Brien if they entered an author query as Robert O'Brien or O'Brien. It is only in writing about this that it occurs to me that because Library of Congress Name Authorities are used (in last name, first name order), term indexing also reflects this. Searches for "Robert O'Brien" and even "Robert C. O'Brien" do not yield results (see below).



However, searches entered as "O'Brien, Robert C." (the official name heading) and even "O'Brien, Robert" yield results (see the following two screenshots).





Because it is also word indexed, there are results for "O'Brien" or "Robert" or "C." It would have been better, in this case, to just use word indexing for both author and illustrator so that any combination would bring results. Term indexing the names results in having to enter a query in backward. Some websites and databases assume that users will enter in the information this way, which can be a huge source of frustration if a note for entry is not available or very obvious. This is also one drawback to using the Library of Congress Name Authorities because a name search has to be entered in last name, first name, which is not made obvious.

Using Library of Congress Name Authorities as a controlled vocabulary for author and illustrator names can be tricky if attention to detail and double-checking entries is not practiced. For example, when searching for Gary Paulsen, the author of the *Hatchet*, I entered in Paulson, Gary. The results indicated a heading for Paulson, Gary D., 1947-, but this is not the correct heading (see below).

The screenshot shows the 'Library of Congress Authorities' page in a Mozilla Firefox browser. The search criteria is 'Paulson, Gary'. The page displays a table of search results with columns for '#', 'Bib Records', 'View Authority Headings/References', and 'Type of Heading'. The results list various Paulson family members and their associated records.

#	Bib Records	View Authority Headings/References	Type of Heading
1	1	Paulson, Gary D., 1947-	personal name
2	3	Paulson, Gaylord D.	personal name
3	7	Paulson, Genevieve Lewis, 1927-	personal name
4	0	Paulson, George W.	personal name
5	4	Paulson, George W., 1930-	personal name
6	1	Paulson, Gerald A.	personal name
7	1	Paulson, Glenn L.,	personal name
8	2	Paulson, Gregory S.	personal name

To double-check, I found it easier to then look up Paulson, Gary D., 1947- in the Library of Congress Catalog under the author/creator search (see the following two screenshots).

The screenshot shows the 'Library of Congress Online Catalog' search interface. The search text is 'Paulson, Gary D., 1947-'. A dropdown menu is open, showing various search types. The 'Author/Creator Keyword' option is selected. Below the search area, there are buttons for 'Begin Search', 'Clear Search', and 'Set Search Limits'. A 'Basic Search Tips' section is also visible at the bottom.

Headings List (Library of Congress Online Catalog) - Session timeout in 4:55 - Mozilla Firefox

http://catalog.loc.gov/cgi-bin/Pwebrecon.cgi?Search_Arg=Paulson%2C+Gary+D.%2C+1947-&Search_Co

The Library of Congress

LIBRARY OF CONGRESS ONLINE CATALOG

Help | New Search | Search History | Headings List | Titles List | Request an Item | Account Info | Start Over

DATABASE: Library of Congress Online Catalog
YOU SEARCHED: Author/Creator Keyword = Paulson, Gary D., 1947-
SEARCH RESULTS: Displaying 1 through 1 of 1.

◀ Previous 1 Next ▶

#	Titles	Heading	Heading Type
[1]	1 Paulson, Gary D., 1947-		personal name

◀ Previous 1 Next ▶

[Help](#) - [Search](#) - [History](#) - [Headings](#) - [Titles](#) - [Request](#) - [Account](#) - [Exit](#)

The Library of Congress
URL: <http://www.loc.gov/>
Mailing Address:
101 Independence Ave. S.E.
Washington, DC 20540

Catalog/authority record errors?
[Use our Error Report Form](#)
Questions about searching?
[Ask a Librarian](#)

Library of Congress Online Catalog
URL: <http://catalog.loc.gov/>
Library of Congress Authorities
URL: <http://authorities.loc.gov/>

Clicking on the active link brought all related titles attached to Paulson, Gary D., 1947-, and it was discovered that this was not the Gary Paulsen for whom I was looking.

Brief Record (Library of Congress Online Catalog) - Session timeout in 4:49 - Mozilla Firefox

http://catalog.loc.gov/cgi-bin/Pwebrecon.cgi?hd=1,1&Search_Arg=Paulson%2C Gary D.%2C 1947-&Sear

The Library of Congress

LIBRARY OF CONGRESS ONLINE CATALOG

Help | New Search | Search History | Headings List | Titles List | Request an Item | Account Info | Start Over

DATABASE: Library of Congress Online Catalog
YOU SEARCHED: Author/Creator Keyword = Paulson, Gary D., 1947-
SEARCH RESULTS: Displaying 1 of 1.

◀ Previous Next ▶

[Brief Record](#) | [Subjects/Content](#) | [Full Record](#) | [MARC Tags](#)

Project management : an annotated bibliography / Lee Dyer and Gary D. Paulson.

LC Control No.: 76002085
LCCN Permalink: <http://lcn.loc.gov/76002085>
Type of Material: Book (Print, Microform, Electronic, etc.)
Personal Name: [Dyer, Lee, 1939-](#)
Main Title: Project management : an annotated bibliography / Lee Dyer and Gary D. Paulson.
Published/Created: Ithaca : New York State School of Industrial and Labor Relations, Cornell University, 1976.
Description: viii, 35 p. ; 23 cm.
ISBN: 0875460593

CALL NUMBER: [Z7164.O7 D93](#)
Copy 1
-- Request in: Jefferson or Adams Building Reading Rooms
-- Status: Not Charged

http://www.weather.com/

I then looked up the title *Hatchet* in the Catalog and found that the name attached to the title was Paulsen, Gary.

The screenshot shows a search results page for 'Hatchet' in the Library of Congress Online Catalog. The search results are displayed in a table with columns for record number, author, title, and year. The first result is for 'Hatchet / Gary Paulsen' by Gary Paulsen, published in 1999. The second result is for 'Guts : the true stories behind Hatchet and the Brian books / Gary Paulsen' by Gary Paulsen, published in 2001. The third result is for 'Hatchet / Gary Paulsen' by Gary Paulsen, published in 1999. The fourth result is for 'Cheyenne, Wyo.--Indian and cowboy have buried the hatchet and smoked the pipe of peace [graphic]' by Gary Paulsen, published in 1907. Below the search results, there are options to 'Clear Marked Records' and 'Retain Marked Records', and a 'Save, Print or Email Records' section with radio buttons for 'All (this page only)', 'Selected (this page only)', and 'Selected (across pages)'. There is also a 'Select Text or MARC Format' dropdown menu and an 'Email Text (Full Info) to:' field.

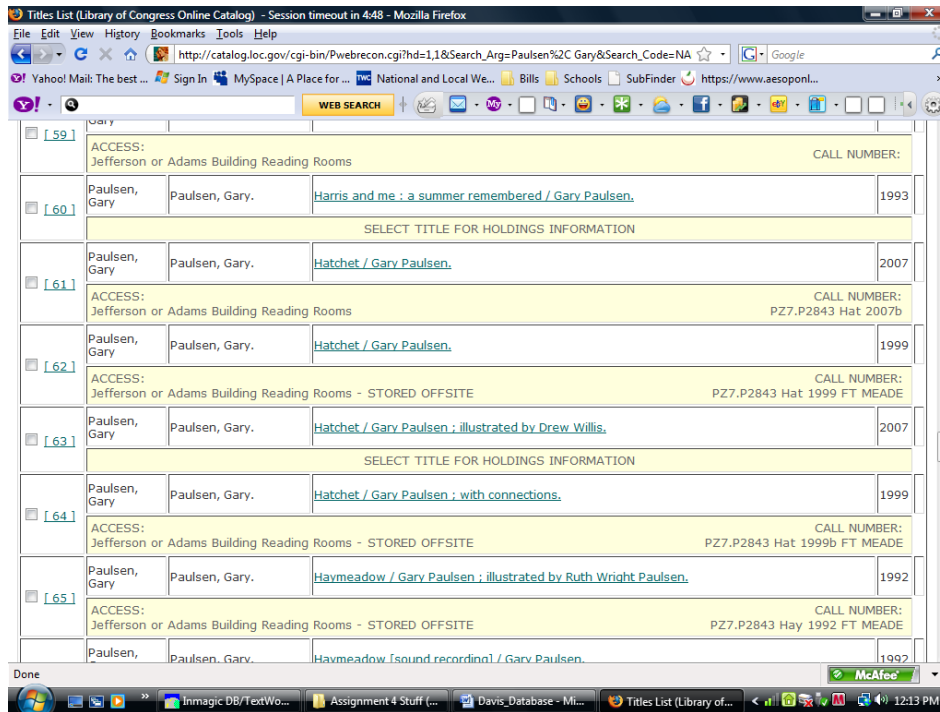
#	Author	Title	Year
[97]	Paulsen, Gary.	Hatchet / Gary Paulsen	1999
[98]	Paulsen, Gary.	Guts : the true stories behind Hatchet and the Brian books / Gary Paulsen.	2001
[99]	Paulsen, Gary.	Hatchet / Gary Paulsen.	1999
[100]		Cheyenne, Wyo.--Indian and cowboy have buried the hatchet and smoked the pipe of peace [graphic].	1907

Searching for Paulsen, Gary in the Catalog, I found 150 titles.

The screenshot shows a search results page for 'Paulsen, Gary' in the Library of Congress Online Catalog. The search results are displayed in a table with columns for record number, titles, heading, and heading type. The first result is for '150 Paulsen, Gary' with a heading of 'Paulsen, Gary' and a heading type of 'personal name'. The second result is for '1 Paulsen, Gary M.' with a heading of 'Paulsen, Gary M.' and a heading type of 'personal name'. Below the search results, there are options to 'Help', 'Search', 'History', 'Headings', 'Titles', 'Request', 'Account', and 'Exit'. There is also a 'Library of Congress Online Catalog' section with a URL and a 'Library of Congress Online Catalog' section with a URL and a 'Library of Congress Authorities' section with a URL.

#	Titles	Heading	Heading Type
[1]	150 Paulsen, Gary	Paulsen, Gary	personal name
[2]	1 Paulsen, Gary M.	Paulsen, Gary M.	personal name

The active link for the 150 included the title for the *Hatchet*.



Another difficult situation involved looking for one of the two illustrators of *Anne of Green Gables*. A search for Claus, M.A. brought forth Claus, M. A. (May Austin), 1882-. A search in the Catalog confirmed this was the correct M.A. Claus. However, a search for W.A.J. Claus as Claus, W.A.J. brought many possible records. The *Anne of Green Gables* title record only indicated the initials for each artist, so I ran an Internet search for the artists. I discovered that W.A.J. Claus stood for William Anton Joseph Claus. A quick search for Claus, William Anton Joseph resulted in a record for Claus, William A. J. (William Anton Joseph), 1862-1926. There were two records attached to this name, including the title for *Anne of Green Gables* (see below).

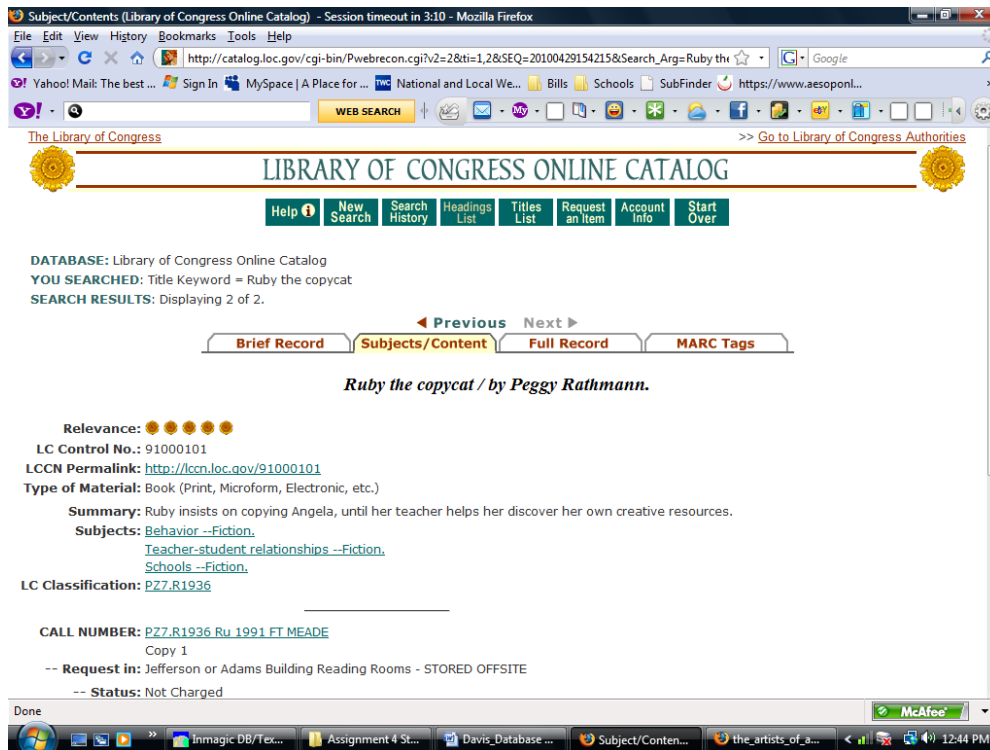
The screenshot shows the Library of Congress Online Catalog search results. The search criteria is 'Claus, William Anton Joseph'. The results table is as follows:

#	Name Heading	Name: Main Author, Creator, etc.	Full Title	Date
[1]	Claus, William A. J. (William Anton Joseph), 1862-1926	Lewis, Florence J. (Florence Jane), 1881-	Climbing up to nature / by Florence J. Lewis.	1908
ACCESS: Jefferson or Adams Building Reading Rooms - STORED OFFSITE CALL NUMBER: PZ3.L5858 C FT MEADE				
[2]	Claus, William A. J. (William Anton Joseph), 1862-1926	Montgomery, L. M. (Lucy Maud), 1874-1942.	Anne of Green Gables / L.M. Montgomery : [original cover art by George Gibbs and interior art by M.A. Claus and W.A.J. Claus].	2008
ACCESS: Jefferson or Adams Building Reading Rooms - STORED OFFSITE CALL NUMBER: PZ7.M768 An 2008b FT MEADE				

While the process in using the Library of Congress Name Authorities can be unwieldy, it is possible to find the correct name headings. Using a controlled vocabulary like this also reveals shortcomings, which allow for more appreciation of the work database designers do.

Subject Controlled Field and LCSH

Using the Library of Congress Subject Headings (LCSH) for the subject controlled field was a much easier process than using the Library of Congress Name Authorities. Most titles published closer to the 21st Century were straightforward. For example, after running a search for *Ruby the Copycat* (1991) in the Library of Congress Catalog, I opened the record for the title and looked under the Subjects/contents tab. Subjects listed include: Behavior --Fiction. Teacher-student relationships --Fiction. Schools --Fiction (see below).



For older books, such as *The Wonderful Wizard of Oz* (1908), I did find that subjects were often not available. Since I had made the subject controlled field required, I adjusted my data structure notes by indicating that "If subjects are not found under the first edition title, locate subject headings under a different edition." This does not alter the integrity of the first edition information, but headings are important to the book's content, which will be used by the user group to carry out assignments. This note also solved the problem I found for *Harry Potter and the Philosopher's Stone* (1997) as this first edition, which is British, is not found in the Library of Congress Catalog. Only the first American edition, *Harry Potter and the Sorcerer's Stone* (1998), is listed. I used the subject headings listed for the American version for the first edition title.

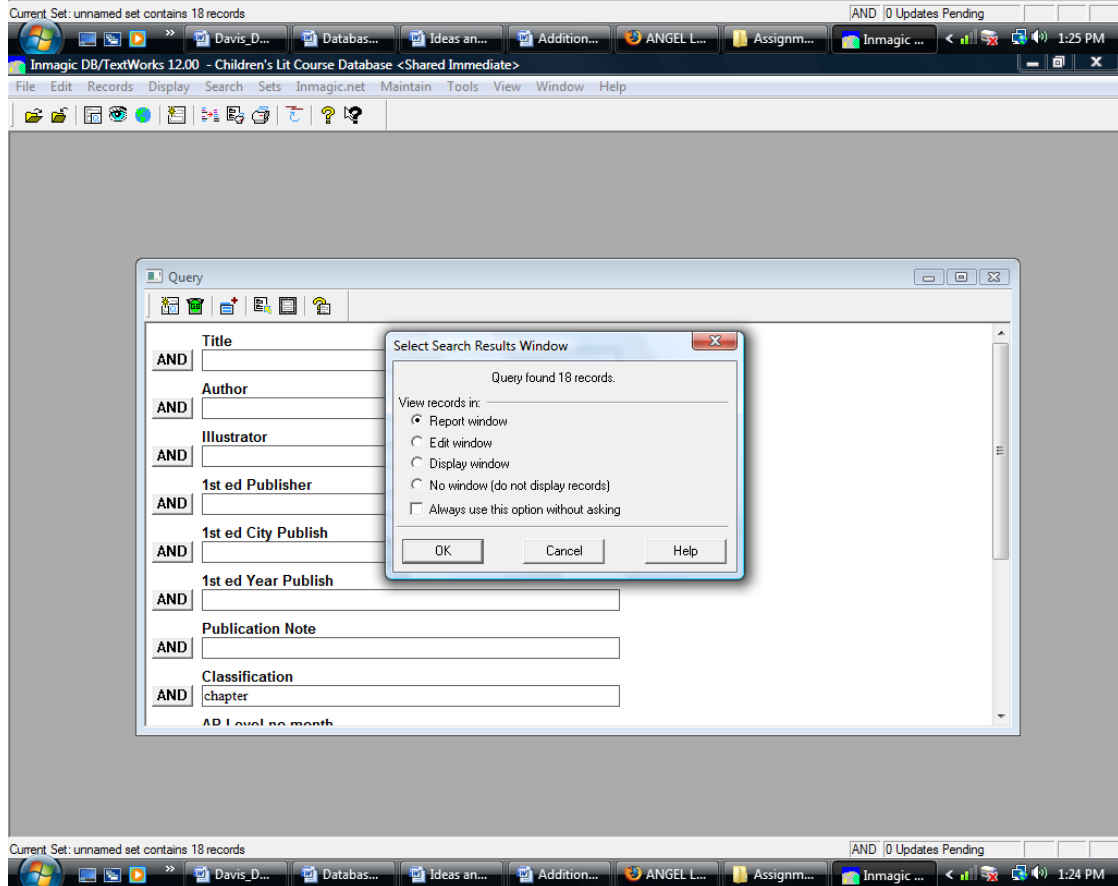
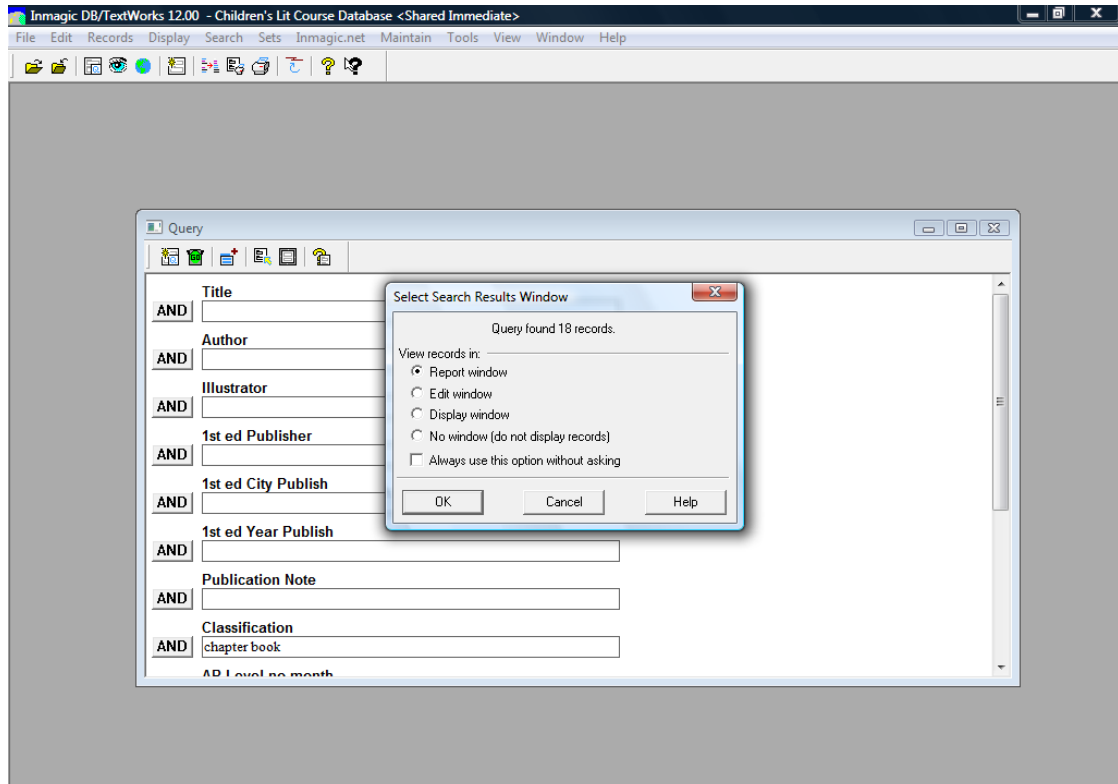
Subject Uncontrolled Field

The easiest field to design was the subject uncontrolled field. To get the most possible

results, I designed for the field to be both term and word indexed. I also made it required because finding keywords for each title was not difficult, and sometimes the subject controlled field had only a few subject headings attached to a particular title. As such, the field was also made to be repeatable (not single entry). The required and repeatable decisions made the description for each book richer. Keywords were taken from Amazon.com and WorldCat book reviews and from Wikipedia entries. The note for data entry reads, "Enter keywords not found in the LCSH. Keywords must be related to the plot, subject, or characters. Use Amazon.com, WorldCat, Wikipedia, or other web source for information."

Classification

The last five fields were more creative choices for bibliographic data. For classification, I decided to use a content validation list that would indicate whether a particular title was a picture book or chapter book. While some the chapter books include drawings, I did not consider them picture books because text predominates. For users of the database, such a description would be helpful when designing a lesson on a particular book. Length determines the depth of the lessons they will be creating for younger students. The field was term and word indexed so that "picture book" or "picture" or "chapter book" or "chapter" would bring all related titles. My data collection is made up of 12 picture books, and 18 chapter books. A search for chapter and chapter book each brought 18 records (see the following two screenshots).



A.R. Level Field

Another important need of the user group was to know the grade or age level of each book. The students in this Children's Literature course need to create lessons that are grade-specific, so I made this a required field. As the class focuses on literature for kindergarten through eighth grade, all of the data collected falls between these limits. I decided to use Accelerated Reader (A.R.) levels as found on <http://www.arbookfind.com/UserType.aspx>. On the A.R. website, the grade level is indicated by the number after B.L. (book level). For example, *Charlotte's Web* is marked as appropriate for 4.4, which means 4th grade in the fourth month.



Because I wanted users to be able to find all fourth grade books in one search (or any other grade), I decided not to use the number after the decimal point. Thus, the record for *Charlotte's Web* in the database reads 4. Most users would not think to list a level down to the month. A query for fourth grade (4), yields 5 records: *The Indian in the Cupboard*, *On My Honor*, *Charlotte's Web*, *Bridge to Terabithia*, and *Little House on the Prairie*. The full A.R. levels for each of these titles are 4.7, 4.7, 4.4, 4.6, and 4.9. Most students would be interested to find all relevant materials at once. Because only whole numbers were used (no rounding up), the A.R. level was term indexed.

On the notes for data entry, I noted, "This may be slightly inaccurate due to differences in reading level between editions." The A.R. levels do not necessarily reflect first edition information, which is more problematic for classic books, such as *The Wonderful Wizard of Oz*, etc. However, the listed reading level of more current editions is what the students in this class will be using to create lessons. Thus, the grade level will be that based on whatever edition the AR system uses. First edition information for publisher, city, and year in the prior fields is necessary for the historic needs of the class, but for the story's content and for purposes of checking out books, a modern edition is likely to be used.

In designing the A.R. level field, I had at first indicated that the field was a number rather than text until I learned that the number rule is to be used when the numbers will be calculated. I changed the field to reflect text. Because my field was required, I needed to insert a grade level for each book. A problem I did not foresee was if a book was not found in the A.R. website. I could not locate one title, *Brown Bear, Brown Bear, What Do You See?* (1967) by Bill Martin, Jr. However, this book has two related books: *Baby Bear, Baby Bear, What Do You See?* and *Polar Bear, Polar Bear, What Do You Hear?* also by Bill Martin, Jr. The A.R. website marks both

these books as 2.1, so I also used the same information for the *Brown Bear* book. If I could do this again, I would research more options for grade or age level. At the time, using the A.R. levels was practical, but it is not completely accurate due to differences between editions and that not every book is listed.

Series Field

Another field that I thought would be helpful for the user is a series field which would indicate if a book belonged to a series. Since our user group will be making lesson plans for children, it would be good to know whether the book has a series. It is a way to draw interested children into reading more books if they like the first book. At first, I had designated the field to use content validation with choices for yes or no. However, it was advised that it would be more helpful to list the name of the series. I specified that if the formal name of the series could not be found, the title in full or part of the title should be entered followed by the word "series." I changed the rules to reflect this idea, but I reverted back to my old idea when I realized I needed a field that used a validation list for either numbers or a yes or no category. It was far easier to change the series field than it was to change the A.R. level field to be able to fulfill this requirement. The rules for the series field using yes or no validation include term indexing, single entry (no repetition), and required as only one word, either yes or no, was entered. It would have been better to list the series name or even the individual titles, but to fulfill the requirements for the database, using yes or no content validation was the best choice.

Film or T.V. Adaptation Field

I made a required field for visual material, Film or T.V. adaptation, because I want the user group to know about visual material that can be incorporated into lesson plans. The course description also indicates that other media besides books would be investigated. Film and T.V.

are conflated into one field because of the problem of T.V. movies. For example, *Jacob Have I Loved* was made into a T.V. movie in 1989. This field also fulfills the requirement for a field devoted to non-bibliographic information.

Populating this field was the most difficult aspect. I looked on WorldCat, the Library of Congress Catalog, Wikipedia, and general Internet searches to find out if movies or shows existed. While it would have been easy to use yes/no content validation for the film or T.V. adaptation field, more interesting choices could be entered. Because the field is required but not all books have movies or T.V. adaptations, I used content validation that included a choice for "no information available." Other choices include animated, live action, or multiple adaptations. However, I had to be conscientious when labeling titles. For example, I used "multiple adaptations" for those books which had an animated and live action movie/show (i.e., *Where the Wild Things Are* and *The Wizard of Oz*) and even for those which had two live action adaptations (i.e., *Bridge to Terabithia*). It was very tricky to indicate which category a book belonged. For example, the show "Reading Rainbow" had an episode about the book *If You Give a Mouse a Cookie*. WorldCat describes the show as partial animation. I did not have a category for this situation. Instead, I placed it under "live action" because most who have seen the show remember how the host, LaVar Burton, connected the stories to real life. It was also difficult to label a book series that also has a series of movies. *Harry Potter and the Philosopher's Stone*, for example, has one specific movie, but there are other movies attached to the *Harry Potter* series. I decided that in these situations, I would list these as having "multiple adaptations." While this might not be the most accurate way to address visual content, unless the record indicates "no information available," some kind of visual material exists. In hindsight, it would have been better to list a

few titles of theatrical movies, T.V. movies, and T.V. shows with a date, so students could easily track them down.

Caldecott or Newberry Medal

Based on a recommendation for my last field, I decided it would be useful for the group to know if a title has won a Caldecott or Newberry Medal. According to the Association for Library Service to Children (ALSC) website, "The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children" (2010a). The Caldecott began in 1938. The ALSC website also notes, "The Newberry Medal was named for eighteenth-century British bookseller John Newbery. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the author of the most distinguished contribution to American literature for children" (2010b). This award began in 1922. There are many other awards, but some awards did not exist until the end of the 20th Century. Some awards, like the Laura Ingalls Wilder Medal, focus on the works of an author, not a specific title. Because all of the books in this database are specific to the class, which focuses on 20th Century children's literature, electing to use other awards than the Caldecott or Newberry would not be as relevant. However, a weakness in using the Newberry or Caldecott is that these awards are awarded to American (U.S.) literature, but the books included in the database are written mostly by American and British authors. Only one author is Canadian (Lucy Maud Montgomery). In retrospect, it would have been interesting to include a field that designates an illustrator's and author's nationality.

Conclusions, Lessons Learned, Changes

In all, I am satisfied with how my database turned out given that this was my first experience. While my database is not perfect, I am pleased with some of the decisions I made. I am particularly glad that for the A.R. Level field I had the insight to use whole numbers. I doubt many of the users would try to look up a book for fourth graders in the fourth month (4.4) of school. It makes much more sense to ignore the number after the decimal, so that all the fourth grade records are found together with a simple search for items labeled as 4. Given the complexities in finding first publication information, I feel that the rules and notes I made for the fields concerned with publication are a good approach. I am especially glad I followed the advice I was given to create a free text field for publication information in order to explain the complexities involved. I also am pleased that I was able to figure out how to use the Library of Congress Name Authorities, which is not a straightforward process. I also think that the decisions for the fields and rules I made are useful for the undergraduate Children's Literature course. The database reflects the emphasis on literary history (first edition publication information) and media besides books (Film and T.V. adaptation information), aspects which are mentioned in the course description. The database will also aid the user group in completing their main assignment.

Throughout the analysis of my database, I indicated changes I would have made. The biggest change I would make concerns the indexing for both the illustrator and author fields. I term and word indexed both, but at the time, I did not consider use of the Library of Congress Name Authorities in conjunction with term indexing. The Name Authorities use a last name, first name system which may or may not be attached to a date. This means that a search for "Lucy Maud Montgomery" or even "Montgomery, Lucy Maud" yields no results as a term because the entire heading is "Montgomery, L. M. (Lucy Maud), 1874-1942." The only way to really find

this author's name is to enter Montgomery, or L.M., or Lucy, or Maud, or even 1874-1942 separately. Word indexing on its own would have been the better choice. Although I conducted tests for most of the fields before committing myself by entering data, this is one I did not check. Database designing requires an appreciation for detail and an understanding of how the average person looks up information and the queries they might make. I have much more positive feelings about experimenting with technology from this experience. I have found that work like this, while tedious, is an area that I am drawn to.

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Appendix

TEMPLATE FOR DATA STRUCTURE

FIEL D	NAME	DBTEXTRUL E	ASSIGNMEN T COMPLIANC E	INSTRUCTIONS FOR DATA ENTRY
		Rule 1. Type of data. Rule 2. Indexing. Rule 3. Field Entry required. Rule 4. Unique entries only. Rule 5. Single entry only. Rule 6. Content validation	Use this column to notate how the field complies with requirements: e.g. identifier, uncontrolled geographic, etc.	Type instructions for data entry. SAMPLE NOTES: Use Canadian spelling, enter last name first name, use content validation table, use country name as found on http://whc.unesco.org/en/list
1	Record #	Rule 1. Automatic generator Rule. 2. Single entry only Rule 3. N/A Rule 4. N/A Rule 5. N/A Rule 6. N/A		Automatically generated
2	Title	1. text 2. term and word indexed 3. required 4. not unique 5. single entry 6. no content validation	Identifier	Enter in title of the book as it appears on the title page, but, if not available, use the title as entered in the Library of Congress' MARC record.
3	Author	1. text 2. term and word indexed 3. required 4. not unique 5. not single entry 6. no content	Controlled vocabulary	Enter in the name or names as found in the Library of Congress Name Authorities.

		validation		
4	Illustrator	<ol style="list-style-type: none"> 1. text 2. term and word indexed 3. not required 4. not unique 5. not single entry 6. no content validation 	Controlled vocabulary	Enter in the name or names as found in the Library of Congress Name Authorities.
5	First edition publisher	<ol style="list-style-type: none"> 1. text 2. term and word indexed 3. not required 4. not unique 5. single entry 6. no content validation 		Use first edition information as found in World Cat, Library of Congress, or other web source such as Wikipedia. Because the user group is focusing on children's literature over time, it is important that publication information refer to the first edition ever published.
6	First edition city published	<ol style="list-style-type: none"> 1. text 2. term and word indexed 3. not required 4. not unique 5. single entry 6. no content validation 		Use first edition information as found in World Cat, Library of Congress, or other web source such as Wikipedia. Because the user group is focusing on children's literature over time, it is important that publication information refer to the first edition ever published.
7	First edition year published	<ol style="list-style-type: none"> 1. number (date) 2. term indexed 3. not required 4. not unique 5. single entry 6. no content validation 	Chronological	Use first edition information in yyyy format as found in World Cat, Library of Congress, or other web source such as Wikipedia. Because the user group is focusing on children's literature over time, it is important that publication information refer to the first edition ever published.
8	Publication information note	<ol style="list-style-type: none"> 1. text 2. word indexed 3. required 4. not unique 5. not single entry 		Use this field to note first edition issues. Some books were clearly marked 1 st edition, but some books only had a copyright date. Some editions were also labeled as first-American edition, but these weren't use because the focus is on the original

		6. no content validation		edition. Note how the information was labeled in World Cat, Library of Congress, or other web source such as Wikipedia.
9	Classification	1. text 2. term and word indexed 3. required 4. not unique 5. single entry 6. content validation	Content validation	Use either "chapter book" or "picture book" to describe the book's format.
10	A.R. Level-no month	1. text 2. term indexed 3. required 4. not unique 5. single entry 6. no content validation		Use Accelerated Reading (A.R.) levels as found on http://www.arbookfind.com/UserType.aspx but without the decimal point and number after the decimal point. For example, a 5.5 refers to fifth grade in the fifth month. For purposes of the user group, only the number that refers to the grade will be used (number before the decimal; no rounding up). This may be slightly inaccurate due to differences in reading level between editions.
11	Subject Controlled	1. text 2. term and word indexed 3. required 4. not unique 5. not single entry 6. no content validation	Controlled vocabulary	Use Library of Congress Subject Headings (LCSH). If subjects are not found under the first edition title, locate subject headings under a different edition.
12	Subject Uncontrolled	1. text 2. term and word indexed 3. required 4. not unique 5. not single entry 6. no content validation	Uncontrolled	Enter keywords not found in the LCSH. Keywords must be related to the plot, subject, or characters. Use Amazon.com, WorldCat, Wikipedia, or other web source for information.
13	Series	1. text 2. term indexed	Yes/No Content validation	Choose either "yes" or "no" from the validation list. This refers to whether the book belongs to a series or has

		3. required 4. not unique 5. single entry 6. content validation		other related books.
14	Film or T.V. Adaptation	1. text 2. term and word indexed 3. required 4. not unique 5. single entry 6. content validation	Content validation; non-bibliographic information	Check for adaptations in World Cat or other web source such as Wikipedia. Enter either "no information available," "animated," "live action," or "multiple adaptations" (for those which have more than 1 film or T.V. series in any category).
15	Newberry or Caldecott Medals	1. text 2. term indexed 3. not required 4. not unique 5. single entry 6. content validation	Content validation	Enter either "Newberry" or "Caldecott" if applies. If neither apply, leave blank. This refers to whether the book has won the Newberry or Caldecott Medals.