

Publically Accessible Fairy Tale Books in Oklahoma

Part I. Collection description and its information objects:

1.1 Location of collection:

The collection consists of publically accessible fairy tale books. The books are available for checkout at various public libraries in Oklahoma (excluding public university libraries). Some of the libraries also offer digital books that can be accessed online. The libraries are located in many different towns. The state of Oklahoma is located in the central United States.

1.2 Purpose of collection:

The purpose of this collection is primarily recreational. The collection will be used by people of all ages. The collection is designed to assist users in selecting books that interest them and/or their child(ren). This collection may also be utilized for education. Educators may utilize the collection for teaching purposes. The collection will assist educators in identifying books that will assist them in teaching concepts. These concepts are objectives/lessons fairy tale books help teach. For example, these concepts can include sequence, character traits, compare and contrast, folklore of particular countries, and more. The concepts will be noted by catalogers and by using added tags. The tags can be added by both library personnel and users.

1.3 Physical and intellectual aspects of objects:

The collection consists of publically accessible in print and digital fairy tale books. The books contain stories that typically feature folkloric fantasy characters, and, often, magic or enchantments. The size and page numbers of the books vary. The books are often read for enjoyment, but can also be used for children trying to meet Accelerated Reading levels, and by educators using them to assist in teaching objectives. Intellectual aspects include those that would help a user identify the book(s) they desire. These aspects include the language, the Accelerated Reader level (for school aged users and their parents), and subjects of the story. Subjects include characters such as the people, animals, or creatures featured in the story. Other subjects include teachable concepts. These could be objectives met with the help of reading the story. These could include character traits, compare and contrast, country folklore, fable, fractured fairy tale, good vs. evil, gratitude, persistence, problem-solving, rhyme, sequence, setting, solution, and other concepts users may add through tags.

1.4 Extent of collection and plans for growth:

The collection includes approximately 2,500 books. The collection will grow as libraries acquire more books. Numbers may fluctuate as libraries obtain books and discard others. Budgets, and what books librarians decide to acquire, will affect how many books are obtained. Donated books could also affect the collection amounts.

Part II. Users of the collection:

2.1 User group(s):

The primary users of the collection are children and their parents. Teachers also use the collection. The collection is available for public view online, so anyone interested in fairy tales may access the site. However, the main audience is children, parents, and teachers.

2.2 Demographics:

The users of this collection are both male and female. The approximate age span is 0-70+. The two aforementioned primary user groups represent children being read to by their parents, children reading for enjoyment or assignments, and teachers reading to students. English is the primary language spoken; however, items in the collection are also available in Spanish as this is the second most common language. The users have various reading abilities. Although the users vary in abilities, they will use the same type of metadata. Teachers and guardians will be looking for books that fit the needs of the children, so they will be looking from the children's perspective. The additions that will increase the benefit to teachers are the teachable concepts field and the added tags. A few adaptations (detailed below) will make the system user-friendly for the various users.

2.3 Types and levels of knowledge:

Domain knowledge:

Most users have a moderate level of domain knowledge. Since they are accessing a site specific to fairy tales, they will be knowledgeable of basic traits of fairy tales and books in general (ex. books have titles). They will likely be familiar with search terms for a successful search. Young users may use the site with limited domain knowledge. They may not understand what a fairy tale book likely contains and are unsure of specific interest. For these users, the site contains icons with typical fairy tale characters to assist them in deciding their desired subject (ex. icon with princess, prince, and castle; icon with animals; icon with magic wand). The users can also seek the aide of parents and professionals when searching. Some users utilize the collection for recreational use and understand fairy tales to be fiction (although Dewey classified them with nonfiction), fantasy, and to typically contain certain types of characters. For these users, the site catalog will include searchable fields including subjects that could be featured in the books. Users, who utilize the collection for educational uses, understand that the books have teachable concepts, such as: sequence, character traits, persistence, etc. The site will list possible teachable concepts as well as characters.

System knowledge:

System knowledge will vary. Young users are likely to require the assistance of adults when searching. Children who are about 8+ will benefit from the icons and browsing discussed in previous sections. Adult users will have high system knowledge. In today's digital age, most possess the basic conceptual and semantic knowledge to express a query and implement it. For those who lack semantic and technical knowledge, help and tips sections are provided as well as mouseovers for instructions. Also, for users who are not sure of possible subjects, a list of subject terms is included. This will include a list of main characters included in the various stories. A list of Accelerated Reader level ranges and teachable concepts will also be provided.

Users can click on the character subjects, the Accelerated Reader level ranges, and/or the teachable concepts to retrieve books with these certain attributes to help them narrow their search.

Task knowledge:

The majority of users will be reading for recreational and entertainment purposes. They will likely not be looking for anything too specific as they have already decided on a genre. Other users may be looking for a specific type of character and are able to type that into the search bar or browse according to character. The character subject list will also provide a main character list from which to choose. Educators are likely to know which book they want or what concept they would like to teach. The teachable concepts will be provided in the books' records through the appropriate field and through added subject tags from catalogers and, potentially, users. Again, those looking for teachable concepts may also benefit from the list of concepts provided.

World Knowledge:

The users' world knowledge will vary. Young, and older, users may not be as confident in their computer use because of lack of experience. In this case, help/tips icons and pages, mouseovers, and the aforementioned browsing option and lists will be provided. The people with a lack of computer skills may also require assistance. In choosing to search the site that is specifically dedicated to fairy tales, all users are likely to be knowledgeable of what many fairy tales contain. To narrow searches in order to assist in locating particular books, the subject metadata will include characters, teachable concepts, Accelerated Reader levels, summaries, and user-provided tags.

2.4 User's problems and questions:

Recreational readers will be looking for books that are engaging and entertaining. They may be looking for certain characters that appeal to them and/or their children. Children and parents may also be looking for certain levels of books to read and/or whether they are included on a reading point program. Educators may also seek this information. They may also use the collection to look for books that contain certain educational concepts.

User question: My child enjoys books with giants. What book(s) feature giants?

Suggested attributes: Subject

Desired Precision/Recall: Moderate level of precision, moderate level of recall

User question: I am looking for the book, *Jack and the Beanstalk*?

Suggested attributes: Name

Desired Precision/Recall: High level of precision, low level of recall

User question: My class is doing an author study on Jan Brett. What books featuring fairy tales did she write?

Suggested attributes: Creator

Desired Precision/Recall: High level of precision, low level of recall

Part III. System Design:

3.1 Entity level or unit of analysis and why appropriate:

The entity level of the collection is the whole object. The whole object is each book or e-book. There will be one record for each book. The users will want to access information on each book because the books cannot be divided into parts.

3.2 Attributes chosen and their appropriateness to the collection:

The attributes (listed below) are necessary because they will help users retrieve the books they need/desire. The attributes will help users search, identify, select, and evaluate the books.

Name: This attribute will be provided in the form of the book title. Labeling each book with its title allows users to search for specific books or books with the same title.

Creator: Informs the user of the person(s) responsible for writing and illustrating the book. This will also help identify books with similar writing styles and perhaps illustrations.

Subject: Listing subjects will help users identify the types of characters featured in the books. They also may inform educators of concepts that can be taught from the books. Subjects will also help link similar books. The subject will also include the target audience (age/grade level) of the book. This will be in the form of the Accelerated Reader reading program level. Lastly, the subject attribute will include a summary. This, along with cataloger/user tags will give the users a glimpse of what the story is about. Parents may also be able to decide the appropriateness of the book based on the summary.

Format: Format will help users identify if the book is offered in physical format or electronic format.

Language: Will notify users of the language the book was written in.

Identification: This attribute provides an ID for each book. Codes are given to each book to assist in identifying the items and grouping them according to similarities.

Physical Description: This attribute assists in identification of the books. The ISBN of each book and an image are included.

Notes: This attribute lists which Oklahoma public library (or libraries) lends the book.

3.3 Field names and indexing decisions:

General Attribute	Field Name	Searchable? (Y or N)
Name	Title	Yes
Creator	Author	Yes
	Illustrator	Yes
Subject	Characters	Yes
	Teachable Concepts	Yes
	Tags	Yes
	Accelerated Reader Level	Yes
	Summary	No
Format	Format	Yes
Language	Language	Yes
Identification	Classification	No

Physical Description	Image	No
	ISBN	Yes
Notes	Physical Location	Yes

The collection will have many indexed fields. The indexed fields will help users search, identify, select, and evaluate the books within the system. The Title, Author, and Illustrator are indexed as most books are known by their titles, a portion of their titles, or their authors' names (full name or last name). Occasionally, the illustrator name is known as well. Users may approach the site with certain interests. Characters are indexed because users, particularly children, may have an interest in specific types of characters. The Tags field may also assist in this area as catalogers and users may list more characters and subject terms not outlined in the catalog record. Educator users will benefit from the inclusion of Teachable Concepts and Tags as to locate books that will assist in covering various objectives. The indexing of Accelerated Reader Level would benefit student, guardian, and teacher users as to ensure the book level is appropriate for the range of audience. Many students are required to participate in reading/points programs, and they, and/or their parents, specifically look for certain levels. Summary will not be indexed as there are too many details in this portion. Format is a searchable attribute for users who may wish to select a book in either print or e-book format. Language will also be searchable in the advance search options. It is not available in the general search because typing in a certain language could recall an inefficiently large amount of books. Language is an important searchable attribute as the population consists of users with varied languages. Classification is not searchable; however, it is included on the record for catalogers and developers to reference the item, management purposes, and for communication between users and catalogers for possible questioning. Image is not searchable as it is a visual supplied for browsing. The ISBN is a searchable field in the advanced search as users may approach the system knowing this number. Lastly, Physical Location is searchable for users who first want to view which books are held within their local library, or a library near their location, before narrowing down their selection based on other fields.

Part IV: Semantics, Syntax, and Input Rules:

4.1 Field names and semantics:

Field Name	Semantics
Title	Name given to the book, typically a phrase or one word
Author	Entity responsible for text content, typically a person's name
Illustrator	Entity responsible for the picture content, typically a person's name
Characters	Significant people, animals, or creatures featured in the book
Teachable Concepts	Term, or phrase, to describe educational topic of an objective outlined in education standards
Tags	Terms chosen by catalogers and/or registered users to describe the content of the book,

	typically one word or short phrase encompassing the significant theme(s), character(s), or teachable concept(s) that were not included by the cataloger in the original Teachable Concepts or Characters field
Accelerated Reader Level	Approximate readability based on ATOS readability formula, written as a number with a decimal and another number to represent grade level and month within that grade level
Summary	Short, neutral description of the main characters and important events of the book; typically three sentences or less
Format	Physical description of the book, identifies whether the book is available in print or as an e-book
Language	Language in which the text of the book is written; this collection consists of books written in Spanish or English
Classification	Alphanumeric code given to each book in the collection, will consist of DDC 398.2 code and first three letters of author's last name
Image	Digital graphic of the cover of the book or the book jacket
ISBN	International Standard Book Number, 10 or 13-digit number identifying a specific book
Physical Location	Name of public library, or libraries, in Oklahoma that have the book in their collection

4.2 Record content and input rules:

Field Name: Title

Semantics: Name given to the book, typically a phrase or one word

Chief Source of Information: Reverse (verso) of title page (sometimes referred to as the copyright page)

Input Rules: Enter title as it appears on the source. Do not change spelling or order. Do not omit any words. Utilize style of capitalization and punctuation as it appears on the reverse title page. Omit period if it follows the title listed on the reverse title page and is not part of the title on the cover. This is a required field.

Example: Goldilocks and the three bears
Town mouse, country mouse

Field Name: Author

Semantics: Entity responsible for text content, typically a person's name

Chief Source of Information: Cover of the book and/or reverse title page

Input Rules: Enter first name first, then type one space, then type author's last name. Enter names with first letter of first name and first letter of last name capitalized. If middle name is included, capitalize first letter, and remaining letters should be lowercase. Include middle initials if listed, and capitalize them. Enter first name first, middle name or initials next, and last name last. Include punctuation for title abbreviation. Include punctuation for middle initial or other shortened name forms if that is how it is listed on the source. If there is more than one author, press enter to begin a new entry. If the book notes the story is a retelling (retold version) of a fairy tale, list the person the story is retold by as the author. This is a required field, unless the book only lists an illustrator. If the book only lists an illustrator, type "none".

Example: Mo Willems
J.K. Rowling
Dr. Seuss
none

Field Name: Illustrator

Semantics: Entity responsible for the picture content, typically a person's name

Chief Source of Information: Cover of the book and/or title page

Input Rules: Enter first name first, then type one space, then enter illustrator's last name. Enter names with first letter of first name and first letter of last name capitalized.

If middle name is included, capitalize first letter, and remaining letters should be lowercase.

Include middle initials if listed, and capitalize them. Enter first name first, middle name or initials next, and last name last. Include punctuation for title abbreviation. Include punctuation for middle initial or other shortened name forms if that how it is listed on the source. If there is more than one illustrator, press enter to begin a new entry. If illustrations are present, Illustrator is a required field. If there is not illustrator, type "none".

Example: Dr. Seuss
Paul O. Zelinsky
none

Field Name: Characters

Semantics: Significant people, animals, and/or creatures featured in the book

Chief Source of Information: Content (text and pictures) in the book and the *Sears List of Subject Headings*, may also utilize subjects listed on reverse title page if comparable to *Sears List of Subject Headings*

Input Rules: Read the book and list the main characters appearing in the text, in the pictures, or both. Compare your list to the subject terms in the *Sears List of Subject Headings*. Locate the terms or phrases that most closely match the significant characters you identified. This is not a required field, as some character terms are not listed in the *Sears List of Subject Headings*. If this is the situation, please enter "none" exactly as it appears in the example. If a main character term is included in the *Sears List*, it is a requirement to list it. The maximum amount to include in this field is five terms. Enter the terms using the exact capitalization and punctuation as they are

supplied by the *Sears List of Subject Headings*. If there is more than one subject, press enter to begin a new entry. Terms can be listed in any order.

Example: Princesses

Pigs

none

Field Name: Teachable Concepts

Semantics: Term, or phrase, to describe educational topic of an objective outlined in education standards

Chief Source of Information: Content (text and pictures) in the book and the Fairy Tale Teachable Concepts Subject Terms List (*Appendix A*)

Input Rules: Be familiar with the terms in *Appendix A* (Fairy Tale Teachable Concepts Subject List). Read the book and list the significant teachable concepts derived from the text, in the pictures, or both. Compare your list to the subject terms in *Appendix A*. Locate the terms or phrases that most closely match the significant teachable concepts you identified. This is not a required field. The maximum amount to include in this field is five terms. Enter the terms using the exact capitalization and punctuation as they are supplied by *Appendix A*. If there is more than one teachable concept, press enter to begin a new entry. Terms can be listed in any order.

Example: Compare and contrast

Character traits

Field Name: Tags

Semantics: Terms chosen by catalogers and/or registered users to describe the content of the book, typically one word or short phrase encompassing the significant theme(s), character(s), or teachable concept(s) that were not included by the cataloger in the original Teachable Concepts or Characters field

Chief Source of Information: Catalogers and users, content of the book

Input Rules: Catalogers, use this field to include any characters or teachable concepts that are significant and would be over the five term maximum for the character and teachable concept field. Catalogers also use this space to include subject terms that were not included in the *Sears List of Subject Headings* or the Teachable Concepts that were not included Fairy Tale Teachable Concepts Subject List (*Appendix A*). All words should be lowercase and void of punctuation. Tags pertain to the contents of the book.

Users, find book record in the system, and click “Add New Tag” (located next to the Tags field). If not already logged in, log in to the system using username and password. If you do not have an account, create one. Upon clicking “Add New Tag” a text box will appear. Type a word or term into the box that relates to the book. Entries can be up to 40 characters long. All words should be lowercase and void of punctuation. Catalogers will screen tags before being published. Catalogers, do not publish profanity. Correct spelling mistakes. Catalogers, only publish tags relating to the content of the book. Tags are entered as they are submitted and approved. If there is more than one tag, press enter to begin a new entry. There is a maximum for twenty entries in this field. This is not a required field.

Example: happy ending
caldecott book
wolf

Field Name: Accelerated Reader Level

Semantics: Approximate readability based on ATOS readability formula, written as a number with a decimal and another number to represent grade level and month within that grade level

Chief Source of Information: Accelerated Reader Bookfinder (www.arbookfind.com)

Input Rules: Go to www.arbookfind.com. Type the book title and author in the advanced search fields. Ensure the record matches the book for which you are searching. Enter the number, the decimal, and the number as it appears after the BL: on the Bookfinder page. Do not include any spaces. If the book is not available on the Bookfinder site, it is not a required field. Enter “not available” if the book is not on the Bookfinder site. The field has a maximum of one entry.

Example: 2.6
1.3
not available

Field Name: Summary

Semantics: Short, neutral description of the main characters and important events of the book; typically three sentences or less

Chief Source of Information: Book text and illustrations. You can also refer to the reverse title page (sometimes referred to as the copyright page) for summary information.

Input Rules: Read the book. Note the main characters and main event(s) of the story. Enter in sentence style. Sentences should be complete with capitals and punctuation. Sentences should name the main character(s) while describing the main event(s) within the story. If possible, do not indicate how the story ends. The summary entry should be at least one sentence and no longer than three sentences. This is a required field.

Example: The Three Billy Goats cross a bridge over a river to get to the green, tender grass. A big, mean troll lives under the bridge and wants to eat the goats. The goats try outwitting the troll to get to the grass.

Field Name: Format

Semantics: Physical description of the book, identifies whether the book is available in print or as an e-book

Chief Source of Information: Visual observation of the container of book

Input Rules: View the book and verify if the book is in print (book) or an e-book. Enter the term book or e-book. Enter exactly as shown in the examples with all letters lowercase. This is a required field.

Example: book
e-book

Field Name: Language

Semantics: Language in which the text of the book is written; this collection consists of books written in Spanish and English

Chief Source of Information: Text of book

Input Rules: Examine text of book. Verify if language used is English or Spanish. Type the chosen term using the exact format of English or Spanish as shown in the examples. The first letter is capitalized and the rest of the word is lowercase. There is no punctuation. This is a required field.

Example: English
Spanish

Field Name: Classification

Semantics: Alphanumeric code given to each book in the collection, will consist of DDC 398.2 code and first three letters of the author's last name

Chief Source of Information: As each book is a fairy tale, each will be labeled with 398.2 as assigned by the Dewey Decimal System. The source for the alphabet letters in the code will come from the author's last name.

Input Rules: As each book is a fairy tale, each will be labeled with 398.2 as assigned by the Dewey Decimal System. The source for the alphabet letters in the code will come from the author's last name. Enter the code 398.2 followed by one space and the first three letters of the author's last name. Each of these letters should be capitalized. This is a required field. If the book has more than one author, use the first author listed on the book.

Example: 398.2 BRE
398.2 DUF

Field Name: Image

Semantics: Digital graphic of the cover of the book or the book jacket

Chief Source of Information: Outside, front cover of book

Input Rules: Acquire the outer, front cover, or book jacket, thumbnail image of the book from the publisher. Insert the image into the record using the insert image field. The image can be no longer than 300 pixels (px) wide and 300 px high. If needed, modify the pixels for correct size. Ensure clarity. Press "insert image" button.

Noncommercial input rules: Locate the book image online. Insert the image into the record using the insert image field. The image can be no longer than 300 pixels (px) wide and 300 px high. If needed, modify the pixels for correct size by typing the number in the pixel box. Ensure clarity. Press "insert image" button. Below the image, type "Image source:" and the url from where the image was obtained. Locate the copyright notice on the reverse title page of the book. Press enter and, directly under the "Image source:" and url, type the copyright notice just as it appears on the reverse title page of the book. If there are multiple copyrights (i.e. text and illustrations), press enter once to add other copyright notice. If no image is available, insert generic book image (in example below) and type title of the book as instructed in the title field.

Example:

Image source:

<https://catalog.metrolibrary.org/?section=resource&resourceid=212738646¤tIndex=0&view=fullDetailsDetailsTab>

Copyright © 2002 by Ruth Sanderson

Field Name: ISBN

Semantics: International Standard Book Number, 10 or 13-digit number identifying a specific book

Chief Source of Information: Reverse title page (sometimes referred to as the copyright page)

Input Rules: Enter ISBN number located on the reverse title page. Do not include dashes, spaces, or letters. Enter all ISBN numbers located on the page. If there is more than one ISBN, press enter to begin a new entry. This is a required field.

Example: 0689311745

9781499480665

Field Name: Physical Location

Semantics: Name of public library, or libraries, in Oklahoma that have the book in their collection

Chief Source of Information: OCLC WorldCat, <https://www.worldcat.org/>

Input Rules: Go to <https://www.worldcat.org/>. Click on the “Books” tab above the search bar. Click “Advanced search”. Type the book title and author in the advanced search fields. Look through list and confirm the correct book format and author. Click on book title and scroll down. Type in the zip code 73102 (downtown Oklahoma City). This will retrieve a list of libraries based on ascending distance from Oklahoma City. Type in the names of the public libraries using the capitals and punctuation that appear as blue text. Do not include the underline. Do not include college libraries. This is a required field. Only include public libraries (or public library systems) in Oklahoma. The maximum amount to include in this field is ten libraries. If there is more than one library, press enter to begin a new entry. If there are more than ten Oklahoma public libraries listed, type “...and more. Check your local library’s OPAC.”

Example: Metropolitan Library System

Pioneer Library System

Mabel C. Fry Public Library

...and more. Check your local library’s online catalog.

Part V: Records for Your Objects:

Item #: 1

Title: Town mouse, country mouse

Author: Jan Brett

Illustrator: Jan Brett

Characters: Mice

Teachable Concepts: Compare and contrast

Sequence

Gratitude

Fable

Setting

Tags: detailed illustrations

animals

Accelerated Reader Level: 4.0

Summary: A mouse from the country and a mouse from the town trade locations. They each think the other's home location is better. The mice discover there is no place like home.

Format: book

Language: English

Classification: 398.2 BRE

Image:

Image source: https://www.amazon.com/dp/B01FE4IGNO/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1

Copyright © 1994 by Jan Brett

ISBN:0399226222

Physical Location: Metropolitan Library System

Pioneer Library System

Mabel C. Fry Public Library

Mustang Public Library

El Reno Public Library

Chickasha Public Library

Stillwater Public Library

Public Library of Enid & Garfield County

Duncan Public Library

Cleveland Public Library

...and more. Check your local library's online catalog.

Item #: 2

Title: Jack and the beanstalk

Author: Beatrice Schenk de Regniers

Illustrator: Anne Wilsdorf

Characters: Giants

Teachable Concepts: Rhyme

Sequence

Persistence

Solution

Tags: magic
jack
gold

Accelerated Reader Level: not available

Summary: This book retells the story of a boy, Jack, who climbs a magic beanstalk. A mean giant lives at the top of the beanstalk. Jack will try to survive and get the giant's fortune.

Format: book

Language: English

Classification: 398.2 REG

Image:

Image source: <https://www.goodreads.com/book/show/5354412-jack-and-the-beanstalk>

Text copyright © 1985 by Beatrice Schenk de Regniers

Illustrations copyright © 1985 by Anne Wilsdorf

ISBN: 0689311745

Physical Location: Western Plains Library System

Ponca City Library

Tulsa City-County Library

Southeastern Public Library System of Oklahoma

Item #: 3

Title: Three billy goats Gruff

Author: Glen Rounds

Illustrator: Glen Rounds

Characters: none

Teachable Concepts: Character traits

Problem-solving

Setting

Solution

Tags: goats
troll
folklore norway

Accelerated Reader Level: 3.8

Summary: The Three Billy Goats cross a bridge over a river to get to the green, tender grass. A big, mean troll lives under the bridge and wants to eat the goats. The goats try outwitting the troll to get to the grass.

Format: book

Language: English

Classification: 398.2 ROU

Image:

Image source:

https://www.goodreads.com/book/show/1747981.The_Three_Billy_Goats_Gruff

Copyright © 1993 by Glen Rounds

ISBN: 0823411362

Physical Location: Metropolitan Library System

Mabel C Fry Public Library

Stillwater Public Library

Fairview City Library

Western Plains Library System

Okmulgee Public Library

Ardmore Public Library

Southern Oklahoma Library System

Tulsa City-County Library

Southeastern Public Library System of Oklahoma

...and more. Check your local library's online catalog.

Item #: 4

Title: Hansel and Gretel : a tale from the Brothers Grimm

Author: Rikka Lesser

Illustrator: Paul O. Zelinsky

Characters: Children

Witches

Teachable Concepts: Problem-solving

Persistence

Sequence

Character traits

Country folklore

Tags: hansel

gretel

detailed illustrations

gingerbread house

old woman

death

fortune

folklore Germany

caldecott honor

Accelerated Reader Level: 4.3

Summary: A mother and father take their children, Hansel and Gretel, away to get lost in the forest. Hansel and Gretel stumble upon a house made of bread, cakes, and candy. A wicked witch lives there, and wants to eat them for dinner.

Format: book

Language: English

Classification: 398.2 LES

Image:

Image source:

https://www.google.com/search?q=hansel+and+gretel+lesser&rlz=1C1OPRB_enUS551US558&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjrnv-P0OzXAhVEzFQKHSOCBDMQ_AUICigB&biw=1366&bih=662#imgsrc=uCFKzFkh6IRCSM:

Text copyright © 1984 by Rika Lesser

Illustrations copyright © 1984 by Paul O. Zelinsky

ISBN: 0396084494

Physical Location: Metropolitan Library System

Oklahoma Department of Libraries

Mustang Public Library

Pioneer Library System

Chickasha Public Library

Anadarko Community Library

Seminole Public Library

Stillwater Public Library

Duncan Public Library

Fairview City Library

...and more. Check your local library's online catalog.

Item #: 5

Title: Red Riding Hood

Author: James Marshall

Illustrator: James Marshall

Characters: Children

Teachable Concepts: Sequence

Fractured fairy tale

Country Folklore

Character traits

Solution

Tags: little red riding hood

wolf

hunter

folklore germany

Accelerated Reader Level: 3.2

Summary: Red Riding Hood is going through the dark woods to take her granny some custard. Along the way, she meets a sneaky wolf. The wolf tricks her and gets to Granny's house first.

Format: book
Language: English
Classification: 398.2 MAR
Image:

Image source: <https://www.amazon.com/Riding-Hood-retold-James-Marshall/dp/0140546936>

Copyright © 1987 by James Marshall

ISBN: 0803703449
0803703457

Physical Location: Metropolitan Library System

Mustang Public Library

Pioneer Library System

Ada Public Library

Western Plains Library System

Okmulgee Public Library

Ponca City Library

Ardmore Public Library

Southern Oklahoma Library System

Tulsa City-County Library

...and more. Check your local library's online catalog.

Appendix A: Fairy Tale Teachable Concepts Subject Terms List

Character traits
Compare and contrast
Country folklore
Fable
Fractured fairy tale
Good vs. evil
Gratitude
Persistence
Problem-solving
Rhyme
Sequence
Setting
Solution

References

Metropolitan Library System. n.d. "Metropolitan Library System." Accessed December 2, 2017.
<http://www.metrolibrary.org/>.

Part VI: Project Summary:

My collection consisted of Publically Accessible Fairy Tale Books in Oklahoma. I chose this particular collection to gain greater understanding of organization systems pertaining to books. I have also had an interest in a system that would assist educators in choosing fiction books that help teach different concepts. I understand that the Dewey Decimal Classification (DDC) classifies fairy tales as nonfiction. While educators may explain this reasoning in terms of folklore, all other traits of fairy tales represent fiction. Lastly, I wanted to choose a collection that had potential to impact my future role as a school media-specialist. This role has potential to involve entering metadata about books and helping teachers, students, and families select books to meet their needs.

My system is similar to a library's online public access catalog; however, it focuses on a particular genre of books. This immediately narrows the search for those looking for fairy tale books. The main difference is that my collection, in addition to common metadata, also allows searching based on teachable concepts. This would be of great benefit to educators who are looking for books to help children learn certain objectives.

Overall, this project was challenging. It caused me to mentally dissect an organization system while also keeping the entire system and its goals at the forefront. One of my biggest challenges was grouping the fields correctly under the different attributes. Before professor feedback, I had some fields listed as attributes. For example, I had listed ISBN and Image as separate attributes while they should have been considered fields under the physical description attribute. I, very much, appreciated the feedback, and it increased my understanding of the relationships and connections between different fields and their overarching attributes.

The project also caused me to consistently think of users and what would most effectively meet their needs while also considering consistency that effective systems need. For example, users may search using a variety of character terms. I was surprised by the lack of terms in the *Sears List of Subject Headings*. Readings for the class have noted the *Sears List* as being geared more toward children and small libraries. I was expecting the subject terms to include many of the character names that are seemed to be common in children's books. It was interesting to read the terms *Sears* included and what was left out. For example, *Sears* included "Pigs" and did not include "Wolf". This problem was alleviated by including a Tags field that is available to catalogers and users.

The one main difference I would make to my system would be to choose a different subject headings list. I would like to use one that included more term options. Also, once I began typing my records, I noticed many of the books list *Library of Congress Subject Headings*

(LCSH) on their reverse title page. As a librarian, there is great potential to have to catalog books with a high page count. It would be difficult for a cataloger to read these books and decide on appropriate subject terms in an efficient amount of time. They could gather the subject information they need from the reverse title page if using LCSH as that is the subject terms list contained in each of the sample record books I used. LCSH is also limited in its character options; however, the inclusion of the terms on the reverse title page would save time. Again, the lack of terms available is also partially solved by the option to add tags.

An additional issue that arose for me during the completion of the project included how to legally incorporate images in my organizational system project. Questions concerned whether I was legally allowed to use book images without permission, if a citation was needed, and how library systems incorporate images into their online public access catalogs. The professor provided assistance with these concerns. She provided information on how libraries incorporate the images and provided instructions for my collection. This issue expanded my knowledge on specifying input rules and also copyright notices. As a library and information science professional, displaying and providing information is at the core of our responsibilities. This knowledge gained from this issue will aid me in the future.

There are portions of this organization system, Publically Accessible Fairy Tale Books in Oklahoma, that would be beneficial if they were implemented. Educational research has proven that children learn better when lessons are connected; therefore, teachers are regularly looking for how books can teach certain concepts as it is easy to link subject with the use of books. It would be very beneficial to have a system that is searchable by Teachable Concept and one in which educators could add how they have used the book to meet outlined standards. The use of tags is beneficial in this area. School libraries could benefit greatly from this addition. Often, I search online for books that teach certain lessons, and then search the school library to see if that book is in the school's library collection. It would be beneficial to search the school library's OPAC for the books covering the teachable concept.

This project was challenging in that it required many detailed responses. It also required that I constantly kept both the user in mind as well as the cataloger. I was required to think of what type of information and how its format would best aid the user in searching, identifying, selecting, and evaluating the books. As I completed more of the exercise, I realized that suiting the project completely to the users' needs could cause difficulties for the catalogers. For example, I wanted the title to appear exactly as it did on the cover and title page; however, this would create inconsistency within the system and, at times, require interpretation from the cataloger. The information on the reverse title page could increase cataloger efficiency if able to gather the information from that page. Overall, this project increased my awareness of the necessity of thinking through and being detailed in any organization system to aid in efficiency and consistency. It has caused me to respect those who design organization systems as well as catalogers. The details they must consider and careful information they provide make metadata much simpler for users to understand and assists in making resources retrievable.