

NOTE: I've edited my PowerPoint slide presentation (15MB!) into an MSWord document (5MB) with fewer pictures. The notes are here – which weren't visible when they first were put on the KLA Conference website.

Re-doing Dewey's Fairy Tales

Kansas Library Conference, 2 April 2009, Wichita, Kansas
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Welcome to “Re-doing Dewey's Fairy Tales : A Cataloguing and Customer's nightmare” – After I submitted that title, I got to wondering what I meant - which part was the ‘nightmare?’ - Dewey or the “re-doing” of it? Then – I thought “how about “ – For an Easier-to-Browse Collection”?? That's on my business cards I have for you. --Then again, at times my working title would have been: “Fools Rush In....” Today for the sub-title I've finally chosen “A Tale in 3 Chapters - or so” to go with the theme of fairy tales.

Chapters

- Intro
- Need and Goals
- Research and Process
- Results
- Epilogue

Cast of characters

- Technical Services – Tricica (Coord), 5 catalogers and me
- Youth Services – Joyce (Coord), Dana and YS staff
- Circulation – Carole (Coord Ret.), Darla and shelvees

Acknowledgements

This presentation will be from a cataloger's standpoint, but, hopefully with enough empathy for the staffs of the Youth Services and Circulation Departments with whom I worked closely.

I had the basic idea to change what we had, but I couldn't have even begun the process without the help, inspiration and encouragement of all these people. Tricia kept me within the Dewey guidelines while entering new ground. She also kept me from proceeding blindly into a process that was more than we could handle. Joyce and Carole, and then Darla, kept me within what was actually possible in reality. Dana was my staunch Sergeant Major throughout. The rest of the staffs kept my courage up with positive suggestions and comments throughout. Thanks to them all.

And thanks to the catalogers who proved that this idea could actually work! I'm Camille Lechliter and I work in Technical Services at the Lawrence Public Library. I do a variety of things there, but cataloguing is the most fun for my brain.

These slides will be available on the KLA website for your use later so I have not printed any. Yeah, technology has saved another tree!

clechliter@lawrence.lib.ks.us If you want to reach me about this presentation, the best way is to e-mail me at this address.

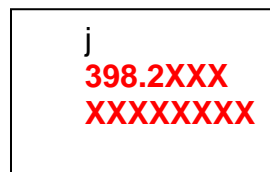
Introduction

Time-frame: Over the past two years our library has re-classified and re-labeled the folklore and fairy tale section of the children's room, that part of the Dewey Decimal System labeled '398.2.' In early 2007 our collection had just over 3000 items with about 81% with the simple call number '398.2. Since then we have adapted, manipulated and clarified Dewey's system to work better for our large collection and now have just about 6% of the collection in this general number.

Localized decisions: What our collection looks like now is the result of a series of localized decisions to make searching easier for Lawrence's multi-cultural population. Not everything I discuss today will be applicable to all libraries but we still wanted to share what we did in the hopes that parts of the process can work in any size library that uses the Dewey System.

Computer program: What we accomplished was because of our new computer system. In August 2006 we switched from DRA Classic, the really old version, to Triple I - Millennium. It has many new functions that have made catalogue clean-up so much easier. Your computer system may or may not be as flexible but hopefully you can envision ways of working with your system to make it work for you, too.

Dewey-shorthand: Let's talk shorthand... Saying "398 – point – 2" is correct, of course, but since that's the only Dewey area we'll be discussing today, most of the time I'll just say "point – 2." For the longer numbers I'll say "Point-2-0-9-7" or whatever area I'm talking about.



Spine labels: As for spine labels... They look something like this in [this](#) program. You have to imagine that the spine labels are 8-digits wide. The lines in red are what show up on the spine of most children's folklore books. These books are '2-lines-thick.'

Chapter 1 : The Need and the Goals

Once upon a time In the land called Lawrence, The Princess started asking questions. She hadn't catalogued in 398.2 before and spent a lot of time asking questions of her supervisor and the cataloger with the most experience in this area. She was lost and couldn't find her way. **And where was that Prince?!**

The need for this project may have begun from the Cataloguer's standpoint, but it soon became evident that Technical Services' customer's also had a need for change. Our customer's are the Circulation Department – mainly the shelvers, – and the Youth Services staff, and the patron.

It wasn't that I didn't have the requisite Dewey manuals, Youth Services Department preferences, and the beginning documentation of all the oddities you encounter with 398.2's.... The problem was that not many of the books I picked up to catalog were explained anywhere, and since I'm a 'big picture' person, I kept thinking about how this could be easier.

From the customer's standpoint – all those people who use the end-result of what we do in Technical Services – books were hard to find on the shelves and hard to put back onto the shelves. What they want to know is “where is “X” book?” or “where does “X” book fit?”

Mini-Collections

Early Cutters			
j	j	j	j
398.2	398.2	398.2	398.2097
B	B768v	Bri	BRIGGS K

Over the years the 398.2 collection has been splintered into several mini-collections because of the evolutionary changes to the Dewey and Cutter schemes.

At the most basic level, this section consists of the books in 2 sections - the basic 398.2 section for general stories, and the books in the .21 thru .27 sections – the books with special topics such as holidays, mythical animals and legendary people, etc.

The Cutters have had their own evolution as shown here. In the early days, with a small collection, items were easy to classify...one digit beyond the decimal point and a one-letter cutter. Within larger collections a true Cutter was used – a combination of letters and numbers. This makes filing books on the shelf pretty easy for the trained eye, but the catalogers had to have a book on how to decide how to write them. (I saw it but haven't ever used it.)

As the collection grew, the cutter, in letters only now, was expanded to 3 digits. “Surely that would be enough specificity!” Of course it wasn't, and now we're

using all 8 digits on the spine label to show the author or title of the book. Here, then, is another impediment for locating books.

398.2 AXX	to	398.2 ZXX
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Not only have the Cutters expanded, but Dewey numbers have gotten longer.

398.208 AXX	to	398.209 ZXX
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A 2nd mini-collection: The newer, somewhat longer numbers are after these initial books but they, too have an “A” to “Z” list of authors. ‘.208’ is for ethnic groups and ‘.209’ is for geographic locations. These were short-lived schemes.

The Youth Services Department in the mid-1990’s requested that we separate the collection by the country of origin. A third scheme was begun where the catalogers had to build numbers in records that were not already extended past the ‘point-2.’

398.2094 XXXX AUTHORXX	to	398. 2099XXXX ZAUTHORX
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The example on the left, shows that at first, we set the first 4 digits after the decimal point on the line *with* the 398, while the right-hand example shows a change mid-stream in an effort to make it easier to actually ‘read’ the very long country number as one number.

Although this is the “3rd” mini-collection, it sat last on the shelves right before the topical books because they were the longest numbers. Patrons and staff were having a hard time locating the copy needed.

398.2094 AUTHORXX	to	398.2099 ZAUTHORX
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Finally, we all agreed that no one could read or understand the really long numbers. In late summer 2007 we were approved to limit the numbering to the four digits that determined the continent of the book in hand. Now we had four separate mini-collections within one Dewey number!

It would be great if we could change this, but, there’s never enough time to totally re-do everything every time a change in classification is made, i.e., a decision to change the spine label. Librarians hope that the natural aging process will take care of most of the items, and perhaps, then, it will be easier to re-do, but that doesn’t happen without help.

Add to the Dewey and Cutter changes - the natural fear of weeding - and the result is jammed shelves, misplaced books, damaged items and a blah look.

At one point early in this effort, I was working on a troubling book and went upstairs to see how the spine labels looked on the shelf to help answer my question. I couldn't find the book – very easily -- because this is what the collection looked like. What did our customer's do? Would anybody even want to use this collection?

Goals:

With these initial dampening factors, we had to do something! We devised these goals.

1. Make it easier for everybody:
 - a. Make it easy to find - for the customers,
 - b. Make it easy to shelve - for the Circ pages,
 - c. Make it easier for the catalogers
2. Needs of the culti-cultural population: We realize we have a multi-cultural population in Lawrence with KU and Haskell Indian Nations Universities and large Hispanic and Chinese population. We focused on the fact that whatever we did it would be a local adaptation for the needs of Lawrence. What we decided may not work in other places but we felt it would work here.
3. Entire j 398.2 collection: As far as working with the collection, we decided to re-organize the entire j 398.2 collection. Anything less would be worthless.
4. Weed!: And, in order to accomplish the most with a minimum of effort, we needed to weed damaged and low-use items.
5. Story's country of origin: To satisfy the Youth Services' desires, we would classify books by the story's country of origin.
6. First collector: We would use first collector of the tales as the 'author' as much as possible.
7. "Like – with – like": We would continue filing "like - with - like" items as was the convention in the department at the time. That means all King Arthur characters were together, with spine labels that said "ARTHUR". No matter who the author was, all Robinhood books were labeled "ROBINHOO." Cinderella books were labeled "Perrault" – the original collector of the European stories.
8. 2 lines on the spine label! The ultimate goal – unspoken at the time! – was to get all this information **on 2 lines of a spine label !!!**
9. WOW! factor: And, of course, we should make the collection look attractive to increase circulation and activity in that area.

The result is that we have placed the books in sections by their country of origin and have spiffed them up with new spine and shelf labels.

As far as we know, no other library has done anything like this with this collection or any other collection.

We know that other libraries are abandoning the Dewey system to use a book store model, but we decided to work within the system to make finding books and re-shelving them easier for everybody.

Chapter 2 : The Research and the Process

... and the daring Princess began doing her research to find the Prince – she just didn't know where he was. How was she going to find him?! ... (said in the voice of Sully when he was looking for Boo..... [Monsters, Inc.]

Research

Manuals: When I first started cataloging in 398.2, I gathered the usual suspects to study such as the Dewey Manual and the Library of Congress Subject Headings guidelines. As I got further along I refreshed our database with updated OCLC/LC authority records for titles, authors, subjects.

Library staff: I was finally able to ask reasonable, intelligent-sounding questions of the Youth Services and Circ staffs.

I found that “authors” could be the original collectors, or compilers of stories, re-tellers or adapters or the actual “author” listed on the title page. I also learned that there is a controversy that original fairy tales should be sitting in the 800's, not 398.2.

In the Circ department, the shelvees periodically shelf-read entire sections to sort out misfiled items but as a norm, they only file books by the author and do not file by the book's title. In larger sections like Grimm and Andersen, that means a lot of book are out of place.

Classification schemes: As I felt I wearing out the Tech Services catalogers with my questions I began exploring other options for answers. I read about various fairy tale organization schemes like Arne-Thompson, indexes to fairy tales and books geared to school teachers and librarians. None of them were geared to catalogers and the choices they need to make.

Library catalogues: The web was an easy way to search large library catalogues to see how they handled collections that I assumed were even larger

than ours. New York Public, Multnomah, Charlotte-Mecklenberg, Dallas, Kansas City and even Topeka, have mini-collections just like we do, with lots of books in 398.2. (If I'm ever in New York, I'm going to see how they find anything in their plain, old 398.2's.)

Academic library: I talked to a friend of mine at an academic library still using Dewey and really long, i.e., the really specific, call numbers. She said they were great for researchers so they would be keeping them. They, however, hadn't considered re-doing their whole fairy tale collection to add the long numbers, so that didn't help me.

AUTO-CAT listserv: The few responses we received from an AUTO-CAT listserv query weren't very helpful either. One library did answer that they have all the popular folklore books in one section. Another sent their in-house procedures.

Google Searches

So then I started searching individual stories and authors on my own as I cataloged new books. I've collected a number of great websites via Google and the Wikipedia about the collectors and individual stories. There are several neat websites with lists of stories and books written by certain authors.

The URL's on the following slides are listed for citation purposes. You can find any of these – and tons more – with a basic Google search on topics like these. “Fairy tales,” “Folklore,” “Folk tales,” or, individual collectors, adapters, etc.

Here is an example from the Wikipedia:

Name	Date	Region	Author (if known)	Collection
The Gingerbread Man	1890	English	Joseph Jacobs	English Fairy Tales

http://en.wikipedia.org/wiki/List_of_fairy_tales

This is my favorite. The Wikipedia has a pretty long list of fairy tales with information catalogers can use! It tells you the region (or country of origin) and the original collector. Even though it's not complete, it has a lot of pertinent information.

Others can be found at:

Internet Public Library -- <http://www.ipl.org/div/pf/entry/48473>

SurLaLune -- www.surlalunefairytales.com/

www.storiestogrowby.com/ Absolutely Whootie

Remember, just Google 'folklore' to find these and more.

Classification and Statistics

After discussions with my supervisor we made a decision to continue concentrating on classifying books by the country of origin and wondered if that would be easily possible. I exported Millenium stats to Excel and began experimenting to see if I could see a clue in the title that could be put on the spine label. Some of this I did at work but most of the beginnings I did at home because they don't allow me to be at the library at 3 a.m., when I do my best work.

The fields I exported were: Title/author, call number, number of circs and date of the last circ.

Simple Country Example

Title & author	Old call number	Country or Cultural Group
Stories from France by Edward W. Dolch and ...	j 398.2 Dol	FRANCE

What I found was that most of the books had a country or cultural group shown in the title or sub-title.

Special topics example

Title & author	Old call number	Country or Cultural Group
How the guinea folw got her spots : a Swahili tale of friendship / retold and illustrated by Barbara Knutson.	j 398.245 KNU	SWAHILI

After some bumps about how to deal with regions of a continent- instead of named political units - (Dewey allows both), and language families versus cultural groups - I was easily able to decide on a country, cultural group or topical area for half of the collection – about 1500 books.

I stopped working on the spreadsheet at this point because I felt I had proved it could be done.

Collection stats

Feb 2007

3047 items
350 checked out
11% of collection
1460 = 11 or fewer circs
2463 classed in 398.2 – 81%

About half of the books had low circulation stats – this data could be used to do a controlled weed of the collection. The database stats don't show condition of the items but that's all part of the mix in the CREW method. My supervisor decided that we were not going to work with books in really bad shape and those that hadn't circulated recently.

Chapter 3 : Results

Ah, Ha!!! The wicked witch put a spell on the Prince! ...and the Princess had to slog through mud and hack through brambles in order to rescue him from the --assembly line ?

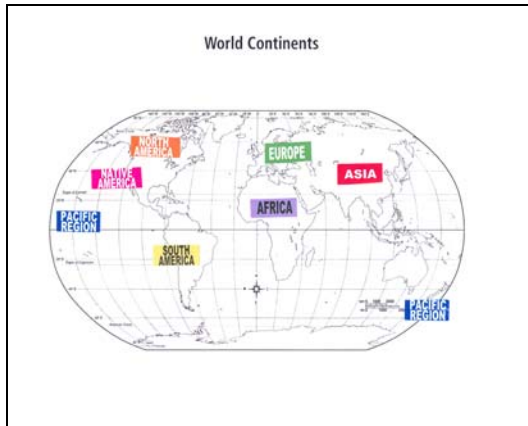
The process really was like an assembly line. All three departments were involved in actually making it work. I made lists of the countries within the continents, downloaded authority records for cataloging and prepared a preference chart so the other catalogers would be on the same page. Youth Services took care of the weeding and Dana and I decided on the signage. The kid's department and Circ shelvees did most of the shifting of the books as they were catalogued but the catalogers also got a chance to see what that was like.

Now the work could start in earnest. We settled on names for the countries and cultural groups within the continents and developed labels for easier location of items. We did 2 major weeding projects and had to shift all the books as they were re-cataloged.

Dewey continents, countries and cultural groups

398.2094 = Europe
398.2095 = Asia
398.2096 = Africa
398.2097 = North America
398.2098 = South America
398.2099 = Pacific Region

Since we decided to continue focusing on countries for Lawrence's population, I started with a continent list. The 4 numbers after the decimal specify the 6 continents of the world. We decided to limit the Dewey number to 8 digits and specify the country (or cultural group) in text on the third line.



These are the colors for the continent labels. We tried to have colors that would sit next to each other have a totally different look. The continent labels are placed above the spine label on the item.

Naming conventions

Back to my spreadsheet where I began to experiment with what a new call number would look like. The last column was now my practice call number field.

Title & author	Old call number	New call number
The name of the tree : a Bantu folktale / retold by Celia Barker Lottridge	J 398.2 LOT	J 398.2096 BANTU LOTTRIDG

When you compare the old and new Dewey numbers, it is evident that the collections were going to shift from the general 398.2 number to a more specific continent number with the country or cultural group filing alphabetically on the shelves. By keeping the numerical Dewey number somewhere in the spine label field, it's easy to sort the data. A simple 'sort' in the Excel spreadsheet showed how the books would line up.

```
j 398.2094 RUSSIA DEMI
j 398.2094 RUSSIA ISADORA
j 398.2094 RUSSIA KIMMEL E
j 398.2094 RUSSIA MAYER M
j 398.2094 RUSSIA MIKOLAYC
j 398.2094 RUSSIA SAN SOUC
```

Here is what a sort looks like with the new call number showing how items will be filed on the shelf. This list was edited to remove duplicates.

While showing you some examples of various 'sorts' I'll give you a run-down of some of the decisions we made along the way.

Russia is now called Russia and not the Soviet Union. It includes Siberia on the east side of the Ural Mountains. Russia is in Europe (hence the .2094) but Siberia is in Asia (.2095). We decided that most of the folklore we would come across would be from west of the Urals, i.e., "Russia," and we settled on using that

term for the country. If a story comes from Siberia with a clearly Asian theme, it would be classed in .2095 for Asia.

Turkey is similar in that the bulk of the country lies in Asia with only a small portion in Europe. We've chosen to place all Turkish folklore in Asia.

j 398.2094 RUSSIA KIMMEL E

And a spine label example. A green "Europe" continent label would be placed above this label.

(Remember that the Dewey number and the author line here are both 8-digits long.)

Prolific authors

j 398.2094 DENMARK ANDER co j 398.2094 DENMARK ANDER em j 398.2094 DENMARK ANDER li j 398.2094 DENMARK ANDER ni Etc....

Hans Christian Andersen was a prolific writer of original fairy tales, tales that weren't grounded in an early oral tradition. One of our local decisions was to keep Andersen in the 398.2's.

Let's see how that looks on a spine label.

(Titles for lower case examples above: Complete fairy tales and stories, Emperor's new clothes, either "Little match girl" or "Little mermaid," The nightingale)

Since he has so many stories, and the books weren't necessarily being filed by title on the shelves, we decided to shorten his last name to 5 digits in order to have room for the first 2-digits of the title - in lower-case.

j 398.2094 DENMARK ANDER li

The lower-case "li" stands for either "Little match girl" or "Little mermaid."

We also use this convention for the Grimm brothers, Joseph Jacobs (of England), Aesop and Joel Chandler Harris in the US.

This should help in re-shelving and the subsequent 'finding.'

Labels and signage



Here are examples of how the spine labels and colored continent labels are placed on books. The left-hand example is for a thick book. On the narrow spine on the right, the continent label still sits upright and is aligned with the edge of the spine. The vertical dashed lines indicate the width of the spine.

As I began with the smaller continents there was a mixture of completed and uncompleted labeling on the shelves. This was somewhat confusing but wasn't as bad as the earlier misfiling of books.

Here's an example of how books with a "European" country of origin were labeled. This shelf is complete as of the date of this picture but the entire European section was finished only last week (the end of March 2009).

j 398.2097 US AMERICAN
j 398.2097 US BIRDSEYE
j 398.2097 US COMPTON J
j 398.2097 US DUFF M
j 398.2097 US GALDONE
j 398.2097 **US KANSAS**

Within the United States part of North America (.2097), we have four sections. Kansas is the only state we add to the spine label.

j 398.2097 US BLACK HARRI br
j 398.2097 US BLACK HURSTON
j 398.2097 US BLACK SAN SOUC

"US BLACK" is for Black American folklore. Notice the "Brer Rabbit" title shorthand for Harris.

j 398.2097 US NATIV IROQUOIS
j 398.2097 US NATIV LENAPE
j 398.2097 US NATIV MIWOK
j 398.2097 US NATIV MUSKOGEE
j 398.2097 US NATIV NAVAJO

The Native America section is pretty extensive. This is only a small portion.

Other decisions

There are a lot more decisions that I documented along the way. Europe, Asia and North America are the biggest sections of our folklore collection but other major decisions were made for the rest of the continents, too.

Africa and South America are alike in that native cultural groups cross country boundaries. We will identify the country first but if a group lives in several countries, we will use the group's name in the cutter. We refined the Africa data pretty well from the fairly large collection we have and decided that we could use the same ideas for South America. Once we finished this project we were amazed at how many South American stories we have!

The Caribbean Islands can be put into both North and South America but the entire region sits pretty much parallel to Mexico and Middle America. We decided that for our collection we would place the Islands in North America.

I had fun doing that research and never thought I'd ever see a book of New Guinea folklore, but just last Friday one came across my desk and I didn't have to do any more research to figure that it is being placed in the Pacific no matter what part of the island the story came from.

At first we placed Hawaii in the United States since it's one of our states. But as we cataloged stories, we realized that their folktales have a definite Polynesian-like theme to them and moved Hawaii to .2099.

With all the picky little stuff done, now we're onto the physical part of the process....

"GRIMM" Weeding

Youth Services started their first weeding in late summer of 2007, after the summer reading program was finished. Dana was a great ally in my efforts to make this process work. Setting aside the really ratty books is easy but deciding which copies to keep is tough. And it takes up a lot of space during it all.

By early spring of 2008 Youth Services had weeded about 600 books and we were now down to a fairly workable number to re-classify. Of course I continued to experiment on small parts of the collection to see how the new classifying and labeling would work during this whole time.

Re-weeding – the space crunch in the whole library really became evident in early 2008. There were still duplicates of a lot of seedy, low-circ books on shelves and it wasn't worth the effort to re-class them. The 2nd weeding started after summer-reading, and by late 2008, we had weeded another 600 items. We now had about 1800 items and I had finished re-cataloging about 700 of them.

Chopping through the brambles

Where do you start? – How do you shift all the books with the least amount of work? Should you start with the .2's from the one side and start filing them on the other side of the shelving unit after re-labeling? Or start with the longer Dewey numbered books on the far side and re-place them onto the first side? I started with the longer numbers and smaller continents at first. As sections were weeded, the gaps were left open to more easily shift the books that needed to be moved one way or another.

At first I would pull about 30 books on Thursday after and mark them as “Cataloging” status in the computer. On Friday I would decide on the country and author of the book (doing any necessary research as I went along), edit the bib record, clean the books and bring them back to Youth Services on Friday afternoon. They would re-shelve the new books and shift the old books.

Cleaning - How much work would we do to clean the book? It's impossible to get some of the ‘bound-to-stay-bound’ books clean. We can get them ‘cleaner’ but the more you rub, the more the screen-printing comes off. We have used the pink and white diluted soaps (but you have to rinse them so the residue isn't left behind to collect more dirt), the adhesive remover pens (these work great at getting the gunk off the old spine labels), but finally we decided that Clorox wipes are the best and easiest to use.

Later, as I went along and got past some rough decision spots, I would send the books upstairs on our book cart in the morning so that the Circ shelvers would get familiar with the system.

When all the catalogers worked on them on our Special Project Fridays in 2009, we would take turns re-shelving the same day. We could do over 100 a day.

The result is this!



With weeding in other sections of the kid's room, the folklore collection was able to move onto shelves on either side of one aisle. Before Dana left us to work in Independence, she added the rainbow and princess towers hanging from the ceiling and the other decorations to encourage browsers.

New Collection Statistics

<ul style="list-style-type: none">●Feb 2007●3047 items●350 checked out●11% of collection	<ul style="list-style-type: none">●Feb 2009●1736 items●533 checked out●31% of collection
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Check-out the stats – they have greatly improved ... The number of books checked out has almost doubled since the same time in 2007.

But, I must confess that that was the month of kid's lit classes at KU and the Johnson County Community College. They are legitimate customers, but our stats did spike. At the end of March we were back *down* to 21% checked out but that was equal to about 350 items.

And here are a few more stats to show how the collection has changed in two years. In 2007 it was a generally alphabetical collection mainly located in one Dewey number - .2.

	2007 %	2009 %
398.2	80	6
398.2089 – .209X	10	89
398.21 - .27	10	5

Now our collection is more diverse with almost 90% of the items in 7 Dewey numbers from the Jewish ethnic group through the 6 continents.

What's Next?

For the future - I'll continue to update my spreadsheet and preference charts for incorporation into our Technical Services Wiki. I need to feel comfortable that other catalogers can use my guidelines after I retire.

Would other collections in our library benefit from this scheme? We have been changing the Easy Reader section to add the continent Dewey number but we do not add the colored label.

It probably wouldn't benefit the adult collection, though. It has only about 200 items, mostly fat books that are collections of stories by country - that would be easy to re-do. It needs a thorough weeding, tho, but the problem here would be that the continent labeling might cause us to have to develop yet another labeling scheme. Since the adult collection isn't very heavily used, we'll leave it alone for now.

Can other libraries benefit from this scheme? I hope you can see your library in these examples....

I would hope this could work for all sizes of collections but it may not be worth it for really small collections. If all the books are within eye-sight of each other, the patrons and shelvees should be able to find titles easily and it may not be needed. If the staff is small, it may be too time-consuming to re-do it.

On the other hand, I think larger collections in larger libraries, would really benefit from re-classifying and shifting their collections.

Finally, to make it easier for you, we've already got data on about 1500 titles in our collection. The records are available in our online catalog if you would like to follow suit with your collections. And if you have any questions, I'll be available for a few years yet!

Epilogue

And the Princess was satisfied that her idea worked...

And that people loved using the fairy tale collection now because they could find what they were looking for...

And it looked so pretty...

And that the future catalogers would be able to carry on... POOF!!!



Oops! She forgot about the Prince...

She found him behind the bramble fence – he wasn't on the assembly line!

And kissed him awake ...

And they lived happily every after!

The end.

Thank you for attending my presentation and for being so attentive during it. Remember, you can reach me at this e-address if you have any questions or comments clechliter@lawrence.lib.ks.us