Melleny Thomasson
LIBR 247-10 Vocabulary Design
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Assignment 2: Thesaurus Construction Project

Contents:

<u>Final Report</u>

To construct my thesaurus, I began with facet analysis, which is useful for areas of knowledge that include complex subjects. Library and information science, which is the focus of my collection, qualifies as a complex area of knowledge. The first step is to create single-sentence subject statements to represent what the documents in the collection are about, but this part has already been done for me as part of the assignment. I moved on to the second step, which is to pull indexable concepts from these subject statements. To do this, I printed the list of statements and highlighted the significant words and phrases from each. Since my thesaurus is intended for the library and information science audience, I purposefully omitted the term "library and information science" as being too general and likely to be related to most other terms in the thesaurus. I also left out other terms that I felt were too generic or ambiguous to be useful in narrowing down a topic, including "place," "recommendations," "impact," and "uses."

According to the textbook by Aitchison, Gilchrist, and Bawden, and the information discussed in class, it is often best to divide multi-concept subjects into single-concept components, which can later be joined together (synthesized) at the point of information retrieval. To this end, I factored out the individual terms whenever possible. For example, I separated "Canadian health research" into the three separate terms "Canadian," "health," and "research." Similarly, I factored out "reference and information services" to form "reference services" and "information services." I did not break these two terms down further, because that would have led to loss of clarity, with the separate terms "reference," "information," and "services" being too vague to be of much use. Another example of factoring is in the case of "rural reference libraries," wherein I divided the compound term into "rural libraries" and "reference libraries."

My next step was to put my terms into the appropriate forms for indexing. I could have done this later on, but I thought it would be easier to work with the correct word forms from the beginning, rather than having to change out words later on. The textbook by Aitchison et al provides a list of rules for determining the form that index terms should take, and I followed these guidelines. This included converting adjectives to noun forms ("small-scale" became "small-scale libraries"), omitting articles ("the physically handicapped" became "physically handicapped"), and avoiding hyphens whenever possible ("inter-library loan" became "interlibrary loan"). I also referred to the rules regarding count nouns and non-count nouns to decide which terms should be plural and which should be singular. Examples of count nouns that needed to be converted to plurals include "computers" and "library schools." Non-count nouns (including abstract concepts) to be left in the singular form included "instruction" and "history." Finally, I converted the slang terms "moms" and "dads" to the more formal "mothers" and "fathers."

Now that I had my terms formatted uniformly, I began the faceted classification, placing them in the fundamental facet categories and subcategories as explained in the class notes and the textbook. The main facets I used were Entities/Things/Objects, Actions/Activities, and Space/Place/Location/Environment. I should note here that I did not include the time period 1990-2000 for my thesaurus because I felt that this kind of specific time frame could better be handled at the point of information retrieval by narrowing results by date. Therefore, I had no terms for the Time facet. Within the Entities/Things/Objects facet, I had the subfacets Abstract Entities, Artifacts (man-made), and Agents. Agents was further subdivided into Institutions, Individuals, and Equipment. Under the Actions/Activities facet were the subfacets Processes/Functions and Operations. Space/Place/Location/Environment had no subfacets. Since

I am new at facet analysis, I am sure that I did not place every term in the same facet or subfacet as a more experienced indexer, but the process of categorizing the terms in this way helped me sort out the various elements that would go into the thesaurus nevertheless.

My next step was to use the ASIS&T Thesaurus of Information Science and Librarianship (ASIST) and the Library Literature and Information Science Full Text Thesaurus (LLIS) to determine preferred terms and gather ideas for related terms, narrower terms, and broader terms. I went through my entire list of terms, seeing if each was in either or both thesauri and making notes as to how each thesaurus used and presented those terms. The following is a table showing a sampling of some of my original terms and how I converted them based on the information found in the thesauri and my own judgment.

My Original Term	Preferred Term	Notes
Bibliometric Analysis	Bibliometrics	Preferred term in LLIS
Britain	Great Britain	Preferred term in ASIST
Community Newspapers	Newspapers	Preferred term in LLIS; community newspapers is more specific than necessary for this thesaurus
Instruction	Bibliographic Instruction	This is a term in LLIS and shows the focus on library and information science contexts
Knowledge Brokers	Information Brokers	Preferred term in LLIS
Ordering	Materials Acquisition	Ordering is ambiguous
School Libraries	Media Centers	Preferred term in ASIST (different from preferred term in LLIS)
Seniors	Aged	Preferred term in LLIS
Toddlers	Children	Preferred term in LLIS and ASIST; toddlers is more specific than necessary for this thesaurus
Video Programs	Video Recordings	"Video Programs" in LLIS relates to library program planning, not the kind of programs intended in the subject statements

In addition to determining preferred terms, I also used ASIST and LLIS to collect ideas for broader terms, narrower terms, related terms and additional USE/UF terms. This was a lengthy and complex process in which I followed words up and down the hierarchies in both thesauri, making notes about possible connections. I relied on the examples I found in the thesauri as well as the rules for determining relationships set forth in the textbook and other class materials to aid me in this process. I will present here some selected examples to show my thought processes in determining relationships in the various relationship types.

- For the term "antiquities," I used a quasi-synonym ("antiques"), which appeared in the thesauri in several contexts. Although these terms are not perfect synonyms and would not be interchangeable in a history collection, they are similar enough for use in a thesaurus focused on library and information science. Similarly, "parents" is specific enough for the purposes here, whereas "mothers" and "fathers" may need to be distinguished for other subject areas.

- Using the rules for whole-part hierarchical relationships, I linked the geographical term "Northern Alberta" to the broader term "Alberta," which in term had the broader term "Canada."

- According to the generic hierarchical relationship (linking a class/category to its members/species), "libraries" had several narrower terms, including "academic libraries," "digital libraries," and "public libraries." Similarly, "community college libraries" became a narrower term for "academic libraries." The important key to generic relationships is to follow the "all and some" rule. That is, it must be (and is) true that *all* academic libraries are libraries, and *some* libraries are academic libraries.

- Associative relationships suggest that siblings (terms sharing a common broader term) are not used as related terms, because they can be found by going one level up the hierarchy. Therefore, because "indexing," "cataloging," and "classification" all appeared as narrower terms for "organization of information," I did not link them to each other as related terms.

- One category of associative relationships is between an occupation and person in that occupation. This led me to include "librarians" and "librarianship" as related terms, because librarianship is the occupation of librarians.

At this point, I input all of my terms into the thesaurus software (TheW32) using the Add Term(s) function. The software interface was simple enough to understand, but I noticed that I was repeating many actions unnecessarily due to lack of shortcuts. For example, each time I added another term, I had to select and delete the previous term from the text field. Once all of my terms were all in the system, I went through and added the relationships between them (RT, BT, NT, USE, and UF) according to my notes. One mistake I made a few times, requiring me to go back and check for errors, was to start adding relationships after only single clicking on a term rather than double clicking. At one point, I had about ten irrelevant relationships listed under scholarly journals because of this error. Thankfully, the errors were easy to fix. I made a few minor adjustments upon seeing the whole thesaurus laid out together, but for the most part, I used the relationships and terms I had determined ahead of time.

Next, I went through my terms to see which ones needed scope notes added. Using information in LLIS, the Online Dictionary of Library and Information Science, and a general purpose dictionary, I constructed some brief scope notes. For example, "design" can have many

different meanings, so I added a scope note indicating the restrictions on its meaning. In certain cases, I felt that the context of the term was enough to provide clarification of the term's scope, so I did not add a scope note. For example, "aged" might be ambiguous on its own, but when seen in relation to the terms "elderly" and "senior citizens" its meaning becomes clear.

Although I am certain there are many improvements that could be made to my thesaurus, I have done my best with what little knowledge and experience I have gathered so far. I did my best to make my thesaurus useful and relevant to its intended audience, reaching a balance between exhaustivity and brevity, and between recall and precision. This is a much more complicated process than I would have imagined, and it requires a deep understanding of the subject matter being indexed as well. As this is only my second semester in the MLIS program, I still have much to learn about terminology and other intricacies of the field. The goal of a thesaurus is to aid searchers in finding the terms that they can use, and I have tried to accomplish that in this project. Upon putting together my information to submit for this thesaurus project, I discovered that I had combined multiple steps into one, namely Step 2 (construction relations) and Step 3 (selecting preferred terms). This was not a problem for me while doing the assignment, but it caused confusion when trying to separate out the elements for submission. Another lesson learned.

Original Subject Statements

1. The place of knowledge brokers in the Canadian health research community.

2. The evolution of evidence-based librarianship in Britain.

3. Inter-library loan policies of community college libraries in Northern Alberta.

4. Ordering catalogue cards for rural reference libraries.

5. Using the computer to catalogue video programs in school library media centres.

6. Story-time ideas for toddlers, moms and dads.

7. Evaluating instruction for seniors in the use of the OPAC in public libraries.

8. The future of DVD-technology for archiving community newspapers.

9. A bibliometric analysis of scholarly journals in library and information science for the period 1990-2000.

10. Recommendations for standards for designing web sites for the physically handicapped.

11. Statistics on the impact of internet technologies on undergraduates' uses of the academic library.

12. A history of the design of reference and information services for the children's library.

13. Classifying and indexing metadata protocols for small-scale digital libraries.

14. A discourse analysis of library school mission statements in North America.

15. An evaluation of Library of Congress Classification for antiquities.

Main Facets and Sub-Facets

Entities/Things/Objects

Abstract Entities

　　history
　　metadata
　　instruction
　　standards
　　statistics
　　Library of Congress Classification
　　classification
　　story-time
　　protocols
　　policies
　　health

Artifacts (man-made)

　　internet technologies
　　scholarly journals
　　catalog cards
　　antiquities
　　DVD technology
　　mission statements
　　web sites
　　video programs

Agents

　　Institutions

　　　　libraries
　　　　community college libraries
　　　　reference libraries
　　　　library schools
　　　　school libraries
　　　　public libraries
　　　　academic libraries
　　　　children's libraries
　　　　digital libraries
　　　　rural libraries
　　　　small-scale libraries
　　　　community newspapers

　　Individuals

　　　　librarians

undergraduates

moms and dads

seniors

toddlers

knowledge brokers

physically handicapped

Equipment

OPAC (online public access catalog)

computers

Actions/Activities

Processes/Functions

research

reference services

information services

bibliometric analysis

interlibrary loans

evidence-based librarianship

Operations

ordering

indexing

designing

archiving

Space/Place/Location/Environment

Canada

Northern Alberta

Britain

North America

<u>Relations Constructed</u>

academic libraries
> BT libraries
> NT community college libraries
> RT colleges and universities

antiquities

archiving
> RT libraries

bibliometric analysis
> BT statistical methods

Britain
> BT United Kingdom

Canada
> BT North America
> NT Alberta

catalog cards
> RT card catalogs
> RT cataloging
> RT library catalogs

children's libraries
> BT libraries
> RT children
> RT storytelling

classification
> BT organization of information
> NT classification schemes

community college libraries
> BT academic libraries
> RT colleges and universities

community newspapers

computers

designing

digital libraries
> BT libraries
> RT virtual libraries

DVD technology
> BT optical media

evidence-based librarianship
> BT librarianship

health
history
indexing
  BT organization of information
  RT Library of Congress Classification
information services
  RT reference services
instruction
interlibrary loans
internet technologies
  NT World Wide Web
  RT web sites
knowledge brokers
librarians
  NT reference librarians
  RT librarianship
libraries
  NT academic libraries
  NT children's libraries
  NT digital libraries
  NT school libraries
  NT public libraries
  NT small-scale libraries
  NT rural libraries
Library of Congress Classification
  BT classification schemes
  RT indexing
library schools
  BT colleges and universities
  RT librarianship
metadata
  RT metadata standards
mission statements
  BT policies
moms and dads
  RT children
North America
  NT Canada
Northern Alberta
  BT Alberta

OPAC (online public access catalog)
        BT library catalogs
ordering
physically handicapped
policies
        NT mission statements
protocols
public libraries
        BT libraries
reference libraries
        RT information services
        RT libraries
        RT reference librarians
reference services
        RT information services
        RT libraries
        RT reference librarians
research
rural libraries
        BT libraries
scholarly journals
school libraries
        BT libraries
seniors
small-scale libraries
        BT libraries
standards
        NT metadata standards
statistics
        NT statistical methods
story-time
        RT children's libraries
toddlers
undergraduates
        BT students
        RT colleges and universities
video programs
        BT optical media
web sites
        RT internet

Final Term Selections

academic libraries
aged
       UF elderly
       UF senior citizens
       UF seniors
Alberta
antiques
       UF antiquities
antiquities
       USE antiques
archives
       UF archiving
archiving
       USE archives
bibliographic instruction
       UF instruction
bibliometric analysis
       USE bibliometrics
bibliometrics
       UF bibliometric analysis
Britain
       USE Great Britain
Canada
card catalogs
catalog cards
cataloging
children
       UF toddlers
       UF youth
children's libraries
classification
classification schemes
college students
       UF undergraduate students
       UF undergraduates
colleges and universities
community college libraries
community newspapers

USE newspapers

computers

dads
 USE parents

design
 UF designing

designing
 USE design

digital libraries

digital videodiscs
 UF DVD
 UF DVD technology

disabled
 USE handicapped

DVD
 USE digital videodiscs

DVD technology
 USE digital videodiscs

elderly
 USE aged

evidence-based librarianship
 USE evidence-based library and information practice

evidence-based library and information practice
 UF evidence-based librarianship

fathers
 USE parents

Great Britain
 UF Britain

handicapped
 UF disabled
 UF physically handicapped

health

history

indexing

information brokers
 UF knowledge brokers

information services

instruction
 USE bibliographic instruction

inter-library loans

USE interlibrary loans

interlibrary loans

      UF inter-library loans

internet

      UF internet technologies

internet technologies

      USE internet

knowledge brokers

      USE information brokers

librarians

librarianship

libraries

library catalogs

library of congress classification

library schools

materials acquisitions

      UF ordering

media centers

      UF school libraries

      UF school library media centers

metadata

metadata standards

mission statements

moms

      USE parents

mothers

      USE parents

newspapers

      UF community newspapers

North America

Northern Alberta

online catalogs

      UF OPAC (online public access catalogs)

      UF OPACs

OPAC (online public access catalogs)

      USE online catalogs

OPACs

      USE online catalogs

optical media

ordering

USE materials acquisitions

organization of information

parents

       UF dads

       UF fathers

       UF moms

       UF mothers

peer-reviewed journals

       USE refereeing of periodicals

physically handicapped

       USE handicapped

policies

       USE policy statements

policy statements

       UF policies

protocols

       USE standards

public libraries

refereeing of periodicals

       UF peer-reviewed journals

       UF scholarly journals

reference librarians

reference libraries

       USE reference services

reference services

       UF reference libraries

research

rural libraries

scholarly journals

       USE refereeing of periodicals

school libraries

       USE media centers

school library media centers

       USE media centers

senior citizens

       USE aged

seniors

       USE aged

small libraries

       UF small-scale libraries

small-scale libraries
      USE small libraries
standards
      UF protocols
statistical methods
statistics
story telling
      USE storytelling
story-time
      USE storytelling
storytelling
      UF story telling
      UF story-time
students
toddlers
      USE children
undergraduate students
      USE college students
undergraduates
      USE college students
United Kingdom
video programs
      USE video recordings
video recordings
      UF video programs
      UF videotapes
videotapes
      USE video recordings
virtual libraries
web sites
world wide web
youth
      USE children

Final Thesaurus

ACADEMIC LIBRARIES
  BT LIBRARIES
  NT COMMUNITY COLLEGE LIBRARIES
  RT COLLEGES AND UNIVERSITIES
AGED
  UF ELDERLY
      SENIOR CITIZENS
      SENIORS
ALBERTA
  BT CANADA
  NT NORTHERN ALBERTA
ANTIQUES
  UF ANTIQUITIES
ANTIQUITIES
  USE ANTIQUES
ARCHIVES
  UF ARCHIVING
  RT LIBRARIES
ARCHIVING
  USE ARCHIVES
BIBLIOGRAPHIC INSTRUCTION
  SN Instruction designed to teach library users how to effectively use various library resources
  UF INSTRUCTION
BIBLIOMETRIC ANALYSIS
  USE BIBLIOMETRICS
BIBLIOMETRICS
  SN The use of mathematical and statistical methods to study and identify patterns of usage
  UF BIBLIOMETRIC ANALYSIS
  BT STATISTICAL METHODS
BRITAIN
  USE GREAT BRITAIN
CANADA
  BT NORTH AMERICA
  NT ALBERTA
CARD CATALOGS
  RT CATALOG CARDS
CATALOG CARDS
  RT CARD CATALOGS
      CATALOGING
      LIBRARY CATALOGS
CATALOGING

BT ORGANIZATION OF INFORMATION
RT CATALOG CARDS

CHILDREN
  UF TODDLERS
      YOUTH
  RT CHILDREN'S LIBRARIES
      PARENTS

CHILDREN'S LIBRARIES
  BT LIBRARIES
  RT CHILDREN
      STORYTELLING

CLASSIFICATION
  BT ORGANIZATION OF INFORMATION
  NT CLASSIFICATION SCHEMES

CLASSIFICATION SCHEMES
  BT CLASSIFICATION
  NT LIBRARY OF CONGRESS CLASSIFICATION

COLLEGE STUDENTS
  UF UNDERGRADUATE STUDENTS
      UNDERGRADUATES
  BT STUDENTS
  RT COLLEGES AND UNIVERSITIES

COLLEGES AND UNIVERSITIES
  NT LIBRARY SCHOOLS
  RT ACADEMIC LIBRARIES
      COLLEGE STUDENTS
      COMMUNITY COLLEGE LIBRARIES

COMMUNITY COLLEGE LIBRARIES
  BT ACADEMIC LIBRARIES
  RT COLLEGES AND UNIVERSITIES

COMMUNITY NEWSPAPERS
  USE NEWSPAPERS

COMPUTERS

DADS
  USE PARENTS

DESIGN
  SN The organization or structure of formal elements, such as web sites or service programs
  UF DESIGNING

DESIGNING
  USE DESIGN

DIGITAL LIBRARIES
  SN A library in which a significant proportion of the resources are available in digital form
and accessible via computers

        BT   LIBRARIES

        RT   VIRTUAL LIBRARIES

DIGITAL VIDEODISCS

        UF   DVD

                 DVD TECHNOLOGY

        BT   OPTICAL MEDIA

DISABLED

        USE   HANDICAPPED

DVD

        USE   DIGITAL VIDEODISCS

DVD TECHNOLOGY

        USE   DIGITAL VIDEODISCS

ELDERLY

        USE   AGED

EVIDENCE-BASED LIBRARIANSHIP

        USE   EVIDENCE-BASED LIBRARY AND INFORMATION PRACTICE

EVIDENCE-BASED LIBRARY AND INFORMATION PRACTICE

        UF   EVIDENCE-BASED LIBRARIANSHIP

        BT   LIBRARIANSHIP

FATHERS

        USE   PARENTS

GREAT BRITAIN

        UF   BRITAIN

        BT   UNITED KINGDOM

HANDICAPPED

        UF   DISABLED

                 PHYSICALLY HANDICAPPED

HEALTH

HISTORY

INDEXING

        BT   ORGANIZATION OF INFORMATION

        RT   LIBRARY OF CONGRESS CLASSIFICATION

INFORMATION BROKERS

        UF   KNOWLEDGE BROKERS

INFORMATION SERVICES

        RT   REFERENCE SERVICES

INSTRUCTION

        USE   BIBLIOGRAPHIC INSTRUCTION

INTER-LIBRARY LOANS

        USE   INTERLIBRARY LOANS

INTERLIBRARY LOANS

        UF   INTER-LIBRARY LOANS

INTERNET

UF INTERNET TECHNOLOGIES
NT WORLD WIDE WEB
RT WEB SITES
INTERNET TECHNOLOGIES
USE INTERNET
KNOWLEDGE BROKERS
USE INFORMATION BROKERS
LIBRARIANS
NT REFERENCE LIBRARIANS
RT LIBRARIANSHIP
LIBRARIANSHIP
NT EVIDENCE-BASED LIBRARY AND INFORMATION PRACTICE
RT LIBRARIANS
LIBRARIES
LIBRARY SCHOOLS
LIBRARIES
NT ACADEMIC LIBRARIES
CHILDREN'S LIBRARIES
DIGITAL LIBRARIES
MEDIA CENTERS
PUBLIC LIBRARIES
RURAL LIBRARIES
SMALL LIBRARIES
RT ARCHIVES
LIBRARIANSHIP
REFERENCE SERVICES
LIBRARY CATALOGS
NT ONLINE CATALOGS
RT CATALOG CARDS
LIBRARY OF CONGRESS CLASSIFICATION
BT CLASSIFICATION SCHEMES
RT INDEXING
LIBRARY SCHOOLS
BT COLLEGES AND UNIVERSITIES
RT LIBRARIANSHIP
MATERIALS ACQUISITIONS
UF ORDERING
MEDIA CENTERS
UF SCHOOL LIBRARIES
SCHOOL LIBRARY MEDIA CENTERS
BT LIBRARIES
METADATA
RT METADATA STANDARDS

METADATA STANDARDS
>BT   STANDARDS
>RT   METADATA

MISSION STATEMENTS
>BT   POLICY STATEMENTS

MOMS
>USE   PARENTS

MOTHERS
>USE   PARENTS

NEWSPAPERS
>UF   COMMUNITY NEWSPAPERS

NORTH AMERICA
>NT   CANADA

NORTHERN ALBERTA
>BT   ALBERTA

ONLINE CATALOGS
>UF   OPAC (ONLINE PUBLIC ACCESS CATALOGS)
>   OPACS
>BT   LIBRARY CATALOGS

OPAC (ONLINE PUBLIC ACCESS CATALOGS)
>USE   ONLINE CATALOGS

OPACS
>USE   ONLINE CATALOGS

OPTICAL MEDIA
>NT   DIGITAL VIDEODISCS
>   VIDEO RECORDINGS

ORDERING
>USE   MATERIALS ACQUISITIONS

ORGANIZATION OF INFORMATION
>NT   CATALOGING
>   CLASSIFICATION
>   INDEXING

PARENTS
>UF   DADS
>   FATHERS
>   MOMS
>   MOTHERS
>RT   CHILDREN

PEER-REVIEWED JOURNALS
>USE   REFEREEING OF PERIODICALS

PHYSICALLY HANDICAPPED
>USE   HANDICAPPED

POLICIES

USE   POLICY STATEMENTS

POLICY STATEMENTS

      UF   POLICIES

      NT   MISSION STATEMENTS

PROTOCOLS

      USE   STANDARDS

PUBLIC LIBRARIES

      BT   LIBRARIES

REFEREEING OF PERIODICALS

      UF   PEER-REVIEWED JOURNALS

              SCHOLARLY JOURNALS

REFERENCE LIBRARIANS

      BT   LIBRARIANS

      RT   REFERENCE SERVICES

REFERENCE LIBRARIES

      USE   REFERENCE SERVICES

REFERENCE SERVICES

      UF   REFERENCE LIBRARIES

      RT   INFORMATION SERVICES

              LIBRARIES

              REFERENCE LIBRARIANS

RESEARCH

RURAL LIBRARIES

      BT   LIBRARIES

SCHOLARLY JOURNALS

      USE   REFEREEING OF PERIODICALS

SCHOOL LIBRARIES

      USE   MEDIA CENTERS

SCHOOL LIBRARY MEDIA CENTERS

      USE   MEDIA CENTERS

SENIOR CITIZENS

      USE   AGED

SENIORS

      USE   AGED

SMALL LIBRARIES

      UF   SMALL-SCALE LIBRARIES

      BT   LIBRARIES

SMALL-SCALE LIBRARIES

      USE   SMALL LIBRARIES

STANDARDS

      UF   PROTOCOLS

      NT   METADATA STANDARDS

STATISTICAL METHODS

BT STATISTICS
NT BIBLIOMETRICS
STATISTICS
NT STATISTICAL METHODS
STORY TELLING
USE STORYTELLING
STORY-TIME
USE STORYTELLING
STORYTELLING
UF STORY TELLING
STORY-TIME
RT CHILDREN'S LIBRARIES
STUDENTS
NT COLLEGE STUDENTS
TODDLERS
USE CHILDREN
UNDERGRADUATE STUDENTS
USE COLLEGE STUDENTS
UNDERGRADUATES
USE COLLEGE STUDENTS
UNITED KINGDOM
NT GREAT BRITAIN
VIDEO PROGRAMS
USE VIDEO RECORDINGS
VIDEO RECORDINGS
UF VIDEO PROGRAMS
VIDEOTAPES
BT OPTICAL MEDIA
VIDEOTAPES
USE VIDEO RECORDINGS
VIRTUAL LIBRARIES
RT DIGITAL LIBRARIES
WEB SITES
RT INTERNET
WORLD WIDE WEB
BT INTERNET
YOUTH
USE CHILDREN