# Chapter 1

# Introduction to Microsoft Access

## Notes to the Instructor

This chapter introduces the Microsoft Access 2010 database management software. Students will learn about using tables, displaying database information, finding answers to questions with database queries, using forms, and printing database reports. Some students already have an adequate working knowledge of Microsoft Access and therefore this chapter may be unnecessary review for them. We suggest that you poll your students to determine their experience levels before proceeding. If you determine that the class has sufficient experience, it may be best to proceed to Chapter 2, Databases and Accounting Systems.

The databases for this book are available online from Cengage Learning at [www.cengage.com/accounting/perry](http://www.cengage.com/accounting/perry). The site contains complete files that aid students in their learning process. We refer to these files in the process of completing the textbook exercises.

The many exercises presented in Chapter 1 convey the chapter’s content via a hands-on approach. It is important that the students read and carefully follow each exercise. The exercises sometimes build on one another. The exercises are an important part of the carefully crafted student learning experience.

## Lecture Outline

The pages that follow provide an outline of the contents of Chapter 1.

## Objectives

* Understanding the Access work environment.
* Creating and using Access objects including tables, queries, forms, and reports.
* Customizing the Access environment.
* Opening and displaying tables.
* Retrieving information with queries.
* Modifying tables’ contents with action queries.
* Creating and using forms to display data.
* Designing and using database reports.

## Introduction

### What is Microsoft Access?

* A relational database management system that supports small to medium-sized database applications. Microsoft Corporation produces the database system.

### What is a Relational Database?

* Dr. E.F. Codd, working for IBM at the time, is the acknowledged father of modern relational database management systems.
* A relational database system normally contains tables, queries, forms, and reports.
* A table is a two dimensional object having rows and columns and resembling a worksheet.
* Each column of a table lists a different characteristic known as an *attribute.*
* A collection of tables that are related to one another form a database.
* One table may represent employees’ personal information, another may represent employees’ skills, and another may represent employees’ work history.
* When a database consists of a single file, it is known as a *flat* *file*. (In reality, this situation *rarely* occurs.)

### Starting Microsoft Access

* Access 2010 opens in *Backstage View*.
* Backstage View is where you do thing to your databases, whereas the *Access client* is where you deal with a particular database.

### Obtaining Help

**Exercise 1.1: Displaying Help.** This exercise shows students how to locate help. You might want to ensure that they understand how to seek context-specific help so that they can be self-sufficient when expert human advice is unavailable. Search for a couple of different terms to illustrate how help works. Also illustrate that the Access toolbar has *ToolTips*, which are displayed when the mouse hovers over any of the toolbar icons.

### Printing Help

* Locate the help screen you would like to print.
* Choose the desired help topic.

### Exiting Access

* Exiting Access updates all changes to the database, closes the database, and returns to the desktop or another suspended program.
* Students have an especially difficult time understanding that Access is continually updating database objects and that it is not normally necessary to “save” data before exiting Access. Reassure the students that if an altered object has not yet been saved, Access will display a dialog box asking them if you want to save the changed object.
* Choose Exit from the File tab to leave Access.

## Examining the Access Environment

**Exercise 1.2: Opening the Chapter 1 Database.** This exercise shows the students how locate and open an existing database—the one associated with Chapter 1 Please refer to the textbook exercise.

### Access Work Surface

* The Access Ribbon
* Known as Office fluent interface.
* Contains command tabs with groups of commands by usage.
* Home command tab contains commands to format tables (text, font, etc.), create, save, sort, and filter records, and search and replace.
* The Navigation Pane displays a database’s objects in categories.
* Contains categories (Tables, Queries, Forms, Reports, Macros, and Modules) and groups within the categories.
* Click the open/close button on the Navigation Pane to open or hide it.
* Custom categories are available in addition to the Object Type and Table and Related Views groupings.
* Setting Access Options allows you to customize the look and feel of access and is available through the Access Options button on the Office Button.

**Exercise 1.3: Setting Access Options.** This exercise ensures that all students’ Access programs have the same global settings such as a tabbed document window, nonoverlapping windows, compact on close, and remove personal information.

* The Quick Access Toolbar provides a fully customizable list of icons that you set for easy access to often needed command buttons.

### Access Objects

* Objects are the structures you create and methods you employ to maintain and display your data.
* Objects described in this chapter include tables, queries, forms, and reports.
* Tables (see Figures 1.3 and 1.4, for example):
* Hold all data in the database. (Stress to the students that only *tables* hold the data—no other of the Access objects, including queries, forms, or reports, actually holds data.)
* Are two dimensional and have rows and columns.
* Row ordering is unimportant, as the rows can be sorted and rearranged without changing the fundamental table information.
* Column ordering is unimportant, meaning that the particular ordering of the columns bears no significance, and *any* table column may be placed in any particular position.
* Queries (Figure 1.8 shows an example of a query that selects total sales in dollars tallied by product description:
* Access supports several types of queries classified as either *action* queries or *selection* queries. Select queries are the most common type. They pose questions of the database and return answers in a *dynaset.*
* Subsets of rows are returned when selection criteria are specified to filter the data.
* Forms (Figure 1.9):
* Provide a way to view table data one row at a time.
* Facilitate data entry for inexperienced users.
* Display data from tables or queries but do not actually *hold* data.
* Have navigation buttons that speed movement from record to record.
* Reports (Figure 1.10):
* Provide formatted, hard-copy output.
* Display database information that can be supplied by tables, queries, or both.
* Can be customized to produce typeset-level output.

## Working with Databases and Tables

### Opening a Database

**Exercise 1.4: Opening the Chapter 1 Database.** This exercise shows the students how locate and open the Chapter 1 database. Although Exercise 1.3 did this already, this serves as an introduction to creating a backup of a database. Please refer to the textbook exercise.

### Creating a Backup of an Access Database

This is particularly important for students to understand in case they create a database from scratch and don’t pay attention to the default folder where Access stores the data. By opening the database from the frequently used list on the opening window, students can then create a backup and thereby save the database on their flash drives or other known location. A Try it exercise reinforces, with steps, creating a backup (copy) of an open database.

### Looking at Data through Different Tabs

* Data can be viewed and inspected through a table’s Datasheet view, a form, a query’s Datasheet view, or a report—individually or simultaneously. In addition, you can view both a form and a datasheet in with a split form (Figure 1.12 shows tabbed document windows of three of these views).
* Emphasize that it is important to learn—memorize at first—these object-naming rules to conform to standard conventions and make dealing with objects consistent and uniform.
* Be sure to review Figure 1.13 because it shows the relationships between the five Chapter 1 tables that comprise the database.

### Opening a Table

Emphasize that there are usually several different ways to accomplish a task with Access. Opening a table provides is no different: Double-click a table’s name, right-click and select Open, or drag the table’s name to the Access work area.

**Exercise 1.5: Opening a Table.** This exercise shows the students how to open the *tblCustomers* table (Figure 1.14) and examines the Access’ status bar icons (Figure 1.15). The table *tblCustomers* contains information about Incredible Cheesecake Company customers.

Take some time to explain the command tabs and the groups they contain. Figures 1.15 and 1.16 have good graphics that you can point to while explaining the fluent interface ribbon and its contents.

### Moving Around a Table

* When you display a table, there are several ways to move from one record to the next. You can:
* Select the Home tab, click the Go To command, and then click *First*, *Previous*, *Next*, *Last*, and *New*.
* Use the keyboard PgUp, PgDn, or arrow up and down keys.
* Use the table navigation buttons that appear in the bottom edge of the window.
* A *row pointer* rests in the currently-selected row.
* The leftmost column of the table’s datasheet contains a column called the *record selector column* (this column is not stored in the table).

### Searching for a Value in a Column

* Use the Find command to locate a specific field value in a large table.
* Exercise 1.6 shows you how.

**Exercise 1.6: Searching for a Row Containing a Particular String.** This exercise shows the student how to quickly locate a customer whose street address contains a particular string. Please refer to the textbook exercise for details of how to do this.

* Discuss with students what happens if the search value cannot be found so they understand the difference between “successful” and “unsuccessful” searches.

### Changing a Table’s Display Characteristics

* You can change a table’s *display* characteristics by choosing one or more columns and then clicking the right mouse button; the table’s structure remains unchanged.
* If you close a table after changing its display characteristics (but not its structure), Access prompts you as to whether or not you want to save the table’s display characteristics.
* Remind students that saving altered table display characteristics isn’t particularly important because doing so merely saves the way the table is portrayed on screen.

**Exercise 1.7: Changing a Table’s Display Characteristics.** This exercise shows students how to change a column’s displayed position and width in the *tblInvoices* table (Figure 1.17). Remind students that changing a table’s display characteristics including column positions, widths, etc. is a cosmetic change that does not affect the underlying table’s column order or other properties. Please refer to the textbook exercise.

### Sorting and Filtering Table Rows

* You can locate a particular record much more easily when the table’s records are sorted and when they are filtered to display only a particular subset based on one or more criteria.
* You can use a quick sort to organize a table’s rows based on one or more columns; sorting commands are found on the Sort & Filter group of the Home command tab.
* Applying filter allows you to restrict rows that appear based on the criteria you specify for a filter.
* A rich variety of filters are available on a column’s drop down list including extensive number and text filters as well as blank and specific-value filters.

**Exercise 1.8: Sorting and Filtering Table Rows.** This exercise shows students ways to sort the tblInvoices table in ascending order by the Shipper column. The column drop-down list is used to select a unique ship date from the list. The filter restricts the rows to that date. Please refer to the textbook exercise.

Explain the Toggle Filter and Clear All Sorts buttons and their use. The Sort & Filter group of the Home command tab holds those commands.

### Printing a Table

* Print a table by selecting the table (open or not) in Datasheet view and then accessing printing commands through the Backstage View. It is accessible by clicking the File tab.
* Choose any desired options in Print dialog box and then click OK.
* You can print detailed information about the definition of a table by executing a slightly more complicated sequence of steps. This is probably not as important to students as simply printing a table’s datasheet but is included for completeness.

### Printing a Table’s Structure

* Print a table’s structure is a less-often used activity, but it is necessary at times.
* Click Database Tools and then lead the students through a small example of making selections in the Database Documenter found in the Analyze group.

## Querying a Database

* Querying a database is posing a question which returns an answer in the form of a virtual table known by the name Access-specific name of *dynaset*.
* A query is a stored definition that specifies all tables involved in data retrieval, which columns are to be retrieved, which records are to be included in the result, and any calculations to be performed (see Figure 1.19).
* Most queries are called *selection* queries because they retrieve selected rows from tables
* Other queries do not return answers, but insert new records, delete existing records, update data, and create new table columns. These are known as *action queries.*
* Access uses QBE (query by example) to define queries.
* Use the industry-accepted object naming convention to name all queries: start with the prefix *qry* followed by initial capitalized words representing the remainder of the name. For example, *qryFindHighSales* (without spaces).

### Using a Query

**Exercise 1.9: Running a Query.** This exercise shows students how to open and run an existing query, *qryArcataCustomers*. Remind students that they can run an existing query—one that is stored in the Queries category on the Navigation Pane. Right-click the query name and click Open or by double-clicking the query name. (We prefer the latter method because it involves fewer actions.) Please refer to the textbook exercise for further details.

### Creating a One-Table Query

* Queries that restrict which rows are returned by using some criteria (e.g., customer invoices over 59 days old) are the basis of a fundamental relational database operation called *selection* (you specify which rows to select).
* You can form one-table queries by selecting a table and then placing column names in the QBE grid corresponding to the columns you wish to see. You can specify selection criteria to restrict the returned rows to those which satisfy the criteria.

**Exercise 1.10: Creating a One-Table Query.** This exercise shows the students how to search for and select a specific customer from the tblInvoices table and return rows based on a date filter and a shipper filter—all supplied in the criteria row of the QBE grid. (See Figures 1.20 and 1.21.)

Be sure to point out to students that date values must be contained between # symbols. They don’t always pay attention to that detail, and Access will not compensate for their omission.

### Saving a Query

* Queries can be saved and re-executed periodically to produce current lists of clients, spare parts, invoiced over 60 days past due, etc., reflecting changes in the underlying table(s) over time.
* With more than one query open, only the active query—the one whose tab is active—is saved.
* The dynaset *cannot* be saved directly, but you can turn the query generating the dynaset into a so-called *Make Table* query. Generally, however, you want to save only the query and not its results.
* A Try It example encourages students to save a query they created in Exercise 1.10. (You should encourage students to do all the “Try It” examples. Doing so will sharpen their skills).

### Sorting the Results

* The normal, default row order of a dynaset is ascending order by the table’s primary key.
* If a table has no primary key, then table rows are displayed in no particular order.
* A dynaset can be sorted by any field or combination of fields by indicating which columns are the sort columns in the query’s definition.
* Select and order columns according to sort criteria—the first column having sorting selected is primary sort column while subsequent columns similarly marked are secondary (and beyond) sort columns.
* Select a sort option in the sort row of the QBE grid from the drop-down list.

### Using More Complex Selection Criteria

* Queries that must satisfy more than one condition, *with all conditions being true*, use the AND operator (e.g., discount percentages AND how many occurred in January).
* Figure 1.23 shows a list of comparison operators used by Access to compare two strings or numerical values.
* Figure 1.24 displays the list of Access’ logical operators.
* Comparison operators are <, >, =, <=, >=, and <>.
* Logical operators are *And*, *Or*, and *Not*.

**Exercise 1.11: Writing a Query with an “AND” Operator.** This exercise shows the students how to use the AND operator to query and display invoice lines with discount percentages greater than zero and less than 11 (Figure 1.22). Be sure to point out to students that numeric criterion values are not enclosed in quotation marks.

### Creating Selection Criteria Using the “OR” Operator

* When any one of several criteria must be satisfied for a row to appear in a dynaset, then you use the OR logical operator. For example, you use OR to return rows from the *tblProducts* table when any product description contains “choc” (as in *chocolate*) or the retail price is less than $10

**Exercise 1.12: Forming a Query with “OR” Criteria.** This exercise shows students how to form a query involving two different criteria columns of the *tblProducts* table (Figure 1.25). Walk through this example in class. It is a good example of a relatively complex query involving only one table.

* Explain the use of the wildcard character \* on each end of choc so that the string “slides” across all description strings for a match anywhere in the string.
* Queries having two or more independent selection criteria column values have as many criteria rows in the query grid as there are individual criteria for which any one being true is sufficient to satisfy the condition.
* Queries with alternate selection criteria on *one* field (e.g., “Chocolate” Or “Vanilla” in the ProductDescription column): write both values (complete strings in this example) in the same Criteria row and separate the two values with *Or*.
* An asterisk in a criterion (e.g., “\*choc\*”) for character string criterion is called a *wild* *card character*, which allows extensions like *white chocolate* and *chocoholic* both to be included in the dynaset.
* Access ignores capitalization and locates matching rows based on spelling alone. This is a very important point that students often overlook. Highlight this fact. It doesn’t matter, for instance, whether you specify the criterion *Chocolate*, *ChoCoLAte*, or *chocolate*. Each returns a row in which the characters *chocolate* occur (spelled correctly, with nothing else in the string), regardless of capitalization.

### Including Expressions in a Query

* Expressions are special “fields” that display the results of calculations in a dynaset. Of course, expressions *cannot* be stored in a table, because a table stores only values (invariants), not expressions (unlike a spreadsheet).
* Access allows an expression in a *table* field. We discourage using this because it violates normalization rules and is, frankly, sloppy design.
* Query expressions are based on existing table or query fields.
* Query expressions are also known as *virtual fields*.
* A Try It example shows students a query, *qryInvoices*, which calculates totals and displays a new, virtual column in the dynaset (Figure 1.26).

### Printing Dynasets

Printing a dynaset is straightforward:

* Display the dynaset.
* Check the dynaset to ensure it is what you expect.
* Click the File tab, click Print, and click Print.
* Make necessary selections in the Print dialog box and then click OK.

## Using Forms

* Forms provide convenient, less cluttered work surfaces through which you can enter or alter information in tables and queries.
* Forms can be created that facilitate data entry and mimic already familiar paper forms.
* Forms facilitate validation checks on entered data.

### Viewing a Table through a Form

**Exercise 1.13: Opening an Existing Form.** This exercise shows students how to open and move around the *frmProducts* form found in the Chapter 1 database Ch01.accdb (Figure 1.27).

* Form navigation buttons allow movement through rows of table.
* A form presents an intuitive and pleasant looking interface that is often familiar to a user.

### Viewing a Query through a Form

* A Form can be created from a saved query—*qryFebFedEx* in this case (Figure 1.28).
* The total number of records displayed in a form—one after another—depends on how many rows are produced by query.

### Creating a Form Quickly

* A Try It exercise shows students how to create a quick form using the Form button in the Create command tab Forms group. It is based on the *tblCustomers* table found in the Chapter 1 database, Ch01.accdb (Figure 1.29).
* You can alter the form after you create it. Students should know that the generated form could be redesigned. The default form serves as a convenient baseline form design.

### Saving a Form

* You save a newly created form design, not the data displayed within it, by clicking the Save button on the Quick Access Toolbar. Any table *data* altered through a form is preserved automatically by Access when you close a form, move to another record, or close Access.
* A Try It exercise shows students how to save a form.

### Editing Data with a Form

* It is often easier to alter data in a table by using a form view of the table data.
* Usually, a form displays one record at a time.
* In Form view, click the field you want to change, make any changes, and move to another record to post the changes. Alternatively, you cause the changes to be posted when you close the form.

**Exercise 1.14: Editing Data with a Form.** This exercise shows students how to edit data using the *frmCustomers* form. You can change a field by moving to it and then entering a new value.

* Remind students that changes made to a record are *not* posted to the database until you move to another record. In the case of a form, simply press PgDn (or PgUp) or click Tab a sufficient number of times to move to the next record.

### Creating and Using a Split Form

* Split forms display data in two views on a single document window: a Form view on the top half and a Datasheet view on the bottom half.
* Modifying data in either pane of a split form modifies it simultaneously in the other view.
* Split forms provide the advantages of a Datasheet view and Form view in one document.

**Exercise 1.15: Creating a Split Form.** This exercise shows students how to create a split and altering the size of the panes by moving the form splitter bar. The split form is based on the table *tblCustomers* and is shown in Figure 1.30.

### Printing a Form

* Print one record by locating it within the form (use navigation buttons) and clicking the Office Button, pointing to Print, clicking Print, choosing “Selected Record(s)” radio button, and clicking OK in Print dialog box.
* Print a range of form pages by clicking the Pages option button and then entering the beginning and ending page numbers to print.

A frequent problem that arises when students want to print a form is that several forms usually appear on a page. The trick to printing only a single form is to place a page break just below the last field of the form (in design view). However, the students have not yet learned about the toolbox in Design view, so you can merely mention it at this point. Alternatively, selecting the form and choosing the “Selected Record(s)” option is still the best way to print a single form on a page.

## Designing Reports

* You cannot enter or edit data in a report displayed in Print Preview.
* You can filter report data when the report appears in Report view.
* Reports are a way to produce hard copy output—to display database information—in an orderly manner.
* Reports can be created ranging from simple utilitarian to professional designs with multiple typefaces, drop shadows, graphics, and colors.

### Previewing a Report

**Exercise 1.16: Loading and Previewing a Report.** This exercise shows students how to load the existing report *rptCustomerInvoices*, examine it in Report view, and close it (Figure 1.31).

### Creating a Report Quickly

* Creating a basic report of the data in a table or table is simple: Select the table name in the Navigation Pane, click Create, and click Report to produce the default (and simplest) report.
* Reports can be based one or more tables or a query.

**Exercise 1.17: Creating a Report Quickly.** This exercise shows students how to create a basic report based on the table *tblCustomers* (Figure 1.32)

### Saving a Report

* Right-click the report’s document tab and click Save.
* Select and enter the report’s name, remembering to precede the name with the standard report prefix, *rpt* (e.g., *rptCustomers*).

**Exercise 1.18: Saving a Report.** This exercise shows students how to save a newly created report. Right-click the report document window’s tab, type the report’s name, and click OK. The report’s design is saved among the Report objects.

**Exercise 1.19: Deleting a Report.** This exercise shows students how to delete a saved report from the Navigation Pane. Click the report’s name in the Navigation Pane. Press Del (keyboard key), and click Yes in the confirming dialog box.

It may be easier for students to use the right-click menu for *all* Navigation Pane object operations including delete. Right-click the object in the Navigation Pane and click Delete from the pop-up menu. This is probably a better choice—right-clicking—because several alternative actions are proposed in one pop-up menu.

### Printing a Report

A Try it exercise leads students through opening a report and navigating to various report pages in Print Preview view. Then, they print one of the several pages. It is important that students are aware that the entire report could be long and that the Print dialog box Pages options should be chosen to restrict the number of pages printed. An exercise leads students through closing their Chapter 1 database.

**Exercise 1.20: Closing the Database and Closing Access.** This exercise shows students how to close the database and close Access simultaneously

* Click the File tab and then click Exit.

# Answers to Review Exercises

## Multiple Choice Questions

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | c | 6. | c |
| 2. | b | 7. | d |
| 3. | d | 8. | c |
| 4. | a | 9. | b |
| 5. | c | 10. | b |

## Discussion Questions

*The solutions presented here come from the textbook discussion. Your students may include other insight that is relevant, but not presented in our solutions.*

1. Discussion should involve at least mention of the Microsoft Fluent Interface—the ribbon, its groups of commands, and contextual tabs. Creating backups via the Microsoft Office Button is important also.
2. Occasionally, it is better to work with table data one row at a time. Tables are not a very intuitive interface for some people, especially those who are not computer literate. Access forms solve this problem. Forms let you see the data from a table in a format that is easier to understand. You can see one row or many rows of a table. Figure 1.9 shows an example of a form displaying a record from the *tblCustomers* table more attractive and intuitive environment. (For more information on forms, please see the discussion about forms.)
3. Two of likely several methods are these:

* Method One:
* Right-click a table name in the Navigation Pane.
* Click Open in the pop-up menu.
* Method Two:
* Double-click a table name in the Navigation Pane.
* Method Three:
* Drag the table name from the Navigation Pane onto the Access work area.

1. One of the real advantages of relational databases is the ability to ask questions that return interesting and meaningful answers derived from a database. Relational database systems make asking questions particularly easy, and Access is no exception. A *query*, the usual name for a question, can be simple or complex and can involve only one table, dozens of tables, or even hundreds of tables. In a query, you specify which tables are involved in the data retrieval operation, which columns are to be retrieved, which records are to be returned, and any calculations to be performed. Most queries are called *selection queries*, because they retrieve rows from tables.
2. Producing reports is as easy as clicking a button or two. Frequently, you will want to either preview a report on screen or produce a printed report that you can pass around at a meeting or keep as a permanent record. Access reports are just that—reports. You can neither enter nor edit data in a report. You can create reports ranging from simple, utilitarian designs to professional looking reports replete with attractive typefaces, drop shadows, and graphics. Reports typically display information from a table, a collection of related tables, or a query. Though a lot can be gained from looking at the query’s results on screen, it is even more useful to have a printed report. (For more information on reports, please review the *Designing Reports* section.)

## Practice Exercises

**A note to the instructor**: We have created, in the Navigation Pane of the instructor’s version of the database, a custom category called *Review Questions: Answers*. That custom category contains three custom groups: *Practice Exercises*, *Problems*, and *Student Database*. You will find all the solutions to the practice exercises in the first group and all answers to the problems in the second one. If the custom category *Review Questions: Answers* does not appear in the Navigation Pane, click the category name at the top of the Navigation Pane and click the *Review Questions: Answers* category name.

1. A solution is available on the instructor’s solution database in the Practice Exercises custom group. It is called *1‑Practice Exercise 1*. (It is a *copy* of the *tblCustomers* table, but in the specified order.) The trick is to move the City column to the left of the CustomerName column (drag City to the left of CustomerName). Next, drag through the column headers of City and CustomerName and click the Ascending button in the Sort & Filter group of the Home command tab.
2. A solution is available on the instructor’s solution database in the Practice Exercises custom group. It is called *1‑Practice Exercise 2*.
3. A solution is available on the instructor’s solution database in the Practice Exercises custom group. It is called *1‑Practice Exercise 3*. Unlike students’ solutions, we have set the table property *Filter On Load* property to True so that the filter is applied automatically when you open the table in Datasheet view. Students create the filter by clicking the down-pointing arrow on the Retail Price column, point to Number Filters, click Greater Than, and type 25 in the text box of the Custom Filter dialog box. Sort the resulting rows by right-clicking the ProductDescription column and then clicking Sort A to Z.
4. A solution is available on the instructor’s solution database in the Practice Exercises custom group. It is called *1‑Practice Exercise 4*. We have set the print orientation to *Landscape* and then saved the object. You will have to navigate to record 3 manually and print only that record. The problem as stated in the textbook pretty well lays out the steps to do this.
5. A solution is available on the instructor’s solution database in the Practice Exercises custom group. It is called *1‑Practice Exercise 5*. Open the Navigation Pane of your copy of the database to locate it. You will have to restrict the report to one page yourself by selecting the Pages radio button in the Print dialog box and then typing “1” (without the quotation marks) in the From text box.

## Problems

1. The answers to the three part question are stored in your database in the Problems custom group. They are called *1‑Problem 1A*, *1‑Problem 1B*, and *1‑Problem 1C*. Open up these queries in Design view to review their construction.
2. The answer to the question is stored in your database in the Problems custom group. It is called *1‑Problem 2*. Open the form in Form view, click the Record Number text box, type 4321, and press Enter to move to that record. Printing: Click the Office Button, point to Print, click Print, and click the Selected Record(s) button. Click OK to print just the selected record.
3. The answer to the question is stored in your database in the Problems custom group. It is called *1‑Problem 3*. Double-click the report to open it in Report view. Printing: Click the Office Button, point to Print, click Print, click the *From* text box, and type *2*. Click OK to print page 2 of the report.