Subdivisions

for

Biblical Studies, Theology,

and

Ministry:

Making Search Terms Do the Work

by

Leslie A. Engelson

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Dedication

To God, for your faithfulness and grace.
Because of you, my story is worth telling.
To Megan, for your love and kindness.
You are the inspiration for, and the best part of, my story.

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Preface

Navigating the immense quantity of information available today is a daunting task for most people. As librarians well know, resources available freely from the internet are easy to search and access, however, not all information needs are satisfied by a Google search. This is particularly true for resources that are helpful and useful to people who are studying to be in or are already in Christian ministry. Valuable resources available in libraries are sometimes hidden because of the difficulty both non-librarians as well as librarians have searching library catalogs.

Using natural language in library catalogs, which mimics the ease of Google, is an unreliable and often frustrating way of searching. While controlled vocabulary is more reliable and effective, often reference librarians and researchers are not aware of the correct terms to use. Additionally, catalogers not familiar with the disciplines of biblical studies, theology, and ministry may find it challenging to assign correct terms to describe the resource.

As a means of facilitating the research process, in 2005 Becky Kornegay, Heidi Buchanan, and Hiddy Morgan published "Amazing, Magic Searches! Subdivisions Combine the Precision of the Cataloger with the Freewheeling Style of a Googler." (*Library Journal.* 130 no. 18, 2005:44-46). This article was so well received that the book *Magic Search: Getting the Best Results from Your Catalog and Beyond*, which expanded on the article, was published in 2009 successfully reaching across the gap between technical services librarians and reference librarians. It brought to the attention of reference librarians subject subdivisions that they could use that would transform their catalog searches. These subdivisions provide focused and precise search results as if by "magic". Both their article and book were enthusiastically received by cataloging and reference librarians alike. In addition to listing and explaining the usefulness of subdivisions selected for researching people, places, and time periods, resources for scholars and researchers, as well as finding true stories and creative treatments, they also chose subdivisions that were productive for searching in different disciplines.

However, coverage of subdivisions that are of particular value in the areas of theology, biblical studies, or ministry received scant attention. This observation is not a criticism of the work of Kornegay, Buchanan, and Morgan but merely serves to highlight the limits of their work. The purpose of both the article and book was not to cover any discipline in depth but to highlight particular subdivisions that are not specific to any discipline as well as a choice few within a discipline. This book seeks to springboard from that good effort and expand the focus on subdivisions that are of explicit value for researchers and librarians in the areas of theology, biblical studies, and pastoral ministry from the perspective of someone studying for Christian ministry or actively involved in ministry.

SUBDIVISIONS

A subject access point is a controlled vocabulary string of terms that can consist of up to two elements: 1) the main subject access point and 2) the subdivision term or terms. Every subject access point must have a main subject access point but does not have to include a subdivision. Subdivisions are appended to the end of a main subject access point and serve to qualify or refine that term. There are four types of subdivisions: topical, geographical, chronological, and form. If more than one subdivision is added to a main subject access point, they are usually added in that order with form coming last. Topical subdivisions qualify the main subject access point and are what the resource is about. Geographical and chronological subdivisions indicate the location and historical aspect, respectively, of which the resource is about. Form subdivisions indicate what the resource is and they are often plural in form. Often, multiple subdivisions can be assigned to the same main subject term. For example:

Bible.-- Isaiah--**Commentaries--Early works to 1800**

Rules found in the *Subject Headings Manual* instruct how subdivisions are to be added to main subject terms including to which main subject terms a specific subdivision can and cannot be added. Using the example of **Commentaries**, this subdivision is one that can only be added to main subject terms for sacred works (e.g., Bible.--John, Sermon on the Mount). However, in a keyword environment there is no need for the searcher to understand how the terms can or cannot be combined. In fact, using subdivisions in keyword searches allows for more flexibility than a strict subject search would allow while retaining the precision of the controlled vocabulary; it's the best of both worlds.

In a keyword search environment and especially a keyword-in-subject search, valuable subdivisions can be paired with main subject terms with which they might not otherwise be connected in a subject access point string, thereby providing greater precision than what can at times be achieved using natural language.[1] An example of this would be combining the subdivision **Hymns** with the name of a Christian denomination and then adding a language term in the search Baptists AND **Hymns**

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[1] Rebecca S. Kornegay, Heidi E. Buchanan, and Hildegard B. Morgan. *Magic Search: Getting the Best Results from Your Catalog and Beyond*, (Chicago: American Library Association, 2009) ix.

AND French to find Baptist hymns in French. The language term cannot be used to qualify the denominational heading subdivided by **Hymns** but can be used to qualify the main subject term Hymns.

Because of their sometimes unique characteristics, (form subdivisions are usually plural, e.g., **Commentaries** and the order of words can be atypical, e.g., **Conduct of life**, **Errors of usage**) subdivisions can also have an advantage in non-subject index keyword searches as these terms are unlikely to be used in the other fields of the bibliographic record, e.g., title, table of contents, summary. For instance, a commentary of the book of Isaiah would likely use the single form (commentary) in the title (e.g., *Isaiah: A Commentary*) not the plural form. Thus, when the plural form is used to search, it will match on the subdivision in the subject string thereby making results more relevant.

METHODOLOGY

The method used to find and determine which subdivisions would be most useful and effective was similar to the method used by Korenegay, Buchanan, and Morgan. The subdivisions included in this book were culled from the *Subject Headings Manual*, 5th ed., published in 2008 and updated through July 2013 (*SHM*) as available through Cataloger's Desktop. As this is a selective list for a specific discipline, only relevant sections of the *Manual* were searched. A list of those sections is included in Appendix A. Additionally, all the information in the *Manual* about each subdivision's usage was studied. Pertinent sections of the *Manual* used are listed in Appendix B. After subdivisions were selected, they were divided into categories according to what use they may have for supporting occupational functions of a minister. They were then searched in the subject authority file available online through the *Library of Congress Authorities* website using the Keyword Authorities (All) search option as well as through OCLC Connexion via the browser for further information about their use.[2] With a potential purpose in mind, they were then searched in WorldCat via Connexion to determine their usefulness.

The following factors determined whether a term would be included in this list:
1. The number of resources in the results list had to be sufficient but not overwhelming. This meant at least 10 different titles. If there were too many titles in the results list, the search was re-run using a language limiter of English, a date limit of 2000- or 2010-, or both.

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[2] Both interfaces were used to search the authority file as they each allow unique ways of formulating searches that brought up different results. The results of searching *Library of Congress Authorities* indicated if the term was also used as a main subject term as well as what types and how many main subject terms the term was used with in the Library of Congress' catalog. The subdivision search option in the authorities file search was used in Connexion to determine what other subdivisions were related to the subdivision being searched or had the subdivision as a term in them. The LCSH search option in the authorities file was then used to see which authorized headings were related to the subdivision and which used the subdivision in them. Finally, when searching WorldCat the subdivision was used in combination with a variety of main subject terms to see how extensively it was used and if it provided the expected results.

2. The resources in the results list had to meet the expectation of the search which was based on its prescribed usage (scope notes and *SHM* directives).

3. The resources in the results list had to be analogous with sufficient focus. If it was found that the search term could have multiple "meanings" with results outside of the purpose of the search, that term was not included.

4. The majority of resources in the results list had to be in English.

5. A sufficient number of the resources in the results list had have been published no later than 2000.

Exceptions were made if the results were interesting and worth finding or if there was potential for growth in the subject area (for a newer term where it was likely more resources would be published that would be assigned that subdivision). The results err on the side of inclusion rather than exclusion.

As a result of this searching, some main subject terms were discovered that have been included for specific categories if it was felt that their uniqueness would supplement a subdivision search. For example, a list of main subject terms for parables is included after the subdivision **Parables** even though they are not subdivisions as they are a sure way of finding information about a specific parable.

AUDIENCE AND ORGANIZATION

While the primary audience for this book is catalogers and reference librarians, the secondary audience, those users reference librarians will be assisting, are people who are in ministry or studying to be in ministry. The focus of this work is on subdivisions that will find resources that will help them do their job.

Known by a variety of terms: pastor, priest, chaplain, minister, missionary, etc., the responsibilities of clergy of the Christian faith can vary but usually include preaching and teaching, conducting ceremonies and presiding over sacraments, administration, outreach and evangelism, and pastoral counseling. Not to be forgotten is the clergy member's own spiritual development as well as her role in the spiritual development of the congregation members that might take place in a small group context or alone. This book is organized by these six broad occupational categories. Additionally, there is a final section of miscellaneous subdivisions which may be of interest. Finally, two appendices list terms for people in specific geographic areas and dialects that are used in bibliographic records.

Because of its focus on ministry and theology, reference librarians who work with students studying in this area will find this book to be of value in suggesting terms to use for searching, especially if this is not a subject area with which they have a lot of experience or familiarity. For those who do have a theological or ministerial background, this resource will be a gateway into the controlled vocabulary that can be a bit opaque.

Likewise, catalogers will find the explanations of how the terms are used to be of value in their application of them. Sometimes these terms are unfamiliar because they are

outside the cataloger's area of subject expertise or the distinction between two terms is unclear from the scope notes. The descriptions given with the listed terms clarify their usage and application thus resulting in correctly applied subdivisions making searches using these terms extremely effective.

However, this text should not be relied on by catalogers for correctly formulating subject access points. The *Subject Headings Manual* should be consulted for information about the correct way to construct subject access points and which subdivisions can be combined with which main access points.

How to Use the Subdivisions in this Book

A WORD ABOUT SUBDIVISIONS

When applied in a subject access point string, subdivisions help bring out attributes or facets of primary headings, narrowing and focusing the meaning of the main subject term. This quality is also what makes it possible to use some subdivisions in keyword searches so effectively. The subdivisions selected for this book were chosen because of their suitability at making a search in the areas of religion, biblical studies, and ministry successful. Some subdivisions have been included in more than one topic area because of their versatility. Specific guidelines for the use of each subdivision are given in the appropriate chapter.

Many form subdivisions are plural which can be an advantage in a keyword environment. However, some search engines automatically truncate terms and, therefore, the results list will include resources that use the singular term anywhere in the record losing some of the power of the subdivision.

Sometimes a subdivision term can also function as a main subject term (e.g., **Prophecies**) or part of a different subdivision (e.g., **Travel** and **Description and travel**) which can complicate a search. In other situations, the subdivision is too broad with the result set being too large when using the subdivision alone. Specific instructions are given with these subdivisions to help the researcher formulate a search that will bring more manageable and helpful results.

TEXTUAL DEVICES

Certain textual devises have been used throughout this book to serve as a short-hand for the sake of simplicity and consistency and in order to help the reader more easily identify terms or understand the use of a given term. These devices are as follows:

The word "term" is used to refer to both single and multiple word subdivisions and other search words or phrases.

Subdivisions are printed in **bold font** whether in the listed subdivisions or within the text itself as well as in the index in order to facilitate identification. If a term is suggested as an alternative term to use and it is not in **bold font**, the term suggested is a Library of Congress Subject Heading (LCSH) main access point. No terms have been suggested for use that are not subject terms, whether main headings or subdivisions, enabling the searcher to search exclusively in the subject index.

Brackets. i.e., [ ] are used when the term preceding them can be replaced by another term in the same category. For instance, in the subdivision **Parallel versions, English [French, etc.],** the word English can be replaced by French or a word for any other language in a search. e.g., **Parallel versions, Chinese.**

SEARCH TECHNIQUES

Unless it has been disabled, most library catalogs and discovery services provide the option of an advanced search. In the advanced search, select the subject index search if available. Be aware that a left-anchored index search limits the use of these subdivisions to a subject access point string search. In other words, the terms must be entered in the correct order according to the rules used for assigning subject access points found in the *Subject Headings Manual.* For example, an authorized subject access point for music that is about Creation and geared for children is Creation--**Songs and music--Juvenile**. A search in a left-anchored subject index using this subject access point must have the terms in this order as the search will drop the researcher into the index browse screen alphabetically where the first word would be. So, if the terms were input into the search box in this order: **Songs and music** Creation **Juvenile**, the result would be a section of the subject index with an indication that if the search string was an actual subject access point, it would be found in the list between Songs, American and Songs, Anglo-Saxon.

Additionally, some suggested term combinations are not terms that will be in the same subject access point string. Rather, they would be in different subject access points in the same bibliographic record. An example of this is the suggestion to combine **Religious life and customs** with a term for a religion. **Religious life and customs** may only be added to a geographic main subject term. But if the resource is about a specific religion in that geographic area, the bibliographic record will also contain a subject access point that includes a term for that religion. Searching a subject index using the keywords "**Religious life and customs**" AND Islam should be successful and result in resources that discuss practices of Islam in specific locations even though these two terms cannot be combined in the same subject access point string. For those who are not familiar with forming authorized subject access point strings, a keyword-in-subject search is much easier to construct.

Within the keyword-in-subject search, typical search techniques such as using Boolean operators (AND, OR, and NOT), truncation, and wildcards should be employed as

appropriate. Therefore, it is important to learn what symbols should be used for these purposes. Additionally, the use of quotation marks around multiple-word search strings tells the search engine to search for the terms together and in that order, i.e., as a phrase. This is very important, especially in keyword-in-subject searches, in order for the search engine to function as you expect.

As an example, a researcher would like to find information about different tombs discussed in the Bible. The subdivision **Tomb** is the appropriate term for this search, except for Jesus' tomb for which the main subject access point is Holy Sepulcher. However, **Three days in the tomb** is a subdivision that includes the word "tomb" but the researcher does not want resources that discuss that aspect of Christ's death; they want only resources that discuss the actual tomb. One way to formulate the search would be: **Tomb** NOT "**Three days in the tomb**" OR "Holy Sepulcher". This search will work well in a catalog for a theological or religious library. In a catalog that has records for a broader range of materials, the term **Tomb** would need to be combined with names such as Abraham or Rachel in order to not result in resources that are about tombs not found in the Bible.

If the researcher is unfamiliar with main subject access point terms, a search can still be done utilizing the subdivision but combining it with a general keyword search or title keyword search. In the advanced search option, there are usually multiple search boxes for combining terms and the indexes being searched. In the first search box, the researcher should type in the subdivision that they have determined will find the resources they need and then select the keyword-in-subject index in which that term will be searched. The researcher should type in the next search box a keyword that represents the concept that they want to combine with the subdivision. The index searched could be either the title or keyword index. This allows for natural language terms to be used until the researcher is able to determine the appropriate subject access point term for that concept.

An example of this would be if the researcher is a children's pastor who has a child under their ministry who is autistic and they would like to learn more about the disorder in order to be able to understand the needs of the family of this child. A search for appropriate resources may look like this: Autism [Keyword-in-Title Index] AND "**Social conditions**" [Keyword-in-Subject Index]. A resource in the result set would reveal that the appropriate main subject access point is "Autistic children". A second search could be done using both the main subject access point "Autistic children" and the subdivision "**Social conditions**" in the Keyword-in-Subject index, quickly reducing the result set to those resources most appropriate for the need.

When the result set of a search is too large, in addition to combining the search terms with other appropriate terms, most library catalogs allow for limiting by different facets or aspects of a resource. Often limiting the result set to those resources published in English or a language the researcher can read will cull resources that will be of limited use to the researcher. Likewise, limiting the search to resources published in the most recent 5 or 10 years should quickly result in current and relevant publications.

Other limiters such as for format (e.g., book, video, sound recording) or collection (Circulating as opposed to Reference) can also be applied.

Searching for information about people in the Bible can be challenging because names such as Mary and John are too common. Even the names Moses and Noah aren't as unique as they once were. Terms such as "biblical character" are often added to name authority access points for people in the Bible in order to differentiate the Rachel in the Bible from another Rachel. Only the term "biblical" needs to be added to the search as it will include most of the types of biblical personages: prophets, matriarchs, figures, etc. For the disciples of Christ (except Judas), add the term "Apostle". Judas' authorized name is unique as his surname, Iscariot, is included.

One caveat to using the term "biblical" in this way is that this same term can also be used as part of a main subject term (e.g., Biblical languages) or used as part of a different subdivision (e.g., **Biblical teaching**) making the search result not exactly what was intended. An example of this would be using the search Abraham AND **Biblical** AND **Prophecies** to find resources that discuss prophecies that Abraham made. This same search will also bring back prophecies about Abraham. Likewise, the search Jesus Christ AND **Travel** will bring travel guides about the places Jesus went, not a discussion of Jesus' travels. It is good to be aware of the unintended possible results of a keyword search, even when searching in the subject index. Nevertheless, these terms are included here because of the potential value they can provide to your search.

Once the bibliographic record for a resource has been found that fits the needs of the researcher, a quick scan over the subject access points in that bibliographic record will often yield a subject access point that fits the information need. By clicking on this access point, the result set will be resources that best meet the researcher's information needs.

Preaching & Teaching Resources

In Christian traditions today, the primary function of pastors is often seen as that of preaching and teaching doctrine and theology grounded in the Bible. Whether that takes place with the sermon preached on Sunday morning, in a Bible study group, or as a formal catechism, there are many works that assist the pastor in exegeting, understanding, preaching, and teaching doctrinal beliefs. The following subdivisions can be used to locate specific types of works to facilitate this process.

The foundation or starting point for any pastoral activity is prayer and the study of scripture. This first chapter addresses the process of biblical study and provides subdivisions to locate helpful resources for that endeavor. The chapter is divided into six sections starting with the text itself and the different versions available; next are subdivisions for works that interpret the Bible. The third section is the largest and most diverse as it lists the variety of study aids available for biblical study. These works are divided into two parts: subdivisions for resources that address the biblical text such as commentaries and criticisms and subdivisions to find resources that discuss people in the Bible, their lives and actions. The fourth section deals with the variety of ways the events and people in scripture are depicted, from art to cartoons to movies. The next section provides subdivisions that help the pastor discover resources that will help her bring all this research together into a sermon or teaching on a passage in the Bible. The final section provides subdivisions for resources that help the learner delve deeper into theological issues and questions.

BIBLES

Most of the subdivisions listed below are form subdivisions. The search results will include resources that <u>are</u> what the subdivision indicates and are not <u>about</u> the subdivision term. For instance, a search using the term **Versions** will result in a list of different versions or translations of the Bible or part of the Bible. Searches using these

subdivisions will be most effective when combined with the term Bible[3] in addition to the name of the specific book or section of the Bible (e.g., Job, Gospels, Apocrypha), if appropriate.

> EXAMPLE: Use Bible AND John AND **Paraphrases** when searching for a paraphrase of the gospel of John.

Abridgments – a shortened version of the larger work. Use to find children's versions and devotional works.

Comic books, strips, etc. – use to find Bibles that are in a comic book or graphic novel format. For Bibles that contain illustrations with the text being primary, use **Illustrations**. For Bibles that are primarily illustrated with a small amount of text, use **Picture Bibles**.

Harmonies – resources that merge two or more books of the Bible in order to read the text as a cohesive unit. Add a term for a language (e.g., French) to find resources in that language. This subdivision can also be used as a topical subdivision to find resources that are about harmonies.

> EXAMPLE: Use Gospels AND **Harmonies** AND French to find works that are or are about French harmonies of the Gospels.

Illustrations – use to find Bibles that contain illustrations of the text, with text being primary. For Bibles which are illustrated using a comic book or graphic novel format, use **Comic books, strips, etc.** For Bibles which consist primarily of illustrations, use **Picture Bibles**.

Interlinear translations – use to find Bibles that contain the original text as well as a line-by-line translation. Add a term for a language (e.g., French) to the search to find interlinear translations in that language.

> EXAMPLE: Use Bible AND Ruth AND **"Interlinear translations"** AND Chinese to find resources that include the book of Ruth in the original Hebrew along with a Chinese translation of the Hebrew.

Parallel versions, English [French, etc.] – use to find Bibles that have two or more versions in a specific language side by side. Include the uniform title[4] of a specific version or versions if known. The term for language can be omitted if a uniform title is used.

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[3] Subdivisions listed in this book in reference to the Bible can also be used for non-canonical Christian texts such as *Acts of Peter* and *Hammarabi* as well as the apocryphal books. For canonical works, the term Bible should be added to the search in order to properly specify what might otherwise be a too generic term (e.g., John). When searching for the apocryphal books, do not include the term Bible in the search. When searching for the apocryphal books as a whole, use the term Apocryphal books.

[4] A uniform title is the title that librarians have determined is the official title of works that have more than one form of a title or have been translated into other languages. For instance, the uniform title for the King James Version of the Bible is Authorized.

EXAMPLE: Use **"Parallel versions"** AND "New International" to find parallel versions of the Bible that include the New International version of the Bible.

Paraphrases – use to find Bibles that are paraphrases and not strict translations. Add a term for a language (e.g., French) to the search to find paraphrases in that language.

EXAMPLE: Use Bible AND **Paraphrases** AND Italian to find paraphrases of the Bible in Italian.

Picture Bibles – use to find Bibles that consist primarily of illustrations with a small amount of text. For Bibles that contain illustrations, use **Illustrations** or **Comic books, strips, etc.**

Translating – use to find works that discuss the process and methodology of translating a work into another language. To find works that discuss translating into a specific language, add a term for the language (e.g., French) desired to the search.

EXAMPLE: Use Bible AND **Translating** AND Creole to find resources that provide information about translating the Bible into the Creole dialect.

Versions – use in combination with the term Bible and a term for a language (e.g., English, French), language group (e.g., African, Slavic), or denomination (e.g., Catholic, Baptist) for works that discuss translations of the sacred book into a language or language group, or for use by members of a specific denomination. To find resources that discuss the differences between the Catholic and Protestant canons, include the terms Catholic and Protestant in the search.

EXAMPLE: Use Bible AND **Versions** AND Lutheran to find resources that discuss versions of the Bible used by Lutherans.

Versions--Authorized, [Living Bible, New English, etc.] - use to find works that discuss specific versions of a Bible.

INTERPRETATIONS

Use the following subdivisions in combination with the term Bible and a specific book or portion of the Bible for a distinct type of interpretation or perspective of the Bible. These subdivisions can also be used for identifying works that interpret the biblical representation of God, Jesus Christ, or other biblical figures from a specific viewpoint by including an appropriate term for that person in the search. These works are likely to be useful for gaining an understanding of different perspectives of scripture.

EXAMPLE: Use "Jesus Christ" AND "**Buddhist interpretations**" to find resources that discuss the person of Jesus Christ from a Buddhist perspective.

Allegorical interpretations
Bahai interpretations
Black interpretations
Buddhist interpretations
Gay interpretations
Hindu interpretations

Islamic interpretations
Spiritualistic interpretations

STUDY AIDS

THE TEXT

Unless instructed differently, use one of the following subdivisions in combination with the term Bible and a specific book or portion of the Bible for resources that discuss a specific aspect of the Bible.

> EXAMPLE: Use Bible AND Job AND "**Children's use**" to find resources that discuss how to help children understand the book of Job or books about the book of Job for children.

Authorship – use to find resources that discuss the possible authorship of that work and any controversies surrounding the authorship.

Canon – use find resources that discuss the process of determining which books would be included in the Old and New Testaments. To find resources discussing the controversy between Catholics and Protestants over works in the Apocrypha, also include the terms Catholic and Protestant in the search.

> EXAMPLE: Use **Canon** AND Catholic AND Protestant to find resources that discuss the difference in the Catholic canon and Protestant canon.

Canonical criticism – use to find resources that discuss "…the effect of the canonical collection on the individual parts"[5] and vice versa.

Children's use – use to find biblical studies resources that are geared towards children. Can also be used to locate resources that give ideas and suggestions for teaching children about the Bible.

Commentaries – use to find resources that provide discussion of the authorship, setting or context, and interpretation of the biblical text. In addition, they may examine translations of words, controversies, or alternative interpretations, and applications. They may also include a translation of that portion of scripture.

Concordances – use to find a word index for sacred or liturgical texts. Include a term for a language (e.g., Greek or French) in order to narrow the search to concordances for a specific language version of the Bible. The uniform title of a version can also be added to the search to find concordances for that version. This subdivision can also be used with an author's name, such as that of a Pope or early church father, to find concordances of their works.

> EXAMPLE: Use Augustine AND **Concordances** to find a concordance of the works of Augustine.

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[5] R. F. Collin. "New Testament Scholarship." *New Catholic Encyclopedia* (Detroit: Gale, 2003): 308.

Controversial literature – use in combination with the term Bible and a specific book or portion of the Bible or the name of a Christian denomination or monastic order to find resources that "...argue against or express opposition toward those groups or works."[6] Can also be used in combination with a term for a religious or theological topic. These works are usually written by people who are outsiders to the group.

> EXAMPLE: Use Mennonite AND "**Controversial literature**" to find resources that discuss controversies within the Mennonites or controversial works about the Mennonites.

> EXAMPLE: Use Sacraments AND "**Controversial literature**" to find resources that discuss issues and concerns regarding the sacraments as a whole.

Criticism, Form – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the literary type or form (e.g., history, poetry) of the portion of scripture as well as the historical context of the literary tradition.

Criticism, interpretation, etc. – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the literary history and author's intention of that work in the historical context when it was written. A term for a specific century (e.g., **14th century**, **16th century**) may be added to the search to discover works that discuss biblical criticism as it was in that time period.

Criticism, Narrative – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the portion of scripture as story including plot development, themes, and characters.

Criticism, Redaction – use in combination with the term Bible and a specific book or portion of the Bible to find resources that compare a text to its sources drawing conclusions about the author's theme and the community in which the text was written.

Criticism, Textual – use in combination with the term Bible and a specific book or portion of the Bible to find resources that study the discrepancies between copies of a specific text in order to draw conclusions about what the original text looked like. Can also be used in combination with an author's name to find works that discuss textual criticism of their works.

> EXAMPLE: Use Luther AND "**Criticism, Textual**" to find resources that discuss the texts of Luther's works, including his translation of scripture.

Encyclopedias – although this is a very generic subdivision, it can be used in combination with broad topics such as Bible or Theology in a subject search to locate reference resources on that topic.

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[6] "H1472: Controversial Literature." *Subject Headings Manual*. 5th ed. (Washington, D.C.: Library of Congress, 2013).

EXAMPLE: Use Pentecostalism AND **Encyclopedias** to find an encyclopedia of Pentecostalism.

Evidences, authority, etc. – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the authority and truthfulness of the sacred work.

Feminist criticism – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the biblical text with an eye toward the condition of women, relationships, and power.

Handbooks, manuals, etc. – use in combination with the term Bible or Theology to find quick reference information such as facts, maps, summaries, and lists. For resources about how to teach the Bible, use in combination with the phrase **Study and teaching**. Can also be used in conjunction with topical terms for "how to" books (e.g., *A Handbook for Elders*).

EXAMPLE: Use Psalms AND "**Handbooks, manuals, etc.**" AND "**Study and teaching**" to find resources that will provide practical help in studying, teaching, and applying the Psalms.

Hermeneutics – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the principles of biblical interpretation as applied to that text.

Historiography – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss how biblical events have been recorded and interpreted by those writing about them by understanding the author and their place in history.

History of biblical events – use to find resources that discuss an event as recounted in the Bible. Often used in conjunction with **History of contemporary events**.

History of contemporary events – use to find resources that discuss social conditions, culture, politics, events, etc. that existed during the times of biblical events which would give a context for the event. Often used in conjunction with **History of biblical events**.

While the two previous subdivisions are intended to serve two distinct purposes, based on how they have been applied to resources, it appears that understanding of these purposes as well as appropriate application of the subdivisions to distinguish each purpose has been inconsistent. Separate searches using each of these subdivisions, while less precise, would bring about more comprehensive results.

History--Prophecies – use in combination with a city or country name for works that discuss prophecies about the place. Using this combination of terms without a place name will find resources that discuss the history of prophecies in scripture not limited to prophecies about a place or prophecies not in relation to scripture. Its usefulness is best limited to prophecies about a place.

EXAMPLE: Use Palestine AND **History** AND **Prophecies** to find resources that discuss the history of the nation Israel as interpreted through scripture.

Inspiration – use to find resources which discuss the divine inspiration of the Bible.

Introductions – use in combination with the term Bible and a specific book or portion of the Bible to find resources that discuss the authorship, context, purpose, and general characteristics of the text.

Outlines, syllabi, etc. – use in combination with the term Bible and a specific book or portion of the Bible to find resources that lay out the main points of the text or provide lesson plans for teaching the text.

Parables – use to find resources that discuss or contain biblical parables. Use in combination with Jesus Christ for resources that discuss or contain parables specifically taught by Jesus. To find resources that discuss a specific parable, use one of these titles as a search term:

Barren fig tree
Friend at night
Good Samaritan
Great supper
Hidden treasure
House built upon a rock
Laborers in the vineyard
Leaven
Lost coin
Lost sheep
Mote and the beam
Mustard seed
New wine into old wineskins
Pearl of great price
Pharisee and the publican
Prodigal son
Rich fool
Rich man and Lazarus
Sower
Talents
Tares
Ten virgins
Two sons
Unforgiving servant
Unjust judge
Unjust steward
Wicked husbandmen

For resources that discuss or contain artistic representations of a parable, combine the name of the parable or the term Parable (singular) with the term **Art**.

EXAMPLE: Use "Prodigal son" and **Art** to find resources that discuss various artistic interpretations and representations of this parable.

Postcolonial criticism – use in combination with the term Bible and a specific book or portion of the Bible to find resources that look at scripture through the lens of sociological and cultural systems and structures of power. A place name may be added to the search to focus the discussion on post colonialism as represented in that area.

EXAMPLE: Use Bible AND "**Postcolonial criticism**" AND Asia to find resources that discuss interpretation of scripture in the Asian context from a non-Western perspective.

Prayers – use in combination with the term Bible and a specific book or portion of the Bible to find works that discuss the prayers in the Bible. Add the term **Criticism**, if necessary, to narrow the results. Use in combination with Jesus Christ to find resources that are collections of his prayers and resources that discuss his prayers.

Prophecies – this is a versatile subdivision that can be used in combination with the term Bible and a specific book or portion of the Bible along with the name of a place, the name of a person, a term for a type or class of person, or a term for a topic to find works that discuss prophecies in the Bible that pertain to those people, places, or topics. Use in combination with the term Bible and a specific book or portion of the Bible and the term **Chronology** to find resources that delineate a timeline of biblical prophecies.

EXAMPLE: Use Bible AND Daniel AND **Prophecies** AND **Chronology** to find resources that discuss the prophecies in the book of Daniel.

EXAMPLE: Use Bible AND Women AND **Prophecies** to find resources that discuss prophecies in the Bible that relate to or are about women.

Quotations – use in combination with the term Bible and a specific book or portion of the Bible to find resources that contain or discuss quotations of or about that portion of scripture. For quotations from specific literatures, use the following subdivisions:

Quotations, Early – use to find quotations found in early literature.

Quotations in rabbinical literature – use to find quotations from the Old Testament found in rabbinical literature.

Quotations in the New Testament – use to find quotations from the Old Testament found in the New Testament.

Reader-response criticism – use to find resources that discuss the reception of the Bible or various versions of the Bible as well as the response of people to scripture.

Relation to… – use in combination with the term Bible and a specific book or portion of the Bible to find resources that examine the relationship of one sacred text to another. Portions of biblical text can be compared to portions within the rest of the biblical canon as well as to sacred scripture outside the Christian canon. Some examples include:

Bible.--Psalms--**Relation to Matthew**
Bible.--Old Testament--**Relation to New Testament**
Apocryphal books (Old Testament)--**Relation to the Old Testament**
Qur'an--**Relation to the Bible**
Ugaritic literature--**Relation to the Old Testament**

Social scientific criticism – use to find resources that examine the scriptural text from a social and cultural anthropological perspective. This is "[a]n approach to literature that focuses on values, convictions, and beliefs both in the texts we read and in the world in which we live…. A major goal of socio-rhetorical interpretation is to nurture an environment of interpretation that encourages a genuine interest in people who live in contexts with values, norms, and goals different from our own."[7] For example, identity expressed through the clothing of the people in Ephesus and how that might have colored their understanding of the imagery of clothing in Paul's letters.

Socio-rhetorical criticism – use to find resources that analyze and evaluate similarities and differences between individuals and pattern of communication among those individuals and groups.[8]

Structuralist criticism – use to find resources that examine the structure of the text and the interrelations of that structure to a larger system.

Study and teaching – use in combination with the term Bible and a specific book or portion of the Bible to find resources that provide methods and ideas for studying and teaching biblical texts. A term for a specific Christian denomination (e.g., Baptists) can be included in the search in order to narrow it to that theological perspective.

Teenagers' use – use in combination with the term Bible and a specific book or portion of the Bible to find resources that give ideas and suggestions for teaching youth or adolescents about the Bible. Can also be used to locate resources that are geared towards youth or adolescents.

Terminology – use in combination with the term Bible and a specific book or portion of the Bible to find resources that list or discuss terms, idioms, names, and phrases in the Bible. These resources can be focused on different books of the Bible or topics and may also include pronunciation guides.

PERSONS IN THE BIBLE

Use the following subdivisions along with the authorized form of the name of a person[9] to find resources about that person. Because names of people in the Bible can often be common, the authorized form of the name may include a phrase such as "biblical figure", "biblical priest", or "biblical prophet". If the authorized form of the

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[7] Vernon K. Robbins. "Socio-Rhetorical Interpretation." *Dictionary of Socio-Rhetorical Terms.*

[8] David B. Gowler "New Boundaries in Old Territory" *Emory Studies in Early Christianity*, v. 3.

[9] The authorized form of a name is the form that has been determined by librarians to represent a specific person. It is used in bibliographic records for subject or author access.

name is not known, in addition to the subdivision listed below and the person's name, include the term "biblical" in order to narrow the search results appropriately. A few exceptions to this are Mary, Blessed Virgin, Saint for Jesus' mother and Judas Iscariot. Except for Judas, add the term Apostle to the name of any of the remaining eleven disciples and Paul.

Life Events

Not many birth events are recorded in scripture. The most famous birth event, that of Jesus' birth, has its own word: **Nativity**. Likewise, there are limited stories about other aspects of the life of a person in the Bible (e.g., youth, death) that were recorded. Even if these events were recorded, most books written about biblical characters cover the entire life of the person, not just specific events. The subdivision **Biography** in combination with the person's name is often sufficient for finding resources about people in the Bible. However, it is possible to find resources about individual events in the lives of a few of the more famous biblical characters using the subdivisions below. Specific subdivisions for Jesus Christ sometimes vary from the subdivisions in this list. In that case, the subdivision to use for Jesus is indicated after the subdivision for other people. For resources that contain biographies of multiple people from the Bible, use the search Bible AND **Dictionaries** AND **Biography**.

If a person is doing research on Jesus, in addition to using the specific subdivisions listed below, browsing the subject index under the entries for Jesus Christ is the best way to discover all the categories of resources available that are about him and his life.

Birth – for Jesus Christ use **Nativity**.

Childhood and youth – for Jesus Christ use **Childhood**.

Death and burial – for Jesus Christ use:
> **Burial**
> **Crucifixion**
> **Date of death**
> **Descent into Hell**
> **Passion**
> **Resurrection**
> **Three days in the tomb**

Imprisonment – also use **Captivity** or **Exile.**

Influence – use to find resources that discuss the effect or impact of this person on other people, groups, and movements.

Prophecies – use to find resources that discuss prophecies made by the person or about the person.

Psychology – use to find resources that discuss the character or personality of the person.

Travel – use to find resources that describe trips and voyages taken by the person.

Trials, litigation, etc. – use to find resources that discuss criminal proceedings which involve the person. For Jesus Christ use **Trial**. Because of inconsistent application of both subdivisions, when searching for resources about Jesus' trial, use a search that looks for both the singular term Trial as well as the plural Trials.

Miracles

Miracles – use in combination with the name of the person who performed the miracle to find resources that discuss miracles performed by that person or use the term Bible and a specific book or portion of the Bible to find miracles mentioned in a specific book or portion of the Bible. To find resources that discuss a specific miracle, use one of the names of the miracles to search:

Feeding of the five thousand
Healing of Peter's mother-in-law
Healing of the centurion's servant
Healing of the epileptic boy
Healing of the Gerasene demoniac
Healing of the lame man by Peter and John
Healing of the leper
Healing of the man born blind
Healing of the nobleman's son
Healing of the paralytic
Healing of the ten lepers
Healing of the woman with the flow of blood
Jesus walking on the water
Miraculous draught of fishes
Opening of the eyes of one blind at Bethsaida
Raising of Jairus' daughter
Raising of Lazarus
Stilling of the storm
Turning water into wine at the wedding at Cana

For resources that discuss or contain artistic representations of a miracle, combine the name of the miracle or the term Miracle with the term **Art**.

Monuments

Relics – use to find resources that discuss the religious relics of a person. For resources that discuss specific relics of Jesus Christ, use the following terms:

Crown of thorns
Holy Coat
Holy Cross
Holy Lance
Holy Shroud

      Sudarium of Oviedo
      Veil of Veronica

Tomb – use to find resources that discuss tombs of specific persons. For resources about Jesus Christ's tomb use the subject heading Holy Sepulcher.

DEPICTIONS

Use the following subdivisions to find resources that discuss people, places, or events as presented in artistic depictions.

Art – use in combination with the name of a person or an event in the Bible to find artistic representation of those people or events.

Drama – use in combination with the name of a person or an event in the Bible to find movies about that person or event.

Illustrations – use in combination with the term Bible and a specific book or portion of the Bible (including names of parables and miracles) to find works which contain artistic representations and interpretations of that portion of scripture.

      EXAMPLE: Bible AND Sermon on the Mount AND **Illustrations**

In art – use for places (e.g., Galilee), events (e.g., The Exodus), or topics (e.g., Redemption) in art work. This phrase can be used either as part of the main subject heading or as a subdivision. Even so, how it is used does not affect the result when doing a keyword-in-subject search.

      EXAMPLE: Use Deluge AND **In art** for graphic representations of the Flood.

Pictorial works – use in combination with the name of a person or an event in the Bible to find resources that consist primarily of pictures or art works of that person.

      EXAMPLE: "Women in the Bible" AND "**Pictorial works**"

SERMON PREPARATION HELPS

The resources found by searching with the subdivisions listed below can be used to supplement biblical studies resources for preparing a sermon or lesson. These resources provide material for enriching the presentation and engaging and entertaining the audience or congregation.

Caricatures and cartoons or **Comic books, strips, etc.** – use in combination with the term Bible and a specific book or portion of the Bible, an event in the Bible, or a name in the Bible to find resources that contain people or stories from the Bible presented in the form of comic strips or cartoons.

      EXAMPLE: Bible AND Esther AND "**Caricatures and cartoons**"

Children's sermons – use to find resources that contain sermons or ideas for sermons for children.

Homiletical use – use in combination with the term Bible and a specific book or portion of the Bible (including **Parables** and **Miracles**) to find resources that discuss the use of that portion of scripture in sermons. Use in combination with the subject access point Hymns, Motion pictures, Popular music, and Spiritual songs for resources that discuss and give ideas for the use of these formats in sermons. For sermons on a specific Bible passage, use the subdivision **Sermons**.

Liturgical lessons – use to find resources that provide lessons on the Bible or portions of the Bible including Jesus Christ, culture and customs in the time of Jesus, or other topics and which correspond with the liturgical cycles. Combine with a language term (e.g., English) in order for the result set to be pertinent and manageable.

Quotations – use in combination with Fathers and **Early works** for quotations from any of the following groups of church fathers: Apostolic Fathers, Cappadocian Fathers, Coptic fathers of the church, Desert Fathers, and Fathers of the church. Use also with the term Pope for quotations from Catholic Popes.

Sermons – use to find single sermons or compilations of sermons. Combine this subdivision with Bible and a specific book or portion of the Bible, Christian denominations, or terms for topics. A language can also be added, if necessary, to limit resources to sermons in that specific language.

EXAMPLE: Bible AND **Parables** AND **Sermons** AND English

DOCTRINE

As with most disciplines and professions, the fields of theology and ministry have developed their own jargon. Often, to outsiders, it is difficult to distinguish the difference between terms so a brief explanation of terminology is necessary in order to use the subdivisions in the topic area of Christian doctrine correctly.

Theology is humankind's knowledge of God and his relationship to humanity. **Doctrines** are elements in our belief system based on this knowledge. **Creeds** are statements of belief or faith that express our belief system and **Catechisms** are methods of teaching this belief system. Dogma (a main subject term) can be used as a synonym for creed as it expresses authority of truth; however, its definition is broader in that it encompasses interpretations of creed. It "...express[es] the meaning of this revelation [of God through his acts in scripture and interpretation of those acts] in conceptual terms...Dogma merely makes explicit what is implicit in apostolic teaching."[10] Articles of faith (which corresponds to the subject access point Rule of faith) are essential to salvation.

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[10] H. P. Owen, "Dogma." *Encyclopedia of Philosophy*. Ed. Donald M. Borchert. 2nd ed. Vol. 3.(Detroit: Macmillan Reference USA, 2006): 98.

Apologetic works – use in combination with the name of a Christian denomination or movement for resources that discuss or explain their doctrine or beliefs.

EXAMPLE: Reformation AND "**Apologetic works**"

Biblical teaching – use in combination with a topical term to find resources that discuss what the Bible teaches about that topic. For theology represented in the whole or parts of the Bible, use **Theology** in combination with the term Bible and a specific book or portion of the Bible.

EXAMPLE: Obedience AND "**Biblical teaching**"

Catechisms – use in combination with the name of a Christian denomination or religion for resources that summarize and teach the doctrines, beliefs, and creeds of that denomination or religion, often in a question and answer format. A term indicating language can be added to the search to narrow the results.

EXAMPLE: Nazarene AND **Catechisms**

Controversial literature – use in combination with the name of a Christian denomination, movement, or monastic or religious order for resources that criticize or oppose the belief systems of that denomination, movement, or order. These works are usually written by someone outside the group and give insight into concerns or critiques against the group.

EXAMPLE: Use Mennonite AND "**Controversial literature**" to find resources that discuss controversies within the Mennonites or controversial works about the Mennonites.

EXAMPLE: Use Sacraments AND **"Controversial literature"** to find resources that discuss issues and concerns regarding the sacraments as a whole.

Creeds – use in combination with the name of a Christian denomination or religion for resources that explicate and explain the statements of doctrinal belief of that denomination or religion.

EXAMPLE: "Reformed Church" AND Creeds

Doctrines – use in combination with the name of a Christian denomination or religion for resources that discuss beliefs and statements of faith of that denomination or religion.

Early works to 1800 – use in combination with the term Fathers to find resources that contain the writings of any of the following groups of church fathers: Apostolic Fathers, Cappadocian Fathers, Coptic fathers of the church, Desert Fathers, and Fathers of the church. Use also with a topical term in addition to the term Fathers for resources that bring together works of the church fathers on that topic.

History of doctrines – use in combination with a topical word for resources that discuss the historical development of a doctrine or religious aspects of a topic in the church. The terms **Early church, Middle Ages**, or a century designation (e.g., **14th**

century, 16th century) can be added to the search to narrow the results to discussion of the topic during that time period.

> EXAMPLE: Use Baptism AND "**History of doctrines**" AND "**17th century**" to find resources that discuss the doctrine of baptism as it was understood in the 17th century.

...in the Bible – this is a portion of a pattern of main subject terms and not a subdivision but, when searching using a keyword-in-subject search, that distinction is not relevant. Use this phrase in combination with a topical word to find resources that discuss the topic as represented in the Bible or that provide lists of verses that mention the topic.

> EXAMPLE: "Sacrifice in the Bible"

Papal documents – use with topical terms to find collections of encyclicals, bulls, and briefs on that topic. This subdivision is used specifically for resources that are Roman Catholic Church documents.

> EXAMPLE: Suffering AND **Papal documents**

Pastoral letters and charges – use in combination with the name of a Christian denomination or with topical terms for collections of church documents from leaders of Christian churches.

> EXAMPLE: Peace AND **Pastoral letters and charges**

> EXAMPLE: Presbyterian AND **Pastoral letters and charges**

Religious aspects – use to find resources that discuss the religious aspect of a non-religious topic. Combine with the name of a Christian denomination for results that reflect the perspective of that group.

> EXAMPLE: "Civil rights" AND "**Religious aspects**" AND Baptists

Teachings – use in combination with a person's name for resources that discuss their theology and general body of knowledge.

> EXAMPLE: Benedict AND Pope AND **Teachings**

Theology – use in combination with the term Bible and a specific book or portion of the Bible for resources that discuss the theology in that portion of scripture. For teachings about specific topics in the Bible, use **Biblical teaching** in combination with a word representing that topic.

> **EXAMPLE:** Bible AND "Old Testament" AND **Theology**

Ceremonies, Sacraments, & Ordinances

One of the duties of pastors that they often view more as an honor is to officiate at ceremonies for life events such as weddings or baptisms. Likewise, special services marking events in the liturgical calendar such as Advent or Easter are high points in the year which provide a setting for incorporating creativity and variety into the service. These celebrations can be opportunities for the pastor to learn about how these events are celebrated by different ethnic or people groups, incorporate new music or special prayers, discover the symbolic meaning behind the objects used in the event, or find ideas for sermons that focus on the occasion. The subdivisions listed below, as well as some suggested subject headings, are valuable for finding the types of resources that will support the pastor's efforts to bring meaning and joy to their parishioners through these special services.

The first section provides subdivisions that help a pastor when planning a ceremony or celebratory event. Subdivisions for specific events such as marriages and funerals are included as well as broader subdivisions that include a variety or rituals and ceremonies. There are subdivisions that find resources to help the minister learn about other cultures or traditions as well as those that find resources that are about familiar liturgical objects and practices. The second part of the chapter is geared toward those ministers who lead worship or are responsible for the music for various services and events. Whatever level of knowledge or comfort with music, the subdivisions in this section will provide resources that can supplement and enhance the worship part of the service.

PRACTICES

Chapel exercises – use to find resources that give ideas or instruction for how to conduct chapel services. Most resources are geared toward a college, university, or seminary setting. This search can also be used to find recordings, both sound and video, of chapel services.

Creeds – use in combination with the name of a Christian denomination or religion for creeds to use as part of a worship service.

> EXAMPLE: "Reformed Church" AND **Creeds**

Customs and practices – use in combination with Christian denominations, religious orders, or religions to find resources that describe the activity, rituals, and behaviors associated with that religion's or denomination's practices. A term for the country, state, or city can also be added to narrow the results or focus the search. Also consider using **Religious life and customs**, and **Rites and ceremonies**.

> EXAMPLE: Use Christianity AND "**Customs and practices**" AND Liberia to find resources that describe the practices of Christianity in Liberia.

> EXAMPLE: Use Judaism AND **"Customs and practices"** AND Prayer to find resources that discuss the practice of prayer by Jews.

Funeral customs and rites – use in combination with the name of an ethnic group to find resources that discuss funerals and burial rites and customs of that specific people group. A term for the country, state, or city can also be added to narrow the result or focus the search. These resources are most helpful to those who would be ministering to a people group to which they do not belong.

> EXAMPLE: Use "**Funeral rites and customs**" AND Hmong to find resources that describe the rites and practices of the Hmong as they relate to death and funerals.

Handbooks, manuals, etc. – use in combination with topical terms for "how to" books (e.g., *A Pastor's Practical Guide to Funerals*). Can also be used to find quick reference information such as facts, maps, summaries, and lists.

> EXAMPLE: Use "Spiritual formation" AND "**Handbooks, manuals, etc.**" to find resources that discuss practical tips and techniques for discipling new converts.

Liturgical lessons – use to find works that provide lessons on the Bible or portions of the Bible including Jesus Christ, culture and customs in the time of Jesus, or other topics and which correspond with the liturgical cycles. Combine with a term for a language (e.g., English) in order for the result set to be pertinent and manageable.

Liturgical objects – use in combination with the name of a Christian denomination to find resources that discuss the items that are used in Christian worship or ceremonial services.

> EXAMPLE: Use "Episcopal Church" AND "**Liturgical objects**" to find resources that discuss the objects (such as linens, clothing, cups, etc.) used in an Episcopalian worship service.

To find resources that discuss specific items, use the following terms:[11]

> Altar-cloths
> Bread stamps (Liturgical objects)
> Censers
> Chalices
> Church pennants
> Church plate
> Church vestments
> Pax (Osculatory)
> Sacramentals

Liturgical use – use to find resources that discuss the use of the Bible or parts of the Bible in public worship. Add terms for places (e.g., Brazil), Christian denominations (e.g., Orthodox), people groups (e.g., children or women), or items (e.g., icons) to narrow and focus the search results.

> EXAMPLE: Use Bible and "**Liturgical use**" AND Orthodox to find resources that discuss the use of the Bible or portions of the Bible in liturgical settings.

Liturgy--Calendar – use to find resources that discuss the feast days, saints days, and liturgical seasons, as well as which portions of scripture are to be read during the course of a year. This search will also find resources that discuss the liturgical calendar.

Liturgy--Texts – use to find resources that contain the liturgical text for specific Christian denominations' or religious orders' services. If the text pertains to a specific ceremony (e.g., Baptism, Marriage service) or liturgical season (e.g., Advent) include that term in the search as well. Add the term **Illustrations** to find resources that include artistic representations of the liturgical text.

> EXAMPLE: Use Pentecost AND **Liturgy** AND **Texts** to find texts to use for Pentecost or texts of specific services related to Pentecost.

Marriage customs and rites – use in combination with the name of an ethnic group to find resources that discuss wedding rites and practices of that specific people group. A term for a country, state, or city can also be added to narrow the results or focus the search. Resources for help in planning a wedding can also be found with this subdivision. These resources can be helpful to those who would be ministering to a people group to which they do not belong.

> EXAMPLE: Use India AND "Marriage customs and rites" to find resources that discuss the practices of marriage by people in or from India, including the practice of arranged marriages, dowry, and the ceremony itself.

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[11] There are several main subject terms for Jewish liturgical objects which have not been listed here but which may be useful for researching the various temple objects as described in the Old Testament. To find these terms, search the *Library of Congress Authorities* file for subjects using the term "Jewish liturgical objects".

Planning – use in combination with a term for a ceremonial event such as Weddings, Funeral, or Baptism for resources on how to plan that event.

Prayers – use in combination with a term for educational institutions such as schools, universities and colleges, and Sunday schools to find resources that are compilations of prayers to use at these types of institutions; the term Bible and a book of the Bible to find resources that are compilations of prayers found in the Bible; or Jesus Christ to find resources that are compilations of the prayers of Jesus.

> EXAMPLE: Colleges AND **Prayers**

To find other collections of prayers, use the following terms:
> Collects
> Eucharistic prayers
> Forty hours' devotion
> General confession (Prayer)
> General intercessions
> Novenas
> Pastoral prayers
> Post-communion prayers
> Prayers for animals
> Prayers for clergy
> Prayers for justice
> Prayers for peace
> Prayers for the dead
> Rosaries (Prayer books)

Religious life and customs – use in combination with a country, state, or city to find resources that describe the activity, rituals, and behaviors associated with that area's religious practices. Terms for Christian denominations, religious orders, or religions can also be added to narrow the results or focus the search. Also consider using **Rites and ceremonies** and **Customs and practices**.

> EXAMPLE: Use Brazil AND "**Religious life and customs**" to find resources that discuss the variety of religious practices in Brazil.

Rites and ceremonies – use in combination with the name of an ethnic group to find resources that describe the activity, rituals, and behaviors associated with that specific people group's ceremonial practices. A term for the country, state, or city can also be added to narrow the results or focus the search. Also consider using **Customs and practices**, and **Religious life and customs**.

> EXAMPLE: Use "South Asian people" AND "**Rites and ceremonies**" AND Bangladesh to find resources that discuss the ritual practices of South Asians in Bangladesh.

To find resources that discuss a particular Christian rite or ceremony, use the following terms:
> Benediction

Churching of women
Foot washing (Rite)
Installation (Clergy)
Investiture
Ordination
Processions, Religious
Purity ritual
Sacraments
Tonsure
Vigils (Liturgy)

Rules – use in combination with the name of a religious or monastic order (e.g., Jesuits) to find resources that describe the precepts for members of the order to live in community.

Sermons – use in combination with a topical word to find compilations of sermons on a topic pertinent to a specific ceremony or sacrament.

EXAMPLE: Use Gardens AND **Sermons** to find sermons that discuss gardens or use gardens as a metaphor or example.

To find sermons for a particular event, use the following terms or the terms listed under **Rites and ceremonies** in combination with the term **Sermons**:

Baccalaureate addresses
Baptismal sermons
Communion sermons
Festival-day sermons
Funeral sermons
Installation sermons
Mother's Day sermons
New Year sermons
Occasional sermons
Ordination sermons
Thanksgiving Day sermons
Wedding sermons

MUSIC IN WORSHIP

Fake books – use in combination with terms such as Christian, gospel, hymns, sacred, or other musical composition types to find books that include lead sheets which contain the melody, chords, and lyrics of a musical piece to help the musician quickly learn it. Use in conjunction with **Lead sheets**.

Hymns – use in combination with the name of a Christian denomination to find hymnals or resources that discuss the hymns of that denomination. A term for a language may also be added to the search to narrow the results to a specific language. To find hymns for particular celebrations or events, use the following terms:

Advent hymns
Dirges
Easter hymns
Epiphany hymns
Funeral hymns
Lenten hymns
Revival hymns
Sunday school music

Lead sheets – use in combination with terms such as Christian, gospel, hymns, sacred, or other musical composition types to find individual lead sheets which contain the melody, chords, and lyrics of a musical piece to help the musician quickly learn it. This term has been incorrectly used for books of lead sheets. Use in conjunction with **Fake books**.

Organ scores – use in combination with terms such as Christian, gospel, hymns, sacred, or other musical composition types for scores for the organ.

Piano scores – use in combination with terms such as Christian, gospel, hymns, sacred, or other musical composition types for scores for the piano.

Songs and music – use to find music for use in worship or special services. Combine with topic terms (e.g., peace), names of people from the Bible (e.g., Abraham), Bible stories, portions of the Bible (e.g., Bible. Genesis), or events in the Bible (e.g., Creation) to find music related to those concepts.

EXAMPLE: Use (Noah OR Ark) AND "**Songs and music**" to find individual songs or collections of songs about Noah, the ark, or the Flood.

To find scores of specific types of sacred music or for specific events, use the following terms.[12] Add the term **Juvenile** to the search in order to limit the results to music that is specifically geared toward use by children.

Advent music
All Saint's Day music
Ave Maria (Music)
Ave Maris Stella (Music)
Ave Regina Caelorum (Music)
Christian rap (Music)
Christmas music*
Contemporary Christian music*
Easter music
Funeral hymns
Gospel music*
Hymns*

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[12] Results for terms with an asterisk (*) are so extensive that a search using just those terms will bring back too many resources. To limit the result list to just scores and not books about the topic, combine these terms with the term **Scores**. Limit the term Christmas music by adding the term Sacred to the search.

> Lenten music
> Passion music*
> Sacred songs*
> Spirituals (Songs)*
> Stabat Mater dolorosa (Music)
> Sunday school music*
> Wedding music

Use in hymns – use to find resources that discuss the use of portions of text from the Bible in hymns. This can be helpful to find a hymn for the congregation or soloist to sing that incorporates the portion of scripture on which the sermon is based.

EXAMPLE: Use Luke AND "**Use in hymns**" to find scores and music of hymns that have used text from the book of Luke.

Administration

Administration is a very broad term and is used broadly in this chapter to encompass the entirety of the administrative, management, and leadership functions of clergy, whether they are experienced managers or just starting a career in the ministry and the only managing they are doing is finding a job. Unless a pastor or clergy member has found a position at a church large enough to pay the salaries of a full staff of support personnel, they often have to carry a wide responsibility for the administrative tasks of the church. This area of expertise is often not one of their strengths as most clergy are more interested in, and are gifted in, the ability to directly minister to and with people. Yet this is an essential role that helps all the other functions and programming of the church run smoothly. The subdivisions listed below are useful to find resources that will assist ministers in this area of responsibility.

The subdivisions in the first part of the chapter are geared for the clergy member's career development starting with the call to ministry, to licensing and ordination, finding a job, keeping the job, and retirement. Resources dealing with issues of job satisfaction, training, and relocation are to be found with these subdivisions. The subdivisions in the second section address topics of leadership such as attitudes, influences, and activities. The final section provides subdivisions for church staff and board to find resources for help with administrative duties such as personnel issues, program planning, and management.

Suggestions have been provided to combine specific subdivisions with terms that are labels of different types of ministers: **Clergy, Bishops,** Nuns, **Missionaries**, etc. The terms listed were selected because of successful outcomes when searched in an international database. This does not mean that the suggestions are exclusive so feel free to use a more appropriate term than what is suggested, as using a variety of searches may yield the best result.

CAREER

A quick way to find resources that discuss finding jobs or changing careers into or out of ministry is to search using the terms **Clergy** and Career. Limiting that search to the last five years will result in timely resources that can inform the person either looking into what the field of ministry is all about or desiring a change, either from the position they are in to a new position, or seeking a change from one career to another. For specific aspects of this effort, the following subdivisions may provide guidance.[13]

Appointment, call, and election – use to find resources ranging from a minister's personal description of her calling, to how to discern a person's calling, to guidance for how to live out one's calling. The results can be narrowed by combining the subdivision with terms describing the position (e.g., **Bishops, Clergy, Missionaries**) or the name of a Christian denomination, if relevant.

> EXAMPLE: Use "Women clergy" AND **"Appointment, call, and election"** to find resources about the call to ministry for women.

> EXAMPLE: Use "Assemblies of God" AND "**Appointment, call, and election**" to find resources that discuss the discernment, qualifications, and support for those called into ministry in the Assemblies of God movement.

Controversial literature – use in combination with the name of a Christian denomination, movement, or monastic or religious order for resources that criticize or oppose their belief systems. These works are usually written by someone outside the group and give insight into concerns or critiques against the group.

> EXAMPLE: Use Mennonite AND "**Controversial literature**" to find resources that discuss controversies within the Mennonites or controversial works about the Mennonites.

Examinations – use in combination with the terms **Clergy** or Ordination to find resources that discuss and list questions and answers for ordination and licensing exams.

History – use in combination with the name of a Christian denomination or the name of a local church to find resources which discuss the history of that denomination or church. This information may be helpful for those seeking credentialing or positions or for the newly ordained to learn more about the denomination or congregation.

> EXAMPLE: "Presbyterian Church in the U.S.A." AND **History**

Job satisfaction – use in combination with the terms **Bishops, Clergy,** or **Missionaries** to find resources that discuss the factors leading to job satisfaction and dissatisfaction in ministerial positions.

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[13] Many of the search terms listed here can be combined with the term Women to focus the results on how the topic pertains specifically to women.

Job stress – use in combination with the terms **Bishops, Clergy**, or **Missionaries** to find resources that discuss the causes of burnout and stress and how to address them.

Pensions – use in combination with the terms Church musicians or **Clergy** to find resources that discuss the provision of support for retired church musicians or clergy members and their families. Include the name of a Christian denomination to find resources specifically relating to that denomination.

Post-ordination training – use to find resources that discuss professional development and continuing education and training of members of the clergy from both a practical and theological viewpoint.

Relocation – use in combination with the term **Clergy** to find resources geared toward both the individual clergy member and the congregation that discuss the transition of a pastor from one congregation to another.

Resignation – use in combination with the terms **Clergy** or **Missionaries** to find resources that discuss retention and attrition of pastor and missionaries.

Retirement – use in combination with the terms **Clergy**, Nuns, or **Missionaries** to find resources that discuss the issues related to retirement for the individual. Include the name of a Christian denomination to find resources specifically relating to that denomination.

EXAMPLE: Methodist AND Clergy AND **Retirement**

Salaries, etc. – use in combination with the terms Church musicians, **Clergy** or **Missionaries** to find resources that discuss compensation of pastors and missionaries geared toward the Christian denomination, congregation, or church board. Include the name of the denomination to find resources specifically relating to that denomination.

Secular employment – use in combination with the term **Clergy** to find resources that discuss the circumstances surrounding part-time or unpaid ministry positions as well as resources that provide support for and relate the attitudes and experiences of bivocational ministers. The name of a Christian denomination or city, state, or country can be added to the search to make it more relevant.

EXAMPLE: Clergy AND "**Secular employment**" AND "United States"

Training of – use in combination with the terms **Clergy**, Laity, Lay ministry, or **Missionaries** to find resources that discuss the options, issues, and processes for training people to participate in different areas of ministry. These resources also address recruitment, support, accountability, and other aspects of ministry training. The name of a Christian denomination and a city, state, or country can be added to the search to focus the results.

EXAMPLE: Use "Lay ministry" AND **"Training of"** AND "Los Angeles" to find resources that discuss training lay ministers to work alongside full-time clergy in the Los Angeles area.

Vocational guidance – use in combination with the terms **Bishops**, **Clergy**, or **Missionaries** to find resources that discuss the vocation of ministry, how to transition into or out of it, factors impacting the profession, and competencies needed for the job.

LEADERSHIP

Attitudes – use in combination with the terms **Bishops, Clergy,** or **Missionaries** and a topical term to find resources that discuss the opinions of bishops, clergy, or missionaries regarding that topic.

> EXAMPLES: Use Missionaries AND **Attitudes** AND Politics to find resources that discuss missionaries' attitudes toward political issues and their relationship with the government of the country where they serve.

Clergy – this subdivision can be used in conjunction with other subdivisions to find resources that discuss a variety of topics in relation to clergy. When used in combination with the name of a Christian denomination, it can be used to find resources about a specific clergy member in that denomination (depending on that person's prominence or lack thereof) or resources that pertain to becoming a clergy member of the denomination.

> EXAMPLE: Use **Clergy** AND "Baptists" AND Women to find resources that discuss issues affecting women clergy in Baptist churches.

Conduct of life – use in combination with the terms **Bishops, Clergy,** or **Missionaries** to find resources that give practical advice and moral guidance to help ministers develop the behavioral ethics, personal conduct, and attitudes that inform how they live their lives.

Corrupt practices – use in combination with the name of a Christian denomination for resources describing unethical acts and behaviors by leaders in that denomination. Can also be used in combination with the term Church to find resources that are not specifically focused on one Christian denomination. These resources can serve as warnings to church leaders about potential perils to which church leaders have succumbed.

> EXAMPLE: Use **"Corrupt practices"** AND Church NOT Catholic to find resources that discuss questionable practices in churches other than the Catholic Church.

Influence – use in combination with the name of a person from the Bible or a church leader to find resources that discuss this person's legacy and how their leadership impacted other people, groups, and movements. Use in combination with the name of a Christian denomination or religious sect to find resources that discuss that denomination's or sect's impact on the community or world as well as events that impacted the denomination.

Malpractice – use in combination with the term **Clergy** to find resources that discuss legal issues and areas of concern so both the church and the minister can take measures to protect themselves from lawsuits.

Political activity – use in combination with the terms **Bishops, Clergy, Missionaries,** Nuns, or Priests to find resources that discuss the participation of these leaders in the political process as well as their role in policy decisions. For resources that discuss practical ways of involving adherents, use terms such as Christians, Baptists, etc. Can also be used with the name of a Christian denomination to find resources that discuss the involvement of that denomination in the political process. Add the name of a city, state, or country to narrow the results to activities in that place.

> EXAMPLE: Use Nuns AND **"Political activity"** to find resources the discuss the roles nuns have played in impacting social and political change in countries around the world.

Psychology – use in combination with the terms **Bishops, Clergy, Missionaries,** Nuns, or Priests to find resources that discuss the characteristics, stressors, and psychological and mental health aspects of persons who choose a ministry vocation.

Societies, etc. – use in combination with the term Christian to find resources about Christian groups organized around a particular topic or people group such as Christian union or Christian women. Use in combination with the term Church or the name of a Christian denomination to find resources that discuss groups related to a specific denomination, church related activity (e.g., Church work with youth), or people (e.g., Church musicians). For resources about organized groups for ministers, use in combination with the terms **Clergy**, Nuns, Priests, or **Missionaries**. Add the name of a Christian denomination to limit the search to that denomination.

> EXAMPLE: Use "Christian college students" AND **"Societies, etc."** to find resources that discuss organizations for Christian college students.

To find resources that discuss specific types of religious societies and communities, use the following terms:
Altar guilds
Baptist associations
Christian communities
Ecumenical associations (Catholic Church)
Grail movement (Catholic)
Kolping societies
Monastic and religious orders
Purgatorial societies
Societies living in common without vows
Tract societies

PRACTICS

Accounting – use in combination with the term Church for practical resources that discuss how churches should track financial transactions as well as ways to do it.

Deposition – use in combination with the term **Clergy** to find resources that discuss the termination of ministers. Also consider using **Dismissal of.**

Directories – use in combination with types of organizations, people, and industries to find resources that list contact information for people who provide services to support and supplement the work of the church. While it may seem that this information should be readily available on the Internet, it's often challenging to find contact information without having to pay a fee or belong to a special organization. Often knowing what to look for on the web is the first barrier. Print directories are updated and published on a regular basis and can be an excellent starting point for finding the help a minister needs.

> EXAMPLE: Use "Church camps" AND **Directories** to find resources that list contact information for church champs.

Discipline – use in combination with the name of a Christian denomination or the term Clergy to find resources that discuss formal and informal methods of addressing **Clergy** misconduct.

Dismissal of – use in combination with the terms **Bishops, Clergy**, or **Missionaries** to find resources that discuss particular incidents of, the issues surrounding, and ways to minister to both members of a church and ministers who have been involved in a forced termination of a pastor. The name of a Christian denomination can be added to the search if necessary or applicable. Also consider using **Deposition**.

Forecasting – use in combination with a topical term such as Christianity, Theology, Evangelicalism, Missions, or Church music to find resources that discuss trends or possible developments of the topic and how to influence its development. Use in combination with the term Church to search broadly for resources that discuss trends and developments in churches. Be sure to look for resource that have a recent publication date or you might get a resource that was forecasting what is now the past.

> EXAMPLE: Use Church AND **Youth** AND **Forecasting** to find resources that discuss what working with youth in the church might look like in the future.

Job descriptions – use in combination with the terms Church musicians, **Clergy**, **Missionaries**, and Lay ministry to find resources that provide information on how to write position descriptions for jobs in the church as well as provide examples.

Longitudinal studies – use in combination with a term for a people group (e.g., Youth, Families, Deaf, Chinese Americans) and a topical term to find case studies that follow the group of people monitoring the effect of a stimuli (the topical term) over a period of time. These studies can supplement and inform the work of a pastor as he plans

for programming for or is interested in meeting the felt needs of the people in his congregation or parish.

EXAMPLE: Use Families AND Unemployment AND **"Longitudinal studies"** to find information on the impact of parental unemployment on families.

Management – use to find resources that discuss and give practical suggestions for managing the resources of a church or church-based institution. These resources cover topics such as conflict management, time management, and managing change as well as specific information geared toward big churches, small churches, rural churches, urban churches, and church camps among others.

Professional ethics – use in combination with the terms **Clergy** or **Missionaries** to find resources that discuss and explore the rules that guide the conduct of ministers. These resources can also provide practical guidelines for understanding where the boundaries are and how to stay within them.

Selection and appointment – use in combination with the term Church to find resources that provide guidelines for selecting, and qualifications of, personnel to fill positions in the church other than lead pastor, such as Church musicians, Church officers, and Church youth workers.

Terminology – use in combination with the term Church work to find resources that discuss the correct words to use when working with or discussing a specific group of people, such as the deaf or the elderly. Use in combination with the term **Catholic Church** to find resources discussing terminology specific to the Roman Catholic Church and the liturgy. For resources that discuss words and phrases having to do with theology, use in combination with the term Theology.

EXAMPLE: Church AND Deaf AND **Terminology**

Outreach & Evangelism

Most, if not all, Christian denominations are involved in some form of outreach or, what is often called, evangelism. Initiatives to share the gospel to those outside the church may focus locally on communities surrounding the church or globally to people in a different country. Outreach programs may address the spiritual condition of the individual or focus on the physical, emotional, or practical needs. Whether the endeavor is made to reach people individually or as a group, strategic plans can benefit from gathering information to assist with preparation in order to connect with people in a way that is most meaningful to them.

The subdivisions that are most useful in finding resources to support outreach efforts have been organized into two categories: people groups and languages after subdivisions that are more general in nature. The general subdivisions deal mostly with resources that provide information about different cultures as well as resources about missions in general. The subdivisions under People Groups locate resources that can help someone considering a mission trip or reaching out to a different culture in the local community to learn more about that culture and the people to whom they will be ministering. Use the terms in Appendix C: People from Geographic Areas to combine with these subdivisions. The final section includes subdivisions for resources that will help someone learn a foreign language. The terms in Appendix D: Dialects can be combined with these subdivisions to find resources for those dialects listed. Methods of outreach used in both the United States as well as overseas were taken into consideration when subdivisions were selected.

GENERAL

Communication – use in combination with the name of an ethnic group to find resources that discuss intercultural communication. The name of the country in which the communication will take place may need to be added to the search to narrow the focus and make the search more relevant.

EXAMPLE: Use Thai AND **Communication** AND "United States" to find resources that provide information about the communication issues and challenges for Thais in North America.

Cross-cultural studies – use in combination with a term that represents an aspect of Christian doctrine (e.g., Salvation) or conduct of life (e.g., Parenting) to find resources that compare the cultural traits and behaviors related to that aspect between two or more ethnic groups. This is especially useful for finding meaningful ways of communicating doctrinal precepts to a culture that is different from the minister's culture.

EXAMPLE: Use Cooking AND **"Cross-cultural studies"** to find resources that discuss the differences and similarities in the process of cooking in different cultures.

Cult – use to find resources that discuss the rituals associated with worship of deities, persons, or religious relics (e.g., Crosses, Icons).

EXAMPLE: Use Saints AND **Cult** to find resources that discuss worship of and devotion to saints.

For resources that describe other cultic worship practices, use the following terms:
Ancestor worship
Communion of saints in the liturgy
Immaculate Heart of Mary, Devotion to
Precious Blood, Devotion to
Sacred Heart, Devotion to
Scourging of Christ, Devotion to
Tenth of Muharram
Thaipusam

Economic conditions – use in combination with the name of a city, state, or country, a group of people (ethnic, occupational, or class), or a combination of both to find information on the quality of life, economic pressures, financial status, and other economic concerns in that place or of that people group. To find the most current information, add the term **21st century** to the search.

EXAMPLE: Use Elderly AND **"Economic conditions"** AND Canada to find information on income adequacy of older people in Canada.

Missions – this subdivision can be used in a variety of ways to find resources that discuss the activities related to sharing the gospel of Christ. To find resources that discuss bringing the gospel to a people group, combine this term with the name of an ethnic or religious group. To find resources that discuss the activities of people from a specific Christian denomination, a place, or an occupation, combine this term with an appropriate term to represent the group doing missions work. The name of a country, state, or city may also be added to each search for the location where the missions activity will take place if needed.

EXAMPLE: Use Chinese AND **Missions** AND Taiwan to find resource that discuss missionary efforts to the Chinese living in Taiwan.

To find resources that discuss specific elements of missions work, use the following terms:

For <u>tools</u> used in missions work:
Boats and boating in missionary work
Language in missionary work
Mass media in missionary work
Mission music
Motion pictures in missionary work
Radio in missionary work

For <u>types</u> of missions work:
Church development, New
Church work with immigrants
City missions
Evangelistic work
Home missions
Indigenous church administration
Missions--Interdenominational cooperation
Parish missions
Rescue missions (Church work)
Rural missions
Short-term missions

For <u>people</u> involved in missions work:
College students in missionary work
Lay missionaries
Young adults in missionary work
Youth in missionary work

Missions and charities – use to find resources that describe ministry or organizations that minister specifically to prisoners or commercial sailors. For resources that describe ministry to other people groups, use the subject heading term Church work with… in combination with the term for the people group (e.g., Church work with gays, Church work with the homeless).

EXAMPLE: Use "Church work with adoptive parents" to find resources that discuss the needs of adoptive parents and how churches can minister to them.

For resources that describe other specific efforts or ministries, use the following terms:[14]
Catholic Worker Movement

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[14] The terms marked with an asterisk (*) should be used in combination with the term Church to focus on resources that discuss church-based efforts.

Charity, Medical
Charity sports events
Church charities
Faith-based human services
Food relief*
Maternal and infant welfare*
Maternal health services*
Poor--Medical care*
Social settlements*
Transients, Relief of

Religious life and customs – use in combination with the name of a country, state, or city to find resources that describe the activities, rituals, and behaviors associated with that area's religious practices. A term for a religion can also be added to narrow the results or focus the search. Also consider using **Rites and ceremonies, Rituals,** and **Customs and practices.**

EXAMPLE: Use Brazil AND **"Religious life and customs"** to find resources that discuss the variety of religious practices in Brazil.

Rituals – use in combination with the name of a religion or a secret society (e.g., Freemasons) to find resources that discuss the ritual practices of that religion or society in a general way. Each religion or society has named rituals which are too numerous to list. These resources will give you an introduction to the rituals along with the specific names of the rituals if further research or more detailed information is desired. Also consider using **Rites and ceremonies**, **Religious life and customs**, and **Customs and practices**.

EXAMPLE: Use Hinduism AND **Rituals** to learn about the customs, traditions, festivals, and celebrations in the practice of Hinduism.

Sacred books – use in combination with a religion other than Christianity to find resources that discuss or are the sacred scripture of that religion. Use in combination with the term Christianity to find resources that compare and discuss the sacred books of Christianity, Judaism, and Islam.

EXAMPLE: Use Christianity AND Islam AND **"Sacred books"** to find resources that compare and contrast the Bible and the Qur'an.

PEOPLE GROUPS

The subdivisions in this category can be used with classes of people such as youth, single mothers, and cancer patients as well as people who belong to ethnic groups such Fijians, African Americans, or Brazilians. Bear in mind that a given subdivision might only be appropriate for either classes of people or ethnic groups and not both.

Attitudes – use in combination with a term for a group of people and a topical term to find resources that discuss the opinion of that group towards the topic. The name of a country, state, or city can also be added to the search to focus on opinions in that

particular area. Alternatively, a search can be done which does not include a topical term to broaden the result to resources that discuss the attitudes of that people group in general or toward a variety of topics.

> EXAMPLE: Use "Mexican Americans" AND **Attitudes** AND Discrimination to find resources that discuss the perception of discrimination of Americans from Mexican descent.

Case studies – use in combination with a term for a people group (e.g., Teenage girls, Caregivers) to find resources that examine this group in one or more situation(s) and discuss general conclusions or principals that can be inferred from the situation(s). Also consider using **Longitudinal studies**.

> EXAMPlE: Use "Homeless children" AND **"Case studies"** to find resources that discuss the problem of homeless children, what efforts have been made to address the problem, and how effective those efforts have been.

Census – use in combination with the name of a country, state, or city to find information about the population in that area related to social or economic conditions or population changes over time. The name of an ethnic group or class of people can also be included but this might eliminate helpful resources that discuss those groups but aren't entirely about them. Include a date range in your search in order to exclude census data that may be outdated. Results for places outside the United States and other developed nations may be difficult to find.

> EXAMPLE: "Asian American" AND Detroit AND **Census**

To find resources about other types of data gathering tools and the data from those tools, use the following terms:

> Census undercounts – use this to find resources that discuss the populations missed when official data gathering methods are used. This often includes the poor as well as populations in rural or difficult to reach areas.
> Demographic surveys
> Household surveys
> School census
> Traffic surveys

Cultural assimilation – use in combination with the name of an ethnic group or the terms Immigrants or Indigenous peoples to find resources that discuss the loss of one's language and culture to another dominant culture. Add the name of a country, state, or city to the search to make it more specific.

> EXAMPLE: Eskimos AND **"Cultural assimilation"** AND Alaska

Other terms for this phenomenon that might be helpful to use are:
> Acculturation
> Americanization
> Cultural fusion

Customs and practices – use in combination with the name of a religion to find resources that describe the activities, rituals, and behaviors associated with that religion. The name of a country, state, or city can also be added to narrow the results or focus the search. Also consider using **Religious life and customs**, **Rites and ceremonies**, and **Rituals**.

EXAMPLE: Use Christianity AND **"Customs and practices"** AND Liberia to find resources that describe the practices of Christianity in Liberia.

EXAMPLE: Use Judaism AND **"Customs and practices"** AND Prayer to find resources that discuss the practice of prayer by Jews.

Ethnic identity – use in combination with the name of an ethnic group to find resources that discuss how individuals from that ethnic group think, feel, or behave because of their identity with that group. The name of a country, state, or city can be added to the search to make it more specific. For resources that discuss the issues around identity as related to race, use the term **Race identity.**

EXAMPLE: Polish AND **"Ethnic identity"** AND Chicago

Food – use in combination with the name of an ethnic group to find resources that discuss the foods associated with that group of people including the preparation and nutritional value of that food and traditions, customs, and manners associated with that food.

History – use in combination with the name of an ethnic group to find resources that discuss the history of that group. Add the name of a country, state, or city to the search to find resources that discuss the history of that people group in a certain place.

EXAMPLE: Kurds AND **History** AND Iraq

Kinship – use in combination with the name of an ethnic group to find resources that discuss "...the group's system of rules governing descent, succession, marriage, etc., and determining the relationships of individuals."[15] Add the name of a country, state, or city to the search to make it more specific.

EXAMPLE: Ewe AND **Kinship**

Other terms that might be helpful in finding resources that discuss relationships in groups of people are:
Clans
Consanguinity
Double descent (Kinship)
Families
Kinship care
Matrilineal kinship
Patrilineal kinship
Unilineal descent (Kinship)

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[15] "H1113: Ethnic Groups", *Subject Headings Manual*, (Washington, D.C.: Library of Congress, 2013.)

Longitudinal studies – use in combination with a term for a people group (e.g., Youth, Families, Deaf, Chinese Americans) and a topic term to find case studies that monitor the effects of a stimuli (the topic term) on that group of people over a period of time. These studies can supplement and inform the work of a pastor as she plans for programming for or is interested in meeting the needs of this constituency. Also consider using **Case studies.**

EXAMPLE: Children AND "South Africa" AND **"Longitudinal studies"**

Population – use in combination with the name of a country, state, or city to find demographic information about ethnic groups in that place.

Race identity – use in combination with a term for race or ethnicity to find resources that discuss the issues around identity as related to race for people in that ethnic group. These resources can be helpful for understanding and building relationships with people of a different race. For resources that discuss the culture, language, and beliefs of a specific ethnic group, use the term **Ethnic identity.**

EXAMPLE: Asian AND **"Race identity"**

Religion – use in combination with the name of an ethnic group to find resources that discuss the religious beliefs and practices of that ethnic group. The name of a country, state, or city can be added to the search to make it more specific to that place.

Religious life – use in combination with the name of a group of people (e.g., College students, Generation X, People with disabilities) to find resources that discuss the spiritual needs of that group of people and how the local church can meet those needs.

Rites and ceremonies – use in combination with the name of an ethnic group to find resources that describe the activity, rituals, and behaviors associated with that specific people group's ceremonial practices. The name of a country, state, or city can also be added to narrow the results or focus the search. Also consider using **Customs and practices, Religious life and customs,** and **Rituals**.

EXAMPLE: Use "Indians of North American" AND **"Rites and ceremonies"** to find resources that describe the ceremonial activities of the native inhabitants of North America.

Social conditions – use in combination with the name of an ethnic group or the name of a group of people to find resources that discuss the experiences, problems, social structure, and effects of a condition upon that group of people. These resources can be of particular value to a pastor who is trying to understand the needs of a group or person within his congregation or parish and how the church might be able to address those needs. The name of a country, state, or city can also be included in the search in order to narrow the results to resources about that place.

EXAMPLE: Use Immigrants AND **"Social conditions"** AND Ohio to find resources that discuss the issues of immigrants in Ohio.

Social life and customs – use in combination with either the name of an ethnic group, the name of a country, state, or city, or both to find resources that discuss the customs, habits, or ways of living in that place or by that ethnic group.

> EXAMPLE: Use Liberia AND **"Social life and customs"** to find resources that discuss the manners and practices of people in Liberia.

Other terms that may be helpful for finding resources that discuss specific customs are:
Games – use in combination with the name of an ethnic group
Jewish way of life
Potlatch
Rumspringa

LANGUAGES

It's not just long-term overseas missionaries and Bible translators who need foreign language instruction any more. At no other time in history has there been such easy access to people from such a variety of cultures and countries. Immigrants, refugees, and short-term mission trips provide anyone who is interested in reaching out to people from a different culture the opportunity to hone their foreign language skills. Being able to talk with someone in their language, even if it's just a few phrases of welcome, makes a strong statement of care for and interest in that person and opens the door to opportunities to build relationships in which the gospel message can be expressed, both in word and in deed.

Libraries have a variety of resources that can help someone sharpen the little bit of Spanish learned in high school or learn a new language entirely from scratch. A useful main subject access point for this topic is Language in missionary work and is used for resources that provide help for people who are involved in missions to learn a different language to facilitate that work. No matter the skill level, the subdivisions listed below will help those interested find the right resource.

When using the subdivisions listed here, it is very important to use quotation marks around the language phrase in order to eliminate false hits. For instance, when a native German speaker is searching for a resource to help him pronounce Korean, if his search is: Korean AND "**Pronunciation by foreign speakers**", the results of this search will include resources to help native Korean speakers pronounce German, English, Spanish, etc. A better search is to use two phrase terms: "Korean language" AND "**Pronunciation by foreign speakers.**" The results with this search will include only the resources desired by the searcher looking for how to pronounce a Korean word.

Alphabet – use in combination with a language to find resources that teach the shape and sound of the characters that make up the alphabet of that language as well as the history of the script or language. Advance searchers may choose to exclude the term **Juvenile** from their search results so that the result set includes only materials that are for adults, if desired. Resources to learn about how to write and pronounce characters from the following scripts that are used in languages or language groups can also be

searched using the term below in combination with the term **Alphabet**:

Ajami
Arabic
Bharati
Chinese characters
Cyrillic
Devanagari
Finger spelling
Glagolitic
Grantha
Gurmukhi
Jawi
Khėvtėė doʾrvoʾlzhin
Mahājanī
Mongolian
N'ko
Ol
Ranjana
Takari
Tifinagh
Tod

Computer-assisted instruction for foreign speakers – use in combination with the name of a language, dialect (e.g., Chewa) or language group (e.g., African) to find resources that either are or include software or websites to assist in the acquisition of that language. In addition, the word "foreign" in the subdivision can be replaced with a word for the person's native language, such as English, French, etc. (e.g., **Computer-assisted instruction for English speakers**). Also, consider using **Films for foreign speakers, Self-instruction, Sound recordings for foreign speakers,** and **Textbooks for foreign speakers.**

> EXAMPLE: Use "Chinese language" AND **"Computer-assisted instruction for foreign speakers"** and then do a second search for "Chinese language" AND **"Computer-assisted instruction for English speakers"** to find computer programs that will assist native English speakers in learning to speak Chinese.

Conversation and phrase books – use in combination with the name of a language, dialect (e.g., Chewa) or language group (e.g., African) to find resources that provide lists of words and phrases in that language that those who are not fluent can use in order to communicate with those who do speak that language. Combine the subdivision with the term English to narrow the results although keep in mind that the results might also include resources of English words and phrases for native speakers of the other language. This subdivision can also be combined with the subdivision **Dialects** as well as the term for the language in order to narrow the results to a dialect of the language.

EXAMPLE: "French language" AND **Dialects** AND **"Conversation and phrase books"**

Dictionaries – use in combination with the name of a language or dialect (e.g., Chewa) to find resources that are lists of words in that language with definitions. An additional language can be added to the search to find resources that match the terms of one language with the terms of the other language.

EXAMPLE: Mandarin AND **Dictionaries** AND English

Note: Mandarin is a Chinese dialect and, therefore, the phrase "Mandarin language" is not a valid LCSH. When searching for any resource for a dialect, do not add the word "language" to it to make it a phrase.

Errors of usage – use in combination with the name of a language or dialect to find resources that list and discuss common mistakes made in that language as well as idioms. These resources are most often written in the language that they are describing so would be better used by those familiar with the language but who might not be as well versed on the idioms, figures of speech, or other creative uses of the language. The name of a country or province can be added to find resources that discuss how the language is spoken in that location.

EXAMPLE: "Arabic language" AND **"Errors of usage"**

Films for foreign speakers – use in combination with the name of a language, dialect (e.g., Chewa) or language group (e.g., African) to find movies in which that language is spoken. They may include subtitles in English or another language which help the person learning the language to hear it in context. Other resources found with this term are instructional films to assist in the acquisition of that language. The word "foreign" in the subdivision can be replaced with a word for the person's native language, such as English, French, etc. (e.g., **Films for English speakers**). This might require two searches in order to get access to all the resources that might be of assistance.

EXAMPLE: Use "Russian language" AND **"Films for foreign speakers"** and then do a second search for "Russian language" AND **"Films for English speakers"** to find films that will assist native English speakers in learning to speak Russian.

Also consider using **Computer-assisted instruction for foreign speakers, Self-instruction, Sound recordings for foreign speakers**, or **Textbooks for foreign speakers.**

Foreign speakers – this term functions as a topical subdivision as well as being a part of form subdivisions (e.g., **Films for foreign speakers**). The word "foreign" can also be replaced with a word for the person's native language, such as English, French, etc. (e.g., **English speakers, French speakers**). Use in combination with the name of a language, dialect (e.g., Chewa) or language group (e.g., African) to find resources in all formats that can help assist in the acquisition of that language.

EXAMPLE: Berber AND **"Foreign speakers"**

Linguistic work – use in combination with the name of a language to find resources that describe the work of Bible translators and English teachers and their efforts to communicate the gospel either in native languages or as a byproduct of helping someone learn English.

Pronunciation by foreign speakers – use in combination with the name of a language or dialect to find resources that offer guidance on pronunciation of that language or dialect for non-native speakers. In this subdivision, a term for a language cannot be substituted for the word "foreign".

Self-instruction – use in combination with the name of a language, dialect (e.g., Chewa) or language group (e.g., African) to find resources that can assist in the acquisition of that language. These resources can be in a variety of formats including books, CDs, computer software, flash cards, websites, etc. To narrow the results to resources that include or are audiovisual formats, add the term **Audio-visual aids** to the search. To narrow the results to resources that are or include interactive software programs, add the term **Interactive multimedia** to the search.

> EXAMPLE: Use Swahili AND **"Self-instruction"** AND **"Interactive multimedia"** to find software programs or websites for use in acquiring the ability to read, speak, and understand Swahili.

Also consider using the terms **Computer-assisted instruction for foreign speakers, Films for foreign speakers**, **Sound recordings for foreign speakers**, or **Textbooks for foreign speakers**.

Slang – use in combination with the name of a language, dialect (e.g., Chewa) or language group (e.g., African) to find resources that list and provide a definition of idioms, jargon, or other expressions in that language. Also consider using the subdivision **Terms and phrases.**

Sound recordings for foreign speakers – use in combination with the name of a language, dialect (e.g., Chewa), or language group (e.g., African) to find resources that either are or include CDs, cassettes, and other recorded speech to assist in the acquisition of that language. The word "foreign" can also be replaced with a word for the person's native language, such as English, French, etc. (e.g., **Sound recordings for English speakers**). This might require two searches in order to get access to all the resources that might be of assistance.

> EXAMPLE: Use "Portuguese language" AND **"Sound recordings for foreign speakers"** and then do a second search for "Portuguese language" AND **"Sound recordings for English speakers"** to find sound recordings that will assist native English speakers in learning to speak Portuguese.

Also consider using **Computer-assisted instruction for foreign speakers**, **Films for foreign speakers**, **Self-instruction**, or **Textbooks for foreign speakers**.

Spoken French [Japanese, etc.] – use to find resources that provide commonly used phrases or a more colloquial form of the language to facilitate communication in or

acquisition of that language. In a keyword-in-subject search, using the subdivision alone to search is sufficient for finding all the related resources. In a left-anchored subject search, the main subject term must be used.

EXAMPLE: Use **"Spoken Japanese"** in a keyword-in-subject search.

EXAMPLE: Use "Japanese language" **"Spoken Japanese"** in a left-anchored subject search.

Terms and phrases – use in combination with the name of a language, dialect (e.g., Chewa), or language group (e.g., African) to find resources "…that list or discuss expressions, phrases, etc.,"[16] to facilitate communication in or acquisition of that language. These resources may include terms and phrases for specific uses such as business, medical, or education environments. Also consider using the term **Slang**. Other terms that may be helpful for finding resources that list and define terms are:

Allusions
Clichés
Jargon (Terminology)
Phraseology
Proverbs
Quotations

Textbooks for foreign speakers – use in combination with the name of a language, dialect (i.e., Chewa) or language group (i.e., African) to find resources to assist in the acquisition of that language. The word "foreign" can also be replaced with a word for the person's native language, such as English, French, etc., (e.g., **Textbooks for English speakers**). This might require two searches in order to get access to all the resources that might be of assistance.

EXAMPLE: Use "Korean language" AND **"Textbooks for foreign speakers"** and then do a second search for "Korean language" AND **"Textbooks for English speakers"** to find textbooks that will assist native English speakers in learning to speak Korean.

Also consider using **Computer-assisted instruction for foreign speakers**, **Films for foreign speakers**, **Self-instruction**, or **Sound recordings for foreign speakers**.

Translating – use to find works that discuss the process and methodology of translating a work in one language into another language. To find works that discuss translating into a specific language, combine the subdivision **Translating into French [German, etc.]** (using an appropriate word for the language, dialect, or language group into which the text will be translated) with the name of the language which will be translated.

EXAMPLE: Use Hindi AND **"Translating into English"** to find resources that discuss the process of translating Hindi text into English.

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[16] "H2184: Terms and Phrases." *Subject Headings Manual* (Washington, D.C.: Library of Congress, 2013).

Pastoral Counseling

Probably one of the toughest roles that a pastor or clergy member plays is that of providing psychological and emotional support to the members of their congregation. Perhaps this is because of the inherent messiness of relationships or it may be because the pastor's strengths lie in other areas. However, this is often where theology and the everyday intersect and many ministers feel honored when they are invited to sojourn with a person during difficult times. Additionally, while often the pastor is called upon to address situations in a formal way, there are also many times when counseling skills, attitudes, knowledge, and help are required in more informal situations. Being able to consult resources which can provide assistance to the pastor, especially about situations or people groups of which he is unfamiliar, can help the pastor feel more confident in his abilities to connect with or help someone, or to know when to refer and where to refer the person.

As in the chapter on Outreach & Evangelism, this chapter includes a section for people groups. It is easier to help people in need if you understand something about them. The subdivisions in this section can find resources that provide general background information about the emotional, psychological, or social needs of specific groups of people. The second section lists subdivisions that can find resources to support the work of the clergy person in providing practical ministry and help to the emotional, psychological, and social needs of people in their congregation and community.

PEOPLE GROUPS

Case studies – use in combination with a term for a situation (e.g., **Abuse of, Divorce**, Suicide) or relationship (e.g., Man-woman, Mothers and sons) to find resources that describe specific situations from which general principles may be drawn to assist in understanding the circumstances and emotions of a person who may seek or need pastoral care and counseling. These resources might also be of help to the counselee

who may find validation and insight from another person who has had a similar experience.

> EXAMPLE: Use Infants AND Death AND **"Case studies"** to find resources that discuss the needs of parents facing the death of their child as well as memoirs from parents who have experienced the death of their child exploring and trying to make sense of that loss.

Ethnic identity – use in combination with the name of an ethnic group to find resources that discuss how individuals from that ethnic group think, feel, or behave because of their identity with that group. The name of a country, state, or city can be added to the search to make it more specific. For resources that discuss the issues around identity as related to race, use the term **Race identity.**

> EXAMPLE: Polish AND **"Ethnic identity"** AND Chicago

Mental health services – use in combination with a type of person (e.g., Autistic children, Homeless persons, Women veterans) to find resources that discuss mental health services available, suggestions for working with this type of person, and support for mental health providers. Many of the resources found using this subdivision are government publications and are often freely available on the Internet.

Race identity – use in combination with a term for race or ethnicity to find resources that discuss the issues around identity as related to race for people in that ethnic group. These resources can be helpful for understanding and building relationships with people of a different race. For resources that discuss the culture, language, and beliefs of a specific ethnic group, use the subdivision **Ethnic identity.**

> EXAMPLE: Asian AND **"Race identity"**

Social conditions – use in combination with a term for a group of people (e.g., Divorced men, Poor teenagers, War widows) to find resources that discuss the experiences, problems, social structure, and effects of a condition upon that group of people. These resources can be of particular value to a pastor who is trying to understand the needs of a group or person within her congregation or parish and how the church might be able to address those needs. The name of a country, state, or city can also be included in the search in order to narrow resources to those that address that locality.

> EXAMPLE: Use "Gay youth" AND **"Social conditions"** to find resources that discuss the experiences of gay youth.

PRACTICS

Counseling of – use in combination with a term for a type of person (e.g., Aids patients, Single parents, Teenagers) for resources that provide information for use in helping this person deal with and overcome or live with their difficulties. Can also be used in combination with the name of a specific ethnic group to find resources describing methods for counseling members of that group who may have different cultural norms than the pastor. Resources found when using this subdivision will have

a clinical and psychological focus. For resources with a more pastoral focus, use the subdivision **Pastoral counseling of.**

>   EXAMPLE: Use "Hispanic American women" AND **"Counseling of "** to find resources that discuss the unique needs of Latinas in counseling situations.

Life skills assessment – use to find resources that discuss assessment tools or the outcomes of programs designed to support the development of skills that one needs in order to navigate the basics of independent living.

>   EXAMPLE: "Mentally ill" AND **"Life skills assessment"**

Life skills guides – use in combination with a terms for a type of person (e.g., Single people, Youth with disabilities) to find resources that provide guidance to help that person develop the skills to function well in all aspects of life.

>   EXAMPLE: Asperger's AND **"Life skills guides"**

Pastoral counseling of – use in combination with a term for a type of person (e.g., Aids patients, Single parents, Teenagers) for resources that provide information for use in helping that person deal with and overcome or live with their difficulties. Can also be used in combination with the name of an ethnic group to find resources describing methods for counseling members of that group who might have different cultural norms than the pastor. Resources found when using this subdivision will have a pastoral focus. For resources with a more clinical or psychological focus, use the subdivision **Counseling of.** To find resources that discuss or compare the counseling methods of Jesus with secular methodology, search using the terms Jesus Christ AND **Counseling method.**

>   EXAMPLE: Use Minorities AND **"Pastoral counseling of "** to find resources that discuss issues to be aware of and methods to use when counseling those who view themselves as outside the majority group.

Psychological aspects – use in combination with any non-religious and non-psychological term (e.g., Death, Multiple sclerosis, Tornadoes, Unemployment) to find resources that provide help for both the person dealing with the issue or a caregiver or pastor who is providing support for that person including tips on how to live with the issue in order to have a fulfilling life.

Social networks – use to find information about support networks for specific groups of people (e.g., Cancer patients, Mexican Americans, Retirees) or the impact of support groups on those people. The name of a country, state, or city can also be included in the search in order to narrow resources to those that address that locality. These resources can be used to draw awareness to networks available as well as when considering ways to minister to the community at their point of need. To find resources which discuss specific types of networks use the following terms:

>   Associations, institutions, etc. – use in combination with a topical term or the name of a country, state, or city to narrow the results to resources that list and discuss groups formed either for a specific purpose or in a specific place.

Online social networks – there is so much being written on this topic right now that it is important to combine this term with terms for people groups (e.g., Clergy, Older people, Teenagers) to find resources that list and discuss online networking sites as well as provide guidelines for using these sites.

Policy networks – use to find resources that discuss groups that were formed to affect public policy and the interaction of these groups with government leaders to affect policy.

Pressure groups – use to find resources that discuss groups that were formed to actively influence political leaders (i.e., lobby) in order to affect change in policy.

Spiritual Development

Spiritual development is the nexus of what a servant of God desires to affect in the lives of those he encounters. While sermons, outreach events, and ceremonies can address or impact an individual's growth in their devotion to God and the maturation of their faith, it is usually in small groups, one-on-one encounters, or an individual's time alone with God where tough questions are asked and answered and the work of spiritual development is best facilitated. No less important, of course, is the pastor's own spiritual growth. The subdivisions listed below can be used to find resources that can help facilitate this process of discipleship.

Subdivisions in the first section find resources that are devotional in nature, whether they were designed to be devotionals or provide resources and information that one could use for devotional purposes. These range from visual resources such as art or drama to literary resources. Also included are meditations and prayers. The second section includes subdivisions that address the idea of discipleship: how one lives out their life to be a reflection of their spiritual growth.

DEVOTIONAL

Resources that are specifically called devotionals are intended to be used by an individual or small group to bring insight to a specific Bible verse or theological truth and draw application for daily life. Other resources, while they may not have been created for devotional purposes, can serve to provide a different way of revealing the character of God and work in our lives and in the world. These resources often have a less preachy or sentimental tone which can sometimes alienate people.

Art – use in combination with the name of a person or an event in the Bible to find artistic representation of those people or events.

EXAMPLE: Use "Prodigal son" and **Art** to find resources that discuss various artistic interpretations and representations of this parable.

Correspondence – use in combination with the name of an individual (e.g., Billy Graham, Apostle Paul), a term for a group of people (e.g., **Missionaries**, Nuns), or a topical term (e.g., God, Theology, Grief) to find resources that are letters to or from those people or are about that topic. The name of a country, state, or city can be added to the search to narrow the results if appropriate.

EXAMPLE: Use Missionaries AND **Correspondence** AND Africa to find resources that contain letters from or to missionaries in or from Africa.

This subdivision can also be combined with "Christian life" to find letters discussing and encouraging others about how to live a life that reflects the values and behaviors of Christ.

Devotional literature – use in combination with the term Bible and a specific book or portion of the Bible to find devotionals on that portion of scripture. Use in combination with Jesus Christ alone or in addition to an aspect of his life (e.g., **Nativity, Passion**) to find devotionals that focus on Christ's words, life, and personality. Can also be used in combination with a term for a group of people (e.g., Mothers, Fibromyalgia patients) to find devotionals that are geared toward the needs or perspective of those people. Also consider using **Devotional use** and **Prayers and devotions.**

Devotional use – use in combination with the term Bible and a specific book or portion of the Bible to find devotionals on that portion of scripture. Use in combination with Jesus Christ alone or in addition to an aspect of his life (e.g., **Nativity, Passion**) to find devotionals that focus on Christ's words, life, and personality. Can also be used in combination with a term for a group of people (e.g., Mothers, Fibromyalgia patients) to find devotionals that are geared toward the needs or perspective of those people. Use in combination with the term Hymns to find resources that are devotionals based on hymns. Also consider using **Devotional literature** and **Prayers and devotions.**

*The subdivision **Devotional literature** can be used as a form subdivision (the resource is Devotional literature) and a topical subdivision (the resource is about **Devotional literature**) and can be used more broadly than the subdivision **Devotional use** (which is only used as a form subdivision). These two subdivisions have been used almost interchangeably with little, if any, distinction between a resource that has been given one or the other by the cataloger. Therefore, and especially in a subject keyword environment, do multiple searches using each subdivision to find resources that are devotional in nature.*

Drama – use in combination with the name of a person or event in the Bible to find movies about that person or event. Movies bring to life people and events in the Bible and help the viewer see a different perspective and gain a greater understanding about the character of God and his relationship to humanity. Also, seeing a story can sometimes be more impactful and memorable than reading about the story. Use the subdivision **Juvenile drama** for works that are geared toward children. Also consider using **Fiction** and **Juvenile fiction** to find books about the person or event.

Fiction – use in combination with the name of a person or event in the Bible to find fictional works about that person or event. Historical fiction brings to life people and events in the Bible and helps the reader see a different perspective and gain a greater understanding about the character of God and his relationship to humanity. Use the subdivision **Juvenile fiction** for works that are geared toward children. Also consider using **Drama** and **Juvenile drama** to find movies about the person or event.

Meditations – use in combination with the name of a person or group of people in the Bible (e.g., Holy Spirit, Women in the Bible) or the name of a religious person (e.g., Mother Teresa), the term Bible and a specific book or portion of the Bible, (e.g., Bible. --John, Beatitudes), the term for an event in the Bible (e.g., Last Supper), the term for a liturgical season (e.g., Lent, Advent), or a topical term (e.g., Death, Happiness) to find "…collections of thoughts or reflections on the spiritual significance of the person or topic."[17]

> EXAMPLE: Use Love AND **Meditations** AND Bible to find devotional works that focus on portions of scripture that are about love.

Pictorial works – use in combination with the name of a person or an event in the Bible to find resources that consist primarily of pictures or art works of that person.

Poetry – use in combination with the name of a person or an event in the Bible to find poetry about that person or event. Use the subdivision **Juvenile poetry** for works that are geared toward children.

Prayers – use in combination with the term Bible and a book of the Bible to find resources that are compilations of prayers found in that portion of scripture as well as resources that use scripture as a pattern for prayer (e.g., Praying the Psalms). Use in combination with the name Jesus Christ to find resources that are compilations of the prayers of Jesus. Other terms that may be used to find collections of prayers for specific occasions are listed below.

> Collects
> Eucharistic prayers
> Forty hours' devotion
> General confession (Prayer)
> General intercessions
> Novenas
> Pastoral prayers
> Post-communion prayers
> Prayers for animals
> Prayers for clergy
> Prayers for justice
> Prayers for peace

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[17] "H1095: Free-Floating Subdivisions," *Subject Headings Manual,* (Washington, D.C., Library of Congress, 2013).

Prayers for the dead
Rosaries (Prayer books)

Prayers and devotions – use in combination with the name of a group of people by whom the prayers are intended to be used (e.g., Husbands, Athletes, Families), the name of the deity for whom the prayers are indented (e.g., God, Trinity), the name of a Christian denomination or religious order (e.g., Episcopal Church, Jesuits), or a topical term (e.g., Air travel, Holy Week) to find collections of prayers that address that topic. Also consider using **Devotional literature** and **Devotional use**.

Use in hymns – use in combination with the term Bible to find resources that are collections of or are indexes to hymns which use portions of scripture as lyrics.

DISCIPLESHIP

Conduct of life – use in combination with the term Christian to find resources that give practical advice and instruction to help people develop the behavioral ethics, personal conduct, attitudes, and thoughts that will help them live lives that reflect the qualities and character of Christ. These resources range from practical and instructive to devotional in nature.

Religious life – use in combination with the name of a group of people (e.g., College students, Generation X, People with disabilities) to find resources that discuss the spiritual needs of that group of people and practices that can help people in that group develop their devotional life and grow spirituality. Other terms that may be used to find resources that discuss specific practices are:

Christian communities
Discipling (Christianity)
Eremitic life
Evangelical counsels
Fruit of the Spirit
Monastic and religious life--Rules
Spiritual direction
Spiritual formation
Spiritual retreats
Spiritual retreats for children
Spiritual retreats for clergy
Spiritual retreats for members of religious orders
Spiritual retreats for teenage girls
Spiritual retreats for women
Spiritual retreats for youth
Spiritual warfare
Visions in children
Vows
Wilderness (Theology)

Teachings – use in combination with a person's name for resources that discuss their theology and general body of knowledge.

EXAMPLE: Use "Wesley, John" AND **Teachings** to find resources that discuss the ideas and instruction in John Wesley's preaching and writing.

Miscellaneous

This is the "catch all" chapter for subdivisions that were too interesting to exclude but which didn't really fit into the other chapters very well.

Blogs – use in combination with the terms Church, Theology, Missionaries, Christianity, or any number of terms related to the work accomplished in and by the church, congregations, and the pastors who serve them. This search will also find resources that provide instruction and assistance for building a blog. Blogs are a growing media in which information and support is shared with members of the church body. There are many more blogs available on the web than are represented in library catalogs so it behooves catalogers to catalog these resources.

Correspondence – use in combination with a person's name to find letters or writings either to or from that person. For papal correspondence, use in combination with the term Pope. To find correspondence to and from clergy members of a specific Christian denomination, combine the term with **Bishops, Clergy,** or **Missionaries** along with the name of the denomination.

Family relationships – use in combination with the terms **Clergy, Missionaries,** Nuns, or Priests to find resources that discuss the impact of ministry on the clergy member's family, family dynamics and their impact on ministry, and practical resources to help ministers balance family and ministry.

Methods (Gospel) – use to find resources that teach musicians how to play an instrument in the gospel style. The subdivision **Self-instruction** can be added to the search to limit the resources to those geared for someone learning on their own. The term **Gospel** can be changed to a variety of musical styles. Consider also using **Studies and exercises (Gospel)** for resources that include exercises on the instrument.

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Appendix A: *SHM* Sections Used to Gather Subdivisions

The following sections of the *Subject Headings Manual* were the sections from which the subdivisions used in this book were gathered primarily.

H 1095 - Free Floating

H 1100 - Classes of Persons

H 1103 - Ethnic Groups

H 1105 - Corporate Bodies

H 1110 - Names of Persons

H 1151 - Educational Institutions: Individual Educational Institutions

H 1151.5 - Educational Institutions: Types of Educational Institutions

H 1154 - Languages

H 1160 - Musical Compositions

H 1161 - Musical Instruments

H 1185 - Religions

H 1186 - Religious and Monastic Orders

H 1187 - Christian Denominations

H 1188 - Sacred Works

Appendix B: *SHM* Sections Consulted

The following sections of the *Subject Headings Manual* were consulted in order to learn about the scope of the subdivision and how it is used in bibliographic records and are listed here if further information about the subdivisions is needed.

H 250 - Music Heading Authority Records
H 620 - Chronological Headings and Subdivisions
H 910 - Place as a theme in Art, Literature, Motion pictures, Etc.
H 1250 - Art and Fine Art
H 1295 - Bible: Special Topics
H 1300 - Bible and Other Sacred Works
H 1350 - Cases Studies and Cases
H 1366 - Census
H 1412 - Classical and Ancient Works
H 1430 - Comics and Comic Characters
H 1435 - Commentaries on Individual Works
H 1438 - Music of Ethnic, National and Religious Groups
H 1472 - Controversial Literature
H 1480 - Correspondence of Individual Persons
H 1510 - Cross-Cultural Studies
H 1530 - Description and travel
H 1540 - Dictionaries
H 1558 - Directories
H 1576 - Early Works
H 1578 - Economic Conditions
H 1624 - Finance
H 1628 - Forecasting
H 1646 - Handbooks, Manuals, Etc.
H 1647 - History

H 1659 - Illustrations
H 1670 - Indexes
H 1675 - Influence of One Topic on Another
H 1690 - Juvenile Materials
H 1790 - Literature: Fiction
H 1800 - Literature: Poetry
H 1848 - Longitudinal Studies
H 1890 - Mental Health and Mental Health Services
H 1935 - Pictorial Works
H 1942 - Politics and Government
H 1949 - Professional Ethics
H 1955 - Public Opinion
H 1969 - Quotations and Maxims
H 1997 - Religion
H 1998 - Religious Aspects of Topics
H 2015.5 - Religious Life
H 2016 - Religious Life and Customs
H 2032 - Sermons
H 2055 - Social Conditions
H 2060 - Societies
H 2075 - Songs and Music
H 2110 - Study and Teaching
H 2145 - Supplementary Works
H 2184 - Terms and Phrases
H 2187 - Textbooks
H 2190 - Texts
H 2219 - Translating
H 2228 - Trials
H 2230 - Visual Materials and Non-Music Sound Recordings
H 2232 - Vocational Guidance

Appendix C: People from Geographic Areas

People groups can be represented by a phrase indicating their location. This phrase is most helpful if the researcher is unsure of the name of the ethnic group that they are researching. The following qualifiers can be used to narrow the search to people in an area or region:

Aboriginal people
African people
Asian people
Australian people
Brazilian people
Chinese people
European people
Germanic people
Indic people
Indonesian people
Latin American people
Malaysian people
Micronesian people
New Zealand people
Papua New Guinean people
South Asian people
Southeast Asian people
Southwest Asian people
Tai people
Thai people
Turkic people
Vietnamese people

Appendix D: Dialects

Any language can have a variation which is specific to a particular ethnic group or social class or region. These variations are known as dialects and resources for learning these dialects are available and would be valuable for anyone desiring to communicate well with people who speak that dialect. The following is a list of terms for dialects which can be used interchangeably with a term for a language to search for resources which will help those learning the dialect. This list should not be considered exhaustive.

Abruzzese
Abujhmaria
Abung
Acoma
Adzhar
Aeolic Greek
Afade
Afshar
Aglemiut
Agri
Aguaruna
Ahraing Khumi
Aja
Akhmimic
Akit
Akka
Alas
Ambo
Alemannic
Ambonese Malay
Amdo

Americanisms
Amganad Ifugao
Ammassalimiut
Anakalang
Angkola
Anglo-Norman
Annobon
Antaisaka
Antandroy
Anufo
Ao
Arabic-Afrikaans
Are
Arecuna
Aromanian
Assiniboine
Attic Greek
Awadhi
Ayangan Ifugao
Ayangan Ifugao
Ayta Mag Indi

Australianisms
Azerbaijani
Baamarani
Baba Malay
Bable
Badaga
Badakhshani
Badayuni
Badzhuv
Bagri
Bahing
Baitadi
Bakossi
Bakumpai
Bakundu
Balangingì
Bangaru
Banjar Hulu
Banten
Bara
Bareë

Bartang
Batad Ifugao
Bau-Jagoi
Béarnais
Beary
Begak
Besemah
Betawi
Betsileo
Betsimisaraka
Bhalesi
Bhatri
Biatah
Bikaneri
Binongko
Birhor
Bishnupuriya
Black English
Black Hmong
Blowo
Bohairic
Bolinao
Bonai
Boni
Boomu
Bor
Boran
Bororo
Botolan Sambal
Boyash
Bribri
Brokpa
Bukusu
Bundeli
Bune Bonda
Cajun French
Čakavian
Caló
Camaracoto
Canadianisms
Canadianisms, French
Cape Verde Creole
Cathlamet
Cauqui

Central Bontoc
Central Subanen
Chaha
Chahar
Chalkandu
Chamba Lahụli
Chattisgarhi
Chemgui
Cheso
Chewa
Chilliwack
Chimu
Chinchasuyu
Chiripá
Chitapavani
Chugach
Cifundi
Cirebon
Colville
Creole
Cup′ig
Dabida
Dadjriwalé
Dairi Pakpak
Dakhini
Dariganga
Darling River
Dehawali
Deli
Delki Khadia
Deswali
Dhodia
Dida
Djapu
Dolakha
Dom
Dongola-Kenuz
Dōnom
Dòrvòd
Dukhan
Dusun Deyah
Duungidjawu
Dyan
East Armenian

East Frisian
Eastern Bontoc
Eastern Ifugao
Ekonda
Emai
Emesal
Enahara
Enim
Erzya
Esuulaalu
Ezhava
Fon
Forest Nenets
Franco-Provençal
Friulian
Gallo-Italian
Gambai
Gamit
Gan
Gananwa
Garasiya
Gascon
Gauda
Gbè
Gbete
Gen-Gbe
Gidabal
Golin
Gope
Gugada
Gurian
Guyuk
Gweetaawu
Hakka
Halari
Hanga
Hassaniyya
Havyaka
Hazili
Higaonon
Himba
Hindkō
Hmong Njua
Hobson-jobson

Hokkien
Hopland
Hua
Hua Hmong
Hua Lisu
Huanca
Ibani
Ijebu
Ikaan
Imeretian
Inari Sami
Indenie
Ingilo
Inor
Inuktitut
Inupiaq
Inuvialuktun
Ishkashmi
Istro-Romanian
Itbayat
Itzá
Jaipurī
Jamsay
Jenukuruba
Jhāḍī
Johari
Judeo-Italian
'Ka nao
Kachchhi
Kae
Kagate
Kagoro
Kajkavian
Kakilingan Sambal
Kakwa
Kalabari
Kalâtdlisut
Kalderash
Kallan
Kambera
Kamma
Kāmrūpī
Kanauji
Kangri

Karaim
Karamanli
Karipuna Creole
Karksi
Karo-Batak
Kasaba
Kawchottine
Kayu Agung
Kedayan
Khalkha
Khetrānī
Khotta
Khuf
Khumi Awa
Kiangan Ifugao
Kifuliru
Kildin Sami
Kipsikis
Kisa
Koibalian
Kolakngat
Kolo
Kolokuma
Komering
Komi-Permyak
Komi-Yaz'va
Komodo
Komunku
Konda-Reddi
Kondjo
Kongara
Koniagmiut
Koongo
Kopagmiut
Korekore
Kosena
Koshti
Kotoko
Koyraboro Senni
Kubachi
Kubuang Tigo Baleh
Kudali
Kuku
Kumali

Kumandin
Kunabi
Kuvakan
Kyirong
Kyzyl
Kunjen
Kuvakan
Laadi
Lacandon
Ladin
Laguna
Lahu Bakeo
Laizo
Lakota
Lambau
Lanao Moro
Lashkh
Latgalian
Lebou
Leko
Lembak Bilide
Lenakel
Lengua
Lewoingu
Lilima
Linda
Lintang
Lobedu
Lonwolwol
Lovari
Ludic
Lule Sami
Lummi
Lunambe
Lungchang
Lungu
Lyele
Maa
Madaglashti
Māḍiyā-Goṇḍī
Majingai
Malgwa
Malvi
Mamaindê

Mambwe
Mandailing
Mandjildjara
Mandura
Manga
Mankon
Mantang
Manyanga
Marari
Marigl
Masikoro
Mau
Mawasangka
Maxi
Mayo
Mayoyao Ifugao
Mbai
Megeb
Mendalam Kayan
Meratus
Merolu
Mewari
Mewati
Miisiirii
Miju
Mirandese
Mishar
Mkaa'
Moklum
Moksha
Moldovan
Moluche
Mopan
Moplah
Mpur
Mpus
Mtang'ata
Muduva
Mukri
Mulgi
Münkü
Mupun
Musi
Mussele

Mutsun
Mwini
Nahuatl-Spanish
Nenusa-Miangas
Ngalduku
Ngama
Ngazija
Ngologa
Ngoni
Ngwa
Nimadi
Nirere
Nizhnein'venskiĭ
Norn
North Frisian
Northern Kankanay
Northern Khanty
Northern Roglai
Northern Sami
Ntaandu
Nunuma
Nuri
Nzakara
Ogan
Okrika
Olonets
Ora
Ordos
Orig
Orma
Oroqen
Osing
Ozumacín
Padang
Pahri
Pai
Pailibo
Palan
Panchamahali
Papiamentu
Parintintin
Parsi-Gujarati
Parvati
Pasaale

Pasir
Pattani (India)
Pattani (Thailand)
Pawari
Pehuenche
Pennsylvania German
Pidgin Dutch
Pidgin English
Pidgin German
Pintupi
Pirahá
Portuñol
Pōṭhwārī
Powari
Pular
Pwo Karen
Qebena
Qottu
Rābhāmija
Rangdania
Ranquel
Rathvi
Rawas
Rongmei
Roshan
Rufumbira
Saanich
Sadani
Sahidic
Saiva Vellala
Sakalava
Sambalpuri
Sambas
Santee
Sanwi
Sarikoli
Sart
Saurashtri
Sea Islands Creole
Semendo
Senya
Serdang Malay
Seto
Sgaw Karen

Shekhawati	Tengger	White Mountain Apache
Shetland	Tenyidie	Wikchamni
Shigatse	Tepera	Wodaabe
Shimaore	Tiddim Chin	Wojokeso
Shughni	Tilamuta	Wule
Sicuane	Tina Sambal	Yaayuwee
Sidi	Tiriki	Yana
Siladang	Toba-Batak	Yangoru
Simbiti	Tofingbe	Yankton
Simelungun	Tohono O'odham	Yaqui
Sirāikī Hindkī	Toma	Yawelmani
Sirāikī Sindhī	Tondi Songway Kiini	Yerava
Sirmauri	Tongass	Yerukala
Skolt Sami	Torgut	Yogli
Slovincian	Tsakonian	Yugambeh
Soliga	Tsimihety	Zaar
Solon	Tubalar	Zakhchin
Solongo	Tugen	Zarma
Sondwari	Tuwali	Zebaki
Sotang Kura	Tuwunro	Zezuru
Southern Bontoc	Tyembara	Zombo
Southern Khanty	Ugalakmiut	Zotung
Southern Sami	Ukhrul	Zou
Southern Subanen	Uki	Zouave
Spoitori	Ulu Terengganu	
Srê	Ulva	
Stadsfries	Varhadi-Nagpuri	
Štokavian	Vaudois	
Surzhyk	Vegliote	
Sygvinskiĭ	Võro	
Sylheti	Vulum	
Székely	Wagdi	
Taimoro	Wahgi	
Taiwano	Walloon	
Tampulma	Wanetsi	
Tapanta	Wangkumara (Galali)	
Taparita	Wappo	
Taungthu	War	
Taurepan	Wathawurrung	
Tawahka	Wayu	
Téén	Werchikwar	
Tegal	West Armenian	
Teleut	Wewewa	
Tenetehara	White Hmong	

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About the Author

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