

# Student Library Handbook

**2012 – 2013**

**400 E. Gregory St. Mt. Prospect, IL 60056-2522 • Ph: 847.259.1840 • Fax: 847.259.3888**  
email: [mail@christianlifecollege.edu](mailto:mail@christianlifecollege.edu) • web: [www.christianlifecollege.edu](http://www.christianlifecollege.edu)

**Approved by the Board of Directors on May 11, 2007**

# **Introduction: The Philosophy and Purpose of the Meade Memorial Library**

The purpose of Christian Life College is to glorify God through equipping the local church to fulfill its Divine Commission. Christian Life College equips the local church by educating individuals who have the call of God on their lives for ministry. Ministry preparation is provided in a Biblically based, Spirit-filled environment, developing men and women to lead the Pentecostal/Charismatic church in the world.

The purpose of the Meade Memorial Library is to serve as the primary campus resource in support of the curriculum, students and faculty of the College. Clearly, the primary mission of the Library is to select, acquire, and provide access to information that directly supports the mission of Christian Life College.

In addition, the Library upholds the essential elements of Christian Life College's educational philosophy:

Christian Life College centers its educational ministry in God. God is Creator, Redeemer and Source of all truth. He desires to communicate Himself and has done so through His Son, Jesus Christ, His Spirit and the written Word. All educational programming is designed with the purpose of knowing God.

## **Objectives of Christian Life College**

The objectives of Christian Life College are designed from its purpose statement.

1. To develop students who possess a mature relationship with the Lord Jesus Christ.

This objective is identifiable by:

- i. a lifestyle that is conformed to the moral standards of Scripture
  - ii. personal spiritual disciplines such as prayer, Bible study, obedience and church fellowship
  - iii. a Spirit-filled life exemplifying the fruit of the Holy Spirit
2. To develop students capable of intellectual activity. This objective is identifiable by:
    - i. a commitment to the authority of God's Word and a thorough knowledge of the Word
    - ii. an integrated Christian worldview, which applies the eternal truths of Scripture to the contemporary setting
    - iii. an awareness of Christian history and its implications to the contemporary church

- iv. an ongoing desire to seek further knowledge and understanding for lifelong learning
  - v. an ability to think critically, communicate clearly and defend objectively
3. To develop students equipped to serve the church in leadership capacities. This objective is identifiable by:
- i. an intimate knowledge of his/her calling and gifting and his/her function in the local church
  - ii. a demonstration of leadership skills needed to function effectively as pastors, teachers, missionaries and church leaders
  - iii. an understanding of God's design for the church and His plan for evangelization
  - iv. personal vision and mission for ministry in an attitude of humility and grace

## **Statement of Faith**

### **I. The Inspired Scriptures**

We believe in the verbal, plenary inspiration of both the Old and New Testaments in their original autographs (II Timothy 3:16, 17; I Peter 2:2; II Peter 1:21).

### **II. Special Creation**

We believe that God created all things in time and space by the power of His Word. The events of the creation week are literally and historically true and we believe in the Biblical record, including the literal existence of Adam and Eve as the progenitors of all people, the literal full and resultant divine curse on the creation the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel (Genesis 1-11; John 1: 1-3; Colossians 1:16; Hebrews 1:1-3, 11:3).

### **III. The Godhead**

We believe in one Triune God; God the Father, Son and Holy Spirit. As a person of the Divine Trinity, God, the Father is spirit, infinite, sovereign, eternal, unchangeable in all His attributes. He is worthy of honor, adoration and obedience (Genesis 1:26; Deuteronomy 6:4; Isaiah 48:16; Matthew 28:19; II Corinthians 13:14; I Timothy 1:17; John 4:24).

### **IV. Man and Original Sin**

We believe that man was created in the image of God, historically fell in Adam and now the entire human race shares in total depravity (Genesis 1:26, 3:1-24; John 3:3-6; Romans 5:12, 19; Ephesians 1:7; 2:1-5).

## V. The Person and Work of Jesus Christ

We believe that Jesus Christ is the eternal Son of God, born of the Virgin Mary, lived a sinless life, suffered and died a substitutionary death on the cross for the sin of the world, (Isaiah 7:14; Matthew 1:21-23; Luke 1:26-35; John 5:19, 36; 8:26; Acts 10:38). After His literal, physical death as a redemptive sacrifice on the cross, Jesus Christ was literally and historically resurrected and ascended bodily into heaven where He ever lives to make intercession (Acts 2:32, 36; Ephesians 1:7; I Corinthians 1:17,18; 15:1-4; II Corinthians 5:21; I Peter 3:18; I John 2:2; Hebrews 4:14-16, 7:25).

## VI. Salvation

We believe that salvation is the gift of God by grace alone and is received through personal faith in the Person and finished work of Christ (John 3:16; Romans 5:8; 6:23; Ephesians 2:4-10; Acts 2:38,16:3; Hebrews 6:1).

## VII. The Person and Work of the Holy Spirit

We believe in the person of the Holy Spirit, fully God, convicting, regenerating and sanctifying the indwelt believer to live a holy, Christ-like life (John 16:7, 8; 3:3-6; Acts 5:3, 4; Romans 8:1-6,8, 9; Galatians 5:17-22; I Corinthians 6:11; I Peter 1:2). The promise of a personal baptism in the Holy Spirit is evidenced by subsequent gifts which empower the believer for a victorious life, the edification of the church and the evangelization of the nations (Matthew 3:11; Mark 16:20; Luke 11:13, 24:46-49; John 7:38, 39; Acts 1:5, 8, 2:4, 32, 33, 39, 5:32; I Corinthians 12-14).

## VIII. The Nature and Ordinances of the Church

We believe in the New Testament pattern of a local church: indigenous, self-supporting, self-governing and self-propagating. The ordinances of Christ include water baptism by immersion for believers only and the Lord's supper (Acts 1:4-8; 2:42-47; 5:32-35; 6:1-6, 13:2, 14:23; 20:28; I Corinthians 1:2; 1:26; 12:26, 27; Ephesians 4:11; Colossians 1:18; I Timothy 3:1-13; Titus 1:5-9).

## IX. Divine Healing

We believe in healing as a provision of God in answer to believing prayer (John 14:13, 14; I Corinthians 12:9; James 5:14-16).

## X. The Second Coming of Christ and the Last Days

We believe in the personal, visible, Second Coming of Jesus Christ which is the "blessed hope" of the church; the bodily resurrection and final judgment of all mankind resulting in eternal death for the wicked in a place of eternal punishment which was prepared for Satan, (a personal, malignant being who acts as tempter and accuser). All who die outside of Christ shall be confined in conscious torment for eternity, whereas those who die in Christ are saved and shall receive eternal reward in the presence of God (Matthew 24:30-46; Acts 1:9-11; I Corinthians 15:51, 52; I Thessalonians 4:16-18; Titus 2:13; II Peter 3:13; Revelation 11:15; 20:4-6, 11-15; 21:1-4).

# Library Hours

## Normal Hours of Operation

Monday	8:00 a.m. --- 6:00 p.m.
Tuesday	8:00 a.m. --- 5:00 p.m.
Wednesday	8:00 a.m. --- 6:00 p.m.
Thursday	8:00 a.m. --- 5:00 p.m.
Friday	9:00 a.m. --- 3:00 p.m.
Saturday	closed
Sunday	closed

- The Library will close 10 minutes prior to chapel service, each day chapel services are held, and reopen at the conclusion of service.
- During the week prior to finals, the Library may adopt later closing hours, if necessary.
- During summer and winter break, the Library is often open 9:00 a.m. to 4:00 p.m., and will be opened upon request, Monday through Friday. Call first, to be sure: 847-259-1840 ext. 109.

## I. The Dewey Decimal Classification system

The Dewey Decimal Classification system (DDC) is a general knowledge organization tool that is continuously revised to keep pace with knowledge. The system was conceived by Melvil Dewey in 1873 and first published in 1876.

In the DDC, basic classes are organized by disciplines or fields of study.

At the broadest level, the DDC is divided into **ten main classes** that together cover the entire world of knowledge.

Each main class is further divided into ten divisions

Each division is divided into ten sections

NOTE: Not all the numbers for the divisions and sections have been used

The first digit in each three-digit number represents the **main class**.

000 Generalities

100 Philosophy & psychology

200 Religion

300 Social sciences

400 Language

500 Natural sciences & mathematics

600 Technology (Applied sciences)

700 The arts (Fine and decorative arts)

800 Literature & rhetoric

900 Geography & history

The second digit in each three-digit number indicates the **division**.

*Example*

500 is used for general works on the sciences  
510 for mathematics  
520 for astronomy  
530 for physics

The third digit in each three-digit number indicates the **section**.

*Example*

530 is used for general works on physics  
531 for classical mechanics  
532 for fluid mechanics  
533 for gas mechanics.

Arabic numerals are used to represent each class in the DDC. A decimal point follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed.

💣 A subject may appear in more than one discipline. For example, "clothing" has aspects that fall under several disciplines. The psychological influence of clothing belongs in 155.95 as part of the discipline of psychology; customs associated with clothing belong in 391 as part of the discipline of customs; and clothing in the sense of fashion design belongs in 746.92 as part of the discipline of the arts.

When a particular work is to be shelved in a special location or out of its ordinary place in the general collection, a prefix is added to the call number. The most commonly used prefix in our library is REF for books in the reference collection.

💣 These guys can't leave the library.

**The first three letters** of the author's surname, the agency or editor responsible for the work will be found following the numbers.

*Example*

George Eldon Ladd's *The Gospel of the Kingdom* is classified as:

<b>231.7</b> <b>LAD</b>
----------------------------

Since the majority of your studies deal with **THE BIBLE AND RELIGION**, you should be particularly familiar with **the 200's**

200 Religion

201 Philosophy of Christianity  
202 Miscellany of Christianity  
203 Dictionaries of Christianity  
204 Special topics  
205 Serial publications of Christianity  
206 Organizations of Christianity  
207 Education, research in Christianity  
208 Kinds of persons in Christianity  
209 History & geography of Christianity  
210 Natural theology  
211 Concepts of God  
212 Existence, attributes of God  
213 Creation  
214 Theodicy  
215 Science & religion  
216 Good & evil  
217 Not assigned or no longer used  
218 Humankind  
219 Not assigned or no longer used  
220 Bible  
221 Old Testament  
222 Historical books of Old Testament  
223 Poetic books of Old Testament  
224 Prophetic books of Old Testament  
225 New Testament  
226 Gospels & Acts  
227 Epistles  
228 Revelation (Apocalypse)  
229 Apocrypha & pseudepigrapha  
230 Christian theology  
231 God  
232 Jesus Christ & his family  
233 Humankind  
234 Salvation (Soteriology) & grace  
235 Spiritual beings  
236 Eschatology  
237 Not assigned or no longer used  
238 Creeds & catechisms  
239 Apologetics & polemics  
240 Christian moral & devotional theology  
241 Moral theology  
242 Devotional literature  
243 Evangelistic writings for individuals  
244 Not assigned or no longer used  
245 Texts of hymns  
246 Use of art in Christianity  
247 Church furnishings & articles

248 Christian experience, practice, life  
249 Christian observances in family life  
250 Christian orders & local church  
251 Preaching (Homiletics)  
252 Texts of sermons  
253 Pastoral office (Pastoral theology)  
254 Parish government & administration  
255 Religious congregations & orders  
256 Not assigned or no longer used  
257 Not assigned or no longer used  
258 Not assigned or no longer used  
259 Activities of the local church  
260 Christian social theology  
261 Social theology  
262 Ecclesiology  
263 Times, places of religious observance  
264 Public worship  
265 Sacraments, other rites & acts  
266 Missions  
267 Associations for religious work  
268 Religious education  
269 Spiritual renewal  
270 Christian church history  
271 Religious orders in church history  
272 Persecutions in church history  
273 Heresies in church history  
274 Christian church in Europe  
275 Christian church in Asia  
276 Christian church in Africa  
277 Christian church in North America  
278 Christian church in South America  
279 Christian church in other areas  
280 Christian denominations & sects  
281 Early church & Eastern churches  
282 Roman Catholic Church  
283 Anglican churches  
284 Protestants of Continental origin  
285 Presbyterian, Reformed, Congregational  
286 Baptist, Disciples of Christ, Adventist  
287 Methodist & related churches  
288 Not assigned or no longer used  
289 Other denominations & sects  
290 Other & comparative religions  
291 Comparative religion  
292 Classical (Greek & Roman) religion  
293 Germanic religion  
294 Religions of Indic origin  
295 Zoroastrianism (Mazdaism, Parseeism)  
296 Judaism  
297 Islam & religions originating in it  
298 Not assigned or no longer used  
299 Other religions



## II. Reference Works

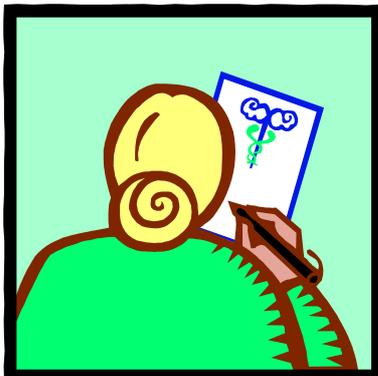
**Doing research can be rewarding, challenging, and yes, even exciting!** There is a bit of the ‘thrill of the hunt’ in doing this kind of work. With the proper attitude research can be an adventure and as fun as reading a good mystery—a real ‘who done it.’ It’s rewarding because *you* can bring forth the fruit of *your* labor. You get to enjoy the satisfaction of mining truth and discovering ‘hidden treasure’ that would otherwise remained ‘buried’ from less industrious students.

**Remember: research -- good research -- is always work!** You know that expression ‘that nothing good in life is free’ well, that goes for research also. Sure it’s hard work, but it’s really worth it. When it comes to research you always get what you put into it. If you approach your topic half-heartedly and with the thought of ‘just getting it over with,’ you will only be shortchanging yourself.

**Like any other profession, students, researchers and scholars need and use certain ‘tools.’**

And like other professions the quality of the final product often depends on the proper and even expert handling of those tools. As students of God’s Word you pay honor to his Word by become masters of the craft. Everyone starts as an apprentice. We work our way up to journeymen and eventually will skill, experience, and patience we can become master craftsmen.

**The following ‘tools’ are ones that you will want to become very familiar with.** The use of them at first will seem awkward. You might flounder about feeling dazed and confused, even overwhelmed. You might feel like David with ‘Saul’s armor’ (see I Samuel 17:38&39). But like any warrior you must learn to use the weapons of your trade effortlessly, and with great precision. You will get over being awkward—but only with practice! Be diligent and make a wholehearted effort!



**Each of these tools is unique. The best way to learn to use them is simply by using them!** Part of the skill in being a researcher is not in only knowing *how* to use them but also in knowing *which* ones to use. You don’t want to use a screwdriver to do a hammer’s job. No matter how good you are with a screwdriver you simply can’t make up for the fact that it is the wrong and inadequate tool.

### **Before choosing a tool, however, let's talk strategy**

When you approach a topic to do research you must develop a strategy. Without a strategy you will flounder hopelessly. Your strategy will depend on what you want to accomplish. Ask yourself these questions:

- 1. Is the issue at hand linguistic or textual?**
- 2. Is it 'Biblical?'**
- 3. Is it theological?**
- 4. Is it historical and cultural?**
- 5. Is it geographical?**
- 6. Is it biographical?**

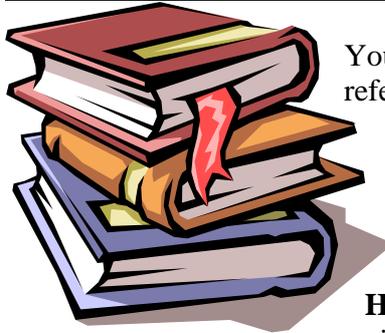
### **MORE ON THE SIX CRUCIAL QUESTIONS:**

- 1. Is the issue at hand linguistic or textual?** Are you seeking to determine the meaning of a word used in Scripture? In that case you would want to use a lexicon, wordbook or 'theological dictionary.' Bauer, Walter, William F Arndt and F. Wilbur Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: The University of Chicago Press, 1952 [REF 487.4 BAU], VanGemeren, Willem A. Ed. *New International Dictionary of Old Testament Theology and Exegesis*. Grand Rapids: Eerdmans Publishing House, 1996 [REF 221. 3 VAN] and Kittel, Gerhard. Ed. *Theological Dictionary of the New Testament*. Grand Rapids: Eerdmans Publishing Company, 1964 [REF 487.47 KIT]
- 2. Is it 'Biblical?'** Are you seeking to answer a question actually pertaining to Scripture? Compare Elwell, Walter A. Ed. *Evangelical Dictionary of Biblical Theology*. Grand Rapids: Baker Book House, 1996 [REF 230.3 ELW] and Elwell, Walter A. Ed. *Evangelical Dictionary of Theology*. Grand Rapids: Baker Book House, 1996. [REF 230.044 ELW]
- 3. Is it theological?** In this case you might be more interested in how theologians have understood a biblical doctrine. Compare Douglas, J. D. Ed. *New Bible Dictionary*. Wheaton: Tyndale House Publishers, 1982 [REF 220.321 DOU] and Ferguson, Sinclair. Ed. *New Dictionary of Theology*. Downers Grove: InterVarsity Press, 1988. [REF 230.03 FER]
- 4. Is it historical and cultural?** In this instance you are interested in finding the answer to questions pertaining to bible history or culture. A bible dictionary would be a good tool to use. Remember that dictionaries can be one or multi volume. Compare Achtemeier, Paul J. Ed. *Harper's Bible Dictionary*. New York: HarperCollins Publishers, 1985 [REF 220.3 ACH] and Buttrick, George Arthur. Ed. *The Interpreter's Dictionary of the Bible*. Nashville: Abingdon Press, 1962 [220.3 BUT]
- 5. Is it geographical?** Here you would want to consult an atlas. Compare Pritchard, James B. Ed. *The Harper's Atlas of the Bible*. New York: Harper and Row, 1987 [REF 912 HAR] and Gardner, Joseph. Ed. *Atlas of the Bible*. Pleasantville, NY: Reader's Digest Association, 1981 [220.91 GAR]

6. **Is it biographical?** Is the individual in the bible? In that case you would probably want to use a bible dictionary. If the individual is notable you will want to use a biographical dictionary. Compare Bowden, Henry Warner. Ed. *Dictionary of American Religious Biography*. Westport, CT.: Greenwood Press, 1993 [REF 209.2 BOW], Graham, Judith. Ed. *Current Biography Yearbook*. New York: The H. W. Wilson Company, (published yearly), [REF 920.02 CUR], *The McGraw-Hill Encyclopedia of World Biography*. New York: McGraw-Hill, 1973 [REF 920 MCG], Reid, Daniel G. Ed. *Dictionary of Christianity in America*. Downers Grove: InterVarsity Press, 1990 [REF 277.3 DIC] and Ethridge, James M. Ed. *Contemporary Authors*. Detroit: Gale Research Company, (published yearly) [REF 928 G]

*Once you have isolated what the question is you are on your way to choosing the right tools to help you answer it.*

## **KINDS OF REFERENCE WORKS**



You will want to familiarize yourself with the following kinds of reference works.

**Encyclopedias and Dictionaries:** A book or set of books containing articles on various topics, usually in alphabetical order, covering various or specific aspects of knowledge.

**Handbooks:** A scholarly book on a specific subject, often consisting of separate essays or articles.

**Commentaries:** A series of comments, explanations, or annotations on books of the bible. Your best commentaries will often begin by discussing higher critical issues.

**Concordances:** An alphabetical index of the principle words of a book, as of the bible, with reference to the passage in which each occurs and usually some part of the context.

**Grammars:** An account of the formal features of a language, as sounds, morphemes, words, sentences. Generally including a theory specifying the manner in which all sentences of a language are constructed.

**Lexicons:** A wordbook or dictionary of a particular language indicating the meaning of words and of idiomatic combinations of words.

**Wordbooks:** A book of words, usually with definitions, and explanations.

**Biographies:** A written account of another person's life.

**Bibliographies and Indexes:** A bibliography is complete or selective list of readings on a particular subject. An index is a publication that generally directs you to journal articles and *festschriften*.

**Atlases:** A bound collection of maps often including charts, tables, and illustrations.

### III. Search Skills for Obtaining Books, Journals, etc.

**Searching the Library Catalog (the OPAC, short for “Online Public Access Catalog”)**

The OPAC Search menu is the starting point for all searching activities.

From the Search menu, choose:



#### *File*

- To close open windows, choose Close window
- To print a list of items or the Title description, with the desired item displayed, choose Print
- To define the printer setup, choose Print Setup, to enter system defaults, choose OPAC Setup
- To exit OPAC, choose Exit

#### *Search*

- To select a search method (Subject, Title, Author, Series, Call Number, or Keyword)
- To set search session limiters, choose Limit Search

#### *Tools*

- To clear the current search but keep the search history and limiter settings, choose Clear Search
- To clear the current search station, including the search history and limiter settings, choose Reset Station
- To view the search history, choose Search History
- To examine but not modify the current limiter settings choose, See Limiters.

#### *Help*

- To view the OPAC help topics or learn about the OPAC application, choose Help

#### *To select an option*

- Click on the desired icon from the Tool Bar  
or
- Click once on the Menu bar option (File, Search, Tools, or Help) and once on the desired option from the pull-down menu.

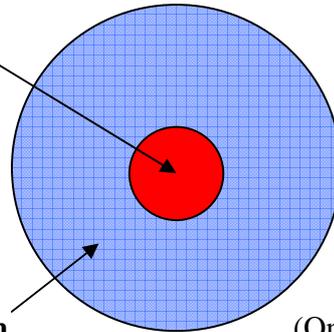
## Locating Books

If a **book** is not in our library do you know how to find it? What is your search strategy?

Picture 3 **concentric rings** representing increasingly broad collections

**Start with**

**Our Library Catalog**



**Then search**

OCLC's **FirstSearch**

(Online Computer Library Center)

<http://firstsearch.oclc.org/>

1. Authorization: 100151550
2. Password: xnner2hxp
3. WorldCat
4. You can search CLC's Library Catalog from home by limiting availability to "Items in My Library"

## Locating Journals and other Serials

A journal is a scholarly publication that is issued periodically (usually four times a year). It is a type of *serial*, a recurring publication without an end date.

- **Use the Library Catalog** – check to see if the library holds the title you are looking for, or search by keyword
- **Use the Serials Holding List** – check to see which serials we collect, and in what formats (print, electronic, +/- or microform)
- **Use EBSCO Host** – check to find articles.
  1. <http://search.epnet.com/>
  2. User ID: s6083481
  3. Password: password
- **Use First Search** – check to find articles
  1. <http://firstsearch.oclc.org/>
  2. Authorization: 100151550
  3. Password: xnner2hxp
  4. WorldCat
  5. Wilson Select Plus

## Requesting Inter-Library Loan (ILL) Material

- Ask a library staff person to fill out the appropriate form or to make an electronic request.

## Searching the WWW using a variety of search engines and URLs

Know what an **URL** is. Know how to type the address in order to access the desired location.

*Example:*

<http://www.christianlifecollege.edu/> is the URL for Christian Life College

Know what a **search engine** is. Know the name of a number of these engines and how to access some of the more popular ones on the Internet. Learn the particulars of these search engines in order to design advance searches.

Search Engines: Search engines are computers that visit as many web sites as possible, then catalog the contents of those pages into a database. This enables you to go into the search engine, type the word(s) you're looking for, and the search engine will bring you all the sites in its database with that word(s). Some search engines and meta-search engines are:

Google Scholar      <http://scholar.google.com/>  
Dogpile              <http://www.dogpile.com/>  
Iseek      <http://education.iseek.com/iseek/home.page>  
Alta Vista            [www.altavista.com](http://www.altavista.com)  
HotBot                [www.hotbot.com](http://www.hotbot.com)  
Excite                [www.excite.com](http://www.excite.com)  
Metacrawler        <http://www.metacrawler.com/>  
Mamma                [www.mamma.com](http://www.mamma.com)

## Evaluating Resources

- Don't believe everything you read.
- Remember, there is **no** quality control on the WWW. Some of the information you will get can be quite good, on the other hand a lot of it will be quite bogus.
- The following is a "checklist" for evaluating Resources.

### WHO?

- Who is the **author** of the piece?
- Is the author the original source of this information?
- Does he/she list his/her **occupation**, years of **experience**, **position** or **education**?
- With this information, do you feel this person is **qualified** to write on the given subject?

### WHERE?

- Where is the **institution** (company, organization, government, university) or Internet provider supports this information?
- If it is a commercial Internet provider (**.com**), does the author appear to have any affiliation with any larger institution (**.org**, **.edu**, **.gov**)?
- Does the institution appear to **filter** the information appearing under its name?

- Does the author's affiliation with this particular institution appear to **bias** the information?

### **WHEN?**

- When was this document first **created**?
- When was it last **updated**?

### **WHY?**

- Why does this document exist?
- What appears to be the **purpose** of the document? (Inform, explain, persuade, etc.)
- Would you have **any reservations** in telling someone else to use this information?
- Would you make any **disclaimers** in using this information?

### **NOW DECIDE**

- Given all the information you determined from the above questions, is this source an appropriate resource of information for your topic?

# NOTES ON BOOLEAN SEARCHING

<http://library.albany.edu/internet/boolean.html>

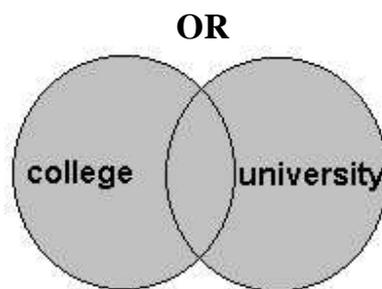
The Internet is a vast computer database. As such, its contents must be searched according to the rules of computer database searching. Much database searching is based on the principles of Boolean logic. Boolean logic refers to the logical relationship among search terms, and is named for the British mathematician George Boole.

On Internet search engines, the options to construct logical relationships among search terms extend beyond the traditional practice of Boolean searching. This will be covered in the section below, Boolean Searching on the Internet.

Boolean logic consists of three logical operators:

- **OR**
- **AND**
- **NOT**

Each operator can be visually described by using Venn diagrams, as shown below.



**college OR university**

**Query:** I would like information about college.

In this search, we will retrieve records in which AT LEAST ONE of the search terms is present.

We are searching on the terms **college** and also **university** since documents containing either of these words might be relevant.

This is illustrated by:

- the shaded circle with the word **college** representing all the records that contain the word "college"
- the shaded circle with the word **university** representing all the records that contain the word "university"
- the shaded overlap area representing all the records that contain both "college" and "university"

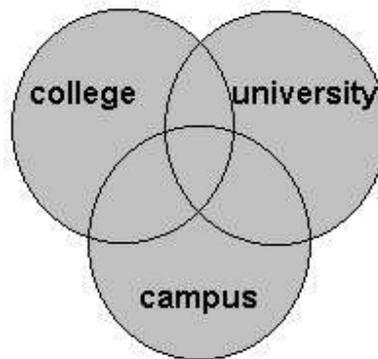
OR logic is most commonly used to search for synonymous terms or concepts.

Here is an example of how OR logic works:

Search terms	Results
College	17,320,770
University	33,685,205
college OR university	33,702,660

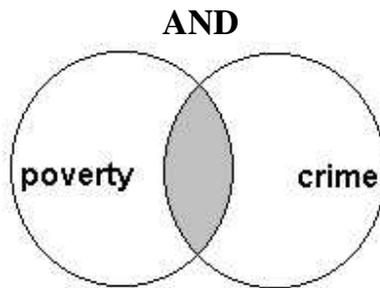
OR logic collates the results to retrieve all the unique records containing one term, the other, or both.

The *more* terms or concepts we combine in a search with OR logic, the *more* records we will retrieve.



For example:

Search terms	Results
College	17,320,770
University	33,685,205
college OR university	33,702,660
college OR university OR campus	33,703,082



**poverty AND crime**

**Query:** I'm interested in the relationship between poverty and crime.

In this search, we retrieve records in which BOTH of the search terms are present

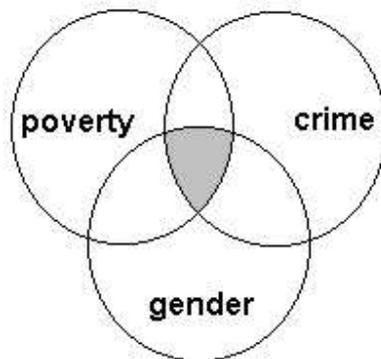
This is illustrated by the shaded area overlapping the two circles representing all the records that contain both the word "poverty" and the word "crime"

Notice how we do not retrieve any records with only "poverty" or only "crime"

Here is an example of how AND logic works:

Search terms	Results
Poverty	783,447
Crime	2,962,165
poverty AND crime	1,677

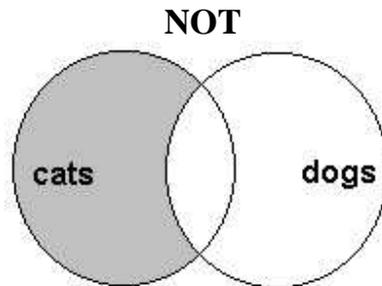
The *more* terms or concepts we combine in a search with AND logic, the *fewer* records we will retrieve.



For example:

Search terms	Results
Poverty	783,447
Crime	2,962,165
poverty AND crime	1,677
poverty AND crime AND gender	76

A few Internet search engines make use of the *proximity operator* NEAR. A proximity operator determines the closeness of terms within a source document. NEAR is a restrictive AND. The closeness of the search terms is determined by the particular search engine. For example, NEAR in AltaVista (Power Search) is 10 words. As another example, Google defaults to proximity searching by default.



**cats NOT dogs**

**Query:** I want to see information about cats, but I want to avoid seeing anything about dogs.

In this search, we retrieve records in which ONLY ONE of the terms is present

This is illustrated by the shaded area with the word **cats** representing all the records containing the word "cats"

No records are retrieved in which the word "dogs" appears, even if the word "cats" appears there too

Here is an example of how NOT logic works:

Search terms	Results
Cats	3,651,252
Dogs	4,556,515
cats NOT dogs	81,497

NOT logic excludes records from your search results. Be careful when you use NOT: the term you do want may be present in an important way in documents that also contain the word you wish to avoid.