GUIDELINES TO USING SCIS SUBJECT HEADINGS

Revised October 2017

CONTENTS

SUBJECT ANALYSIS AND DEVISING NEW HEADINGS

This document contains guidelines on the application of *SCIS Subject Headings* in order to provide suitable subject headings to be used as access points in a school library catalogue or other databases such as a metadata repository or bibliographic database.

1   The subject analysis process

This section has been adapted from the *SCIS Standards for Cataloguing and Data Entry*. The subject indexing process involves the following:

1. Scanning the resource to determine the subject content. In some cases this will involve viewing videos or websites.
2. Assessing the predominant theme(s) of the resource. The catalogue user's perspective is considered as well.
3. Translating the theme(s) into allowed subject headings from the list.
4. Entering the subject heading(s) in the bibliographic record using the appropriate fields as established by the library system. SCIS cataloguers code the subject headings using MARC 21.

The two principles which are endorsed in the SCIS Standards for Cataloguing and Data Entry are specificity and co-extensiveness.

2   Specificity

It is traditional and sound practice to assign subject headings, which match as closely as possible the subject content of the resource. If the item, for example, is about Toowoomba in Queensland then it is appropriate to assign the heading **Toowoomba (Qld.)**. However, if the item is about Queensland, then the appropriate heading would be **Queensland**. If the resource had Toowoomba *and* Queensland as major themes then it would be appropriate to assign two headings.

This principle of specificity ensures that a catalogue user who finds resources with subject headings on a particular topic can reliably assume that these resources will deal extensively with that specific topic, not a broader or narrower one. In other words subject headings are assigned to the *level* of the subject(s) covered in the resource.

3   Co-extensiveness

When assigning subject headings it is important to ensure that no major theme of the resource being catalogued is overlooked. The set of headings selected needs to be co-extensive with all the major themes contained within that resource. Sometimes the headings available in the list do not cater for the particular combination of concepts required.

Example:

> The resource is *Building materials for your school gym* and deals with building materials in the construction of school gyms. The best available set of headings would be:
>
> **Building materials**
>
> **Gymnasiums – Design and construction**
>
> The cataloguer is relying on the user to undertake a search on both concepts, or if the library system allows, undertaking a Boolean keyword search across both headings in order to find resources on the multi-concept topic.

4   Guide to subject indexing

The following guide has been adapted from Section 4 of the *SCIS Standards for Cataloguing and Data Entry*.

4.1   Basic principles
4.1.1   Generalities versus specificity

The principle is to prefer several specific subject headings rather than a general, broader subject heading. For example, a resource on playing ball games in school sports which specifically covers cricket, football, rugby, soccer and softball would be assigned headings describing these sports rather than the more general term **Sports**. SCIS cataloguers can assign up to ten specific subject headings. The table of contents in a resource should also be considered to be included as a note in the catalogue record in order to highlight the subjects contained in the resource.

4.1.2   Priorities in assigning headings

In the case where a resource contains more subjects than can be assigned within the limit of ten specific subject headings, it is preferred that headings be assigned in the following priority:

1. Significant curriculum topics
2. Australasian subjects
3. Names of persons associated with a selected subject
4. Place names associated with a selected subject.

4.2   Resources on a single subject

For resources on a single subject, assign a heading that exactly represents the subject of the resource.

Examples:

    Title: Easy dressmaking techniques
    Subject: **Dressmaking**

    Title: Lighthouses of South Australia
    Subject: **Lighthouses**

    Title: How to play cricket
    Subject: **Cricket**

4.3   Resources on a single subject containing a number of elements

For resources on a single subject considered from different aspects or containing a number of elements, assign sufficient subject headings to cover those aspects or elements up to the limit of ten specific subject headings.

Examples:

    Title: What size is it?
    Subject: **Size and shape – Measurement**

    Title: New Zealand Railways locomotives and railcars, 1990
    Subject: **New Zealand Railways – Pictorial works**
            Trains – Pictorial works

    Title: Swinging the billy : indigenous and other styles of Australian bush cookery
    Subject: **Cookery, Australian**
            Bush food
            Cookery, Outdoor

4.4   Multi-subject resources treated differently

For resources on more than one subject treated separately, assign a heading for each topic up to the limit of ten specific subject headings.

Examples:

    Title: Buses, cars and trains
    Subject: **Buses**
            Trains
            Motor cars

    Title: Pet first aid for cats and dogs
    Subject: **Cats – Care and health**
            Dogs – Care and health

4.5   Resources on a broad subject with multiple related subjects

For resources dealing with several subjects that are all related as more specific headings within a broader subject, but are treated separately within the resource, assign a subject heading for each specific subject.

Example:

> Title: Algebra, geometry, trigonometry [videorecording]
> Subject: **Algebra**
>   **Geometry**
>   **Trigonometry**

In the example above, the heading **Mathematics** would not be assigned as the reference structure within the catalogue will guide users from the broader term to more specific headings.

Example:

> Title: A book of ghosts and goblins
> Subject: **Ghosts**
>   **Fairies**

In the example above the heading **Folklore** would not be assigned as, like the heading **Mathematics**, the reference structure within the catalogue will guide the user from the broader term to the specific headings.

4.6   Resources with more than ten related subjects

For resources dealing with more than ten related subjects that are treated separately it is preferred that a single generic heading is used to describe the subject content of the resource. A table of contents should also be included in the catalogue record.

Example:

> Title: Biology for the IB diploma
> Contents: Table of contents includes: Cell biology -- Molecular biology -- Genetics -- Ecology -- Evolution and biodiversity -- Human physiology -- Nucleic acids -- Metabolism, cell respiration and photosynthesis -- Plant biology -- Genetics and evolution -- Animal physiology -- A. Neurobiology and behaviour -- B. Biotechnology and informatics -- C. Ecology and conservation -- D. Human physiology.
> Subject: **Biology**

4.7   Analytical entries

Headings may be assigned to minor themes or subjects within a resource if they are considered to be relevant to the curriculum and of significance within the resource on the basis that:

1. the subjects are additional to those assigned according to the above principles
2. the total number of subject headings assigned to a single title does not exceed ten.

For example, the resource might be a book about the history of New Zealand but there is a significant chapter on the history of the timber industry in that country and the effect that it had on the environment. The two headings allocated would therefore be **New Zealand – History** and **Timber industry – New Zealand – Environmental aspects**.

5 Subject analysis for fiction

SCIS adopts the policy of applying, where appropriate, genre headings for works of fiction. This helps the user to readily identify a particular genre (e.g. Australian stories) within the catalogue. This is further enhanced by the adding of subject headings, e.g. **Gold mining – Fiction** to increase specificity when performing a catalogue search.

Cataloguers can scan stories or novels in order to determine if themes are contained that would be useful for the school curriculum. In some cases the resource does not contain extensive material on a particular theme or themes; in others there is a rich source of curriculum material which is of great benefit to the teacher. SCIS policy on fiction allows the assigning of up to ten headings, including the genre headings.

5.1 Fiction as a standard subdivision

In assigning subject headings, the cataloguer is advised to seek headings for topics relating to specific persons, places, objects or events. Fiction as a standard subdivision can be assigned to any SCIS subject heading, or to allowed headings that have been devised by the cataloguer unless instructions state otherwise, e.g. genre headings or headings for literary prizes may not use the subdivision Fiction.

Examples:

> **Dogs – Fiction**
>
> **Explorers – Fiction**
>
> **Kiwi – Fiction**
>
> **World War, 1939-1945 – Fiction**

5.2 Characters in fiction

It is current SCIS policy not to assign headings for fictional characters in works of fiction.

5.3 Place headings in fiction

In assigning subject headings referring to place, use the most specific place name likely to be searched by students. For Australian places, assign the name of any town, city or region, qualified by an indication of the State or Territory in which it is located, e.g. **Geraldton (W.A.)**. For New Zealand places, this qualification will only include the name of the country, e.g. **Auckland Region (N.Z.)**. For places in other countries, prefer the name of the country, or of a major city if appropriate, unless the more specific location is likely to be searched by students.

It is SCIS policy not to assign headings for fictional places in works of fiction.

5.4 Events in fiction

When assigning headings to describe events, it is SCIS policy to include a heading that relates to a specific event rather than the broader concept. For example, use **Eureka Stockade, 1854 – Fiction** rather than **Riots – Fiction** or **Australia – History – 1851-1901 – Fiction**.

5.5 Themes in fiction

Subject headings relating to theme should be as specific as possible. For example, a resource with a dominant and pervasive theme of cricket should include the heading **Cricket – Fiction**, rather than the broader subject heading of **Sports – Fiction**.

5.6 Literary prizes

Resources that have won a literary prize, e.g. **Book of the Year Award**, are assigned the name of that prize as a subject heading.

The following list is a sample of contemporary literary prizes for items found on the SCIS database.

> **AIM Children's Book Awards**
>
> **Book of the Year Award**
>
> **Booker Prize**
>
> **Caldecott Medal**
>
> **Greenaway Medal**
>
> **Picture Book of the Year Award**
>
> **Smarties Book Prize**
>
> **Young Australians' Best Book Awards**

5.7 Genre headings for fiction

It is SCIS policy to assign genre headings to works of fiction, including fictional films, television programs etc. In some cases more than one genre heading may be assigned as well as subject headings for a theme.

The following list contains all genre headings for fiction, including definitions and examples explaining the scope of each. In cases where there is no specific film genre heading, for example **Adventure stories**, the heading is used for fictional films as well as literary works.

Adventure stories

This genre, including fictional films, is characterised by a mixture of drama, action, suspense and surprise, disappointment and a final satisfactory resolution. The action often occurs outside the characters' ordinary life. The plot is more important than the character development, but the hero or heroine may grow personally in the climactic resolution.

Examples:

> Prior, Natalie Jane. *Lily Quench & the Black Mountains*
>
> Reilly, Matthew. *Area 7*

Alternative histories (Fiction)

In this genre, the plot or setting assumes an alternative outcome of an historical event. For works about actual historical events, which do not contain alternative outcomes, use

Historical fiction. Do not use Historical fiction and Alternative histories (Fiction) simultaneously.

Examples:

> Boecker, Virginia. *Witch hunter*
>
> Crilley, Paul. *The Osiris curse*
>
> Nuckols, Raven A. *Had the queen lived*
>
> Smale, Alan. *Clash of eagles*

Animal stories/Animal films

In this genre, the main action occurs around an animal in a realistic situation, in any variety of natural habitats; the animals are not quasi-human, wearing clothes and glasses, going to school or work as depicted in the *Frances* series by Russell Hoban.

Examples:

> London, Jack. *The call of the wild*
>
> Oldfield, Jenny. *Abandoned*
>
> *The adventures of Milo and Otis*
>
> *Creature comforts. Episodes 1-6*

Australian stories

This genre, including fictional films, is set in Australia in any period of history.

Examples:

> Grenville, Kate. *Lilian's story*
>
> McDonald, Roger. *1915*
>
> *Bran nue dae*
>
> *The shiralee*

Biographical films

This genre tells the story of the life of a real person, with varying degrees of accuracy, and all go beyond giving a purely factual account of the person's life.

Examples:

> *Elizabeth I*
>
> *Modigliani*

Choose your own stories

Often called 'Choose your own adventures', these stories present the reader with choices at the end of each chapter or piece of action. Choosing one option will result in different outcomes of the story, which means that the story can be read in different ways.

Examples:

> Bonallack, John. *Lost in the bush*

Burston, Patrick. *Castle of fear*

Comedy films
This genre aims to be comical and amusing.

Examples:

> *As good as it gets*
>
> *Mr Bean. Vol. 4*

Crime stories/Crime films
This genre covers a murder or some other serious crime which has to be solved. The main characters may be police officers, amateur detectives or characters personally involved in the outcome. Clues, red herrings and scientific techniques frequently play a big part and the culprit is usually brought to justice.

Examples:

> Bailey, Linda. *How can a frozen detective stay hot on the trail?*
>
> Maloney, Shane. *The big ask*
>
> *Lethal weapon. 2*
>
> *Agatha Christie's Death on the Nile*

Diary stories
In this genre the story is conveyed in diary format.

Examples:

> Fielding, Helen. *Bridget Jones's diary*
>
> Townsend, Sue. *Adrian Mole diaries*

Dystopian fiction
This genre, including fictional films, depicts a world where everything is as bad as it can be.

Examples:

> Mitchell, David. *Cloud atlas*
>
> Orwell, George. *1984*
>
> *Logan's run*
>
> *The omega man*

Family sagas
For a family story to be considered a family 'saga' several generations and a common thread should be involved; the time period may be a time of change or action in history and the story may be spread over several books. Stories of family life are not considered to be family sagas.

Examples:

> Garcia Marquez, Gabriel. *One hundred years of solitude*

Nunn, Judy. *Territory*

Fantasy

This genre, including fictional films, depicts a separate world where the laws of science do not need to be applied, and in which magic, strange and mythical beings can exist alongside humans who may be ordinary or have special powers. The magic does not need to be explained in terms of scientific theories and the stories can be set in our world or a world constructed to resemble our world. A quest, a journey or a battle between good and evil usually ends in a satisfactory resolution.

Examples:

Carroll, Lewis. *Alice in Wonderland*

Tolkien, J.R.R. *The lord of the rings*

The city of lost children

Crouching tiger, hidden dragon

Gothic fiction

This genre, including fictional films, usually has a medieval setting and includes castles, ghosts and an atmosphere of suspense and doom.

Examples:

Shelley, Mary. *Frankenstein*

Stoker, Bram. *Dracula*

El laberinto del fauno = Pan's labyrinth

Northanger Abbey

Historical fiction

This genre, including fictional films, covers historic events or a background era, which affect the plot and the characters. Famous characters from history may exist alongside fictional ones. Resources written about their own times by authors long dead are not included, for example *Seven little Australians*. For works of fiction in which the plot or setting assumes an alternative outcome of an historical event, use Alternative histories (Fiction).

Examples:

Brooks, Geraldine. *Year of wonders*

McQueen, Alison. *The secret children*

The Colossus of Rhodes

Ned Kelly

Horror stories/Horror films

This genre aims to scare the reader or viewer. Traditional characters include witches, monsters, vampires and werewolves. The settings can vary from a haunted castle, a

mysterious ship or an ordinary school. Suspense, mystery, blood and gore are some of the essential elements.

Examples:

>Du Maurier, Daphne. *The birds*
>
>Stevenson, Robert Louis. *Dr. Jekyll & Mr Hyde*
>
>*Eraserhead*
>
>*King Kong*

Humorous stories
This genre aims is to be comical and amusing. It includes jokes, bizarre and funny situations, spoofs on other genres and one-liners.

Examples:

>Cole, Babette. *Animals scare me stiff*
>
>Gleitzman, Morris. *Toad rage*

Love stories
This genre, including fictional films, primarily covers romantic relationships. A typical example is boy meets girl and hurdles must be overcome before it all ends happily.

Examples:

>Garcia Marquez, Gabriel. *Love in the time of cholera*
>
>Shute, Nevil. *A town like Alice*
>
>*Pride & prejudice*
>
>*West side story*

Mystery and suspense stories/Mystery and suspense films
This genre is related to the crime/detective and horror genres and is also used for films. The main characters face a problem or have a mystery, which may be related to their family or personal circumstances, to solve. Danger and threatening situations are a feature, and a successful resolution usually results.

Examples:

>Adler, David A. *Cam Jansen, the mystery of the stolen diamonds*
>
>Lindsay, Joan. *Picnic at Hanging Rock*
>
>*Insomnia*
>
>*The woman in white*

New Zealand stories
This genre, including fictional films, is set in New Zealand in any period of history.

Examples:

>Boock, Paula. *Out walked Mel*

Duff, Alan. *Once were warriors*

The piano

Whale rider

School stories
This genre, including fictional films, has the main action set within the contained world of the school, where adults are of peripheral importance.

Examples:

Klein, Robin. *Hating Alison Ashley*

Patterson, James. *Get me out of here!*

Breaking pointe

Diary of a wimpy kid

Science fiction/Science fiction films
This genre draws imaginatively on scientific knowledge in the plot, setting and theme. Stories may include space and/or time travel, aliens, life on other planets, scientific experiments that go wrong, or future applications of technology, such as mutants or robots. Events described may actually occur or could possibly occur according to accepted or possible theories.

Examples:

Pfeffer, Susan Beth. *This world we live in*

Wells, H.G. *The time machine*

2001 : a space odyssey

Metropolis

Sports stories
This genre, including fictional films, covers where sport has an impact on the plot of the main characters. Sport should be the main theme of the title and be of significance to the characters of the work.

Examples:

Alexander, Kwame. *The crossover*

Crutcher, Chris. *Ironmen*

Spy films
This genre deals imaginatively with espionage, secret agents, and secret service agencies.

Examples:

> *For your eyes only*
>
> *The ghost writer*

Steampunk fiction
This genre, including fictional films, depicts worlds featuring steam-powered machinery, rather than electric. Generally they are set in an alternative history, often being 19th century Britain or the American Wild West. Often they are based in a post-apocalyptic setting where steam power has regained mainstream use or a fantastical world where steam power is a core element of the setting or plot.

Examples:

> Cross, Kady. *The girl with the windup heart*
>
> Gratz, Alan. *The league of seven*
>
> *Hellboy*
>
> *The time machine*

Stories in rhyme
This genre covers short simple stories in a rhymed format which may or not be characterised by a dominance of illustration or graphic elements. For novels written in verse, which may not necessarily rhyme, use Verse novels.

Examples:

> Bemelmans, Ludwig. *Madeline*
>
> Seuss, Dr. *The cat in the hat comes back*

Supernatural stories
This genre, including fictional films, contains plots either pertaining to supernatural beings, such as ghosts or spirits, or involving situations inexplicable in terms of natural laws or phenomena.

Examples:

> King, Stephen. *The shining*
>
> Verday, Jessica. *The haunted*
>
> *Jumanji*
>
> *The sixth sense*

Utopian fiction
This genre, including fictional films, depicts an ideal society.

Examples:

> Huxley, Aldous. *Island*

Le Guin, Ursula. *The dispossessed*

Verse novels

These novels are written in verse, which may not necessarily rhyme. For short simple stories in a rhymed format, use Stories in rhyme.

Examples:

Creech, Sharon. *Love that dog*

Porter, Dorothy. *What a piece of work*

War stories/War films

This genre deals imaginatively with experiences in war, or in a particular war. Fiction about a specific war is also given the heading for the war, and the subdivision Fiction.

Examples:

Tolstoy, Leo. *War and peace*

Wein, Elizabeth. *Code name Verity*

All quiet on the Western Front

Gallipoli

Westerns

This genre, including fictional films, is set in the western states of the United States of America, usually in the nineteenth century. Good and evil are clearly delineated, and the hero usually wins in the end, running the wrongdoers out of town. Features include gunfights, American Indians, gold mining and prospecting, horses and horse riding, ranchers and cattle, bank robberies, wagon trains and stage coach hold-ups.

Examples:

L'Amour, Louis. How the West was won

Morris and Goscinny. Billy the Kid

Butch Cassidy and the Sundance Kid

High noon

Wordless stories

This genre covers stories which are told entirely by the pictures, and there are no words.

Examples:

Allen, Pamela. *Simon said*

Briggs, Raymond. *The snowman*

6   Devising additional headings

To list every possible common and proper name that may at some stage be required to catalogue a particular item is not possible for a list of this size.

Therefore many headings in the list include Specific Example Notes (SEN) directing the cataloguer to devise a more specific heading that appropriately describes the resource. This feature allows the cataloguer to create headings for concepts that are not in the list and allows highly specific headings to be used in the catalogue. Categories for which headings may be created are indicated by an asterisk, as shown in the following examples:

> **Cities and towns**
> SEN   See also names of cities* and towns*, e.g. Melbourne (Vic.); Picton (N.Z.); Carthage (Extinct city); New York (City).
>
> **Sports**
> SEN   See also names of individual sports*, e.g. Basketball; Boxing; Hunting.
>
> **Trains**
> SEN   See also names of specific trains*, e.g. Indian Pacific (Train).

Before devising a more specific term, the cataloguer checks the list and, if available, the SCIS database to ensure that the heading required has not been previously created. It is important that different terminology is checked as the concept may already be represented in the list or database but expressed using a different phrase or word. If the heading, after checking, is not in the list or database, it may then be devised along the lines suggested by the example given in the entry. If the heading has already been used, then the form established should be used for the resource in hand.

Headings that may be devised by the cataloguer consist of:

1. proper names, for example names of individuals, peoples, places, organisations and projects
2. common names belonging to well-known categories including sport, food, animals, chemicals, plants and vehicles.

When connecting a newly devised heading to others in the list by means of the UF, BT, NT and RT references, it is advisable to use as a guide the reference structures illustrated in the examples found at the heading for the specific category. The cataloguer should consider alternative terminology which might be used in seeking the heading (UF references) and associated headings in the catalogue for which the BT, NT and RT cross-references should be made. Names of organisations or projects often have acronyms or abbreviations that might be needed as UF references. Individuals and names of ceremonies or holidays are often referred to by different forms of their names. The *RDA: Resource Description & Access Toolkit* should be consulted for directions in the area of references from alternative forms that are likely to be needed in the catalogue.

In many cases it may be necessary to add a qualifier in parentheses to further distinguish the heading from other homographic terms. The qualifier should be as brief as possible

and ideally consist of one word. Qualifiers are also included with many instructions under proper name headings following established guidelines in *RDA: Resource Description & Access Toolkit.*

Examples:

Queen Mary (Ship)

Cranes (Birds)

Fans (Persons)

6.1 Devising proper name headings

Headings for proper names may be devised whenever appropriate, without an instruction to do so. If the resource is largely about a named ship, event, geographic feature, building and so on, or a critical work about a fictional character, it is good cataloguing practice to assign a heading for that name. In devising these headings, cataloguers should examine the instructions and examples given at the specific category in the list for guidance. The appropriate chapters of the latest edition of *RDA: Resource Description & Access Toolkit* which provide guidelines on constructing proper names such as peoples, places and organisations should also be consulted.

Other standard references such as the Department of Foreign Affairs and Trade website, which provides information on the official names of countries and regions and gazetteers for place names, should be consulted if required.

Categories of proper names that appear in *SCIS Subject Headings* include:

- Associations such as clubs or societies
- Brands of products and models of vehicles
- Buildings and sites
- Ceremonies, festivals, seasons, holidays, special days
- Computer software and languages
- Events, exhibitions, conferences, contests, battles, wars, strikes, disasters
- Families
- Geographical features such as mountains, rivers, deserts
- Government departments, armies, navies and other instrumentalities
- Institutions such as schools, colleges, hospitals and libraries
- Languages
- Literatures
- Musical groups such as pop groups and orchestras
- Named ships, trains and aircraft
- National, ethnic and religious groups and civilisations
- Parks, gardens, zoos, theatres and other public places
- Persons such as heads of government, rulers, members of royal families, scientists, actors, authors, musicians, artists and inventors
- Places, countries, regions, cities, planets and stars

- Private companies such as banks, retail organisations, media companies, transport companies
- Projects and programs
- Qualifications and certificates
- Religious sects and denominations
- Sacred scriptures
- Titles of resources such as books, films, ballets, television and radio programs
- Treaties and other official documents.

6.2 Devising common name headings

Common names include, for example, names of animals, chemicals or foods. Common name headings should only be devised when an instruction appears beneath a subject category in the list (e.g. the category heading **Plants** will include an instruction to 'See also classes of plants*, e.g. Gymnosperms and names of specific plants*, e.g. Fuchsias'). When creating a common name heading it is very important to select terminology that reflects the common usage of searchers and authors.

Categories of common names that appear in the list include:

- Animals, classes, orders, families, genera, species
- Articles of clothing
- Chemicals, gases, liquids
- Crimes
- Diseases, disorders
- Drugs, antibiotics
- Fabrics
- Foods, spices
- Games
- Hobbies
- Industries
- Instruments such as musical and scientific
- Metals and alloys
- Minerals, rocks, precious stones
- Organs and regions of the body
- Performing arts
- Plants, trees, vegetables, fruits, wood, weeds, nuts
- Products such as animal, chemical and farm
- Sports, athletic and acrobatic activities
- Tools and equipment for the home, office and industry
- Types of hunting.

The facility to add subject headings in this way greatly increases the specificity of subject searching while not increasing the size of the published list of headings.

6.3   Devising adjectival headings

Many headings in the list can be more specifically described by national, indigenous, ethnic or religious group or style using the adjectival form of the name required. The asterisk next to each relevant category in the note indicates that the cataloguer may devise an adjectival form of the heading in that category, following the example provided. This kind of instruction occurs often in notes under headings in the fields of arts and literature, but also headings such as **Ethics** and **Cookery**. The most common wording of this kind of instruction is:

> The adjectival form for a national* or ethnic* group/style may be added as needed

Such an example is the instruction given under the heading for **Art**:

> **Art**
> SEN   The adjectival form for a national* or ethnic* group/style may be added as needed, e.g. Art, European.

6.4   Devising phrase headings

A number of headings provide the opportunity for the cataloguer to construct a phrase heading in situations where the specific topic is not available.

The word 'subject' in the examples below implies that the supplied term or phrase needs to be a permissible subject heading, i.e. one that either appears in the list or is devised on the basis of instructions in the list.

> **Photography**
> SEN   For photography of different subjects use the phrase heading Photography of [subject], e.g. Photography of animals.
>
> **Art**
> SEN   For subjects in art use phrase headings in the form [Subject] in art, e.g. Animals in art.

At other headings the asterisk reminds the cataloguer that a particular category of heading may be devised. Following the instructions in the example below, a heading such as **Dog breeding** may be devised by the cataloguer.

> **Animal breeding**
> SEN   For the breeding of specific animals* use a phrase heading, e.g. Dog breeding.

In a few cases, two elements in a phrase heading may be devised by the cataloguer, as shown in the example below.

> **Ethnic groups**
> SEN   Works describing a particular racial, ethnic, religious, national or indigenous people are entered under the name of the people* … For works dealing with such groups in a specific country or region, use phrase headings in the form [Ethnic group] in [country/region], e.g. Chinese in Australia.

6.5   Using the subdivisions

Words or phrases added to headings in the list after the long dash (–) are referred to as subdivisions (e.g. **Literature – Collections**). These subdivisions are additional concepts which make headings more specific. These subdivisions supply additional information about:

1. The format of the item, e.g. Dictionaries, Directories
2. The approach of the author, or the discipline in which the topic is set, e.g. Fiction, History, Law and legislation
3. A sub-aspect of the topic which is often a part of the topic or an action relating to it, e.g. Costs, Maintenance and repair
4. The geographical location of the topic, i.e. countries, States or Territories of Australia.

Many headings are both allowed headings in their own right and also used as subdivisions. These headings appear in the list in bold typeface and Indexing Notes (IN) indicate their additional use as subdivisions, e.g. **Indexes**. Other headings may only be used as subdivisions after the long dash (–), and are not allowed as headings in their own right. These appear in the list in normal typeface with notes about their use as subdivisions, e.g. Moral and ethical aspects.

The subdivisions described above are generally of two types:

1. Standard subdivisions may be added where appropriate to any permissible subject heading, i.e. headings either appearing in the list or devised according to instructions provided in the list. Indexing Notes (IN) at the entry for the subdivision explain to the cataloguer how the subdivision is to be used.
2. Restricted subdivisions may only be added either to particular headings or to certain categories of heading. Notes at the entry for the subdivision outline the categories to which the subdivision applies.

Notes about the usage of the headings are provided at the relevant entries for both types of subdivision in the alphabetical list. Cataloguers are advised to check these, but particularly the restricted subdivisions, to determine which categories of headings may or may not be used with the subdivision. The examples provided in these notes will assist in clarifying further usage. If the ready-made subdivided heading appears in the list, however, there is no need to check further.

A heading should only be constructed using a subdivision if a ready-made heading for the multi-concept topic sought is not available in the list. For a resource on business ethics, for example, the heading **Business ethics** is already available in the list; it would therefore be inappropriate to construct the heading **Business – Moral and ethical aspects**.

6.5.1   Standard subdivisions

Types of standard subdivisions:

1. A standard subdivision which is not used as an allowed term, for example:

> Safety measures
> SEN   Use subjects with the subdivision Safety measures, e.g. Timber industry
> – Safety measures; Beaches – Safety measures; Aeronautics – Safety
> measures.

2. A standard subdivision which is also an allowed heading, for example:

> **Cartoons and caricatures**
> SEN   See also subjects with the subdivision Cartoons and caricatures,
> e.g. Computers – Cartoons and caricatures.

> **Maps**
> SEN   See also subjects with the subdivision Maps, e.g. World War, 1939-
> 1945 – Maps; Geology – Maps. See also names of countries*, cities*,
> etc. with the subdivision maps, e.g. Australia – Maps; Victoria – Maps.

List of standard subdivisions

Accidents

Anecdotes

Audiovisual aids

Automation

Bibliography

Cartoons and caricatures

Catalogues

Classification

Collectors and collecting

Databases

Dictionaries

Directories

Diseases

Drama

Economic aspects

Encyclopaedias

Environmental aspects

Equipment

Examinations, questions, etc.

Exhibitions

Fiction

Finance

Folklore

Future

Historiography

History

History – [ ] century

History – Sources

Humour

Identification

Indexes

Law and legislation

Management

Maps

Marketing

Mathematical aspects

Measurement

Microbiology

Models

Moral and ethical aspects

Periodicals

Philosophy

Pictorial works

Poetry

Policy

Political activity

Political aspects

Public opinion

Quizzes

Quotations

Recreational use

Religious aspects

Remedial teaching

Research

Rules

Safety measures

Security measures

Social aspects

Societies

Standards

Statistics

Study and teaching

Taxation

Terminology

Transport

Webquests

Yearbooks

6.5.2 Restricted subdivisions

Types of restricted subdivisions:

1. A restricted subdivision which is not used as an allowed term, for example:

   > Reviews
   > IN   See literary or artistic subjects with the subdivision Reviews,
   >   e.g. Theatre – Reviews.

2. A restricted subdivision that is also an allowed term. In the example below the phrase 'groups of people', which does not have an asterisk, refers to people characterised by age, gender, disability or other similar headings within the list. This kind of group of people is often distinguished from a named national or ethnic group for which headings may be devised if not in the list. The asterisk highlights this difference.

   > **Medical care**
   > SEN   See also groups of people (including national*/ethnic* groups, etc.) with the
   >   subdivision Medical care, e.g. Children – Medical care; Aboriginal peoples –
   >   Medical care.

3. Subdivisions that are widely applicable and therefore considered to be standard, but also apply particularly to certain categories, for example:

   > **Psychology**
   > SEN   See also the subdivision Psychology with names of groups of people (including
   >   national*/ethnic* groups, etc.), e.g. Women – Psychology; and also with subjects
   >   for works dealing with the psychological aspects of subjects, e.g. Art – Psychology.
   >   See also the subdivision Psychology under names of specific animals*, e.g. Dogs –
   >   Psychology.

3. Certain subdivisions are uniquely applicable to certain headings, for example:

   > **Aboriginal peoples – Dreaming**
   > UF   Aboriginal peoples – Dreamtime legends
   >   Aboriginal peoples – Folklore
   >   Aboriginal peoples – Legends
   >   Aboriginal peoples – Mythology
   >   Aboriginal peoples – Religion and mythology
   >   Aboriginal peoples – Spirituality
   >   Aboriginal peoples – Totems
   >   Dreamtime
   >   Folklore, Aboriginal
   >   Mythology, Aboriginal

List of restricted subdivisions

The list of restricted subdivisions below is broadly comprehensive. It does not include all restricted subdivisions available to the cataloguer.

Restricted subdivision	Instructions to apply
Accounting	Industries*, occupations, etc.
Analysis	Types of substances and names of chemicals*
Antiquities	Countries*, cities*, civilisations*
Autobiography	Specific subjects, places*, occupations and activities
Biography	Specific subjects, places*, occupations and activities
Care and health	Groups of people; animals* and parts of the body
Care and treatment	Diseases*, disorders* and conditions*
Careers	Career prospects in specific fields or industries
Children	Names of wars*
Civil rights	Groups of people (including national*/ethnic* groups, etc.)
Civilisation	Countries*, regions*
Collection and preservation	Natural science subjects*
Collections (Literature)	Literary subjects*
Computer-assisted instruction	Specific subjects
Conservation and restoration	Specific subjects
Costs	Types of processes*, services*, industries*, etc.
Criticism, interpretation, etc.	General works on literary criticism for an author
Curriculums	Works on courses relating to a specific subject
Design and construction	Technical subjects
Diseases	Specific subjects
Diseases and pests	Plants* and crops*
Economic conditions	Countries*, States*, regions*, cities*, national*/ethnic* groups and groups of people
Economic forecasting	Countries* and States*
Economic policy	Countries* and States*
Education	Groups of people (including national*/ethnic* groups)
Employment	Groups of people (including national*/ethnic* groups, etc.)
Estimates	Technical subjects
Experiments	Scientific and technical subjects
Gazetteers	Countries*, regions*, etc.
Guidebooks	Countries*, regions*, etc.
History and criticism	Literature, film and music headings
Housing	Groups of persons (including national*/ethnic* groups, etc.) and names of countries*

Restricted subdivision	Instructions to apply
Interviews	Groups of people (including national*/ethnic* groups)
Maintenance and repair	Types of vehicles*, machinery*, equipment*, instruments*, buildings*, etc.
Medical care	Groups of people (including national*/ethnic* groups, etc.)
Mental health	Groups of people (including national*/ethnic* groups, etc.)
Nutrition	Groups of people (including national*/ethnic* groups, etc.)
Personal accounts	Names of events
Physiological effects	Appropriate subjects
Portraits	Groups of people (including national*/ethnic* groups, etc.)
Problems, exercises, etc.	Works on specific subjects which consist predominantly of practice problems or exercises
Programmed instruction	Specific subjects for programmed texts and for discussion of this instruction method
Programming	Names of computers*
Psychology	Groups of people (including national*/ethnic* groups, etc.); specific animals; subjects for works dealing with psychological aspects
Recreation	Groups of people (including national*/ethnic* groups, etc.)
Rehabilitation	Specific subjects
Reviews	Literary or artistic subjects
Sanitation	Specific subjects
Similes and metaphors	Names of languages*
Simulation methods	Specific subjects which discuss the development or use of models for studying specific systems
Social conditions	Groups of people (including national*/ethnic* groups) and names of countries*
Social policy	Countries*, States* and Territories* of Australia, and names of national*/ethnic* groups
Statistical methods	Works on the application of statistics to problem solving in a particular subject
Tables, etc.	Scientific and technical subjects for works in table form
Testing	Psychological and technical subjects
Training	Specific subjects
Women	Names of wars*

6.5.3 Geographical subdivisions

The Indexing Note (IN) 'May subdiv. geog.' indicates to the cataloguer that the heading may be subdivided by countries, geographical regions and Australian States and Territories. Over the years this instruction has been restricted to subjects where the amount of material described in the catalogue warrants extended division, or when the geographical aspect is fundamentally important to the use of the material.

Examples:

Education – New Zealand

Education – Developing areas

However, a resource about education in California would be entered under **Education – United States** and not **Education – California**. If a more specific access point is required, such as the name of a city, then a second subject heading may be constructed under the specific place name.

Examples:

Education – Victoria
Geelong (Vic.)

Education – New Zealand
Wellington (N.Z.)

Ongoing revision of the list will see more subject headings that will be permitted to be subdivided geographically, particularly those headings that have been attached to large numbers of bibliographic records on the SCIS database.

6.5.4　Period subdivisions

Specific period subdivisions are used with names of countries and the states of Australia after the following subdivisions:

-　　Economic conditions
-　　History
-　　Politics and government
-　　Social conditions
-　　Social life and customs

In determining specific period subdivisions, SCIS is guided by the broad period spans found in the history schedules of *Dewey Decimal Classification and Relative Index.* However SCIS uses overlapping periods in all cases.

Examples:

Australia – History – 1991-2000
Australia – History – 2000-

The period subdivisions found under the – History subdivision for a specific country may be used under any of the above subdivisions for that country. Rather than listing all period subdivisions applicable at each of these subdivisions for each country where specific period subdivision is applicable, notes at each of the applicable main headings, for example **Economic conditions**, or reference heading (Politics and government), contain the instruction that:

The period subdivisions listed under the History entry at specific countries* and states* may also be added …

If the country does not appear in the list, or appears without period subdivisions (for example **West Indies**), the heading for that country may be subdivided by any of the above subdivisions, with further subdivision by century but not by specific period.

Subdivision by century may be used under certain headings as directed, for example **Art, Modern - 19th century**. Literature, film and music headings may be further subdivided by century, for example **Australian poetry – 20th century**. The subdivisions – History – [ ] century may be added to specific subjects, for example **Inventions – History – 19th century**. The heading **Costume** may also be further subdivided by century, for example **Costume – 18th century**.

6.6   Model headings

Model headings enable a list to be kept to a manageable size and certain subject headings and their subdivisions have been selected in this list to act as model headings. Model headings allow similar headings to be treated the same way or have the same set of subdivisions applied where necessary.

The heading **Motor vehicles** has an Indexing Note that states that subdivisions under the heading may be used for different types of motor vehicles. For example, **Motor vehicles – Air conditioning** appears in the list, therefore a heading such as **School buses – Air conditioning** may be constructed.

At the heading **Shakespeare, William** there is an Indexing Note stating that when applicable, the subdivisions attached to this author may be used with the names of other voluminous authors. For example, **Shakespeare, William – Adaptations** and **Shakespeare, William – Plots, themes, etc.** appear in the list. Therefore headings such as **Kenneally, Thomas – Adaptations** and **White, Patrick – Plots, themes, etc.** may be devised by the cataloguer if needed.

The following table lists the categories of headings which are used in this way and the heading used as a model in each case. Detailed instructions about the application of subdivisions are provided at each model heading, and it is advisable to check these when required.

Category	Model heading
Animals	Animals
Cities	Melbourne (Vic.)
Countries	Australia New Zealand
Languages	English language Japanese language
Literary authors	Shakespeare, William
Literatures	English literature
Religious scriptures and parts of the Bible	Bible
States and Territories of Australia	Victoria
Types of motor vehicles	Motor vehicles
Wars	World War, 1939-1945

6.7 Multi-concept headings

When assigning headings to a resource in hand it is preferable, as far as possible, to limit the number of concepts in a heading to two – the heading plus one subdivision. However, there will be cases where two subdivisions will need to be added unless there is an instruction not to do so. A teaching resource about homes of animals would be given the heading **Animals – Homes – Study and teaching**. A directory of schools in New Zealand would be given the heading **Schools – New Zealand – Directories**.

Second subdivisions are applied more commonly to heading and subdivision combinations appearing in the list. For example, **Animals – Diseases** appears in the list. A history of animal diseases would be given the heading **Animals – Diseases – Encyclopaedias**. As the heading **Animals** is a model heading for names of specific animals it would also be appropriate for a history cat diseases to be assigned the heading **Cats – Diseases – Encyclopaedias**.

The use of the subdivision History with different time periods is another example of the use of the second subdivision, e.g. **Australia – History – 1851-1901**. Fiction about the colonisation of Australia would require a *four*-concept heading, thus: **Australia – History – 1788-1851 – Fiction**.

6.8 Directions from non-allowed headings

Non-allowed terms direct the user to one or more allowed headings by means of a USE reference. Frequently, a note may provide additional information about the availability and usage of an allowed subdivision.

Example:

> Government employees
> IN   For works on government employees of a country use the name of the country* with the subdivision Officials and employees.
> USE   Public service

The user in the above example is being advised to use the heading **Public service** to represent the concept of government employees. If the resource is about government employees of Australia, the heading would be **Australia – Officials and employees**.