

1. INTRODUCTION

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1:A FUNDAMENTAL POLICY CONSIDERATIONS

1:A1 Relevance to Schools Catalogue Information Service objectives

The Schools Catalogue Information Service (SCIS) exists to help Australian and New Zealand schools make the most effective use of educational resources. It does this by arranging and coordinating the sharing of cataloguing and curriculum information generated by Curriculum Corporation members and others.

The standards which Curriculum Corporation and the member cataloguing agencies adopt must be suitable for and acceptable to Australian and New Zealand schools. They must result in products which are valuable and accessible to teachers and students. Thus, for example, SCIS developed and published the *SCIS Subject Headings* as a standard reference tool in subject cataloguing, specifically responding to the particular educational and linguistic needs of Australian and New Zealand students and teachers.

The Standards must be explicit so that users of SCIS products can understand the basis of technical decisions, contribute to the ongoing review of those decisions, and use them to teach students to understand the concepts on which the organisation of information in the catalogue is based.

1:A2 Acceptability to Curriculum Corporation members

Curriculum Corporation relies on its members to contribute the information which forms the national database. In such a cooperative enterprise, goodwill can be maintained only if the professional views and concerns of each member are acknowledged and respected. The formulation of these Standards – itself a cooperative undertaking – attempts to embody, as much as possible, the major technical needs of all members. To the extent that give and take on some points has been necessary, especially in areas where variant interpretations on approaches have more or less equal validity, these Standards are a compromise. They nevertheless represent a generous spirit of consensus as all members seek to optimise the benefits of cooperation for the schools they serve.

1:A3 Relationship to international standards

SCIS has always understood that its bibliographic records would be evaluated by other professionals in the library and information industry. While the Standards have been carefully and deliberately tailored to meet the needs of schools, SCIS sees no value and no future in departing too radically from generally accepted cataloguing standards.

More importantly, Curriculum Corporation wishes to keep open every possible option for its products to be used by other client groups and for it to be able to use, with minimal difficulty, products from other sources. Compatibility with internationally accepted standards – consistent with the particular needs of student users – has therefore been an aim of Curriculum Corporation.

1:B BOUNDARY CONDITIONS

1:B1 Descriptive cataloguing

Descriptive cataloguing will be defined by rules described in:

- *Anglo-American Cataloguing Rules*. 2nd ed., 2002 Revision. Chicago, Ill.: American Library Association, 2002 + Amendments approved by the Joint Steering Committee of AACR.

These rules will be accepted:

- at First Level of Description (paragraph 1.0 D1, page 15), plus
- the majority of the elements from the Second Level of Description – see Chapter 2.

1:B2 Classification

All materials will be classified to produce two classification levels according to:

- *Dewey Decimal Classification and Relative Index*. 22nd ed.. Dublin, Ohio.: OCLC, 2003 (DDC22).
- *Abridged Dewey Decimal Classification and Relative Index*. 14th ed. Dublin, Ohio: OCLC, 2004 (ADDC14)

OR

- *WebDewey*. Dublin, Ohio: OCLC. <http://connexion.oclc.org>

1:B3 Subject cataloguing

Subject cataloguing will be defined by instructions in:

- *SCIS Subject Headings*. Latest ed. Carlton South, Vic.: Curriculum Corporation.
- OR
- *SCIS Subject Headings Online*. Carlton South, Vic.: Curriculum Corporation. <http://scis.curriculum.edu.au/scisshl/>
 - *Schools Online Thesaurus*. Carlton South, Vic.: Curriculum Corporation. <http://scot.curriculum.edu.au>

1:B4 New editions of texts

When new editions of specific textual references are published, Curriculum Corporation and its member agencies will determine if and/or when they are to be adopted as standards and will revise this document accordingly.

1:C LIST OF AUTHORITIES

- 1:C1** *Anglo-American Cataloguing Rules*. 2nd ed., 2002 Revision. Chicago, Ill.: American Library Association, 2002 + Amendments approved by the Joint Steering Committee of AACR..
- 1:C2** *Dewey Decimal Classification and Relative Index*. 22nd ed. Dublin, Ohio: OCLC, 2003.
- 1:C3** *Abridged Dewey Decimal Classification and Relative Index*. 14th ed. Dublin, Ohio: OCLC, 2004.
- OR
WebDewey. Dublin, Ohio: OCLC. <http://connexion.oclc.org>
- 1:C4** *Dewey Services. Updates. New and Changed Entries*. Dublin, Ohio: OCLC. <http://www.oclc.org/dewey/updates/new/>
- 1:C5** *SCIS Subject Headings*. Latest ed. Carlton South, Vic.: Curriculum Corporation. + New and changed headings approved by the SCIS Information Services Standards Committee.
- OR
SCIS Subject Headings Online. Carlton South, Vic.: Curriculum Corporation. <http://scis.curriculum.edu.au/scisshl/>
- 1:C6** *Schools Online Thesaurus*. Carlton South, Vic.: Curriculum Corporation. <http://scot.curriculum.edu.au/>
- 1:C7** *The Macquarie Dictionary*. Latest ed., Macquarie Library.
- 1:C8** *MARC 21 Format for Bibliographic Data, Including Guidelines for Content Designation*. 1999 ed. Washington, D.C.: Library of Congress.
- 1:C9** *MARC 21 Format for Authority Data. Including Guidelines for Content Designation*. 1999 ed. Washington, D.C.: Library of Congress.
- 1:C10** *MARC 21 Concise Format for Bibliographic Data*. 2006 concise ed. Washington, D.C.: Library of Congress. <http://www.loc.gov/marc/bibliographic/>
- 1:C11** *MARC 21 Concise Format for Authority Data*. 2006 concise ed. Washington, D.C.: Library of Congress. <http://www.loc.gov/marc/authority/>

1:D REFERENCES

- 1:D1** In addition to the above authorities, Curriculum Corporation recommends the use of certain reference works which are cited at the appropriate places in the following sections.