

The

Bliss

CLASSIFICATION BULLETIN

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EDITORIAL

Derek Langridge and Barbara Dean

We were greatly saddened, just before this editorial was written, to learn the news of the unexpected death of Derek Langridge on 13 June 2000. Friend, critic, helper, teacher, inspirer – he was all these things and more beside, and he will be greatly missed by his many friends and colleagues.

Another stalwart from the early days of the BCA was our former Hon. Treasurer, Barbara Dean, who died in December 1999, aged 81.

Appreciations of both colleagues, to whom in different ways we shall always remain deeply indebted, appear in these pages.

A Scientific advance

THE PUBLICATION OF CLASSES AY/B, General Science and Physics, in November 1999 marked a great step forward in the history of the scheme. This volume is an immense intellectual achievement, and the Editor and those who helped him, notably Eric Coates and other members of the Classification Research Group, richly deserve our thanks and congratulations. We thought Mathematics was the most difficult class, but it seems that in some ways Physics was even harder.

However, having climbed that peak, we certainly cannot afford to relax and let the impetus slacken for a moment, and equally we must not delude ourselves into thinking that the task that remains will be easy. CHEMISTRY, for example, is now tantalisingly close to completion. The analysis and structure of the class have long since been worked out, and decisions finally taken about where to draw the line when making provision for chemical compounds. There is no limit to them, and their importance in the literature did not conveniently suggest an arbitrary cut-off point in the schedules. After careful checking and proof-reading, this class should go to our publishers this autumn, and nothing must be allowed to delay it further.

THE EARTH AND LIFE SCIENCES *should* be easier, being able to draw on physics and chemistry, but they have their own problems. Is the invariable organism-before-process citation order still justified by the way the life sciences are studied today? Can this order be maintained while providing for a "study example" as a common subdivision or alternative when the *process*, rather than the particular organism is the focus of attention? A survey of the literature of Botany and Zoology revives memories of Chemistry : how far should one go in enumerating the myriad species of living organisms in the schedules?

THE TECHNOLOGY CLASSES, although well developed, still wait upon their parent sciences for their completion. In the mean time, technologies do not stand still and their demand for vocabulary is likewise seemingly insatiable.

HISTORY (with its associated auxiliary schedules) prompts further questions about citation order and alternatives. When is history History, with a capital 'H', and when is it a common subject subdivision of other classes? Should topic take precedence over period? Should the conventional historical periods recognised in the literature be enumerated or synthesised? How much enumerated detail is required for places in Schedule 2? THE ARTS, too, have their own problem areas, as Douglas Foskett's contribution in this issue of the *Bulletin* makes clear.

And when all is done, there will still be the task of revising the auxiliary schedules and also those earlier classes – Religion, Psychology, the Health Sciences – whose vocabulary today needs to be expanded brought up to date. There is indeed no end to the work, but that should not deter us from setting realistic targets and pressing ahead with renewed enthusiasm.

Annual General Meeting 2000

This year's AGM will be held at the Commonwealth Institute, Kensington High Street, London W8 6NQ, on Friday, 24 November, at 2.15 p.m. Following the meeting, Dr Steven Pollitt (Technical Director, View-Based Systems Ltd) will give a talk on "Bliss and View-Based Searching".

We hope to see you there.

*Tony Curwen
Aberystwyth*

August 2000

BLISS CLASSIFICATION ASSOCIATION

Minutes of the ANNUAL GENERAL MEETING of the Bliss Classification Association held at 2.15p.m. on Friday, 26 November 1999 at the National Institute for Social Work, 5 Tavistock Place, London WC1H 9SN

Present:

Jack Mills (Personal member; BCA Chair)
Heather Lane (Sidney Sussex College, Cambridge; Hon. Secretary)
Angela Haselton (Tavistock Library; Hon. Treasurer)
Jean Aitchison (personal member)
Aidan Baker (Haddon Library, Cambridge)
Vanda Broughton (UCL)
Eric Coates (BSO Panel)
Tony Curwen (Personal member; Editor, *BC Bulletin*)
Frank Emmott (Barnardo's)
Jeremy Larkin (NCH Action for Children)
Helen Mackin (Barnardo's)
Marion Macleod (Fitzwilliam College, Cambridge)
Rupert Price (NSPCC)
Elizabeth Russell (personal member)
Alan Thomas (Pratt Institute)
Angela Upton (NISW)
Paul White (NSPCC)
Ruth Winch (Haddon Library, Cambridge)

1. **Apologies** were received from Ken Best, Sally Chambers, Ia McIlwaine, Chris Preddle, Chris Child, Rhona Watson, Alex Perkins, Wai Kirkpatrick, Karen Attar, Martin Williams, and Mark Dickerson.

2. **Minutes of the previous meeting**

The minutes were circulated.

The minutes were then approved and signed as a correct record.

Proposed: Angela Haselton, Seconded: Aidan Baker

3. **Matters arising**

There were no matters arising from the previous minutes.

4. **Progress of BC2: Editor's report**

4.1 Mr Mills commented on his written report, which had been circulated to the meeting and would be appended to the minutes. He made particular mention of the publication of Class AY-B on 12th November, 1999. He expressed the committee's concern to ensure that new schedules received review in the professional press and asked that users do all in their power to publicise the scheme.

4.2 Users of the schedules were asked to submit any changes, however minor, or additional vocabulary to the Editor of the *Bulletin*.

- 4.3 The Chairman gave a public vote of thanks to Colin Neilson who had done so much to provide camera-ready copy of the schedules in the past few years. The task of crc production has now moved to Cambridge, where the transfer of the programs to a Windows environment will be overseen by the Honorary Secretary.
- 4.4 In response to a question from Jean Aitchison about the progress of Classes E-G (Biological Sciences), Mr Mills replied that these schedules should not be difficult to complete given the existence of an excellent penultimate draft. As a revised draft of DA-DG (Astronomy) and a notated draft of Class DH-DZ (Earth Sciences) were in use in Cambridge it was hoped that publication of classes D-G would follow that of Class W, scheduled for late 2000. There were problems in placing biological technology, which had been discussed by the Classification Research Group. Good progress had also been made on Classes U-V (Technology).
- 4.5 As well as Class D, penultimate drafts for History (including Archaeology) and for Philology are available from the Hon. Secretary. Jean Aitchison suggested that publicising the availability of these drafts would be beneficial, and Mr Mills replied that every effort would be made to do so in the next issue of the Bulletin. In the interim, full details of availability had been posted onto the BCA website:

<http://www.sid.cam.ac.uk/bca/bcahome.htm>

5. Treasurer's report

- 5.1 Angela Haselton commented on the accounts for the year to 31 July 1999, which had been circulated to the meeting.
- 5.2 The Association's finances remained healthy, with a steady income from royalties from Bowker-Saur.
- 5.3 The Alliance & Leicester account would be closed in accordance with the wishes of members at the 1997 AGM, and it was hoped that the difficulty of the Alliance & Leicester share dividend being paid to the Treasurer in person would then be resolved.
- 5.4 A Business Investors account with the Nationwide was opened to provide a higher, tax free investment.
- 5.5 Acceptance of the accounts was unanimously **approved**.
Proposed: Tony Curwen; Seconded: Elizabeth Russell.
- 5.6 Membership - during 1998-1999 the Avon Probation Service, the British Library and the National Library of Australia withdrew from membership. However, the NLA have reconsidered in response to a letter from the Treasurer, and reinstated their subscription. Chris Preddle and Gerard Power have joined as personal members, and all users are encouraged to join the Association to support its work.
- 5.7 Mr Mills expressed the Association's thanks to the Treasurer for her work during the year.

6. BC Bulletin

- 6.1 Tony Curwen proffered his thanks to all the year's contributors and apologised for the delay in delivery of the 1999 *Bliss Classification Bulletin*.
- 6.2 The *Bulletin* would continue to provide a vehicle for publication of amendments and corrections which, it was emphasised, were approved by the Editor prior to publication. The importance of members' comments on the schedules was stressed. It was hoped that the 2000 edition would be devoted to the Health Sciences.

6.3 Mr Mills complimented the Editor on the 1999 edition of the *Bulletin* and thanked him on behalf of the Association for his work.

7. **Publicity**

7.1 Publicity leaflets for Classes H and T and TQ were in production. Vanda Broughton had offered to produce a leaflet for Class AM-AX (Mathematics).

7.3 The committee intended to hold a training course on faceted classification in London during 2000, in association with the LIS School at UCL. It was hoped that the course might provide both a basic introduction and a refresher to those involved in continuing professional development. The BCA is committed to the principle of teaching classification as a fundamental discipline.

8. **Auditor's election**

Ken Best was thanked for his continued help as the Association's Honorary Auditor. His re-election was *proposed* by A. Haselton and *seconded* by H. Lane, and unanimously **approved**.

9. **Committee elections**

Two committee members (Angela Haselton and Tony Curwen) were due for re-election, and had agreed to stand again for the officer posts which they currently held, namely Hon. Treasurer and Editor of the *Bulletin*. There were three further vacancies for ordinary members of the committee. Two nominations had been received, for Vanda Broughton and Sally Chambers. All four were duly elected unopposed to serve for a period of three years, 2000-2002. Mr Mills asked the members present to consider standing, and to contact the Secretary if they were interested. The Committee could co-opt a further two members for 2000. Following the meeting Jean Aitchison was co-opted for one year.

10. **A.O.B**

Mr Mills thanked Ms Angela Upton of the National Institute for Social Work for her hospitality and for agreeing to host the meeting. As there was no further business the meeting closed at 3.10p.m.



Remember to keep a watch on the Bliss website :

<http://www.sid.cam.ac.uk/bca/bcahome.htm>

for the latest information about the Association and BC2 – including availability of schedules (both

published and in draft), application of the scheme and links to users' sites.

BLISS CLASSIFICATION ASSOCIATION

Consolidated Receipts and Payments for the Year Ending 31st July 1999

RECEIPTS

<u>1998</u>	Balance brought forward at 1st August	<u>1999</u>
4778.58	Deposit account	5512.87
0414.80	Current account	0770.70
1621.15	Societies account	1358.26
	Subscriptions	
0110.00	Personal	0160.00
0511.01	Institutional	0834.52
0609.55	Royalties on 2nd edition	0105.30
0044.76	Distribution from M & G (Charibond)	0074.59
	Other receipts	
0000.00	UDC Consortium	0000.00
0016.00	Alliance & Leicester share dividend	0097.25
	Transfers	
1000.00	to Clubs & Societies a/c from Current a/c	0000.00
0300.00	to Current a/c from Clubs & Societies a/c	1000.00
0000.00	to Alliance & Leicester a/c from Current a/c	1000.00
	Interest payments	
0108.74	Deposit (Alliance & Leicester) a/c	0110.93
0037.11	Clubs & Societies a/c	0009.58
<u>8551.70</u>		<u>11034.00</u>

Current Assets at 31st July

<u>1998</u>		<u>1999</u>
0800.13	Charibond (at cost)	0800.13
0770.70	Cash in Current account	0886.24
1358.26	Cash in Societies account	0367.84
5512.87	Cash in Deposit (Alliance & Leicester) account	6826.35
1007.07	Computer equipment	0805.66
<u>0201.41</u>	less depreciation @ 20% per annum	<u>0161.13</u>

0805.66

0644.53

9247.62

9525.09

PAYMENTS

1998

1999

0324.78	(0384.58) ⁽²⁾ Committee and AGM expenses	0378.70 ⁽¹⁾ (0360.90) ⁽²⁾
0058.30	Stationery, postage and photocopying	0051.17
0085.00	Bulletin printing	0065.00
0141.79	BC2 expenses (computer equipment, textbooks printer paper)	0476.50
	Transfers :	
0000.00	from Current a/c to Alliance & Leicester a/c	1000.00
0300.00	from Clubs & Societies a/c to Current a/c	<u>1000.00</u>
0909.87		2971.37

Balance in hand at 31st July

5512.87	General deposit account	
0770.70	General current account	
<u>1358.26</u>	Clubs & Societies account	<u>0367.84</u>
<u>7641.83</u>		<u>8040.43</u>
<u>8551.70</u>		<u>11051.80</u>
		<u>(11034.00)</u> ⁽²⁾

Notes: (1) This includes an amount of £59.80 not cashed in 97/98 and repaid in 98/99 and a cheque for £17.80 issued in 98/99 but not cashed.

(2) This excludes the cheque for £17.80 detailed in (1) above.

Angela Haselton

Honorary Treasurer
40c Morpeth Road
LONDON
E9 7LD

Auditor's Report

I have examined the books, bank statements and other relevant papers of the Bliss Classification Association and find the above statement of accounts to be correct.

Ken Best

Honorary Auditor
30 Cissbury Close
HORSHAM
West Sussex
RH12 5JT

PROGRESS OF BC2 IN 1999 : EDITOR'S REPORT TO THE AGM

Development of Schedules and Publication

Introduction and Common Auxiliaries. Bowker-Saur is going to produce a limited reprint of the first volume of BC2, pending a proper revision.

Class AY : Science and Technology (General) and Class B : Physics. The single volume containing these two classes was published on 12 November 1999 after a series of unfortunate delays which prevented Colin Neilson from completing the camera-ready copy for Bowker-Saur. We are grateful to Kristin Susser and her colleagues at Bowker-Saur for their forbearance in the face of these delays and the promptness with which they published the volume once they received the camera-ready copy. So the massive set of classes for the natural sciences has begun to emerge at last.

Class C : Chemistry. Completion of this formidable class (all BC2 classes have their difficulties – but some are more difficult than others) has occupied much of our time in the past year and is now nearing its end. Assuming that the new arrangements for producing the camera-ready copy will be completed by the end of January 2000 it is hoped to send it to Bowker-Saur by the end of February.

Class I : Psychology and Psychiatry. Angela Haselton reported to the April meeting of the BCA Committee that this class is now o/p. It was agreed that a revised edition should be prepared and Angela said that the additions and corrections found necessary for the big special collection at the Tavistock Institute could form an invaluable basis for such a revision.

Class LA : Archaeology. A notable addition to the BC2 Penultimate Drafts has been the schedule for Archaeology prepared for the Haddon Library, Cambridge. This is described very clearly in the excellent article appearing in the current *Bliss Classification Bulletin* [i.e., No. 41, 1999] by Liz Russell and Heather Lane, which is as rich in concrete examples as a good site is rich in artefacts. The draft schedule is the product of cooperation between Aidan Baker, librarian of the Haddon Library, Clare Sargent and Graham Howarth at King's College, and Liz and Heather.

Class P : Religion, The Occult, Morals and Ethics. A welcome feature of the current *Bliss Classification Bulletin* is the appearance of a substantial block of corrections and amendments to Class P. Thanks are due to Tony Curwen for his meticulous work in bringing up-to-date all the "Add" instructions and references in Class P involving the new classes published since 1977.

Class U/V : Technology. Eric Coates produced a near-complete version of this massive class a decade ago and now, with the completion of General Science, Physics and Chemistry, it can be finalized. A fair amount of time has been spent notating the class and finalizing a number of specific technologies needed urgently by Sidney Sussex College – another example of BC2 schedules being tested against a working collection. The general structure of the class has

proved to be rock-solid, but Eric is now revising a number of areas where the technology has generated significant new vocabulary.

Class VT : Housekeeping Technology. The relationship of this class to the rest of Technology is considered in an article in the current *Bliss Classification Bulletin* ("Domestic Bliss" – for which title Tony Curwen is typically responsible). For the designer, the schedule turned out to be a nice little exercise in facet analysis. It was also profitably discussed at a meeting of the Classification Research Group. Its vocabulary requires amplification but no great difficulties are expected.

Class W : The Arts. Douglas and Joy Foskett have completed their most valuable labours on the extensive vocabulary of this class, especially with reference to the many styles, schools and movements which have to be accommodated. When U/V is finished this vocabulary will be fitted into the detailed structure of this class (already established) and the class prepared for publication.

Derek Langridge presented a paper at the CRG on the ideal structure for the Music class and its relationship to the structure of the overall Arts class, stressing the exceptional importance of the history facet (as distinct from the techniques, etc.).

Preparation of Camera-Ready Copy.

Colin Neilson, for whose past services in this matter we are very grateful, has now handed over the job of preparing camera-ready copy to the BCA Committee. Heather Lane at Sidney Sussex College has now received all the documentation relating to the programs involved and will soon be analysing this in order to determine procedures for all future volumes of BC2. She is confident that these will be settled by the end of January and will enable the production of camera-ready copy for the next volume (Class C, Chemistry) to proceed smoothly.

A major problem in these programs has always been that relating to the A/Z index. Eric Coates has offered to assist in resolving this problem; he presented a paper to the CRG two years ago on the problems of revising the programs for the production of a consolidated A/Z index to the full system as soon as this is completed.

Publicity to Increase Membership.

The need for publicizing the advantages of BC2 continues to be a major concern of the BCA Committee. A leaflet giving the third (and detailed) outline of the schedules, the contents of which could also go on the Web, is being considered. More leaflets on particular classes are being prepared: Marion MacLeod hopes to produce ones on Classes TQ Management and A/AK Philosophy and Logic; Angela Haselton hopes to produce one on Class H Medicine, and Vanda Broughton one on Class AM Mathematics and Statistics.

Bowker-Saur produced a new Review Copy Survey of five core journals to which they would automatically send newly published volumes and some fifty others from which the Committee are selecting further titles which would also be sent new volumes for review automatically.

The desirability of more articles and letters on BC2 has also been agreed. Heather Lane and Vanda Broughton have already written two papers and more are planned.



The Bliss Classification Association
an association to develop and promote the
Bliss Bibliographic Classification
(Registered Charity no. 270580)

Officers and Members of the Committee 2000

Mr Jack Mills, *Chair, and Editor of BC2*

Mrs Heather Lane, *Hon. Secretary*

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Mrs Jean Aitchison (*Personal member*)

Mrs Vanda Broughton (*University College London*)

Mr Richard Crabtree (*University of London Library*)

Mr Frank Emmott (*Barnardo's*)

Miss Marion MacLeod (*Fitzwilliam College, Cambridge*)

Mrs Elizabeth Russell (*Personal member; c/o Mrs H.E. Lane, Cambridge*)

Prof. Alan Thomas (*Personal member*)

Observer from UDC Consortium:

Dr Ia McIlwaine

Obituaries

Derek Langridge

THE SUDDEN DEATH OF DEREK LANGRIDGE on 13 June 2000, at too early an age, came as a shock to many of his friends, and I write particularly of those (few) of us left in the Classification research group. I was hoping, indeed, to entertain him in my home on his way to the next CRG meeting (which was held on 7 July) as he often did.

Derek was a man of strong, original convictions, which he was accustomed to maintain with vigour, and often with humour – he had a strong sense of the ludicrous in life, which he would embellish with ridicule and a boisterous laugh. He was conservative, or perhaps better, traditionalist, by inclination, but took a keen interest in modern theories of philosophy, especially of education in the work of Professors Paul Hirst and Richard Peters. He applied these to his philosophy of classification, and, together with his strong support for the work of S.R. Ranganathan, they played a part in his original work in subject analysis, and his ability to expound and maintain his ideas with clarity and a certain degree of vehemence.

Like many others, I will sadly miss his invigorating presence as a teacher, as a writer, as a debater, and a good friend.

Douglas J. Foskett
Southsea

Readers of the *Bulletin* will have enjoyed Derek Langridge's stimulating articles and discussions. I had had hopes of coaxing further contributions from him, and it is a sad thought that he is no longer here to share his ideas with us. He has left the profession a dual legacy in the students he taught and in his writings – for example, his books *Classification and indexing in the humanities* (1976) and *Subject analysis : principles and procedures* (1989) – which are still immensely rewarding and readable surveys and analyses of these topics. The Bliss Classification Association is especially indebted to him for his constant support and input to BC2 through the discussions held by the Classification Research Group over many years, whether dealing with general principles and the scheme as a whole, or subject areas in which he had particular expertise, e.g., music, especially jazz. He will indeed be greatly missed. –
Hon. Editor

Barbara Dean, 1918-99

MEMBERS OF BCA will be very sorry to hear of the death of Barbara Dean on 7 December 1999. After service in public libraries in Cheshire, she went to Bishop Grosseteste College, Lincoln, to become its first Tutor librarian in 1964, a post she held until her retirement in 1977. She oversaw extensions to the existing library and then was instrumental in the establishment of the new Sibthorpe Library. Strongly supported and encouraged by the Principal, Joyce Skinner, Barbara advocated and carried out the reclassification of the collections by the Bibliographic Classification (BC1), although she had had no prior experience of the scheme, in the two years from 1966. (This edition, much amended, is still in use today).

One of the early members of the Association, she was its Honorary Treasurer for most of the 1970s. During her period of office, the BCA became a registered charity, with no liability to corporation tax on its investments. Nevertheless, a rapacious Inland Revenue attempted to levy the tax on our modest income from Charifund and Charibond. Nobody who had worked with Barbara would have been surprised to hear that she saw off the IR in a characteristically quiet but determined fashion. A fact that was probably unknown to the IR and even to members of the Association was that prior to taking up librarianship as her chosen profession, she had dutifully followed in her father's footsteps and trained as an accountant!

Throughout her work for the BCA Barbara showed a realistic but sympathetic assessment of the efforts needed to produce BC2, clearly recognising the time-scale and resources which would be required and the inevitable slowness of progress. In this, she managed to combine genuine help and encouragement with a cool and salutary assessment of the hopes propounded by some of the more enthusiastic but unrealistic members of the Committee! She was the very model of a modern Honorary Treasurer, and the Association will always be indebted to her.

Jack Mills

with additions by Chris Childs and Editor.



Blissful Perceptions : BC2 or not in Cambridge

by Karen Attar

AT A STUDENT THEATRICAL PRODUCTION RECENTLY, I sat next to an undergraduate from Sidney Sussex College, Cambridge. "I've visited your library", I remarked, "it uses the same classification scheme as ours." "Oh, are you at Fitz [Fitzwilliam College]?" came the reply. Conclusion : students do notice classification, or at least some of them do, and the Bliss Bibliographic Classification does make an impact!

The Bliss libraries

As background to a case study on the application of Bliss in the library of King's College, Cambridge, I decided to contextualise the King's practice. Each department or faculty, as well as each college, in Cambridge has a library, primarily to support undergraduate teaching needs. The departmental libraries (three of which use Bliss) by nature focus on a specific subject area; the college libraries support the range of subjects taught within the University. I limited queries to other college libraries within Cambridge in order to compare like with like. All the Bliss libraries contribute to the Cambridge Union Catalogue. Since we look at each other's catalogue records when classifying, we automatically note something about each other's methods and decisions where the schedules allow for one or more alternatives. I supplemented this information, gathered incidentally, by visiting the other college libraries which use Bliss with a set of questions, and the librarians of Queens', Jesus, Sidney Sussex and Fitzwilliam Colleges gave generously of their time and expertise.

The survey of other libraries

To ascertain the views of other librarians, I further sent a survey to all the college libraries in Cambridge which do not use Bliss. The results of this survey constitute the remainder of this

article. Of the 26 libraries involved, a gratifyingly high proportion of 23 returned the survey, with one further response by telephone. Thus the response rate was 92%.

Libraries were asked to tick any of the following options which applied to them:

- (a) *We have classified / re-classified our library within living memory;*
- (b) *We are considering classification / re-classification;*
- (c) *We should like to classify / re-classify if we had the resources.*

For eight libraries, the survey ended there. One of the two libraries which did not respond to the survey would probably have constituted a ninth. Further questions for libraries which ticked one of the options were:

Did you / would you consider Bliss? Why / why not?

If you have reclassified: why did you choose your present system?

*If you are contemplating reclassification in any system other than Bliss:
what system(s) are you considering / would you consider, and why?*

A more helpful phraseology of the question 'Did you / would you consider Bliss?' would have been: 'Did you / would you *seriously* consider Bliss?' Eleven of the seventeen libraries concerned (65%) said that they would not consider, or had not considered, Bliss. Six had, but three of those rejected it. In fact, reasons given in the answers showed that the only distinction between (1) not considering Bliss and (2) considering Bliss and rejecting it was a hair-splitting one of degree, so that it is sensible to class these together, bringing the total of libraries inhospitable to Bliss to fourteen (82%).

Reponses

Two of the libraries which say that they considered Bliss and rejected it are now on Dewey, and one on the Library of Congress. Of the libraries which definitely did not, or would not, consider Bliss, seven are on Dewey, three are on in-house systems, and one is on the Library of Congress. Two of the three libraries sympathetic to Bliss currently use an in-house system; one is on a modified version of Dewey. Each of these three differed in its reasons for contemplating Bliss. One stated: 'simplicity'. The other two responses referred to the use of Bliss in other Cambridge libraries, which was heartening in showing its possible influence through its merits. One library (on an in-house, presumably shelfmark system) wrote: 'Having seen it applied in other libraries, it is a logical way of arranging the books so that readers can easily find what they're looking for. It also allows later editions to be located next to the previous editions and additions can easily be made to the run of books in a relevant location'. The other, on Dewey, wrote open-mindedly of Bliss: 'Several College libraries find it satisfactory'. However, that library would also consider a Dewey update, on the basis of student familiarity with Dewey, and of Dewey working quite well for its collection.

The general Dewey bias is extremely evident. Three libraries currently on Dewey would consider reclassification only to a later version of Dewey, for the sake, understandably, of minimum upheaval. Interestingly, whereas the Bliss librarians are on the whole enthusiastic about and committed to Bliss, having selected it because they believed it to be the best, the Dewey librarians in Cambridge show no such devotion to Dewey. The general feeling is that it is not ideal, but that it works reasonably well for their collections. The major argument for Dewey in the Cambridge context is user familiarity, mentioned by 5 libraries. The Fellow Librarian of a relatively recent convert to Dewey expressed this view most clearly when he related that his College had seriously considered Bliss for its intrinsic merits. It subsequently chose Dewey because the Library in question is an imposing building, which could seem off-putting. Selecting a system which students were likely to know from their school libraries was part of making students feel at home in the library.

Staff training

Linked with the idea of user familiarity working against Bliss was the concept of staff familiarity, mentioned by two libraries as reasons for not adopting it. Three librarians (including one from a library which would not consider reclassifying at all) said that they themselves had not come into contact with it since library school. (Librarians' familiarity was also at issue for two libraries in Cambridge when they selected Bliss, King's College deciding in its favour because the librarian who recommended its adoption had worked with UDC, so was disposed towards another faceted scheme, and Queens' College because the relevant librarian had worked with Bliss at King's.) Two libraries stated as a disadvantage that library schools tend not to teach Bliss, leading to the need for the library to train staff to classify. This is wearying, certainly, in libraries with a high staff turnover, as can easily arise through professional progression in a town with a great many libraries. Yet the objection is not insuperable. Not only is Cambridge fortunate in attracting librarians of high calibre who learn fast, but the Cambridge mentality is such that one can expect staff of decent quality to learn for themselves. (I had never seen Bliss before the library tour which preceded my interview at King's College, and acquired part of my training from Maltby's and Gill's *The Case for Bliss* (London: Bingley, 1979), and much of the rest by looking at schedules and previous classmarks). The issue remains, however, of greater familiarity with the Library of Congress and the Dewey Decimal Classification schemes.

Availability of schedules

Two libraries gave as reasons for not choosing Bliss that the schedules are not complete. This is a very real impediment, as the decision to classify into Bliss requires ongoing commitment, a need accepted by most Bliss libraries in Cambridge with varying degrees of equanimity. Only Fitzwilliam College avoids the dilemma by not having had a timescale imposed on its classification project; thus it classifies directly into schedules as they are published without interim classification. The alternative is to remain locked in draft schedules, as is happening at King's College. This isolates the College Library and effectively bars collaborative classification.

Perceptions

Three libraries would not consider Bliss because the librarians consider it too complicated; a fourth, similar, comment was that a faceted scheme is not the best for a small, non-specialist library, as opposed to a departmental one. Whether the complication was to be seen from the users' or from the staff point of view was not clear. Possibly perceptions need to be attacked. During classification into Bliss at both King's and Sidney Sussex Colleges, students were enthusiastic about the project, although their eagerness concerned the move from a shelfmark to a classified system *per se* rather than relating to the particular scheme chosen. Now they tend not to comment on classification at any of the Bliss college libraries in Cambridge, except for the occasional remark on a book wrongly classified (or wrongly labelled - King's College has lost philosophy books to the maths section temporarily through MS Word's automatic correction of 'ADN' to 'AND'). One suspects, however, that students, who in the face of current financial slashes increasingly demand 'service', would complain if they found the system difficult. Certainly they have few problems finding the books that they want.

A questionnaire sent to Directors of Studies (i.e. the academics in specific subject areas responsible for organising the students' teaching in their area, and for book selection and deselection in their sections of the College Library) at King's College yielded a low response rate, but of those who did return the survey, one succinctly described Bliss as 'marvellous'. Some found the longer classmarks too long, but all replied that they could easily find the books that they wanted, that there was adequate differentiation between the books in their field, and that they did not find the combination of letters and numbers confusing. From the librarian's point of view, classifying into Bliss does require effort; and in the College context,

in which various tasks and projects compete for attention, much boils down to the librarian's willingness to devote effort to classification.

Ready-made classmarks? ...

The final argument against Bliss, made by two college libraries, was that it is less established than the "big three" schemes, that Bliss classmarks are not readily provided, and that collaborative classification is not an option. The flexibility of Bliss means that the inclusion of Bliss classmarks in CIP data would not remove all intellectual exertion, although it would reduce it.

... and shelving problems

A particularly interesting case was that of Homerton College, which abandoned partial use of BC1 in its library for Dewey because of the latter's ubiquity. Homerton's experience was that users found Bliss difficult to follow, finding numbers easier than letters to locate an item, and being confused by the use of letter-based classmarks in conjunction with filing letters on labels which, at the time, had to be handwritten. Sidney Sussex and Jesus Colleges, using word processors, overcome the possibility of confusion by using a smaller font for filing letters under a dividing line. Experience at King's College, Cambridge, confirms the possible problem. Its old, handwritten labels are on templates with dividing lines which are clear to read. Labels are now word processed. The insistence of King's College on simple classmarks, ignoring form subdivisions as a matter of principle and often omitting minor facets in practice, renders filing letters an important element of differentiation, so that we do not use a smaller font. We introduced a template only last year, and there is now, except for very long classmarks, a gap between the classmark and the filing characters. In the interim period, labels were not always clear, lacking any division between the classmark (in capital letters) and the filing characters (in lower case letters). Students do not appear to find the distinction confusing when looking for books, but for books with these labels there is a noticeable amount of mis-shelving.

Conclusions

The survey shows that as a scheme, Bliss is viewed sympathetically among Cambridge college librarians. The survey does not indicate all views on the subject, because it did not ask for them. One Dewey college librarian, for example, upon viewing the King's College Library exclaimed longingly concerning the differentiation between classmarks, as opposed to rows of classmarks all the same. The survey does demonstrate strongly that the reservations raised again and again in professional literature against Bliss from its inception are still current concerns. That the objections concern practical implementation rather than properties of the scheme is positive. The appearance of published schedules for all classes may well encourage more widespread use of Bliss. Within Cambridge, raising the profile of Bliss may attract librarians. Far more important, however, is to urge the inclusion of Bliss as part of the basic library school curriculum and to promote its use in school libraries, to counter the arguments of familiarity against which Henry Evelyn Bliss himself had to contend concerning the ubiquity of Dewey. Overall, much greater awareness of Bliss is necessary if it is to flourish.

Dr K.E. Attar is Senior Library Assistant, King's College, Cambridge, where her main activities are cataloguing and classifying; she has special interests in foreign language cataloguing (especially German) and rare books.

E-mail : kea11@cus.cam.ac.uk [= kea *digits* one one]



Revising Class W : The Arts

by Douglas J. Foskett

IN the first years of its existence, members of the Classification Research Group had been occupied with the construction of several specialist schemes, mostly in science and industry, and it had become increasingly clear that what was sadly lacking was an up-to-date universal scheme from which could be drawn lists of terms for use in "marginal" fields. One start shot off sideways into the PRECIS system, which was, of course, not a classification scheme at all, and thus was of no particular value for this purpose.

Our attention then turned to the newly developing work on revising the Bliss Bibliographic Classification, which was thought to be based on sound principles and which appeared to accept readily the application of facet analysis to the making of schedules. Many of our discussions in recent years have centred round BC2, when it has become evident that there were various drafts in existence which needed only a determined effort to bring to a form suitable for publication. One such was for Class W, The Arts, which, in the Second Outline of BC2, are shown to include all the "fine arts", Music and Performing Arts, but not Recreative Arts (in U/V) or Philology, Language and Literature (in X). A detailed schedule for Language and Literature has already been produced in Cambridge. *The British Catalogue of Music Classification*, produced by Eric Coates for the BNB (1960), was studied but not considered by some CRG members completely satisfactory for insertion whole into the BC2 structure. One particular point of controversy, which also turned up in the Fine Arts, was the best treatment for "ethnic" artists, such as the Afro-American jazzmen (not yet resolved!).

In respect of the Fine Arts section of BC2, it emerged in the discussions which raged to and fro that the area which was least developed (and which caused most of the controversy) was that of the treatment for Artistic Movements. Perhaps "dizzy with success" after the publication of BC2 Class J, 1990 revision, D. Foskett rashly volunteered (with the prior agreement of J. Foskett) to examine the various drafts going round, to see whether these could be put into a suitable form for publication. There existed already a complete Penultimate Schedule ⁽¹⁾ of respectable antiquity (1974), and several extracts relating to Movements, and preliminaries, which were the results of successive CRG meetings.

Our first step was to collect as many "Movement" terms as possible, from standard dictionaries, encyclopedias, periodicals, etc. – the usual start – and as many others in the process as we considered necessary to set up a complete skeleton of the class. (Only at an advanced stage of this collection did we learn of the "Penultimate"). We used the CRG Minutes and discussions to set up a comparative study of the different options for scheduling Movements, in which we were also greatly helped by detailed discussions with Derek Langridge, Eric Coates and Colin Ball.

A particularly troublesome feature was that of "Country", which usually appeared in two different guises: first, where a movement became centred, usually its country of origin; and second, where it was prominently practised, which could be anywhere, particularly after the growth of travel and communication across borders, in the eighteenth century. Thus the "Space" facet could appear twice, though in different guises, and it was soon realised that the first guise above was not a "Space" facet at all, but Space-type terms masquerading, as it were, as "Properties". Thus the facets to be put in order were: (1) Medium, (2) Place of origin or principal centre, (3) Date, (4) Name, (5) Countries where practised, and (6) Date of individual work (which might differ from (3), but which was not troublesome once these two guises were also made manifest).

⁽¹⁾ The Fine Arts were originally Class V, and are shown thus in the 1974 schedule.

We finally decided, after great discussion and on our own responsibility, to settle on:

Main Country of origin – Medium – Date – Name of Movement

e.g., United States of America – Painting – 20th century – Abstract Expressionism.

Where, as in the case of "ethnic" art and music, it is clear that some "Movements", like "Schools" and "Styles", are by no means country-bound, a general place exists at the head of the schedules, which may be used for international or other types of broad discussions. So long as each of these has a distinctive name, which will apply on every occasion, the links must be picked up in the Indexes. This kind of choice exists, of course, in many classification scenarios, and is nothing new. As with alternative locations, clear guidance has to be given in the schedules. (One reviser was also very unhappy about vague, even pejorative expressions like "decadent" and "avant-garde", but reluctantly agreed that there existed a good deal of literary warrant).

There is no shame attaching to this choice of citation order, in that it was based on the simplest route to make schedules, being largely based on literary warrant, and it brings all the arts of one country together, in chronological order. We also decided, again after much discussion, to adopt a "majority" view, and shelve works on individual artists in one alphabetical sequence at the end of each schedule.

It will doubtless be easy to imagine the many blessings offered to the shade of Henry Evelyn for his incorporation of the very practical strategy of alternative locations, which readily applied to the solution of what appeared, in the early discussions, to offer a fruitful source of obstacles to progress. This will, of course, require very careful scheduling : some members strongly advocated a much more extensive treatment than the simple wording "Alternative (not recommended)".

I cannot pretend that we have submitted a tidy and well ordered draft, but it is at least reasonably complete and in one sequence. Much of it includes sections of "Penultimate 74" which, after careful scrutiny, appeared to need little or no revision. We hope that the devoted work, which will undoubtedly be forthcoming, in the production of properly notated schedules for publication will bring this long-awaited project to fruition.

Douglas Foskett, OBE, in the course of a long and distinguished career has been, among other things, chief librarian and information officer of the Metal Box Company, librarian of the University of London Institute of Education, and Goldsmith's Librarian of the University of London. Class J, Education, one of the first classes of BC2 to be published (1977), drew heavily on the *London Education Classification* devised by Douglas and his wife Joy (2nd ed., 1974), and this same collaboration, still very active in their so-called retirement, produced the 1990 revision of Class J and this present review of problems in the Fine Arts. They are currently immersed in the problems of the Environment in BC2.



Food for thought

In the last issue of the *Bulletin* we published the outline of a domestic science schedule. Much of that has now been fleshed out, and publication in these pages was considered. However, it has not proved possible to do this at present.

The following draft schedule for the complementary aspects of Food Science and Technology is given here as a further example of the way BC2 schedules are first developed – vocabulary, analysis, structure, derivations from other classes, and so on – before they receive a provisional notation. It will require further filling out and refinement, but should otherwise slot into its place in the technology classes in due course without fundamental alteration. Comments, please, to the Hon. Secretary, Heather Lane (*e-mail*: hel20@cus.cam.ac.uk).

The schedule is based on the work of Eric Coates and Douglas Foskett, drawing on a number of sources (not least DJF's previous existence as Librarian/Information Officer to the former Metal Box Company), and a preliminary schedule made by Vanda Broughton some years ago.

Food Science and Technology - Summary

<i>World food supplies</i>	<i>see...</i>
<i>Distribution, Retailing</i>	<i>see...</i>
<i>Prices and Statistics</i>	<i>see...</i>
<i>Legislation, Inspection</i>	<i>see...</i>
<i>Food control, Rationing</i>	<i>see...</i>
<i>Nutrition</i>	<i>see...</i>

Food Manufacture and Technology

- Plant management
 - Safety & health in plants
- Preservation
- Storage
- Packaging
- Transport

Food Groups

- Compound foods

Beverages Technology

Food Science and Technology

- Plant management (*as TQ*)
- Finance management
- Personnel management
- Operations management
- Marketing

Health and Safety in plants (*as CIS*)

- Physical agents and natural phenomena
- Premises equipment, machines
- Operations, processes
- Types of work, repetitive, heavy, &c
- Fires and explosions
- Pathology, industrial diseases

[Health and Safety in plants]

- Safety engineering
 - Prevention methods
 - Waste disposal
 - Lighting, ventilation, heating
 - Housekeeping
 - Hygiene and sanitation
 - Alarm systems
 - Escape and rescue

Personal protective equipment

Groups of persons, work force

- Apprentices
- Foremen, supervisors
- Women, children, young persons

[Health and safety in plants]

[Groups of persons, work force]

Older workers
Handicapped workers
Migrant workers

Quality control of products

Inspection
Maintenance, renovation, repairs

Spoilage, deterioration

Corrosion
Erosion

Contamination of products

Metals &c
Infestation, rats, mice
Storage scald
Swells
Mould
Howard mould count
Oxidation
Spray residues
cryolite
fluorine
* Specific types of contamination
& deterioration go with product,
e.g. Browning of apples

Legislation, Public health

Acts laws, statutes
Regulations
Recommendations
Licensing
Standards
Weights & measures

Analysis, measurement, testing (*from Class C, Chemistry*)

Composition, formulae
Methods
Chromatography
Paper
Food spectrum
Calorimetry
Hygroscopicity
Tenderometry
Organoleptic testing
Mycology
Odours, smell
Flavour, Flavones,
monosodium glutamate
Colour, texture, consistency

Additives

Dyestuffs
Trace elements
Adulteration
Substitutes
Food fakes

Preparation of raw materials

Pre-processing
Mechanical handling, movement of materials
Pumping,
Extrusion
Conveyor belts

[Preparation of raw materials]

[Mechanical handling, movement of materials]

Removal of waste, peeling, stoning, etc
Shredding, dicing, slicing, grinding

Chemical engineering

Chemical reactions
Catalysts
Enzymes, amylases

Ripening, Maturation

Preservation

Chemistry

Fermentation
Antibodies
Anti-oxidation

Heating and cooling

Heating, cooking
Conduction, convection, radiation
Sterilisation
Heat penetration, temperature
control
Thermal death time
Partial cooking, parboiling
Slow cooking
Boiling
Scalding, blanching
Steaming
Pressure cooking, autoclaving
Peaking pressures
Microwave cooking
Baking
Ovens
Frying

Cooling

Refrigeration
Gas refrigeration
Icehouses

Freezing

Quick freezing
Blast freezing

Drying, dehydration, curing

Freeze drying
Sun drying
Smoking
Kilns

Pickling
Brining, Salting
Brines

Nitrite treatment
Nitrous oxide

Ultrasound processing

Electronic processing

Electron bombardment

Grading

Packaging

Filling
Closing, sealing, capping, lidding,
jointing, seaming

[Packaging]

- Wrapping
 - Film
- Bubble packing
- Bottling
 - Bottles, jars
 - Glass
 - Plastic
- Canning, appertising, A-septic canning
 - Cans
 - Aluminium
 - Tinplate
 - Canneries
 - Floating
- Cartons, boxes
 - Bags, pots
 - Box liners
- Crating
- Oil packing
- Sprays, aerosols
- Labelling, marking
 - Inks
 - Stamps
- Storage
 - Cold storage
 - Refrigeration
 - Gas storage
 - Low oxygen
 - Ozone
 - Ethylene
 - Air conditioning
 - Relative humidity
 - Fumigation
 - Locker plants
- Transport
 - Loading
 - Refrigerated vehicles
- Food groups**
 - (particular kinds of food)*
 - (by action upon originating organism)*
 - Organic food
 - Genetically modified food, GM food
 - (kinds of food prescribed for particular consumer groups)*
 - Religious or ethnic groups
 - Jews
 - Moslems
 - Hindus
 - Jains
 - (Kinds of food by basic source organism)*
 - (By microbiological sources)*
 - Microfungi
 - Yeasts
 - Flocculation
 - (By plant or animal sources)*
 - Edible oils and fats processing, lipids

[Food groups]

- [Edible oils and fats processing, lipids
 - Refining
 - Melting and solidification
 - Hydrogenation
 - Emulsifying
 - Stabilising
 - Saturated, unsaturated, polyunsaturated, monounsaturated, &c
 - Vegetable oils
 - Cottonseed oil
 - Olive oil
 - Palm oil
 - Rapeseed oil
 - Tung oil
 - Soybean oil
 - Animal oils and fats
 - Fish oils
 - Lard
 - (By plant sources)*
 - Vegetarian food
 - Vegan food
 - Fungi
 - * For microfungi see above
 - Cereals and cereal products**
 - processing, farinaceous**
 - Size reduction = comminution
 - Milling = Flour milling
 - Bakery
 - (Bakery products)*
 - Bread, flour products, dough
 - (Kinds of bread)*
 - Raised bread
 - Flat bread
 - Pitta bread
 - Unleavened bread
 - Chapatti
 - Pasta, spaghetti, macaroni &c
 - Biscuits, cookies, crackers, crispbreads, rusks
 - Rolled products
 - flakes
 - Flour confectionery
 - Cakes, pastries
 - Gingerbread
 - Mixtures
 - Batter
 - (Products of particular cereal crops)*
 - Wheat
 - Bread
 - Raised bread
 - White flour bread
 - Brown bread
 - Wholemeal flour bread
 - Malt bread
 - Ciabatta
 - Sodabread

(Products of particular cereal crops)

[Wheat]
 [Bread]
 Garlic bread
 Milk bread
 Semolina, couscous

Maize, corn
 Barley
 Oats
 Rye
 Millet
 Buckwheat, blinis
 Sorghum
 Sago
 Rice

Fruit and vegetable processing

* including nut processing
 * divide like GS, Agriculture, plus

Fruit products
 Preserves
 Jams
 Marmalade
 Jellies, glazes
 Nutri-jel pectin

Nut products
 Copra
 Coconuts
 Salted nuts
 Marzipan

Vegetable products, legumes

Herbs and spices

Condiments, seasonings
(or see alternative at...)
 Salt
 Pepper

Cocoa and chocolate processing, cacao
 Melting, hardening
 Carob, mesquite, algarroba
 Cocoa butter
 Cocoa powder
 Chocolate confectionery
 Spoilage
 Bloom

Sugar technology

*For synthetic sweeteners, see below

Refining
 Evaporation
 Crystallisation
 Centrifugation

Waste disposal
 Bagasse

Cane sugar, gur
 Beet sugar

Glucose, dextrose
 Sucrose
 Molasses

[Sugar technology]

Syrup
 Sugar confectionery, candy

Food starch processing
 Corn starch
 Cassava, manioc, tapioca

(By animal sources)

Milk and dairy products processing

Waste disposal
 Cleaning
 Sterilisation
 Pasteurisation
 Tyndalisation
 Low temperature positive holding
 Homogenisation

Milk

 Proteins
 Casein
 Lactic acid

Curd

 Soft curd

Whey

 Lactose
 Enzyme
 Lactase

(Kinds of milk)

(By fat content)

 Full fat
 Skimmed
 Cream
 Homogenised

(By originating animals)

 Cows
 Goats
 Sheep
 Mares
 Buffalo
 Camel

Dried and concentrated milk

 Dried milk
 Concentrated milk
 Condensed
 Evaporated

Cultured milk products

 Yoghurt
 Lassi
 Dahi
 Acidophalus milk
 Buttermilk
 Kefir
 Kumiss
 Cream
 Rennet

Butter

 Ghee

Cheese

Ice cream, including water ices, sorbets, granitas

[Food groups]

[Milk and dairy products processing]

- Eggs
(*kinds by originating species*)
- Domestic fowls, chickens
- Ducks
- Sea birds
- Ostriches
- Turtles
- Souffles
- Candling

Meat and fish processing

Meat and meat products processing

- * Animal groups from GS, Agriculture; for game, see below

Butchery

- Slaughtering
- Abattoir management
- Hygiene & safety
- Waste disposal
- Legislation, public health

Poultry

Game

- Winged game
- Small birds
- Pheasants, partridges
- Ground game
- Venison
- Hares, rabbits

Manufactured products

- Delicatessen
- Variety meats, offal, giblets
- Burgers
- Mince, ground beef, corned beef
- Charcuterie
- Ham, bacon, spam
- Sausages and chopped meat
(*by name and place of production, e.g. Cumberland, &c.*)
- Salami, pepperoni
- Foie gras

Whalemeat

Fish and fish products processing

- * names of fish groups from GS
- Agriculture, plus...

Fishing, angling, trawling

- Cleaning, gutting, waste removal
- Waste disposal

Legislation, public health

Crustacea

Manufactured products

- Smokies
- Kippers

[Fish and fish products processing]

[Manufactured products]

- Bloaters
- Finnan haddock
- Kedgeree
- Jellied eels

Flavourings, colourings and food additives technology

Food flavouring materials, garnishes

- Essences
- Essential, ethereal, volatile oils

Condiments, seasonings

- Salt, pepper

Aromatic plants, spices, herbs

- All spice, mixed spice
- Caraway
- Cardamon
- Cayenne
- Cinnamon
- Cloves
- Coriander
- Cumin
- Curcuma
- Ginger
- Juniper
- Mace, nutmeg
- Paprika, peppercorns, pimento
- Poppy
- Saffron
- Sesame
- Turmeric

Food colouring materials

Compound foods, mixes, mixtures

Soups (*or at main ingredient*), broths

- Bouillon
- Bouillabasse
- Stocks

Sauces

- Mayonnaise, aioli, dips

Pickles, chutneys

- Marinades
- Sauerkraut

Pastes, purées, pâtés, spreads, relishes, savouries

Ready meals

- Puddings, pies
- Sandwiches
(*by type of cuisine*)
- Chinese
- Indian

Synthetic foods technology

- Sweeteners
- * For sugar technology, see above
- Saccharine

Beverages and fermentation technology, drinks

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- BRG H73 *Amend note to read:*
* An alternative (which is not recommended) for Types of sound by source is given at BRG I
- p.108 BRL FUF *for* BRL FUF *read* BRL FUH
P.109 BRL FUF 4 *for* BRL FUF 4 *read* BRL FUH 4
BRL FUF 4V *for* BRL FUF 4V *read* BRL FUH 4V
- p.110 BRL OE (following):
Second "Add" note: *for* BRL PQ *read* BRL Q
- p.115 BRV GA (following): *Delete heading and note.*
- p.121 BSM PBF *Add second note:*
* Superfluidity is a state in which a significant number of atoms are in their lowest permitted energy state. This may include condensed gases, so this class is located here, under fluids in general, not at BTX BF (under condensed matter).
- p.143 *Add classmark and text:*
BX Applied physics, physics-based technologies
* Alternative (not recommended) to locating in U/V.
* If this alternative is taken, proceed as follows:
* Add to BX letters following U
* Add to BY letters following V

Index

- Gas
masers *for* B6KRST *read* B6KRT
- Helium
atom *for* BPUHH *read* BPUMYQ
- Hydrogen
atom *for* BPUHB *read* BPUK
ions *for* BQWHB *read* BQWK
- Metal
ions *for* BQWHA *read* BQWJT

Class J : Education

Schedules

- p.1 JAK KNL *Antidiscrimination, antioppressive practices*
Add to existing term Equality in education
- p.3 JBL R *European Union*
Add to exisiting term Other international ...
- p.7 JDD WG *Insert below and align:*
WH *Complaints procedures*
JDF *Insert below (and before "Add" note) and indent:*
DE *Class sizes, pupil-teacher ratios*
- p.8 JDN T *Insert below and align:*
U *Catchment areas*
JDP P *Insert below and align with Clothing:*
Q *Attendance orders*
- p.15 JFS V *Insert below and align:*
W *Bereavement counselling*
- p.17 JGO S *Insert below and indent:*
ST *Complaints procedures*
- JGP R *Insert below and align:*
S *Advocacy, self-advocacy*

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- JGT WV *Delete* Exclusion
 X *Add* Exclusion *following existing term* Expulsion
- JGX *Insert below and indent:*
 DRV Breaktimes, playground activities
 FS Peer counselling
- JHB P *Insert below and indent:*
 QRX Performance-related pay
Insert below and align with Pay, salaries, ...
 RE Appraisals
- p.18 JHP UH *Insert below and align:*
 W Peer teaching
 * Students as educators
- JIC XT *Insert below and align with* Microcomputers (JIC XM):
 Y Internet access
 * Provision and services.
 * For Internet in computer-assisted learning,
 see JJG BCY
- p.20 JJG BCX *Insert below and indent:*
 BCY Internet use
 * For Internet access, provision of equipment and
 connections, etc., see JIC Y
- p.22 JKO K *Add to examples in note:*
 English as a second or other language, ESOL
- p.23 JKU KK *Add to existing term :* Lifeskills
Add note : * Preparation for adult life
- p.24 JLB G *Add to existing terms :* Grant-maintained schools
- p.25 JLF X *Insert below and align with* Educands by sex (JLE Y):
 Y Gay students, homosexual students (General)
- JNP X *Insert below and align with* By sex of Educands (JNP Y):
 Y Gay students, homosexual students
- p.26 JPD TK *Insert below and align :*
 TL Access courses
 * Courses preparing students without traditional
 qualifications for admission to higher education courses
- p.30 JVA *Add to instruction :* e.g.:
Insert below and indent:
 DOS Inclusive education, mainstreaming
 GTX Pupil referral units
 * Providing education for pupils who have been excluded
 from schools
- p.31 JVK, JVO J/JVO L
Add the following as the first (i.e. preferred) terms:
 JVK Learning difficulties
 JVO J Moderate learning difficulties
 K Severe learning difficulties
 L Profound and multiple learning difficulties
- JVO P/Q *Insert below as new example:*
 PE Dyspraxia
 * Serious impairment in motor or movement coordination
- JVP B *In "Add" instruction, for* IVR *read* IUR (twice)
- p.32 JVS X *Add as the first (i.e. preferred) term:*
 Emotional and behavioural difficulties, EBD
- JVX B *Add to heading :* Disaffection
Add note:
 * Disaffection is a general term for pupils who are
 alienated from school

Index

Insert (or amend) the following terms and their classmarks

Access Courses	JPD TL
Advocacy	JGP S
Antidiscrimination	JAK KNL
Antioppressive practices	JAK KNL
Appraisals	JHB RE
Attendance orders	JDP Q
Behavioural and emotional difficulties	JVS X
Bereavement counselling	JFS W
Breaktimes	JGX DRV
Catchment areas	JDN U
Class sizes	JDF DE
Complaints procedures	
Parent/school	JDD WH
Student/school	JGO ST
Disaffection	JVX B
Dyspraxia	JVO PE
EBD (Emotional and behavioural difficulties)	JVS X
Emotional and behavioural difficulties	JVS X
English as a second or other language	JKO K
ESOL (English as a second or other language)	JKO K
European Union	JBL R
Exclusion	JGT X
	<i>for JGTWV read</i>
Gay students : General	JLF Y
Secondary schools	JNP Y
Grant-maintained schools	JLB G
Homosexual students : General	JLF Y
Secondary schools	JNP Y
Inclusive education	JVA DOS
Internet : Access	JIC Y
Use in teaching, etc.	JJG BCY
Learning difficulties	JVK
Lifeskills	JKU KK
Mainstreaming	JVA DOS
Moderate learning difficulties	JVO J
Peer counselling	JGX FS
Peer teaching	JHP W
Performance-related pay	JHB QRX
Playground activities	JGX DRV
Profound and multiple learning difficulties	JVO L
Pupil referral units	JVA GTX
Pupil-teacher ratios	JDF DE
Self advocacy	JGP S
Severe learning difficulties	JVO K

Class T : Economics; Management of Economic Enterprises

Schedules

TLT RW	<i>Insert below RW and indent under Group incentives:</i>
	RWX Competitions
	<i>Insert below RWX and align with Group incentives:</i>
	RX Performance-related pay
	<i>Amend existing classmark from RX to RY:</i>
	RY Individual incentive schemes, A/Z
TUQ RW	<i>Amend existing classmark from RW to RWX:</i>
	RWX Competitions
	<i>Insert below RWX and align with Group incentives:</i>
	RX Performance-related pay

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Performance-related pay TLTRX, TUQRX