The Bliss Classification Bulletin


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PROGRESS OF THE NEW EDITION

The outstanding event of 1980/81 has been the publication of Class H, Anthropology, Human biology, Health sciences.* This huge class had absorbed most of the Editor's time and energy for far longer than had been anticipated, gathering a very detailed and constantly growing vocabulary and presenting the Editor and his helpers with frequent problems both of subject organization and no less of physical production of the schedules. The end result must be the fullest and most up-to-date classification of the health sciences available. The problems encountered in using a computer to help in the production of the index delayed publication further, but the experience gained should make the indexing of future classes much easier.

After Class H, what? And on what scale? Class K (Society, dealing with sociology, social anthropology, customs, folklore, secular mythology etc), much discussed and much revised - as the minutes of the Classification Research Group bear witness - is in an advanced state of preparation, and should be the next to appear, to be followed by Class T, Economics and Enterprise management. The Committee has decided that it would make sense to complete the block of social sciences by working on R, Political science, and S, Law. An extensive draft exists for the latter, and is being tested in the Supreme Court Library. Thereafter it should be possible to push on fairly rapidly with the arts (all of which exist in draft) and with the biological sciences. A great deal of work was done on general physiology, biochemistry etc as an essential part of Class H, and Classes E/G when published should not significantly affect the pattern established for Class H.

The size of the systematic vocabulary is another question. That in Class H was exceptionally and unexpectedly large and is not intended as a binding precedent for all following classes. Nevertheless, the Committee feels that provision of a fairly full vocabulary is generally desirable: it is easier for users to cut back than to add terms not given. If Class H is regarded by some as too extensive and detailed, Class J is far too thin by comparison, and will be a prime candidate for reissue in revised and expanded form when RC2 is complete. However, the literature of the various classes ultimately determines the size of their vocabularies: selection for inclusion in the scheme then becomes the Editor's decision.

THE BULLETIN

As recorded in the minutes of the A.G.M., a separate editor for the Bulletin has been appointed in order to take some of the load off the Editor of the Classification. (The stream of involved queries flowing from Aberystwyth to London may well have given Mr. Mills cause to wonder whether the new arrangement has not had the opposite effect). The Bulletin will continue to serve as the means of giving the membership an annual report on the activities of the Association, information on the progress of the revision, and official amendments to the published classes.

In addition, the Editor of the Bulletin would like to develop it as a forum in which ideas about the revision and use of the scheme can be widely disseminated and discussed, whether these come from the Editor and Committee or from individual members. Suggestions for the revision of the social sciences should be sent in the first instance to one of the two rapporteurs named in the report of the A.G.M., but any other material for inclusion in the Bulletin, including suggestions for additions, amendments and corrections to published classes should be sent to the Editor of the Bulletin, A.G. Curwen, c/o College of Librarianship Wales, Llanbadarn Fawr, Aberystwyth, Dyfed, SY23 3AS.

P.S. (for nervous serials librarians): this title has never varied and we see no reason why it should do so in the future...
BLISS CLASSIFICATION ASSOCIATION

Minutes of the
Annual General Meeting

held at the King's Fund Centre, 126 Albert Street, London, N.W.1, at 2.15 p.m. on Friday, December 12th, 1980.

PRESENT: J. Mills (Polytechnic of North London) Chairman and Hon. Editor
D.J. Campbell (personal member) retiring Hon. Secretary
H.M. Barrett (Department of Health and Social Security)
Hon. Treasurer and Membership Secretary
R.H. Hughes (Commonwealth Institute) Hon. Publicity Officer
A.G. Curwen (College of Librarianship Wales) Hon. Editor, Bulletin
G.W. Geoghegan (University of Reading Education Library)
Alan R. Thomas (School of Library and Information Studies, Ealing College of Higher Education)
Elizabeth Russell and Graham B. Howard (King's College, Cambridge)
Paul Brewin (Department of Health and Social Security)
Keith G. Cheyney (Haberdashers' Aske's School)
C. Preddle and John Nowell (Dr. Barnardo's)
M.S. Macleod (Fitzwilliam College, Cambridge)
C. Horsey and Suzanne Smiddy (Office of Population Censuses and Surveys)
C.B. Beale (Royal Holloway College)
Jennifer Morton (National Council for Voluntary Organisations)
Liz Edwards (Pitt Rivers Museum, University of Oxford)
D.J. Foskett and Peter Boaden (Senate House Library, University of London)
Jean Stearns (S. Martin's College, Lancaster)
Keith Morton and Jenny White (King's Fund Centre)
K.W. Best (Supreme Court Library)
Susan Bury (Haddon Library, Cambridge).

Apologies for absence were received from Antonia Bunch (Scottish Health Centre),
Arthur Maltby (personal member) and Margaret Walker (Tavistock Joint Library).

(Prefixes such as Mr., Miss are omitted from the above list in deference to a view expressed at the January 1980 A.G.M.).

Mr. Mills welcomed the increased attendance (a record in recent years) and Mr. Morton said that the B.C.A. would always be welcome at the King's Fund Centre.
1. **MINUTES OF THE LAST A.G.M.**

These, circulated in the last Bulletin, were approved. There were no matters arising not elsewhere on the agenda.

2. **PROGRESS OF THE REVISION**

Mr. Mills said that the index to Class H had been sent to Butterworths on the 21st October, and publication of the class was imminent. Class H, for reasons given in the minutes of the last A.G.M., was a huge class, with great detail, and would be bigger that all the four previously published classes put together; it should meet all possible requirements and would show what BC2 methods were capable of. The index was so large that it was thought wise to put it on a computer. Mr. Mills and others (Mr. Robin Bonner had worked exceedingly hard, giving up part of his holiday) had thus had to learn computer input techniques. The computer had broken down several times, and final preparation of copy by Oriel Computers Ltd., had taken thirty days instead of the promised 10 to 14.

Class K was in progress. It might be a 'phenomena class'. The title was still undecided. Mr. Mills hoped to finish it by March 1981. The next class would be T, Economics and Enterprise Management. Classes R and S would be done next, completing the social sciences, and the fine arts classes would follow.

In answer to questions, Mr. Mills said that a good deal had been done on history and archaeology, and a draft might be out by midsummer 1981; also that the biology classes E/G had been largely finished by Mrs. Vanda Broughton on a Research Assistantship, now ended, and a penultimate draft should appear in the first half of 1981. Another questioner asked about statistics and computers. Mr. Mills said that computers would appear in the phenomena classes, not in class A. A good working draft on statistics was available, but with the rest of class A was well down the list for completion.

Mr. Mills also told the meeting that computerisation of indexes would save much time and retyping. When finished, the computer would print out a perfect draft, which would have to be retyped as camera-ready copy. He also said that the Polytechnic of North London had recognised that his job was now virtually only to finish BC2, and that he had been freed from all work at the Poly., except attending the Research Committee and supervising two research students. He would thus have more time to spend on BC2 and the next year should see notable developments.

3. **HON. TREASURER'S REPORT**

The accounts for the year ending July 31st 1980 were circulated, and will appear in the Bulletin. Mr. Barrett commented that the expenses of BC2 (mostly for typing) had considerably increased, and the balances on deposit and current accounts were down by about £670. The total assets of B.C.A. were £2462.43, including £800.13 as the cost of the investment in Charibond (a fixed-interest unit trust especially for charities). The books had been audited by Mr. K. Best as Hon. Auditor. Thanks were expressed to Mr. Best, and he was re-elected. Sales of BC2 to the 30th June 1980 were: Introductory Volume, 763; classes J, P, Q and I, 690, 582, 594 and 397 copies respectively.
4. THE SUBSCRIPTIONS

The Committee proposed raising the ordinary subscription from £4 to £7.50, and that for personal members and children's schools from £2 to £5. The Hon. Secretary commented that since the last increase five years before, the Retail Price ("cost of living") Index had probably risen more that the proposed subscriptions, so that for several years the subscription had become progressively cheaper in real terms. [In fact the R.P.I. rose from 146.9 in December 1975 to 270.2 last September, the last available figure]. On a proposal by Mr. G.W. Geoghegan, seconded by Mr. K.G. Cheyney, the subscription for ordinary corporate members was fixed at £8, and that for personal members and children's school at £5.

5. PUBLICITY

Mr. Hughes said that he proposed to issue a new leaflet on B.C.A., and a specific leaflet on the advantages of BC2. Press releases on classes H and K, with specimen schedules, would also be issued. These could be sent to suitable libraries also.

It was suggested that local groups of librarians be invited to visit libraries where BC2 was being applied. It was agreed that a note should appear in the Bulletin asking librarians of such libraries willing to receive visits to notify the Hon. Secretary. Suggestions could then be sent to appropriate local groups.

6. ELECTIONS TO THE COMMITTEE

The Hon. Secretary said that there were only two vacancies, as five members of the Committee had been elected, for various reasons, at the last A.G.M. Mr. Mills and Mr. Hughes had each served a year as co-opted members, and were now due to start a fresh term as elected members. Mr. H.M. Barrett and Mrs. Margaret Walker retired after three years under the Rules, but were eligible for re-election. However Mr. Barrett had told the Committee that he would almost certainly have to retire after another year, both as Hon. Treasurer and from the Committee. Dr. Campbell considered it undesirable to elect for three years someone who would almost certainly only serve one year, as it complicated the elections, as had happened at the last A.G.M. The Chairman asked for other nominations, but there were none, nor did the Hon. Secretary receive any. It was therefore decided to elect Mr. Mills and Mr. Hughes to the Committee, which intended to co-opt Mr. Barrett, Mrs. Margaret Walker and Mr. Peter Boaden (Senate House, Library, University of London).

7. FORMATION OF SUBJECT REVISION GROUPS

Mr. Mills considered it very desirable, to allow him to spend the maximum time on producing new classes, that groups should be formed of librarians applying BC2 and library school teachers expert on it, to consider all proposals for amendment and extension of the parts already published, before passing their considered views to the General Editor. This should avoid the danger which had arisen with UDC, of semi-independent groups producing insufficiently considered schedules which did not fit in with the rest of UDC. It might be possible to pay group members honoraria, and he hoped that employers would allow them some time for this work in working hours.
The first need was for such a group on the social sciences. It would consider new concepts, provide definitions, and advise whereabouts in the schedules they should go. After some discussion, Mr. C. Preddie (Dr. Barnardo's, Tanners Lane, Barkingside, Ilford, Essex IG6 1QG) and Mr. C. Horsey (Office of Population Censuses and Surveys) volunteered, and Mr. Preddie agreed to serve as Convenor. It was agreed that they would consult other experts as necessary. Ms. Elizabeth Russell (King's College, Cambridge) was a possible member for a future revision group on the fine arts.

8. HON. EDITOR OF THE BULLETIN

Mr. Curwen had been appointed by the Committee to this office. Comments on the published classes (other than the social sciences) should, with other material for the Bulletin, go to him at the College of Librarianship Wales, Aberystwyth.

9. RESIGNATION OF THE HON. SECRETARY

Mr. Mills said that Dr. Campbell had had a long association with BC, having adopted it for the Institute of Cancer Research (University of London) library in 1949. He had been the main proponent of co-operation among BC users to maintain the scheme, had organised the British Committee for the Bibliographic Classification (which preceded B.C.A.), and had edited the Bulletin (though no longer using BC) from Mr. Bliss's death in 1955 to 1959. After retirement, he had joined the B.C.A. Committee in 1970, and since becoming Hon. Secretary in 1972 had given the Association sterling service. His interest had not failed despite many postponements and disappointments. He now felt that it was time for a younger person to take over the job, and Mrs. Jean Stearns (S. Martin's College, Lancaster) would succeed him at the end of the meeting. Those present expressed their thanks to Dr. Campbell.
# BLISS CLASSIFICATION ASSOCIATION

Receipts and Payments Account for the year ended 31st July 1980

<table>
<thead>
<tr>
<th>1979 RECEIPTS</th>
<th>1979 PAYMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>549.07 Balance forward 1st August 1979</td>
<td>20.72 Expenses of 2nd edition</td>
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<tr>
<td></td>
<td>2333.12</td>
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<tr>
<td>Subscriptions</td>
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<td>Personal</td>
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<td>30.45</td>
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<tr>
<td>Schools</td>
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<td>8.75 Stationery and postage</td>
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<td></td>
<td>502.78</td>
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<tr>
<td>17.41 Sales of Bulletin</td>
<td>1731.25</td>
</tr>
<tr>
<td></td>
<td>10.51</td>
</tr>
<tr>
<td>313.05 Butterworths Royalty on 2nd edition</td>
<td>- Audit fee for 1978-79 accounts</td>
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<tr>
<td></td>
<td>296.20</td>
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<tr>
<td>152.94 Distributions from M &amp; G Securities Charifund</td>
<td>- Sundry expenses</td>
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<tr>
<td></td>
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<td></td>
<td>83.40</td>
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<tr>
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<td></td>
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<td>Bank a/c Current 4.35</td>
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<tr>
<td>6.79 Postage refunds on 2nd edition</td>
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<td></td>
<td></td>
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<tr>
<td>2400.69</td>
<td>2400.69</td>
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<tr>
<td></td>
<td>£3539.54</td>
</tr>
</tbody>
</table>

(Signed) H.M. Barrett  
Hon. Treasurer

The Association's Assets at 31st July 1980 were as follows:

- Investments (at cost)
  - Charibond 800.13
  - Cash at Bank 1662.30
  - £2462.43

3133.25

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# 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 account to be correct.

(Signed) K. Best  
Hon. Auditor

10 October 1980

12 Lynwood Gardens, 

Hook, Basingstoke, Hants.
University of London Library

The University Library is in the process of automating its catalogues using the BLAISE/LOCAS service. If any readers of the Bulletin have experience of creating machine-readable indexes to Bliss classified catalogues, Stephen Massil, Co-ordinator of Technical Services at the Library, would be very glad to hear from them. Please write to him at Senate House, Malet Street, London WC1E 7HU or phone 01-636 4514.

The Library has used BC (first edition, with variations) for many years. Another University of London library using the scheme is Birkbeck College, whose catalogue has been produced on microfiche from the end of 1978. Its three sections consist of an author and title sequence, subject headings sequence and BC1 classified sequence. There is, however, no subject index as such that could help Mr. Massil.

Classification of Psychology...

A most interesting article entitled "On the classification of psychology in general library classification schemes" by Miluse Soudek of Northern Illinois University appeared in Library resources and technical services 24(2), Spring 1980. Professor Soudek found the treatment of psychology in BC1, though imperfect, far superior to that in the other schemes, but made no mention of BC2, which substantially meets all her criteria for a sound classification of the field. (Class I was not in fact available in the USA until shortly after she had written and submitted the article, published over a year later). A letter from Mr. Mills, drawing attention to BC2, was published in LRTS 24(4), Fall 1980.

...and Biology

An abstract of Mr. Mills's paper on "The classification of biological literature" presented at the Aslib Biological and Agricultural Sciences Group meeting in London in November 1980 appears in Aslib proceedings 33(4), April 1981, p.165-171. This does not deal explicitly with BC2, although much of the material is obviously derived from work on classes E/G. It is not clear to what extent the paper has been abridged.

Sales of BC2

Analysis of the sales of the several volumes of the second edition shows that just over 3000 copies (not sets, alas!) had been sold by the close of the last financial year. Home and overseas sales are almost equal, with overseas initially taking a marked lead on the publication of each volume, presumably largely accounted for by standing orders.
Visitors welcome?

It has been suggested that useful publicity for BC2 could be gained if librarians could see the scheme in use. The Editor of the Bulletin would be glad to hear from members who are applying BC2 to their collections and would be willing to accept parties of visitors. He will be happy to pass on details to groups and local branches of the Library Association, Aslib, etc. Please state any necessary restrictions on hours, numbers, etc.

News to me

"British usage is observed in spelling - e.g. Actiology, not Etiology"
- Alphabetical subject index to Class I, p.35, third note up.

* * * * *

FORUM

This section of the Bulletin is to be devoted to ideas floated by the Editor, the Committee or individual users. Comments by users at large are requested. A generous and well thought out response can greatly aid the process of revision, and will be most gratefully received, even though the Editor and Committee cannot undertake to incorporate all the suggestions received into BC2.

Alphabetical subarrangement

One of the problems inherent in a scheme which uses an alphabetical notation is that of distinguishing arrays of subclasses where an A/Z arrangement of named individuals is required. This is particularly important if those subclasses need to be further qualified by other facets: there has to be some method of marking the end of the alphabeting symbols to avoid confusion with the further additions. An arbitrary limit to the number of letters (or letters and figures) used to indicate the names will often mean that the names are not sufficiently distinguished from one another; on the other hand, a variable number may make it difficult to tell where names end and further alphabetical or numerical subdivisions begin, leading to potentially ambiguous classmarks.

This is an example, drawn from Class J, Education:

\[
\begin{array}{c}
\text{JJR S} & \text{Named systems of teaching, A/Z, e.g.} \\
\text{JJR SH} & \text{Herbartian}
\end{array}
\]

If this is now qualified by E for psychological aspects (from JE), the resultant classmark is JJR SHE. However, a classifier faced with a book on, say, the "Herbert" system might reasonably construct JJR SHE to represent this system. Similarly, the use of letters and figures (e.g. Cutter marks) can lead to confusion with BC's common subdivisions introduced by numerals.

This situation does not occur very often in the classes published so far, but it is obviously going to be of crucial importance in the arts, literature and philosophy, where named individuals and their named works will form a large part of the schedules, by instructions to list them if not by enumeration.
Although the use of arbitrary signs and symbols which have no self-evident filing order has been avoided in BC2, it is suggested that one way of overcoming the problem would be to enclose names or alphabeting marks in parentheses. The left hand bracket would have no filing value while that of the right hand bracket would ensure that, for instance, (HAR)Z would file before (HARA). Thus the example quoted above could be represented JJR S(HAR)E or JJR S(H27)E depending on the alphabeting system chosen.

However, the situation in Literature and other places where it will often be necessary to denote not only individual writers but also individual works, is rather more complicated.

*** Before testing the various alternatives and making a recommendation for standard practice throughout BC2, the Committee would like to have the benefit of comments from users (of either edition) who may have tackled this particular problem. Please send your suggestions to the Editor of the Bulletin.

"Notation provisional"

The revision of BC in an illogical order has meant that synthesised notations often have to be drawn from other, as yet unpublished classes. (Had the classification been revised A-Z in Bliss's excellent order of main classes, this problem would have been reduced to a minimum, but never eliminated). As this issue of the Bulletin bears witness, the result of the procedure that has been adopted - due to initial pressure, support and funding for work on classes in the middle of the scheme - is that JE, Educational psychology, has to be totally revised following the publication of the "definitive" schedules for I, Psychology, and the latter in turn revised in several places following the publication of H, with the promise of more to come when K appears.

The Committee is suggesting that in future where parts of one class are to be expanded by reference to other, unpublished, classes no provisional notations liable to subsequent revision should be printed, merely an indication that the expansions will be made at those points in due course. This means that users will have to wait for detail, but will not be invited to use detail which will later have to be altered if they wish to keep their use of the classification up to date.

Allocation of notation to main classes

One of the few criticisms which can be justifiably levelled at Bliss's allocation of notation is that the use of the one main class letter U for the Technologies is unduly cramping. Spreading this area over two letters would give much more room for revision and expansion, but would mean shifting the Fine Arts and possibly Literature as well.

It may also be considered that if changes are to be made, the Fine Arts could also be profitably expanded. The corollary of this is that the notation given to Language and Literature would have to be reduced from three letters to two.

Class Z at the moment is reserved as an alternative location to P for Religion; this seems to be wasteful (is anyone using this alternative?).
The main options seem to be the following:

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Technology</td>
<td>U Technology</td>
<td>U Technology</td>
<td>U Technology</td>
</tr>
<tr>
<td>V</td>
<td>Fine Arts</td>
<td>V &quot;</td>
<td>V &quot;</td>
<td>V &quot;</td>
</tr>
<tr>
<td>X</td>
<td>&quot;</td>
<td>X &quot;</td>
<td>X Lang. &amp; Lit.</td>
<td>X &quot;</td>
</tr>
<tr>
<td>Y</td>
<td>(Eng.)</td>
<td>Y &quot; (Eng.)</td>
<td>Y &quot;</td>
<td>Y Lang. &amp; Lit.</td>
</tr>
<tr>
<td>Z</td>
<td>(Religion)</td>
<td>Z Fine Arts</td>
<td>Z &quot; (Eng.)</td>
<td>Z &quot;</td>
</tr>
</tbody>
</table>

1) This leaves the sequence as it stands, with the possible exception of using Z as an alternative location for any main class - or none.

2) This expands Technology, Fine Arts being relocated in Z. This leaves Language and Literature undisturbed, but would place general works on all the arts at the beginning of Z, following the literary arts.

3) This expands Technology and preserves Bliss's sequence. However it would mean that all the remaining classes would have to be moved. (However, it must be borne in mind that the revision of the scheme as it proceeds amounts to almost total reclassification in any case for BCl users who decide to adopt the new edition).

4) This expands Technology and the Fine Arts, and retains Bliss's sequence, but compresses Language and Literature. English or preferred language would then become ZY instead of Y.

There is some breathing space (but not much) before decisions have to be made final, as the immediate task is to complete the social sciences. Even so, Class T, Economics and Management, will frequently have to make reference to Technology for specific industries.

***Please send your comments on this and the following section (with which it is necessarily linked) as soon as possible to the Editor of the Bulletin.

Philology: Language and Literature

A draft revision for Classes W/Y exists, dated 1973. This is very detailed, but goes to far greater lengths to retain classmarks from BCl than published BC2 classes have done, even to the extent of providing two versions of the schedules for subdivision under any language to permit more extensive or minimal change respectively.

A suggestion for radical revision (in addition to the wholesale changes of main class letters mooted in the previous section) has been made and is worth consideration, namely, to bring the Language and Literature class in line with Auxiliary Schedule 3: Language, as far as possible, in the same way that the History classes are to agree with Auxiliary Schedule 2.
The question is, would the total reclassification that would be required (and the probability of slightly longer classmarks?) be outweighed by the advantages of greater consistency throughout the scheme and the far simpler pattern of synthesis that could be achieved?

An outline (based on option 4 in the previous section) might look like this:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Philology: Language and Literature</td>
</tr>
<tr>
<td>YA/YH</td>
<td>Linguistics</td>
</tr>
<tr>
<td>YK/YY</td>
<td>Literature</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>Individual languages and their literatures</td>
</tr>
<tr>
<td>ZA/ZB</td>
<td>First/second preferred languages</td>
</tr>
<tr>
<td></td>
<td>*Alternative to placing in standard position in ZG/ZY</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ZC/ZY</td>
<td>(Consistent with C/Y from Auxiliary Schedule 3 as far as possible)</td>
</tr>
<tr>
<td></td>
<td>*Add to the classmark for each language letters A/Y following Y in YA/YY</td>
</tr>
</tbody>
</table>

Individual languages would have to be enumerated in extenso at Z, as Auxiliary Schedule 3 is not the most detailed statement, and modifications might have to be made in one or other of the schedules. The instructions for synthesis from YK/YY would also have to be expanded to allow for the alternatives considered desirable.

Comments, please.
ADDITIONS AND AMENDMENTS TO BC2

* BC2 began publication in March 1977. These additions and amendments constitute a maintenance service for all published parts. Amendments will be consolidated when a new edition of a given part is published.

* All users of BC2 are invited to submit to the Hon. Editor suggestions for incorporation in this vital feature of the Bulletin (see p. 2 of this issue). The continued effectiveness of the system is assisted greatly if new concepts and terms are incorporated promptly into it.

* The greatest number of changes in this issue consists of amendments to provisional classmarks following the publication of definitive schedules (see p.10 of this issue).

*** To keep the size of this issue within bounds, corrections to the indexes are only listed where they are needed in their own right: changes resulting from alterations to classmarks given below are not noted, and users are requested to make their own consequential changes to their indexes.

Class H: Anthropology, Human biology, Health sciences

p.xi 12.41 Line 2. For (HE) read (E).

p.xxvi 13.3(4) Translation. For HPK P EYF GK read HPK P EYF BGK
Comments. Line 4. For HMY F read HMY FB

p.xxvii 13.3(6) Translation. For HUY ME H VD read HUY ME HRV D
Note (3). Line 3. For symptoms read symptoms
Line 4. For 'R' read 'PT'

13.3(8) Translation. For HWK DWE read HWK DVE
Note (1). For 'TW' read 'DV'

13.3(9) Chain. For (HLM CXD) read (HLM G CXD)
Translation. For HXL HMC XD read HXL DMG CXD

13.3(10) Chain. For (HXP) read (HXR)
Translation. For HXP FIP HR read HXR FIP HR

p.x1 HXT/HXW Move Adolescents, Adults one space to left to align with Children

p.85 HMY F Insert following "Add" instruction between 'see HMY LY' and 'Patient dependency!':

HMY FB Add to HMY FB letters A/W following HMY

HMY FB/HMY FC Amend existing classmarks to read: HMY FCB

p.97 HNO LE Next line below. For decree read degree
p.101 HNV 0  Amend "Add" instruction to read:

Add to HNV 0 letters C/Y following HNQ in HNQ C/HNQ Y
- e.g. Palliative drug treatment HNV QMT

HNW  Line above. For HOB C read HOB DEV

p.115 HOW  Amend final "Add" instruction to read:

Add to - letters P/Y following H in HP/HY

p.116 Schedule H2  Amend "Add" instruction in both Schedules to read:

-HA General pathology, stages of the disease, symptoms
   Add to -H letters A/Q following HP

-HT (Symptoms by site)
   Add to -H letters T/X following H

p.159 HTY C/HTY D  Insert HTV and HTW respectively at end of
"Add" instructions

p.201 HWD E OYF  Next line below. Insert at end: HXM QUS

p.234 HXA DV  Amend to read:

DVD (Developmental stages)
DVE (Embryology)

p.235 HXB DJ  "Add" instruction. Line 3. For HXB DJQ DIF read

HXB DJP DIF

HXB DJQ/HXB DJT Amend classmarks to read HXB DJP/HXB DJS
(consistent with HXA)

p.237 HXB RP  Note. Line 2. Insert at end: (HXM QRP)

HXB S  For HXB U read HXB V

HXB QXB  For HXE S read HXE Q

p.239 HXE Q DJJS/
HXE O JFT Amend classmarks to read: HXE Q DJR
Q DJR T
Q R
Q RQ
Q RS

p.240 HXF TX  Place in parentheses and then add: see HXH U

p.243 HXH V QTU RKX  Next line below. For IKW GPL read IKW HVQ

p.248 HXM O  Insert below heading: Add to HXM Q letters A/Y

following HXB in HXB A/HXB Y

HXM QH  Amend classmark to read: HXM QR
HXM QJF  Amend classmark to read: HXM ORP
Class I : Psychology and Psychiatry

* The very large number of changes which follows is mostly consequent upon the publication of Class H. The two classes are now consistent with one another where this is possible without distorting the special needs and viewpoints of psychology and psychiatry.

* Revisions to Social psychology, IN/IRA, may be needed similarly when Class K is published.

* Users are reminded to change the equivalent index entries as they make each amendment listed below.

p.3  IBN  for See also JE Educational psychology  read See also JF Educational performance

p.4  ICE T/ICH T  Move one indentation to the left, so that Environmental factors aligns with Harmful factors, ICD Q.

p.5  ICI  Replace the listed examples by the following:

ICI BJ

(BMF)  Physiology

BP  (Stress) see ICE

DP  Biochemical factors

PN  Anatomy

GE  Heredity, genetics

G  Evolution

P  Sickness, feeling unwell, ill health

PP  Pain

PTNT  Loss of body parts (e.g. Limbs)

T  (Parts, organs, systems)

UR  Nervous system

UY  Brain

VAD  Cerebral hemispheres, cerebral dominance theory

See also Handedness, IEM

WB  Endocrine system

p.13  IKQ A/IKQ X  Delete and replace by the following:

IKQ A  Biology, physiological psychology of sex

AG  Add to IKQ letters A/T following HXA in HXA A/HXA T.

AT  A selection is given below for convenience, together with a few additions and amendments.

Influencing factors

Psychological factors

Add to IKQ AT letters A/W following I in IA/IW

BEN  (Properties, etc. Time factors). Cycles, biological clocks

BP  Physiology, narrowly

Biochemistry

Hormones

Intercourse

Arousal, preliminaries

Erotogenous zones

Frequency of stimulus/response

Stimulus, advances

Response

Coitus

15
IKQ DV
DVL B Development
DVL D Post-embryo development
DVL F Pubescence
DVL G Maturity
DVL H Climacteric
* Note as in existing text
EJ Preventive medicine
EJD H Sex education
* Note as in existing text
EJF Hygiene
H Pathology, genital disorders, sexual disorders
* Note as in existing text
JF (Dysfunction) use IKQ N
Congenital disorders
* For sex differentiation disorders see IKQ VR
N (Dysfunction)
OXP Infertility
* Includes fertility
OXS Sterility
Frigidity see Sexuality IKS S
Impotence see Males IKY QRQ
(derived from other parts, organs, systems)
QUR Nervous system
QUR BJ Neuropsychology of sex
QNB Endocrine system
(Parts of reproductive system)
S Reproductive organs, sex organs, genitalia
SV Internal genitalia, generally
SX External genitalia, generally
T Gonads, sex glands
T GNG (Surgery) Castration
TH Pathology
(Secondary sex characteristics disorders)
see IKQ VR
T OXS Hypogonadism
U (Product: sex hormones) see IKQ CV
V Secondary sex characteristics
Add to IKQ letters VR/WX following HXB in
HXB VR/HXB WX. The major classes are
given here for convenience
VR Disorders, sex differentiation disorders
* For Feminization, see Males, IKY QUS
* For Virilism, see Females, IKW QUS
VV Sex reversal
W Hermaphroditism
X Family planning, birth control
Add to IKQ X letters FY/N following HXB in
HXB FY/HXB N, e.g. Female contraceptive
methods IKQ XN

IKS In second "Add" instruction, for A/U and IKQ U read
A/T and IKQ T

IKS S Next two lines below: for IKX NS read IKY QRO
for IKW GPL read IKW HVQ
Delete and replace by the following:

Biology, physiological psychology
Add to IKW letters A/E following HXA in HFA A/HXA E, with the additions and amendments given under IKQ.

IKW F
Add to IKW letters F/MK following HX in HXF/HXM K. The major subclasses are given below for convenience:

F
Gynaecology, pathology of women
FR
Reproductive system
FRF
Menstrual cycle
FT
(Parts) Genitalia
G
Ovaries
H
Womb, uterus

IKW H GNG
(Surgery) Hysterectomy
HU
External
HV
Vagina
HVQ
Vaginismus
HC
Clitoris
I
Breasts
J
Pregnancy and obstetrics
JI
Abortion
JIM N
(Natural) Spontaneous abortion, miscarriage
L
Labour, childbirth
LJI N
Premature birth
Q
Sex and sexuality (physiological)
Add to IKW Q letters R/S following HXM Q in HMQ R/HMQ S, with the following amendments:
(The complete schedule is given here, as HXM Q has itself been amended: see above)
QR
(Pathology)

QRP
(Dysfunction) use IKW SS
QS
(Sex characteristics)
QU
(Pathology)

QUR
Secondary sex characteristics disorders
QUS
Virilism
R
Sexuality

[Existing text]

IKW TGU N
Next line below: for IKW GPL read IKW HVQ

IKX A/IKX TGU N
Delete and replace by the following:

IKX A
Biology, physiological psychology
Add to IKX letters A/E following HXA in HFA A/HXA E, with the additions and amendments given under IKO.

IKX Q
Add to IKX letters Q/X following HXD in HXQ Q/HXD X;
Add to IKY letters B/P following HXE in HXE B/HXE P.
The major subclasses are given below for convenience:

IKX R
Reproductive system
R OXP
(Physiological disorders) Infertility
R OXS
Sterility
RS
(Parts) Genitalia

IKY C
Testes
C GNG
(Surgery) Castration
The Bliss Classification Bulletin

IKY M
M BJ
M DJN
M DJP
N GNE
Q

Penis
(Physiology)
Erection
Ejaculation
(Parts: surgery) Circumcision

Sex and sexuality (physiological)
Add-to IKY Q letters R/U following HXE Q in
HXE QR/HXE QU, with the following amendments:
(The complete schedule is given here, as
HXE Q has itself been amended: see above)

QR
(Q Pathology)
(Dysfunction)
Impotence

QRR
(Premature ejaculation) Use IKY TGU N

QRS
- Nocturnal emission
  * Here regarded as a malfunction;
cf. HXE DJR T

QS
(Sex characteristics)

QU
(Pathology)

QUR
Secondary sex characteristics disorders

QUS
Feminization

QUT
Testicular feminization

R

Sexuality

[Existing text; changing IKX to IKY]

p.22 IQX BF

In "Add" instruction for HGS read HGR (three times)

P.23 IRF 4A

Amend heading and add instruction:

(Personnel)
Add to IRF 4 letters B/X following HHG in
HHG B/HHG X - e.g. Psychiatrists IRF 4V

IRF R

Delete and replace by the following:

(Organizations, agencies in psychiatry)
*Do not use common subject subdivisions 53/5W
Add to IRF 5 letters H/X following HH in
HHH/HHX

5Y
(Communication and information in psychiatry)
Add to IRF 5Y letters M/W following 5 in Schedule 1

IRF A/IRF CH

Add to IRF letters A/CH following I in IA/ICH

IRF RX

Delete and replace by the following:

IRF R
(RJ)

(Preventive psychology)
*Alternative (not recommended) to locating at
TRW/TRX for libraries wishing to file preventive
psychiatry before curative.
If this option is taken,
Add to IRF RJ letters A/Y following HJ
Add to IRF RK letters A/V following HK

18
IRF S
Amend "Add" instruction to read:
Add to IRF S letters K/Y following HL in HLK/HLY - e.g. Psychiatry in general practice IRF SM

IRF SY
Amend classmark to read: IRF SYX

IRF TD/IRF TG
Delete and replace by the following:

IRF TD
(Buildings, administration, etc)
Add to IRF TD letters D/N following HM in HMD/HMN.
A brief selection of classes with some additions is given here for convenience:

TDD
Built environment
TDD N
Location
TDG
Administration
TDK
Environmental health and safety
TDL L
Security
TDL LN
Protection of staff
TDL LR
Protection of public
TDA
Catering
TE
Special units, departments, wards, etc.
(Types of hospitals)
TG
(By age, range, size)
Add to IRF TG letters C/L following HMO in HMO C/HMO L - e.g. District hospitals IRF TGI
(By ownership, etc)
Add to IRF TG letters M/X following HMO in HMO M/HMO X - e.g. Private hospitals IRF TGV

IRF TP/IRF PX
Delete and replace by the following:

IRF TP
(By various characteristics)
Add to IRF TP letters C/R following HMP in HMP C/HMP R.
A brief selection of classes with some additions is given here for convenience:

TPG
Day hospitals, day centres, day wards
TPJ
Short-stay hospitals
TPJ R
Weekend hospitals
TJP
Walk-in hospitals
TPV
Therapeutic social clubs

p.24
IRF TQ
Delete and replace by the following:

IRF TQ
(By nature of stay)
Add to IRF TQ letters V/Y following HMQ in HMQ V/HMQ Y - e.g. Nursing homes IRF TQW

IRF TR
(Individual hospitals)
Add to IRF T letters R/S following HM in HM/HS - e.g. individual hospitals in the United Kingdom (or preferred country) IRF TRR

IRF V
In "Add" instruction for HOU read HMU (three times)
In following examples, for VES read VEP
for VEV read VEQ
for VJ read VH

IRF W
In "Add" instruction for HO in HOW/HOW read HM in HMM/HMW
IRG

Delete and replace by the following:

Psychiatric practice
Add to IRG letters AM/L following HN in HNA M/HNL
with the following amendments:

(Diagnosis, etc) see IRJ
(Anamnnesis) see IRG R/IRH X
(Symptoms) see IRN

IRJ S/IRJ VV

Delete and replace by the following:

Diagnosis, medical diagnosis, clinical judgment
Add to IRJ letters AM/L following HN in HNA M/HNL,
with the amendments shown at IRG -
e.g. Data processing in diagnosis IRJ ILC;
Physical examination for diagnosis IRJ IPT
(Types of diagnosis)
Add to IRJ N letters A/M following HNH -
e.g. Differential diagnosis IRJ NGH

IRM S

[Next line below]: insert

IRM W

Monitoring course of treatment or disorder

IRP

Amend "Add" instruction to read:
Add to IRP letters F/X following H in HP/HX -
e.g. Dyspnoea, breathlessness IRP WEO XW

p.25

IRW

Delete and replace by the following:

Preventive psychiatry
*Alternative (recommended) to locating at IRF RJ/IRF RK
*See also Community mental health INS; Mental health
consultation ISQ W

Add to IRW letters A/Y following HJ -
e.g. Public education in mental health and
hygiene IRW DH
Add to IRX letters A/V following HK

p.25

ISB S/ISB WH

Delete and replace by the following:

Treatment, therapy, curative psychiatry
*Any specific type of treatment may be divided in the
same way (adding A/M) as ISB
*See also Psychiatric services in general IRF R

Add to ISB letters A/M following HNP in HNP A/HNP M
A brief selection of classes with some additions is
given here for convenience:

Patients' reactions to treatment
IS
Psychological characteristics relevant to treatment
Add to ISB IS letters CI/JU following I in ICI/IJU

J
Outcome of treatment
JB
Side effects
JJ
After-effects
JK
Withdrawal symptoms
KD
Effectiveness of treatment
LC
Choice of treatment
LCT
Course and duration of treatment
LCW
Termination of treatment
LK
Preparing the patient
ISC

Amend "Add" instruction to read:
Add to ISC letters C/W following HNO in HNO C/HNO W - e.g. One-off, single treatment ISC FH

ISG/ISG RX

Delete and replace by the following:

ISG

Physical treatment
Add to ISG letters R/TV following HN in HNR/HNT V - e.g. Exercise and body movemen therapy ISG RGJ;
Environmental therapies (travel, etc.) ISG TH

ISG TX

Internal regulation of physiological processes

ISG U

Diet therapy
Add to ISG U letters M/XL following HNU in HNU M/HNU XL

ISH

Amend "Add" instruction to read:
Add to ISH letters G/O following HNV (a special expansion of the provision at ISB) - e.g. Drug action, pharmacodynamics ISH GH;
Palliative drug treatment ISH QMT

ISH V

Delete classmark and "Add" instruction.

ISH Y

Amend "Add" instruction to read:
Add to ISH Y letters E/N following HNX in HNX E/HNX N - e.g. Non-prescription drugs ISH YFD

p.26 ISJ

Amend "Add" instruction to read:
Add to ISJ letters A/H, J/KI and M following HO in HOA/HOH, HOJ/HOK I and HOM - e.g. Steroid drugs ISJ ASG

ISJ DF/ISJ F

ISJ BG

Amend to read:

Organotherapy
* This class and its subdivisions are not alternatives and should be used whether the alternative given under ISJ is adopted or not.

* For endocrine gland surgery see HNB GL

ISK

In second note, for ISJ C read ISJ A/ISJ H

ISL B

In note, for ISJ G/ISJ H read ISJ J/ISJ KI

p.27 ITU W

For HQ in HQW/HOW read HO in HOW/HOX

p.28 IUB CD/IUB V

Delete and replace by the following:

(Nature of mental disease)
Add to IUB letters B/S following HPA in HPA B/HPA S.
A brief selection of classes, with amendments and additions, is given here for convenience:

IUB B

Classification, nosology

BN
Normality criteria

CHR
Models

N
Aetiology, causes, pathogenesis

O
(Influencing factors)

* Do not follow the instruction given at HPA O.
Add to IUB OC letters D/K following IC in TCD/ICK.
A brief selection of classes, together with amendments, is given here for convenience:

IUB OCE
OCE T
(OCJ)
OCK
OCK H
OCL

Stress
Environment

(Psychological) see IUB OCL
Social, cultural factors
Social deprivation
Psychological factors

Add to IUB O letters CL/Y following I in ICL/1Y

e.g. Maternal behaviour IUB OMM W;
Effects of addiction IUB OWG

Epidemiology

R

Delete and replace by the following:

IUF

(Stages, course of disorder)

Add to IUF letters F/V following HPK with the following amendments:

IUF KP
KQ
L
NR

Remission
Spontaneous
Recovery
Relapse

Delete and replace by the following:

IUG/IUL V

IUG

(Types of disorders by treatment, intensity, extent and time attributes)

Add to IUG letters B/I following HPT in HPT B/HPT I.

A selection of classes is given here for convenience:

IUG BJ
BT
CR
CS
CW
DV
DX

Incurable
Untreatable
Active
Dormant, quiescent
Terminal
Organic

* Manifesting structural change
Functional
* Not manifesting structural change

G
H
IC
V

Acute
Chronic
Recurrent
Nervous breakdown

IUK

Process disorders

*Characterised by long history; recovery chances not good

IUL V

Reactive disorders

*History dating only from recent crisis; recovery chances good

Dangerous

IUM

In "Add" instruction, for R/W read P/X; for HR/HW read HP/HX.
In examples, for IUM WJL K read IUM W1O WUR
for IUM RJR T read IUM TGD QKW

Iuo N

In "Add" instruction, for R/W read P/W; for HR/HW read HP/HW.
In second example for Iuo WU read Iuo WW.

IVC R

In "Add" instruction, for R/X read P/X; for HR/HX read HP/HX.
In example, for IVC SH read IVC SQ.
Delete and replace by the following:
(Patients by age, etc.)
Add to IX letters M/W following IM in IMM/IMW -
e.g. Mental disorders of adolescents IXR
* To qualify IX and its subclasses by earlier
facets of psychiatry, add intercalator A to the
classmark obtained and then letters RC/WX
following I in IRC/IXX
Some examples follow:

<table>
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<tr>
<th>IX</th>
<th>IXA UMY</th>
<th>UMY YC</th>
<th>YF</th>
<th>Y</th>
<th>YYC</th>
<th>YYF</th>
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<td>Children</td>
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<td></td>
<td>(Transient situational disorders)</td>
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<td>School phobia</td>
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<td>School refusal, truancy, non-attendance</td>
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<td>Normal</td>
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<td>Infantile</td>
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<td>Adolescents</td>
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<td>Drug addiction</td>
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<td>Adopted children</td>
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<td></td>
<td>Handicapped persons</td>
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</tbody>
</table>
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Class J : Education

p.xi.  line 3. For JHI J read JHP J
line 5. For JHR JN read JHP HN
p.xii. 7.511. Line 2. For county read country
p.2  JCMY Amend classmark to JCM W

JCO Amend "Add" instructions to read:
Add to JCO letters Q/X following JIC in JIC Q/JIC X
- e.g. Projectors JCO Q, Computers (as teaching aids)
JCO X

p.3  JCP paragraph 3. Amend "Add" instruction (lines 4 and 5) to read:
Add to JCP letters B/T in Schedule 1A, which contains a
detailed ....
Amend line 8 to read:
The notes in Schedules 1 and 1A should be

JCP H/Q
R/S Delete and replace by the following:
T

GU/S (Defined by non-occupational characteristics)
Add to JCP letters GU/S in Schedule 1A -
e.g. Women in education JCP N
T (By occupational characteristics)
Add to JCP letters TB/TT in Schedule 1A -
e.g. Part-time persons in education JCP TJ
(Special to education)
*Many of the following posts...[as existing text]

In "Add" note following this paragraph delete *;
for S read T in lines 2 and 3

JCT T Change classmark to JCT U} to permit synthesis of JCT and JCV
JCV T " " " JCV W with notation drawn from JCP T
JCV V " " " JCV X

p.4  JDL P Delete and replace by the following:
JDL T (Particular disorders)
see JVJ/JVX

pp.4-5  JE Delete entire schedule (to JET) and replace by the following:

JE PSYCHOLOGY OF EDUCATION
*Locate material here if it is explicitly concerned with
the educational process, so far as this distinction is
practicable
*An alternative (not recommended) is to locate all Psychology
in Class I, using IYJ for Psychology of education

JE2 (Common subdivisions)
Add to JE2 numbers 2/8 from Schedule 1

JE3 Add to JE3 numbers and letters following 9 in Schedule 1

JE4 Add to JE4 letters A/D following J in JA/JD

JEA/JEM Add to JE letters A/M following I in IA/IM
*A small selection of these classmarks is given here for
convenience. Consult Class I, Psychology, for further details.
| JEA J | Schools of psychology |
| JEB | Research & experiment in psychology |
| N | Tests, testing, measurement, assessment, scales |
|  | *Use this classmark to qualify the psychological factor tested |
|  | For measuring and testing educational performance, see JFB. |
|  | The latter is preferred as the general class for educational measuring and testing |
| JEC C | Human psychological processes, behaviour, activity, attributes |
| LB | (Attributes of psychological processes) |
| LD | Norms |
| LF | Variations, variability (differences) |
|  | (Types of psychological processes) |
| M | Development, psychogenesis, genetic psychology |
| NP | Adjustment |
| P | Sensation & perception, sensory processes |
|  | *Use this classmark also for Perception alone |
| Q | Stimulus & response |
| RQ | Reaction time, lag, speed, choice reaction time |
| JED | Sensorimotor activity, perceptual motor processes |
| D | Ability |
| E | Aptitude |
| F | Skill, competence |
| G | Intelligence |
| H | Special abilities, talent |
| J | (Performance) |
|  | *Do not use; see JF |
| RY | Higher sensations |
| JEE | Motor processes, psychomotor processes, sensory motor processes |
| H | Motivation, drives, desires, wishes (general). |
| J | Involuntary, impulsive behaviour |
| K | Instinctive behaviour, innate drive, primary drive |
| L | Habits, habit formation |
| M | Laterality, sidedness, handedness |
| MS | Left, sinistrality |
| MT | Ambidexterity |
| N | Voluntary actions |
| R | Incentives |
| S | Achievement motivation, need for achievement |
| JEF | Affective experiences, affective psychology, affect, emotions, feelings, disposition |
| G/J | (Types of emotions, emotional states, moods) |
| GK | Boredom |
| JK | Apathy, indifference |
| K | Cognitive processes, higher mental processes |
|  | (Types of processes) |
| M | Association, associative processes |
| O | Concept formation, conceptualisation |
| R | Imagination |
| T | Creativity, inventiveness, originality |
| TH | Vertical thinking |
| TR | Intuition |
| V | Learning & memory |
| W | Memory, remembering |
JEG
Learning
DD Educability
K Comprehension, understanding
L Attention
LV Concentration
(Types of learning by method)
M Conditioned
R Multiple response learning
S Structural learning
SK Learning by rote
SN Learning from experience
ST Trial & error learning
T Verbal learning
W Games learning
XI Imitation

JEH
Thinking, thought, reasoning
K Divergent thinking
L Lateral thinking
N Reasoning, inductive/deductive reasoning, convergent thinking
Q Judgment
R Problem solving

JEJ
The subconscious & unconscious, depth psychology
K Subconscious, extra-conscious
P The unconscious, endopsychic phenomena

V The individual, individual psychology
W Self-concept, personal identity, self-image, identity, ideal self

JEK
Personality, character, disposition, temperament

JEL K Developmental psychology
MS Delayed development
MT Precocious development

JEM N/V The family, family relations, family life
MOR Parental role
MT Parent-child relations, nurturance, parental influence

*Do not use; see Educands JLV/JV

JEN/JEQ Social psychology, social behaviour
*The notation here will be derived from class K (to be published in late 1981).
(The notation published in IN/IQ is provisional and should not be used for the revision of JEN/JEQ).

p.5 JFA Insert the following between JFA and JFB (align "Achievement" with "Measurement and testing", JFB):
JFA K Achievement, attainment, accomplishment
L Expectation, anticipation
M Achievement potential
N Failure
O Success
P Over-achievement
Q Under-achievement

p.6 lines 1-8 Move these eight lines one indentation to the right, so that the next line, "Student sociology etc," becomes coordinate with "[Guidance, counselling]" and not subordinate to it.
JGB

Amend "Add" instruction to read:
Add to JGB letters B/T in Schedule 1A, with the following amendments

JHG/JHP

Amend "Add" instructions to read (examples unchanged):
(Types of academic staff)
Add to JH letters GU/N in Schedule 1A -
Add to JHO letters P/S in Schedule 1A -
Add to JHP letters B/T following T in Schedule 1A -

JIC

Delete "Add" instruction and all following lines to the bottom of the page and replace by:

JIC N
Furniture [Existing]
O
Office equipment [Amended]
P
Duplicating, copying equipment [Existing]
Q
Projectors [Amended]
QQ
Epidiascopes
R
Overhead [Existing]
S
Sound recorders
T
Record players, gramophones
W
Data processing equipment [New]
X
Computers [Amended]

*For computers in automatic teaching see JTG N

p.7

JJH C/JJJ L
Move all lines from "Creative work" to "Laboratory work" one indentation to the left, so that "Creative work" is coordinate with "Self-instruction", JTF.

p.8

JJP Q
Add, discovery method

p.9

JKD
In example to "Add" note for JKD HJ read JKD F

JKL
Following the "Add" instruction and examples add another paragraph:

JKM
*Each subject may be further qualified by preceding facets of class J as instructed at JKT

JKP/JKQ

JLC G
last line. For JLC QQ read JLC NQQ

p.11

JQA S/V
In classmark and "Add" instruction for S/V read RY/V
JS
last line of notes. For JRC SF read JRM CSF
JT
For *Two read *Three

p.12

JV
SPECIAL CATEGORIES OF EDUCA NDS, EXCEPTIONAL PERSONS
Insert note: To qualify further any subclass of JV formed by the addition of letters from Schedules 2, 3 and 3A or from other main classes,
Add to the classmark the number '2' followed by numbers and letters from Schedule 1
Add to the classmark the number '3' followed by letters A/T following J in JA/JT
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| JVD/JVE | Disadvantaged persons  
Revisions to these classes will appear in the next issue of the Bulletin to provide greater detail and better order. The revisions will largely agree with QG and QJ, the latter being amplified by reference to class K when published |
| JVG W | In "Add" instruction for JVG read JVG W |
| p.13 | Amend "Add" instruction to read:  
Add to JVG letters K/Y following QK in QKK/QKY -  
e.g. Persons from broken families JVG X |
| JVJ/JVY | Delete entire section and replace by the following:  
MENTALLY OR PHYSICALLY HANDICAPPED  
W  
Isolated, impaired mobility, homeless, home-reared  
X  
Institutionalized, hospitalized  
JVK  
Mentally retarded, mentally handicapped, learning disabled  
JVL  
Backward, borderline  
JVM  
Educationally retarded, slow learners  
*See also Language disorders JVO Q  
X  
Late developers, under-achievers  
Y  
Mild retardation, feeble minded  
JVN  
Educationally subnormal (ESN)  
JVO H  
Mentally deficient  
J  
Moderate mental retardation, trainable mentally retarded  
*IQ 36-51  
K  
Severe mental retardation, severely subnormal (SS)  
*IQ 20-35  
L  
Profound mental retardation, ineducable  
M  
Disturbed, mentally ill (general)  
(Specific disorders)  
P/Q  
Add to JVO letters P/Q following IU in IUP/IUQ -  
e.g. Language, verbal communication disorders in general, JVO Q |
| JVP B | Aphasia  
Add to JVP letters B/V following IUR in IUR B/IUR V -  
e.g. Dyslexia JVP G, Stammerers JVP S |
| JVQ | Disorders of other psychological processes  
Add to JVO letters S/Y following IU in IUS/IUY -  
e.g. Autistic persons JVO Y |
| JVR/JVS | Psychoses, neuroses, personality disorders, etc  
Add to JVR letters B/Y following IV in IVB/IYV;  
Add to JVS letters B/Y following IW in IWB/IWY -  
e.g. Epileptics JVR CP; Deviants JVS D |
| JVT | Physically handicapped  
W  
Sick, ill  
X  
Injured, disabled  
*See also Homebound, hospitalized JVJ W/JVJ X |
| JVU | Communication handicapped  
*See also Verbal communication disorders, JVO Q |
Perceptually handicapped (sight and hearing) [Existing]
Sight handicapped, blind "
Partially sighted "
Hearing handicapped, deaf "
Partially hearing "
Deaf and dumb "
Speech handicapped, dumb (Speech impediments) see JVP S "
Multiply handicapped (deaf, dumb and blind) "
Other disorders
(Autistic persons) see JVP Y (Reading handicapped) see JVP F "

Delete existing text and replace by the following:

*Alternative (not recommended) to locating atJI/JJ and citing after Educand.

If this alternative is used, proceed as follows:

Add to JWA letters A/H, K/V following J in JA/JH, JK/JV -
e.g. Teaching methods and aids in secondary schools JWA N

*Do not use JWA CM for Equipment: use JWC below

Add to JW letters B/Y following JI in JIB/JIY -
e.g. Audiovisual aids JWE
To qualify further a specific aid, add A to the classmark and then the letters A/H, K/V following J in JA/JH, JK/JV -
e.g. Audiovisual aids in secondary schools JWE AN

*Do not qualify teaching methods in general (JX)
by concepts from JA/JH, JK/JW: use JWA and JWB/JWY

(Specific methods)
Add to JX letters C/X following JJ in JJC/JJX -
e.g. Demonstrations JXL O
To qualify further a specific method, add to its classmark
- the letter A and then the letters A/H, K/V following J in JA/JH, JK/JV -
e.g. Psychology of demonstrations JXL OAE
- the letter B and then the letters B/Y following JI in JIB/JIY (JWB/JWY) for specific aids used with these methods -
e.g. Equipment for demonstrations JXL OBC

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CURRICULUM

*Alternative (not recommended) to locating at JK and citing after Educand.
(For a further alternative, see note at JK)

If this alternative is chosen, the classifier may cite Teaching Methods and Aids either
(i) in their standard order following Educand;
   i.e. Curriculum (JY) - Educand (JL/JV) - Methods etc (JI/JJ);
or (ii) in the alternative order described above at JW/JX,
   i.e. Curriculum (JY) - Methods etc (JW/JX) - Educand (JL/JV).

Proceed as follows:
Using Alternative (i) (Curriculum - Educand - Methods)
Add to JYA letters A/J, L/V following J in JA/JJ, JL/JV -
e.g. Games method JYA JO; Primary school curriculum JYA M.
Add to JY letters B/Z following JK in JKB/JKZ -
e.g. Elements of curriculum JYBN; Mother tongue JYG.

Using Alternative (ii) (Curriculum - Methods - Educand)
Add to JYA letters A/H, L/X following J in JA/JH, JL/JX
(where JW/JX are used for Methods and aids) -
e.g. Primary school curriculum JYA M; Games method JYA XO
Add to JY letters B/Z following JK in JKB/JKZ

*In both (i) and (ii) above, each of the subclasses in JYB/JYZ may be further qualified by earlier facets from Class J (i.e. JA/JJ or JA/JH respectively) following the instructions given at corresponding subdivisions of JK.

Class Q : Social welfare

p.2  QBH  For QBH read QBT
p.8  QFY B  For QFY B read QFY AB
p.9  QGI  For QGI GC read QGI CE *(Second example may be altered following publication of Class X).

p.12  QKR  Insert after QKR GX: QKR GY Multiple sibling groups (cf. TLF RGY)

p.13  QLE Y  For QLE Y read QLE XL
       QLE YM  For QLE YM read QLE XM

p.31  Index: Migrants  For QJR X read QJR S

p.33  Insert Refugees (in general) QGN G