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
The Bliss Classification Bulletin, No. 42, 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.

рушко 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

<table>
<thead>
<tr>
<th>1998</th>
<th>Balance brought forward at 1st August</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>4778.58</td>
<td>Deposit account</td>
<td>5512.87</td>
</tr>
<tr>
<td>0414.80</td>
<td>Current account</td>
<td>0770.70</td>
</tr>
<tr>
<td>1621.15</td>
<td>Societies account</td>
<td>1358.26</td>
</tr>
</tbody>
</table>

**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                  | 0097.58         |

| **8551.70**     |                                       | **11034.00**    |

## Current Assets at 31st July

<table>
<thead>
<tr>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Charibond (at cost)</td>
</tr>
<tr>
<td>0770.70</td>
<td>Cash in Current account</td>
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<tr>
<td>1358.26</td>
<td>Cash in Societies account</td>
</tr>
<tr>
<td>5512.87</td>
<td>Cash in Deposit (Alliance &amp; Leicester) account</td>
</tr>
</tbody>
</table>

| 1007.07         | Computer equipment                     | 0805.66         |
| 0201.41         | less depreciation @ 20% per annum      | 0161.13         |
PAYMENTS

1998                                      1999

0324.78  (0384.58)(2) Committee and AGM expenses 0378.70 (1)

0058.30  Stationery, postage and photocopying 0051.17

0085.00  Bulletin printing 0065.00

0141.79  BC2 expenses (computer equipment, textbooks 0476.50

          printer paper)

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 1000.00

0909.87                                                                 2971.37

Balance in hand at 31st July

5512.87  General deposit account

0770.70  General current account

1358.26  Clubs & Societies account 0367.84

7641.83  8040.43

8551.70  11051.80

(11034.00)

(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 Bulletin, No. 42, 2000

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

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Mrs Heather Lane, Hon. Secretary
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Cambridge  Fax:  01223 338884
CB2 3HU  E-mail: hel20@cus.cam.ac.uk [letter \ digits 20]

Ms Angela Haselton, Hon. Treasurer and Membership Officer
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London  Fax:  020 7447 3734
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Aberystwyth  Fax:  (by arrangement) 01970 611861 or 622190
SY23 3SE  E-mail: tony.curwen@bl.uk or agc@aber.ac.uk

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 salutory 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.

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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]?"></script> 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%).

Responses

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 facetted 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 facetted 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.

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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

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

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, repetitious, 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
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[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
  - Tenderness
  - 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, appetising, 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]
[Edible oils and fats processing, lipids]
Refining
Melting and solidification
Hydrogenation
Emulsifying
Stabilising
Saturated, unsaturated, polymersaturated, 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
(By 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
(By 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
Soufflés
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
Clove
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
Sauerkraut

Sauces
Mayonnaise, aioli, dips

Pickles, chutneys
Marinades

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
Amendments to BC2

A number of small typographical errors – e.g., trailing brackets in forces( or Other] – have been disregarded, as have some minor spelling mistakes in the text when the meaning is clear.

Class A/AL : Philosophy and Logic

Index

Action  under Action insert Philosophy of ~ AHG

Class AY : General Science, and Class B : Physics

Introduction

p.xlii  10.2, line 3  for  AY7 T ... AY7 T read  BM7 T ... AY7 S/V
p.xlii  10.3, example, lines 2-4  for  AY1 read  AY1 [digit 1]
      last line  for  AY1 read  AY1 [digit 1]

Schedules

p.8    AY2 A  "Add" note:  for  AA/AK read  AA/AL
p.15   AY4 FR  "Add" note:  for  BRL read  BRL 4
p.26   AY7 WP  Note:  for  BAC EH read  B9D D
p.32   AYQ 8F (following):  "Add" note:  for  AT9 G read  AY9 G
p.46   B69  "Add" note:  for  B6K T/B6K Y read  B6K TX/B6K U
p.47   B6K FR4  Note:  [Example to be supplied in the next issue]

B6K R  "Add" note:  for  A/T read  A/X
      B6K RST  for  B6K RST read  B6K RT
p.65   BFU F  move Diffusion to the left to align with Dispersion
p.97   BPR S (following):  Amend "Add" note and BPU to read
      By individual element
      * Add to BPU letters J/N following C in CJ/CN; e.g.
      BPU K  Hydrogen atom
      KRH W  Hydrogen neutral atom
      MYQ  Helium atom
p.99   BQW  Amend "Add" note and BQW to read
      BQW  By individual element
      * Add to BQW letters J/N following C in CJ/CN; e.g.
      BQW JT  Metal ions
      K  Hydrogen ion
p.101  BRG H  Add second note:
      * An alternative (which is not recommended) is given at BRG J
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 BPUIH read BPUMYQ
Hydrogen atom for BPUIH 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 existing 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

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 JIG BCY

JJG BCX Insert below and indent:
BCY Internet use
* For Internet access, provision of equipment and connections, etc., see JIC Y

JKO K Add to examples in note:
English as a second or other language, ESOL

JKU KK Add to existing term: Lifeskills
Add note: * Preparation for adult life

JLB G Add to existing terms: Grant-maintained schools

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

JPD TK Insert below and align:
TL Access courses
* Courses preparing students without traditional qualifications for admission to higher education courses

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

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 PE Dyspraxia
* Serious impairment in motor or movement coordination

JVP B In "Add" instruction, for IVR read IUR (twice)

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 JDF 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 for JGTWV read JGT X
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 Insert below RW and indent under Group incentives:
  RX Competitions
  Amend existing classmark from RX to RY:
  RX Individual incentive schemes, A/2

TUQ RW Insert below RWX and align with Group incentives:
  RX Performance-related pay
  Amend existing classmark from RW to RWX:

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Performance-related pay TLTRX, TUQRX