## Principles & theory of education

### J

#### Education

- **Common subject subdivisions**
  - Add to J numbers 2/3 from Auxiliary Schedule 1.

- **Common subject subdivisions**
  - Add to J numbers 4/6 from Auxiliary Schedule 1.
  - A number of concepts in Schedule 1 have a special significance in Class J Education and therefore appear in the main schedules JA/JY. When in doubt prefer the place in the main schedules.

#### J4

- Organisation of education, administration in education
  - See also JB/JC

#### J4A

- Persons in education
  - See also J9, JCP/JCW, JHB/JHS

#### J5

- Organisations in education
  - See also JB/JC, JL/JU

#### J5M

- Information on education

#### J6A

- Study & teaching of education
  - See also Education of teachers JTJ

#### J6C

- Research in education
  - See also Education of teachers JTJ

#### J6P

- Comparative education
  - See also Institutions in foreign countries in JL8/JU8

- NF
  - Case studies

- NH
  - Problem studies

- NL
  - Area studies

#### J6Q

- Cross-cultural studies

#### J6T

- Historical studies

#### J7

- History of education
  - **By period**
    - Add to J7 letters A/Z from Auxiliary Schedule 4.

#### J82

- International education
  - **By place**
    - Add to J8 numbers and letters 3/9, A/Z from Auxiliary Schedule 2.

#### J9

- Biography
  - Add to J96 letters A/Z for the names of individuals, e.g. Life of Montessori J96 MO.
  - See also JAJ Schools of thought in educational theory

#### J9C

- Relations with other subjects
  - For "phase relations" not covered by the relations implicit in the facets in the main schedules.
  - See 9C/9K in Auxiliary Schedule 1.
Administration of educational systems

Education

- Principles & theory of education
- Society & education
- Community & education
- Rural areas
- Villages
- Urban areas
- Built-up areas, housing estates, tower blocks
- Suburbs
- Cities
- Inner city areas
- New towns
- Social classes
- Migrants
- Emigrants, brain drain
- Ethnic & racial groups
- Family environment
- Student sociology
- Alternative (not recommended) to locating at JG.

JAP
- Religion & education
- Church & education

JAQ
- Social welfare & education

JAR
- Political science & education

JAS
- Law & education
- See also Legislation JBO

JAT
- Economic environment & education
- Consumer society
- Industry & education

JAU
- Technology & education

Education

- Principles & theory of education
- Technology & education

JB
- Administration of educational systems, state & education
  * At level of whole nation or community.
  
  ** General policy considerations**
  * Add to JB letters E/GU following K9, with modifications shown below:

JBE 3Q
- Statistics of education
- Forecasting
- Projections, needs & demands
- Policy making

JBF
- Decision making

JBG
- Planning, development

JH
- School distribution, mapping, location

JI
- Systems planning

JJ
- Centralisation

JK
- Decentralisation

JL
- Coordination in planning, cooperation in planning
  * See also International aid JBO

JV
- Reform, innovation

JX
- Tripartite systems

JBH
- Economics of education
  * Education as a national or regional resource. Most of the literature relates to the economic management of the educational system, JBH Q/JBH Y.
  * Add to JBH letters A/P following T in Class T Economics, e.g.:

JK
- Education as a resource

LC
- Industrial relations in education
  * For personnel relations within particular educational institutions see JCP E.

LD
- Trade unions (industrial relations)
  * For trade unions as bodies having particular interest in education see JBX T.

LM
- Labour force

LMA
- Manpower planning
  * See also Special categories JBH LYN

LS
- Salaries, pay structure

LYN
- Requirements for special categories of persons
  * For example scientists, mathematicians.

NH
- Public finance & education
  * For finance of individual institutions see JDG.

NJ
- Taxation

NPO N
- Non-tax income, non-tax revenue

NQ
- Costs of education

NRJ R
- Distribution, allocation of resources

O
- International economics & education

OP
- International aid, development aid
**Government in education**

### Administration of educational systems
- **JBH**
- **Economics of education**
- **JBH OP**

#### JBH Q
Management of educational systems
- Add to JBH letters Q/Y following T in Class TQ
- Management, e.g.:
  - QR . Management techniques
  - QS . Operational research, OR
  - QVT . Action research
  - R . Organisation & methods & work study, O&M
  - and work study
- RKB . Management functions
- RKG . Responsibility, accountability (of system)
- RMM . Objectives
- RMQ . Standards, norms (educational system)
- RNN . Programme setting, programme budgeting
- RNP . Programme planning budgeting systems, PPBS
- T . Financial administration & accounting
- TP . Costs, cost accounting
- TPS . Cost benefit analysis
- TQL . Budgets (educational system), budgetary control
- Types of budgets
- TQR T . Zero base budgeting, ZBB
- TQV W . Output budgeting

#### JBK
Government in education
- See also Political science and education JAR

#### JBL
International governmental bodies
- **N** . United Nations
- **P** . Unesco
- **PQ** . International Bureau of Education
- **PR** . International Institute for Educational Planning
- **Q** . Council of Europe
- **QR** . OECD, Organisation for Economic Cooperation & Development
- **R** . Other international governmental bodies
- **T** . International non-governmental bodies, INGOs

#### JBM
National governments, central government
- **M** . Parliaments, legislatures
- **N** . National political parties
- **P** . Ministries of education, education departments
- **P4A** . Ministers, secretaries of state
- **Q4A** . Secretariats, civil service
- **Q4T M** . Academic liaison officers
- **R** . Committees
- **S** . Permanent committees
- **T** . Ad hoc committees
- **V** . Tribunals, review boards
- **JBN** . Particular committees, boards, etc.
  - Add letters L/Z from Auxiliary Schedule 4B for approximate date.

### Administration of educational systems
- **JBK**
- **N** . Ministries of education JBM P
- **. . .** . Particular committees JBN

#### JBO
Legislation
- Alternative (not recommended) is to locate in Class S law.
- Add to JBO letters E/Y following SE in SEE/SEY
  (see 44 in Auxiliary Schedule 1 for examples).
- **M** . Bills
- **R** . Statutes, acts, codes, by-laws, statutory instruments

#### JBP
Local government
- **M** . Councils, local education committees, school boards
- **N** . Local political parties
- **P** . Education departments
- **P4U C** . Education officers, directors, superintendents
- **S** . Legislation
- **X** . Administrative districts, school districts

#### JBR
- **X** . Regions, states, provinces
- **JBR** . Counties, regional councils in Scotland
- **JBS** . Boroughs, metropolitan districts, district councils in Scotland

#### JBT
Inspection & accreditation
- **V** . Inspection
- **V4** . Inspectors
- **V4U N** . Advisors
- **X** . Accreditation, recognition as efficient

### Other organisations in educational administration
- **Other organisations in educational administration**
  - See also Owners of institutions JLB

- **JBU D** . Pressure groups, temporary organisations
- **JBV** . Voluntary bodies
- **D** . Trusts & foundations
- **F** . Coordinating bodies

### Bodies with particular interest
- **Religious bodies**
  - For religious bodies as owners/authorities of institutions, see ILC G.
  - Add to JBQ letters E/Y following SE in SEE/SEY in Class P Religion, e.g. Christian missions JBM NR.
- **JBA** . Philanthropic bodies, ethical agencies, charities
- **JBJ** . Professional bodies, research bodies, associations
- **JBY** . Political bodies
- **JBN** . Trade unions, trade associations
- **JBU** . Business organisations
Buildings & equipment & services

**Education**

Administration of educational institutions

- Business organisations

**JC**

Administration of educational institutions,
management of educational institutions,
school administration

* See also Administration of educational systems JB

**JCC**

Buildings & equipment & services

- Planning & design, architecture

  * See also Architecture - Educational buildings

**JCE**

WCW

**JCE/JCO** Alternative (not recommended). See note at JCD L.

Add to JCE letters A/Z following JD in JDA/JDZ.

**JCE WM**

A selection of more prominent buildings is given here.

**JCL**

- Parts of building

**JCD**

- Buildings

**JCE**

Special to administration

* Add to JCE letters A/Z following JD in JDA/JDZ.

* A selection of more prominent buildings is given here.

**JCO**

- Special to administration

**JCE/JCO** Alternative (not recommended). See note at JCD L.

**JCE/KTS**

Alternative (not recommended) to locating under Teaching aids JIC.

Add to JCO letters KTS/SX following JI in JIK TS/JIS X, e.g.:

**JCM**

Equipment

* See also Teaching aids JIC

**JCN**

- Computer systems, visual display units, VDUs

**JCO**

- Audiovisual equipment

* Alternative (not recommended) to locating under Teaching aids JIC.

* Add to JCO letters KTS/SX following JI in JIK TS/JIS X, e.g.:

**JCO**

- Audiovisual equipment

* Alternative (not recommended) to locating under Teaching aids JIC.

* Add to JCO letters KTS/SX following JI in JIK TS/JIS X, e.g.:

**JCO/KTS**

- Projection equipment
Personnel

JCP  Personnel
*  The preferred arrangement is to subordinate personnel serving a specific function to that function, e.g. Teachers to Teaching.
*  An alternative (not recommended) is to collect here all material on personnel working within schools etc. but not in Educational administration, using JCP T/JCW for those serving specific functions. For personnel in Educational administration, use Auxiliary Schedule 1A, e.g. Ministers of education JBM P4A.
*  A further alternative if the above alternative is used is to treat JCP as the preferred class for Teaching staff, specifying explicitly only the other posts listed here, e.g. Librarians JCR L.

JCO  Administration of educational institutions

JCS  Management of personnel

JCP  Personnel
*  Add to JCP A letters A/C following J in JA/JC
AI  Personnel psychology
AP  Profession
APP  Ethics of profession, professional conduct
APR  Duties, responsibilities
AQ  Management of personnel
*  Add to JCP letter B/U following TU in Class TQ

A/R  Synthesis instruction
*  Add to JCP A letters A/C following J in JA/JC

TF  .  .  .  Redundancy
TFV  .  .  .  Retirement
TGQ  .  .  .  Exchange of positions, secondment
TP  .  .  .  Hours of work
TU  .  .  .  Leave, vacations
TW  .  .  .  Physical working conditions
U  .  .  .  Health & safety of personnel
          .  .  .  Special hazards
UQ  .  .  .  Pupil violence

JCQ  Types of personnel
*  Any given type of personnel may be divided as follows, where the hyphen represents its classmark: - 2/B Add to - numbers and letters 2/9, A/B following J % - C Add to -C letters A/O following JC % - D Add to -D letters A/U following JCP % - Add to - letters LJ/PF following K in Class K Society, e.g. Women personnel JCQ NW 3PP; % Women personnel - salaries JCQ NWD P; % Women personnel from ethnic minorities JCQ PDO QNW.

T  .  By occupational characteristics
*  Add to JCQ letters T/UN from Auxiliary Schedule 1A, e.g. Part-time persons in education JCQ TJ.

... Special to education
*  Many of the following posts imply a particular type of institution, and their classmarks will reflect this, e.g. Universities - Vice-Chancellors JRM CQV. % However, for convenience of reference and for notation, all personnel are listed together here.
*  For subdivision of any particular type of personnel, see instructions above at JCQ, e.g. Women head teachers JCQ XNW.

V  .  .  Chancellors, vice-chancellors, rectors
W  .  .  Principals, directors
WX  .  .  Deans
X  .  .  Heads of departments
XY  .  .  Heads of departments

JCR  .  .  Teaching staff, faculty
*  Alternative (not recommended). The preferred place for academic staff is under Teaching at JH.
*  For a further alternative, using JCP for teachers, see third note at JCP.

G  .  .  Academic support staff, support services
H  .  .  Research staff
K  .  .  Aides, student assistants
L  .  .  Librarians, teacher-librarians
N  .  .  Training & liaison officers
O  .  .  Careers officers
P  .  .  Guidance officers, counsellors
Q  .  .  Chaplains, padres, ministers of religion, priests

Academic support staff, support services
H  .  .  Research staff
K  .  .  Aides, student assistants
L  .  .  Librarians, teacher-librarians
N  .  .  Training & liaison officers
O  .  .  Careers officers
P  .  .  Guidance officers, counsellors
Q  .  .  Chaplains, padres, ministers of religion, priests

JCO  Personnel

SC  Administration of educational institutions

V  .  .  Pupil violence

JCP  Personnel
*  Add to JCP A letters A/C following J in JA/JC
AI  Personnel psychology
AP  Profession
APP  Ethics of profession, professional conduct
APR  Duties, responsibilities
AQ  Management of personnel
*  Add to JCP letter B/U following TU in Class TQ

A/R  Synthesis instruction
*  Add to JCP A letters A/C following J in JA/JC

TF  .  .  Redundancy
TFV  .  .  Retirement
TGQ  .  .  Exchange of positions, secondment
TP  .  .  Hours of work
TU  .  .  Leave, vacations
TW  .  .  Physical working conditions
U  .  .  Health & safety of personnel
          .  .  .  Special hazards
UQ  .  .  Pupil violence

JCQ  Types of personnel
*  Any given type of personnel may be divided as follows, where the hyphen represents its classmark: - 2/B Add to - numbers and letters 2/9, A/B following J % - C Add to -C letters A/O following JC % - D Add to -D letters A/U following JCP % - Add to - letters LJ/PF following K in Class K Society, e.g. Women personnel JCQ NW 3PP; % Women personnel - salaries JCQ NWD P; % Women personnel from ethnic minorities JCQ PDO QNW.

T  .  By occupational characteristics
*  Add to JCQ letters T/UN from Auxiliary Schedule 1A, e.g. Part-time persons in education JCQ TJ.

... Special to education
*  Many of the following posts imply a particular type of institution, and their classmarks will reflect this, e.g. Universities - Vice-Chancellors JRM CQV. % However, for convenience of reference and for notation, all personnel are listed together here.
*  For subdivision of any particular type of personnel, see instructions above at JCQ, e.g. Women head teachers JCQ XNW.

V  .  .  Chancellors, vice-chancellors, rectors
W  .  .  Principals, directors
WX  .  .  Deans
X  .  .  Heads of departments
XY  .  .  Heads of departments

JCR  .  .  Teaching staff, faculty
*  Alternative (not recommended). The preferred place for academic staff is under Teaching at JH.
*  For a further alternative, using JCP for teachers, see third note at JCP.

G  .  .  Academic support staff, support services
H  .  .  Research staff
K  .  .  Aides, student assistants
L  .  .  Librarians, teacher-librarians
N  .  .  Training & liaison officers
O  .  .  Careers officers
P  .  .  Guidance officers, counsellors
Q  .  .  Chaplains, padres, ministers of religion, priests

Academic support staff, support services
H  .  .  Research staff
K  .  .  Aides, student assistants
L  .  .  Librarians, teacher-librarians
N  .  .  Training & liaison officers
O  .  .  Careers officers
P  .  .  Guidance officers, counsellors
Q  .  .  Chaplains, padres, ministers of religion, priests
**Government of educational institutions**

<table>
<thead>
<tr>
<th>Education J</th>
<th>Administration of educational institutions JC</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCR S</td>
<td>Youth leaders, community officers</td>
</tr>
<tr>
<td>T</td>
<td>Technicians, laboratory staff</td>
</tr>
<tr>
<td>X</td>
<td>Public relations officers</td>
</tr>
<tr>
<td>JCT</td>
<td>Administrative staff</td>
</tr>
<tr>
<td>U</td>
<td>Secretaries of institutions, senior administrators</td>
</tr>
<tr>
<td>V</td>
<td>Registrars</td>
</tr>
<tr>
<td>W</td>
<td>Accountants, bursars, finance officers</td>
</tr>
<tr>
<td>X</td>
<td>Clerical staff</td>
</tr>
<tr>
<td>Y</td>
<td>Maintenance staff, caretakers, janitors, porters</td>
</tr>
<tr>
<td>JCV</td>
<td>Welfare service staff</td>
</tr>
<tr>
<td>W</td>
<td>Domestic staff, catering staff</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>JCW B</td>
<td>Health service staff, education social workers, visiting teachers (USA)</td>
</tr>
<tr>
<td>D</td>
<td>Medical officers, doctors, physicians</td>
</tr>
<tr>
<td>E</td>
<td>Paediatricians</td>
</tr>
<tr>
<td>G</td>
<td>Nurses, matrons</td>
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<tr>
<td>K</td>
<td>Dentists</td>
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<tr>
<td>P</td>
<td>Psychologists</td>
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<tr>
<td>R</td>
<td>Psychiatrists</td>
</tr>
<tr>
<td>W</td>
<td>Nursery nurses</td>
</tr>
<tr>
<td>X</td>
<td>Child minders</td>
</tr>
</tbody>
</table>

**Government of educational institutions**

<table>
<thead>
<tr>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent power JDD</td>
</tr>
</tbody>
</table>

**Constituent bodies**

| JDE | Governing bodies, school managers, college councils |
| G   | Senates                                             |
| H   | Courts (of universities)                            |
| J   | School councils                                     |
| L   | Academic boards                                     |
| M   | Faculty boards, faculties                           |
| N   | Boards of studies                                   |
| P   | Departments, schools (within larger organisations)  |
| Q   | Convocation, graduate bodies (as part of government) |
| R   | * See also Alumni JGJ                               |

| JDF | School management, management of educational institutions (narrowly) |
|     | * Add to JDF letters QRX following T in Class TQ |
| QR  | Management techniques (school management)           |
| RKB | Management functions (school management)           |
| RL  | Policy & planning & control                        |
| RMS | Decision making                                    |
| RR  | Organisation structure                             |
| RUB | Activities of the institution                      |
| RV  | Development of institutions, organisational change |
| RVN | Organisational development, OD, planned change     |
| RWB | Reorganisation                                     |
| RWC | Rationalisation                                    |
| RXB | Relocation                                         |
| RXS | Closing, winding-up                                |

**Finance**

| G   | Accounts                                           |
| H   | Budgets                                            |
| J   | Incomes                                            |
| K   | Public funds, state grants                         |
| KK  | Capitation allowances                              |
| L   | Direct grants, land grants                         |
| M   | Local grants, block grants                         |
| P   | Other sources of finance & private incomes         |
| Q   | Fees                                               |
| R   | Endowments, donations, investments                 |
| S   | Fundraising, appeals                               |
| T   | Funding organisations                              |
| U   | Enterprise activities                              |
| UF  | Use of facilities                                  |
| UF  | * See also Community use of school buildings JDH |
| UH  | Letting of accommodation                           |
| UJ  | Conferences as sources of finance                  |
| UN  | Joint enterprises with industry                    |
| UR  | Science parks                                      |
Admission

Government of educational institutions

- Admission
  - Student selection, competitive selection
  - Entrance requirements
  - Enrolment, registration
  - Falling rolls
  - Discrimination in admission
  - Integration, segregation
  - Bussing
  - Exchanges of students
  - Transfers between schools
  - Twinning

- Attendance
  - Absence
  - Truancy

- Accommodation provision
  - Lodging & letting services
  - Hostels
  - Private houses

- Choice of schools (by parents or educands)
  - Allocation to schools
  - Appeals against allocation decisions

- Advisory services
  - The general class for guidance and counselling is at JFR. This location is for the completely general concept, and to allow qualification of any concepts appearing between JDL and JFR, e.g. Advice on accommodation for students JDL K.

- Office services, clerical services
  - Records, registers, files, archives
  - Staff records
  - Communication outside institutions
  - Publicity
  - Prospectuses, calendars, catalogues
  - Transport services
  - Fare concessions
  - Relations with external bodies & organisations
  - Community use of school & college buildings

- Computer systems in management of educational institutions

- Data protection, confidentiality in information management

- Information management, communication services
  - Add to JDI letters G/N following TS in TSG H/TSN, e.g.: GJ

See also
- Use of facilities JDG UF
- Curriculum JK, Correspondence courses JIF K
- Student activities JGK
- Evening institutes JPP
- Basic training JIV E
Government of educational institutions

Basic courses

Health & welfare services

* These are designed primarily for educands, who are assumed. For health and welfare problems relating to other persons in education, subordinate to the person.

* This class includes health and welfare taken together and general considerations of health etc. of educands, whether a welfare service is considered or not.

* For services relating to specific aspects, e.g. nutrition and dietetics, see the specific aspect.

Special social environmental factors

Kinship & family & sex relations

* For educands defined by particular factors below, e.g. children from broken homes, see special categories of educand JV.

* For birth rate see JAK BDB.

* Add to JDW letters G/Y following KP in Class K Society.

* Add to JDV letters A/Y following KQ.

* Add to JDW A letters A/P following KR.

Kinship, sociology of the family

Parents of educands

Offspring

Parent-child relations

Only children

Multiple births

Twins

Siblings

Birth order

Human biological factors

* These factors, together with those of health and medicine following, are all taken from Class H Health sciences.

* In the event of one factor needing to be qualified by an earlier one, the provisions for synthesis in Class H should be used, e.g. Addiction - diagnosis JDW STF H.

* To avoid a clash between these provisions and retroactive synthesis by Class J, proceed as follows for the latter, where the hyphen represents the classmark added to: % -9L Add to -9L letters A/Y following JA. % -9M Add to -9M letters A/Y following JB. % -9N Add to -9N letters A/Y following JC. % -9P Add to -9P letters A/Y following JD. % Example: Planning and development of health and safety JDW H9M G.

* Add to JDW letters B/G following H in Class H Health sciences, e.g.:

Growth

* For sensory development, see Senses JDW VCB.

Puberty

Menstruation

Maturity

Climacteric, menopause

Ageing

Heredity, genetics

Health & medical services

Paediatric services (general)

* In Class H, these are part of the primary facet, Types of persons, and file at the end. In Education, nearly all the literature concerns young persons and this can be regarded as the preferred class and therefore files here, preceding all other specific aspects.

Preventive medicine

Health education & health promotion

Regulation & inspection

Sanitation, cleanliness

Hazards, dangers, disasters

Accidents

Diet therapy

Physical therapy, physiotherapy

First aid

Meals

Curative medicine, medical services (narrowly)

Rest, relaxation

Sleep

Physique

Size-weight ratio

Posture

Food & diet

Nutrition & dietetics

Meals

Hospital care

* For the medical service; for building aspect, see Sanatorium, sick bay JCE WM.

Clinical medicine

Diagnosis, identification of sickness

Symptomatology

Treatment, therapy

First aid

Physical therapy, physiotherapy

Diet therapy

Disorders, pathology, illness

Accidents

Infectious diseases, contagious diseases

Immunization, inoculation, vaccination

Addiction

* Alternative (not recommended) to locating at JDX WG.

Allergies
### Health

**Parts & systems of the body**

**JDW TJ**  
- Locomotor system
  * For physical activity, see JDW KBE.
- Sense organs
- Touch
- Smell
- Taste
- Time sense, temporal perception
- Communication sense
- Language sense, audiovisual senses
- Visual sense, vision, sight
- Hearing, audiology
- Dental system, dental health
- Reproductive system
- Contraception
- Pregnancy
- Abortion

**JDX**  
- Mental health care, mental health services
  * See also Educational psychology JE
  * Add to JDX letters A/X following I in Class I Psychology & Psychiatry, e.g.:
- Psychometrics
- Influencing factors
- Stress
- Crises
- Deprivation
- Psychiatry, medical psychology
- Psychiatric services & agencies
- Psychiatric treatment, psychiatric therapy
- Drug therapy
- Psychotherapy
- Psychoanalysis
- Sociotherapy
- Sociodrama
- Psychodrama
- Mental disorders, mental illness, types of psychopathology
  * Use for mental disturbance in general.
  * For educands defined by a particular disorder, see JVJ/JVY.
- Influence of stress
- Mental retardation
  * See also Special educands JVJ/JVS
- Psychosomatic disorders
- Learning disorders
- Language disorders, verbal communication disorders
- Listening disorders, reading disorders
- Speech disorders

### Education

**JDW URB**  
* Aphasia
  * See also Addicts JVX G
* Sensory aphasia
* Visual aphasia, alexia, word blindness
* Dyslexia
* Agraphia
* Auditory aphasia, word deafness, hearing disorders
* Motor aphasia
* Dyslalia, articulation disorders
* Stammering, stuttering
* Addiction & dependency (as mental disorders)
  * See also Delinquents JYV
* Alcohol addiction, drinking
* Drug addiction
* Stimulants
* Smoking, tobacco
* Cannabis

**WE**  
* Delinquency (as mental disorder)
  * See also Delinquents JYV

**JE**  
Psychology of education, educational psychology
  * 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 2/9 from Auxiliary Schedule 1.

**JE3**  
* Educational theory & administration
  * Add to JE3 letters A/D following J in IA/JD.

**JEA**  
Psychological research or processes or typology
  * Add to JE letters A/L following I in IA/IL in Class I Psychology & Psychiatry. A selection of prominent concepts is given here for convenience:

**J**  
Schools of psychology

**JEB**  
Research & experiment in psychology

**N**  
Tests, testing, measurement, psychological assessment, scales
  * Use this classmark to qualify the psychological factor tested.
  * For measuring and testing educational performance see JFB, which is preferred as the general class for educational measurement and testing.
Human psychological processes

- Nature & nurture
- Norms, variations, variability, differences
- Misconduct, naughtiness
- Development processes, psychogenesis, genetic psychology
- Adaptation, adjustment
- Sensation & perception, sensory processes, apperception
- Stimulus & response
- Reaction time, reaction lag, reaction speed, choice reaction time
- Types of response
- Reflex
- Conditioned reflex, conditioning
- Agents
- Reinforcement
- Sensorimotor activity, perceptual motor processes
- Ability, skill, competence, know-how
- Special abilities, talent
- Performance
- Higher sensations
- Motor processes, psychomotor processes, sensory motor processes
- Motor skills
- Motivation, drives, desires, wishes
- Involuntary behaviour, impulsive behaviour
- Instinctive behaviour, innate drive, primary drive
- Habits, habit formation
- Laterality, sidedness, handedness
- Lefthanded, sinistrality
- Ambidexterity
- Voluntary actions
- Incentives
- Achievement, achievement motivation, need for achievement
- Will, volition
- Conation
- Self-control, self-discipline

Affective experiences, affective psychology, affect, emotions, feelings, disposition (psychological process)
- Types of emotions, emotional states, moods
- Boredom
- Interest, excitement
- Restlessness
- Anxiety, apprehension
- Grief
- Dislike, aversion
- Jealousy, envy
- Anger, rage
- Anger, rage
- Enthusiasm
- Affection, liking
- Love
- Pleasure, enjoyment
- Humour
- Cognitive processes, intellect, cognition, higher mental processes, mind
- Intellectual ability
- Accuracy
- Adaptability
- Performance
- Application
- Cognitive style
- Types of processes
- Association, associative processes
- Concept formation, conceptualisation
- Ideation
- Imagination
- Creativity, inventiveness, originality
- Vertical thinking
- Fantasy
- Daydreaming
- Play
- Inspiration
- Intuition
Social psychology
Examinations

* Within JF synthesise classmarks by dropping only the initial J, e.g. First year examinations JFL FHT.

* Add to JFA letters A/E following J in JA/JE.

Within JF synthesise classmarks by dropping only the initial J, e.g. First year examinations JFL FHT.

Add to JFA letters A/E following J in JA/JE.

JF

JFOW

JF

Educational performance, educational achievement, attainment, educational standards (general)

- Within JF synthesise classmarks by dropping only the initial J, e.g. First year examinations JFL FHT.
- Add to JFA letters A/E following J in JA/JE.

JFB

Measurement & testing

JFC

Measurement, statementing

JFD

Testing

JFE

Construction of tests & scales

JFF

Interpretation & evaluation

G

Standardisation & standards

J

Reliability & validity

L

Prediction of success & failure, forecasting attainment, prognosis

JFG

Educational assessment, rating

JFH

Marks, marking, grading

K

Ranking, position in class

M

Scaling

P

Reports, testimonials, references

R

Time of setting

S

Testing during course

T

First stage testing, first year testing

V

Terminal testing, end of course testing

JFI

Processes in testing

C

Cheating

E

Expectations of performance

G

Overachievement

J

Underachievement

L

Failure

Types of test

By form

JFK

Course assessed tests, continuous assessment

- Work submitted during course, not by set examination.

H

Individual set work, exercises, tasks

I

Theses, dissertations

JFL

Examinations, set examinations

- Tests intended to be entered by candidates at a given stage, at the end of the course.

J

Examining bodies

M

Internal examinations

N

External examinations

P

Re-examination, re-sits

By form

Q

Written examinations

- Usually assumed.

R

Oral examinations, viva voce examinations, interviews

T

Practical examinations

X

Open book examinations

JFM

Objective tests, multiple choice tests

- Tests in which marks can be allocated in only one way.

M

Cloze tests

By function

S

Monitoring

- Designed to disclose adequacy of interim progress in a course, etc. Periodic checking of progress.

T

Competitive testing, competitive examinations

TV

Entrance selection

- For example, 11+ examination, common entrance.

JFN

Certification, attainment testing, position testing

- Usually assumed. Assigning an objective measure of final achievement at a given stage of course, or end of course.

N

Certification tests, finals

JFO B

Formal qualifications

BG

Recognition of qualifications, equivalence of qualifications

C

Leaving certificates

- Any certificate awarded may be qualified retroactively by the method of testing, e.g.:

CFK

Course assessed certificates

CFM

Multiple choice tests

CFN

Certification examinations

Particular tests & examinations

- The preferred arrangement is to subordinate these to the stage of education to which they refer, using the classmarks from JFO E/W to note them, e.g. Certificate of secondary education, CSE JNF OE; General certificate of education, GCE JNF OG.

- An alternative (not recommended) is to group here all material on particular tests and examinations.

- Any given test or examination may be qualified retroactively by the method of testing, e.g. Course assessed elements in the CSE JNF OEF KG.

E

Certificate of secondary education, CSE

G

General certificate of education, GCE

H

Ordinary level, O-level

K

Advanced level, A-level

L

Scholarship level, S-level

M

Scottish leaving certificate, highers

N

Others A/Z

O

General certificate of secondary education, GCSE

P

Diplomas

R

Degrees, aegrotat degrees

S

Higher degrees

T

Research degrees

U

Masters degrees, MPhil degrees

V

Doctorate degrees, PhD degrees

W

Honorary degrees
### Students

<table>
<thead>
<tr>
<th>Education</th>
<th>JFP</th>
<th>Educational performance</th>
<th>JFV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement &amp; testing</td>
<td>JFB</td>
<td>. . . . . . Honorary degrees</td>
<td>JFO</td>
</tr>
</tbody>
</table>

#### JFP

**Selection for classes or courses or grouping**
- *See also Admission JDO*

#### Q
- Classes, forms, grades

#### T
- Transfers, transitions, removal

#### V
- Banding, curriculum grouping

#### JFQ
- Streaming, ability grouping, homogeneous grouping

#### S
- Setting, sets
  - *By ability/performance in particular subjects.*

#### V
- Heterogeneous grouping, mixed ability grouping

#### VV
- Mixed age, vertical grouping, school houses

#### VX
- Mainstreaming, integration of special needs

#### X
- Family grouping

#### JFR

**Guidance & counselling**
- *This occurs at three levels - counselling on general problems (e.g. emotional ones), guidance as to courses taken, and guidance on leaving, as to future career etc.*

#### S
- Pastoral care

#### JFS
- Counselling

#### T
- Particular methods (group counselling etc)

#### TV
- Encounter groups
  - In particular situations

#### V
- Personal guidance
  - *See also Psychiatric services JDX RFR X*

#### JFT
- Leaving school

#### V
- Guidance on transition from school to work

#### W
- Job opportunities

#### JFV
- Vocational guidance, occupational guidance, career guidance

### Education

<table>
<thead>
<tr>
<th>JG</th>
<th>Students, pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>JGA</td>
<td>Synthesis instruction</td>
</tr>
<tr>
<td>AK</td>
<td>Student sociology</td>
</tr>
<tr>
<td>JGB</td>
<td>Synthesis instruction</td>
</tr>
<tr>
<td>JGD</td>
<td>Extra-curricular activities, out-of-school activities, leisure activities</td>
</tr>
<tr>
<td>JGE</td>
<td>Officers</td>
</tr>
<tr>
<td>JGF</td>
<td>Students’ unions</td>
</tr>
<tr>
<td>JGG</td>
<td>Fraternities, sororities, Greek letter societies</td>
</tr>
<tr>
<td>JGI</td>
<td>Alumni, alumnas, graduate organisations</td>
</tr>
<tr>
<td>JGK</td>
<td>Social activities, cultural activities</td>
</tr>
<tr>
<td>JGL</td>
<td>Journalism, student magazines</td>
</tr>
<tr>
<td>JGM</td>
<td>Special events</td>
</tr>
<tr>
<td>JGN</td>
<td>Other student social activities</td>
</tr>
</tbody>
</table>

* For example balls, rags.

* See also School ceremonies JDS

* Add to JGN letters A-Z from the whole classification, e.g. Religious activities JGN P.
### Education

<table>
<thead>
<tr>
<th>Students JG</th>
<th>JHNX</th>
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</thead>
<tbody>
<tr>
<td>. . .</td>
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<tr>
<td>Teaching &amp; teachers JG</td>
<td>Teaching profession JHNX</td>
</tr>
<tr>
<td>Teaching &amp; teachers JH</td>
<td>Teaching profession JHB AP</td>
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<tr>
<td>Teaching &amp; teachers JGP</td>
<td>Teaching profession JGC</td>
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#### Education

<table>
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<tr>
<th>JGB</th>
<th>JGC</th>
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<tr>
<td>Teaching &amp; teachers</td>
<td>Teaching profession</td>
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<td>. . .</td>
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<tr>
<td>Relations to community &amp; relations to society R</td>
<td>Authority (general)</td>
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<tr>
<td>Student-school relations, school morale, school regimes S</td>
<td>* See also Truancy JDQ T</td>
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<td>Social action, student protests, student demonstrations X</td>
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<td>Student power, pupil power R</td>
<td>* See also Students in School government JDD S</td>
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<td>Relations to particular categories of person JGQ</td>
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<td>. . .</td>
<td>JGR</td>
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<tr>
<td>Student-parent relations JGS</td>
<td>. . .</td>
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<td>. . .</td>
<td>JGT</td>
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<tr>
<td>Authority (student-teacher relations), discipline JGP</td>
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<td>. . .</td>
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<tr>
<td>. . .</td>
<td>Punishments</td>
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<td>. . .</td>
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<td>. . .</td>
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<td>. . .</td>
<td>WV</td>
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<td>. . .</td>
<td>Suspension, exclusion</td>
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<td>. . .</td>
<td>X</td>
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<td>. . .</td>
<td>Expulsion</td>
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<td>JGV</td>
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<td>Rewards</td>
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<td>JGW</td>
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<td>. . .</td>
<td>Prizes, medals</td>
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<td>JGX</td>
<td>. . .</td>
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<tr>
<td>. . .</td>
<td>Student-student relations</td>
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<td>X</td>
<td>. . .</td>
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<tr>
<td>. . .</td>
<td>Bullying</td>
</tr>
<tr>
<td>. . .</td>
<td>Types of student</td>
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<tr>
<td>*</td>
<td>See JLE Y/JV</td>
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#### JH

<table>
<thead>
<tr>
<th>Teaching &amp; teachers JH</th>
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<tr>
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<td>Teaching profession</td>
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#### JHC

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<tr>
<td>School administration &amp; teachers</td>
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<tr>
<td>Teachers &amp; educational performance</td>
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<tr>
<td>Expectations of pupil performance</td>
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<tr>
<td>* For teacher-pupil relations, see JGR.</td>
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#### JHD

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<td>* Add to JHD numbers and letters 2/9, A/Z from whole classification.</td>
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#### JHE

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<tbody>
<tr>
<td>Education</td>
</tr>
<tr>
<td>* Administrative aspects only; For education of teachers, see JTJ.</td>
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<tr>
<td>Pre-service &amp; in-service training</td>
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<tr>
<td>* See JTJ JVF</td>
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#### JHN

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<tr>
<th>Teaching &amp; teachers JHN</th>
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<tr>
<td>Synthesis instruction</td>
</tr>
<tr>
<td>* Add to JHN letters V/X following KN in Class K Society.</td>
</tr>
<tr>
<td>Sex groups V</td>
</tr>
<tr>
<td>. . .</td>
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<tr>
<td>Sex equality VKN L</td>
</tr>
<tr>
<td>. . .</td>
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<tr>
<td>Women teachers W</td>
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<tr>
<td>. . .</td>
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<tr>
<td>Discrimination against women teachers WIP</td>
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<tr>
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<tr>
<td>* Add to JHE letters A/C following J.</td>
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<tr>
<td>* Add to JHE letters A/U following JCP.</td>
</tr>
<tr>
<td>* Add to JHC letters D/G following J.</td>
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<td>A selection of prominent concepts is given here, with some modifications.</td>
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<tr>
<td>Education</td>
</tr>
<tr>
<td>* Add to JHF letters G/U/L from Auxiliary Schedule 1A, e.g. Immigrant teachers JH H.</td>
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<td>Synthesis instruction</td>
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<tr>
<td>Men teachers X</td>
</tr>
</tbody>
</table>
### Teaching methods & aids

**JHO**

**Synthesis instruction**
- Add to JHO letters P/S from Auxiliary Schedule 1A, e.g. Married teachers JHO PE, Handicapped teachers JHO S.

**JHP**

**By occupational characteristics**
- Add to JHP letters B/T following T in Auxiliary Schedule 1A; a selection is given below.

**H**
- Full-time teachers
- Usually assumed.

**J**
- Part-time teachers

**K**
- Exchange teachers

**L**
- Peripatetic teachers, itinerant teachers

**M**
- Visiting teachers

**N**
- Supply teachers

**Q**
- Voluntary teachers

**T**
- Private teachers, private tutors

**UG**
- Probationary teachers

**UH**
- Student teachers

**By characteristics special to education**
- Add to IH letters Q/S following JC in JCQ/ICS e.g.:

**JHQ X**
- Head teachers

**JI**

**Teaching methods & aids**
- Within JI synthesise classmarks by dropping only the initial letter, e.g. Computer furniture JIC XIC N.
- An alternative (not recommended) is to locate at JW/JX and cite before Educands and Institutions.

**JIA**

**Synthesis instruction**
- Add to JIA letters A/H following J except for JIA CM Equipment, for which use JIC.

**JIB**

**Teaching aids, educational materials, instructional media, learning aids, aids to instruction & learning**
- By user for whom primarily designed
  - General studies only; do not use in compounding.

**L**
- Aids for teachers
- Usually assumed.

**N**
- Aids for students, aids for pupils

**P**
- Aids for parents

**T**
- Educational technology (general)
  - Usually implies use of relatively sophisticated electronic or mechanical equipment.
  - Use of this technology to assist a particular teaching method goes under the method.

**JIC**

**Equipment & machines etc. serving teaching aids**
- Equipment for a particular application goes under the application.

**N**
- Furniture

**O**
- Office equipment

**P**
- Duplicating, copying equipment (teaching aids)

**Q**
- Printing equipment, printing presses

**R**
- Cameras

---

**JIC W**

**Teaching machines, automatic teaching, data processing in teaching**

**Equipment**

**WM**
- Machines for self-instruction

**WP**
- Programs & programming

**X**
- Computers used in teaching
  - **Particular types**

**XM**
- Microcomputers

**XT**
- **Particular models**
  - A/Z by name of model.

**JID V**

**Reading materials**
- Add to JID V letters A/Z following 3 in Auxiliary Schedule 1, e.g. Encyclopedias JID VA, Textbooks JID VEH, Magazines, periodicals JID VG.

**Y**
- Mass media

**JIE**
- Audiovisual materials

**N**
- Non-book materials
  - **Types of materials**
    - A/Z by name of model.

**JIF**
- **Visual materials**
  - Card sets
  - Flash cards
  - Study prints, topic cards
  - Portfolios, teaching kits
  - Cuttings, clippings, scrapbooks
  - Bulletin boards
  - Display boards

**JIG H**
- **Models**
  - Special to geography.

**L**
- Globes

**M**
- Realia

**N**
- Specimens, nature tables

**P**
- Plants, gardens

**R**
- Zoos, animals

**U**
- Toys, games (teaching materials)

**JIH**
- **Graphic materials, printed materials**
  - Illustrations, pictures

**JIK Q**
- Photographs

---
Synchronised presentation of separate audio and visual material.

For example, History expounded through art.

Add to JIV numbers and letters 2/9, A/Z from whole classification.

For work (e.g. library work) using particular aids see the aids at JIC/JIY.

See also Experimental schools JLE J

See also Learning by rote JYL M

See also Open education JRO

For writing as a subject see JKJ.
## Teaching methods

<table>
<thead>
<tr>
<th>JKH</th>
<th>JJI</th>
<th>JJL</th>
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<tbody>
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<td><strong>Education:</strong></td>
<td><strong>Teaching methods:</strong></td>
<td><strong>Methods of teaching:</strong></td>
</tr>
<tr>
<td>JJK</td>
<td>JJJ</td>
<td>JJP</td>
</tr>
<tr>
<td><strong>Methods of teaching (narrowly):</strong></td>
<td><strong>Methods of teaching:</strong></td>
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<td><strong>Student’s work:</strong></td>
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<td>JKJ</td>
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<td><strong>Authoritarian teaching methods, ex-cathedra teaching methods:</strong></td>
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<td>JKK</td>
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<td><strong>Anti-authoritarian teaching methods:</strong></td>
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<td><strong>Micro-teaching, small group teaching:</strong></td>
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<td>JSR</td>
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<td><strong>Team teaching, group teaching:</strong></td>
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<td><strong>Classroom teaching, lessons:</strong></td>
<td><strong>Methods of teaching:</strong></td>
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<td><strong>Rote, drill:</strong></td>
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<td><strong>Direct methods (for foreign languages):</strong></td>
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<td><strong>Questioning, Socratic methods, catechetical methods:</strong></td>
<td><strong>Methods of teaching:</strong></td>
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<td>JUB</td>
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<td><strong>Special to special subjects:</strong></td>
<td><strong>Methods of teaching:</strong></td>
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<td><strong>JJS/JJT</strong></td>
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<td>JUB</td>
<td>JJJ</td>
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<td><strong>By purpose:</strong></td>
<td><strong>Methods of teaching:</strong></td>
<td><strong>Methods of teaching:</strong></td>
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<td>JUB</td>
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<td><strong>Remedial teaching, therapeutic education:</strong></td>
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<td><strong>Methods of teaching:</strong></td>
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<td><strong>Basic training, initial training:</strong></td>
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<td><strong>Methods of teaching:</strong></td>
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<td><strong>In practical skills:</strong></td>
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<td>JUB</td>
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<td><strong>Pre-service training:</strong></td>
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<td><strong>In-service training:</strong></td>
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<td><strong>On-job training:</strong></td>
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<td><strong>Off-job training:</strong></td>
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<td><strong>Practical training:</strong></td>
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<td><strong>Reality practice:</strong></td>
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<td><strong>Innovatory techniques:</strong></td>
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<td>JUB</td>
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<td><strong>Re-training, rehabilitation:</strong></td>
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### Curriculum

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<th>JK</th>
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<td>Teaching methods</td>
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<td>Re-training</td>
<td>JJK</td>
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<tr>
<td>JKC NKB G.</td>
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<tr>
<td>*</td>
<td>Within JK synthesise classmarks by dropping only the initial letter, e.g. Design of multidisciplinary curriculum JK C NKB G.</td>
</tr>
<tr>
<td>*</td>
<td>An alternative (not recommended) is to locate at JY before Educands and Educational institutions.</td>
</tr>
<tr>
<td>*</td>
<td>Another alternative is to locate in Class J only those documents which consider specifically a subject’s place in the curriculum, and to put the teaching of the subject under that subject throughout the whole classification, qualifying the subject by ‘6’ from Auxiliary Schedule 1.</td>
</tr>
<tr>
<td>*</td>
<td>In both these alternatives, an exception may be made for documents dealing with the subject in the primary school, or pre-primary, which would be put with the school.</td>
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<tr>
<td>JKA</td>
<td>* Synthesis instruction</td>
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<td>*</td>
<td>Add to JKA letters A/J following J in JA/JJ.</td>
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<tr>
<td>JKB FV</td>
<td>Classification of curriculum, framing of curriculum</td>
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<tr>
<td>G</td>
<td>Planning, curriculum design, curriculum development</td>
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<td>GJ</td>
<td>Centralisation of curriculum, national curriculum</td>
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<td>GP</td>
<td>Hidden curriculum</td>
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<td>GV</td>
<td>Curriculum innovation, reform of curriculum</td>
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<tr>
<td>GW</td>
<td>Anti-curriculum movement, de-schooling</td>
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<tr>
<td>N</td>
<td>Choice of subjects, curriculum elements</td>
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<tr>
<td>O</td>
<td>Core curriculum, foundation curriculum</td>
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<tr>
<td>P</td>
<td>Broad or specialised curriculum</td>
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<tr>
<td>Q</td>
<td>Main or subsidiary curriculum subjects</td>
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<tr>
<td>R</td>
<td>Compulsory subjects, optional subjects, elective subjects</td>
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<tr>
<td>JKC</td>
<td>Structure of knowledge, relations between subjects</td>
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<tr>
<td>L</td>
<td>Traditional curriculum, collection curriculum</td>
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<tr>
<td>N</td>
<td>Cross-disciplinary curriculum, interdisciplinary curriculum</td>
</tr>
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<td>P</td>
<td>Integrated curriculum</td>
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<tr>
<td>R</td>
<td>Integrated day</td>
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<tr>
<td>* Objectives</td>
<td></td>
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<tr>
<td>JKD</td>
<td>Development of faculties, senses development</td>
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<tr>
<td>*</td>
<td>See also Education for particular purposes JKU</td>
</tr>
<tr>
<td>*</td>
<td>Add to JKD letters C/T following JE in JEC/JET, e.g. Emotions, feelings JKD F.</td>
</tr>
<tr>
<td>* Special subjects in the curriculum</td>
<td></td>
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<tr>
<td>*</td>
<td>For further qualification of any subject in JKL/JKQ, see instructions at JKT.</td>
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<td>JKE</td>
<td>Basic subjects, three Rs</td>
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<tr>
<td>*</td>
<td>See also Basic education as system JUX</td>
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<td>N</td>
<td>Literacy &amp; numeracy &amp; oracy (literary)</td>
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<td>JKF</td>
<td>Literacy</td>
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<td>K</td>
<td>Functional literacy</td>
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<td>L</td>
<td>Oracy</td>
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<tr>
<td>M</td>
<td>Graphacy</td>
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<tr>
<td>N</td>
<td>Numeracy</td>
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<td>JKN</td>
<td>Literacy &amp; numeracy &amp; oracy</td>
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<td>JKE N</td>
<td>Numeracy JKF N</td>
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<td>JKG</td>
<td>Mother tongue, vernacular</td>
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<td>K</td>
<td>Vocabulary</td>
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<td>KN</td>
<td>Slang</td>
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<tr>
<td>L</td>
<td>Speech, talking, conversation, oracy (speech)</td>
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<tr>
<td>M</td>
<td>Pronunciation</td>
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<td>MS</td>
<td>Standard pronunciation</td>
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<td>N</td>
<td>Elementary speech arts</td>
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<td>*</td>
<td>See also Speech as art JKT YYF</td>
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<td>O</td>
<td>Dialects</td>
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<td>V</td>
<td>Reading &amp; writing</td>
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<td>*</td>
<td>See also Students’ work JJD</td>
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<td>JKH</td>
<td>* Reading</td>
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<td>JS</td>
<td>Word recognition methods, sight methods</td>
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<td>JT</td>
<td>Analytical methods, part methods</td>
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<td>JTV</td>
<td>Alphabets</td>
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<td>JTW</td>
<td>Initial teaching alphabet (ITA)</td>
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<td>JW</td>
<td>Speed reading, rapid reading</td>
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<td>JKY</td>
<td>* Writing</td>
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<td>K</td>
<td>Handwriting</td>
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<td>O</td>
<td>Composition, essay writing</td>
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<td>Q</td>
<td>Creative writing</td>
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<td>*</td>
<td>See also Creative work (teaching method) JH C</td>
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<tr>
<td>JKK</td>
<td>Language &amp; literature of mother tongue</td>
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<tr>
<td>*</td>
<td>An alternative (not recommended) to locating at JKN, for libraries wishing to collocate this with the mother tongue at JKG/JKI.</td>
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<tr>
<td>*</td>
<td>See also note at JKN.</td>
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<tr>
<td>JKL</td>
<td>Language, general &amp; comparative linguistics</td>
</tr>
<tr>
<td>*</td>
<td>Add to JKL letters B/G following X in XB/XG in Class X Language and literature, e.g. Sociolinguistics JKL HC, Semantics JKL FU. % This notation is still provisional. The instructions at JKT for qualification by earlier facets apply here too.</td>
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<tr>
<td>JKM</td>
<td>Literature, general &amp; comparative literature</td>
</tr>
<tr>
<td>*</td>
<td>Add to JKM letters L/Z following X in XL/XZ in Class XL Literature, e.g. Criticism JKM N, Drama JKM X.</td>
</tr>
<tr>
<td>*</td>
<td>This notation is still provisional. The instructions at JKT for qualification by earlier facets apply here too.</td>
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<tr>
<td>JKN</td>
<td>Language &amp; literature of favoured language</td>
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<tr>
<td>*</td>
<td>E.g. English in UK, USA etc.</td>
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<tr>
<td>*</td>
<td>An alternative (not recommended) is to locate at JKK.</td>
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<tr>
<td>*</td>
<td>Locating here has the advantage of maintaining general before special order, following JKL, Language, general.</td>
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<tr>
<td>JKO</td>
<td>Foreign languages &amp; literatures, modern languages</td>
</tr>
<tr>
<td>*</td>
<td>Add to JKO letters B/G following W in WB/WG e.g. Phonetics JKO BC. This notation is still provisional. The instructions at JKT for qualification by earlier facets apply here too.</td>
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<tr>
<td>J</td>
<td>Bilingualism</td>
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<tr>
<td>K</td>
<td>favoured language</td>
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<tr>
<td>*</td>
<td>E.g. English in UK etc, as a foreign language, EFL, TEFL</td>
</tr>
</tbody>
</table>
Education J

Curriculum JK

Special subjects in the curriculum

- Foreign languages & literatures JKO
- Favoured language JKO K

JKP

- Particular foreign languages & their literatures
  * Add to JKP letters A/Z following Y in YA/YZ, e.g.
  * Artificial languages JKP E, Classical languages JKP RB. This notation is still provisional. The instructions at JKT for qualification by earlier facets apply here too.
  * An alternative (not recommended) for classical languages is to locate under classical history curriculum JKT LI.

JKT

General education, liberal studies

Humanities, humanistic studies

Other subjects

- Add to JKT numbers and letters 2/9, A/Z from the whole classification. A selection of some of the most prominent subjects is given below.
- Each subject may be qualified fully by preceding facets, as follows:
  * Add to the classmark the number 2 followed by numbers and letters from Auxiliary Schedule 1.
  * Add to the classmark the number 3 followed by letters A/K following J in JA/JK, e.g.: % JKT E Biology in the curriculum % JKT E27 History of biology in the curriculum % JKT E3J Teaching methods % JKT EC Cytology in the curriculum % JKT EC3 J Teaching methods

A
- Philosophy & logic

AM
- Mathematics

AY
- Science & technology

AZ
- Science

B
- Physics

C
- Chemistry

DH
- Earth sciences, geography

E
- Biology, nature study

H
- Anthropology

K
- Social science

K9V
- Sociology

KNW
- Women’s studies

KNX
- Men’s studies

KPF
- Ethnic & racial studies

L
- History

P
- Religious studies

PY
- Moral education

R
- Politics

RN
- Peace studies

S
- Law

T
- Economics

TQ
- Management

U
- Technology

UE
- Engineering

VT
- Home economics

VW
- Leisure, recreation

VY
- Physical education, athletics, sports

W
- Arts

W7
- Aesthetic education

JRU
- Regular school

JST
- Special school

JEP
- Education for particular purposes

JU
- Education for wholesomeness, wellbeing

KA
- Education for human relations

L
- Citizenship education, social responsibility, social education

LL
- Education for purpose of leisure

M
- Goodwill, concern, caring

P
- Spiritual development

Q
- Democracy

R
- Nationalism, patriotism

S
- Internationalism

T
- Intercultural education, multicultural education, acculturation

JKV
- Vocational information

W
- Vocational choice
  * See also Guidance in general JFR

JKW
- Career guides
  * Add to JKW numbers & letters 2/9, A/Z from whole classification, e.g. Careers in chemistry JKW C.

JKX

School leavers’ courses, link courses

- Transition from school to higher education

J
- Transition from school to work, placement

K
- School-work relations

KL
- School-industry relations

KP
- School-work liaison schemes

LT
- Work experience, co-operative education

L
- Factory visits

LP
- Work preparation courses

N
- First employment

P
- Employment follow-up

R
- Youth exchange

V
- Voluntary service

VW
- Voluntary services overseas, VSO

JL

Educands & educational institutions & systems

- Most of the literature on schools etc. implies a particular kind of student, e.g. Nursery school implies a small child. But some literature considers the educand per se, irrespective of any institution; therefore, the concept of educand also appears independently in the following schedule, either in a separate group, e.g. Exceptional persons JV, or interfiled with corresponding institutions, e.g. Age groups from JLH onwards.

- For pupils, students in general see JG.

- JL may be used for schools in general; the term usually means Primary & Secondary schools together and so JLJ may be preferred as a general classmark. ‘School’ is implicit in most of the preceding facets JA/JK and those facets should not be used to qualify JL alone.
# Education

## Educands & educational institutions & systems

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<th>Description</th>
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<td>International organisations</td>
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<td>D</td>
<td>National education, state education, public education, free education, compulsory education</td>
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<td>G</td>
<td>Direct grant schools (England &amp; Wales), grant-aided schools (Scotland)</td>
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<td>H</td>
<td>Opted out schools</td>
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<td>Ministries of education</td>
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<td>Provinces, states</td>
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<td>Boroughs</td>
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<td>P</td>
<td>Private education, fee-paying schools</td>
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<td>S</td>
<td>Pressure groups</td>
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<td>Voluntary bodies</td>
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<td>Trusts &amp; foundations</td>
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<td>Y</td>
<td>Individual voluntary bodies by name A/Z</td>
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<td>JLC B</td>
<td>Philanthropic bodies, charities</td>
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<td>C</td>
<td>Political organisations</td>
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<td>D</td>
<td>Professional &amp; research organisations</td>
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<td>E</td>
<td>Trade unions, trade associations</td>
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<tr>
<td>F</td>
<td>Business organisations, companies, firms</td>
</tr>
<tr>
<td>G</td>
<td>Religious bodies, denominational schools</td>
</tr>
</tbody>
</table>

* Within JL synthesise classmarks by dropping only the initial J, e.g. Day nurseries supported by local authorities JLP LBL.

## Schools defined by ownership & support

* Classes JLB/JLC should not be used in compounding classmarks for individual institutions; e.g. Direct grant grammar schools JNO LBG, but History of Blackheath High School (a direct grant school) JNW DBL.
* Classes JLB/JLC reflect the organisations listed under JB Educational administration appearing in the role of owners of educational institutions. Because the notation has been amended to obtain briefer classmarks they are enumerated again here.

<table>
<thead>
<tr>
<th>Classmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JLE C</td>
<td>Open air schools, outdoor schools, camp schools, field centres</td>
</tr>
<tr>
<td>D</td>
<td>Outward Bound Schools</td>
</tr>
<tr>
<td>E</td>
<td>Ship schools</td>
</tr>
<tr>
<td>G</td>
<td>Mobile schools, itinerant schools</td>
</tr>
<tr>
<td>J</td>
<td>Experimental schools, pilot schools</td>
</tr>
<tr>
<td>K</td>
<td>Play centres</td>
</tr>
<tr>
<td>L</td>
<td>Progressive schools</td>
</tr>
<tr>
<td>LR</td>
<td>Free schools, alternative schools</td>
</tr>
</tbody>
</table>

* Special to particular types of educand and/or educational institution

* JLEM/X These classmarks are not used alone, only for qualifying, e.g. Sheltered workshops JVK LEM.

## Educands by sex

* When qualifying certain classes of school etc (e.g. secondary) other classmarks are used for educands by sex, so that their filing position, following types of institution but preceding other types of educand is correctly maintained, e.g. Further education for girls JPS W.

<table>
<thead>
<tr>
<th>Classmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JLF V</td>
<td>Sex groups</td>
</tr>
<tr>
<td>VNL</td>
<td>Sex equality (educands)</td>
</tr>
<tr>
<td>W</td>
<td>Women &amp; girls, female educands</td>
</tr>
<tr>
<td>X</td>
<td>Men &amp; boys, male educands</td>
</tr>
</tbody>
</table>

## Educands by age

* This characteristic is the main determinant of the recognised stages, or levels, of education, such as primary etc.

<table>
<thead>
<tr>
<th>Classmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JLG</td>
<td>Primary &amp; pre-school education together</td>
</tr>
<tr>
<td>JLI</td>
<td>3-5 years</td>
</tr>
<tr>
<td>P</td>
<td>Home education</td>
</tr>
<tr>
<td>JLL</td>
<td>Pre-school education, infant education</td>
</tr>
<tr>
<td>JLN</td>
<td>Nursery schools</td>
</tr>
<tr>
<td>FQX</td>
<td>Family grouping (early childhood education)</td>
</tr>
<tr>
<td>JLP</td>
<td>Day nurseries, creches, day care centres</td>
</tr>
</tbody>
</table>
**Educands & educational institutions & systems**

<table>
<thead>
<tr>
<th>Education</th>
<th>JLPP JR8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>JLPP JR8</td>
</tr>
<tr>
<td>Educands &amp; educational institutions &amp; systems</td>
<td>JN</td>
</tr>
<tr>
<td>Schools &amp; school children</td>
<td>JLP</td>
</tr>
<tr>
<td>Pre-primary education</td>
<td>JN</td>
</tr>
<tr>
<td>Day nurseries</td>
<td>JLP</td>
</tr>
<tr>
<td>Playgroups</td>
<td>JLP</td>
</tr>
<tr>
<td>Kindergartens, dame schools (4-6)</td>
<td>JLN</td>
</tr>
<tr>
<td>Primary education, elementary education</td>
<td>JN</td>
</tr>
<tr>
<td>Preparatory schools</td>
<td>JLN</td>
</tr>
<tr>
<td>Primary schools, first schools (5-7/8)</td>
<td>JN</td>
</tr>
<tr>
<td>Junior schools, post-primary schools (7-11/12)</td>
<td>JLP</td>
</tr>
<tr>
<td>Middle schools, central schools (9-13)</td>
<td>JN</td>
</tr>
<tr>
<td>Adolescents, teenagers (12-19)</td>
<td>JLP</td>
</tr>
<tr>
<td>By full-time schooling</td>
<td>JN</td>
</tr>
<tr>
<td>By sex of educand</td>
<td>JND</td>
</tr>
<tr>
<td>Special to secondary education in UK or favoured country</td>
<td>JLP</td>
</tr>
<tr>
<td>Community schools, all-age schools</td>
<td>JN</td>
</tr>
<tr>
<td>Comprehensive schools, multilateral schools</td>
<td>JNP</td>
</tr>
<tr>
<td>Modern schools, Scottish junior schools</td>
<td>JNO</td>
</tr>
<tr>
<td>Technical schools</td>
<td>JN</td>
</tr>
<tr>
<td>Bilateral &amp; multilateral schools, tripartite schools</td>
<td>JNP</td>
</tr>
<tr>
<td>Grammar schools, Scottish secondary schools</td>
<td>JN</td>
</tr>
<tr>
<td>By sex of educand</td>
<td>JND</td>
</tr>
<tr>
<td>By age of educand</td>
<td>JN</td>
</tr>
<tr>
<td>Students with minimal schooling, early leavers</td>
<td>JNP</td>
</tr>
<tr>
<td>Lower schools (11-13)</td>
<td>JNP</td>
</tr>
<tr>
<td>Middle schools, junior high schools (13-15/16)</td>
<td>JN</td>
</tr>
<tr>
<td>Upper schools, senior high schools (13-15/18)</td>
<td>JNP</td>
</tr>
<tr>
<td>Sixth forms, top forms, scholarship forms</td>
<td>JNP</td>
</tr>
<tr>
<td>Sixth form colleges</td>
<td>JNP</td>
</tr>
<tr>
<td>School leavers</td>
<td>JNP</td>
</tr>
<tr>
<td>Individual schools in UK or favoured country</td>
<td>JNP</td>
</tr>
<tr>
<td>Arrangement is by place, then name. The examples here use the letter E for British Isles, and another country will use the local divisions of its own classmark.</td>
<td>JNP</td>
</tr>
<tr>
<td>Add to JNW letters A/Y following E in Schedule 2.</td>
<td>JNP</td>
</tr>
<tr>
<td>Add to the classmark for Place the first two letters of the school’s name, e.g. Colfe’s Grammar School (London) JNW CCO.</td>
<td>JNP</td>
</tr>
<tr>
<td>See also notes and instructions at JL &amp; JS.</td>
<td>JNP</td>
</tr>
<tr>
<td>Individual schools in other countries</td>
<td>JNP</td>
</tr>
<tr>
<td>Add to JNX letters C/Z from Schedule 2.</td>
<td>JNP</td>
</tr>
<tr>
<td>Education 16-19</td>
<td>JNP</td>
</tr>
<tr>
<td>Post-secondary education, tertiary education, post-compulsory education</td>
<td>JN</td>
</tr>
<tr>
<td>Further education, continued education</td>
<td>JN</td>
</tr>
<tr>
<td>Post-secondary education of young persons other than in higher education and adult education.</td>
<td>JN</td>
</tr>
<tr>
<td>Courses</td>
<td>JN</td>
</tr>
<tr>
<td>Day release courses</td>
<td>JN</td>
</tr>
<tr>
<td>Block release courses</td>
<td>JN</td>
</tr>
<tr>
<td>Institutions &amp; courses special to UK or favoured country</td>
<td>JN</td>
</tr>
<tr>
<td>Colleges of further education</td>
<td>JN</td>
</tr>
<tr>
<td>County colleges</td>
<td>JN</td>
</tr>
<tr>
<td>Village colleges</td>
<td>JN</td>
</tr>
<tr>
<td>Evening institutes, night schools</td>
<td>JN</td>
</tr>
<tr>
<td>Pre-vocational education</td>
<td>JN</td>
</tr>
<tr>
<td>Training in industry &amp; industrial schools</td>
<td>JN</td>
</tr>
<tr>
<td>Vocational education</td>
<td>JN</td>
</tr>
<tr>
<td>Educands by age</td>
<td>JN</td>
</tr>
<tr>
<td>Further education for women</td>
<td>JN</td>
</tr>
<tr>
<td>Youth</td>
<td>JN</td>
</tr>
<tr>
<td>Apprentices, trainees</td>
<td>JN</td>
</tr>
<tr>
<td>Adults, mature persons</td>
<td>JN</td>
</tr>
<tr>
<td>Parents (as educands)</td>
<td>JN</td>
</tr>
<tr>
<td>Older persons, senior citizens</td>
<td>JN</td>
</tr>
<tr>
<td>Higher education</td>
<td>JN</td>
</tr>
<tr>
<td>By place</td>
<td>JN</td>
</tr>
<tr>
<td>The preferred arrangement is to treat country as the first-cited facet in higher education. See JS.</td>
<td>JN</td>
</tr>
<tr>
<td>An alternative (not recommended) is to subordinate country, including individual institutions in the country, to the specific educational problem, administration, methods, curriculum etc, within higher education. If this option is taken, proceed as follows:</td>
<td>JN</td>
</tr>
<tr>
<td>Add to JR8 letters C/Z from Schedule 2.</td>
<td>JN</td>
</tr>
<tr>
<td>Each country may be divided further as follows, where the hyphen represents the country’s classmark: -2 Add to -2 numbers 2/7 and 9 from Auxiliary Schedule 1. % -4 Add to -4 numbers 3/9 and letters A/B from Auxiliary Schedule 2. % -5 Add to -5 the letters following the country’s classmark in Auxiliary Schedule 2 for its geographical or political divisions. % -A/Z Add an alphabetical device for individual institutions. % Examples: % Universities in Scotland JRM 8EA 5S, % University of Cambridge JRM 8EA CC. % The senate at Cambridge JRM DEG 8EA CC.</td>
<td>JN</td>
</tr>
</tbody>
</table>

---

*Notes and instructions at JL & JS.*
**Institutions special to higher education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRM</td>
<td>Universities, colleges</td>
</tr>
<tr>
<td>JRN</td>
<td>Technological universities</td>
</tr>
<tr>
<td>JRO</td>
<td>Open educational institutions, open education in tertiary colleges</td>
</tr>
<tr>
<td>P</td>
<td>Open universities, universities of the air</td>
</tr>
<tr>
<td>T</td>
<td>Open technical colleges</td>
</tr>
<tr>
<td>JRP</td>
<td>Non-university institutions, binary system</td>
</tr>
<tr>
<td>JRR D</td>
<td>Technical colleges</td>
</tr>
<tr>
<td>L</td>
<td>Liberal arts colleges</td>
</tr>
<tr>
<td>N</td>
<td>National institutions</td>
</tr>
<tr>
<td>N6C</td>
<td>Research institutions</td>
</tr>
<tr>
<td>NAY</td>
<td>Academies of science</td>
</tr>
<tr>
<td>NK</td>
<td>Academies of social sciences</td>
</tr>
<tr>
<td>NW</td>
<td>Academies of arts</td>
</tr>
</tbody>
</table>

**Educands**

- Add to JR letters R/V following JP in JPR/JPV.
- Add to JR letters A/P following J in JA/JP.
- Add to JR letters R/Y following JP in JPR/JPV, e.g. Women in vocational training JTB AT.
- Add to JTB A letters A/P following J in JA/JP.
- Add to JTB A letters RY/V following JP in JPR/JPV, e.g. Youth in vocational training JTB AT.

**Countries other than favoured country**

- Add to JS8 letters C/Z from Auxiliary Schedule 2, e.g. France JS8 F.
- Each country may be divided as instructed below, where the hyphen represents the country’s classmark. % -2 Add to -2 numbers 2/7 and 9 from Auxiliary Schedule 1. % -3 Add to -3 letters A/L following J in JA/JP, and letters M/Y following JR in JRM/JRY, % -4 Add to -4 numbers 3/9 and letters A/B from Auxiliary Schedule 2. % -5 Add to -5 letters following the country’s classmark in Auxiliary Schedule 2 for its geographical or political divisions. % -A/Z Add an alphabetical device for individual institutions. % Examples: % Universities in France JS8 F3M. % Guidance and counselling in French universities JS8 F 3MF R. % Universities in Corsica JS8 F 5Y 3M. % Guidance and counselling at Paris University JS8 F PC 3MF R.

**United Kingdom (or favoured country)**

- Divide the favoured country as follows: % -2 Add to -2 numbers 2/7 and 9 from Auxiliary Schedule 1. % -3 Add to -3 letters A/L following J in JA/JP, and letters M/Y following JR in JRM/JRY, % -4 Add to -4 numbers 3/9 and letters A/B from Auxiliary Schedule 2. % -A/Z Add the letters following the country’s classmark in Auxiliary Schedule 2 for its geographical or political divisions. % A selection of examples is enumerated to demonstrate the application of these divisions for the UK.

**Higher education in different countries**

- The preferred arrangement in higher education is to cite place, and particular institutions within a place, before the educational problems, administration, curriculum, type of institution etc.
- An alternative (not recommended) is to cite place after the educational problem - see JRB.

**Individual institutions by name**

- Add to JS an alphabetical device for the name of the institution.
- Each institution may be qualified further as follows: % -2 Add to -2 numbers 2/7 and 9 from Auxiliary Schedule 1. % -3 Add to -3 letters A/L following J in JA/JP, and letters M/Y following JR in JRM/JRY, % -4 Add to -4 an alphabetical device for individual colleges, etc. within the institution. % Examples: % University of Cambridge JS CC. % The senate at Cambridge JS CC 3DE G. % Girton College JS CC 66J. % Admission to Girton JS CC 66G.

**Vocational education & training**

- The preferred arrangement is to subordinate education and training in a particular subject to that subject wherever it occurs throughout the classification, and to keep here only general works on vocational education and training.
- The alternative suitable for education libraries is to keep in Class J both general works and those on vocational education and training in particular subjects.
- Within this alternative, a choice is provided, as shown below at JTA.

**Extension training**

- Programmes for bringing new developments and new techniques to personnel through seminars, visits by experts, etc.

**Special institutions**

- Add to JTB A letters by sex, age etc

---

**Higher education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JR</td>
<td>Educands &amp; educational institutions &amp; systems</td>
</tr>
<tr>
<td>JS9</td>
<td>Higher education</td>
</tr>
<tr>
<td>JS</td>
<td>By place</td>
</tr>
</tbody>
</table>

**History of higher education in UK**

**Collective biography**

**Administration of higher education in UK**

**Universities in UK**

**Local divisions JS9B/W**

**Scotland**

**Universities in Scotland**

**Individual institutions by name**

- Add to JS an alphabetical device for the name of the institution.
- Each institution may be qualified further as follows: % -2 Add to -2 numbers 2/7 and 9 from Auxiliary Schedule 1. % -3 Add to -3 letters A/L following J in JA/JP, and letters M/Y following JR in JRM/JRY, % -4 Add to -4 an alphabetical device for individual colleges, etc. within the institution. % Examples: % University of Cambridge JS CC. % The senate at Cambridge JS CC 3DE G. % Girton College JS CC 66J. % Admission to Girton JS CC 66G.

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- Within this alternative, a choice is provided, as shown below at JTA.

**Synthesis instruction**

- Add to JTA letters A/L following J in JA/JP.
- Add to JTA letters A/P following J in JA/JP.
- Add to JTA letters R/Y following JP in JPR/JPV, e.g. Women in vocational education JTA SW.

**Vocational training, trades education**

- The preferred arrangement is to put vocational training in specific occupations, and vocational education in specific occupations, together in JTA/JTZ.
- An alternative (not recommended) is to keep here at JTB both general works on vocational training, and vocational training in specific occupations. If this option is taken, proceed as described below at JTB.

**Industrial schools, trade schools**

**Extension training**

- Programmes for bringing new developments and new techniques to personnel through seminars, visits by experts, etc.

**Educands by sex, age etc**

- Add to JTB A letters RY/V following JP in JPR/JPV, e.g. Youth in vocational training JTB AT.
Vocational education & training

To qualify a specific occupation by earlier facets of Class J, proceed as follows, where the hyphen represents the classmark of the occupation:

- Add to -2 numbers 2/9 from Auxiliary Schedule 1.
- Add to -4 letters A/PQ following J in JA / JPQ, letters Q/R following JTB A in JTB AQ / JTB AR, and letters RY/VX following JP in JPR Y / JPV X.

Example, using provisional notation VA for the construction industry: Extension training in the construction industry JTB VA 4R.

Add to JTB B numbers and letters 2/9, A/B from Main classes 2/9, A/B, e.g. Vocational training in physics JTB BB.

Add to JTB letters C/I from the whole classification, e.g. Vocational training in biology JTB E.

Example:

JT EV Professional education of biologists
JT EV 27 History
JT EV 3K Curriculum
JT EV 3Q Polyechnics
JT EV 3P Graduate schools
JT EV 4 Vocational training in biology
JT EV 4T Young people
JT EVC Professional education in cytology
JT EVC 3K Curriculum
Education & educational institutions & systems

Vocational education & training

Vocational education in social sciences

JU

Adult education

Institutions special to adult education

JUL M

Settlements, missions

O

Literary & philosophical societies, lyceums, atheneums

P

Mechanics’ institutes, working men’s colleges, working men’s clubs

Q

Workers Educational Association (UK)

R

National Extension College (UK)

T

Reading circles

By level of course

JUM

Primary level courses

JUN

Secondary level courses

JUR

Higher level courses, post-secondary level courses, tertiary level courses

R

University extension courses, college extension courses, extra-mural courses

S

University of the Third Age, U3A

JUS

Educands

* Add to JU letters S/V following JP in JPS/JPV, e.g. JUS W Women.

JUV YC

Workers

YE

Ex-service personnel, former service personnel, veterans

By occupation

* See Vocational education JTD/JTZ.

JUW

Lifelong education, continuing education, permanent education

X

Community development (adult education), community action

JUX

Fundamental education, basic education

* Education in areas of elementary education, social skills, community responsibilities

* Alternative (not recommended) is to locate at Curriculum JKE.

JUY

Mass education, community education

* General education of all groups, particularly through mass media

* Add to JUY letters M/S following JJ.

MV

Distance education

P

Tele-education

JV

Special categories of educands, exceptional persons, special education

* To qualify further any subclass of JV formed by the addition of letters from Auxiliary Schedules 2,3 and 3A, or from other main classes:

* Add to the classmark the number 2 followed by numbers and letters from Auxiliary Schedule 1.

* Add to the classmark the number 3 followed by the letters A/V following J in JA/JV, e.g. Curriculum in the education of elites JVB MY3 K.

Education & educational institutions & systems

Special categories of educands

* Subclasses of JV not formed by notation drawn from elsewhere, should be combined with earlier subclasses within JV, by dropping only the initial letter, e.g.

* Learning disabled educands in multiethnic groups JVK VGL EM.

JVA

Synthesis instruction

* Add to JVA letters A/U following J in JA/JU.

JVB

Socio-economic classes

* Add to JVB letters MW/NI following K in KMW/KNI in Class K Society, e.g.:

MW

New literates

MWQ

Iltiterates

MWV

Peasants

MY

Elites

NAN

Nobility

NAP

Royalty

JVC

Religious groups

* Add to JVC letters G/V following P in PG/PV in Class P Religion, e.g., Roman Catholics JVC R.

JVD T

Persons with exceptional physical or mental abilities or attributes

V

Left handed, right handed

W

Gifted, brilliant, able

X

Geniuses, prodigies

Y

Child professionals, child actors, child musicians, child dancers

Z

Disadvantaged persons (general), compensatory education

* Persons unable to take advantage of normal educational facilities.

* For mentally or physically disadvantaged see JVJ.

JVE

Socially disadvantaged

A

Synthesis instruction

* Add to JVE A letters A/V following J.

H

Minority groups

K

Indigenous

M

Immigrants (special education)

* Add to JVE M letters B/S following KOU in Class K, e.g.:

MB

Allogen

* First generation immigrants.

ME

Guest workers

MJ

Expatriates

MP

Emigres

P

Aliens, foreigners

By reason of occupation

S

Transients, itinerants

SW

Barge persons, canal boat persons, riverboat persons

SX

Migrant workers

T

Gypsies, travellers

TW

Nomads

U

Children of persons serving abroad

UW

Children of service personnel

UX

Children of civilians abroad
Special categories of educands

**By political/civil status**

**JVE V** . Refugees, displaced persons
  * For refugees from natural & other disasters, see JVE GN.
**WB** . Evacuees (as socially disadvantaged)
  * Add to JVE W letters E/M following KO in Class K, e.g.:
**WEW** . Retired persons, pensioners
**WFK H** . Commuters
**WM** . Unemployed
**X** . National groups
**Y** . Overseas students

**JVF** . By country
  * Add letters A/Z from auxiliary Schedule 2.

**JVG** Language & ethnic groups, non-English speaking
**LEM** . Multiethnic schools, multiethnic groups
**V** . Bilingual students
**W** . By language
  * Add to JVG W letters A/Z from Auxiliary Schedule 3.
**X** . By cultural or ethnic group
  * Add to JVG X letters A/Z from Auxiliary schedule 3A.

**JVH** Background handicapped, persons with special social or family or home conditions
  * Add to JVH letters G/JKS and K/L following Q in Class Q. A selection of the most prominent classes is given for convenience.

**GKW** . Persons at risk
  * By effects of emergencies or disasters
**GNG** . Refugees
**GNJ** . Evacuees
**GOT** . Victims of famine
  * By effects of social conditions
**GP** . Deprived persons
**GV** . Poor persons
**GVX** . Beggars, destitute persons
**HH** . Homeless persons, waifs & strays
**JC** . Lonely persons
**JE** . Ill-treated persons
**JF** . Neglected persons
**JG** . Deserted persons
**JH** . Victims of violence
**JHO** . Crime victims
**JHS M** . Victims of sexual abuse
**JHV** . Rape victims
**JJ** . Violence in the home, abused persons
**JK** . Discrimination victims, victims of prejudice
**JKS** . Segregated persons

**Education**

**JVEV**

**JVO H** . Mentally deficient
  * IQ 36-51.
**K** . Severe mental retardation, severely subnormal
  * IQ 20-35.
**L** . Profound mental retardation, ineducable
**M** . Disturbed, mentally ill
  * Use for special categories of educands arising from mental disturbance in general.
  * For mental health care see also JDX UB.
  * Persons with specific disorders
    * Add to JVO letters P/Q following IU in IUP/IUQ, e.g.:
**Q** . Language disordered, verbal communication disorders
**JVP B** . Aphasic
  * Add to JVP letters B/V following IVR in IVR B / IUR V, e.g.:
**E** . Sensory aphasia (educands)
**F** . Word blind
**G** . Dyslexia (educands)
**H** . Writing disordered
**S** . Stammerers
**JVQ** . Disorders of other psychological processes
  * Add to JVQ letters S/Y following IU in IUS/IUY, e.g.:
**Y** . Autistic persons
Educands & educational institutions & systems

Mentally or physically disadvantaged
- Disturbed
- Disorders of other psychological processes
- Autistic persons

JVR B
- Psychotic
  * Add to JVR letters B/P following IV in IVB/IVP, e.g.:
- Neurotic
  * Add to JVR letters R/Y following IV in IRR/YR, e.g.:

CC
- Psychoses associated with cerebral disorders
CP
- Epilepsy
CQL
- Brain damage
N
- Schizophrenia
Q
- Personality disorders
X
- Behaviour disorders

JVT
- Disabled, physically handicapped
W
- Sick, ill, chronically sick
WW
- Persons ill with AIDS!, HIV positive persons
X
- Injured persons
  * See also Homebound, hospitalized JVJ W / JVJ X

JUV
- Communication handicapped
  * See also Verbal communication disorders JVO Q,
- Autistic JVU Y
X
- Sensory handicapped, perceptually handicapped

JVV
- Visually handicapped, blind
W
- Partially sighted

JVW D
- Hearing impaired, deaf
F
- Partially hearing, hard of hearing
H
- Deaf & dumb
J
- Speech handicapped, dumb
- Speech impediments
  * See JVP S
L
- Multiply handicapped (deaf, dumb & blind)
N
- Neurologically handicapped, central nervous system disorders
P
- Stroke patients
R
- Cerebral palsy
T
- Hydrocephalus
V
- Spina bifida

JVX B
- Social deviants
  * Social deviance is defined in Class K (at KIV) as departure from norms invoking sanctions of some kind. The welfare context of social deviance is given in Class Q (at QN).

EFP H
- Alienated
G
- Addicts, substance abusers
  * See also Addiction JDX WG
HT
- Gamblers
J
- Alcoholics, alcohol abusers
L
- Drug addicts, drug misusers
N
- Solvent abusers, glue sniffers

Education

J
- Educands & educational institutions & systems
  . . . Addicts
  . . . Solvent abusers

JVX
- Offenders, criminals
  T
  . . . Prisoners
  U
  . . . Discharged prisoners
  V
  . . . Offenders on probation
  W
  . . . After care of offenders

JY
- Delinquents, young offenders, juvenile offenders

Teaching methods & aids
  * JW/JX Alternative (not recommended) to locating at JJ/JI
  and citing after Educand. If this alternative is used, proceed as follows:

JW
- Teaching methods & aids (general)
  * 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.
- Teaching aids (specifically)
  * JWB/JWY Add to JW letters B/Y following J in
  JIB/JIY, e.g. Audiovisual aids in secondary schools
  JWE AN.

JX
- Teaching methods
  * Do not qualify teaching methods in general (JX) by
  concepts from JA/JH, JK/JV; use JWA and JWB/JWY.
  . . . Specific methods
  * Add to JW letters C/X following J in JCC/JIV.
  . . . 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. Add the
  letter B and then the letters B/Y following J in
  JIB/JIY (JWB/JWY) for specific aids used with these
  methods, e.g. Equipment for demonstrations JXL
  OBC.

JY
- 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/JIY) - Methods etc (JW/JX);
  or (ii) in the alternative order described above at JW/JX;
  i.e. Curriculum (JY) - Methods etc (JW/JX) - Educand
  (JL/JV). % 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 JW letters B/Z following JK in JKB/JKZ, e.g.
  where JW/JX are used for Methods and aids) Elements of
  curriculum JYB N; Mother tongue JYG. % Using
  Alternative (ii) (Curriculum - Methods - Educand)
  * Add to JYA letters A/J, L/X following J in JA/JJ, JL/JV,
  e.g. Primary school curriculum JYA M; Games method
  JYA XO.

JZ
- 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.