
Introduction to Class Q

Social Welfare and Criminology

1 Nature and purpose of Class Q

- 1.1** This is a detailed classification of social welfare and criminology, for use in libraries and information centres of all kinds. It organises the concepts and terms of social welfare and criminology into a systematic structure. This in turn is a means to the organisation, indexing and retrieval of documents and records by subject. Organisation, indexing and retrieval are three of the key tasks of libraries and information centres, and a good classification enables us to carry them out.
- 1.2** Class Q has many functions. It is a conceptual framework for the analysis of documents by subject. It provides codes or shelfmarks for the physical arrangement of documents and the systematic display of records in a helpful and consistent order. The schedules are a source for the subject keywords which indexers assign in databases and automated catalogues. The schedules also specify the relationships which exist between terms, and these relationships are the structure around which thesauri for automated systems are built. The classmarks themselves can be used in searching and retrieval because they locate subjects with great precision. And Class Q is also a basis for the construction of manual catalogues, bibliographies and indexes of all kinds.
- 1.3** This classification is the result of rigorous and detailed analysis of the vocabulary of social welfare and criminology. It employs the techniques of facet analysis. The schedules provide a large and up-to-date vocabulary, sufficient for the indexing and retrieval of journal articles, pamphlets, reports, internal documents and files, as well as conventional books.
- 1.4** This edition is a thorough revision and expansion of the one published in 1977. It is also closely compatible with the 1977 edition, so that users of the earlier edition can move to this one with the least possible inconvenience and very little reclassification. The nature of the revision and the main changes made are set out in the next section of this introduction, and existing users of Class Q should read this next. Anyone in an information centre which is about to use Class Q for the first time, should go straight to section 3.



2 Revision of the 1977 edition

2.1 Principles of the revision

- 2.11** The revision is intended to bring the classification up-to-date and to take account of the considerable developments in social welfare since the mid-1970s. For instance, users in the United Kingdom will find that this edition takes account of the development of community care, the reform of child care under the Children Act 1989, the reform of criminal justice through the Criminal Justice Act 1991, radical changes in social security benefits, the erosion of the welfare state, the expansion of pluralism and private enterprise, and the new emphasis on values such as equal opportunities, consumerism and managerialism.
- 2.12** The revision is meant to provide much more detail, sufficient for the needs of the many special libraries which use Class Q and which have to handle journal articles, grey literature, government documents, internal documents, and so on, as well as books.
- 2.13** The building of classmarks is intended to be very much simpler.
- 2.14** The classification should become less anglocentric. A conscious effort has been made to include concepts from other European Union countries and other English-speaking countries. The logic of facet analysis is of course common to all countries.
- 2.15** A most important principle has been to minimise inconvenience to existing users and enable them to change to this new edition easily and with confidence. As few subjects as possible have been relocated. As little notation as possible has been reused with new meanings. New subjects have been fitted into and around the existing structure.

2.2 Main changes in this edition

- 2.21** The vocabulary of this edition is considerably larger. The 1977 edition had about 2000 terms enumerated in the schedules, this edition has about 5500. Expansion is especially noticeable at QDD Service users, QJJ Abuse and QLJ J Child abuse, QP Police services and police work, and QS Offences, and wherever notation has been drawn in from other classes.
- 2.22** The vocabulary is up-to-date and acceptable to today's values. For instance, in the schedules for Disabilities at QM adjectives that described people have been replaced by nouns that describe conditions. Clients have become service users. Very many other changes of terms have been made to reflect current usage.
- 2.23** The building of classmarks is much simpler. A single rule applies throughout each notational facet. There is no need anymore for the indexer to consider first enumerated subclasses. The new rules are intended to be simple and memorable.
- 2.24** Much use has been made of concepts and notation from classes of BC2 published since 1977. Class H, which covers health and medicine, and all the other social science classes of BC2, have been drawn on, and are systematically linked to the new Class Q at many points by special instructions.

2.25 Detailed changes

- [1] In QB the details for personnel and for social work education have been taken from Class T Economics and Class J Education, not from Auxiliary schedule 1A.
- [2] QC Organisations and its subclasses may now be qualified directly by QA/QB. They should not be qualified by intercalator 2 or by the numbers and letters following 5 in Auxiliary schedule 1.
- [3] Service users and their rights, actions and reactions have been moved from QDR/QDY to QDD, so that these concepts can qualify kinds of social work as well as kinds of social services.
- [4] At QDI a schedule has been provided for legal procedure, as an alternative to Class S.
- [5] Work with service users, which begins at QDI R, has been grouped under Micro practice and Macro practice.
- [6] Letter G (from QG) is no longer used to indicate persons specified by the service they receive; QDD is used for this purpose instead. This improves the order of subjects within QD/QF and ensures that general subjects always precede special ones.
- [7] This change in turn allows two letters to be dropped when classmarks that both begin with QE or with QF are combined.
- [8] At QF the schedules for social security are more easily adaptable to any country, though the United Kingdom still provides the example of adaptation to a particular country.
- [9] New notation beginning at QIF has been introduced for victims of social relationships formerly in QJB/QJH. This enables two letters to be dropped when two classmarks beginning with QJ are combined.
- [10] Perpetrators of abuse have been provided for at QIG L and QJJ GL.
- [11] Abuse in general is concentrated at QJJ, and the ambiguous QJD has been removed. Sexual abuse, for which QJH SM had to be used, now has a place of its own subordinate to QJJ.
- [12] A special citation order at QLJ J Child abuse reflects the importance currently given to this in the literature. The concept of child abuse is cited before anything else and treated like a little discipline in its own right.
- [13] A special citation order is recommended for foster care and adoption. This too recognises that substitute family placement is more significant in the current literature than any other characteristic of the child concerned.
- [14] Adult adoptees and their needs and concerns have been specifically provided for at the end of QLM Adoption.
- [15] There is a new location at QOK for Crime prevention and control in general, and a new schedule for security work.



- [16] A major new alternative appears at QV, which enables personnel, organisations, social work and social services to be cited before people in need and causes of need. It would not be feasible for existing users without much reclassification.

2.3 Reclassification

- 2.31** Existing users of a classification scheme often view the issue of a new edition with dismay. We all agree that both classifications and libraries should adapt to the constant changes that take place in the structure of knowledge, but virtually no resources are available in practice for reclassification.
- 2.32** So great efforts have been made in this edition to minimise reclassification. The relocation of subjects and the reuse of existing notation have been avoided as far as possible. New subjects have been fitted in around the existing structure.
- 2.33** The policy recommended to existing users is simply to superimpose this edition on the old one. As it is in the nature of both knowledge and library collections to change and develop continuously, total consistency in the classification of all the documents all the time is an ideal unlikely to be realised in practice in a living, working collection. If this is accepted, it will be found that relatively little reclassification is essential. It should be carried out if and when it seems unavoidable in the circumstances. Existing users should move to this edition at once and with confidence.

3 Scope and unity of Class Q

- 3.1** Social welfare is now fully accepted as a discipline in its own right, which deals with the ameliorative actions which a society must undertake to compensate for the malfunctioning of its social, political, legal and economic systems. Its scope extends to all the subjects found in this volume.
- 3.2** Crime and criminology at QO/QT may seem to be less clearly related to welfare than are other subjects in Class Q. Crime is the only cause of need that gives rise to three large special subclasses (QOK, QP and QQ), mostly investigative and punitive in character, and very different from the kinds of intervention applied in QD/QF to other causes of need.
- 3.3** However, the term social welfare is now widely used to denote the range of subjects found within this volume. More important, the clearly recognisable facet structure (explained in section 6 below) which runs throughout Class Q demonstrates its homogeneity. Its unity is justified also by the emergence of social work as a significant element in modern society. Social work (in its very widest sense) is the means which a society uses to ameliorate the social problems it creates. Social work is concerned with all the problems in this volume, and as a specialised field of activity it reflects the existence of a containing discipline or subdiscipline.



4 Place of Class Q in BC2

- 4.1** Social welfare is one of the major applied social sciences, and dependent especially on Class H, which contains health and medicine, Class I Psychology and Class K Society. It files after these classes in the sequence of BC2 and this is wholly appropriate.
- 4.2** H.E.Bliss, the founder of this classification, argued that though Class Q has close links with Classes H/K, these are no closer than those of other applied social sciences. For instance, history studies the development of particular human societies over time, and politics studies their political institutions. To each of these sociology has particular relevance as the fundamental generalising study of human society. With so many different disciplines depending on and applying the sciences in Classes H/K, only one can follow immediately after Class K in a linear order (and that one happens to be Class L/O History). But this does not diminish the close dependence of them all on Classes H/K.
- 4.3** Class P Religion, the Occult, Morals and Ethics, seems less appropriately placed now than when Bliss advanced his original argument that religion is primarily a human social study with a strong ameliorative intention. The subjects in Class P depend on kinds of knowledge different from those that inform the social sciences that surround it. So current editorial policy is to relocate the subjects in Class P to Class Z at the end of the humanities, with Class P retained only as an alternative placing.

5 Structure of Class Q

- 5.1** Class Q, like all classes of BC2, has a structure which shows the six fundamental features of a modern document classification. These are: the initial division into broad facets, arrays within facets, the citation order, the filing order, the notation, and the alphabetical index. These six features are considered each in turn when the classification is made, in the order in which they are listed above, and each step in the making of the classification is dependent on the steps before. The six features are described in the sections that follow.

6 Facet structure

- 6.1** The main feature of Class Q is the organisation of all the concepts and elementary terms of social welfare into broad categories or facets. Terms which all stand in the same broad relationship to the containing class are all put into the same facet. For instance, terms that represent forms of help (such as day care, residential care, counselling, social security benefits) are all in the facet called Social services in the schedules. Terms that represent kinds of people who receive assistance (for instance, children, elders, poor people, people with disabilities) are all in the facet called People in need. The analysis of terms into facets is strictly adhered to in BC2.
- 6.2** These are the facets found in Class Q.

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- [1] People in need (for instance, children, elders, poor people, people with disabilities)
- [2] Causes of need (for instance, disasters, poverty, abuse, disabilities)
- [3] Forms of help (for instance, day care, residential care, counselling, treatment, social security benefits)
- [4] Methods of helping (that is, social work and its constituent methods and operations, such as group work, community work, assessment, placement)
- [5] Agents of social welfare (for instance, personnel and agencies)
- [6] Administration of social welfare (for instance, policy making, state intervention, and management, and the social, economic and political aspects of administration)
- [7] Theory and principles of social welfare (for instance, systems approaches, feminist viewpoints, collectivism, welfare pluralism)
- [8] Common subdivisions (found in all disciplines, for instance, subjects such as research and history, and bibliographic forms such as dictionaries and directories)

6.3 People in need and Causes of need

- 6.31** The first two facets, People in need and Causes of need, are very difficult to distinguish in practice because the concepts from them are inextricably mixed up in the literature. Documents about poor people are also about poverty; documents which consider learning disabilities also consider people with learning disabilities. It would be both impracticable and unhelpful to try to separate these two kinds of documents and keep them in different places. So People in need and Causes of need have been combined into a single big compound facet, and the literature on these subjects is all in the same place.
- 6.32** Sometimes a document clearly emphasises the people in need more than the cause; for instance, it may be about the characteristics or behaviour of people in need. This emphasis is relatively uncommon at the level of whole books, but frequently found in smaller documents and in journal articles. It can be indicated by using the letter G to qualify the classmark for the cause of need; the procedure is explained in the schedules at QG. So a document on, say, the health and housing and social life of people in poverty, should be classed at QGV G, with the final G expressing these three characteristics.
- 6.33** One exception is made in Class Q to the combination of People in need and Causes of need, and this is in criminology. Crime in general as a cause of need appears at QO, but offenders as individuals appear at QR. The reason for this separation is that criminology gives rise to three big special subclasses, Crime prevention and control, Police services and police work, and Penology. It is helpful for these three special

subclasses to come immediately after crime in general at QO. But it is also helpful for offenders as individuals to come immediately before kinds of offenders (such as persistent offenders or women offenders) and kinds of offences, which all begin at QRG. So offenders as individuals have been separated from crime in general and placed at QR. This exception is also explained in notes in the schedules.

6.4 Forms of help

- 6.41** The facet Forms of help encompasses aid, intervention and treatment of all kinds, but Forms of help may seem an inappropriate name for it in the context of criminology. The intervention applied to crime and offenders is often (though not always) more regulatory than ameliorative, and includes punishment and imprisonment. These latter forms of ‘help’ seem to give little aid and less comfort to offenders, and may be considered ‘helpful’ only to society at large. So in the context of crime and offenders this facet may be better thought of as Forms of intervention. But it remains true that social action directed at offenders is fundamentally the same in principle as that directed at other kinds of people in need.

7 Arrays within facets

- 7.1** Most facets, while they reflect a single broad principle of division, contain terms which reflect more than one narrow principle of division. For instance, people in need may be divided by age (into children, adults, elders), by gender (into men and women), by family relationship (into single people, couples, parents), by social characteristics (such as loneliness, ethnic group, religious affiliation), and so on. Forms of help may reflect the time at which help is given (day care, weekend care), the environment (neighbourhood care, rural social services), the length of time it lasts (short-term care, longterm care), or the setting (residential care, community care).
- 7.2** Within each facet all the terms which reflect a single narrow principle of division are gathered into a subordinate category called an array or subfacet. A facet may have many different arrays. Often the principles of division are given in the schedules in italics. For instance, four ways of dividing criminal offences are shown among the classes following QSA, and seven ways of dividing prisons are shown after QQS K.

8 Citation order

- 8.1** Most documents are on compound subjects; that is to say, their subjects are made up of elements drawn from two or more facets or arrays of the classification. For instance, a document on community care of elders has an element (community care) from the facet Forms of help and an element (elders) from the facet People in need.
- 8.11** This document could in principle be located in one of two places, with other documents on community care or with other documents on elders. The problem worsens

as the number of elements in a compound subject increases. An article on group counselling of children with disabilities has four elements: group work from the facet Methods of helping, counselling from Forms of help, children from People in need, and disabilities from Causes of need. So it could be located in four possible places in any systematic order. Worse still, these four elements could be combined together in many different orders in a classmark or a subject heading; there are actually twenty-four ways of combining four elements together.

- 8.12** So a very important task of bibliographic classification is deciding in what order the elements of a compound subject should be combined — which element should be cited first, which one second, and so on. This citation or combination order makes a big difference to the arrangement of documents or document records. The order decided upon must be consistently applied, and must result in an arrangement of subjects which is as helpful as possible to as many users as possible. Application of a consistent citation order ensures that the subordination of some topics to others is strictly controlled and that, despite the inevitable scattering of the subordinated topics, their exact location is always predictable.

8.2 Citation order between facets

- 8.21** BC2 solves the problem of citation order by adhering as much as possible to the standard citation order developed by classification makers since 1945. The standard order takes as the primary facet, which must be cited first, the one which reflects the ultimate purpose or object of a field of study.
- 8.22** The purpose of welfare is to meet the social needs of people by intervention of some kind; and the product or outcome of welfare is a person helped. So the primary objects of study are People in need and Causes of need, and this combined facet is cited first in Class Q.
- 8.23** Once the primary facet has been established, the other facets fall into line behind it in an order which reflects their increasing dependence on each other, as well as considerations of commonsense. A cause of need calls immediately for a kind of intervention, so Forms of help are cited second. Within a form of help various methods, techniques and procedures may be used; these are brought together in the facet Methods of helping, called Social work in the schedules, and are cited third. After these activities it seems essential to cite the agents which carry them out, the workers and organisations. Next, all the things named so far may be subject to administration in the broadest sense; they may be managed, they may be subjects of policy, they may have social or economic aspects; so Administration is cited fifth. The activities and practices of administration depend on underlying principles, so Theory and principles of social welfare are cited sixth. Last of all come the common subdivisions. Applicable to any subject, they are usually less significant than the facets that have been found only in social welfare.

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8.24 So the citation order of facets in Class Q is this:

- [1] People in need and causes of need
- [2] Forms of help, called Social services in the schedules
- [3] Methods of helping, called Social work in the schedules
- [4] Agents of social welfare
- [5] Administration of social welfare
- [6] Theory and principles of social welfare
- [7] Common subdivisions

8.25 A look at the schedules will show that the facet cited first is actually printed last in the schedules, the facet cited second is printed second last, and so on. The reason for this is explained in section 9.3. In the meantime, the golden rule for combining classmarks in BC2 can be stated.

8.251 The golden rule is this: **start from the back of the schedules**. When combining two or more classmarks together, begin with the one which appears last in the schedules; add to it the one which comes second last; add to that the one which comes third last; and so on. For instance, in combining together the classmarks for organisations (QC) that provide treatment (QER B) for drug misuse (QNV), begin with QNV, which comes last of the three in the schedules. Add to it the second last, which is QER B, and add to that the third last, which is QC. The combined classmark would be QNV ERB C.

8.252 This procedure, combining classmarks from the back to the front of the schedules, in the reverse of the order in which they are printed, is called retroactive classmark building. It is vitally important to follow this procedure in building BC2 classmarks. There are many examples in section 14 below.

8.3 Citation order between arrays

8.31 There are no general principles available for deciding on the citation order of arrays within facets. So the order in each facet is largely pragmatic, based on considerations of helpfulness, significance and commonsense, with some guidance from the standard citation order too.

8.311 For instance, under Types of organisations, which begin at QCC KV in the schedules, the array By constitution is cited first because it reflects the essential nature of organisations; the arrays which reflect size, functions and scope seem less significant. Under Offences at QSA there are arrays for offences By procedural factor, By scene of crime, By victim and By legal definition. But only the last of these defines the

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offence per se, that is, in terms of the action deemed offensive by society (such as murder, assault, burglary, fraud), and it seems obviously sensible and helpful to cite this array first.

- 8.32** The golden rule for combining classmarks in BC2 applies to arrays as well as facets. Start with the classmark which appears last in the schedules; add to it the one that comes second last; and so on. For instance, in combining the classmarks for termination (QDH K) of group work (QDN), begin with QDN, which comes last of the two in the schedules, then add to it QDH K, which comes second last. The combined classmark would be QDN HK.

8.4 Exceptional citation orders

- 8.41** There are five places in Class Q at which special adjustments to the above citation orders are required or recommended for particular subjects. Special notation is provided which brings in particular facets or arrays at a different point in the overall citation order. The five exceptional subject areas are these:

QF	Social security
QLJ J	Child abuse
QLL K	Foster care and adoption
QSD Q	Offences against governments
QSF D	Offences against public administration

Notes in the schedules explain the order and procedure at each of these points, and it is essential to read those notes before classifying material in these areas.

9 Filing order

- 9.1** This is the order in which individual classes, whether they are simple or compound subjects, file one after another in the schedules, on the shelves or in any systematic arrangement. The filing order has two components. The first is the order in which facets and arrays, regarded as blocks of terms, file. The second is the order of the individual classes within each array.
- 9.2** The difference between filing order and citation order is a notorious difficulty for students of classification. A simple analogy can be found in a British telephone directory of personal names. The filing order is alphabetical — but the citation order (that is, the order in which the elements of an individual entry are given) is quite different: it is surname, then initial letter of forename, then street name. The difference in BC2 can be illustrated with an imaginary address on an English letter before the days of postcodes:

Dunromin
Acacia Grove

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Preston
Lancashire

The filing order is the order in which the elements of the address appear: house, street, town, county. But the citation order is the order in which these elements are taken by the postal service when the mail is sorted. First, the service must obviously gather together all the letters for the same county, then all for the same town, then all for the same street, and finally all for the same house. The elements of the address are acted upon by the postal service in an order which is the reverse of the order in which they appear on the envelope. Indexers using BC2 are like the postal service: they take first the element or classmark which files last.

9.3 Filing order of facets and arrays

- 9.31** We all expect more general subjects to precede narrower ones in any systematic order of subjects. For instance, we expect books on dogs in general to come before books on poodles; we expect books on European history to come before books on French history.
- 9.32** This expectation is met by the systematic arrangement of facets and arrays in BC2. This is best shown by an example.

QE	Social services
QEQ	Counselling
QG	People in need
QK	Families
QKE Q	Counselling of families

The compound subject Counselling of families has two more general terms, counselling in general and families in general. Both of these are arranged before the narrower subject Counselling of families.

- 9.33** It will be noticed that in the filing order Counselling comes before Families, but in the citation order Families are cited before Counselling. (This last point is clear from the fact that Counselling of families is subordinated to Families.) So the filing order is actually the opposite of the citation order, and a filing order of this kind is known as an inverted filing order. This in turn is the basic reason for retroactive classmark building (described in section 8.25 above).
- 9.34** If the filing order of BC2 was not inverted, general subjects would not always precede narrower ones. In the example above, if the filing order was not inverted, the order of subjects would be this:

People in need
Families

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Counselling of families
Social services
Counselling

The compound subject Counselling of families now comes before Counselling in general, which offends our natural expectations.

9.4 Filing order within arrays

9.41 The classes in an array are mutually exclusive and cannot normally be combined together. For instance, shortterm care cannot also be longterm care, and children cannot also be elders. The two may be compared — but not compounded. So the order of terms within an array cannot be determined by citation order. Instead the order is likely to be suggested by commonsense; it may be chronological order, or an order of increasing complexity or increasing degree. For instance, actions on service users at QDE are arranged in the order in which they are most likely to be carried out. Public order offences at QSN are arranged (with some exceptions) in order of increasing seriousness or violence. But sometimes the order is purely pragmatic and of little importance.

10 Alternatives

- 10.1** A prominent feature in BC2 is the provision of alternatives where demand for them exists. The notation allows for the adoption of alternatives. Alternatives may be of various kinds.
- 10.2** Alternatives may be provided for the location of major subjects. Legal aspects of social welfare, for instance, may be located in Class Q as an alternative to Class S, and provision is made for this at QAM, QDI and QPH.
- 10.3** Alternative citation orders may be provided within a class. In Class Q there are examples at QF, QLJ J and QLL K, and there is a very far-reaching alternative at QV.
- 10.4** There may also be alternatives for the location of quite specific classes. The recommended place for British housing benefit is QHQ S; but there is an alternative at QFJ U.
- 10.5** Whenever an alternative is provided, the recommended location or citation order is clearly indicated. If in doubt, prefer the recommended order.
- 10.6** Alternatives should be rejected or accepted once and for all. It is very important, before using the schedules, to look through them and consider the alternatives with care, as some of them have drastic consequences. Decide which ones to accept, and clearly cross out the ones which are rejected. Deleting rejected alternatives also

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simplifies the schedules considerably. If the arrangement of books and information is to be consistent, there is no going back (without time-consuming reclassification).

11 Notation

- 11.1** The notation is the system of classmarks which represent the terms or classes of the classification. Its function is to keep the classes in order in a mechanical fashion. It does this mechanically because the letters and numbers that make up the classmarks have an ordinal or filing value that is already known to users. The only rule that BC2 users must learn is that numbers file before letters; for instance, QE8 comes before QEA.
- 11.2** Notation in BC2 is purely ordinal; it seeks only to indicate the order or relative position of classes. It does not attempt to express the hierarchical relationships of the classes it represents.

QSL B	Offences against the person
QSL K	Homicide
QSL M	Murder
QSL N	Poisoning

In this example (from which some classes in the schedules have been omitted) the last three classmarks all fail to express the hierarchy which precedes them. In order to express it they would have to be longer — five, six and seven characters long respectively. By concentrating purely on keeping classes in order, BC2 notation can assign relatively short classmarks to popular subjects. For instance, the classmark for youth crime is just QT, but if it fully expressed the hierarchy to which it belongs it would be eight characters in length. This brevity of notation in a classification much more precise and detailed than its rivals is one of the strengths of BC2.

- 11.3** The notation does not determine the order of the classification. That is determined by the principles that have been described above. The notation merely maintains in a mechanical way the order derived from those principles.
- 11.4** The notation in Class Q is fully faceted and synthetic. This means that any two or more classmarks can be combined together or synthesised to express a compound subject. Classmarks are also frequently imported into Class Q from other volumes of BC2 by special instructions, and can be added anywhere else via the common subdivisions. This enables BC2 to specify compound subjects of very great complexity with very great precision.
- 11.41** Some compound subjects with synthesised classmarks are enumerated in the schedules of Class Q. This ensures that compound subjects on which a large literature exists (for instance, child care, child abuse, marriage guidance, disability services, prison reform, and very many more) can be found in the index and classified quickly and easily.

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11.42 But most of the terms in the schedules are elementary ones, and the vast majority of compound subjects must be synthesised by the classifier. The rules for classmark building in Class Q have been very much simplified since the 1977 edition and are explained in the next section.

12 Classmark building

12.1 Retroactive synthesis

12.11 This is the main method of building classmarks in BC2 as a whole and in Class Q (see section 8.25). Notation which allows it is called retroactive notation. Add an earlier classmark to a later one by dropping from the earlier classmark the one or two initial letters which are common to both.

12.12 Classmarks which share only the initial Q

12.121 Drop the initial Q when adding to classmarks that begin with QB/QE or QG/QT.

Community care QEN
 Policy QAG P
 Community care policy QEN AGP

Property offences QSP
 Persistent offenders QRR
 Persistent property offenders QSP RR

12.122 When adding to classmarks that begin with QF, use also the letter A as a linking symbol or intercalator.

Social assistance QFB J
 Agencies QC
 Intercalator A (see note at QFA)
 Social assistance agencies QFB JAC

12.123 When adding certain earlier facets to classmarks beginning QP/QT, use also the special intercalators given in the schedules. They are given in notes at QPD D/F, QQE A/C and QRG.

Sex offenders QSM
 Group work QDN
 Intercalator D (see notes at QRG)
 Group work with sex offenders QSM DDN

12.13 Classmarks which share two initial letters

12.131 Drop two initial letters from the earlier classmark when both begin with QA/QR or

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Disasters QGN
Survivors QGM
Disaster survivors QGN M

Police arrest QPD W
Use of force QPD G
Forcible arrest QPD WDG

12.132 When both classmarks begin with QS, drop only the initial Q.

Murder QSL M
Attempted offences QSC F
Attempted murder QSL MSC F

12.133 When both classmarks begin with QFB, QFN or QFQ, drop three or more common letters, according to the special instructions in the schedules.

Family benefits QFB KB
Benefit claims QFB CC
Claims for family benefits QFB KBC C

12.2 Using intercalators

12.21 The second most common method of building classmarks is to use an intercalator. An intercalator is a special symbol (a letter or a number) which links one classmark to another. Intercalators are used whenever the normal operation of retroactive synthesis is made difficult or impossible. This happens, for instance, when notation drawn from another class of BC2 (in which different rules for retroactive synthesis apply) has to be qualified in turn by Class Q.

12.22 Intercalators 2 and 3

12.221 These intercalators are used frequently in Class Q. The intercalator 2 is added to a classmark when qualification by common subdivisions is to be concentrated at this point, so as to release numbers 3/9 for other purposes. The intercalator 3 is added to a classmark when direct retroactive addition of earlier letters is not feasible. Instructions in the schedules to use intercalators 2 and 3 should be interpreted as follows.

12.222 Add to the classmark the number 2, then numbers 2/9 from Auxiliary schedule 1 in the BC2 volume Introduction and Auxiliary schedules.

**12.4 Adding classmarks from outside Class Q**

12.41 Many classmarks in Class Q are formed with notation drawn from other volumes of the classification. For instance, notation for Ethnic groups is drawn from Auxiliary schedule 3A in the volume Introduction and Auxiliary Schedules, and notation for Management is drawn from classes TQ/TY in Class T.

12.42 It will sometimes be necessary to combine two classmarks both drawn from the same source outside Class Q. This must be done by using the rules that apply within the source schedule.

German people QJP X (formed from X in Auxiliary schedule 3A)
 People abroad QJP CBS J (formed from CBS J in Auxiliary schedule 3A)
 German people abroad QJP XCB SJ (formed by retroactive synthesis allowed by note 6 in schedule 3A)

Quality assurance QAW VT (formed from TVT in Class T)
 Planning QAT RN (formed from TRN in Class T)
 Intercalator B (see notes at TQ in Class T)
 Planning of quality assurance QAW VTB N

12.43 Classmarks formed with notation from outside Class Q often need to be qualified in turn by common subdivisions or by earlier classmarks within Class Q. Use intercalators 2 and 3 to do this.

Black social workers QBL HBL (formed from TLW HBL in Class T)
 England 8EB (from Auxiliary schedule 2) Intercalator 2
 Black social workers in England QBL HBL 28E B

German people abroad QJP XCB SJ
 Community work QDO
 Intercalator 3
 Community work with German people abroad QJP XCB SJ3 DO

12.5 Adding alphabetical devices

12.51 There are some instructions in Class Q to add an alphabetical device to a classmark, to represent the name of an individual or an organisation. For instance, there are instructions at QAA L to add an alphabetical device for the name of a social theorist, and at QCS to add a device for the name of a voluntary organisation.

12.52 It is recommended that alphabetical devices of just one or two letters should be used for commonly occurring names. For instance, major British voluntary child care organisations might be assigned the following devices.

Barnardo's QLC SB



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Children's Society QLC SCH
 NCH Action For Children QLC SNC
 Save the Children Fund QLC SS

- 12.53** Other organisations may be fitted in around these by using earlier and later letters, or by subdividing the short devices, or by doing both. In the example that follows, some imaginary child care organisations have been fitted in around Barnardo's. Notice that the letter B, used on its own to indicate Barnardo's, can be subdivided to accommodate later organisations beginning with B. Earlier organisations beginning with B have been given late subdivisions of A. This is possible because a device does not necessarily have to be mnemonic; its primary function is merely to keep the names in order.

Babbitt's Society QLC SAZ B
 Barlow's Charity QLC SAZ R
 Barnardo's QLC SB
 Bertram's Society QLC SBE
 Brogan's Committee QLC SBQ
 Brough's Charity QLC SBR
 Bruce's Charity QLC SBS
 Bullivant Childsavers QLC SBU

- 12.54** In assigning alphabetical devices it is prudent to leave plenty of notational space around each one, and to avoid devices which end with A or Z. It is useful to keep an authority list of devices assigned.
- 12.55** Alphabetical devices of the kind recommended above must be qualified by the use of intercalators 2 and 3, as instructed in 12.22.

Barnardo's QLC SB
 Volunteers QBV
 Intercalator 3
 Volunteers in Barnardo's QLC SB3 BV

12.6 Special instructions

- 12.61** Many special instructions for building classmarks are printed at particular points in the schedules. They may apply to a single classmark (as at QFT T) or to many or all of the following classes (as at QRG). These special instructions always override the general rules given above if the two conflict.

12.7 Summary of classmark building procedures

- 12.71** A one-page summary of the rules for building classmarks in Class Q follows this introduction. It might be convenient to photocopy the page and stick it inside the front or back cover of this book.



13 Alphabetical index

13.1 The alphabetical index provides quick and easy access to the schedules. But it is not a substitute for the schedules, and it is important not to classify directly from the index. Always turn to the schedules, to see the context of the term which was found in the index, as the context often affects its meaning. There may also be instructions about classmark building in the schedules.

13.2 Many terms in the index appear without any qualification after them and lead to a single classmark.

- Infanticide QSLSJ
- Infiltration QPDOYQ
- Inhalant abuse QNWX

Most terms are also elementary ones. But some compound subjects appear in the schedules of Class Q and also in the index. This is to help users find common compound subjects quickly and easily.

- Couple counselling QKNEQ
- Elderly mentally infirm people QMNLV

13.3 Words which appear in more than one place in the schedules point to more than one classmark in the index. In these cases the entry word in the index is often followed on the lines below by qualifying terms which establish the various contexts in which the entry word may be found. Each qualifying term leads to its own classmark.

- Practice
 - approaches QDAB
 - Foster care ~ QLLLD
 - models QDAB
 - Private ~ QBML

The tilde ~ stands for the entry word, in this case 'practice'.

13.4 Sometimes an entry word points to several classmarks but has no qualifying terms.

- Evidence
 - QDI8T
 - QPET
 - QPH8T

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In these cases turn to the schedules, where the containing classes clearly establish the context of each occurrence of the word.

- 13.5** The index has been constructed according to the rules for chain indexing. This means that an entry term is never qualified by one of its own subclasses from the schedules. For instance, Compulsory admission, a subclass of Admission, appears in its own right in the index as:

Compulsory
admission QDEG

But there is no entry:

Admission
Compulsory ~

Instead, a more general entry appears at Admission which directs the user to the right area of the schedules.

Admission
QDEF

- 13.6** Some notes on the efficient use of the index appear on the page preceding it. Be indulgent to the index; it was compiled by a computer and compromises had to be made with the limitations of the software.

14 Practical classification

- 14.1** There are three distinct steps in the classification of a document. They will each be described separately here, and novice classifiers should be careful to perform each step in turn. With experience classifiers quickly learn to conflate the steps into a single fluent operation for all but the most recalcitrant documents.

14.2 Concept analysis

- 14.21** The first step, concept analysis, means examining the document to decide which concepts between them provide an accurate and succinct statement of its overall specific subject. It is normal practice to base classification on a summarisation of the subject content of a document taken as a whole. This summarisation should describe what the document is about, in the classifier's own words or in words taken from the document. It should not be restricted by the vocabulary of the indexing language. In particular, do not accept uncritically subject data from a CIP programme. CIP data

are frequently inaccurate, and always restricted to the limited vocabulary available in standard lists of subject headings.

- 14.22** In formulating this overall specific subject statement, to ensure that no important concepts are missed, it is helpful to test for the presence of concepts in a systematic way.
- 14.221** This can be done by looking for concepts from each of the facets of Class Q in turn. Ask first, is this document concerned with a particular cause of need or kind of people in need? Next, is it restricted to a particular form of help, and/or to a particular method of helping? Is it about a particular agent? Does it deal with the administration of welfare? Is it concerned with theory or principles? What common subdivisions are present?
- 14.222** It is important to realise that very few summarisations will ever contain concepts from all of these facets; an average document might have concepts from two or three of them.
- 14.23** This initial concept analysis affects very much the quality of classification, arrangement and retrieval. Good and careful concept analysis enables the library to carry out its central tasks well.
- 14.24** When terms to describe the essential subject concepts of a document have been chosen, it is helpful to set them down in a list or line.

14.3 Establishing citation order

- 14.31** The second step is to find the individual classmark for each term in the schedules and then to arrange the terms and classmarks in their correct citation order. The citation order for Class Q has been described in section 8. The general rule is to cite first the term which comes last in the schedules, second the term which comes next to last in the schedules, and so on. There are a few important exceptions to the general rule; see section 8.4 above. The terms and classmarks set down in their correct citation order are called a chain.

14.4 Combining the classmarks

- 14.41** The third and last step is to combine the classmarks in the chain together, according to the rules in section 12, to get the complete finished classmark.

14.5 Examples of classification

- 14.51** Some examples of practical classification follow. These are all real documents, as their references show, which have been recently added to the stock of a library specialising in social welfare and child care. The first seven are typical of the kinds of documents which must be handled by special libraries using Class Q. The remainder are not typical, but more complex, some considerably so. This is deliberate: these examples

have been chosen to demonstrate some of the problems of relationships between constituent concepts in compound subjects, and also particular problems in combining classmarks.

14.52 Layout of examples

- 14.521** The examples are arranged so that the easiest ones come first. Each title and reference is followed by its chain of terms and classmarks. The terms between them provide a summarisation of the overall specific subject of the document. The choice of terms is the result of concept analysis, the first step in the classification of a document.
- 14.522** Notice that the concepts in the chain cannot all be derived from words in the title of the document. The titles of documents are often quite inadequate as statements of the subject, and indexers frequently need to examine other parts of the document in their concept analysis. The parts which are most useful are the blurb, chapter headings, introduction and conclusion of a book, and the abstract of an article.
- 14.523** In these examples the terms in the chain have their individual classmarks next to them and have been arranged in their correct citation order according to the schedules. Finding the classmarks and arranging the terms and classmarks in their correct citation order is the second step in classification.
- 14.524** The chain of terms and classmarks is followed by the complete synthesised classmark, presented in groups of three characters, the normal practice with BC2 classmarks (see section 14.7 below). The finished classmark is followed by comments.

14.53 Long classmarks

- 14.531** Some of the finished classmarks are very long. This is because some of the documents have many constituent concepts, and as the number of concepts increases, the classmark gets longer. Long, cumbersome, unhelpful classmarks do *not* have to appear on documents themselves (see section for specific retrieval of information (see section 16.4)).

14.54 The examples

[1]

A new deal for social welfare. Lion Publishing, 1993.

Social welfare (Q) — Mutualism (QAE EN) — United Kingdom (8EA)

QAE EN8 EA

The idea of Social welfare is implicit in the classmark for Mutualism, as it is in all classmarks in Class Q. The common subdivision for the UK (from Auxiliary schedule 2) is added directly to the classmark from Class Q; adding common subdivisions directly is the normal procedure.

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[2]

Saving children at risk: poverty and disabilities. Sage, 1992.

Disabilities (QM) — Children (QL) — Poverty (QGV)

QML GV

Three classmarks which share only the initial Q are combined together by dropping the one common letter. This is a very common procedure.

[3]

Understanding local needs. Institute for Public Policy Research, 1992.

Local services (QEG M) — Social needs (QAC G) — Assessment (QAC H)

QEG MAC H

Assessment at QAC H is subordinate in the schedules to Social needs at QAC G, and the meaning of its containing class is implicit within it. So there is no need to try to combine QAC H and QAC G; the second of these is simply omitted in building the final classmark.

[4]

Services to disabled children and their families: report of the national inspection of services to disabled children and their families, January 1994. Social Services Inspectorate, 1994.

Disabilities (QM) — Children (QL) — Families (QK) — Social services (QE) — England (8EB) — Reports (3EU)

QML KE8 EB3 EU

The number of concepts present makes this example look more complicated than it really is. Four classmarks which share only the initial Q have been combined by normal retroactive synthesis, and two common subdivisions have been added directly.

[5]

Working with the strengths of black families: study day report. Race Equality Unit, 1990.

Black people (QJP BL) — Families (QGK) — Social work (QD) — Theoretical models (QAB)

QJP BL3 GKD AB

The concept Families occurs in two main places in the schedules, at QK and at QGK. The notes there require QGK to be used to qualify classes filing before QK, and so QGK is used in this example. It is introduced by the intercalator 3 because the notation for black people (BL) has been drawn from Auxiliary schedule 3A.

[6]

Persistent young offenders. Policy Studies Institute, 1994.

Young offenders (QT) — Persistent offenders (QRR) — England (8EB) — Research

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reports (3FB)

QTR R8E B3F B

There are special instructions at QRG for qualifying types of offenders and offences by earlier facets — but QR is a facet which may be added by simply dropping the common Q, as the instructions show.

[7]

Protecting pensions?: an action guide to the new proposals. Labour Research Department, 1993.

Social security (QF) — United Kingdom (as the favoured system) (QFC) — Occupational pensions schemes (QFM K) — Law reform (QAN 4)

QFM KAA N4

In most libraries most documents on social security will be about the system of the home country, and so will be classified in QFC/QFM, the notation reserved for a favoured system. As all the classmarks within this span presuppose the favoured system, there is no need to try to combine QFM K with QFC. The meaning of the containing class is implicit in its subclasses.

To qualify any classmark beginning with QF by earlier facets, the special intercalator A must be used, and it is used here to introduce letters AN4 following Q.

[8]

Becoming a breadwinner: policies to assist lone parents with childcare: a report. Daycare Trust, 1993.

Parents (QKP) — Single people (QKL Y) — Employment (QFX B) — Policy (QAG P) — United Kingdom (8EA) — Reports (3EU)

QKP LYF XBA GP8 EA3 EU

Two classmarks which share the first two initial letters (QK) are combined by dropping the two common letters; this is the normal procedure for retroactive synthesis in such cases. The concept Employment appears here as a form of assistance, not as a cause of need, so the classmark for it comes from the Forms of help facet (QE/QF). Employment as a cause of need is at QGW.

[9]

A computerised assessment system for brief, crisis-oriented youth services. Families in society, 74, 10, December 1993.

Young people (QLR) — Brief work (QDL T) — Crisis intervention (QDL NR) — Assessment (QDF) — Computer systems (QAT SJ)

QLR DLT LNR FAT SJ

Three classmarks which share the same two initial letters (QD) are combined by dropping the two common letters. Two of these classmarks actually share three

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initial letters (QDL), but it is not permissible to drop more than two unless there are specific instructions to do so in the schedules.

[10]

Statistics on the prevention of terrorism legislation: 1993. Home Office, 1994.

Terrorism (QSO D) — Crime prevention (QOL) — Great Britain (8EA) — Statistics (3Q)

QSO DDL 8EA 3Q

This example illustrates the use of special intercalators (in this case letter D) to qualify a type of offence. The instructions appear in the schedules at QRG, and specify that the intercalator D must be used to introduce letters following QO.

[11]

Acts of abuse: sex offenders and the criminal justice system. Routledge, 1994.

Sex offenders (QSM) — Criminal justice systems (QPH) — England and Wales (8EB)

QSM EH2 8EB

This example also illustrates the use of the special intercalators at QRG. In this case the intercalator E must be used to introduce letters following QP. QPH in turn must be followed by intercalators 2 and 3; this is because its subdivisions (which begin with the number 5) would otherwise clash with the common subdivisions. A note in the schedules at QPH gives the necessary instruction.

[12]

The flexible alternative?: women and part-time work. Poverty, 83, Winter 1992.

Contributory benefits (QFB GC) — Women (QFB EG) — Part-time work (QFB DGW XTL RT) — Western Europe (8D) — Comparative studies (3FC)

QFB GCE GDG WXT LRT 28D 3FC

First, this example illustrates the special citation order within QF Social security (which is explained in the first three notes there). This form of assistance (in this case a class of benefits) is cited before people in need and causes of need, and to make this possible special notation for people in need is provided, beginning at QFB DG.

Second, QFB is one of the few places in Class Q at which classmarks which share three letters may be combined by dropping all three; a note of instruction appears at QFB. Three such classmarks have been synthesised together here.

Third, as Part-time workers are not enumerated below QFB DG, it has been necessary to exercise some ingenuity in constructing a classmark for them. Three components have been added together: QFB DG, then QGW X, then TLR T (from Class T). Notes in the schedules allow this addition in each case. The result shows the ability of BC2 to specify almost any subject by drawing from other parts of the scheme — but at the cost of sometimes lengthy notation.

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Finally, because the notation for Part-time work has been drawn from outside Class Q, the two common subdivisions must be introduced by the intercalator 2.

[13]

Sexual exploitation, pornography and prostitution of, and trafficking in, children and young adults: recommendation no. R(91)11 and report. Council of Europe Press, 1993.

Sex offences (QSM) — Children (QSB Q) — Crime prevention and control (QOK)
— Council of Europe countries (8D) — Reports (3EU)

QSM SBQ 3DK 28D 3EU

The concept Children in this document specifies a kind of offence by victim, so the notation for them comes from the array of offences By victim at QSB E. It is essential to distinguish this role of children from their role as People in need (at QL) and as Young offenders (at QT).

Two classmarks which share the initial QS are combined here, but exceptionally only the initial Q may be dropped; there is a warning note in the schedules at QSA. The final Q of QSB Q has been drawn from Auxiliary schedule 1A, so it must be followed by intercalators 2 and 3. In this case 3 introduces in turn the intercalator D, one of the special intercalators required by the notes at QRG, and this is followed by the letters following QO. Finally, an intercalator 2 introduces common subdivisions; this should be done whenever 3 has been used earlier in the classmark.

[14]

Equality by agreement?: a day conference on contracting issues and processes with black community groups and organizations. Race Equality Unit, 1990.

Black people (QJP BL) — Community care (QEN) — Community groups (QDO V)
— Contract work (QAW VEG M) — Great Britain (8EA)

QJP BL3 END OVA WVE GM2 8EA

The concept Black people is cited first because they are the recipients of the community care (the people in need), as well as being members of the community groups. It is not necessary to cite the concept Black people again as members of the community groups; their membership may be taken for granted after they have been cited once.

Great Britain has been cited last because it is being treated here as the favoured country; see the third note at QJP A. When literature about ‘foreign’ countries is classified, country is cited earlier by the use of classes CD/CZ within Auxiliary schedule 3A. So an American library would construct a classmark that began QJP CEA BL3.

The notation for Black people (BL) comes from Auxiliary schedule 3A, and the notation for Contract work is drawn from Class T. Notation drawn from outside Class Q must be qualified by intercalators 2 and 3, and both are used in this example.

[15]

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Adolescents in foster families. Batsford, 1989.

Foster care (QLL L) — Adolescents (QLR)

QLL LXR

An exceptional citation order for Adoption and Foster care, explained in the schedules at QLL K, requires these concepts to be cited before any other causes of need except abuse. This is done by means of special notation and instructions, shown at QLL KLT/QLL KO. For Foster care alone the special notation is QLL LT/QLL O. Foster children by age are at QLL LX, and to this are added letters N/TP following QL.

[16]

Black children and private fostering. Race Equality Unit, 1993.

Foster care (QLL L) — Black foster children (QLL OBL) — Private foster care (QLL LHN) — Great Britain (8EA)

QLL OBL 4HN 28E A

This example too illustrates the exceptional citation order within Foster care and adoption. Within this class Children by ethnic group are cited before all other kinds of children and causes of need (and the special notation is QLL KO). For Foster care alone the special notation is QLL O, and to this is added notation from Auxiliary schedule 3A (in this case BL for Black people).

This in turn, like all literature about parties to adoption and foster care, must be qualified by special intercalators, explained in the schedules at QLL KJA. Intercalator 4 is used to introduce special subdivisions of Adoption and Foster care themselves (in this case Private foster care at QLL LHN), and 2 is used to introduce the common subdivisions of BC2.

[17]

Unspeakable crimes: prevention work with perpetrators of child sexual abuse: a report on the Risk and Assessment Group Treatment Programme, Brighton. Children's Society, 1993.

Children (QL) — Sexual abuse (QJK H) — Perpetrators (QGL) — Men (QJN T) — Treatment (QER B) — Group work (QDN) — Projects (QAH L) — Brighton (8EE P)

QLJ KHG LJN TER BDN AHL 8EE P

Perpetrators of abuse are also people in need, and may have characteristics and problems found throughout Class Q, so QGL may be followed by notation from anywhere in the class. The instructions are at QGL and QIF GL.

[18]

Surviving sexual abuse. Attic Press, 1989.

Children (QL) — Sexual abuse (QJK H) — Females (QJN) — Survivors (QGM) — Adults (QLT V) — Recovery (QDD EVW)

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QLJ KHJ NGM LTV DDE VW

This example illustrates the special citation order recommended at QLJ J Child abuse: child abuse and types of abuse should be cited before any other cause of need. So Sexual abuse is cited before Females, even though it precedes Females in the schedules.

Survivors, like perpetrators, may have characteristics and problems found throughout Class Q, so QGM may be qualified by notation from anywhere in the class. The instructions are at QGM G.

It is important to distinguish characteristics of the children at the time of the abuse from characteristics confined to the survivors. Characteristics of the children at the time of the abuse should be cited immediately after the kind of abuse. In this case the abused children were girls, so Females is cited immediately after Sexual abuse.

Characteristics unique to the survivors should be cited after QGM. In this case the survivors have grown up to become women; but the concept Females has already been expressed, so only the characteristic Adults needs to be added.

[19]

Behind the playground walls: sexual abuse in preschools. Guilford Press, 1993.

Children (QL) — Ritual abuse (QJK M) — Sexual abuse (QJK H) — Abuse in day care (QJK CYE F) — Preschool children (QLP) — Effects (QDD EV) — United States (8Y)

QLJ KMV HVC YEF 3LP DDE V28 Y

This example illustrates the use of the special intercalator V to qualify one kind of abuse by another (the instruction is in the note at QJK B in the schedules). V has been used twice, to synthesise three different kinds of abuse.

The special citation order recommended for Child abuse is also demonstrated: the characteristic Preschool children is cited after kinds of abuse, even though it follows them in the schedules.

The notation for Preschool children is introduced by intercalator 3. This is because notation for abuse by kind of perpetrator (in this case, by day care personnel) must be followed by 2 and 3; the instruction is at QJK BX. Once 3 has been used, 2 must be used to introduce common subdivisions.

[20]

Black women in social work. Race Equality Unit, 1991.

Social workers (QB) — Women workers (QBL M) — Black workers (QBL HBL) — Conference proceedings (3LR)

QBL MWH BL2 3LR

The notation for Women workers comes from TLW M in Class T, and the notation



for Black workers from TLW HBL. When two classmarks have both been drawn from the same source outside Class Q, they must be combined according to the rules for numberbuilding which apply in that source class. In this case, the instructions in the introduction to the Economics schedules in Class T, at paragraph 10.22, indicate that the two common letters TL may be dropped.

14.6 Abbreviating shelfmarks

14.61 Some classmarks can become very long. This is due to the ability of BC2 to specify with precision even the most complicated subjects with many constituent elements. But the classmarks that result may be inconveniently long for use as shelfmarks — too long for the spines of books and too difficult for users of the catalogue to remember. Many indexers decide to abbreviate classmarks for shelving purposes.

14.62 The best method of abbreviation is to cut off a classmark at a point where a concept ends. For instance, the very long classmark in example 19 above could be abbreviated to any of these shorter versions:

QLJ KMV HVC YEF 3LP DDE V
 QLJ KMV HVC YEF 3LP
 QLJ KMV HVC YEF
 QLJ KMV H
 QLJ KM

Choosing just where to abbreviate any particular classmark should depend on the size of the collection in that subject area. The shelfmarks must still be long enough to differentiate helpfully the largest collection ever likely to be displayed in that subject area at any one time. Each decision on abbreviation should also be consistent with past decisions in the same subject area.

14.63 In practice this is all rather troublesome, and many indexers resort to a simpler and more drastic method. They just set a limit to the number of characters allowed in a shelfmark, and cut it off at that point. For this edition of Class Q it is recommended that medium and large libraries, and any small library that is liable to grow, should set a limit of twelve characters. Only the smallest collections should set a lower limit, and for those a limit of nine characters is recommended. Limits lower than these may well result sooner or later in long sequences of documents inadequately differentiated on the shelves. That in turn would be a waste of one of the greatest advantages of BC2, its helpful, precise and predictable shelf order.

14.7 Presentation of classmarks

14.71 Throughout this book (except in the index) BC2 classmarks are presented in groups of three characters, with the groups separated by spaces. Breaking classmarks into groups of three characters makes them much easier to understand and remember, and

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makes the physical marking of documents much easier. It is the standard practice in BC2 and strongly recommended.

- 14.72** An alternative convention was developed at the library of King's College in Cambridge, and this too has a considerable following among users of the 1977 edition of Class Q. This convention breaks up classmarks into groups of no more than three characters, and specifies that a number (as distinct from letters) or a sequence of numbers within the classmark must begin a new group. This creates still more breaks and spaces within the classmark and makes a long classmark still easier to deal with. This sequence of classmarks illustrates the Cambridge convention.

QE 8EB
 QE 8EB 3EU
 QE 8Y 6
 QE 8Y 66B
 QEA H
 QEA H 8BL K
 QEA HN 8BL K
 QEA HN 8D 3J

- 14.721** Libraries which adopt the Cambridge convention may also wish to abbreviate classmarks by setting an arbitrary limit to their length. It is recommended that medium and large libraries should limit themselves to four groups of characters, and small libraries unlikely to grow to three groups of characters.

15 Applications of Class Q

- 15.1** A good classification scheme plays many parts in the organisation and retrieval of information. First, it provides a conceptual framework for the analysis of the subjects of documents; this has been explained in section 14.2 above. Second, it provides codes or shelfmarks for the physical arrangement of documents. But it is also extremely valuable in the construction and searching of automated and manual databases and catalogues, and its functions in these will be explained next.

16 Automated databases and catalogues

16.1 Subject keyword indexing

- 16.11** Contemporary IR and library management systems allow subject keywords to be assigned by an indexer to a document record. Other fields of the record are indexed too, usually automatically, and subject retrieval is helped by information from fields such as the title, the abstract and a bulletin heading. But if these fields alone are searched the results of a subject search depend partly on chance and are likely to be incomplete and heavily contaminated by irrelevant documents.

- 16.12** Subject keywords assigned by an indexer may serve two purposes: they can provide

between them a statement of the overall specific subject of the document (its summarisation); and they can indicate also the major subsidiary themes within it. A summarisation is required anyway for classification; it is the result of concept analysis and is explained in section the facilities available on modern systems, they enable documents to be retrieved with considerable accuracy. A subject search based only on other fields of the record is likely to be less successful.

16.13 The classnames in these schedules are an excellent source for assigned keywords. The vocabulary of this edition of Class Q is deliberately intended to be extensive and detailed, to be up-to-date, and to reflect current values in social work and criminology. A relatively high number of compound terms and synonyms have been included in the schedules, precisely in order that terms commonly encountered in the literature may be found.

16.14 But assigning subject keywords immediately creates a need for vocabulary control. Indexers must be able to make consistent decisions all the time, so they need to maintain a permanent record of previous choices and decisions. They must use the same term for the same concept every time it occurs, and know the form in which the term should be used (for instance, whether it should be a noun or an adjective, and whether singular or plural). They should be aware of the synonyms which are being rejected. One of their most difficult problems is deciding the degree to which elementary terms should be precoordinated to make phrases — and more will be said about this now.

16.15 Precoordination of terms

16.151 A document on the residential care of children might be assigned the two keywords Residential care and Children, or the single keyword Residential child care. The first two are elementary terms; the third is a precoordination of the first two into a single phrase representing a compound subject. There are very many precoordinated terms current in the vocabulary of any discipline; many are listed in the schedules of Class Q, distinguished usually by their compound classmarks.

16.152 The level of precoordination which should be allowed in a vocabulary of subject keywords is the central problem of keyword systems. The use of precoordinated terms increases the precision with which information is retrieved. For instance, the use of Health care social work as a keyword enables documents on this subject to be retrieved quickly and exactly. If such documents are indexed instead under the two separate keywords Health care and Social work, the system is likely to retrieve, in addition to the relevant documents, a mass of irrelevant ones whose records just happen to contain both of these two very common terms. However, the use of elementary terms does increase the sheer number of relevant documents retrieved. For instance, a search for everything on social work will immediately find those on health care social work too, if elementary terms have been used in the indexing. If a search is able to retrieve

a high proportion of the relevant documents in the system, then the search is said to have high recall.

- 16.153** In practice, recall and precision tend to be inversely related in searching; the higher the precision, the lower the recall, and vice versa. So in choosing subject keywords for indexing a bargain must be struck between the need for precision and the need for recall. The only way to get the best of both worlds would be to index documents both under precoordinated terms and under their simple components simultaneously. To assign two sets of subject keywords is usually rejected as time-consuming and expensive. However, a compound BC2 classmark is itself a precoordination of concepts, and its presence elsewhere in the record can compensate for lack of precoordination of subject keywords.
- 16.154** The advice offered here is to accept a considerable degree of precoordination. Subjects of literature seem to become smaller all the time, and the sheer quantity of literature on even the smallest subjects is always increasing. There are many whole books now on subjects which, when the first edition of Class Q was published in 1977, could be found only in journal articles or not at all. If documents on these new, narrow subjects are to be found quickly and easily, then precoordinated terms must be used for them whenever such terms are in use.
- 16.155** So it is recommended, other things being equal, that precoordinated terms found in these schedules should be used in indexing. For instance, terms such as Child abuse, Elder abuse, Woman abuse and Child sexual abuse, should all be used as keywords. When a new subject arises in the literature, a consensus usually emerges after a while on the precoordinated term to be used for it; these new terms too should be adopted once they become stable and unambiguous. Beware of imprecise terms; for instance, Adolescent sexual abuse, less well established at the moment than the terms above, may refer to adolescents either as survivors or as perpetrators. Do not take precoordination to inappropriate lengths; though Child sexual abuse and Adolescent perpetrators are both acceptable, it seems clumsy and unhelpful to invent a phrase such as Adolescent child sexual abuse perpetrators. There are also some common subjects for which precoordinated terms simply don't exist and could not comfortably be invented. For example, there is no precoordinated term for the sexual abuse of boys. It is impossible (at the moment) to write Boy sexual abuse, and the subject should be indexed by the two keywords Child sexual abuse and Boys.
- 16.156** Some systems allow elementary terms to be precoordinated by means of punctuation. For instance, the CAIRS system would accept BOYS;SEXUAL ABUSE or BOYS-SEXUAL ABUSE. This enables a precoordinated term to be formed when an acceptable phrase is impossible otherwise, or possible only with prepositions. The extra degree of precision is valuable. But precoordinated terms with punctuation in them, like phrases with prepositions, are cumbersome and unlikely to be found by unskilled searchers without assistance.

16.16 Indexing aids

- 16.161** So keyword systems need control over preferred terms and synonyms, forms of heading, and precoordination. The necessary control must be provided by a permanent record of the vocabulary in use, in the form of a list of subject headings or a thesaurus. Readymade lists and thesauri can be bought for many subjects, and many libraries choose to conform to a particular one. But readymade indexing aids never meet the needs of any particular library and its users precisely and completely, and are never up-to-date. The best indexing aids are developed for a particular library and constantly adapted to its changing needs.
- 16.162** BC2 is a powerful instrument for the development of indexing aids. BC2 classnames are an excellent source for preferred terms and synonyms, forms of heading, and pre-coordinated terms. But the most comprehensive kind of indexing aid is a thesaurus, which (in addition to controlling synonyms, forms of heading, and precoordination) also shows the complicated network of generic and other relationships which exist between terms. BC2 is invaluable also for the construction of the network of subject relationships in a thesaurus, and this will be explained in section 16.3.

16.2 Subject keyword searching

- 16.21** Searching subject keywords is much easier and leads to much better results when searchers can find out which terms have been used in the database for the subject they seek, and what other subjects are closely related to the one they start with. Searchers in fact have the same need as indexers for guidance on preferred terms and precoordination. Knowledge of related subjects enables them to broaden or narrow their searches, to retrieve more or less material, and to bring in or exclude particular related issues.
- 16.22** Search aids provide the vocabulary control and the knowledge of related subjects which searchers need. Search aids may be available on paper or online or in both forms. The simplest search aid may be just an alphabetical list of the terms authorised for use in a particular system. BC2 schedules may be used as a partial search aid, as they suggest many suitable subject keywords and provide the structure of generic and other term relationships which searchers use in broadening or narrowing searches. But the best search aid is a thesaurus, which both provides vocabulary control and shows the network of relationships which exist between terms, and the best thesaurus is one developed for a particular collection. The construction of a network of term relationships for a thesaurus from BC2 schedules is explained next.

16.3 Thesaurus construction

- 16.31** A thesaurus is an aid to both indexing and searching in systems that use subject keywords. Basically it is a list of preferred terms, in their preferred form, in alphabetical order, with an indication of terms related to them. Unpreferred synonyms are

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listed too, with a reference to the preferred term. The network of term relationships is shown in the following way. Under each preferred term are listed terms related to it in various ways. Any unpreferred synonyms are usually listed first, introduced by the rubric UF (use for) or ST (synonymous term). Broader generic terms (indicated by BT) are listed next, then narrower terms (NT), usually the most numerous. These broader and narrower terms are usually only one step away from the entry term in the hierarchy of terms. Finally, terms related to the heading in any other way (RT) are listed. Some thesauri have other features too, such as scope notes (SN) immediately after the heading, which define it or give advice about its use.

16.311 A simple entry for a preferred term in a thesaurus for a particular collection might look like this.

Housing

SN Use this heading for the concepts of
accommodation and shelter in general.

UF Accommodation

BT Social conditions

NT Communal housing

NT Detached houses

NT Flats

NT Group homes

NT Sheltered housing

NT Substandard housing

RT Housing conditions

RT Housing economics

RT Housing management

RT Housing problems

RT Housing tenure

16.312 Each of the terms listed underneath Housing in this example would also appear in the thesaurus in its own right, of course, and in its correct alphabetical place, with reciprocal information below it. Just a few of the reciprocal entries are shown below as examples. Most of them also contain more information than is shown in the entry for Housing above. This is because, when a term appears as a preferred term (PT) in its own right, it has connections to yet other terms too in turn. For instance, at the entry for Communal housing as a preferred term, its own NTs (kinds of communal housing) are listed.

Accommodation

PT Housing

Communal housing

BT Housing



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- NT Hostels
- NT Hotels
- NT Refuges
- Housing problems
 - NT Homelessness
 - RT Housing
- Social conditions
 - NT Economic conditions
 - NT Housing
- Substandard housing
 - UF Unfit housing
 - BT Housing

- 16.32** Some thesauri also have a classified sequence. In this the same terms are listed again in a systematic order, usually maintained by a notation. This kind of sequence is of course virtually the same thing as BC2 schedules. So BC2 schedules with an alphabetical thesaural sequence added to them could be an instrument for classification, indexing and retrieval all in one, a complete resource for the arrangement, indexing and retrieval of documents by subject.
- 16.33** BC2 schedules contain almost everything that is needed for thesaurus construction. Preferred terms, synonyms and near-synonyms may be drawn from the classnames in the schedules. Generic and other term relationships are clearly shown by the hierarchical layout of the schedules. The nature of a term relationship may be obvious from the terms themselves, but may also be specified in the names given to arrays, or may be deduced from the components of compound classmarks given in the schedules. Related terms may also be found by looking at neighbouring entries in the alphabetical index.
- 16.34** Excellent and detailed instruction on making thesauri is available in a book by Jean Aitchison and Alan Gilchrist (*Thesaurus construction: a practical manual*. 2nd ed. Aslib, 1987). An article which specifically considers BC2 in this context is Jean Aitchison's paper *A classification as a source for a thesaurus: the Bibliographic Classification of H E Bliss as a source of thesaurus terms and structure* (*Journal of documentation*, 42, 3, 1986, 160-181). But an outline of the utilisation of Class Q for this purpose is given in the following sections. The term *Ethnic groups* is used as an example of a preferred term, and a complete set of related terms for it is deduced step-by-step from the schedules. The process is not purely mechanical, though BC2 schedules make it particularly easy. Decisions and judgments made about individual terms during the process are sometimes matters of opinion. The process is the important thing in the demonstration that follows.

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16.35 Synonyms and near-synonyms

- 16.351** At QJP, the classmark for the preferred term Ethnic groups, there are also four other classnames. None of them is a true synonym for Ethnic groups. All five classnames are distinct in meaning. But it is clearly the intention of the schedules that all five subjects should be classed in the same place.
- 16.352** The justification for this practice in a classification scheme is the nature of the literature. These five subjects are inextricably entangled together in the literature. Separating them into five separate sequences in any systematic arrangement would be exceedingly unhelpful. Classification makers must be pragmatic in acknowledging the imprecise nature of the literature they are arranging.
- 16.353** The same considerations do not apply to makers of alphabetical sequences in thesauri. In general, terms which are distinct in meaning should each have separate entries, and when they are very close in meaning (but not hierarchically related) they should be shown as RTs of one another. But exceptions may still be made in a thesaurus for pragmatic reasons.
- 16.354** In this case, the term Racial groups seems close enough in meaning and usage to Ethnic groups to be treated as if it was a true synonym.
- 16.355** But Culture groups and Racial problems seem better as RTs of Ethnic groups. They are further from Ethnic groups in meaning, and seem to need to exist in their own right in the thesaurus. The phrase Culturally different people is also better as an RT — but some indexers might prefer to transform it into Cultural differences.

16.36 Broader terms

- 16.361** The containing class of the term Ethnic groups in the schedules is Social groups in need. For a thesaurus it seems best to drop the words ‘in need’ and use just Social groups as the BT. Prepositional phrases are not happy in a thesaurus, and dropping ‘in need’ enables the term Social groups to serve for sociological as well as welfare literature.
- 16.362** Notice that a BC2 schedule, because it is a linear order of subjects, shows only one containing term for any other. But other possible BTs are sometimes indicated by notes and crossreferences in the schedules; there are examples in Class Q at QEF and at QEF BWS.

16.37 Narrower terms

- 16.371** Ten narrower terms are listed in the schedules, between QJP BE Mixed race people and QJP NT Jewish people. These are just examples of the many which could be made up by using Auxiliary schedule 3A. BC2 is a huge store of terms just waiting to be drawn on, with their relationships to each other already worked out, at least

to a large extent. A thesaurus for a particular collection would list only terms which were actually in use at any time.

16.372 One of the terms listed here in the schedules, Black African people, is in fact a narrower term of two others, namely Black people and African people. As such it should not normally be listed in a thesaurus as a narrower term of Ethnic groups; a thesaurus does not usually skip steps in the hierarchy of terms, but takes one step at a time. (There are other reasons why this term appears in the schedules at this point: its appearance is helpful when the more general term African people is in a different subfacet of Auxiliary schedule 3A and so a little distance away at QJP CV; and it introduces the common compound Afro-American people.)

16.38 Other related terms

16.381 RTs are found by looking among the collateral or coordinate classes of Ethnic groups, that is, terms subordinate to Social groups in need and at the same level of indentation in the schedules as Ethnic groups. There are a lot of these: Minorities, Stratification groups, Political groups, Religious groups, Gender groups, Nationalities, Political status groups, Exceptional people, Families, Age groups. At least two of these, Minorities and Nationalities, look like useful RTs for Ethnic groups.

16.382 The term Political status groups looks like a classification maker's convenience — a useful way of grouping the concepts that come below it in the schedules, but not a term that is encountered in literature. But some of its subclasses seem like very suitable RTs for Ethnic groups, especially Indigenous people, Aliens and Migrants. As long as Political status groups is never going to be used in the thesaurus, then its subclasses themselves may be related directly to Ethnic groups.

16.383 Some other RTs have already been deduced from the classnames at QJP (see 16.342).

16.39 Thesaurus entry for Ethnic groups

16.391 This is the complete entry that has been deduced from the schedules of Class Q.

Ethnic groups
 UF Racial groups
 BT Social groups
 NT African people
 NT Black people
 NT Ethnic minorities
 NT Jewish people
 NT Mixed race people
 NT People of colour
 NT South Asian people
 NT West Indian people

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NT White people
RT Aliens
RT Cultural differences
RT Culture groups
RT Indigenous people
RT Migrants
RT Minorities
RT Nationalities
RT Racial problems

16.4 Searching classmarks

- 16.41** A second way of searching for documents by subject is to search classmarks. The specificity of BC2 classmarks makes them extremely valuable for precise searching. Classmarks are also free of the constant change which affects ordinary language. Subject keywords constantly become out-of-date as usage and fashion change, but a classmark always stands for the same concept regardless of the terminology of the time. Classmarks endure, while keywords sometimes have to be changed retrospectively (a tedious business). For these reasons it is very useful for a complete BC2 classmark to be included in a document record, even when an abbreviated shelfmark has also been entered to show the document's physical location.
- 16.42** Remember that BC2 classmarks are not hierarchical; the classmark for voluntary organisations, for example, is QCM, but kinds of voluntary organisations are distributed across the notational span QCN/QCR. So to find material both on voluntary organisations in general and on their kinds it is necessary to search for classmarks that begin with any of the six three-letter combinations from QCM to QCR. The ability to search across an alphabetical range would be particularly useful with BC2 classmarks.
- 16.43** Classmarks can be used to find more material when other methods have been used to retrieve an initial set of records. If at least one relevant document has been found, its classmark can be used to search for more documents with the same classmark. This technique is used by automated systems which offer more material of their own accord; they look automatically for anything with the same classmark. The success of the technique depends on the presence of specific classmarks in records, and it works particularly well with classmarks from a scheme as precise and detailed as BC2.
- 16.44** Related material can be found by browsing backwards and forwards through a classified display of records. Many large systems offer records in a classified sequence, and all systems should be capable of sorting a retrieved set into classmark order.
- 16.45** A computer can very easily find all classmarks that begin with the same sequence of characters. But it cannot analyse a compound BC2 classmark into its component parts; it cannot tell where one element of a built classmark ends and another begins.

So it can easily find all classmarks that begin with QCM; but it cannot find all the classmarks that have QCM built into them in a later position. (It could find the character sequence CM within a classmark, but this will not always be derived from QCM; look at QFB CM, for instance, or QSB CM.) So a search on complete classmarks will find every occurrence of a concept provided that concept is cited first and appears at the beginning of the classmark. A way round this restriction is described next.

16.5 Indexing and searching with simple classmarks

16.51 The concepts which between them make up a statement of the overall specific subject of a document, need not be entered into the record only as subject keywords. They may also be entered as simple (uncompounded) classmarks, one for each concept. For instance, a document on community care (QEN) of people with learning disabilities (QMP) by voluntary organisations (QCM) might have the subject keywords Learning disabilities, Community care and Voluntary organisations. But the simple classmarks that stand for these concepts, QMP, QEN and QCM, could be entered too, perhaps as additional keywords in the keywords field. They could then be searched for individually, and the problem mentioned at the end of the last paragraph is overcome. A search for QCM will find all documents on voluntary organisations, even when this concept is not cited first.

16.52 The advantage of using simple classmarks as well as subject keywords is that classmarks will always stand for the same concepts, no matter what terminology is in use at any time. People with learning disabilities might be referred to by many different terms; a selection of current ones appears in the schedules at QMP. But the code QMP stands permanently for this concept.

17 Manual catalogues

17.1 BC2 schedules also provide extensive help in the construction of traditional manual catalogues, most of which are card catalogues.

17.2 Alphabetical subject catalogues

17.21 BC2 schedules are an excellent source of terms and term relationships for alphabetical subject catalogues. Advice given above on choosing terms from classnames as subject keywords and as preferred thesaurus terms is applicable here too. The crossreferences in an alphabetical subject catalogue, like those in a thesaurus, should reflect a systematic classification of the subject field. These term relationships can be drawn from BC2 schedules in the manner described in section 16.3.

17.22 Individual terms must often be combined together to form the heading for a particular document, and the combination order must be consistent and predictable. The

combination or citation order of BC2 fully meets this need. Though alphabetical subject catalogues have been described as 'known names in a known order', this principle breaks down when it comes to very specific compound subject headings, and a logical citation order must be provided for them.

- 17.23** Brilliant advice on the construction of alphabetical subject catalogues, including their derivation from classifications, is contained in a classic work by Eric Coates (Subject catalogues: headings and structures. 2nd ed. Library Association Publishing, 1988).

17.3 Classified catalogues

- 17.31** Classified catalogues and bibliographies arranged according to BC2 will have the same high qualities of order and structure as the schedules themselves. BC2 is also a source of terms for use in feature headings and in the alphabetical index to the classified sequence. Advice on the construction of single entry catalogues is contained in the volume Introduction and Auxiliary Schedules (in section 7.61).

17.32 Multiple entry classified catalogues

- 17.321** The form of classified catalogue most likely still to be extant is the multiple entry system. In the multiple entry catalogue the heading for each document is a compound classmark in which the constituent simple classmarks are linked by hyphens (instead of being combined according to the rules in section 12). So a document on group work (QDN) with elders (QLV) in day care settings (QEF) would have the heading:

QLV — QEF — QDN

- 17.322** The simple constituent classmarks are also rotated to bring each one in turn to the front of the line, and an extra entry is made under each of these new combinations. So the document above would have two extra entries, under the classmarks:

QEF — QDN — QLV
QDN — QLV — QEF

- 17.323** Each constituent concept has now been cited first. This prevents the occurrence of distributed relatives, that is, the scattering in a single entry system of concepts which are not cited first. In a multiple entry system, everything on day care and on group work can also be found in one place in the catalogue.
- 17.324** Many libraries with multiple entry catalogues use a normal BC2 shelfmark, reflecting the economies of retroactive synthesis, for physical arrangement (ie on the document itself), and reserve the longer, 'articulated' classmark for the arrangement of the catalogue. If this is done, each catalogue entry should show clearly the shelfmark at which the document can actually be found.
- 17.325** Good advice on the construction of multiple entry catalogues is contained in two other BC2 volumes, the Introduction and Auxiliary Schedules (in section 7.62), and Class

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AM/AX Mathematics, Statistics and Probability (in section 14 of the introduction). The latter deals especially with one particular problem in the mechanical rotation of simple classmarks, the need to maintain sensible links between closely related concepts. This problem and its solution are fully explained there.

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