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Decimal Classification Division

To: Deane Zeeman, Chair
Decimal Classification Editorial Policy Committee

Cc: Members of the Decimal Classification Editorial Policy Committee
Jeffrey Heynen, Acting Chief, Decimal Classification Division

From: Joan S. Mitchell, Editor in Chief
Dewey Decimal Classification
OCLC Online Computer Library Center, Inc.

Re: 370 Education: Discussion Paper

This paper presents our initial plans for a research project to re-conceptualize 370 Education. The goal of the project is to investigate the feasibility of providing an interoperable general framework for educational systems, topics, and issues—a framework that is flexible enough to meet local needs, but not rooted in the perspective of a specific country or region.

Here are some initial questions:

- Can we provide a global model for education? If yes, what are the sources on which we should base such an approach? Can we divorce the current framework from its heavy U.S. bias? How can we guard against ambiguity as we generalize the basic framework?
- How can we generalize the current provisions for the primary school curriculum to remove U.S. bias and provide a global framework?
- Are current general themes in comparative education adequately represented in 370 Education? How can we improve the development at 379 Public policy issues in education to reflect education and state issues throughout the worldwide educational community?
- What topics should be added/updated/deleted within 370 Education?
- How can we use mappings from subject heading lists and thesauri to localize the development?

We envision a fifteen-month project with four steps. In the first step, we plan to focus on the presentation of levels of education. At this point in the study, we do not anticipate changing the basic structure of 370 at the three-digit level; however, we will certainly consider caption changes to reflect international terminology, e.g., 372 Primary education (Elementary education), 378 Tertiary education (Higher education). We will also review the provisions for levels of education and types of schools within 372, 373, and 378.

The second step is to undertake a critical review of the current provisions for the primary school curriculum against the “general framework” goal. Our basic assumption is that the representation of specific subjects in the primary school curriculum is best served by a special arrangement within education, but one at a more general level than many of the U.S.-specific provisions in the current arrangement at 372.3–372.8. *We seek immediate feedback on this basic assumption.* Likewise, we assume that the dispersion of secondary education in a specific subject to the subject plus notation 0712 from Table 1 should continue (e.g., secondary education in physics 530.0712); *we also seek immediate feedback on this assumption.*

The third step is to identify current issues in comparative education and investigate their treatment throughout 370 Education, with a special focus on the presentation of policy issues related to education and the state in 379.

The fourth step is a detailed review of the entire 370 schedule, especially the provisions in 370 itself and 371. Suggestions for additions and changes not addressed in the earlier steps will be considered during this stage of the project.

At Meeting 128, we want to stimulate discussion among EPC members and observers on how we might present an improved general structure for education. As mentioned above, we seek immediate feedback at Meeting 128 on the placement of the primary and secondary school subjects within the DDC. We are currently developing some preliminary approaches to a new framework for specific levels of primary and secondary education within 372.2 and 373.23, respectively. We plan to discuss these approaches informally at the American Association of School Librarians (AASL) Conference on October 26, and will share them immediately following the AASL meeting with EPC members and observers over EPC-L. We also welcome advice and ideas from review groups such as the CILIP DDC Committee and Australian Committee on Cataloguing. The European DDC Users’ Group plans to organize a 370 Education Working Group; the working group’s input will be welcome in every stage of the project.

A preliminary list of references for the first stage of the project follows.

Bray, Mark, Bob Adamson, and Mark Mason. 2007. *Comparative education research: Approaches and methods*. Hong Kong: Comparative Education Research Centre, University of Hong Kong.

Crossley, Michael, Patricia Broadfoot, and Michele Schweisfurth. 2007. *Changing educational contexts, issues and identities: 40 years of comparative education*. London: Routledge.

Kubow, Patricia K., and Paul R. Fossum. 2007. *Comparative education: Exploring issues in international context*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Marlow-Ferguson, Rebecca. 2002. *World education encyclopedia: A survey of educational systems worldwide*. Detroit: Gale Group/Thomson Learning.

Miller, David C., Anindita Sen, and Lydia B. Malley. 2007. *Comparative indicators of education in the United States and other G-8 countries: 2006 (NCES 2007-006)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.
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We also plan to consult the current journal literature, e.g., *Comparative Education*, *Comparative Education Review*, *Research in Comparative and International Education*.