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Dewey Section

To: Caroline Kent, Chair
Decimal Classification Editorial Policy Committee

Cc: Members of the Decimal Classification Editorial Policy Committee
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From: Joan S. Mitchell, Editor in Chief
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Re: 370 Education: Discussion paper

This exhibit is intended to inform discussions at the European DDC Users' Group (EDUG) 370 Education Working Group meeting at the end of April. We welcome initial comments from all EPC members and observers by April 22 so that EDUG might consider those comments during the group's meeting on April 26. In addition to a brief discussion of responses to the discussion paper of January 14, 2010, the paper addresses provisions for kinds and types of schools, and public policies in education.

1. Responses to: 370 Education: Primary subjects and levels of education

http://www.oclc.org/dewey/discussion/papers/education_discussion_paper.pdf

Only one response was received to the discussion paper. Dennis McGovern (Library of Congress) was generally supportive of the recommendations, but questioned the discontinuation of 371.216 Nursery schools. Nursery schools are not specifically identified as a separate level of pre-primary education in the *International Standard Classification of Education: ISCED 1997* (UNESCO 1997). Nursery schools will still be indexed under 371.21 Pre-primary education, and are covered by the scope note "School-based or center-based education."

Dennis McGovern recommended an explicit provision for comprehensive works on two-year colleges under the proposed revision to 378.1543:

378.1543 Programs leading to degrees below the bachelor's level Junior colleges

Class here institutions granting degrees below the bachelor's level, four-year and three-year junior colleges, two-year community colleges, upper years of sixth-form colleges, comprehensive works on two-year colleges

We will ask the EDUG 370 Education Working Group to provide final comments on the issues raised in the January discussion paper during the April meeting.

2. Kinds and types of schools

2a. Charter schools

There is no explicit provision for charter schools in 370 Education. The LCSH “Charter schools” has been editorially mapped to 371 and 379.1 (plus 344.071 for Charter schools—Law and legislation). Here is the definition of charter schools from the US Charter Schools web site (http://www.uscharterschools.org/pub/uscs_docs/o/index.htm):

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted varies, but most are granted for 3-5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor-- usually a state or local school board-- to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

For the legal definition of a charter school in a particular state, consult that state's charter school law through our [State Profiles](#) area. We also provide a sampling of other charter school [Definitions](#). To find research on charter schools, visit our [Resources](#) area.

While predominantly a US type of school, similar models of public schools with local control exist elsewhere. The province of Alberta in Canada has charter schools (see <http://education.alberta.ca/apps/schauth/lookup.asp?type=charter>). The UK has foundation and trust schools, which appear to be similar (see http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/DG_4016312). (The Wikipedia article on charter schools includes reports on charter schools in Chile and New Zealand, but I have not found satisfactory descriptions outside that article and thus am unwilling to cite those as examples without further research.)

We recommend creation of a separate class for charter schools at 371.05. This proposed number is part of a range that is used for number building for specific types of elementary schools under 372.1042, and for specific types of secondary schools at 373.21 (charter schools would have to be added to the caption at the latter number). We are looking for advice on how to explain this concept satisfactorily in a global context, and for examples of similar types of schools elsewhere that might be added to this class.

371.05 Charter schools

Semi-autonomous public schools operating under charter (a contract with a governmental agency that provides the school with public funds for a specified time). This contract frees charter schools from a number of regulations that otherwise apply to public schools. In exchange, the charter schools are accountable for improving student performance and achieving goals set out in the charter

We will add a class-elsewhere note at 371.01 referencing the new class:

371.01 Public schools

Class public education in 370; class public community schools in 371.03; class public alternative schools in 371.04; class charter schools in 371.05; class publicly supported religious schools in 371.07; class public policy issues concerning public schools in 379

2b. 373.24-373.26 Secondary schools identified by type of curriculum

The basic framework for secondary schools by type of curriculum has been in place with minor adjustments since DDC 18. Some useful notes that showed the original intention of certain classes have been inadvertently deleted over the years; other classes have lost their relevance over time.

In DDC 19 and 20, the following notes appeared under the centered entry 373.24-373.26:

Class comprehensive works in 373.2, private schools regardless of type of curriculum in 373.222

In the extensive revision of education in DDC 21, the note was changed to:

Class here private schools (other than modern academic schools) identified by type of curriculum

Class comprehensive works in 373

In DDC 19, the centered entry 373.241-373.242 Academic schools was accompanied by the following notes:

Schools preparing for higher education

Examples: grammar schools (United Kingdom), lycees (France), gymnasiums (Germany and others)

Class comprehensive works in 373.24

In DDC 20, the example note was changed slightly and moved to 373.241 Modern academic:

Examples: grammar schools (United Kingdom), gymnasiums, lycées

In the extensive revision of education in DDC 21, the centered entry at 373.241-373.242 was eliminated. A new note appeared under 373.241 changing the location of comprehensive works on schools preparing for higher education from 373.24 Academic and vocational schools to 373. The contents of the example note remained at 373.241 but were moved to a class-here note that was extended to include magnet schools:

...

Class here modern grammar schools (United Kingdom), gymnasiums (Europe), lycées; comprehensive works on magnet schools

Class private modern academic schools in 373.222; class comprehensive works on secondary schools preparing for higher education in 373

...

We recommend consolidating academic schools in 373.241. There are 106 records in WorldCat in 373.242 Classical schools and its subdivisions; the most recent was published in 2007. We also recommend replacing the definition note under 373.241 with the one used under 373.241-373.242 in earlier editions. We have added notes under 373.241 and 373.243 to draw attention to 373.25 Comprehensive secondary schools (the most common type of public secondary school in the United States).

We also recommend adding the UK equivalent of magnet schools, “specialist schools,” to broaden the definition of magnet schools. While magnet schools are predominantly academic, the term has also been used with vocational education; we have added an example for magnet vocational schools to the see reference under 373.241.

> 373.24-373.26 Secondary schools identified by type of curriculum

Class here private schools (other than ~~modern~~ academic schools) identified by type of curriculum

373.24 Academic, military, vocational schools

- 373.241 ~~Modern~~ Academic schools
- Schools preparing for higher education ~~emphasizing sciences and modern languages~~
Class here classical schools [formerly 373.242]; modern grammar schools (United Kingdom), gymnasiums (Europe), lycées; comprehensive works on magnet schools (specialist schools)
- Class private ~~modern~~ academic schools in 373.222; class preparing for higher education in military schools in 373.243; class preparing for higher education in comprehensive secondary schools in 373.25; class comprehensive works on secondary schools preparing for higher education in 373
- For classical gymnasiums, see 373.242. For a specific type of magnet school (other than modern academic schools), see the type, e.g., magnet public elementary schools 372.10421, magnet vocational schools 373.244; magnet secondary schools for science 507.12, magnet secondary schools for arts 700.712*
- 373[.242] Classical schools
- Relocated to 373.241
- 373.243 Military schools
- Secondary schools offering professional military education but remaining basically academic in nature
- Class here naval schools
- Class schools concentrating in professional military education in 355.0071
- 373.244 Vocational schools
- Class here technical secondary high-schools; vocational education
Class vocational education in comprehensive secondary schools in 373.24; class comprehensive works on vocational education in 370.113
- 373.24 Comprehensive secondary schools
- Schools offering academic, vocational, general programs when considered distinct from undifferentiated secondary schools

373.26 General secondary schools

Schools offering nonvocational, general terminal education when considered distinct from undifferentiated secondary schools

2c. 378.03-378.07 Specific kinds of colleges and universities

There is little literary warrant for continuing separate provisions for 378.054 Land-grant colleges and universities (forty-two records in WorldCat in total, only six in the last decade) and 378.055 National colleges and universities (eleven records in WorldCat). We recommend discontinuing both provisions.

378.052 Municipal colleges and universities

Standard subdivisions are added for either or both topics in heading

Class here county, regional colleges and universities, ~~four-year community colleges~~

Class comprehensive works on two-year community municipal colleges in 378.1543

378.053 State and provincial colleges and universities

Standard subdivisions are added for either state or provincial colleges and universities

For municipal colleges supported by state and provincial governments, see 378.052; for land grant colleges and universities, see 378.054

378[.054] Land-grant colleges and universities

Number discontinued; class in 378.05

378[.055] National colleges and universities

Number discontinued; class in 378.05

3. 379 Public policy issues in education

While it is true that several topics (vouchers, desegregation, busing) in 379 are US-focused, the basic underlying structure of support / government control / specific policy issues appears to be a sound general framework in a global context.

We approached our review of the current development with two questions:

- a. What policy areas are missing from the current development?
- b. Which classes in 379 need to be reconsidered in a global context?

We are grateful for the assistance of Dennis McGovern in informing these discussions and preliminary proposals.

3a. What policy areas are missing from the current development?

We have identified five public policy areas that do not have an explicit provision under 379 for further consideration: specific levels of education and the state, pre-primary education, autonomy, educational evaluation, and transnational harmonization of degree requirements and standards.

The comprehensive number for “education and state” is 379; the question is, how do we handle public policy issues related to a **specific level of education and the state**? Developments for specific levels of education are provided under 379.11 and 379.12 (both in the context of financial support), plus 379.3 (public policy issues in private education). To highlight that 379 covers policy issues at any level of education, we propose to add a scope note at 379: “Public policy issues at any level of education.”

379 Public policy issues in education

Public policy issues at any level of education

Class public administration of education in 353.8; class school administration in 371.2

For public policy issues on a topic not provided for here, see the topic, e.g., policy on school admissions 371.21, on medical school admissions 610.711

See Manual at 371 vs. 353.8, 371.2, 379

There is strong interest in **pre-primary education** (early childhood education) as a public policy issue. We propose to make specific provision for this level as follows:

- 379.11 Support of public education
- 379.112 Support of public primary-elementary education
- 379.112 2 Support of public pre-primary education

- 379.12 Support by specific level of government, international support
- 379.121 Support by national governments
- 379.121 2 National support of primary-elementary education
- 379.121 22 National support of pre-primary education

The latter number, 379.12122, is used to build numbers under 379.122 Support by state, provincial, regional governments, e.g., provincial support of pre-primary education 379.12222.

Under 379.3 Public policy issues in education, we will add the following:

- 379.3 Public policy issues in private education
- 379.32 Public support of private education
- 379.322 Public support of private primary-elementary education
- 379.322 2 Public support of private pre-primary education

The subdivisions of 379.32 are used in number building under 379.34 Public control of private education, e.g., public control of private pre-primary education 379.3422.

University autonomy currently appears in an including note under 378.1 Organization and activities in higher education. While there are certainly aspects of this concept that belong in 378 (e.g., 378.1213 Academic freedom), Dennis McGovern has suggested that a specific provision be made for the concept of **autonomy** as a public policy issue. We recommend adding autonomy as a class-here concept to the record for 379.15 Control of public education. We will index school autonomy at 379.15; we will index teacher autonomy at 379.157 Control of teachers and administration.

- 379.15 Control of public education
- Class here autonomy

A fourth issue is **educational evaluation**. We provide for evaluation in terms of standardized tests under 371.26; educational evaluation belongs with school accountability under 379.158 School standards and accreditation:

379.158 School standards and accreditation

Standard subdivisions are added for either or both topics in heading

Class here educational evaluation, school accountability

See also 353.8284 for government commissions on standards and accreditation; also 371.26 for examinations and tests

The final issue we have identified for consideration in our preliminary review is **transnational harmonization of degree requirements and standards**. We were prompted to think about this topic by the example of the Bologna Process. Some aspects of the Bologna Process can be accommodated at 378.2 Academic degrees and related topics. We also have a general provision for comparative education at 370.9. However, thinking about transnational efforts has prompted us to wonder if we need to add another governmental level to 379 to represent support and control of education by regional intergovernmental organizations such as the European Union.

“Regional governments” are currently mentioned at 379.122 Support by state, provincial, regional governments and 379.152 Control by state, provincial, regional governments. In both cases, “regional” means a governmental level below the national level. Should we make an explicit provision for support and control of education by regional intergovernmental organizations? It would be useful if the EDUG 370 Education Working Group could advise us on the current and expected literary warrant for such a development.

Under 379.12 Support by specific level of government, international support, there is room between 379.123 Local support and 379.129 International support for such a development:

379.128 Support by regional intergovernmental organizations

Likewise, a provision could be made for regional intergovernmental under 379.151-379.153 Control by specific governmental level by extending the centered entry to include another class:

379.154 Control by regional intergovernmental organizations

If we were to introduce these developments, should we provide for specific regional intergovernmental organizations with an add instruction using the current development under 341.24? For example:

379.128 2 – 379.128 9 Support by specific regional intergovernmental organizations

Add to base number 379.128 the numbers following 341.24 in 341.242-341.249, support by European Union 379.1282

3b. Which classes in 379 need to be reconsidered in a global context?

Certain topics in 379, e.g., educational vouchers, desegregation, are not necessarily global public policy issues, but certainly have strong local literary warrant. During our review of the classes in 379, we did not find any classes for which we recommend deletion, but we did identify several classes for which the description could be presented more generally in a global context.

In particular, we recommend removing the including notes from the records below. In both cases, we believe the description provided by the class record is sufficient to indicate the topic deleted is accommodated by the class. The topics will remain in the Relative Index. In the first record, “bond issues” was an example in DDC 20; when example notes were automatically converted to including notes in DDC 21, “bond issues” was retained. Literature focused on busing as a means to school integration appears to be waning—the most recent work in WorldCat focused specifically on school busing is a 2005 film. There are many works on desegregation in general that include information on busing.

379.13 Revenue sources

~~Including bond issues~~

Class here school taxes

Class financial assistance from higher levels of government in 379.12

379.26 Educational equalization (Equal educational opportunity)

Class here affirmative action, right to education

379.263 School desegregation

~~Including busing to achieve integration~~

We welcome additional suggestions for improvements.