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**THE CPS DICTIONARY:
A PRESCRIPTIVE TERMINOLOGICAL WORK?**

by

Leslie-Ann Chang

**School of Translation and Interpretation
University of Ottawa**

Supervised by

**Roda P. Roberts, Ph.D.
School of Translation and Interpretation**

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Leslie-Ann Chang, Ottawa, Canada, 1996



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ABSTRACT

The Canadian Parks Service (CPS) dictionary is a specialized work which was conceived to provide standardized preferred terms for and definitions of the artifacts found in the CPS collections, in order to (i) help CPS collections managers to identify, classify, and catalogue artifacts, (ii) allow them to exchange information in a clear and unambiguous fashion, and (iii) facilitate the automation and centralization of information from the various CPS sites. Because of its goal of standardization, the CPS dictionary calls for a prescriptive approach rather than a descriptive one.

Whereas in descriptive terminology standards are set by usage, in prescriptive terminology, standards are artificially imposed in an attempt to eliminate ambiguity and to ensure transparency of communication. In order to achieve this ideal of clear and unambiguous communication, prescriptive terminology attempts to (i) delimit concepts with precision, (ii) establish coherent conceptual networks, and (iii) eliminate ambiguous term-concept relations. In order to achieve these prescriptive goals, terminologists must adhere to fundamental principles and prescribed methods.

Analysis of the CPS methodology as well as its records reveal that, despite its goal of standardization, the CPS dictionary does not fully comply with the tenets of prescriptive terminology, and consequently, does not fully achieve the ideal of clear and transparent communication. Deviations from these tenets can be attributed to both the nebulous nature of the field of artifacts and certain practices imposed by client needs on terminologists involved in the dictionary.

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RÉSUMÉ

Le dictionnaire du Service canadien des parcs (SCP) est un vocabulaire spécialisé des collections historiques de Parcs Canada qui a été conçu pour fournir des termes privilégiés et des définitions normalisées afin d'aider les archivistes et les conservateurs du SCP (i) à identifier, à classer, et à cataloguer les artéfacts, (ii) à échanger de l'information d'une façon claire et dépourvue d'ambiguïté, et (iii) à faciliter l'automatisation et la centralisation des données provenant des divers sites historiques. En vertu de son but de normalisation, le dictionnaire SCP exige une méthodologie normative plutôt que descriptive.

Tandis qu'en terminologie descriptive les normes proviennent de l'usage, en terminologie normative elles sont imposées de façon artificielle afin d'enrayer l'ambiguïté et d'assurer une communication limpide. La terminologie normative tente d'atteindre ces objectifs (i) en délimitant des notions avec précision, (ii) en établissant des réseaux notionnels logiques, et (iii) en éliminant les relations ambiguës entre les termes et les notions. Pour arriver à ces fins normatives, le terminologue doit se plier à des principes fondamentaux et des méthodes prescrites.

Une analyse de la méthodologie et des fiches du SCP révèle que malgré son but de normalisation, le dictionnaire ne se conforme pas totalement aux principes fondamentaux de la terminologie normative, et par conséquent, n'atteint pas tout à

fait l'idéal d'une communication claire et limpide. Ce manque d'adhésion aux principes de la normalisation terminologique est attribuable en partie à la nature floue du domaine des artefacts et à certaines pratiques imposées par les besoins du client aux terminologues du dictionnaire.

Preface

My interest in this thesis topic arose from my two-year personal involvement with the MUSEO project both as a terminology student and as a research assistant. From the very beginning of my association with the project, I was struck by the methodology which the terminology team was forced to follow - a methodology that was conceived by the Canadian Parks Service (CPS) to cater to its museological needs. Moreover, having completed my own term records and revised those of other students during this period, I noticed numerous recurrent instances of terminological imprecision: ie. ambiguous term-concept relations, concepts delimited without precision, violations of the maxim of the single concept file, dubious conceptual links, etc. Based on this terminological experience, I was able to link these instances of imprecision to the imprecise nature of the field of artifacts as well as to certain deviations from standard terminological methodology. The topic and the objectives of this thesis are thus the result of my work in the MUSEO project.

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INTRODUCTION

In the summer of 1992, the Canadian Parks Service (CPS)¹ sought the services of the University of Ottawa for help in compiling a bilingual visual dictionary of historical artifacts. Hence the MUSEO project was launched under the auspices of the university's Faculty of Arts and School of Translation and Interpretation (STI), CPS (Department of Canadian Heritage), and the Terminology and Linguistic Services Directorate (Department of Public Works). This project, which is still in progress, is multidisciplinary, with a recruitment process that includes students from the Departments of History, Geography, Communications, and English as well as from the School of Translation. The general mandate of the University of Ottawa terminology team is to compile the English entries of the dictionary.² The CPS dictionary project is the focus of this thesis.

1 Goals of the CPS Dictionary

The CPS dictionary is a specialized work which, together with the *CPS Classification System for Historical Collections*³, was conceived to provide standardized preferred terms for and definitions of the artifacts found in the CPS collections, in order to (i) help CPS collections managers (e.g. registrars and curators)

¹ The official title for the Canadian Parks Service has since been changed to the Department of Canadian Heritage, Parks Canada. However, for the purposes of this thesis, the former title shall be retained.

² The French part of the dictionary is being compiled by Gynette Tremblay of Quebec.

³ This classification system shall be discussed in greater detail in Chapter 1, Section 2 and Chapter 3.

in their tasks of identifying, classifying, and cataloging artifacts (Pepermans, 1994: 20), (ii) facilitate the clear and unambiguous exchange of information among CPS collections managers (CPS, 1992: 12), and (iii) facilitate the automation and centralization of information from the various CPS sites (CPS, 1992: 13). In light of its goal of standardization, the CPS dictionary calls for a prescriptive approach rather than a descriptive one.

2 Prescriptive Terminology

Whereas in descriptive terminology*,⁴ standards are set by usage (a situation which some theorists refer to as the *ist-zustand*) (Picht & Draskau, 1985: 173), in prescriptive terminology*, standards are artificially imposed (*zoll-zustand*) - generally by an authoritative international or national standardization body such as ISO or BS or a major enterprise or organization such as CPS - in an attempt to eliminate ambiguity and to ensure transparency of communication. (Picht & Draskau, 1985: 173) In order to achieve this ideal of clear and unambiguous communication, prescriptive terminology attempts to (i) establish uniform and standardized definitions of concepts*, (ii) establish a uniform system of concepts, and (iii) assign concepts to terms in a monosemous and mononymous fashion.⁵

⁴ Descriptive terminology work is the most common type of terminology work carried out by terminological agencies and data banks.

⁵ Monosemy* is a term-concept relationship in which one concept is assigned to one term. (Felber, 1984: 183)

Mononymy* is a term-concept relationship in which one term only is assigned to a concept. (Felber, 1984: 186)

2.1 Prescriptive Terminological Practices

The achievement of these three goals depends very much on the extent to which the terminologist adheres to pre-established terminological practices which have developed out of a desire to delimit concepts with precision, establish coherent conceptual networks, and eliminate ambiguity. These practices are not exclusive to prescriptive terminology since, in an ideal world, descriptive terminology also strives to achieve precise, transparent, and unambiguous communication. Indeed, the adoption of these practices in descriptive terminology is also useful for standardized terminology since determining an *ist-zustand* is an important step in establishing a *soll-zustand*. However, because of the less authoritative nature of descriptive works, adherence to these practices is not as imperative in descriptive terminology as it is in prescriptive terminology.

2.1.1 Onomasiology vs. Semasiology

Among the various terminological practices which are best suited to the needs of prescriptive terminology is the adoption of an onomasiological approach* as opposed to a semasiological approach*. Whereas in semasiological research one's analysis begins with the word and finishes with its various senses, in onomasiological research one's analysis begins with the concept and finishes with its designation. Given its emphasis on conceptual analysis, the onomasiological approach lends itself

more readily to prescriptive terminological work than does its semasiological counterpart.⁶

2.1.2 Quest for Unambiguity

Among the various terminological practices that were conceived to facilitate transparent communication is the obliteration - to the extent that it is possible - of term-concept ambiguity resulting from synonymy* and polysemy*.⁷ The term "synonymy" designates "... a term-concept assignment, in which two or more

⁶ Because of its emphasis on the concept and its proper delimitation, an onomasiological approach is clearly ideal for prescriptive terminological research. The most extreme application of this approach was in the field of chemistry where Guyton, de Foucroy, Berthollet, and Lavoisier set out to establish a new nomenclature by eliminating the existing terms and replacing them with motivated terms which reflected the hierarchical nature of the conceptual network of this area of knowledge. In their work entitled *Mémoire sur la nécessité de réformer et de perfectionner la nomenclature chimique*, pre-existing designations were only used if they could logically be inserted into the subject field tree. (Rondeau, 1981: 70)

However, as most terminological specialists would agree, such an extreme approach is tedious, time-consuming, and only applicable in a limited number of fields. Consequently, the most commonly used approach in contemporary prescriptive terminology is a combined onomasiological and semasiological approach. (Rondeau, 1981: 71) In this approach, the conceptual field of the subject-field or sub-field is analyzed and hierarchically structured. The result of this first step is a tentative subject-field tree - a hierarchical representation of concepts which is generally constructed with the help of pre-existing classification systems, thesauri, manuals, etc. (Rondeau, 1981: 70) At this point, obvious terms are assigned to specific provisional nodes on the tree according to their specificity. Second, terms are collected in a more systematic fashion with the help of documentary sources such as specialized dictionaries, glossaries, specialized manuals, etc. Once these terms are identified, their concepts are studied in depth, and they are then inserted into the formerly tentative subject-field tree. (Rondeau, 1981: 71)

⁷ Homonymy* is another source of term-concept ambiguity. In terminology, homonyms are generally considered to be terms which are identical in form but which belong to different areas of knowledge and are consequently thought to have unrelated meanings. (Sager, 1990: 56) This type of ambiguity is generally not a problem for the terminologist who generally works within one area of knowledge at a time, and is not interested in other concepts that a given form may represent in other subject fields. Thus, if he is working in journalism, he will focus only, for example, on the French term *canard* as it is used in journalism and will ignore the fact that it is also used in biology to cover a different concept.

different terms are assigned to one concept." (Felber, 1984: 185) The presence of synonyms usually results in a proliferation of terms with identical or similar meanings, which is less than desirable in the terminological communicative context which favours clarity over variety.

Polysemy is another form of term-concept ambiguity which hinders the achievement of the goals of prescriptive terminology. Theoretically, the term polysemy designates instances where identical terms are assigned to different concepts which are semantically or etymologically linked." (Felber, 1984: 184) In terminological practice, however, the term "polysemy" designates instances where terms with the same form and similar or related meanings are part of the same system of terms - ie. the same subject field. Like synonymy, polysemy is also seen as an obstacle to the achievement of clear and unambiguous communication and is therefore eliminated to the extent that this is possible.

2.1.3 Delimiting the Subject Field

Another practice which is essential to prescriptive terminological work is clearly delimiting the subject-field and sub-field in question; for the structure of a system of concepts can best be ascertained once the true dimensions of the subject-field, sub-field, and the number of concepts that are to be analyzed are determined. (Picht & Draskau, 1985: 165)

Further, the delimitation of the subject-field/sub-field* is also a critical step in delimiting the individual concepts that fall within a given area of knowledge. For the

characteristics that one considers to be the essential defining traits of a concept will invariably depend on the subject field in which the concept appears. In short, the individual concepts belonging to a particular area of knowledge are, at least in part, defined by that area of knowledge.

2.1.4 Synchronic Approach

Another terminological practice which was adopted to facilitate precise conceptual delimitation is the adoption of a synchronic approach* as opposed to a diachronic approach*. By employing a synchronic approach to the analysis of Languages for Special, Specific or Specified Purposes* (LSPs), the problem of imprecision resulting from conceptual evolution can be circumvented. Focusing on the concept in its most current form makes it easier to delimit its intension* and extension* (ie. its characteristics and the totality of the individual manifestations of the concept, respectively) with greater precision.⁸

⁸ This in vivo approach that forms the basis of terminological practice also has the advantage of keeping subject specialists in touch with LSPs in their most current form. According to Dubuc:

Ce qu'il faut c'est identifier le contenu notionnel propre à la situation dans laquelle le mot se trouve intégré ...c'est d'ailleurs ce qui lui permet de se tenir au diapason de la langue vivante. (Dubuc, 1985: 39)

This in vivo approach is even applied in prescriptive terminology. Indeed, the standardization of concepts does not result in "linguistic petrification" (Picht & Draskau, 1985: 17) since these standards are also revised at regular intervals. According to Drozd:

Toute codification, normalisation ou autre mesure visant à contraindre la langue maintient, d'une part, la situation linguistique actuelle, et d'autre part, est condamnée à disparaître par suite des changements linguistiques inévitables. (Drozd, 1981: 129)

2.1.5 Systematic Ordering of Entries

In addition to the above mentioned practices, in the context of prescriptive terminology, it is more appropriate to adopt a systematic method of ordering entries* than an alphabetical* one.⁹ The former is the only method of ordering that can represent the relationships between concepts within a coherent conceptual network* - relationships which are crucial to the processes of assessment and understanding of concepts. (Picht & Draskau, 1985: 129) Additionally, because a systematic ordering of concepts requires the terminologist to establish a provisional conceptual network which undergoes several modifications during the course of his work, he can establish a more "... reliable basis for the accurate evaluation of the coherence of the conceptual inventory and the definitions." (Picht & Draskau, 1985: 130)¹⁰

⁹ According to Picht and Draskau, "... the majority of special dictionaries are still alphabetically ordered. Looking up items in this kind of dictionary is less time-consuming than in systematically ordered dictionaries, where at least two operations are required: looking up the item first in the alphabetical index and afterwards in the systematic section." (Picht & Draskau, 1985: 129) But, despite this widespread reliance on alphabetical ordering, it is still widely accepted that the systematic method of ordering is the most appropriate for terminological work - especially if it is prescriptive in nature.

¹⁰ As concepts are delimited in relation to one another various discrepancies become apparent:

"... gaps and lacunae (concepts omitted or forgotten) clearly appear, synonymy is confirmed or what was initially taken for synonymy is disproved, even in the face of generations of dictionaries which make contrary claims. Through the system and the inevitable definition and/or illustration, these errors may be avoided and the lexicographer ensures that he does not include concepts which do not belong to the conceptual inventory of the special subject field." (Picht & Draskau, 1985: 131)

2.1.6 The Term Entry*¹¹

The information that is presented in prescriptive terminological entries is also geared toward delimiting concepts, establishing conceptual relationships, and reducing ambiguity. In these entries, conceptual specifications* are paramount and, consequently, cover more than a simple definition.¹² Included in these conceptual specifications is information concerning the relationships between concepts; these relationships are established by indicating broader concepts, narrower concepts, and coordinated or related concepts, and by including classification symbols for systems of concepts. (Felber, 1984: 207) Further, the subject-field* and sub-field* are also included in the term entry as conceptual specifications. Indeed, the subject field or subfield can be further delimited at the terminologist's discretion with the aid of scope notes*. (Sager, 1990: 147-148)

Finally, prescriptive terminological entries help to render communication as unambiguous as possible by providing pragmatic information* - ie. specifications on proper linguistic usage and, more importantly, evaluations of certain data recorded in the entry through quality labels* such as indications of deprecated forms.¹³ The

¹¹ In this thesis, the terms "term record", "term entry", and "entry" are used interchangeably since entries in the CPS dictionary are in the form of term records.

¹² According to Sager, "... in terminology, a definition is only a part of the [conceptual] specification contained in a term record and there is therefore no need for it to be exhaustive and self-contained." (Sager, 1990: 45)

¹³ Quality labels evaluate the validity of data recorded in term entries. These labels are usually only found in standardized entries. For example, what is labeled "deprecated form" in prescriptive works is generally referred to as a "variant" in descriptive works. (Sager, 1990: 151)

systematic inclusion of such labels guides the user in his choice of terms, particularly when a concept has several designations which are more or less synonymous. As previously mentioned, synonymy is less than ideal in the context of standardized terminology*. But, although the trend in prescriptive terminology is toward eliminating synonymy, the fact remains that synonyms are still recorded in prescriptive term entries. The inclusion of quality labels such as "preferred term", "accepted term", and "deprecated term" concurrently with synonyms reduces, even though it does not eliminate, the potential for confusion.

2.1.7 The Definition in Prescriptive Terminology

Finally, the goals of prescriptive terminology can be achieved, at least partially, through a terminological definition* which fulfils certain basic requirements.

According to Sager:

A terminological definition provides a unique identification of a concept only with reference to the conceptual system of which it forms part and classifies the concept within that system. In this way we separate the necessary and sufficient definition of terminology, which is required for the identification of the concept-term equation, from the many other definitions which explain a concept to all manner of dictionary and database users ranging from children and laymen to specialists. (Sager, 1990: 39-40)

Traditionally, the proper way of defining in terminology was believed to be the classical pattern of "genus differentiae". (Sager, 1990: 42) Today, even in the context of standardized terminology, many methods of defining are used (either

individually or in combination).¹⁴ Despite this variety, it is generally acknowledged that terminological definitions should fulfil the following tasks: (i) describe a concept (both in terms of its intension and its extension) at a given level of abstraction; (ii) distinguish a concept from other related concepts; (iii) establish the relations between the concept in question and the other concepts in the system in order to determine the position of this concept in the system; and (iv) be consistent with definitions of other concepts. (Felber, 1984: 165)

The above-mentioned terminological practices are just some of the ways in which the goals of prescriptive terminology - i.e. (i) the establishment of uniform and standardized definitions of concepts, (ii) the establishment of uniform systems of concepts, and (iii) the elimination of term-concept ambiguity* - can be achieved.

¹⁴ In *A Practical Course in Terminology*, Sager identifies six different "verbal" definition types that are currently being used in both lexicography and terminology: (i) definition by analysis or genus differentia (eg. stomatitis: an inflammation of the mouth) (Sager, 1990: 42), (ii) definition by synonym (eg. daisy = bellis perennis) (Sager, 1990: 42), (iii) definition by paraphrase (eg. whiteness: the state of being white) (Sager, 1990: 43), (iv) definition by synthesis, i.e. by description (eg. metalarsalgia: a painful neurologic condition of the foot, felt in the ball of the foot...) (Sager, 1990: 43), (v) definition by implication--i.e. by use of the word in a context which explains its meaning (e.g. dial: a clock or watch has a dial divided into segments for hours and minutes over which the hands move) (Sager, 1990: 43), and (vi) definition by denotation or extension, which lists examples of a given concept (eg. Ocean: Atlantic, Pacific, and Indian) (Sager, 1990: 43).

These definition types are not necessarily mutually exclusive since definitions may be constructed by using a combination of methods. The following is an example of a definition by analysis and by description:

oak (timber): a strong, tough and heavy hardwood, very durable in exposed positions. Commonly used in constructional work for timber bridges, dock gates, heavy framing, piles as well as for joinery. (Sager, 1990: 43)

2.2 Problems Related to Standardization

However, although terminologists may set out to produce prescriptive works and may follow all the practices described above, not all terminological projects are equally suitable for standardization. More specifically, some projects present peculiarities which make it virtually impossible to achieve the fundamental goal of prescriptive terminology, which is ultimately to obliterate all terminological imprecision*.

Among the many peculiarities that can characterize a given project is the nature of the subject field in question. As many theorists would agree, certain specialized areas of knowledge do not readily lend themselves to standardization. In fact, it is common knowledge in the terminological community that certain subject fields (particularly non-technical and non-scientific ones) are characterized by equivocal and unstable conceptual networks as well as ill-defined concepts - all of which are ill-suited to prescriptive terminological work. (Cole, 1991: 21)

Moreover, certain practical considerations in a project may force terminologists to deviate from the practices described above - i.e. practices which facilitate the achievement of the goals of prescriptive terminology. As Picht & Draskau observe:

[Certain] factors, which in reality have nothing to do with terminology may yet have a decisive effect on the realization of a project. It is not unusual for it to become necessary to sacrifice a number of possibly central terminological principles so as to arrive at a compromise solution. (Picht & Draskau, 1985: 159)

These "factors", which I have categorized as practical considerations, generally reflect the wants and needs of the body that commissions the terminological work or

its targeted user¹⁵ - "wants" and "needs" which can be so particular as to render the achievement of clear and unambiguous conceptual delimitation a virtual impossibility. Because of a desire to satisfy the client, the terminologist may knowingly follow certain procedures which run counter to accepted terminological practices. For specialized dictionaries are geared not toward linguists, but toward specialists of the subject fields in question; and the best prepared dictionary will not serve its purpose if it is not accepted by specialists.

3 Objectives of Thesis

Despite its goal of standardization, the CPS dictionary has not fully achieved the prescriptive terminological ideal of clear and transparent communication. This seems to be due to both the peculiar nature of the field of artifacts and the practices imposed by client needs on MUSEO terminologists. Thus, the main objective of this thesis is twofold: (i) to identify those characteristics of the field of artifacts which constitute obstacles to the achievement of the goals of prescriptive terminology; and (ii) to identify those practices adopted by the MUSEO team which, while catering to

¹⁵ According to Daniel Gouadec: "Le modèle [terminologique] répond toujours à une double question:

terminologie(s) pour qui?

terminologie(s) pour quoi faire?(Gouadec, 1992: 55)

With this twofold question in mind, the author proposes a terminological framework which would be geared towards every possible type of user and every possible type of use including:

... la terminographie pour le traducteur et la traduction, la terminologie pour le rédacteur et la rédaction, la terminologie pour le formateur et la formation, et la terminologie pour l'apprenant et la formation. (Gouadec, 1992: 55)

certain practical considerations, do not adhere to the prescribed terminological methodology and which contribute to the terminological imprecision in the CPS dictionary.

4 Scope of the Thesis

My first task in accomplishing this objective was to delimit the scope of my research. Although the CPS dictionary of museum artifacts is a bilingual terminological work, the University of Ottawa's contribution is essentially unilingual in nature. Therefore, for the purposes of this thesis, I have decided to focus entirely on the English entries. In other words, the MUSEO project is treated here as if it were a unilingual subject-field research project.¹⁶

Another important consideration in the delimitation of the scope of my research was the number of term records on which I would base my analysis. Here it is important to note that the CPS project is still in progress which means that entries are still being written. With this in mind, I decided to focus on the first volume of the

¹⁶ At this point, it seems necessary to explain what is meant by "unilingual research" and "subject-field research" (Boutin-Quesnel, 1979: 33). In unilingual research, terminological analysis is undertaken within a single language. Such research is less taxing than its bilingual or multilingual counterpart in which - in keeping with the linguistic premise that every language is its own frame of reference (Rondeau, 1981: 73) - separate terminological analysis is carried out within each language concerned. The results of these analyses are then compared and contrasted. (Rondeau, 1981: 73)

Subject-field research involves "... the thorough and meticulous terminological elaboration of a subject field." (Picht & Draskau, 1985: 164) Unlike "term research" (Boutin-Quesnel, 1979: 34) where terminologists "... perform a rather superficial reconnaissance of a field of concepts ..." (Picht & Draskau, 1985: 162) in order to adhere to very rigid time constraints, subject-field research requires a more detailed structuring of conceptual relations. The ultimate goal of subject-field research is to establish an entire conceptual system within a given subject-field or subfield.

CPS dictionary - i.e. those entries defined within Categories 1, 2, and 3 (Structures, Furnishings, and Personal Artifacts, respectively). This decision seems appropriate given that the term records that will be appearing in this first volume are the only records to date that are fully completed and have therefore gone through a rigorous review process.

A third factor linked to the scope of the research involves the methodological documentation that underlies the CPS project. It is important to note that the methodology employed by the terminology team has evolved at various stages of the project's development. Having restricted the scope of my research to the first volume of the dictionary, it seems appropriate that I should focus on the terminological methodology used during the compilation of this volume.

5 Methodology

As indicated in the preface, the initial steps in the preparation of this thesis involved actual terminological work in the framework of the MUSEO project and identification of certain discrepancies. I then delimited the scope of the thesis, thus determining the parameters of my work.

At this point, I turned away from the CPS term records and immersed myself in literature pertaining to terminological theory and practice, with a view to shedding light on the discrepancies noted during the course of my involvement with the MUSEO project. Given my initial hypothesis that the instances of imprecision found in the

MUSEO dictionary result at least in part from practices adopted by the terminology team, I was particularly interested in all documentation that pertained to mainstream terminological methodology. Additionally, special attention was paid to the terminological benefits of following this standard methodology (more specifically, the achievement of unambiguous and transparent communication). My research into the literature in the field of terminology also allowed me to develop a better understanding of prescriptive terminology and its goals.

Then, I undertook research on the field of artifacts - a very nebulous area of research pertaining to the analysis of man-made objects - with a view to understanding what may make this field difficult to treat from a terminological perspective.

Finally, I turned my research once again to the actual CPS term records (in their final, revised form) so as to strengthen the validity of my original hypothesis. In this last step I selected some of the more blatant examples of terminological imprecision, categorizing them both according to type and cause.

6 Outline of Thesis

This thesis is divided into five chapters. Chapter 1 is intended to introduce the reader to the CPS dictionary project (i.e. its purpose, and other characteristics). This chapter supplies background information that is essential for understanding the analysis that is carried out in subsequent chapters and provides some examples of terminological imprecision in CPS records.

The purpose of Chapter 2 is to outline some of the peculiarities of the field of artifacts which constitute obstacles to prescriptive terminological work. In this chapter, the discussion revolves around the nebulous nature of this area of knowledge as well as of the individual objects that are studied within it.

Chapters 3, 4, and 5, focus on a second premise of this thesis - i.e. that certain practices imposed on the MUSEO team because of practical considerations contribute to the problem of terminological imprecision in the CPS dictionary: in Chapter 3, the reliance on the *CPS Classification System for Historical Collections* is discussed; Chapter 4 focuses on the various methods adopted for defining objects; and Chapter 5 deals with the treatment of synonymy in the dictionary.

Most of the chapters of this thesis contain several examples taken from CPS term records. However, in most cases, only those parts of the records pertinent to the various points being made have been excerpted. Complete term records relating to these examples are found in Appendix 1.

In addition, a glossary of terminology terms is included at the end of the thesis. When terms used in the thesis are defined in the glossary, an asterisk will follow the first mention of the term.

CHAPTER 1 - THE CPS DICTIONARY PROJECT

The CPS dictionary project, like all other terminological projects, unfolds within a practical reality that, not only affects certain methodological choices, but also affects the very outcome of the specialized work that is produced. The purpose of this chapter is to introduce the reader to this practical reality.

1 Purpose of the CPS Dictionary

The CPS dictionary is primarily aimed at helping CPS collections managers to identify, classify, and catalog the various objects of the CPS collections. (Pepermans, 1994: 1) Before the late 1970's few standardized tools for identifying artifacts were available to museum specialists. CPS curators - relying on their own empirical and scientific knowledge - would record information pertaining to artifacts under whichever designation they saw fit. (CPS, 1992: 11) The result was that a single artifact would often be designated by different names. Hence, a "rabbet plane" might also have been labelled "rabbeting plane", "rebate plane", "boxing plane", or "check plane". (Blackaby, 1978: I-2) Similarly, a cast-iron vessel might have been identified as a "pan", a "pot", a "cauldron", or even a "baking dish". (CPS, 1992: 12) Such terminological inconsistency is not so problematic when one is dealing with a relatively small collection. However, when the collection consists of over 500,000 objects, is very diverse in nature, and is spread out over a number of sites - as in the case of the CPS national collection - the result is mayhem. In instances such as these, there is

only one alternative: museum specialists must learn to speak the same language. (CPS, 1992: 13) The CPS dictionary (together with the CPS classification system) is intended to ensure that collections managers can speak the same language by providing standardized preferred terms* for and definitions of the artifacts.

Moreover, this dictionary was conceived to aid in the automation and centralization of information from the various CPS sites. (CPS, 1992: 12) By the 1980s, several of the CPS sites had begun automating their collections. However, the advent of automation necessitated the development of standardized terminologies and vocabularies; for, although manual systems can more easily accommodate terminological inconsistencies, computerized systems require standardized terminologies since computers cannot cope with variety. As Blackaby observes: "Most computers do not even know that "shoe", "SHOE", and "shoes" are the same ... let alone that "pumps" and "heels" are shoes too." (Blackaby, 1978: I-1)

At the beginning stages of the automation process, no real effort was made to coordinate the attempts at automation made by the individual sites. (CPS, 1992: 12) However, it soon became clear that information needed to be centralized and made uniform in order to ensure that a museum specialist from the Atlantic region of Canada could effectively exchange information with the museum specialist from the Prairie or Northwestern regions of the country. The CPS dictionary - in collaboration with the *CPS Classification System for Historical Collections* - is intended to be a tool in the achievement of this goal.

2 The CPS Classification System For Historical Collections

In the CPS dictionary, terms are defined within the categories and classes of the *CPS Classification System for Historical Collections* . This system is based on the classification proposed by Robert Chenhall in the 1970's and revised by James R. Blackaby in the 1980's, but contains some modifications. For example, although most of the classes and categories established by Chenhall and Blackaby have been retained, the nomenclature contains only terms for those artifacts that are found in the CPS collections. Hence, certain categories may appear to be more or less elaborate than their equivalents in the Chenhall/Blackaby classification. (CPS, 1992: 11)

Like the Chenhall model, the CPS classification system is based on the primary function of the object - more specifically the original function. The original function of an object is the specific purpose for which it was created. (CPS, 1992: 14)

According to Chenhall:

At the top or highest level in any hierarchy of classifying and naming man-made artifacts there can be no consistent organizing principle other than the known (or presumed) reason why each object was originally created. (Chenhall, 1978: 8)

The CPS classification system is broken down into three hierarchical levels: (i) categories, (ii) classes and subclasses (see Figure 1), and (iii) names of objects - all of which are listed alphanumerically.

Figure 1 -

THE HIERARCHICAL CATEGORIES, CLASSES, AND SUBCLASSES OF THE CPS CLASSIFICATION¹

Category 01 STRUCTURES

A020 BUILDING
A040 BUILDING COMPONENT
A060 SITE FEATURE
A080 OTHER STRUCTURE

Category 02 FURNISHINGS

B020 BEDDING
B040 FLOOR COVERING
B060 FURNITURE
B080 HOUSEHOLD ACCESSORY
B100 LIGHTING DEVICE
B120 PLUMBING FIXTURE
B140 TEMPERATURE CONTROL DEVICE
B160 WINDOW OR DOOR COVERING

Category 03 PERSONAL ARTIFACTS

C020 ADORNMENT

CLOTHING
C060 CLOTHING, FOOTWEAR
C080 CLOTHING, HEADWEAR
C100 CLOTHING, OUTERWEAR
C120 CLOTHING, UNDERWEAR
C140 CLOTHING ACCESSORY
C160 PERSONAL GEAR
C180 TOILET ARTICLE

¹ (CPS, 1992: 17) I have only included the first three categories and their respective classes and subclasses since they are the only categories that are referred to in this thesis.

The first two levels are pre-defined. For example **Category 03** entitled "Personal Artifacts" includes those "artifacts originally created to serve an individual's personal needs such as clothing, adornment, body protection, or grooming aids." (CPS, 1992: 27) Similarly, **Class C020** which is labelled "Adornment" includes "artifact[s] originally created to be worn on the human body or on clothing for ornamentation rather than for protection or simply as body covering...". (CPS, 1992: 27)

The third level of the CPS classification, ie. the nomenclature, has also been developed according to the Chenhall/Blackaby model, which seeks to emulate scientific naming systems and their standardized binomial terms. (Blackaby, 1988: 1-1) Thus, the CPS nomenclature relies on such conventions as inverting object terms: an object name (substantive) is followed by its modifier (i.e. a word or phrase modifier) and separated from the latter by a comma. Therefore, the terms "alcohol heater" and "coal heater" are listed as HEATER, ALCOHOL and HEATER, COAL. In this way, similar objects such as these appear together (in alphabetical order) within a particular class and category.²




² The convention of inverting object terms shall be discussed in a comprehensive fashion in Chapter 3. At this point, I shall, however, draw the reader's attention to the fact that the convention of inverting object terms sometimes makes objects that are not really similar appear together within a class. For example, since the terms HOLDER, LAMP and HOLDER, LANTERN refer to a specific type of stand and a specific type of bracket, respectively, (CPS files) they cannot be considered similar objects even if they appear together alphabetically within a particular class and category of artifacts. This problem shall also be discussed in greater detail in Chapter 3.

3 The Term Record*

The term record used for presenting information is divided into three sections (see Figure 2). The first is the identification section which includes the following fields: (i) the name and code of the category to which the entry term belongs, (ii) the name and code of the class to which the entry term belongs, (iii) the English term, (iv) the nomenclature code that allows one to locate a particular term within the nomenclature, and (v) the French term. (Pepermans, 1994: 21) The next section is the iconography section, where photographs or illustrations of the objects being defined are included. These illustrations represent ostensive definitions* and should reflect the most characteristic features of the concept that is defined in the term record. The "Iconography" field complements the third section of the record (Pepermans, 1994: 21), which is divided into four fields. The first is the "Physical Description" field, where the morphological characteristics of the objects are listed. Definitions in this field are analytical and therefore should adhere to the genus and differentia format. (Pepermans, 1994: 21) The second field - i.e. the "Function" field - defines the objects according to their function and/or use."³ These definitions identify the extrinsic characteristics of concepts - more specifically, objects are not defined in isolation, but rather on the basis of their interaction with other

³ There is a subtle difference between the function and the use of an object. According to A.L. Kroeber, the function of an object refers to that object's relation within a society and culture, while the use refers to the objects relation to things outside the society and culture. Hence, the function of an axe is to keep members of a society warm by providing wood fuel, and to make carpentry possible by providing logs; the use of the axe is to chop wood. (Kroeber, 1963: 112)

Figure 2 - The CPS term record

 Canadian Heritage Parks Canada		 		VISUAL DICTIONARY	
Category		Class		Writer	
English Term		French Term			
Image		Image 2			
Physical Description					
Function					
Synonym					
Exclusion					

entities. (Pepermans, 1994: 21) This field is particularly important in light of the fact that the entire classification system is based on a functional criterion. The third field is reserved for synonyms. Included in this field are foreign designations, regionalisms, archaisms, spelling variations, etc. Ideally, words which are listed in this field should be fully synonymous with the entry term. (Pepermans, 1994: 21) Finally, the Exclusion field is reserved for terms which may lead to terminological confusion. The terms may be related terms or words which are used as synonyms for the entry term but which, in actual fact, designate different concepts. This field is particularly important since it alerts the museum specialist to common misuses of words. (Pepermans, 1994: 21)

4 The Historical Perspective

The CPS dictionary differs from standard terminological works in that it is a historical dictionary. While the general rule in terminology is to provide the most up-to-date information, the CPS dictionary definitions reflect a historical perspective since this dictionary was conceived to define the historical artifacts that are found within the CPS collections. Consider the following physical description of the term MOWER, LAWN (Category 04 - Tools & Equipment for materials, Class D020 - Agricultural Tools & Equipment).

Physical Description: A small, hand-operated mower that is typically characterized by rotating sickle blades (in casing) and which may include a solid or heavy metal or wooden roller to smooth and flatten while cutting. (Pepermans et al, 1993: 4)

This definition does not apply to most modern mowers which are power-operated machines with engines. However, since these newer versions are not found in the CPS historical collection, they should therefore not be defined in the dictionary.

Moreover, in the CPS dictionary, the evolution of the object is taken into consideration. Consequently, an entry term may have several definitions, each of which reflects the object at a particular point in its evolution. For example, the term **CAP, BATHING** (Category 03 - Personal Artifacts, Class C080 - Clothing, Headwear) is defined twice in the "Physical Description" field:

1. 19th and 20th centuries: A CAP (C080: 03-00063)⁴ of water-resistant fabric such as oiled silk, and with a full crown which is gathered or pleated into a band or which may be drawn in by drawstrings or elastics.
2. 20th century: A tight-fitting CAP (C080: 03-00063) that is usually of rubber. (CPS files)

In some entries such as the one for **SHAWL** (Category 03 - Personal Artifacts, Class C100 - Clothing, Outerwear) the evolution of the object is reflected in the "Function" field as opposed to the "Physical Description" field:

Physical Description:

An unstructured outer garment consisting of a square, rectangular, circular, semi-circular, or triangular piece of fabric. It is typically made of lace or woven wool, cotton, or silk. Size may vary but the garment must be long enough to be draped over the shoulder and to fall loosely to at least the waist (may extend to the skirt hem).

Function:

Worn mainly by women for warmth or decoration from the second half of the 18th century onward (peaking in popularity between 1820 and

⁴ This alphanumeric code links the term CAP to a specific category and class in the CPS class.

1870). Also worn by men in the first half of the 19th century as protection from dirt and the elements, typically when travelling by coach.

(CPS files)

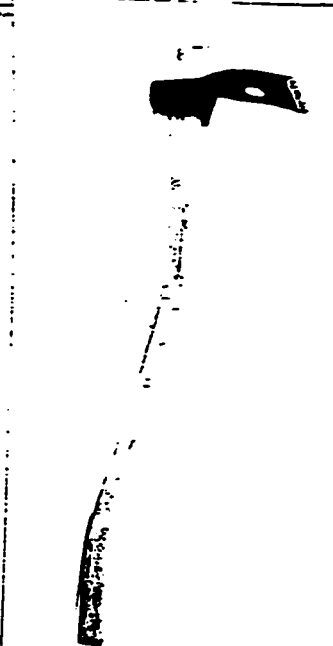
This diachronic approach distinguishes the CPS dictionary from most other terminological works, which are synchronic in nature.

5 Documentary Research

Because of the desire to produce definitions that reflect a historical perspective, the MUSEO team must be somewhat particular about the documentary sources upon which it relies. The documentary research has been facilitated by CPS, which has drawn up a separate bibliography for every class and category of the nomenclature. These bibliographies - which contain both lexicographical sources (ie. general and specialized dictionaries) and non-lexicographical sources (ie. manuals, catalogues, encyclopedias, monographs, and articles) - generally list older sources which are more conducive to historical definitions.

In addition to these bibliographies, CPS has also given the MUSEO team access to the catalog records on which every artifact in its collections is described (see Figure 3).

Figure 3 - An example of a CPS catalog record

Article ADZ, CARPENTER'S		No. X.76.1039.56C	
Source - Provenance	Acquired: Acquisé:	By: Par:	Cost Coût
	Catalogued: Catalogué le:	By: Par:	Purchase Achet
	Photo No.:	By: Par:	Gift Don Loan Prêt
Photograph-Drawing - Photo	Overall dimensions: Dimensions générales 86cm(34")L handle		
	Provenance-Description: Status: Current Manufacture		
		<p style="text-align: right;">1801-1900</p> <p>1 carpenter's adze high carbon steel head, (hickory handle) black blade, natural colour & finish on handle 10.5cm(4") cut to blade - handle and blade separate - to be assembled at later date</p> <p>Marks: Labels present; will be removed</p>	

These records are useful for a number of reasons. First, because the information in these records concerns solely the artifacts found within the CPS historical collections, the terminologist's task of producing "historical" definitions is facilitated. Second, the

descriptions found in these records provide useful information as to the shape, size, style, composition, and other physical traits of the individual artifacts. However, it is important to note that these records are specific to the individual objects within the CPS collection. Consequently, the MUSEO terminologists must exercise their judgement so as not to include traits which are too specific in the definitions of the various objects. Third, in the catalog records, the physical description of the various objects is usually accompanied by a photograph or an illustration, which may be considered a suitable model for the iconography field of the CPS term record.

CPS has also allowed the research team to use the Artifact Information System (AIS). This computerized system is an open system which provides access to the entire national collection. (CPS, 1992: 12) The printouts that come from this system are accessed by way of preferred terms and include a list of all the collection's artifacts that are classified under the preferred designation. Often, these artifacts are listed several times under different designations which may be synonymous with the preferred term.

James R. Blackaby's *Revised Nomenclature for Museum Cataloguing* and CPS' *Classification System for Historical Collections* are also very useful sources. Both of these classification systems provide general definitions of the broader categories and classes - definitions which often make it easier to delimit the individual concepts that are classified within the various classes and categories. Blackaby's classification also functions as a thesaurus, providing possible synonyms and exclusions for the preferred designations.

Finally, the CPS curators themselves are indispensable resources. The curators have the tasks of providing the research team with any additional information which may be needed, of clarifying any confusion which may arise during the course of the terminological research, and of verifying the content of the term records produced by the MUSEO team. As Chenhall asserts:

No book, no list of terms, no written words, can ever do the actual job of identifying any object. The process of identification, per se, is one of the key functions implied by the job title "curator". (Chenhall, 1978: 7)

6 Some Problems Identified in CPS Records

It is obvious, from what has been brought out above, that the MUSEO terminology team has a number of resources at its disposal. But, despite these resources the MUSEO team is still faced with a number of terminological problems that cause the resultant CPS dictionary to be less effective as a prescriptive work than originally desired by the client. Some of these problems are illustrated by the following entries.

Figure 4 - An example of a polysemic entry

Category 03 - PERSONAL ARTIFACTS Class C100 - CLOTHING, OUTERWEAR

PARKA (C100: 03-00130)

Physical Description:

1. An unfitted, pull-over style OVERCOAT (C100: 03-00123) of mid-thigh length, the back often longer than the front, with an attached hood which is often trimmed with fur. It is made of Eider duck or animal skins.

NOTE: An inner parka has its fur inside and an outer parka outside.

2. The late 19th and 20th century parka is usually made of a lightweight wind- and water-resistant fabric and is often lined with a sewn or separate decorated duffle.

Function:

1. Traditionally worn by an Inuit man for warmth.
2. Worn outdoors for warmth.

Synonym:

Exclusion: Amauti, amout, mouti, amoutik, CAPE (C100: 03-00207); CLOAK (C100: 03-00209); COAT, MILITARY (C100: 03-00211); JACKET (C100: 03-00223); CAPOTE (C100: 03-00208)

(CPS files)

In this entry, two separate concepts are defined in both the "Physical Description" field and "Function" field of the term record. Consequently, this entry is polysemic and generates ambiguity.

Figure 5 - An example of the lack of coordination between data recorded in the different fields of the CPS term record

Category 03- PERSONAL ARTIFACTS Class C060 - CLOTHING, FOOTWEAR

CLOG (C060: 03-00030)

Physical Description:

- 1. A wooden-soled or wooden SHOE (C060: 03-00037)**
- 2. A leather or fabric overshoe with a leather sole.**
- 3. A leather-soled or wooden-soled undershoe with a metal hoop attached to the underside.**

Function:

Used to protect the shoe or the foot by raising it over the mud.

Synonym: Patten

Exclusion: SABOT (C060: 03-00036); RUBBER (C060:03- 00035); SABOT, FOUNDERS (C060: 03-00052)

(CPS files)

One of the consequences of the fact that several concepts are defined within a single entry is that it becomes difficult to coordinate these concepts with the rest of the data recorded on the same term record. For example, in Figure 5, it is difficult to determine whether "patten" is a synonym of CLOG in the first sense or second sense or third sense defined in the "Physical Description" field of this polysemic entry. There is also a lack of coordination between the three morphological concepts designated by CLOG and the terms listed in the "Exclusion" field of this record.

Figure 6 - An example of the abundance of synonymy in the CPS dictionary

Category 02 - FURNISHINGS Class B060 - FURNITURE

CHEST OF DRAWERS (B060: 02-00160)

Physical Description:

A wooden piece of case furniture that consists of a frame and a set of wide drawers. It is usually mounted on short legs or feet and usually contains four drawers. It may sometimes have an attached mirror.

Function:

Used to hold and store clothing and household linens.

Synonym: Bureau, chest on chest, chiffonnier, drawer chest, dresser, dressing case, dressing chest, lowboy.

Exclusion: CHEST (B060: 02-00070); CHEST OF DRAWERS (I100: 09-00207); CHEST ON FRAME (B060: 02-00139); CHEST, MILITARY (B060: 02-00156); CHIFFOROBÉ (B060: 02-00062); COMMODE (B060: 02-00183)

(CPS files)

Another terminological problem that can be noted in the CPS dictionary is an abundance of synonymy - another form of term-concept ambiguity. This problem is illustrated in the entry above, which provides eight different synonyms for the term CHEST OF DRAWERS.

Figure 7 - An example of false synonymy in the CPS dictionary

Category 01 - STRUCTURES Class A060 - SITE FEATURE

CISTERN (A060: 01-00098)

Physical Description:

A vertical, cylindrical reservoir made of metal, wood, or masonry.

Function:
Used to hold a large amount of liquid

Synonym: reservoir

Exclusion: TANK, WATER (D100: 04-00456)

(CPS files)

Not only do some records contain numerous synonyms, but, as in the entry above, object names that are recorded in the "Synonym" field are often false synonyms* since they do not refer to the same concept as the one designated by the entry term. In the above entry, the object name "reservoir" is listed as a synonymous designation for CISTERN. Yet, in the "Physical Description" field, "reservoir is treated as a generic of the entry term. If "reservoir" is the genus of CISTERN, then it does not designate the same concept as the entry term.

7 Conclusion

These and many other problems in the CPS dictionary, which are likely to lead to confusion among collections managers, prevent the dictionary from achieving the three goals of prescriptive terminology which are to establish uniform and standardized definitions, coherent conceptual networks, and unambiguous communication. These problems will be discussed in greater detail in subsequent chapters along with possible causes. In the following chapter, I shall focus on one of the major sources of these terminological problems - the hazy nature of the field of artifacts.

CHAPTER 2 - THE FIELD OF ARTIFACTS

Unlike technical and scientific fields which are generally characterized by the existence of unequivocal and stable conceptual networks and well defined concepts (Cole, 1991: 21), certain areas of knowledge involve a great deal of subjectivity. In such fields, "the possibility of determining an unambiguous conceptual network capable of commanding the assent of experts in such fields may be excluded out of hand." (Cole, 1991: 19) Moreover, these fields which lack "discrete and definable conceptual networks" often have concepts which are just as nebulous. For example, the characteristics which constitute the intension of such concepts may be open to interpretation. And, even if there is absolute consensus over the intension of a concept, there may be disagreement over its extension. (Cole, 1991: 20) Hence, the very nature of certain subject fields may render the ideal of clear and unambiguous communication a virtual impossibility. The field of artifacts is an example of such a field.

What follows is a discussion of the field of artifacts - that eclectic area of research that pertains to the analysis of objects used and produced by man. (Schlereth, 1991: 231) This discussion will focus on the very subjective and imprecise nature of this area of research, which constitutes an obstacle to the achievement of the goals of prescriptive terminology.

1 Terminological Inconsistency

The terminologist's first task in any subject-field research is to define and delimit the subject field and/or sub-field that is being treated. However, for a number of reasons, the field of artifacts is not so easy to grasp. First, scholars rely on several different quasi-synonymous labels to designate this area of research including: "technology", "primitive art" (Fenton, 1974: 15), "concrete clio" (Rider, 1983: 92), "museum studies" (Schlereth, 1982: 2), "pots-and-pans history", "physical folklife", "hardware history", "artifact studies", "above-ground archaeology", "material history", "material life", and "material culture". (Schlereth, 1991: 231)

However, while this terminological inconsistency is confusing in and of itself, the task of defining and delimiting this area of research is made that much more difficult by the different "scholarly predilections, institutional affiliations, and intellectual temperaments" (Schlereth, 1991: 234) that each term betrays. For example, those who support the use of the term "material history" see the anchoring of artifact studies to "the mainstream of historical scholarship" as distinctly advantageous. (Finley, 1985: 35) Those who advocate the use of "material culture" to designate this area of research do so for a variety of reasons, including (i) its common use in several disciplines, (ii) the fact that it incorporates the concept of culture, (iii) its "extensive historical lineage", and (iv) the fact that it evokes human belief and behaviour. (Schlereth, 1991: 234)

Despite this terminological variety, "material history", "material life", and "material culture" seem to be the most widely accepted designations by today's

scholars. And, among these three designations, "material culture" is the most durable, having been in use for over a century. (Schlereth, 1991: 231) Moreover, in addition to its longevity, the term "material culture" seems to be the most generic term, encompassing virtually all of the quasi-synonymous designations referred to previously. (Schlereth, 1982: 2) Hence, from this point on, I shall use the latter designation to refer to the field of artifacts.

2 The Polysemic Nature of the Term "Material Culture"

But settling on this one label does not put an end to the confusion and imprecision since the term "material culture" is polysemic. Scholars designate two very distinct concepts with this label: (i) the study of the values, attitudes, beliefs, etc. of men through artifacts/physical objects (Prown, 1982: 1); and (ii) the artifacts/physical objects themselves (ie. the "material" of "material culture") (Prown, 1982: 1).

However, the use of the same linguistic form to designate two distinct senses is just part of the problem. The confusion is further perpetuated by the fact that neither of these senses constitutes a clearly delimited concept.

2.1 Material Culture in the First Sense

2.1.1 Nine Perspectives of Material Culture Research

The clear delimitation of material culture in the first sense is complicated by the existence of several approaches to the study of artifacts. Thomas J. Schlereth has

identified nine different approaches in American material culture studies which, according to Peter E. Rider, "are generally serviceable in the Canadian context without extensive modification" (Rider, 1983: 93):

(i) The art history paradigm, whereby researchers focus on the intrinsic merits of the artifact. Within this paradigm are three competing tendencies: 1) creator worship (where the focus is on the creator of the artifact); 2) primacy fascination (where the focus is on who made the artifact first and where the object's value lies in its novelty or innovative elements); and 3) normative evaluation (where the focus is on what the artifact is worth as a work of art irrespective of its possible political or socio-cultural value). (Schlereth, 1982: 40)

(ii) The symbolist perspective, in which the focus is on the social, political, cultural and aesthetic experiences produced by the object (especially if it is a popular monument). (Schlereth, 1982: 43)

(iii) The cultural history orientation, whereby researchers are concerned with recapturing and understanding past cultures. (Schlereth, 1982: 46)

(iv) The environmentalist preoccupation, in which the common belief is that "any sign of human action in the landscape implies a culture, recalls a history, and demands an ecological interpretation." (Wagner & Marvin in Schlereth 1982: 50)

(v) The functionalist rationale, in which the emphasis is on the "usefulness of objects in their adaptive relations to their environments." (Schlereth, 1982: 53) According to this rationale, technology is seen as the main mechanism in man's quest to adapt to his environment. (Schlereth, 1982: 53)

(vi) The structuralist view, which sees all cultural systems as languages. (Schlereth, 1982: 55)

(vii) The behaviouralistic concept, whereby researchers focus on the behaviour and creativity of the creator in the hopes of understanding and explaining his or her "cognitive and behavioral processes, personal creativity and aesthetic impulses." (Schlereth, 1982: 58)

(viii) The national character focus, whereby artifacts are used to explain the collective personality and weltanschauung of a nation. (Schlereth, 1982: 62)

(ix) The social history paradigm, whereby researchers focus on the "shared experiences of common folk documented by artifacts and by written evidence of material possessions." (Rider, 1983: 93)

These different perspectives, which are by no means transparent, often seem to overlap as well. For example, both the symbolist perspective and the art history paradigm share a concern for the aesthetic experiences produced by the artifact. Similarly, the art history paradigm and the behaviouralistic concept also partially overlap since they both focus on the aesthetic impulses of the creator of the artifact.

2.1.2 Material Culture: Discipline, Method, or Field?

The clear delimitation of material culture in the first sense is further complicated by the current debate over whether "material culture" is a discipline, a method, or a field of study. (Schlereth, 1991: 234) According to Schlereth, the various positions held by scholars on this subject range from the belief that material culture is an academic discipline to the belief that this area of research is "simply another technique in the general tool kit of cultural investigation." (Schlereth, 1991: 235)

2.1.3 Multidisciplinary Nature of Material Culture

In addition to the above mentioned debate, the task of clearly delimiting the concept behind this first sense of material culture is rendered more difficult by the fact that this discipline/method/field is rarely considered in its singularity. As John J. Mannion observes:

Wherever it is being studied today, material [culture] is not the preserve of any single traditional discipline. Work in this field is shared by a

number of specialized subfields in the social sciences and humanities, notably art, architectural and agricultural history, cultural geography, historical archaeology, museum anthropology, folklife in folklore, and, to a limited degree, by dialectologists and social historians. (Mannion, 1979: 21)

Perhaps the most convincing argument for envisaging material culture as a multidisciplinary undertaking is that the "material" (ie. the artifacts or physical objects which constitute the focus of material culture research) is far too diverse to constitute a distinct field. (Prown, 1982: 1) In fact, given the diverse nature of the "material", it seems somewhat shortsighted even to limit material culture research to "specialized subfields in the social sciences and humanities" as Mannion does, since objects of material culture are present in virtually every area of knowledge known to man.

2.2 Material Culture in the Second Sense

2.2.1 "Material" of Material Culture

Scholars commonly use the term "material culture" in a second sense to refer more specifically to the "material" itself. However, the clear delimitation of the concept behind this second sense is also virtually impossible. Definitions of material culture in this sense tend to be very abstract, and open to interpretation. Additionally, there tends to be disagreement over what the "material" comprehends. For example, Miles Richardson defines material culture as "the cultural object, the material expression of man's internal imagination." (Richardson, 1974: 37) For Melville Herskovits, material culture consists of:

the totality of artifacts in a culture, the vast universe of objects used by humankind to cope with the physical world, to facilitate social intercourse, to delight our fancy, and to create symbols of meaning." (Herskovits in Schlereth 1982: 2)

Prown sees material culture as:

a broad, but not unrestricted range of objects [that] embraces the class of objects known as artifacts - objects made by man or modified by man. It excludes natural objects. (Prown, 1982: 2)

And finally, according to Quimby, the term "material culture" covers "tools, weapons, machines, ornaments, religious images, ... and any other ponderable object produced or used by humans." (Quimby in Fenton: 23)

While the four definitions presented above unanimously reveal that material culture covers objects related to mankind, they do not seem to agree on the precise nature of man's relationship with the objects in question: according to Herskovits, these objects are used by man; Richardson and Prown emphasize the production of these objects by man rather than their use; and lastly, Quimby stresses both the production and the use of these objects.

Moreover, these definitions are so broad and vague that it is difficult to determine the "material" covered by the term "material culture". For example, scholars disagree over whether written documents can be categorized as objects of material culture. Although, technically speaking, written documents are both produced and used by man, many theorists make a clear distinction between these documents and artifacts. One of the various arguments used to support this distinction is the supposed longevity of the artifact as opposed to the more restricted life of the written word. (Mannion, 1979: 24)

Based on the above definitions, one may also wonder whether the material includes natural objects such as trees, skeletons, or rocks. (Schlereth, 1982: 2) Many material culture scholars such as Prown claim that it does not. Some do however admit that, when natural objects "are encountered in a way that suggests human activity" (Schlereth, 1982: 2), they should be included as part of the "material". Thus, from this perspective, while a wild horse would not be categorized as an object of material culture, a dressage horse would. Similarly, while a jungle lion would not fall into the category of the "material", a circus lion would. However, the line that separates natural objects and material culture objects is still rather hazy.

2.2.2 Problems in Defining the Individual Objects that Comprise the "Material" of Material Culture

The confusion that plagues material culture in the second sense applies equally to the individual objects that comprise the "material". Given the concrete nature of objects, one would assume that defining these entities would be relatively easy (especially in comparison with more abstract referents). However, defining artifacts can prove surprisingly challenging for a number of reasons.

2.2.2.1 Multidisciplinarity

First, given that material culture research is multidisciplinary in nature, the characteristics that one perceives as essential defining traits of an object will necessarily vary according to the discipline in which the object is to be defined. Hence, "plate" in the field of Food Service will be defined somewhat differently from "plate" in the field of Religion even though they both refer to the same referent - i.e. a dish that is almost flat and usually round.⁵ Here, I must add, however, that while this situation may be confusing to the non-linguist, it should not pose a problem to the terminologist, who is used to working within one subject field or discipline at a time. In fact, to the terminologist, the situation described above constitutes nothing more than an instance of homonymy (see Introduction, p. 4, Note 5).

2.2.2.2 Different Approaches to "Material Culture" Research

However, the subject field is not the only factor which affects what one perceives as the essential defining features of a class of objects. The approach adopted also has an effect. In order to illustrate this point I shall refer once again to Schlereth's nine approaches to material culture research, each of which seems to assign a different significance to the object.

(1) In the art history approach, the object is considered in its singularity; the intrinsic qualities of the object are emphasized.

⁵ In the field of Food Service, a plate is used to contain food, whereas in a religious context, a plate is passed around in church to receive the collection. (Gage Canadian Dictionary, 1983)

(2) In the symbolist approach, the object is seen as a symbol with a cultural significance.

(3) In the cultural history approach, the object is used to reconstitute a past way of life.

(4) In the environmentalist approach, the object is seen as a link between man and his environment.

(5) In the functionalist approach, objects are seen as having a use which links and integrates them into one organism (i.e the society in which they are used).

(6) In the structuralist approach, the object is seen as a "signifiant" since culture is supposed to constitute a vast system of communication.

(7) In the behaviourist approach, the object is perceived as reflecting the behaviour and creativity of its creator.

(8) In the national character approach, objects are seen as reflecting the collective personality of a particular nation.

(9) In the social history approach, objects are seen as having links to social institutions.

Such different perspectives on the significance of the object affect, in their turn, what one considers the essential defining traits of an object. Consider the following definitions of "computer":

(1) a machine that accepts data (input) and processes it into useful information (output);(Capron, 1992: 375)

(2) an automatic electronic apparatus for analyzing and storing data, making calculations, or controlling operations that are expressible in numerical or logical terms;(Oxford Reference Dictionary, 1986)

(3) any of various machines equipped with key-boards, electronic and electrical circuits, storage units, and recording devices for the high-speed performance of mathematical and logical operations, or for the

processing or large masses of coded information. (Funk and Wagnalls Canadian College Dictionary, 1989)

According to Schlereth's model, the first two definitions primarily adhere to the functionalist rationale since the function of the object seems to be the essential defining trait. However, the third definition seems to adhere to both the art history paradigm and the functionalist rationale since both the intrinsic (morphological) traits and the function of the object are essential defining features.

2.2.2.3 Evolution of the Object and Varying Functions

Further, while it is generally accepted that the functional criterion plays a primary role in defining everyday objects, the context of its use may evolve quite significantly over time. For example, a garment which may have been conceived as an item of underwear may eventually be used as an item of outerwear. Or a tool may reach a stage in its evolution where it performs a myriad of secondary activities which differ from the original activity the object was intended to perform. (Dupont, 1991: 16) When one considers that the shape or the physical characteristics of an object may also change in keeping with the evolving context of its use, it is not surprising that it is difficult to define.

Technically, the evolution of a category of objects should not pose a problem to terminologists whose research is generally synchronic in nature. However, even if one focuses on an object at a particular point in time, the fact remains that it may still be used in a variety of ways. In fact, the function of an object may differ according to the social class or occupation of the user. (Dupont, 1991: 16) For example, in 19th-century Canada, the poker - a tool that was originally conceived to keep a fire going - had a decorative function in large city settings and was therefore hung in a prominent position by the fireplace. (Dupont, 1991: 7) By contrast, in country settings, the poker had no decorative function and was therefore not displayed. Moreover, a butcher would use a poker to clean out intestines used to make blood sausages. By contrast, farmers would use pokers to brand their livestock. (Dupont, 1991: 9)

2.2.2.4 Nature of "Everyday Concepts"

Using Roth and Frisby's taxonomy, concepts that underlie objects of material culture can be classified as "everyday concepts". (Roth & Frisby, 1986: 26) These concepts, unlike "mathematical concepts" (Roth & Frisby, 1986: 24), are typically "ill-defined and fuzzy" (Roth & Frisby, 1986: 32). Roth and Frisby illustrate this point by contrasting the conceptual features of the concepts "triangle" and "chair". According to these authors, all triangles have the following features:

- a) a two dimensional geometric figure

- b) three straight sides**
- c) sides joined to each other at their ends**
- d) angles adding up to 180 degrees. (Roth & Frisby, 1986: 24)**

These features are considered to be necessary and sufficient characteristics of the "mathematical" concept "triangle". In other words, any object possessing this combination of properties will invariably be a triangle. (Roth & Frisby, 1986: 27)

According to these authors, the "everyday concept" that underlies the category of objects known as chairs can be broken down as follows:

- a) an item of furniture**
- b) used for sitting on**
- c) has a horizontal flat surface**
- d) has four legs**
- e) has a straight back rest**
- f) may have arms (Roth & Frisby, 1986: 27)**

However, unlike the features listed under the concept "triangle", this combination of attributes does not necessarily refer to a single class of objects - more specifically, all chairs and only chairs. For example, this series of traits could just as easily apply to the concept "sofa". (Roth & Frisby, 1986: 28)

In addition, while there is little room for argument over the traits that allow us to classify an entity as a triangle, "it seems difficult to specify any combination of properties which will be generally agreed to constitute a definition of chair." (Roth & Frisby, 1986: 28) The fact that we may not agree with the features which Roth and

Frisby assign to all chairs further emphasizes the "fuzzy" nature of such "everyday" concepts.

2.2.2.5 Nature of the Language

Another obstacle to the precise delimitation of concepts and to the establishment of clear conceptual networks in the field of material culture is the fact that the majority of its terms are actually familiar words. More specifically, although the language associated with this subject field constitutes an LSP, most of its terminology has been borrowed from LGP (Language for General Purposes)* (Picht & Draskau, 1985: 1)¹ because "everyday concepts" are, more often than not, designated by everyday words. Often, these words from LGP are not logically motivated.² The consequences of this lack of logical motivation are twofold. First,

¹ LSPs, or special subject languages, constitute "formalized and codified varieties of language" (Picht & Draskau, 1985: 3) which develop to allow a society to designate objects and differentiate among designations more precisely and in greater detail than is necessary in everyday communication; they therefore aim to constitute a more precise and efficient form of communication than LGP. Therefore, while Language for General Purposes accommodates the arbitrariness and imprecision of the sign by fully exploiting polysemy, metaphor and adjectival determination (Picht & Draskau, 1985: 4), LSPs strive to name concepts according to pre-determined rules of designation in an attempt to ensure that they are transparent to experts in the subject field. (Sager, 1990: 57)

In LGP the lexical unit of analysis is the "word", in LSPs it is the "term". A word is a "linguistic symbol which may have many non-defined meanings and many shades of meanings or can be used to designate objects." (Felber, 1984: 167) This linguistic symbol forms a unit with its content (i.e. its meaning) in an unconscious manner. By contrast, a term is a linguistic symbol that is used to designate one or more concepts which (ideally) are defined by other neighbouring concepts. Indeed, the term does not exist in a vacuum but rather designates a concept within a given subject-field.

² Ideally, a term should be logically motivated to the point of being virtually self-explanatory. For example, the term "mountain bike" in the field of Recreation and Leisure (TERMIUM) is clearly a type of bike. In reality, however, it is quite common to find terms that are not logically motivated.

these designations do not always give us an indication as to the position of an object within a conceptual network. For example, whereas the terms "gas lamp" and "electric lamp" clearly fall under the category of objects known as "lamps", it is less clear under what object labels terms such as "ring holder" and "watch holder" should be classified since the word "holder" is too broad to serve as a generic. (CPS files) Second, the names of artifacts can be misleading. For example, the term "grass hook" leads some to believe that the object designated is a kind of hook, but, in fact, it is a type of sickle. (CPS files) In other words, the generic "hook" used in the designation does not accurately reflect the concept, at least not in its present state.³

2.2.2.6 Classification of Objects

Another obstacle to the precise delimitation of concepts and to the establishment of coherent conceptual networks in this field is that objects of material culture are not always easy to classify.⁴ Classifying the various concepts that are

³ Problems such as these often result from the evolution of objects/concepts. Indeed, although a logically motivated term may be assigned to a concept in a deliberate fashion, the fact remains that there is no way of preventing terms from acquiring additional content through extended application due to the evolution of the concepts that they designate. A solution to this problem is to assign new terms to the concepts that would more appropriately reflect the generic-specific relationships between concepts at each point of their evolution. The problem with this solution is that the number of roots and affixes in each language, which are at the terminologist's disposal for the formation of terms, is small in relation to the number of concepts that exist in each subject field. (Felber, 1984: 183)

⁴ LSPs endeavour to maintain precision in communication by exploiting the classificatory nature of language. Special subject languages, more than LGP, establish hierarchical or other types of relationships (such as whole-part, cause and effect) among concepts. (Sager, 1990: 57)

found within a particular subject area is essentially a way of determining the complex relationships existing between them. It is by establishing these conceptual links that concepts can be clearly delimited and defined. And when concepts are clearly delimited and defined, the risk of unclear and ambiguous communication is decreased. However, given that artifacts do not have the same clear family relationships that plants and animals have in the fields of botany and zoology, respectively, the establishment of clear conceptual networks is not always feasible. As Blackaby observes:

Because [we are] dealing with man-made objects, objects that are created for particular purposes, and because part of what defines human creativity is our ability to adapt and borrow and solve problems with objects, artifacts are not as easily categorized as natural science specimens. (Blackaby, 1988: II-2)

2.2.2.7 Ambiguity

The achievement of the terminological ideal of unambiguous communication is, in fact, a virtual impossibility in the field of material culture which is plagued with ambiguity. Ambiguity is manifested, first, by synonymy. Because of regional variations and local preferences, individual objects are often designated by a variety of labels. For example, the object which one might call a "jagging wheel" may also be referred to as a "pastry jagger", "pastry wheel", "paste jagger", "jagging iron", "jag", "pastry jigger", "dough wheel", "dough trimmer", and a "dough spur". (CPS files)

This plethora of synonymy is unacceptable in terminology where monosemous and mononymous term-concept relations are the ideal. The presence of this form of

ambiguity is that much more significant if one realizes that these terms do not necessarily designate the same concept. The presence of false synonymy can be attributed to the general misuse of the terminology at hand, and to the fact that the line between similar, yet distinct, concepts is often blurred. (Nakos, 1982: 221)

Additionally, polysemy - another form of ambiguity, which constitutes an obstacle to prescriptive terminology - is also prevalent in the field of material culture. In this area of knowledge, the presence of polysemy can be attributed to two factors. First an object may come in such a variety of forms that it is virtually impossible to consolidate these forms into a single class of objects. For example, because of the many varieties of rain hats, the term "rain hat" can actually be said to designate two concepts instead of one:

1. A hat, of waterproof fabric or plastic, with a wide slanting brim that is longer in the back than at the front. (CPS files, HAT, RAIN C080: 03-00094)
2. A cap consisting of a piece of waterproof material that is gathered or folded at the sides where ties are attached. (CPS files, HAT, RAIN C080: 03-00094)

Hence, an object term may, in actual fact, refer to several similar concepts as opposed to a single concept. Moreover, because of the propensity of objects to evolve, there is no way of preventing terms from acquiring additional conceptual content through extended application (see CAP, BATHING and SHAWL examples in Chapter 1, section 4).

3 Material Culture in the Context of the CPS Dictionary

3.1 Material Culture Research in the Context of the CPS Dictionary

While material culture research is a vast and nebulous area of research whose many facets are often open to interpretation, its scope has been narrowed to suit the context of the MUSEO project. As indicated above, Mannion believes that material culture research is not a distinct discipline but rather an intellectual activity that is carried out within a variety of different subject fields and sub-fields. In the context of the MUSEO project, the problem of the multidisciplinary nature of material culture studies is somewhat reduced since terminological research is pursued within the field of museum collections management - a sub-field of the field of museology or museum science.⁵ The fact that the CPS dictionary was conceived to help curators and archivists identify, classify, and catalog the various objects of the CPS collections seems to support the linking of material culture studies to this field.

In addition, the CPS dictionary seems to adhere to Schlereth's "functionalist rationale": the fact that the entire CPS classification system is based on the original function of the artifact supports this assumption. This is not to say, however, that the functionalist rationale is applied to the exclusion of Schlereth's eight remaining

⁵ In his work entitled *Introduction to Museum Work*, G. Ellis Burcaw defines museology as follows:

Museology is museum science. It has to do with the study of the history and background of museums, their role in society, specific systems for research, conservation, education and organization, relationship with the physical environment, and the classification of different kinds of museums. In brief, museology is the branch of knowledge concerned with the study of the purposes and organization of museums. (Burcaw, 1983: 12-13)

categories. Given that the MUSEO terminologist is required to define objects in terms of their morphology in the "Physical Description" field of the term record, the "art history paradigm" probably applies as well. Additionally, since the CPS museums are historical,⁶ the "cultural history orientation" also appears to be at play.

3.2 Objects of Material Culture in the Context of the CPS Dictionary: Defining the Individual Artifacts from the Perspective of Collections Management.

In the MUSEO dictionary, the focus is on the individual objects that comprise the CPS collections. Hence, the second sense of material culture (ie. the actual "material" itself) is of primary importance. In the context of the MUSEO dictionary, the object takes on a particular significance. First, the artifact is to be defined within the field of museum collections management. Indeed, the CPS dictionary is specifically geared toward helping the museum specialist to accomplish two of the many tasks involved in collections management: (i) identifying, and (ii) cataloging of artifacts acquired by CPS. When an object is acquired by a museum, it must first be identified. In other words, the museum specialist must determine the conceptual traits of the object so as to be able to classify it within a particular category of artifacts. Once the identification process is complete, a descriptive catalog record is drawn up, where, among other things, the classification, the period of its use and/or production, and the preferred designation of the object are included.

⁶ Historical museums generally aim to acquire "typical, at one time commonplace items that can be used to illustrate facts of history" (Burcaw, 1983: 33), or in the case of CPS, to recapture past cultures.

Both the identification and cataloging processes require the museum specialist to focus on the five essential properties of the artifact which include its (i) history, (ii) material, (iii) construction, (iv) design, (v) and function. (Flemming, 1982: 166) In terms of the object's history, one is primarily concerned with when and where the object was made and used. The material of the object covers what the object is made of (eg. woods, ceramic, metal, glass, etc.). The construction consists of the techniques of manufacture or the workmanship of the object. The design includes the form, structure, ornamentation, style, etc. of the object. And finally, the function of the object "embraces both the uses (intended functions) and the roles (unintended functions) of the object in its culture, including utility, delight and communication." (Flemming, 1982: 166)

In the CPS dictionary, definitions reflect these five properties. For example, in the "Physical Description" field, the object is defined according to its material, construction, and its design. Additionally, there is a separate field in which the artifact is defined according to its function (both intended and unintended). Moreover, the history of the artifact is taken into consideration in all definitions since the artifacts are defined not according to their present states but rather their past states.

4 Conclusion

Yet, despite the narrowing of the scope of "material" to suit the MUSEO project, the tasks of delimiting concepts with precision, eliminating ambiguity, and establishing coherent conceptual links are still difficult to accomplish for many of the

reasons outlined in this chapter (e.g. the fuzzy nature of everyday concepts, the pronounced presence of polysemy and synonymy, the lack of motivation of many of the object terms, etc). However, the problems of terminological imprecision in the CPS dictionary can only partially be attributed to these peculiarities of the field of material culture. In the following chapters, the focus shall shift to the other factors that constitute a hindrance to the achievement of the goals of prescriptive terminology. More specifically, I shall turn the reader's attention to certain practices adopted by the MUSEO team - practices which do not necessarily adhere to the prescribed terminological methodology.

CHAPTER 3 - CPS CLASSIFICATION SYSTEM

In the previous chapter, the emphasis was on the peculiar nature of the field of material culture and the effects of this peculiarity on the achievement of the goals of prescriptive terminology. In this chapter, I shall begin to discuss another premise of this thesis - more specifically, that certain practices adopted in the CPS project have also contributed to the terminological imprecision that can be noted in the dictionary. One of the ways in which the MUSEO team has deviated from these recommended practices is by structuring its terminological research around a pre-established classification system - the *CPS Classification System for Historical Collections*. In this chapter, I shall focus on the CPS classification which, while constituting an essential tool for museologists who have to classify new acquisitions, is less suited to the achievement of coherent conceptual networks and precise conceptual delimitation.

1 CPS Classification and the Establishment of Coherent Conceptual Networks

The establishment of coherent conceptual networks, which is one of the main goals of prescriptive terminology, requires a systematic method of organizing concepts as a prerequisite. In the CPS dictionary, the relationships between concepts are partially reflected by virtue of the fact that terms are classified and defined within the categories and classes that make up the *CPS Classification System for Historical Collections*. This organizational system is based on the original function of objects,

since "the one thing that can be said of all ... objects is that they were made for some particular purpose, and that purpose can be determined in nearly every case." (Blackaby, 1988: I-2)¹ The CPS classification has at its basis three major divisions:² (i) Shelter, (ii) Tools and Equipment, and (iii) Communication.³ These super categories are further subdivided into various categories which are subsequently divided into narrower classes and subclasses.⁴ However, despite this hierarchical ordering of classes and categories of objects, the CPS classification is not a fully systematic method of organizing concepts because it does not always reflect the relationships between individual concepts.

One of the reasons why the CPS classification is sometimes unable to reflect these conceptual relationships (particularly within a single category and class of objects) is the fact that it is not rooted in a subject-field tree built by associating individual concepts; rather this classification system was developed on the basis of general functional categories such as those put forth in a documentary thesaurus. Consequently, the way in which the concepts and terms are classified in the MUSEO project constitutes a "top-down" approach as opposed to a "bottom-up" approach.

¹ See Chapter 1, Section 1.

² These divisions are not reflected in the alphanumeric coding of the nomenclature.

³ In the CPS classification, there is a super category reserved for unknown and/or unclassifiable objects. This category shall not be referred to since my thesis is limited to Categories 1, 2, and 3 which are more clearly defined.

⁴ See Chapter 1, Section 1, Figure 1.

1.1 Top-Down Approach* vs. Bottom-Up Approach*

The basic premise behind the "top-down" approach is that knowledge is divided into different subject-fields which are sub-divided into subsequent sub-categories of knowledge. The end result of this division process is the smallest set of terms that can be grouped under a common descriptive label. (Sager, 1990: 37) Therefore, while a top-down approach reflects the hierarchical relationships of broader categories of concepts, it fails to do the same for the concepts that fall under a common descriptive heading.

By contrast, a "bottom-up" approach to terminological research begins at the level of the individual concepts which, once they are discovered, are analyzed and linked to other similar or related concepts. In this way, terminologists build larger and larger structures of conceptual association starting with conceptual networks and working their way up to sub-field trees and subject-field trees. (Sager, 1990: 37) The general consensus in the terminological milieu is that a bottom-up approach is more appropriate for prescriptive terminology than is a top-down approach, for the simple reason that the former allows for the inclusion of a more complex and diverse set of relationships.

Moreover, the bottom-up approach allows for the possibility of excluding certain conceptual structures which are not terminologically relevant. As Sager points out:

... Terminological analysis is identified with the bottom-up approach [which starts] with the individual term for a concept and creates structures only to the extent that this activity is considered helpful for the identification and explication of the concept. (Sager, 1990: 38)

The inability to reflect detailed conceptual relationships is a problem that plagues most classification systems constructed on the basis of a top-down approach. For this reason, pre-established ordering devices like the CPS classification cannot be totally relied upon as a means of determining conceptual relationships. Indeed, although terminologists benefit from such classifications as L.C., Dewey, U.D.C., and thesauri because they "... provide a broad outline structure for terminology collection ..." (Sager, 1990: 39), most specialists recognize their shortcomings. As Sager observes:

The restrictions imposed by hierarchical ordering, even when mitigated by faceted classification, are too severe to be acceptable as a general pattern for terminological representation. Classifications offer a convenient starting point, but beyond this, they have to be supplemented by a more complex set of relationships. (Sager, 1990: 39)

1.2 CPS Nomenclature

1.2.1 Inverting Object Terms

In the CPS dictionary, the inability of a top-down approach to establish detailed relationships at the lowest level of a conceptual hierarchy - more specifically at the level of the nomenclature - is offset somewhat by the convention of inverting object terms so that similar objects can be listed together within a given class and category. Hence the terms "barber's chair", "child's chair", "child's rocking chair", "desk chair", "dining chair", "easy chair", "folding chair", "garden chair" (Category 02 - Furnishings, Class B060 - Furniture) are listed as CHAIR, BARBER'S, CHAIR, CHILD'S; CHAIR, CHILD'S ROCKING; CHAIR, DESK; CHAIR, DINING; CHAIR, EASY; CHAIR,

FOLDING; CHAIR, GARDEN, respectively. Once inverted, these terms are listed together in alphabetical order (see Figure 8).

Figure 8 - An example of how terms designating similar objects are inverted and listed together alphabetically in the CPS classification system

Parks Canada Nomenclature

Category: 02- Furnishings
Class: B060 - Furniture
Code Object, Suffix

...

02-00147	CHAIR
02-00132	CHAIR, BARBER'S
02-00112	CHAIR, CHILD'S
02-00182	CHAIR, CHILD'S ROCKING
02-00073	CHAIR, DESK
02-00085	CHAIR, DINING
02-00087	CHAIR, EASY
02-00119	CHAIR, FOLDING
02-00179	CHAIR, GARDEN

...

By placing terms with the same node together, the CPS classification is able to reflect the fact that such terms are more closely related to each other than they are to other terms within the same category and class. Consequently, based on the ordering of the nomenclature, one can see that a CHAIR, BARBER's is more closely related to a CHAIR, CHILD'S than it is to a CABINET, RADIO or to a CASE, DRESSING (which are also listed in Category 02 - Furnishings, Class B060 - Furniture).

Moreover, this method of ordering terms sometimes reflects generic/specific relationships between object terms. For example, because the designations of the

various chair types in Figure 1 are listed immediately after CHAIR, the CPS classification is able to reflect that the latter term is a more generic term than the other chair types and, therefore, situated at a higher hierarchical level (see Figure 1).

Similarly, because the terms CAP, BATHING; CAP, BOUDOIR; CAP, FORAGE; CAP, MILITARY; CAP, POLICE; and CAP, SMOKING are listed immediately after the term CAP in the same category (03 - Personal Artifacts) and class (C080 - Clothing, Headwear), the CPS classification reflects the fact that CAP is a more generic term that is situated at a higher hierarchical level than the binomial terms appearing immediately after it. (see Figure 9).

Figure 9 - An example of generic/specific relationships being reflected in the CPS classification system

Parks Canada Nomenclature

Category: 03 - Personal Artifacts
Class: C080 - Clothing, Headwear

Code	Object, Suffix
...	
03-00063	CAP
03-00089	CAP, BATHING
03-00064	CAP, BOUDOIR
03-00092	CAP, FORAGE
03-00065	CAP, MILITARY
03-00068	CAP, POLICE
03-00072	CAP, SMOKING
...	

However, this convention of inverting object terms so that similar objects appear together alphabetically within a particular class and category is only partially capable of reflecting the relationships between the individual terms listed in the CPS

nomenclature. First, placing inverted object terms designating similar objects together does not give us any indication as to the hierarchical position of these objects in relation to one another. Consider the various types of belts listed in Category 03 - Personal Artifacts and Class C160 - Personal Gear (see figure 10).

Figure 10 - An example of how the CPS classification system does not always reflect the hierachical position of object terms in relation to one another

Parks Canada Nomenclature

Category: 03- Personal Artifacts
Class: C080 - Personal Gear
Code Object, Suffix
...
03-00326 BELT, FLAGBEARER
03-00395 BELT, MILITARY BACKPACK
03-00396 BELT, MILITARY BLANKET
03-00397 BELT, MILITARY CANTEEN
03-00412 BELT, MILITARY DRUM
03-00413 BELT, MILITARY MESS TIN
03-00414 BELT, MILITARY MONEY
03-00459 BELT, MILITARY POUCH
03-00415 BELT, MILITARY SABRETACHE
03-00331 BELT, MONEY
03-00458 BELT, POLICE POUCH
...

Although, based on the way these terms are listed, one may be inclined to think that these designations are coordinate terms, they are, in fact, not located at the same hierarchical level. Hence, the terms BELT, MILITARY BACKPACK is at a lower level in the conceptual network than is the term BELT, MONEY since the latter is a type of

belt whereas the former is a type of backpack belt. (CPS files)⁵ The differences in their hierarchical positions can be represented graphically in the following manner (see Figure 11).

Figure 11 - A graphical representation of the differences in the hierarchical positions of different types of belts⁶

Level 1		belt
Level 2	BELT, MONEY	backpack belt
Level 3		BELT, MILITARY BACKPACK

Moreover, the organization of object terms in the CPS nomenclature often does not reflect generic/specific relationships that do exist between the inverted binomial terms that it places together in alphabetical order. For example, on the basis of the ordering of the various types of belts listed in figure 3, it is not evident that a BELT, MILITARY MONEY is a specific of the more generic term BELT, MONEY. (CPS files) In this case, one could of course deduce that these terms are in a generic/specific relationship because they are terminologically motivated. However, the nature of the

⁵ One of the consequences of adopting a top-down approach to terminological research is that some very relevant concepts and terms are sometimes overlooked. In the CPS classification, certain key generic terms do not appear in the nomenclature. For example, the generics of the terms BELT, MONEY and BELT, MILITARY BACKPACK - more specifically "belt" and "backpack belt", respectively - are not listed in the CPS nomenclature.

⁶ The terms "belt" and "backpack belt" are written in lower case letters to show that they are not part of the CPS nomenclature.

relationship between the object terms **BONNET, INFANT'S** and **BONNET, INDOOR** is by no means apparent (see Figure 12).

Figure 12 - An example of how the CPS classification system does not always reflect the generic/specific relationship between object terms

Parks Canada Nomenclature

Category: 03- Personal Artifacts
Class: C080-Clothing, Headwear
Code Object, Suffix

...

03-00058	BONNET
03-00061	BONNET, INDOOR
03-00062	BONNET, INFANT'S
03-00066	BONNET, MILITARY

...

In actual fact, according to the CPS files, **BONNET, INFANT'S** is a type of **BONNET, INDOOR**.

Another problem with the CPS convention of inverting object terms so that terms with the same node appear together is that the objects that they designate may not be similar. In some cases, the node is so broad that it designates more than one concept. For example, the substantive "holder" can be used to designate a fairly wide variety of related objects such as stands, boxes, brackets, cases, etc. Consequently the terms **HOLDER, TISSUE**; **HOLDER, UMBRELLA**; **HOLDER, WATCH** (Category 02 - Furnishings, Class B080 - Household Accessory) are not defined in terms of the node "holder" but rather in terms of the type of holder they represent - i.e. box, stand, and pouch, respectively. (CPS files) This results in another problem, which is that

HOLDER, TISSUE, which is in fact a type of box (CPS files), is separated artificially from other types of boxes such as those found in Figure 13.

Figure 13 - A listing of various types of boxes classified in the category of Furnishings and in the class of Household Accessory

Parks Canada Nomenclature

Category: 02 - Furnishings

Class: B080 - Household Accessory

...

Code	Object, Suffix
02-00233	BOX, BIBLE
02-00311	BOX, CIGARETTE
02-00234	BOX, DEED
02-00235	BOX, JEWELRY
02-00323	BOX, MISSAL
02-00236	BOX, TRINKET
02-00237	BOX, WALL

...

Moreover, in some cases, because of the evolution of the object, the node of a multinomial term may no longer reflect the more generic concept to which that term is related (see Chapter 2, Section 2.2.2.3). Consequently, the CPS convention of placing object terms with other terms sharing the same node often forces designations of objects that are significantly dissimilar to appear together. For example, although the term **BLOUSE, MILITARY** (Category 03 - Personal Artifacts, Class C100 - Clothing, Outerwear) is listed together with the generic **BLOUSE** and the more specific **BLOUSE, CHILD'S**, it is actually a type of **JACKET, MILITARY**. (CPS files) Similarly the terms **HOOK, GRASS**; **HOOK, MANURE**; and **HOOK, BRUSH** (Category 04 - Tools and Equipment for Materials, Class D020 - Agricultural Tools and Equipment) do not designate specific types of hooks since a "grass hook" is a sickle, a "manure hook"

is a fork, and a "brush hook" is a knife. (CPS files)⁷ Moreover, because the term HEATER, LAMP appears together with the terms HEATER; HEATER, ALCOHOL; HEATER, BURNING-FLUID; HEATER, COAL; and HEATER, WOOD (Category 02 - Furnishings, Class B140 - Temperature Control Device) one is inclined to think that it is a type of heater when, in fact, it is a collapsible, circular rack that supports various objects that are to be heated by a lamp. (CPS files)⁸

Another failing of the inversion process is that it does not always group object terms together on the basis of a functional criterion. Because the CPS Classification is a monofaceted system that is based on the original function of the object, the organization of the nomenclature should, ideally, link all objects on the basis of similar functions. It is true that, in most cases, the CPS nomenclature accomplishes this task quite well. For example, the node of HEATER,WOOD; HEATER, BURNING-FUEL; and HEATER, COAL (Category 02- Furnishings, Class B140 - Temperature Control Device) links the objects designated by these terms on the basis of the fact that they are all used to provide heat. However, in some cases, the organization of the nomenclature appears to link objects on the basis of similar physical characteristics. Hence, the terms ROD, LIGHTNING and ROD, STAIR (Category 01 - Structures, Class A040 -

⁷ Although HOOK, GRASS; HOOK, MANURE; and HOOK, BRUSH are classified in Category 04 which is not covered in this thesis, I have referred to them because they are such an excellent example.

⁸ The generic term HEATER is defined as a "self-contained heating device ... whose main feature is a box-like or cylindrical compartment for holding burning fuel ... that is used to heat a room." (CPS files) Clearly, a HEATER, LAMP is not a similar object.

Building Component) are linked together by the inversion process because the objects that they designate have a similar "rod-shape".

Finally, relying on the convention of inverting object terms to group similar objects together in the nomenclature fails to reflect the links between terms written as a single orthographic word and other object terms in a given category and class. Because single orthographic object terms cannot be inverted, they are merely listed alphabetically within a class. Consequently, in cases where an object designated by such a term is, in fact, found to be similar to another object or a group of objects in a given category and class, conceptual links are not reflected in the organization of the nomenclature. For example, in Category 03 - Personal Artifacts and Class C100 - Clothing outerwear, the fact that KNICKERS is a specific of the generic term PANTS is not reflected. Similarly, the CPS nomenclature does not reflect that BREECHES, which appears in the same category and class as KNICKERS, are also a type of PANTS. Even more remarkable is the fact that the object term TABLESPOON does not appear together with all the other types of spoons listed in Category 04 - Tools and Equipment for Materials Class D120 - Food Service.⁹

⁹ Although TABLESPOON is classified in Category 04 which is beyond the scope of this thesis, I have included it because it is such an excellent example.

1.2.2 Alphanumeric Coding of the Nomenclature

The problems described in the previous section could be circumvented to a certain extent if the object terms in the CPS nomenclature were coded in a fully systematic fashion. A systematic method of coding concepts means that codes are assigned to terms in such a way that their relationships to other terms within the same hierarchy are reflected. For example, in Boutin-Quesnel, et al's *Vocabulaire systématique de la terminologie* (1985: 21), the term "rapports terme-notion" is assigned the code 1.3, whereas the terms "sens (d'un terme)", "sens propre", "sens figuré", "synonyme", "quasi-synonyme", and "homonyme" are assigned the codes 1.3.1, 1.3.1.1, 1.3.1.2, 1.3.2, 1.3.3, and 1.3.4, respectively. This method of coding allows us to distinguish between super-ordinate and coordinate terms such that the following conceptual network can be established.

Figure 14 - A graphical representation of a conceptual network elaborated on the basis of the codes assigned to the various terms involved

1.3 rapports terme-notion

1.3.1 sens 1.3.2 synonyme 1.3.3 quasi-synonyme 1.3.4 homonyme

1.3.1.1 sens propre 1.3.1.2 sens figuré

In the CPS classification, the method of coding individual object terms is only partially systematic: terms are assigned a unique alphanumeric code that links them to a given category and class but fails to reflect their relationships to other terms

within the same category and class. For example, the object term CHAIR is assigned the following alphanumeric code: (B060: 02-00147). The first part of this code (B060) places the term in the class "Furniture", while the second part of this code (02) places it in the Category "Furnishings". However, the last part of the code (00147) does not give us any indication as to the relationship of CHAIR to any other terms in Class B060 and Category 02. Instead, these five digits merely reflect when the term CHAIR was classified in relation to the other terms appearing in this category and class. Hence, the fact that the terms GOWN, BAPTISMAL and GOWN, DRESSING are assigned the codes 00219 and 00220, respectively, merely indicates to us that the former term was classified immediately before the latter.

In short, because the CPS classification does not reflect the relationships between individual concepts in a consistent and accurate fashion, it is not well suited to the achievement of one of the fundamental goals of prescriptive terminology - i.e. the establishment of coherent conceptual networks.

2 CPS Nomenclature and Polysemic Terms

In addition to its inability to establish crucial conceptual links, the CPS classification has another shortcoming: it is not designed to accommodate polysemic terms. Consequently, an object term designating more than one concept is listed and coded only once within a given category and class. For example, despite the fact that a TUNIC (Category 03- Personal Artifacts, Class C100 - Clothing, Outerwear) covers two distinct concepts (see Figure 15), it is only listed and coded once.

Figure 15 - An example of a polysemic entry that is listed and coded once within the nomenclature

TUNIC (C100: 03-00148)

Physical Description:

1. An unfitted garment covering the torso. It is generally worn over other garments, such as a dress, a skirt, or pants. It may also have a front opening, with or without fasteners, or may slip over the head.

2. A vestment that is worn over the alb

Function:

1. Worn by women and girls for active sports in the late 19th and early 20th centuries.

2. Worn as a ceremonial garment by a bishop or a subdeacon.

(CPS files)

This single coding of polysemic terms constitutes a barrier to the precise delimitation of concepts since it contradicts the maxim of the single concept entry - a maxim that requires that individual concepts be presented in separate entries or term records even if these concepts are labelled with terms of identical form. Indeed, the most tangible repercussion of the inability of the CPS classification to accommodate polysemic terms is that several concepts often appear on a single CPS term record.

While the inclusion of more than one concept in a single entry is confusing in and of itself, the lack of terminological precision is heightened by the fact that the link between these concepts and the rest of the data recorded in the CPS term record

is not always clearly established. Consider the entry BERET(C080: 03-0056) (see Figure 16)

Figure 16 - An example of the lack of coordination between concepts defined in a polysemic entry and data recorded in other fields of the entry

BERET (C080: 03-00056)

Physical Description:

- 1. A soft, visorless CAP (C080: 03-00063) with a flat, circular halo crown whose sides taper into a fitted headband. It may be worn tilted so that it flaps over one ear.**
- 2. A lady's HAT (C080: 03-00075) with a large flat halo crown that is extensively trimmed, worn from the 1820's to the 1840's.**

Function:

Used to Protect the head from the elements or as a fashion accessory.

Synonym:

basque beret, student beret

Exclusion:

BALMORAL (C080: 03-00055); BIRETTA (C080: 03-00059)

(CPS files)

Based on the Physical Description, we can see that this object term actually designates two different, yet similar, concepts - more specifically, a CAP and a HAT. The problem that results from including these two concepts in this one entry is that

they are not clearly linked to the synonyms and the exclusions that also appear in the entry. Consequently, after analyzing this term record, one might be inclined to wonder whether "basque beret" and "student beret" (recorded in the synonym field) are synonymous designations of BERET in the first sense (i.e. "A soft visorless CAP (C080: 03-00063)...") or of BERET in the second sense (i.e. "A lady's HAT (C080: 03-00075) ..."? Further, given that "basque beret" may be a synonymous designation for one concept of BERET and "student beret" for the other concept of BERET, the resulting problem is one of determining which synonym should be linked with which concept. The same sort of questions come to mind when one considers the relationship between the two concepts defined and the terms appearing in the Exclusion field - i.e. BALMORAL (C080:03-00055) and BIRETTA (C080: 03-00059).

In the above example, the different concepts are at least defined separately. In some cases, however, several concepts are recorded on the same term record in the same definition. In the Physical Description of BONNET, INDOOR (C080: 03-00061), two different, yet similar concepts are identified within the same definition - hence the reference to two different generics BONNET and CAP. In this instance, one is, again, faced with the problem of coordinating these concepts with the object names in the "Synonym" field (see Figure 17).

Figure 17 - An example of the lack of coordination between concepts defined in a polysemic entry and data recorded in other fields of the entry

BONNET, INDOOR (C080: 03-00061)

Physical Description:

A BONNET (C080: 03-00058) or CAP (C080: 03-00063) that ties under the chin. May include lappets and a stiff structure (such as wire) under the various fabrics and trimmings which form the head covering.

Function:

Used to cover the head and hair while indoors as well as for propriety. It is also used as a fashions accessory, from the 1600's to the 1870's, or part of a uniform (thus identifying one's profession), in the early 20th century.

Synonym:

nob cap, day cap, cornet, cornette, fontage, coif, day bonnet, tea cap, maid's bonnet, mobcap, mob.

(CPS files)

In some cases, however, an attempt has been made to coordinate the various sections of the term record, i.e. "Iconography" (see Chapter 4, Section 4), "Physical Description", "Function", "Synonym", and "Exclusion". For example, in the entry CRINOLINE (C120: 03-00234), numbers have been inserted behind the various synonyms in order to link these designations to their appropriate concepts (see Figure 18).

Figure 18 - An example of how data appearing in the different fields of polysemic entries is sometimes coordinated

CRINOLINE (C120: 03-00234)

Physical Description:

An undergarment that is typically found in three forms:

1. An under-petticoat of variable length, stiffened and distended with a framework of whalebone, metal, or cane hoops.

2. An undergarment consisting of a graduated series of hoops (increasing in size from the waist downward) that is connected by ribbons or elastics.

3. A 20th century PETTICOAT (C120: 03-00233) of stiffened cloth, such as net or tulle, and always wide at the bottom.

Synonym:

crinoline petticoat (1), hoop petticoat (1), skeleton petticoat (2), cage petticoat (2), crinoline cage (2), crinoline frame (2), pannier (2) (CPS files)

However, this practice of linking synonyms to specific concepts within a single record is not carried out in a consistent manner in the CPS dictionary.

Finally, the appearance of several concepts on a single CPS term record also creates confusion with respect to generic referrals*. In the CPS dictionary, definitions of specific concepts often refer back to generic terms that are also listed in the nomenclature. Thus, the definition of the specific term BONNET, INFANT'S (C080: 03-00062) refers back to the more generic BONNET, INDOOR (C080: 03-00061) (see Figure 19).

Figure 19 - An example of generic referral in definitions

BONNET, INFANT'S (C080: 03-00062)

Physical Description:

A BONNET, INDOOR (C080: 03-00061), usually of a soft delicate fabric such as lace, knitwear, and handkerchief linen.

Function:

Used to protect the head of infants from the cold or sun as well as for adornment.

However, in this instance - like in many others - the practice of generic referral does not lead to a precise delimitation of the specific **BONNET, INFANT'S** since the generic **BONNET, INDOOR** designates two distinct, yet similar, concepts (see Figure 10). Because there are two concepts recorded in the entry **BONNET, INDOOR**, it becomes difficult to determine which of these concepts is the real genus of **BONNET, INFANT'S**.

3 Conclusion

In sum, the CPS classification - a system that was conceived more for the purposes of collections management than for the purposes of terminology - is the source of much of the imprecision that underlies the MUSEO dictionary. In the following chapter, the discussion shall turn to yet another source of terminological imprecision - the CPS methods of defining objects.

CHAPTER 4 - METHODS OF DEFINING OBJECTS

In terminology, the role of the definition is to provide "a unique identification of a concept ... with reference to the conceptual system of which it forms part and [to classify] the concept within that system." (Sager, 1990: 39-40) In short, the purpose of the terminological definition is to clarify the nature of the concept within a given network of concepts. However, in the CPS project, the way objects are defined is often more a source of confusion than clarification. More specifically, the methods of defining adopted in the MUSEO dictionary result in instances of ambiguity and imprecise conceptual delimitation.

1 Defining According to the Physical Appearance of the Object and the Function of the Object.

1.1 Problem of Polysemy

In Chapter 2, I first introduced the idea that the essential defining features of an object vary according to the significance that one assigns to that object. In defence of this assertion, I demonstrated how the adoption of any one of Schlereth's nine perspectives on the significance of objects affects the way these objects are defined. In the CPS dictionary, object terms are defined from two different perspectives: (i) according to their physical appearance (in the "Physical Description"

field), and (ii) according to their function (in the "Function" field).¹ The decision to define objects from a functional perspective and a morphological perspective was prompted by certain key museological needs. First, because the CPS classification is a monofaceted system that groups objects according to their original function, the "Function" field of the CPS term record is of extreme importance. However, when an object first arrives into a museum collection, the curator must be able to recognize it before he can determine what its function is. For this reason, the "Physical Description" field is also crucial.

In theory, these methods of defining are well suited to the needs of the CPS curator. In practice, however, defining objects from two different perspectives - i.e. functional and morphological - is a significant source of polysemy in the CPS dictionary. In my opinion, the problem lies fundamentally with the "Physical Description" field; for, although a single defining function (i.e. original function) may be attributed to an object, it is often impossible to consolidate the various forms that an object may take into a single morphological definition. Indeed, an object may come in such a wide variety of materials, shapes, constructions, and sizes, etc. that one begins to wonder whether any of its physical traits can be considered defining features at all. Consequently, whereas, from a purely functional perspective, an object can be said to represent a single concept, this same object can be said to represent several different concepts when defined according to its physical

¹ These perspectives on the significance of the object correspond roughly to Schlereth's "Art History Approach" and "Functionalist Approach", respectively.

description. Thus, an object term that is defined according to its physical appearance may seem polysemic whereas, when the same object term is defined according to its original function, it appears to be monosemous² - a situation that is illustrated in the entries CASE, MIRROR (C160: 03-00343) and BEDKEY (B080: 02-00522) shown here in Figure 20 and Figure 21, respectively.

Figure 20 - An example of how an object term that is defined according to its original function appears monosemic, while when defined according to its morphology it appears polysemic

CASE, MIRROR (C160: 03-00343)

Physical Description:

- 1. A small, rectangular, and sometimes envelope-shaped case usually made of fabric or leather. It may be equipped with a small pocket on the inside which may be lined.**
- 2. A small, rectangular, wooden, and hinged case with a small mirror built into the inside.**

Function:

Used to store and to carry a small mirror while travelling.

(CPS files)

² It should be remembered that monosemy is the ideal term-concept relationship in terminology.

Figure 21 - An example of how an object term that is defined according to its original function appears monosemic, while when defined according to its morphology it appears polysemic

BEDKEY (B080: 02-00522)

Physical Description:

1. A wooden peg with a T-shaped handle at one end and a slit at the other.
2. A wooden frame with a slit at one end through which a mobile handle is inserted.
3. A round wooden peg that tapers at one end.

Function:

Used to tighten the ropes of a rope strung bed.

(CPS files)

One could, of course, argue that the various definitions appearing in the "Physical Description" field of an entry could be combined into a single statement while still remaining distinct from the "Function" field. Therefore, in the case of CASE, MIRROR, the physical description could be reformulated as in Figure 22:

Figure 22 - An example of how the various definitions appearing in the "Physical Description" field could be combined into a single definition

CASE, MIRROR (C160: 03-00343)

Physical Description: A small rectangular case.

However, this description could hardly be considered a definition in the terminological sense since it could just as easily apply to a variety of other objects. This problem is even more striking in the case of **BEDKEY (B080: 02-00522)** where a combination of the definitions in the "Physical Description" field yields the following morphological definition:

Figure 23 - An example of how the various definitions appearing in the "Physical Description" field could be combined into a single definition

BEDKEY (B080: 02-00522)

Physical Description: A wooden instrument.

Clearly, this description cannot be considered a definition in a terminological context.

By contrast, a more acceptable solution would seem to be that of combining the morphological and functional definitions into a single definition. In this way, the physical characteristics of objects could be emphasized only to the extent that they can be attributed to all objects designated by a given object term - provided that this term is not legitimately polysemic (see Chapter 2, section 2.2.2.7). For example, in the case of **BEDKEY**, the physical description can just as easily be combined with the functional description into a single definition in the following manner:

Figure 24 - An example of how functional and morphological definitions of an object term can be combined into a single definition

BEDKEY (B080: 02-00522):

A wooden instrument that is used to tighten the ropes of a rope strung bed.

Similarly, CASE, MIRROR can be defined in the following single definition:

Figure 25 - An example of how functional and morphological definitions of an object term can be combined into a single definition

CASE, MIRROR:

A small rectangular case that is used to store and to carry a small mirror while travelling.

Such definitions would certainly be acceptable from a terminological point of view.

1.2 Conceptual Delimitation

The MUSEO convention of defining objects according to their physical traits in a distinct field not only contributes to polysemy in the CPS dictionary, but also constitutes a barrier to the precise delimitation of concepts. In order to explain this point, I shall refer once again to the BEDKEY entry (see Figure 21). The three definitions appearing in the "Physical Description" field of this term record are essentially descriptions of three specific types of bedkeys. Consequently, when

considered together, these three definitions constitute a single extensional definition³ of the term BEDKEY.

The extensional definition* is recognized as a legitimate type of definition in terminological circles.⁴ However, if such a definition is to delimit concepts with precision it must provide an "... exhaustive enumeration of all objects [or - in the context of the "Physical Description" field of the CPS term record - all object forms] belonging to the concept." (Picht & Draskau, 1985: 53) In the CPS dictionary, definitions such as those appearing in the "Physical Description" fields of BEDKEY

³ In terminology, the two most commonly used definitions are intensional definitions and extensional definitions. According to ISO 704: 1987:

Intensional definitions ... consists of a listing of the characteristics of the concept to be defined, ie. the description of the intension of the concept. (ISO 704:1987)

By contrast:

An extensional definition consists of an enumeration of all species which are on the same level of abstraction. Sometimes all individual objects are enumerated. (ISO 704: 1987)

Draskau and Picht recognize three different types of extensional definitions:

1. All the individual objects within the concept are named, e.g. The United Kingdom comprises England, Scotland, Wales, Northern Ireland. (Picht & Draskau, 1985: 53)

2. All subordinate terms of a generic term on the same level of abstraction are named, e.g. "By "designation" are understood in this standard: terms, ideograms, numbers and notations." (Picht & Draskau, 1985: 53)

3. The rule by which an enumeration, or a determination of extension, is achieved, is stated. "Prime numbers are characterized by being divisible only by 1 and by themselves." (Picht & Draskau, 1985: 53)

In the CPS dictionary, the first type of extensional definition seems to be the one that is most often employed. Although the individual objects within a given concept are not named specifically, they are defined. (See Figures 20 and 21)

⁴ Indeed, in ISO 704: 1987, it is stated that an extensional definition is often easier to grasp than an intensional one.

(see Figure 21) and CASE, MIRROR (see Figure 20) do not necessarily describe all of the various forms that objects designated by these terms may take. For example, to what extent can we say that the definitions provided in the "Physical Description" fields of these entries constitute an exhaustive listing of all the "physical" forms of these objects? In short, even taken together, these definitions do not necessarily constitute a precise delimitation of concepts; instead, they often merely list examples of the various forms that an object such as BEDKEY may take. This problem of conceptual delimitation could also be remedied by combining morphological definitions and functional definitions into a single definition.

2 Cross-Referencing Between Different Classes and/or Categories and its Effect on Conceptual Delimitation

As mentioned in Chapter 1, in the discussion on the various parts of the CPS term record, definitions in the "Physical description" field are analytical and, thus, adhere to the genus and differentia format.⁵ As is evident from the discussion in Chapter 3, Section 2, the formulation of these definitions is dependent on the practice of generic referral which allows specific terms to be cross-referenced with their generic terms, provided that the latter are also defined in the dictionary. Generally speaking, cross-referencing in the CPS dictionary occurs within a single category and class of objects. However, cross-referencing also occurs in cases where what

⁵ Because the function of the object is crucial for the purposes of classification, an effort has been made to ensure that the genus referred to in the "Physical Description" field reflects the function of the object being defined as opposed to its form.

appears to be the generic of a term is classified in another class and/or category⁶. For example, the definition of CURTAIN, SPLASH (Category 02 - Furnishings, Class B080 - Household Accessory) refers to a generic CURTAIN (Category 02 - Furnishings) which is found in a different class (i.e. Class B160 - Window or Door Covering) (see Figure 26).

Figure 26 - An example of cross-referencing between different classes

CURTAIN, SPLASH (B080: 02-00312)

Physical Description:

A usually decorated CURTAIN (B160: 02-00500) that hangs on a washstand. (CPS files)

In a case such as CABINET, MEDICINE (Category 01 - Structures, Class A040 - Building Component), the definition refers to a generic CABINET which is not only classified in a different class, but also in a different category of objects (i.e. Category 02 - Furnishings, Class B060 - Furniture) (see Figure 27).

⁶ Situations such as these are quite common, since objects are, traditionally, only classified once within the entire CPS classification. More specifically, an object is grouped in the category and class that reflects its original function.

In some cases, the CPS classification is flexible enough to allow one object to be classified in up to three different classes "... to facilitate research and cover all aspects of the artifact." (CPS, 1992: 15) This, however, is not the norm.

Figure 27 - An example of cross-referencing between different classes and categories

CABINET, MEDICINE (A040: 01-00052)

Physical Description:

A small hanging CABINET (B060: 02-00125) with shelves fronted by a hinged or sliding, sometimes mirrored door. (CPS files)

The problem with the practice of cross-referencing between different classes and/or categories is that it leads to imprecise conceptual delimitation. This problem results from the fact that object terms acquire much of their meaning from the clearly defined categories and classes in which they are placed. Hence, a term such as CABINET, MEDICINE (A040: 01-00052) is, to a large extent, defined by its association with the category "Structures"⁷ and the class "Building Component"⁸ in much the same way that the more generic CABINET (B060: 02-00125) acquires much

⁷ In the CPS classification, Category 01 - Structures includes:
Artifacts originally created to define space for human activities or to be used as components of space-defining artifacts. (CPS, 1992: 23)

⁸ The CPS classification provides the following definition of Class A040 - Building component:

An artifact originally created as a separate, distinct, and generally interchangeable structural or decorative part of a building (though such artifacts as hinges, for example, can be used on non-building artifacts such as gates or tables). Though building components are distinct objects, they function as parts of larger structures rather than as independent units. This classification includes such things as mantels and window frames, but excludes parts of buildings or other structures that lack distinctiveness or interchangeability, such as roofs, chimneys, or joists. Also excluded from this classification are parts of buildings that are not integral parts of a structure, such as furnishings, lighting devices, and plumbing fixtures, all of which are listed in the FURNISHINGS category. (CPS, 1992: 23)

of its meaning from the category "Furnishings"⁹ and the class "Furniture".¹⁰ Given that the meaning of an object term is invariably linked to its position within the classification, it seems inappropriate to speak of terms which are classified in different categories and/or classes as being in a generic/specific relationship. For example, although, at first glance, CABINET (B060: 02-00052) appears to be the logical generic of CABINET, MEDICINE (A040: 01-00052), the former term cannot possibly serve as an appropriate genus since the class "Building Component" excludes "parts of buildings that are not integral parts of a structure, such as furnishings, lighting devices, and plumbing fixtures, all of which are listed in the FURNISHINGS category." (CPS, 1992: 23). In short, a definition of CABINET, MEDICINE (A040: 01-00052) that refers back to CABINET (B060: 02-00125) is contradictory and, thus, leads to confusion at the level of conceptual delimitation.

⁹ Category 02 - Furnishings includes:

Artifacts originally created to facilitate human activity and to meet physical needs of people generally by offering comfort, convenience, or protection. Clothing is excluded from this classification as it addresses only the needs of specific individuals. Furnishings are not artifacts used as active agents in other processes such as tools or equipment; they passively enable human activity. (CPS, 1992: 25)

¹⁰ Class B060 - Furniture includes:

... artifacts originally created to answer the physical requirements and comforts of people in their living and work spaces. This classification includes outdoor furniture, desks, tables, beds, and chairs, but excludes appliances or tools such as washing machines or ladders. (CPS, 1992: 25)

3 Historical/Diachronic Approach

Whereas the field of terminology is generally identified with an "up-to-date"/synchronic approach, the CPS dictionary defines object terms according to a historical or diachronic approach. Consequently, in the MUSEO project, definitions reflect the objects in their former states as well as at various stages of their evolution. At first glance, the adoption of such an approach to defining objects seems very appropriate given the historical nature of the CPS collections and the propensity of objects to evolve. However, from a strictly terminological perspective, this unconventional approach leads to imprecise conceptual delimitation for a number of reasons.

3.1 Time Specificity

One of the problems arising from the adoption of a historical/diachronic approach to defining objects is that it is not time-specific enough. Unlike the synchronic approach which allows the terminologist to focus on the concept in its most current form, the historical approach does not provide a sufficiently defined historical time-frame to allow for precise conceptual delimitation. In other words, the MUSEO team's mandate to define objects "as they used to be" does not specify how far back or how far forward in time these objects are to be researched. As a result of this lack of temporal specificity, the possibility of precise conceptual analysis and delimitation is somewhat compromised.

In an attempt to provide the MUSEO team with a more clearly defined historical time frame in which to define objects, the CPS curators have unofficially suggested that the terminologists look to the artifacts in the CPS collections as a guide. In other words, when defining an object such as WAISTCOAT, MILITARY (C100: 03-00154) one's conceptual analysis should, roughly, be limited to the historical time frame determined by the oldest military waistcoat and the newest military waistcoat in the collections. While relying on the CPS artifacts themselves provides a more clearly defined historical time frame for the analysis of objects, it does not always provide a sufficiently narrow historical time frame to allow one to define objects with any degree of specificity. For example, in the CPS collections, some of the objects that fall under the heading of WAISTCOAT, MILITARY date back to the period prior to the 1760s whereas others are of more recent origin. (CPS files) Given that objects have a propensity to change over time - and given that the conceptual relationships between these objects are also subject to change - a narrow historical time frame seems almost crucial if one is to delimit concepts with the level of precision required in the prescriptive terminological context.

3.2 Evolution of Objects

In cases where the historical time frame cannot be sufficiently narrowed, the MUSEO team often employs an "evolutionary" approach to defining objects - i.e. objects are defined as they appear at various points in their evolution. Consequently,

two separate definitions are recorded in the "Physical Description" field of the entry **WAISTCOAT, MILITARY C100: 03-00154**), as is illustrated in Figure 28:

Figure 28 - An example of how the evolution of an object is reflected in the "Physical Description" field of an entry

WAISTCOAT, MILITARY (C100: 03-00154)

Physical Description:

- 1. Until the 1760's, a sleeved, short-skirted upper-body outer garment (often ornamented with lace), typically worn under a coat, and bearing military marks or answering military norms.**
- 2. From mid-18th century onwards, an upper-body outer garment similar in form to a civilian WAISTCOAT (C100: 03-00153), bearing military marks or answering military norms, typically worn under a mess jacket or under a military coat.**

(CPS files)

In the case of **COAT, FROCK (C100: 03-00168)**, two different concepts are recorded both in the "Physical Description" field and in the "Function" field due to the historical/ diachronic approach:

Figure 29 - An example of how the evolution of an object is reflected in the "Physical Description" and "Function" fields of an entry

COAT, FROCK (C100: 03-00168)

Physical Description:

- 1. 18th Century version: A loose-fitting COAT (C100: 03-00210) with a flat, turned-down collar. It is typically characterized by the following: centre-front buttons extending from the neck to the hip level; a deep, wide cuff or a slit on long sleeves; front pockets; and a knee-length skirt**

curving away from the front waistline with back vents or pleats. Lapel sizes may vary.

2. 19th Century version: A fitted COAT (C100: 03-00210), usually with a waistline seam and with a straight vertical centre-front edge from the neck to hemline. It typically includes the following: a flared, thigh-to-knee-length skirt (sometimes with back vents or pleats), close-fitting lower sleeves ending in a slit or small cuff. The buttoning is usually double-breasted style (extending to the waistline).

Function:

1. Worn as the working man's common wear, and as undress for gentlemen.

2. Worn as undress, business wear, and day, evening, and morning formal wear.

(CPS files)

One of the benefits of adopting of a historical/diachronic approach is that a higher degree of precision can be attained when the different concepts arising from the evolution of an object within an historical time frame are analyzed individually as opposed to collectively. But this approach is not flawless. The most significant problem it creates is that of polysemy in the CPS dictionary since a single object term is made to designate several concepts - i.e. the various concepts that arise during the course of an object's evolution. Moreover, the evolutionary approach makes it impossible to adhere to the maxim of the single concept entry.

4 Ostensive Definition

4.1 Illustrations: a Type of Definition

The word "definition" is generally associated with verbal statements which more or less express the meaning of concepts and their linguistically expressed symbols. But definitions are not only verbal statements since the meaning of a concept or word can also be expressed in a drawing, a photograph, or even by pointing to a referent. (Sager, 1990: 43) Definitions such as these are generally referred to as ostensive definitions. (Sager, 1990: 43)

In the CPS term record, ostensive definitions are recorded in the "Iconography" field. The purpose of this field is to provide the CPS curator with a visual representation of the concept being defined. This field, which complements the "Physical Description", comprises photographs and illustrations depicting the most characteristic traits of a given artifact. Although these photographs and illustrations provide the curator with a more concrete point of reference for the identification of in-coming artifacts, they also constitute an obstacle to the achievement of precise conceptual delimitation. In the following section, I shall draw the reader's attention to the fundamental reason why the ostensive definition is not suitable in the prescriptive terminological context: the reliance on the prototype.

4.2 Stereotype v Prototype

According to Bell, there are two approaches to conceptual representation: one is the stereotypical approach and the other is the prototypical approach. (Bell, 1991: 242) The term "stereotype" refers to the concept itself which is by definition more abstract than the individual image. The stereotype is therefore comprised of "a listing of characteristics which can truthfully be stated of an entity - its class memberships and attributes - built up by experience of actual examples of such entities." (Bell, 1991: 242) It is the stereotype that allows certain entities to be grouped together or to be recognized as belonging to a category of entities. (Bell, 1991: 242)

By contrast, the prototype is nothing more than an instance of typicality. More specifically, some entities within a given category of concepts are considered more "typical" representatives of that category than others. For example, when one thinks of the category labeled "bird", the robin more readily comes to mind than does the penguin. (Bell, 1991: 242) Similarly, when one thinks of the class of entities referred to as "triangle", an isosceles is generally considered to be more typical than an obtuse. (Roth & Frisby, 1986: 30) The existence of the prototype "suggests that our mental representation for classes of objects ... is based upon the characteristics of typical members of the class. Obviously, this mental representation will not apply equally or fully to all members of the class." (Roth & Frisby, 1986: 30)

Ostensive definitions, particularly when they describe concrete referents as opposed to more abstract concepts, represent concepts on the basis of the prototype. Indeed, the reliance on the prototype is substantiated in the prefaces of several visual

dictionaries*, including Corbeil's *Le Visuel: Dictionnaire Thématique Français-Anglais*

where the author states:

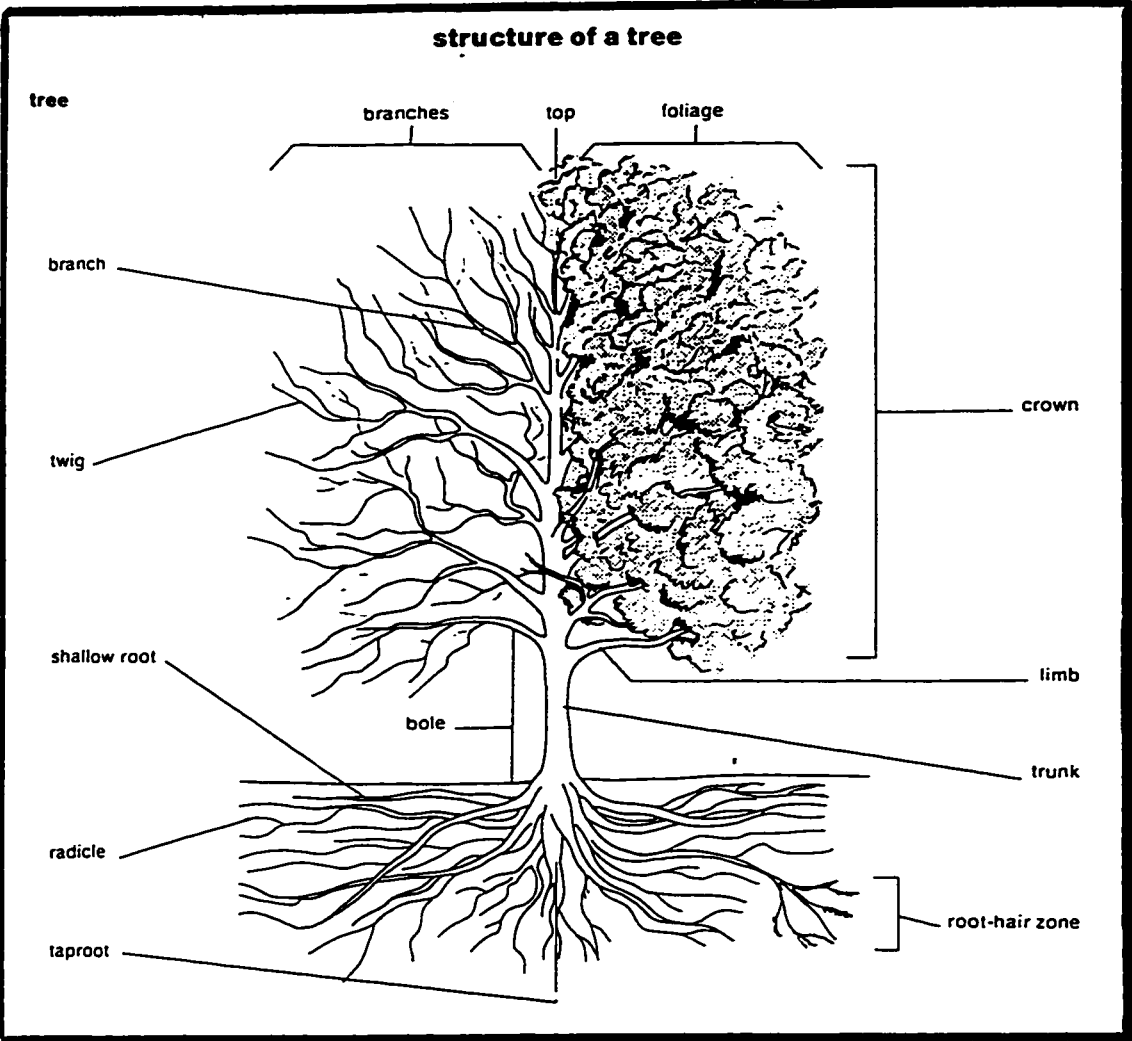
THE VISUAL DICTIONARY is not an encyclopedia. For one, it does not describe but names items. Secondly, it avoids the enumeration of items within a category. Rather than list the different types of trees, for instance, it selects a typical representative¹¹ of the tree family and lists each of its parts. (Corbeil, 1992: 17)

Many terminologists seem to believe, like Corbeil, that one can "assign to an illustration the role played by the written definition in a conventional dictionary." (Corbeil, 1992: 15)¹² However, from a strictly terminological perspective, an illustration which reflects a prototype does not delimit a concept with the degree of precision required for standardization since the concept that is represented is necessarily narrower than the concept in its entirety. In order to illustrate this point, I shall refer to the "tree" entry that Corbeil mentions in the preface of his work (see Figure 30).

¹¹ I have added bold type to the original quotation for emphasis.

¹² Corbeil's belief stems from the fact that (i) *Le visuel*, like most visual dictionaries, limits itself to defining concepts which lend themselves to graphic representation (thus disregarding abstract words such as adjectives, verbs, etc.), and to (ii) the use of technical graphics which "... stress the essential features of a notion and leave out the accessories ...". (Corbeil, 1992: 15) According to Corbeil, the resulting illustration "... gains in conceptual clarity what it loses in detail ...". (Corbeil; 15) However, Corbeil's assessment of the terminological validity of the ostensive definitions appearing in *Le visuel* is, in my opinion, incorrect.

Figure 30 - An ostensive definition of a "tree"



(Corbeil, 1992: 63)

The author implies that, by trying to depict the most typical representative of the category of concepts that fall under the label "tree", "conceptual clarity" can be attained. However, the tree that is represented is a deciduous tree and therefore not representative of the entire category of trees that also includes coniferous trees. Moreover, based on the breakdown of the essential traits of the tree, one might assume that the crown of all trees is made up of foliage and branches. However, when one refers to coniferous trees one generally does not speak of foliage but of needles. Thus the ostensive definition, which presents a prototype, generally depicts concepts which are narrower than the one designated by the entry term.

This is equally true of the illustrations found in the "Iconography" field of the CPS term record. For example, in the "Physical Description" field of BRACELET (C020: 03-00011), we find the following definition:

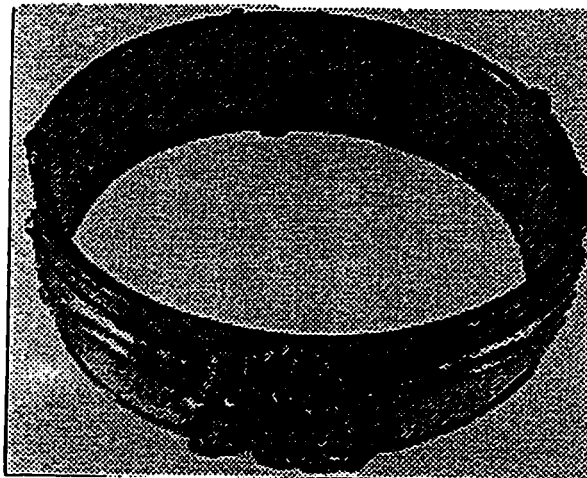
A piece of jewelry consisting of a band or chain of precious metal or other material worn around the wrist or lower arm, sometimes adorned with jewels or other decorations. Rigid varieties, often called bangles, consist of a solid piece, usually circular or oval, or two semi-circular pieces hinged together which clasp around the wrist or lower arm. Flexible types usually consist of small sections linked together which fasten around the wrist or lower arm by means of a clasp. (CPS files)

However, the illustration that appears on the term record does not represent a generic bracelet but rather a bangle - thus representing a narrower concept than the entry term (see Figure 31).

Figure 31 - An example of an illustration appearing in the CPS "Iconography" field that represents a narrower concept than the one designated by the entry term

BRACELET (C020: 03-00011)

Iconography:



(CPS files)

The term SHIRT (C100: 03-00136) presents a similar problem. The definition that appears in the "Physical Description" field reads as follows:

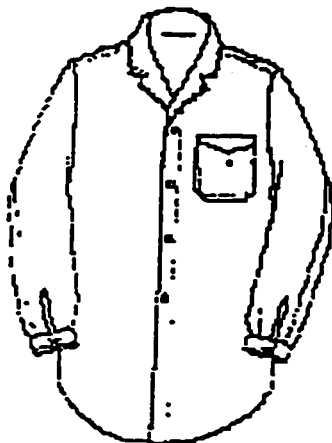
A long- or short-sleeved garment, for the upper part of the body that may have a collar, sleeves, and a front opening with buttons. It is generally made of lightweight fabric such as cotton or silk. (CPS files)

Here again, the image that is presented in the iconography field presents a shirt that does not "apply equally or fully to all members of [this class of garments]" (Roth & Frisby, 1986: 30): the shirt that appears in the iconography section has long sleeves, a collar and a front opening (see Figure 32). Once again, the scope of the concept "shirt" is narrowed.

Figure 32 - An example of an illustration appearing in the CPS "Iconography" field that represents a narrower concept than the one designated by the entry term

SHIRT (C100: 03-00136)

Iconography:



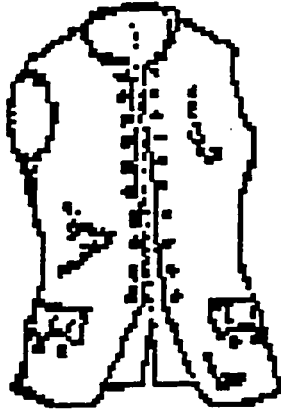
(CPS files)

In the CPS dictionary, the tendency of the "Iconography" field to present a narrower concept than the one designated by the object term is especially noticeable in polysemic entries, since, very often, only one of the concepts designated by the entry term is illustrated. Hence, in the case of an object term that is rendered polysemic because of the adoption of an evolutionary approach such as **WAISTCOAT, MILITARY (C100: 03-00154)** (see Figure 28 for definitions), only one of the concepts is illustrated in the "Iconography" field - i.e. "an upper-body outer garment similar in form to a civilian **WAISTCOAT (C100: 03-00153)** ..." (CPS files) (see Figure 33).

Figure 33 - An example of how an illustration appearing in the "Iconography" field does not represent all of the concepts defined in a polysemic entry

WAISTCOAT, MILITARY (C100: 03-00154)

Iconography:



(CPS files)

Similarly, in the case of the polysemic entry MUFFLER (C140: 03-00283), only one of the concepts defined in the "Physical Description" field is illustrated - i.e. "A small, ... rectangular band ..." (see Figures 34 and 35).

Figure 34 - Definitions taken from the "Physical Description" field of the polysemic entry MUFFLER

MUFFLER (C140: 03-00283)

Physical Description:

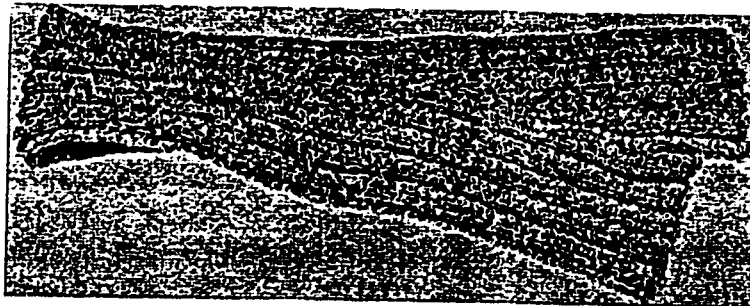
- 1. A small, usually woollen, rectangular band that may be shaped to fit the neck and covers the neck and chest area.**
- 2. A tube of flexible fabric that may have extensions at front and/or back to cover the chest and upper back. It is pulled on over the head.**

(CPS files)

Figure 35 - An example of how an illustration appearing in the "Iconography" field does not represent all of the concepts defined in a polysemic entry

MUFFLER (C140: 03-00283)

Iconography:



(CPS files)

In some cases, illustrations are provided for all of the concepts defined in polysemic entries. For example, in the COAT, FROCK entry (C100: 03-00168) (see

Figure 29), the following illustrations are provided in the "Iconography" field (see Figure 36).

Figure 36 - An example of an "Iconography" field which represents all of the concepts defined in a polysemic entry

COAT, FROCK (C100: 03-00168)

Iconography:



(CPS files)

However, the practice of illustrating all the concepts defined in a polysemic entry is not carried out consistently throughout the dictionary.¹³

¹³ The illustrations included in this section (with the exception of Corbeil's "tree" entry) were all taken from the revised CPS files. However, I have recently been informed that the iconography fields of the various term records are still under review; apparently, CPS officials felt that the MUSEO team was not provided with appropriate guidelines for choosing illustrations. Consequently, it is quite possible that the illustrations included in this section will be replaced by others in the finalized version of the dictionary. However, according to CPS officials, images appearing in the "Iconography" field will still be chosen on the basis of whether they are "representative" or typical of a class of objects.

4.3 Value of Illustrations in the CPS Dictionary

Despite the shortcomings of the ostensive definition, the CPS dictionary cannot be faulted entirely for relying on illustrations to clarify concepts. First, the inclusion of an "Iconography" field is nothing new in the field of terminology where illustrations - while they are not uniformly recognized as a legitimate method of defining concepts - are often used to complement written definitions. Second, unlike the definitions in the "Physical Description" which represent concepts in the abstract, illustrations constitute a more tangible representation which are useful to the CPS curators whose tasks are to identify and classify incoming objects. In short, in the CPS dictionary, the value of the "Iconography" field comes from its function as an "aide-memoire" (Sager, 1990: 42) that complements the "Physical Description" field and the "Function" field.

However, the usefulness of these "aide-mémoires" to the CPS curator, seems, at times, exaggerated - particularly in the case of very generic object terms. For example, the term HAT (C080: 03-00075) is defined as:

A structured head covering, usually with a crown and often with a brim. (CPS files)

Upon analysis of this definition, it is evident that the only thing that all hats have in common is the fact that they are structured head coverings (because crowns and brims are usually or often, but not always, found on all hats). Given the wide range of specific types of hats, how useful is it for the curator to find an illustration of a derby hat or a fedora (assuming that these hats are more typical than others) in the

iconography field of this term record? As previously mentioned, the typical representative of a class of objects does not apply equally and fully to all members of that class. In the case of very large categories of objects, the discrepancy between the prototype and the rest of the category is that much greater.¹⁴

Conclusion

In sum, none of the methods of defining discussed in this chapter lend themselves to the achievement of precise conceptual delimitation or to the obliteration of term-concept ambiguity. In the following and final chapter, I shall focus on yet another practice employed by the MUSEO team which constitutes a source of terminological imprecision in the CPS dictionary. More specifically, the discussion shall focus on the treatment of synonyms in the dictionary.

¹⁴ Recently, CPS officials have also come to recognize the futility of including illustrations in the entries of very generic terms. For this reason, it has been decided that entries such as HAT and COAT shall not be illustrated in the final version of the dictionary.

CHAPTER 5 - THE TREATMENT OF SYNONYMY IN THE CPS PROJECT

As previously mentioned in Chapter 2, Section 2.2.2.7, the field of material culture is characterized by a plethora of synonymy which is largely attributed to regional variations and local preferences. In this final chapter, this form of term-concept ambiguity shall be discussed, although not as a problem that is endemic to this particular field. Instead, the focus shall be on the treatment of synonymy in the CPS dictionary, which, in addition to perpetuating the existence of ambiguous term-concept relations, leads to the presence of false synonymy in the CPS entries.

1 Inclusion of Synonyms on the CPS Term Records

The abundance of synonymy in the field of material culture runs counter to the terminological ideals of monosemy and mononymy. In prescriptive terminology, there appears to be a trend toward eliminating this form of ambiguity altogether, for, as Rondeau states categorically: "la synonymie doit être éliminée au profit de la clarté des CST [communication scientifiques et techniques]." (Rondeau, 1981: 64) However, the CPS project is not following this trend. Whereas the terminological context favours clarity over variety, the abundance of synonyms recorded in many of the entries of the CPS dictionary would lead one to believe that variety prevails over clarity (see Figures 37 and 38).

Figure 37 - An example of the abundance of synonymy in the CPS dictionary

BONNET, INDOOR (C080: 03-00061)

Synonym:

nob cap, day cap, cornet, cornette, fontage, coif, day bonnet, tea cap, maid's bonnet, mobcap, mob.

Figure 38 - An example of the abundance of synonymy in the CPS dictionary

BUSTLE (C120: 03-00225)

Synonym:

bustle pad, pannier, hip bustle, dress forms, combination hip, half bustle

Given the CPS goal of facilitating unambiguous communication among collections managers by means of the CPS dictionary, the proliferation of terms with similar meanings hardly seems desirable. However, the goal of unambiguity is somewhat overshadowed by other museological needs which make the "Synonym" field a virtually indispensable part of the CPS term record.

1.1 Reasons for Including Synonyms in the CPS Dictionary

The inclusion of a "synonym" field in the MUSEO term record can be attributed to at least three factors. The first is a desire "to preserve the richness of local use or tradition" (Blackaby, 1988: 1-5) that is carried in the various designations of the object. In other words, in the context of the CPS project, the inclusion of synonyms

is crucial since these object *names**¹ are a reflection of Canadian culture and history. The second factor is the desire to respect the personal preferences of museologists who may not agree with certain preferred designations that are put forth in the CPS dictionary. Finally, the "Synonym" field makes it possible for CPS specialists who are only familiar with a synonym (as opposed to the preferred term) of an artifact to access the relevant record. In short, by recording synonyms along with preferred object terms, the various CPS sites can retain local or common names of objects while still benefiting from standardized terms for the purposes of indexing, cataloging, and automation.

While the CPS "Synonym" field conflicts with the ultimate goals of prescriptive terminology, its presence does not necessarily mean that the possibility of transparent communication is excluded out of hand. As previously mentioned, terminologists often use quality labels such as "accepted term" and "deprecated term" to distinguish between acceptable and unacceptable designations. Although labels such as these are not specifically used in the CPS dictionary, the presence of both a synonym field and an exclusion field should - one would think - accomplish the same task.²

¹ It is important to note the distinction between object *names* and preferred object *terms*. Object *names* include all of the common names that are used to designate objects. Preferred object *terms** are those object *names* that have been chosen as preferred designations "to identify and link similar or identical objects" (Blackaby, 1988: 1-5) for the purposes of indexing, cataloging, and automation.

² Object names appearing in the "Synonym" field could be considered "accepted" terms, whereas object names appearing in the "Exclusion" field could be seen as "deprecated" terms.

However, despite the inclusion of an exclusion field along with a synonym field, the fact remains that, in the CPS dictionary, synonyms constitute a significant source of terminological imprecision. The fundamental problem with this field is that the object *names* that are recorded in it are not always "terminological synonyms".

2 Synonymy - A Terminological Perspective

In lexicography, synonymy can include words whose meanings overlap and which represent different shades of meaning. (Lyons, 1968: 446) Indeed, the lexicographical attitude toward the different degrees of sameness of meaning is best summarized by Palmer in the following assertion:

If we look for the synonyms for each of the [words listed as synonyms of the entry word], we shall have a further set [of synonyms] for each and shall, of course, get further and further away from the meaning of the original word. Dictionaries, unfortunately (except the very large ones), tell us little about the precise connections between words and their defining synonyms or between the synonyms themselves. (Palmer, 1981: 91)

In terminology, these varying degrees of sameness of meaning are not accepted indiscriminately. In an attempt to distinguish between acceptable and unacceptable instances of sameness of meaning, terminologists have found it useful to distinguish between three broad categories of synonymy: (i) "synonymes de champ sémantique (Dubuc, 1985: 101), (ii) "synonymes de champ notionnel (Dubuc, 1985: 102) and (iii) "vrais synonymes" (Nakos, 1982: 224).

2.1 "Synonymes de Champ Sémantique"

Included in the "synonymes de champ sémantique" are those terms which belong to the same conceptual network. Consequently, such terms share a common core of defining characteristics. However, these synonyms do not represent identical concepts since they also have differentiating characteristics. (Dubuc, 1985: 101) Hence, these terms are not interchangeable in every context.

The general consensus among theorists is that such loose synonymy has no place in terminology; for this reason, both Dubuc and Nakos refer to terms whose meanings merely overlap partially as "faux synonymes". Although such terms are often confused with each other, they still represent distinct concepts and, as such, must be distinguished. (Dubuc, 1982: 194)³

2.2 "Synonymes de Champ Notionnel"

The second category of synonymy includes what Dubuc calls "synonymes de champ notionnel", what Nakos refers to as "quasi-synonymes" and what Duquet-Picard labels "synonymes marqués". These synonyms designate the same conceptual field (more specifically, each of these synonyms covers the same semantic characteristics). However, these terms can still be distinguished by characteristics

³ Consequently, terms such as "stool", "bench", and "sofa", all of which share the common characteristic of being a "piece of furniture for sitting", should never, ideally, be recorded as synonyms on a single term record. (Dubuc, 1985: 101) Indeed, the terminologist who is faced with these terms should follow a two-step procedure: (i) determine their common traits in order to define the conceptual network and then (ii) identify the specific traits that distinguish these particular concepts. (Dubuc 1982: 196) However, as Nakos points out, distinguishing between such terms is not always easy, since the line that separates two concepts is often blurred. (Nakos, 1982: 220)

of usage.⁴ The general consensus seems to be that quasi-synonymy is a legitimate form of synonymy in the field of terminology. Such synonyms are therefore included on the terminological record (often, with their respective areas of usage). In order to distinguish terms which are "quasi-synonymous", the terminologist should identify the conceptual area that is designated by all the potential synonyms and then identify their usage conditions, using context as a guide.

2.3 "Vrais Synonymes"

The third category of synonyms is that of "vrais synonymes", also referred to as "synonymes absolus", "synonymes parfaits", and "synonymes neutres". These are synonyms which are identical in every aspect of their meaning and which are

⁴ Dubuc has identified six such characteristics. First, synonyms can be distinguished by their levels of language (such as scientific, technical, workshop slang or jargon, popular, and literary). (Dubuc, 1985: 103) These "synonymes de niveau" can be illustrated by the terms "coryza" and "rhume de cerveau": the former is the more technical term whereas the latter is the more familiar one. Second, synonyms can be distinguished by their region of usage. In Dubuc's typology, these are labelled "synonymes géographiques". Third, synonyms can be differentiated according to the period in which they are used. (Dubuc, 1985: 104) These "synonymes temporels" (eg. which cover archaic, obsolete, current and new terms) reflect the fact that language is an unstable entity that is constantly evolving. Fourth, synonyms can be distinguished on the basis of the different professions in which they are used. For example, the same acid is termed "acide muriatique" by French masons and "acide chlorhydrique" by French chemists. (Dubuc, 1985: 105) Fifth, Dubuc's "synonymes de concurrence" arise from the desire of certain manufacturers to appear innovative by using original terminology. Two such synonyms are the words "télétype" and "téléimprimeur" which represent two different trademarks. (Duquet-Picard 1982: 237) Lastly, Dubuc's "synonymes de fréquence" are those synonyms which can be distinguished by the frequency of their use. (Dubuc, 1985: 106)

While Dubuc's typology of "synonymes de champ notionnel" is not exhaustive, it clearly reveals that such synonyms are not interchangeable in every context. However, as Duquet-Picard points out, one of these synonyms can be substituted for another without altering the actual meaning of the statement since the same concept is designated. (Duquet-Picard, 1982: 236)

interchangeable in every context. (Nakos, 1982: 224) Terminological theorists disagree as to whether this type of synonymy does in fact exist. Dubuc, for example, refers to such perfect synonymy as "une vue de l'esprit". (Dubuc, 1982: 201) However, other specialists such as Corbeil and Nakos, and Bergenholtz and Tarp believe that such synonyms do exist, although they are more likely to be concentrated in the more technical fields. (Nakos, 1982: 224; Bergenholtz & Tarp, 1995: 127)⁵

Regardless of whether one believes in the existence of "vrais synonymes", there seems to be general agreement that terms must at the very least designate the same concept before they can be considered synonymous in the terminological context - particularly, in the prescriptive terminological context.⁶ Unfortunately, in

⁵ Both Nakos and Duquet-Picard have distinguished several types of vrais synonymes. For example, syntagmatic denominations and their simpler forms may be perfect synonyms (eg. "chaudière de récupération de chaleur" and "chaudière de récupération"). (Nakos, 1982: 225), Two syntagmatic denominations that have very similar forms may also be interchangeable in every context (eg. "vis transporteuse" and "transporteur à vis"). (Nakos, 1982: 225), In addition, a denomination that is derived from a proper name may be perfectly synonymous with a denomination that is motivated, (e.g. chaptalisation (de Chaptal) and sucrage à sec. Moreover, two denominations that result from discoveries that are made simultaneously may designate identical concepts and may not be limited to any clear area of usage. (Duquet-Picard, 1982: 235) Such a typology of perfect synonyms, although by no means exhaustive, lends credence to the existence of perfect synonymy in terminology. (Duquet-Picard, 1982: 235)

⁶ In addition, the following four criteria must also be met: (i) the terms must be part of the same language; (ii) they must be found within the same subject field tree and conceptual network (Duquet-Picard, 1982: 230); (iii) terms must have a different denomination (Duquet-Picard, 1982: 231); and (iv), they must either be interchangeable in every context, or substitutable for each other without changing the meaning of the statement in which they appear (Duquet-Picard, 1982: 233).

the CPS dictionary, object names appearing in the "Synonym" field do not always meet this criterion since they are "faux synonymes".

3 Problem of "Faux Synonymes" in the CPS Dictionary

In the CPS term records, object names recorded as synonyms often designate narrower concepts than the ones designated by the entry term. For example, in the entry SHORTS (C100: 03-00140), the object name "lederhosen" that appears in the "Synonym" field refers to a more specific concept than the one defined in the "Physical Description" field (see Figure 39).⁷

Figure 39 - An example of false synonymy

SHORTS (C100: 03-00140)

Physical Description:

Short PANTS (C100: 03-00126) that are typically knee length or shorter.

Synonym:

Lederhosen

(CPS files)

The same can be said of the object name "mushroom" which appears in the "Synonym" field of the entry STAND, WIG (C020: 03-00007) (see Figure 40).

⁷ The general concensus is that lederhosen are leather shorts (with H-shaped braces) belonging to traditional male apparel in Bavaria.

Figure 40 - An example of false synonymy

STAND, WIG (C020: 03-00007)

Physical Description:

A wooden or metal stand usually consisting of a base, a fixed or adjustable shaft which is inserted into the base, and solid or malleable, spherical or head-shaped wig block which is fitted on a tapered finial at the top of the shaft. Wooden varieties were made during the 17th to the early 19th century, while metal types were made during the 19th and 20th centuries. "Mushrooms" and some head-shaped wig stands are cloth covered and stuffed with sawdust or some other type of material.

Synonym:

Mushroom, block holder, wig cushion, chignon cushion

(CPS files)

Indeed, the inclusion of "mushroom" in the "Synonym" field hardly seems appropriate since this object name is referred to as a specific type of wig stand in the "Physical Description" field of the entry. Similarly, given that the physical description of BRACELET (C020: 03-00011), refers to "bangle" as a specific "rigid variety" of the concept being defined, this object name can hardly be considered a terminological synonym of the entry term; yet, it is still included in the "synonym" field (see Figure 41).

Figure 41 - An example of false synonymy

BRACELET (C020: 03-00011)

Physical Description:

A piece of jewelry consisting of a band or chain of precious metal or other material worn around the wrist or lower arm ... Rigid varieties, often called bangles, consist of a solid piece, usually circular or oval, or two semi-circular pieces ...

Synonym:

Bangle, bracelet manchette, torque

(CPS files)

These are just a few examples of the prevalence of "faux synonymes" in the CPS dictionary. Although the presence of such synonyms is not desirable in the prescriptive terminological context, their appearance in the CPS dictionary is somewhat inevitable due to the hazy nature of the field of material culture (as previously discussed in Chapter 2), and to certain methods of treating synonymy adopted by the MUSEO team.

3.1 Methods of Treating Synonymy in the CPS Project

The first and most obvious of these methods is the very inclusion of synonyms in the CPS entries; for the best way to solve the problem of false synonymy is to eliminate the "Synonym" field altogether. However, as discussed at the beginning of this chapter, while the presence of a synonym field is a source of terminological confusion, it does fulfil certain key museological needs of CPS.

Another methodological factor that contributes to the prevalence of "faux synonymes" in the CPS dictionary, is the fact that potential synonyms are not generally subjected to any sort of componential analysis. Generally speaking, in the field of terminology, an object name can only be considered synonymous with an entry term once the concepts designated by each of these labels are subjected to a rigorous componential analysis. In other words, when evaluating whether the object name "dressing cape" is synonymous with the entry term SACK (Category 03 - Personal Artifacts, Class C100 - Clothing, Outerwear), one must first compare the semantic traits of each of the concepts designated by these two labels in order to determine whether one is dealing with a single concept or two separate ones. In the CPS project, the terminology team is not expected to undertake any such analysis. Instead, the MUSEO terminologist merely suggests a number of potential synonyms encountered during the course of his research, which the curators then evaluate on the basis of their own museological knowledge and experiences. This approach to determining synonymy is problematic for two reasons. First, the CPS curators are not linguists and, therefore, are not necessarily sensitive to the distinction between mere meaning overlap and synonymy in the terminological sense. Second, the curators themselves contribute to much of the terminological confusion that the CPS dictionary was designed to eliminate. Consequently, the fact that synonyms appearing in the CPS entries are evaluated by these museum specialists is no guarantee that object names appearing in the "Synonym" field are true terminological synonyms.

Finally, the appearance of "faux synonymes" in the CPS term records can also be attributed to the fact that the distinction between the "Synonym" field and the "Exclusion" field is not always respected. As previously mentioned in Chapter 1, section 3, the "Synonym" field was conceived to house terminological synonyms:

Le champ «synonyme» inclut les termes recouvrant exactement la même notion que le terme faisant l'objet de la fiche. Les archaïsmes, les noms étrangers et les régionalismes, qui désignent la même notion que le terme faisant l'objet de la fiche sont considérés comme étant des synonymes de ce terme. Les variantes orthographiques sont aussi considérés comme des synonymes pour les besoins de la classification. (Pepermans, 1994: 21)

And, as previously mentioned in Chapter 1, section 3, the "Exclusion" field is reserved precisely for those object names that are easily confused with synonyms of the entry term - more specifically, object names designating different, yet similar, concepts:

Le champ «exclusion» comprend les termes pouvant être aisément confondus avec la notion traitée sur la fiche. Il s'agit particulièrement des confusions populaires à propos de certains termes. C'est notamment le cas des faux synonymes. (Pepermans, 1994: 21)

However, in order to "preserve the richness of local use or tradition" and to respect the opinions of certain museologists who may not agree with the preferred designations put forth in the CPS dictionary, object names that are not terminological synonyms of the entry term are often recorded as synonyms instead of as exclusions. By respecting the distinction between the "Synonym" field and the "Exclusion" field in a more consistent fashion, the problem of false synonymy can be circumvented to a large extent.

4 Conclusion

Given the CPS quest for uniformity and standardization, the presence of a "Synonym" field is somewhat problematic. The inclusion of synonyms in the CPS dictionary does tend to perpetuate ambiguous communication among collections managers - particularly since there is a strong possibility that many of the synonyms recorded in this field are "faux synonymes". While it is true that the MUSEO team cannot adhere to mainstream terminological ideals to the exclusion of client wants and needs, certain practices (such as subjecting potential synonyms to a componential analysis and respecting the distinction between the "Synonym" field and the "Exclusion" field) could have been adopted to minimize the presence of false synonymy in CPS entries.

CONCLUSION

In this thesis, I have suggested that the MUSEO goal of producing a standardized terminological work has not been fully achieved. I have attributed this inability of the CPS dictionary to function as a prescriptive terminological work to two primary causes: (i) the subjective and imprecise nature of the field of material culture, and (ii) various practices imposed by client needs on the MUSEO terminologist.

In Chapter 2, where I discussed the premise that the nebulous nature of the field of material culture affected the terminological work, I stressed the difficulties of delimiting the boundaries of this field¹ - difficulties which seem to arise from a general lack of specificity or "definiteness of purpose" (Cole, 1991: 17). Further, I stated that this lack of specificity manifests itself in (i) the existence of various approaches to material culture research (e.g. Schlereth's nine perspectives of material culture research);(ii) the ongoing debate over whether this area of research constitutes a discipline, a method of research or a distinct subject field; and (iii) the fact that research in this area is generally considered a multidisciplinary undertaking. In addition, I mentioned that the intension and extension of the "material" of material culture is also difficult to delimit since what is considered an "object of material culture" is open to interpretation.

¹ As previously stated in Chapter 2, the terminologist's first task when undertaking any subject-field research is to delimit the subject field and/or sub-field that is being treated.

Finally, I observed that the imprecision that plagues this field manifests itself equally at the level of the individual objects comprising the "material". Moreover, I attributed many of the difficulties involved in defining objects to: (i) the multidisciplinary nature of material culture research; (ii) the existence of different approaches to material culture research; (iii) the propensity of objects to evolve; (iv) the "fuzzy" nature of everyday concepts; (v) the fact that most of the terminology designating everyday objects has been borrowed from LGP and is therefore not always logically motivated; (vi) problems of classification; and (vii) the prevalence of synonymy and polysemy in the field of material culture.

Chapters 3, 4, and 5 were devoted to the elaboration of a second premise - more specifically, that certain practices adopted by the MUSEO team have contributed to the terminological imprecision in the CPS dictionary. In Chapter 3, I suggested that an a priori reliance on the *CPS Classification System for Historical Collections* has made it difficult to establish and to reflect the conceptual relationships between the individual objects classified within this system for several reasons. First, by relying on a pre-determined classification, the MUSEO team has, in essence, adopted a top-down approach to terminological research - an approach which, according to many terminological specialists such as Sager, is not appropriate for the establishment of detailed conceptual relationships. Second, whereas the prescriptive terminological context favours a fully systematic approach to ordering concepts, the CPS classification only orders concepts in a semi-systematic fashion. For example, the convention of inverting object terms appearing in the CPS nomenclature such that

similar objects can be listed together within a given class and category is only partially capable of reflecting the relationships between the individual terms listed in the CPS nomenclature. Moreover, while the alphanumeric coding assigned to the individual object terms may link them to a particular class and category of objects, it does not reflect the relationships between individual concepts in that class and category. In addition, I also pointed out that the CPS classification constitutes a barrier to the clear delimitation of concepts since polysemic terms, irrespective of the number of concepts they designate, are listed and coded only once within the nomenclature. Consequently, more than one concept is often defined in a single entry. Moreover, I alluded to the fact that this violation of the maxim of the single concept entry results in two more instances of terminological imprecision: (i) a general lack of coordination between the data appearing in the various fields of the CPS term record, and (ii) confusion with respect to generic referral.

In Chapter 4, which presented the various methods of defining objects in the MUSEO project, I discussed the negative consequences of separating semantic traits relating to (i) the morphology and (ii) the function of a given object into two distinct definitions. While I did concede that this practice may be useful for the CPS curator who must identify and classify new acquisitions, I also stressed that it perpetuates the problem of polysemy and imprecise conceptual delimitation in the dictionary.

Another method of defining that was discussed in the fourth chapter of this thesis was the practice of cross-referencing between different classes and/or categories of objects - a practice which has been adopted to link terms that are

supposedly in a generic/specific relationship but which are classified in different categories and classes. In this discussion, I stressed that because object terms are defined, to a large extent, by the pre-defined categories and classes in which they are classified, cross-referencing between different categories and classes often leads to imprecise conceptual delimitation.

In this chapter, I also pointed out the drawbacks of adopting a historical/diachronic approach to defining objects, because of (i) its lack of temporal specificity (necessary for precise conceptual delimitation) and (ii) the fact that it perpetuates the problem of polysemy in the dictionary. And, finally, I focused on the limitations of the ostensive definition in the MUSEO project. Although I conceded that the inclusion of illustrations on term records is not unusual in the field of terminology, I stressed that the concepts presented by these illustrations are generally prototypical as opposed to stereotypical, and, as such, are narrower than the concepts designated by the entry terms.

In the fifth chapter, I focused on the treatment of synonymy in the dictionary. In this discussion, I noted that despite the trend in prescriptive terminology toward the elimination of this form of ambiguity, synonyms are still recorded in various CPS entries in order to cater to some key museological needs. Further, I observed that the object names included in the "Synonym" fields of many entries did not necessarily refer to the same concept as the one designated by the entry term. Moreover, I attributed this presence of "false synonymy" (at least in part) to three methodological factors: (i) potential synonyms are, generally speaking, not subjected to any sort of

componential analysis; (ii) potential synonyms are evaluated by the CPS curators as opposed to the MUSEO terminologists who are sensitive to the distinction between mere meaning overlap and terminological synonymy; and (iii) the distinction between the "Synonym" field and the "Exclusion" field is not respected consistently throughout the dictionary.

However, the fact that the MUSEO project presents peculiarities that make it difficult for the dictionary to adhere to certain tenets of terminological theory should not lead one to conclude that this project is any more peculiar than other terminological projects. For example, terminological research is currently undertaken in many non-ST subject fields which lack a "definiteness of purpose" and discrete and definable concepts and concept networks (Cole, 1991: 19), and whose limits are open to interpretation (Cole, 1991: 18). Indeed, as Cole asserts: "even the divisions between ST fields are often regarded as arbitrary and as subject to change in light of subsequent scientific discoveries and technological advances." (Cole, 1991: 18)

Moreover, as previously mentioned, it is not unusual for terminologists to be forced to adopt certain methods of research in order to cater to the wants and needs of the body that commissions a terminological work - even if these methods ignore some fundamental terminological principles. Indeed, throughout this thesis, I have provided several examples of prescribed terminological methods that are often ignored in many terminological projects because of practical considerations. For example, although a purely onomasiological approach is ideal for subject-field research, a combined onomasiological and semasiological approach is usually adopted since the

former approach is tedious, time-consuming, and generally only applicable in a limited number of fields. Further, although the prescriptive terminological context calls for the complete elaboration of the conceptual network of the subject field or sub-field that is being treated, such an elaboration is rarely undertaken, even in those fields which are characterized by "discrete and definable" concept networks. For example, no attempt has been made to elaborate the concept network of the field of chemistry. (Cole, 1991: 19). Additionally, although the prescriptive terminological context favours a systematic method of ordering entries, most specialized dictionaries are still alphabetically ordered because they allow the user to access entries with greater ease and speed. Moreover, although the general trend in standardized terminology is toward eliminating synonymy altogether, the fact remains that synonyms are still recorded in various prescriptive terminological projects.

While my study of the MUSEO project, in terms of the principles of terminology leads me to conclude that the CPS dictionary fails to meet all the criteria of a prescriptive terminological work, it may well be argued that these principles, which are based largely on terminological work in ST fields, are too rigid to be applied universally to all terminological projects for the following reasons. First, as Cole correctly observes: "it is ... an unwarranted assumption to think that what proves to be true of terms in ST fields will be true (or, as is also often assumed, either explicitly or implicitly, that it ought to be true) of terms in other fields." (Cole, 1991: 17) Second, it is important to note that certain practical considerations such as budgetary

constraints and/or time constraints will invariably take precedence over the adherence to prescribed terminological methods.

However, while the argument in the preceding paragraph may be considered valid in the descriptive terminological context, one may contend that it is less valid in the prescriptive context. As I myself have stated in the introduction of this thesis, the purpose of prescriptive terminology is to artificially impose a *zoll-zustand* on a given specialized linguistic community in an attempt to eliminate ambiguity and to promote transparent communication. Consequently, one might be inclined to conclude that it is the role of prescriptive terminology to force even those subject fields which present terminological difficulties to adhere to the fundamental principles of terminology - even if it means a total restructuring of the reality within these fields.² Moreover, one may also argue that, in the prescriptive context, the adherence to the prescribed terminological methodology should take precedence over practical considerations imposed by a project.

However, even if one admits that the CPS dictionary does not always adhere to some of the fundamental tenets and methods of prescriptive terminology, it should, nevertheless, be praised for its contribution to the effective processing of museological data and, ultimately, to the clarification of communication among CPS

² However, although this argument may hold true in theory, from a purely practical perspective, it is somewhat shortsighted. For, as Rondeau asserts: "It is the application of a standard, and not its publication which is of the greatest importance." (Rondeau, 1976: 187) In other words, imposing terminological standards on a given specialized linguistic community is no guarantee that these standards will be adopted. And if the imposition of terminological standards entails a drastic restructuring of the reality within a given subject field, specialists will be less than willing adopt them.

collections managers. Although the dictionary does not (i) completely eliminate ambiguity, (ii) always delimit concepts with precision, and (iii) establish coherent conceptual links in a consistent fashion, it still provides some semblance of order in an otherwise chaotic field.

APPENDIX 1



Category 03

Class C100

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term

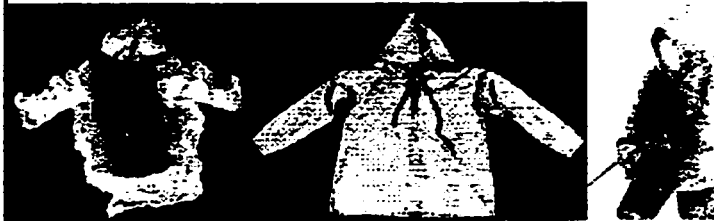
PARKA

French Term

PARKA

Image

Image 2



X745173

X692650

Ivalu, p. 4

Physical Description

1. An unfitted, pull-over style OVERCOAT (C100:03-00123) of mid-thigh length, the back often longer than the front, with an attached hood which is often trimmed with fur. It is made of Eider duck or animal skins.

NOTE: An inner parka has its fur inside and an outer parka outside.

2. The late 19th and 20th century parka is usually made of a lightweight wind- and water-resistant fabric and is often lined with a sewn or separate decorated duffle.

Function

1. Traditionally worn by an Inuit man for warmth.

2. Worn outdoors for warmth.

Synonym

Exclusion

Amauti; amout; mouti; amoutik; CAPE (C100:03-00207); CLOAK (C100:03-00209); COAT, MILITARY (C100:03-00211); JACKET (C100:03-00223); CAPOTE (C100:03-00208).



Category 03

Class C060

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, FOOTWEAR

English Term

French Term

BOG

GALOCHE

Image

Image 2

78.291.1A-B

Physical Description

- A wooden-soled or wooden SHOE (C060:03-00037).
- A leather or fabric overshoe with a leather sole.
- A leather-soled or wooden-soled undershoe with a metal hoop attached to the underside.

Function

Used to protect the shoe or the foot by raising it over the mud.

Synonym

paten.

Exclusion

LABOT (C060:03-00036); RUBBER (C060:03-00035).



Category 02

Class B060

Writer Patricia Houle

URNISHINGS

FURNITURE

English Term

CHEST OF DRAWERS

French Term

MEUBLE A TIROIRS

Image

Image 2

X766955

X842221A-C

Physical Description

A wooden piece of case furniture that consists of a frame and a set of wide drawers. It is usually mounted on short legs or casters and usually contains four drawers. It may sometimes have an attached mirror.

Function

Used to hold and store clothing and household linens.

Synonym

Bureau; drawer chest; dresser; chest on chest; dressing chest; dressing case; chiffonier; lowboy.

Exclusion

CHEST (B060.02-00070); CHEST OF DRAWERS (I100.09-00207); CHEST ON FRAME (B060.02-00139); CHEST, MILITARY (B060.02-00156); CHIFFOROBÉ (B060.02-00062); COMMUNE (B060.02-00183).



Category 03

Class C080

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, HEADWEAR

English Term

CAP, BATHING

French Term

BONNET DE BAIN

Image

Image 2



Belvoir, p. 34.

EPR 82.85.42

Physical Description

19th and 20th centuries: A CAP (C080:03-00063) of water-resistant fabric such as oiled silk, and with a full crown which is gathered or pleated into a band or which may be drawn in by drawstrings or elastics.

20th century: A tight-fitting CAP (C080:03-00063) that is usually of rubber.

Function

Used to keep the hair and ears dry while swimming.

Synonym

Inclusion

Surfer cap; dust cap.



Category 03

Class C100

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term

SHAWL

French Term

CHALE

Image

Image 2



Wilcox, p. 292.

Physical Description

An unstructured outer garment consisting of a square, rectangular, circular, semi-circular, or triangular piece of fabric. It is typically made of lace or woven wool, cotton, or silk. Size may vary but the garment must be long enough to be draped over the shoulder and to fall loosely to at least the waist (may extend to the skirt hem).

Function

Worn mainly by women for warmth or decoration from the second half of the 18th century onward (peaking in popularity between 1820 and 1870). Also worn by men in the first half of the 19th century as protection from dirt and the elements, typically when travelling by coach.

Synonym

Exclusion

CAPE (C100.03-00207); CLOAK (C100.03-00209); FICHU (C140.03-00273); PLAID, MILITARY FLY (C100.03-00163); SACK (C100.03-00134); SCARF (C080.03-00106); STOLE (C100.03-00142).



Category 03

Class C100

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term

TUNIC

French Term

TUNIQUE

Image

Image 2

KX87289.6

KX86.112

Physical Description

- . An unfitted garment covering the torso. It is generally worn over other garments such as a skirt, dress, or pants. It may also have a front opening with or without fasteners or may slip over the head.
- . A vestment that is worn over the alb.

Function

- . Worn by women and girls for active sports in the late 19th and early 20th centuries.
- . Worn as ceremonial garment by a bishop or subdeacon.

Synonym

- . Surcoat; torquenin; tabard.
- . Tunicle.

Exclusion

Apron tunic; SMOCK (C100.03-00141); tunic dress; TUNIC, MILITARY (C100.03-00149); tunic skirt; tunic suit.



Category 03

Class C080

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, HEADWEAR

English Term

BERET

French Term

BERET

Image



Image 2



Le dictionnaire thématique visuel, p. 314.

X745086

EPR

Physical Description

A soft, visorless CAP (C080.03-00063) with a flat, circular halo crown whose sides taper into a fitted headband. It may be worn tilted so that it flaps over one ear.

A lady's HAT (C080.03-00075) with a large flat halo crown that is extensively trimmed, worn from the 1820's to the 1940's.

Function

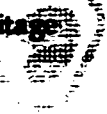
Used to protect the head from the elements or as a fashion accessory.

Synonym

casquette beret; student beret.

Exclusion

ALMORAL (C080.03-00055); BIRETTA (C080.03-00059).



Category 03

Class C080

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, HEADWEAR

English Term

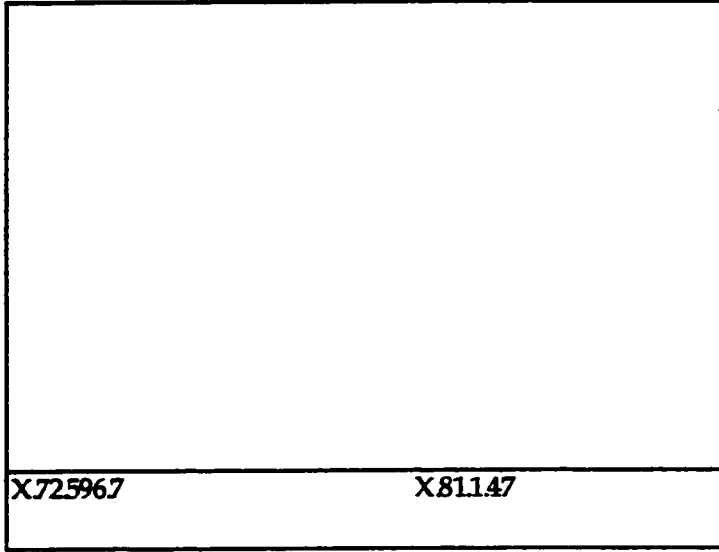
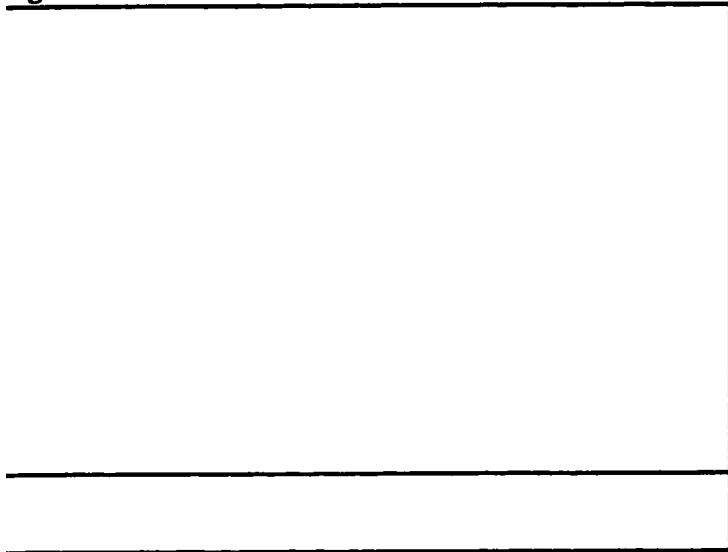
French Term

BONNET, INDOOR

BONNET

Image

Image 2



X725967

X81147

Physical Description

BONNET (C080.03-00058) or CAP (C080.03-00063) that ties under the chin. May include lappets and a stiff structure (such as wire) under the various fabrics and trimmings which form the head covering.

Function

Used to cover the head and hair while indoors as well as for propriety. It is also used as a fashion accessory, from the 1600's to the 1870's, or part of a uniform (thus identifying one's profession), in the early 20th century.

Synonym

mob cap; day cap; comet; comette; fontage; coif; day bonnet; tea cap; maid's bonnet; mobcap; mob.

Inclusion



Category 03

Class C120

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, UNDERWEAR

English Term

CRINOLINE

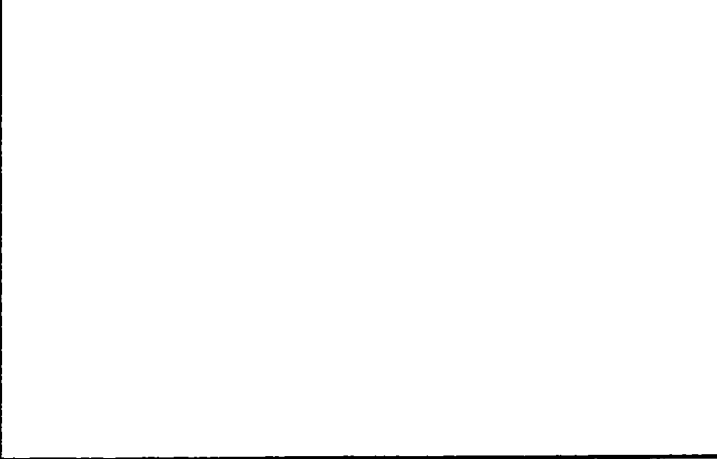
French Term

JUPON A CERCEAUX

Image



Image 2



Leclair, Dictionnaire du costume, (-), p. 117.

Physical Description

- An undergarment that is typically found in three forms:
 - An under-petticoat of variable length, stiffened and distended with a framework of whalebone, metal, or cane hoops.
 - An undergarment consisting of a graduated series of hoops (increasing in size from the waist downward) that is connected by ribbons or elastics.
 - A 20th century PETTICOAT (C120:03-00233) of stiffened cloth, such as net or tulle, and always wide at the bottom.

Function

Used to add shape and fullness to a skirt or dress. Also used to give a stiffer appearance to certain garments.

Synonym

Crinoline petticoat (1.); hoop petticoat (1.); skeleton petticoat (2.); cage petticoat (2.); crinoline cage (2.); crinoline frame (2.); pannier (2.).

Exclusion

BUSTLE (C120:03-00225).



Category 03

Class C080

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, HEADWEAR

English Term

BONNET, INFANTS

French Term

BEGUIN

Image



Image 2

de la mode, dictionnaire du costume, p. 29.

X72450104

XX8799

Physical Description

BONNET, INDOOR (C080:03-00061), usually of a soft delicate fabric such as lace, knitwear, and handkerchief linen.

Function

Used to protect the head of infants from the cold or sun as well as for adornment.

Synonym

infant's cap.

Exclusion

CAP, SMOKING (C080:03-00072).



Category 03

Class C160

Writer Patricia Houle

PERSONAL ARTIFACTS

PERSONAL GEAR

English Term

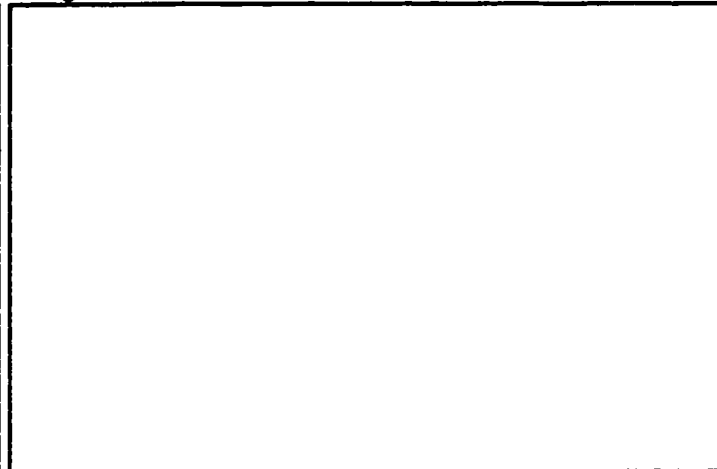
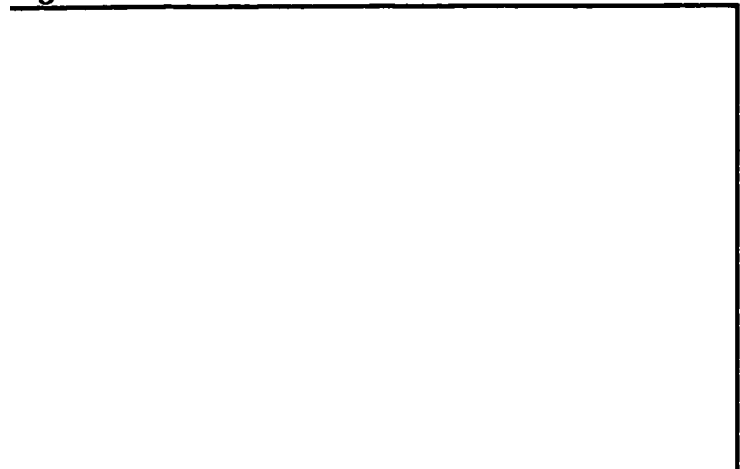
French Term

CASE, MIRROR

ETUI A MIROIR

Image

Image 2



83.156.53.A-B

X83.156.52

X85.100.1

Physical Description

A small, rectangular and sometimes envelope-shaped case usually made of fabric or leather. It may have a small pocket on the inside which may be lined. It may also be a small rectangular, wooden and hinged case that has a small mirror built into the inside.

Function

Used to store and to carry a small mirror while travelling.

Synonym

Dressing case.

Exclusion



Category 02

Class B080

Writer Jean-Luc Vincent

URNISHINGS

HOUSEHOLD ACCESSORY

English Term

French Term

BEDKEY

Image

Image 2

X.74.358.1 71X.449.4 X.78.3.228-229

Physical Description

- . A wooden peg with a T-shaped handle at one end and a slit at the other.
- . A wooden frame with a slit at one end through which a mobile handle is inserted.
- . A round wooden peg that tapers at one end.

Function

Used to tighten the ropes of a rope strung bed.

Synonym

Exclusion

VRENCH, BED (B080.02-00227).



Category 02

Class B080

Writer Patricia Houle

FURNISHINGS

HOUSEHOLD ACCESSORY

English Term

French Term

CURTAIN, SPLASH

RIDEAU ANTI-ECLABOUSSURES

Image

Image 2

XX.1214

Physical Description

Usually decorated CURTAIN (B160:02-00500) that hangs on a washstand.

Function

Used to protect the wood of the washstand from water damage. It is also used to protect the wall and the wallpaper behind the washstand from water damage.

Synonym

splasher; splash screen.

Exclusion



Category 01

Class A040

Writer Patricia Houle

STRUCTURES

BUILDING COMPONENT

English Term

CABINET, MEDICINE

French Term

ARMOIRE A PHARMACIE

Image

Image 2

Eatons, été 1927, p. 307.

Physical Description

A small hanging CABINET (B060:02-00125) with shelves fronted by a hinged or sliding, sometimes mirrored door.

Function

Used to store medicines, bandages, medical accessories and toilet articles.

Synonym

apothecary cabinet; medicine chest.

Exclusion



Category 03

Class C100

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term

VAISTCOAT, MILITARY

French Term

VESTE MILITAIRE

Image

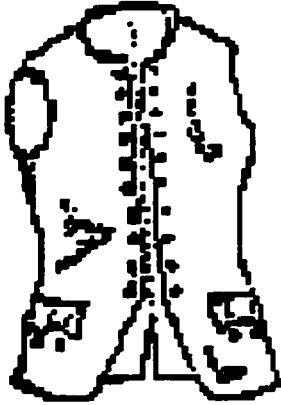


Image 2

André Gousse, p.5.

Physical Description

. Until the 1760's, a sleeved, short-skirted upper-body outer garment (often ornamented with lace), typically worn under a military coat. Bearing military marks or answering military norms.

. From mid-18th century onwards, an upper-body outer garment similar in form to a civilian WAISTCOAT (C100.03-00153), bearing military marks or answering military norms, typically worn under a mess jacket or under a military coat.

Function

Worn by members of the military as part of a uniform.

Synonym

Military vest.

Exclusion

USTAUCORPS, MILITARY (C100.03-00167); WAISTCOAT (C100.03-00153).



Category 03

Class C100

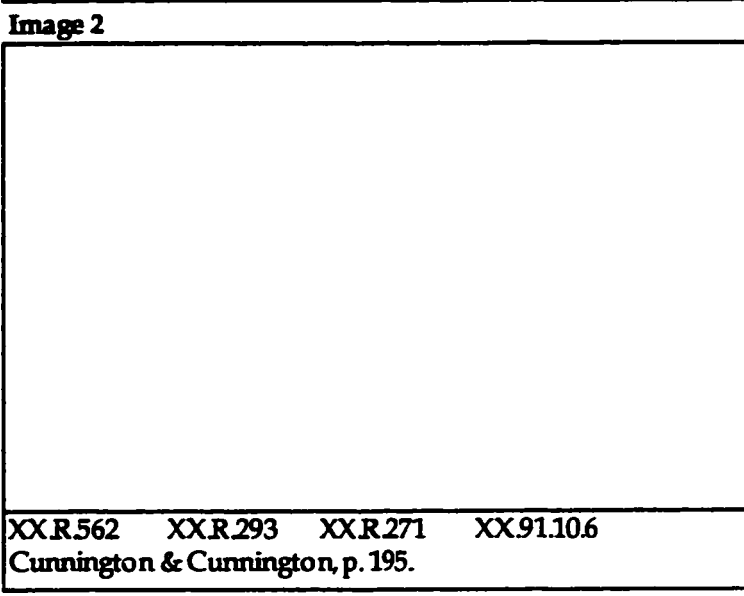
Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term
COAT, FROCK

French Term
REDINGOTE



Blair, 1951, p. 304, Redingote 1730 Redingote 1908.

XXR.562 XXR.293 XXR.271 XX91.106
Cunnington & Cunnington, p. 195.

Physical Description

18th Century version: A loose-fitting COAT (C100.03-00210) with a flat, turned-down collar. It is typically characterised by the following: centre-front buttons extending from the neck to the hip level; a deep, wide cuff or a "slit" on long sleeves; front pockets; and a knee-length skirt curving away from the front waistline with back vents or pleats. Available sizes may vary.

19th Century version: A fitted COAT (C100.03-00210), usually with a waistline seam and with a straight vertical centre-front edge from the neck to hemline. It typically includes the following: a flared, thigh- to knee-length skirt (sometimes with back vents or pleats), close-fitting lower sleeves ending in a slit or small cuff. The buttoning is usually double-breasted style (extending to the waistline.)

Function

Worn as the working man's common wear, and as undress for gentlemen.
Worn as undress, business wear, and day, evening, and morning formal wear.

onym

clusion

OVERCOAT (C100.03-00123); OVERCOAT, MILITARY (C100.03-00124).



Category 03

Class C020

Writer Patricia Houle

PERSONAL ARTIFACTS

ADORNMENT

English Term

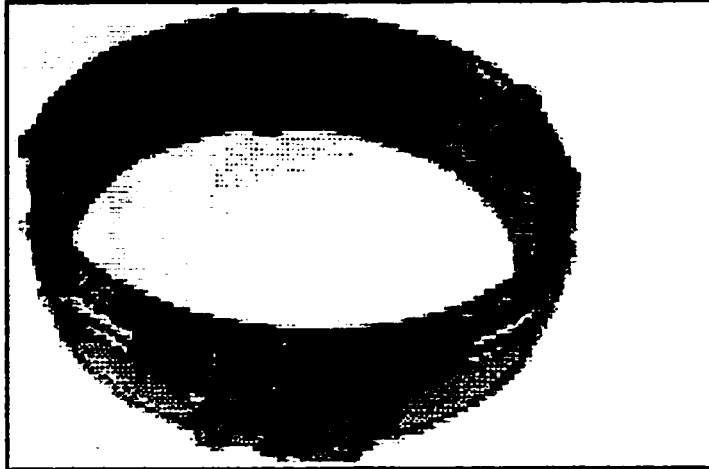
French Term

BRACELET

BRACELET

Image

Image 2



X.83.100.2

Physical Description

A piece of jewelry consisting of a band or chain of precious metal or other material worn around the wrist or lower arm, sometimes adorned with jewels or other decorations. Rigid varieties, often called bangles, consist of a solid piece, usually circular or oval, or two semi-circular pieces hinged together which clasp around the wrist or lower arm. Flexible types usually consist of small sections linked together which fasten around the wrist or lower arm by means of a clasp.

Function

Used to adorn the wrist or lower arm.

Synonym

Manchette; bracelet manchette; torque.

Inclusion

BRACELET (C020.03-00001); WRISTLET (C140.03-00312).



Category 03

Class C100

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term

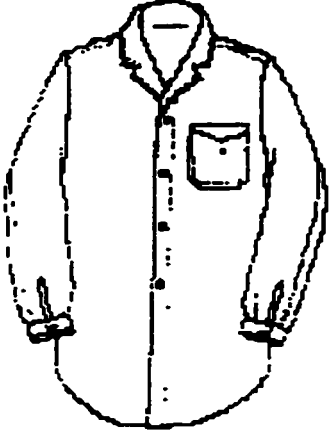
SHIRT

French Term

CHEMISE

Image

Image 2



Dictionnaire visuel, 1987, p. 295.

X.84.196.1

Physical Description

A long- or short-sleeved garment for the upper part of the body, usually having a collar, sleeves, and a front opening with buttons. It is generally made of lightweight fabric such as cotton or silk.

Function

Worn by men primarily as an undergarment in order to protect outer garments from the body. Until the 18th century, it was also worn by women as an undergarment. Since the 1890's, it was also adopted by women as an alternative type of blouse. It is used in the 20th century as an outer garment.

Synonym

chemise; overshirt; shirt, coat; shirt, frock; shirt, dress; shirt, Garibaldi; shirt, polo; shift; shirtwaist; shirt, sport; shirt, sports; shirt, work; T-shirt; shirt, bosom; norfolk shirt.

Exclusion

BLOUSE (C100.03-00199); SHIRT, INSTRUCTIONAL MODEL (C100.03-00137); SHIRT, MILITARY (C100.03-00138); SHIRT, POLICE (C100.03-00139); UNDERSHIRT (C120.03-00237); SHIRT (I100.09-00163); vest; undervest; BLOUSE, MILITARY (C100.03-00189); BLOUSE, MILITARY (C100.03-00200); SMOCK (C100.03-00141).



Category 03

Class C140

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING ACCESSORY

English Term

MUFFLER

French Term

CACHE-COL

Image

Image 2

X.78.1.100

Physical Description

A small, usually woollen, rectangular band that may be shaped to fit the neck and covers the neck and chest area.
A tube of flexible fabric that may have extensions at front and/or back to cover the chest and upper back. It is pulled over the head.

Function

Used to keep the neck and chest warm in cold weather.

Synonym

Comforter.

Exclusion

CARF (C080.03-00106); STOCK (C140.03-00290); NECKERCHIEF (C140.03-00284); NECKTIE (C140.03-00285).



Category 03

Class C120

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, UNDERWEAR

English Term

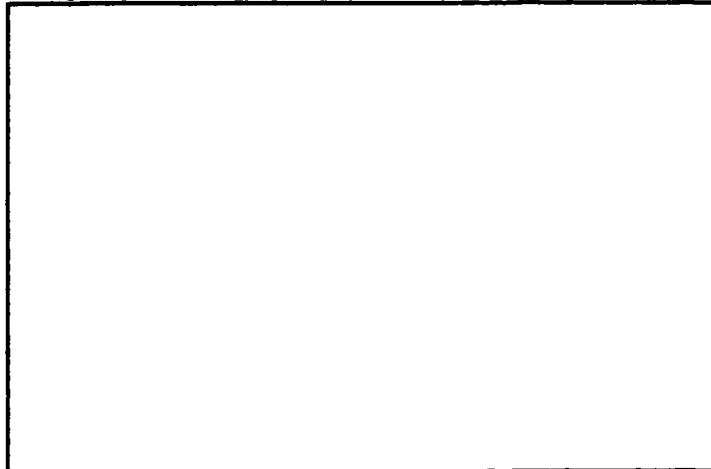
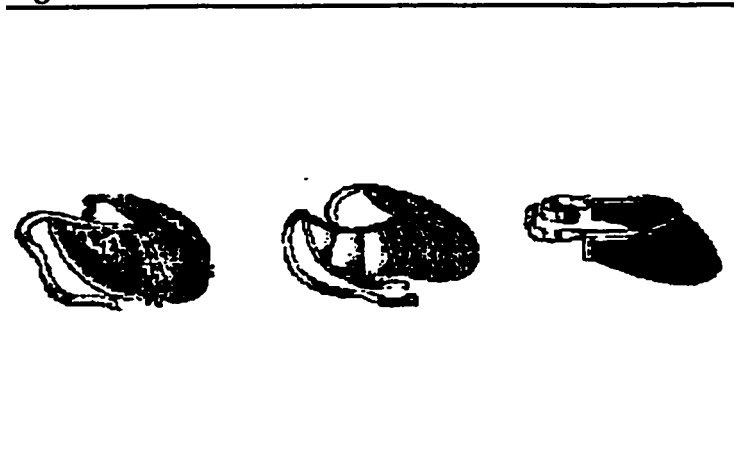
French Term

BUSTLE

TOURNURE

Image

Image 2



See Roebuck, 1902, p. 942.

X724713

X77378.140

Physical Description

padding made of flounced or stuffed cloth, or a framework made of rows of whalebone, featherbone, or metal wire or coils. It varies in length, and is worn at the buttocks, over the petticoat, fastening at the waist by means of ties or by ribbons with hooks or buckles.

Function

used to add shape and fullness to the back of the skirt.

Synonym

bustle pad; pannier; hip bustle; dress forms; combination hip; half bustle.

Exclusion

RINOLINE (C12003-00234).



Category 03

Class C100

Writer Patricia Houle

PERSONAL ARTIFACTS

CLOTHING, OUTERWEAR

English Term

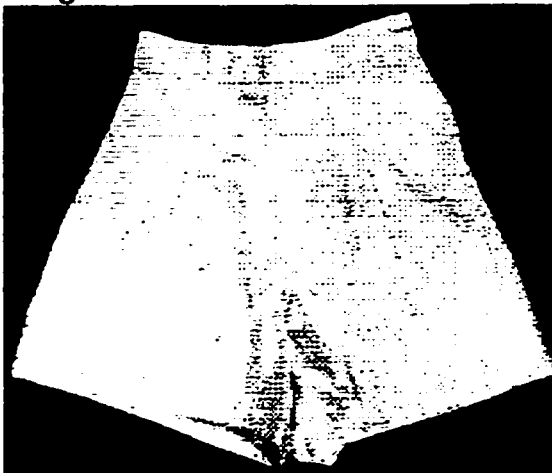
French Term

SHORTS

SHORT

Image

Image 2



X.76.644.49

Physical Description

Short PANTS (C100.03-00126) that are typically knee length or shorter.

Function

Used to cover the thighs while playing sports or as leisure apparel.

Synonym

Shorts; Unterhosen.

Inclusion

SHORTS (C100.03-00202); KNICKERS (C100.03-00119).



Category 03

Class C020

Writer Patricia Houle

PERSONAL ARTIFACTS

ADORNMENT

English Term

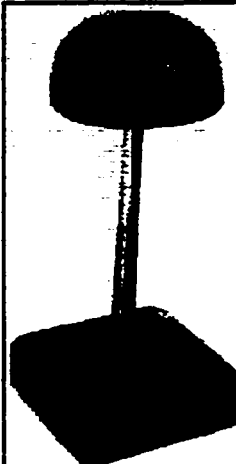
WIG STAND, WIG

French Term

PORTE-PERRUQUE

Image

Image 2



X.78.60.244

X.74.533-8

Physical Description

A wooden or metal stand usually consisting of a base, a fixed or adjustable shaft which is inserted into the base, and a solid or malleable, spherical or head-shaped wig block which is fitted on a tapered finial at the top of the shaft. Wooden varieties were made during the 17th to the early 19th century, while metal types were made during the 19th and 20th centuries. "Mushrooms" and some head-shaped wig stands are cloth covered and stuffed with sawdust or some other type of material.

Function

Used to hold a wig. Those with wooden wig blocks are often used in the making of wigs, while those with malleable blocks are generally used in the dressing of wigs.

Synonym

mushroom; block holder; wig cushion; chignon cushion.

Inclusion

WIG BLOCK, HAT (D300.04-01396).

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GLOSSARY

The terms contained in this glossary are defined according to the way they are used in this thesis. Some of these definitions have been taken or adapted from terminological reference works listed in the bibliography.

alphabetical ordering method: a method of arranging entries in a dictionary using alphabetical order.

bilingual research: terminological research in which analysis is undertaken within two languages.

bottom-up approach: an approach to terminological research in which analysis begins at the level of the individual concepts which are linked to other similar or related concepts. In this way, larger structures of conceptual association (i.e. conceptual networks, sub-field trees, and subject-field trees) are built.

concept: an abstract representation of a category of entities that share common, defining characteristics.

conceptual network: a sub-section of a subject-field tree which reflects the links between similar and related concepts.

conceptual specification: any information appearing in an entry (*see entry*) pertaining to the concept that is being treated. This information includes definitions, classification symbols, and information concerning the relationships between concepts.

delimitation of the subject field: a procedure which involves determining the scope or the true dimensions of a subject field and/or sub-field for the purposes of subject-field research (*see subject-field research*).

descriptive terminology: (1) terminological research whose goal is to present terms and definitions of concepts used in a given subject-field or sub-field (*see subject-field and sub-field*).

(2) the product of such research whose goal is to describe terminological usage in a given field.

diachronic approach: an approach to terminological research that has been adopted in the CPS dictionary in order to reflect the evolution of objects/concepts and to describe the objects/concepts in their past forms.

entry: one of a succession of articles displayed in the macrostructure of a terminological work. Each article presents information pertaining to the entry term.

extension: all the species designated by a term which are on the same level of abstraction.

extensional definition: a definition that enumerates all species which are on the same level of abstraction and which are designated by the same term.

false synonyms: synonyms which do not designate identical concepts, and, although there is some meaning overlap, are not interchangeable in every context.

generic referral: the practice of defining specific concepts by referring back to generic concepts that are defined elsewhere in the dictionary.

historical approach: *see diachronic approach.*

homonymy: a form of term-concept ambiguity. Homonyms are generally considered to be terms which are identical in form but which belong to different areas of knowledge and are consequently thought to have unrelated meanings.

intension: the characteristics of a concept

intensional definition: a definition which lists the characteristics of a concept

Language for General Purposes (LGP): everyday language that is characterized by arbitrariness and imprecision.

Languages for Specific Purposes (LSPs): formalized and codified varieties of language which develop to allow a society to designate objects and differentiate among designations more precisely and in greater detail than is necessary in everyday communication.

mononymy: a term-concept relationship in which one concept is assigned to one term.

monosemy: a term-concept relationship in which one term is assigned to one concept.

object name: a common name that is used to designate objects but that is not necessarily a preferred designation in the CPS dictionary.

object term: an object name that has been chosen in the CPS dictionary as a preferred designation to identify objects.

onomasiological approach: an approach to terminological research in which one's analysis begins with the concept and ends with its designation.

ostensive definition: a definition which attempts to express the meaning of a concept or word by means of an illustration (e.g. drawing, or photograph).

polysemy: a form of term-concept ambiguity in which identical terms are assigned to different concepts which are semantically or etymologically linked. In terminological practice, the term polysemy has come to designate instances where terms with the same form and similar or related meaning are part of the same subject-field.

pragmatic specifications: specifications appearing in an entry that reflect proper linguistic usage and evaluate certain data recorded.

preferred term: a preferred designation for a concept.

prescriptive terminology: (1) terminological research whose goal is to establish preferred terms and definitions for concepts in a given subject-field or sub-field.
(2) The product of such research whose goal is to impose standards artificially within a specialized linguistic community.

quality labels: pragmatic specifications that evaluate the validity of data recorded in term entries. These labels are usually found only in prescriptive terminological works.

scope note: a conceptual specification whose purpose is to indicate a special field of application of the entry term. This specification offers further specifications on the subject field and/or register of the entry term.

semasiological approach: an approach to terminological research in which one's analysis begins with the word and ends with its various senses.

standardized terminology: *see prescriptive terminology.*

sub-field: a sub-section of a subject-field (*see subject-field*)

subject-field research: terminological research involving the thorough terminological elaboration of a subject field.

subject-field: an area of knowledge

synchronic approach: an in vivo approach to terminological research in which concepts are analyzed in their most current form.

synonymy: a form of term-concept ambiguity in which at least two different terms are assigned to single concept.

systematic ordering of entries: a method of arranging entries in such a way as to represent the relationships between concepts within a coherent conceptual network.

term: a linguistic symbol that is used to designate one or more concepts which (ideally) are defined by other neighbouring concepts. The term does not exist in a vacuum but rather designates a concept within a given subject-field.

term record: a record on which data pertinent to the entry term and entry concept is compiled. In the CPS dictionary, the entries are in the form of term records.

term research: terminological research involving the analysis of one term or a small group of terms and which is undertaken in the context of one or more subject fields.

term-concept ambiguity: a form of ambiguity in which a term is associated to a concept in such a way as to hinder the achievement of transparent communication.

terminological standardization: the process of establishing and imposing a prescribed terminology within a specialized linguistic community.

terminological imprecision: any obstacle to the achievement of clear and unambiguous communication.

terminological definition: a definition which identifies a concept in the context of the the conceptual system of which it forms a part and which classifies the concept within that system.

top-down approach: an approach to terminological research which begins at the level of broad categories of knowledge which are divided into subject-fields and sub-fields and which are sub-divided into subsequent sub-categories of knowledge. The end result of this division process is the smallest set of terms that can be grouped under a common descriptive label.

unilingual research: terminological research in which analysis is undertaken within a single language.

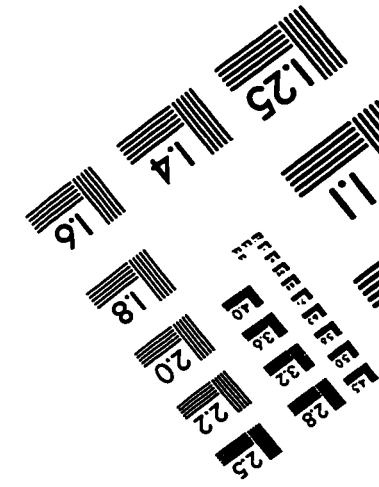
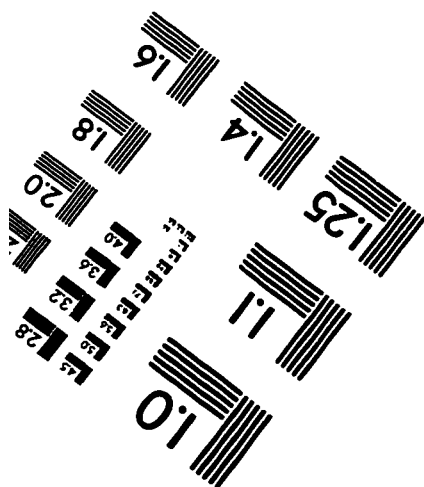
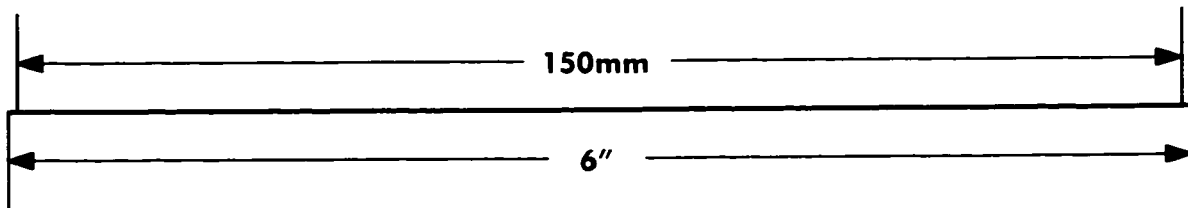
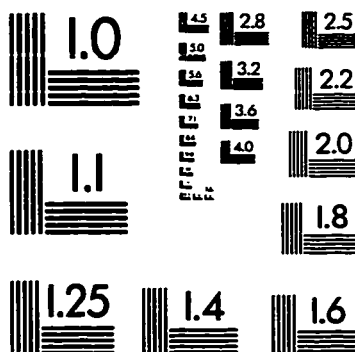
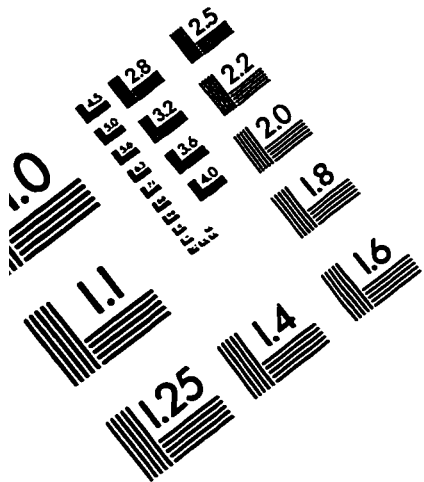
visual dictionary: a dictionary in which concepts are defined with illustrations.

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IMAGE EVALUATION TEST TARGET (QA-3)



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