

SCHOOLS ONLINE THESAURUS PROJECT (ScOT)

Review of the Top Level Structure of ScOT

Report on ScOT Top Levels

Final report

Prepared by

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Draft Final Report, v2	30 November 2005	Section 5.3.1 expanded at the request of TLF to incorporate comment on the TLF 'Strands document'; Section 4, Methodology augmented. Minor text changes have been made in some sections to improve clarity. Some additions have been made to Appendix 3.
Final Report	December 2005	Final report accepted by the ScOT Management Committee. No changes in content. Minor formatting adjustments only.

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1. Introduction

This Final Report is a deliverable for the Project – Review of the Top Level structure of ScOT which is being conducted by Libraries Alive! Pty Ltd for The Learning Federation (TLF). The purpose of the document is to report on the top level structure of the *Schools Online Thesaurus* (ScOT).

ScOT version 4_5 was supplied for the purpose of this Project. MultiTes thesaurus software was used for thesaurus review and associated tasks.

References to the Standard mean ANSI/NISO Standard Z39.19-2003, *Guidelines for the construction, format, and management of monolingual thesauri*.¹

2. Purpose and Objectives of the Project

The Project brief stated the purpose and objectives:

To undertake a review of the top level structure of the current version of ScOT and to provide recommendations on revisions or additions to the structure to ensure that ScOT is able to be used for content across all subjects taught or studied in the ANZ K-12 curricula.

The review involved:

- A review with recommendations on the adequacy of the *Principles* in meeting the objectives of the thesaurus and the ScOT Specifications documents against the ANSI/NISO Z39.19-2003 standard for thesaurus construction to ensure conformance. A draft report was circulated to stakeholders in August 2005, and the final report has been completed.²
- A review of the current version of ScOT focusing on the current top terms and the first three levels in the reference structure hierarchy to identify subject gaps and inconsistencies from the context of a thesaurus covering “all of knowledge studied”.
- Recommend changes and additions to the current top term structure to address subject gaps and inconsistencies. This Final Report documents the review and presents recommendations.

The objective stated in the Project brief is to release a thesaurus that:

1. may be used as tool to describe content across all subject areas studied and/or taught in the ANZ K–12 curricula
2. is able to be used as a browse tool in a content management system or similar repository

¹ At the time this review was undertaken, the 2005 version of Z39.19 had not yet been ratified by NISO.

² *Report on the ScOT Principles document: Final report*, September 2005

3. can be expanded by future expansion of subject areas in terms of specificity to allow usage in other databases, e.g. SCIS Database
4. is governed by ScOT Specifications incorporating a principles document that ensures ScOT can be used in other systems beyond The Learning Federation.

3. Assumptions

In conducting the project, certain assumptions were made by the consultant:

1. ScOT terms are used to describe the **aboutness** of a resource – that is, they will indicate what a resource is **about** (its topic or subject matter), not what it is used **for**.
2. In a properly constructed database, Subject keywords (preferably from a controlled vocabulary) are stored and searchable as a separate data element from other attributes of a resource, such as title of resource, its type, format, and geographic or temporal coverage. This means that ScOT terminology is confined to **topical** concepts.
3. ScOT is initially being developed to describe learning objects, many of which are extremely specific in subject matter.
4. *SCIS Subject Headings* are used to describe other learning resources – what may be described as the more traditional educational resources – books, audiovisual and pictorial material – which are bigger/longer, and have a broader span of content.
5. Since maintenance of two controlled vocabularies (ScOT and SCIS) is unlikely to be sustainable or desirable in the long term, ScOT may in time be used to describe more traditional educational resources, not just very specific learning objects.
6. It follows from this that ScOT needs to include terms suitable for describing all resources at a level appropriate for the resource.
7. In using ScOT terms for indexing (subject metadata), as many terms will be assigned as necessary to describe the **aboutness** of the object.
8. The search systems used to retrieve information about learning objects are post-coordinate systems, in which subject terms can be combined by users in any way when the search is performed (for example, by means of Boolean operators – AND, OR, NOT). Using ScOT for ‘browse’ access to a database is discussed in section 5.4.

4. Methodology

1. ScOT content (version 4_5) was reviewed by the consultant in order to achieve familiarity with the terms and relationships.

Multites software (version 2005.03.01) was used to display terms and their reference structure, and to generate reports.

2. A Top Term report was generated from Multites and reviewed.
3. A Hierarchical report was generated. The top three levels of ScOT were extracted from this report, and used to create a separate thesaurus file, consisting of these three levels only. This file was used to evaluate the top levels for consistency, subject coverage and gaps, and for conformance with the *Principles*.³

Key Learning Areas⁴ for the Australian K–12 curriculum were used as the principal source of information on curriculum content; other sources are listed in the References section.

Comments on consistency and coverage of the top levels of ScOT are presented in this Final Report (*Report on the ScOT Top Levels Project*).

Comments of conformance with the principles is documented in *Report on the ScOT Principles document: Final report*, September 2005.

4. The TLF document *Preliminary proposal for changes to the structure of SCOT* (version 1.0, 23 November 2004) was reviewed. This document is based on an earlier version (4.3) of ScOT, so the consultant's review of this document was completed in parallel with the evaluation of version 4.5 of the thesaurus.

The approach taken by the consultant to that *Preliminary proposal* document was to review it in the context of the required examination of the ScOT version 4_5 top levels, making 'quality assessment' comments on it rather than repeating the work documented in it.

Comments arising from this review are presented in Appendix 1, Existing Top Terms and Appendix 2, Previously Proposed Top Terms of this report.

5. Discussions between the TLF Thesaurus Specialist (Steven Haby, prior to Project commencement, and Les Kneebone, during the Project) and members of the Technical Working Group (Bev Blackwell and Anne Dowling) took place during the Project.
6. A draft final report was prepared: *Report on the ScOT Top Levels Project: Draft final report, version 1*, September 2005.
7. At the request of TLF, the consultant considered ScOT top terms in the context of the document *Strands in the Australian Curriculum: controlled vocabulary*, version 0.2, 7 April 2004 (the 'Strands document'), and incorporated this review into section 5.3.1 of the Draft Final Report, version 2.
8. Preparation and delivery of *Report on the ScOT Top Levels Project: Draft final report, version 2*, November 2005. This report was accepted by the ScOT Management Committee without alteration in December 2005, and is issued as *Report on ScOT Top Levels: Final report*, December 2005.

³ *Background and principles of ScOT*. Version: 0.5, 28 February 2005

⁴ Key Learning Areas (EdNA Online – Education Network Australia), <http://www.edna.edu.au/edna/browse/0,20399,20501>

5. Findings

8.1 ScOT Content – General Observations

5.1.1 Statistics

ScOT version 4_5 statistics:

Total number of terms:	8959
Postable (preferred) terms:	7173
Non-postable (nonpreferred) terms:	1786
Top terms:	181
Orphan terms:	0

‘Orphans’ are terms with no relationships to other terms, and although ScOT 4.5 contains no true orphans, it does contain many terms among the 181 at the top level which have RTs but no BTs or NTs. These terms are discussed in Appendix 1.

5.1.2 ScOT Top Terms

Examination of the 181 Top terms in ScOT 4.5 revealed that a large proportion are inappropriate to be Top terms and should be positioned as Narrower terms within other hierarchies. Many of these are probably ‘top terms’ through oversight – because they have not yet been connected to an appropriate broader term.

These terms were then evaluated and checked against the *Preliminary Proposal* document. Notes on each term are included in Appendix 1, as annotations to the Table reproduced from Section 7 of the *Preliminary proposal for changes to the structure of SCOT*.

5.1.3 ScOT Top Three Levels

The top three levels of ScOT were reviewed to identify subject gaps and inconsistencies. These levels are an arbitrary slice of the Thesaurus and in the discussion below reference is also made to lower levels.

In summary, it is considered that the ScOT thesaurus:

- attempts to cover a broad span of knowledge
- has many extremely specific terms
- includes many compound (pre-coordinated terms)
- has uneven hierarchies
- has some hierarchies in which there is a mix of concepts of different types
- exhibits some anomalies in terms and reference structure
- needs more Scope Notes
- has some gaps which can be identified at the detail level

- has some minor errors.

Further details is given in Section 5.3.1.

5.2 Conformance with the ScOT Principles

The *Report on the ScOT Principles document* made 14 recommendations for changes or additions to the *Principles*. That Report also included comment on the *Quality Assurance Specifications*.

In general ScOT conforms with the *Principles*, but:

- ScOT includes compound terms for concepts which could be represented by two other terms.
- Qualification of singular/plural forms is not always consistent.
- Standard thesaurus notation is followed, but the relationships between concepts are not always expressed consistently or accurately.
- There is scope to include more entry terms and for more RTs to be established to improve navigation.
- Scope notes would assist in the interpretation of some terms.
- Hierarchical structures could be improved in the deep hierarchies (e.g., Science and Social sciences), particularly by reduction in the number of polyhierarchies.
- ScOT includes at least two proper names, in contradiction of the *Quality Assurance Specifications*.

5.3 ScOT Content – Discussion

This section discusses some inconsistencies and omissions detected in the review of the top three levels of ScOT. Key Learning Areas for the Australian K–12 curriculum and the national definitions of ‘strands’ (the divisions of the school curriculum) were principal sources used in evaluating ScOT content.

5.3.1 Top Three levels, Key Learning Areas and Curriculum Strands

Some general observations about inconsistencies and omissions in ScOT are derived from checking the ScOT top three levels against the Key Learning Areas (KLAs) and curriculum strands. These are noted below, presented by KLA.

KLA: Cross curriculum – Studies of Asia

Some countries which are represented in the KLAs are not represented in ScOT, e.g., Burma/Myanmar, Laos, Singapore, Philippines.

KLA: Early Childhood, Literacy and Numeracy

Literacy appears under three Broad Terms in ScOT – Education, Language, and Literature.

Numeracy appears under only broad term – Mathematics.

For consistency, both Literacy and Numeracy should be under Education (as well as under their own topical Broad Terms).

Literacy is within the top three levels in the Humanities hierarchy (twice). In the Social sciences hierarchy it appears once in the top three levels and once at the fifth level (due to the poly-hierarchical nature of ScOT).

```
Literacy
  BT1: Education
    BT2: Social sciences
  BT1: Language
    BT2: Communication (Sociology)
      BT3: Sociology
        BT4: Social sciences
  BT2: Humanities
  BT1: Literature
    BT2: Humanities
```

Though it is an explicit part of the KLA, the concept of ‘early childhood’ appears to be missing from ScOT, apparently being covered by the term Children. ScOT contains no entry terms such as ‘Childhood’, ‘Young children’ or ‘Early childhood’ to guide the user to Children.

KLA: The Arts

Strands: Dance, Drama, Media, Music, Visual Arts

The collective term Visual arts is with the top three levels of ScOT, but some of the specific terms for dance, drama and music concepts are below level three, or will be if the suggestions in Appendix 1 are adopted. Examples are Handicrafts (for KLA Craft & design, and an Narrower term under Visual arts), Dance (Performing Arts), and Music. On the other hand, some specific dance terms or music terms which are in different hierarchies are at or above level three (e.g. Dance education, Dance companies, Music education, Music industry).

The inclusion of Handicrafts under the additional Broad term Consumer goods seems unwarranted. Not all handicrafts are consumer goods. Items about handicrafts in a consumer context should surely be tagged with terms for both concepts.

KLA: Literature/language, International Literature/language, Languages other than English, History)

Strands: Oral interaction, Reading and responding, Writing, Understanding culture

Literature is a second level term under top term Humanities, with individual literatures at the third level.

Language is a second level term under Humanities but, like the term Languages, is also a fourth level term under Top term Social sciences. Individual languages are at the fifth level.

Literature headings encompass a mix of ‘language’ facets and ‘form’ facets (see the *Report on the ScOT Principles document*⁵ for discussion of this).

‘History’ in ScOT includes narrower terms for some countries, but not all those listed in the KLAs, nor all those represented in the Literature terms. This is a clear example of where instructions are needed to guide addition of terms to the thesaurus, and to guide indexers in choice of terms for members of a class when not all members are listed in the thesaurus.

Literary forms such as ‘novels’, ‘drama’, ‘prose’, ‘poetry’ are covered in ScOT. Terms for other formats which students may learn about (in works **about** such formats) such as directories, bibliographies, essays, are not included. Bibliographies and reviews are listed under each KLA – Reviews is included in ScOT but Bibliographies is not.

Comments concerning reading and writing are presented below under KLA English. The strand ‘Oral interaction’ is represented by the term Oral communication and its NT Speech, but these terms are not connected by RTs to any terms for the concept of ‘listening’.

KLA: English

Strands: Listening and speaking, Reading and writing, Viewing

Listening, Reading and Writing are included in ScOT, but none are in the top three levels, instead appearing between the fourth and seventh levels. Speaking is represented by the term Speech, at the fifth level.

Listening appears under the Top term Humanities at the fifth level, and under the Top term Social sciences, twice, at the fourth and seventh levels:

Listening
BT1: Communication (Sociology)
BT2: Sociology
BT3: Social sciences
BT1: Phonetics
BT2: Linguistics
BT3: Language

⁵ *Report on the ScOT Principles document*, prepared by Sherrey Quinn (Libraries Alive! Pty Ltd) for the Learning Federation, September 2005.

BT4: Communication (Sociology)
BT5: Sociology
BT6: Social sciences
BT4: Humanities

Reading is at the fifth level, under its Top Term Social sciences:

Reading
BT1: Language skills
BT2: Communication (Sociology)
BT3: Sociology
BT4: Social sciences

Writing is at the sixth level, under its Top Term Social sciences:

Writing
BT1: Composing (Texts)
BT2: Language skills
BT3: Communication (Sociology)
BT4: Sociology
BT5: Social sciences

Thus Writing is two levels subordinate to the term Language skills; Reading is immediately subordinate to it, and Listening is at an equivalent level to Language skills.

Listening and Language skills might usefully be connected by an RT, but ScOT does not include this relationship.

Speaking is an entry term for Speech, which is at the fifth level under both Language and Oral communication, under Top term Social sciences.

Speech
UF: Speaking
UF: Talking
BT1: Language
BT2: Communication (Sociology)
BT3: Sociology
BT4: Social sciences
BT2: Humanities
BT1: Oral communication
BT2: Communication (Sociology)
BT3: Sociology
BT4: Social sciences

The ScOT term Viewing appears within the context of 'Art theory'. The concept of viewing as a means of access to language and literature, or as in watching electronic media is not represented in ScOT.

KLA: Health & Physical Education

Strands: Health of individuals and populations, Human development, Human movement, Human relations, People and food, Physical activity and the community, Safety.

Both terms Health and Physical education are in the top three levels.

The concepts Health and physical education are subsumed under Top term Medicine. It is suggested that Medicine and Health are split into separate hierarchies (see section 5.5 and Appendices 1 and 2). This would bring within the third level some specific health terms which are currently lower down (eg, Public health, Occupational health and safety).

General or group terms for diseases (eg Communicable diseases) are generally within the top three levels, though specific ones such as Cholera occur lower down. Some gaps are apparent: for example, ScOT includes Cholera, Plague and Smallpox, but not Measles.

The reference structure for some of the health terms needs adjusting – see the example under Vaccination in Appendix 3.

‘Human development’ is not a term in ScOT. The concept as defined in the Strands document is represented by terms such as Human geography, Human behaviour, Sexuality, some of which are in the top three levels. Such terms are

Human relationships, Exercise, Physical fitness, Safety, Personal development and their narrower terms seem to adequately cover those strands, though not all terms are in the top three levels. Additional entry terms to refer users to Personal development would be useful, for example ‘Risk-taking USE Personal growth’, ‘Growth (Personal) USE Personal growth’.

KLA: Mathematics

Strands: Algebra, Chance and data, Measurement, Number, Space, Working mathematically.

All the KLA and Strand concepts appear to be in the top three levels. The ‘Space’ strand is represented by terms such as Geometry, Symmetry, Shapes (Geometry), Size, Space and time and so on.

KLA: Science

Strands: Life and living, Natural and processed materials, Earth and beyond, Energy and change, Working scientifically

Scientific disciplines included in the top three levels are Astronomy, Biology, Botany, Chemistry, Earth Sciences, Palaeontology, Space Sciences, and Zoology.

There are some inconsistencies; for example Botany and Zoology, which are often considered to be branches of the biological sciences and therefore could be NTs under Biology, are at the same level as Biology in ScOT. Similarly, Evolution, which in

ScOT is a second level term under *Science* might more appropriately be established under the broad term *Biology* rather than the broad term *Science*.

Technology (applied sciences) – *Medicine, Health, Engineering, Agriculture* etc are also in the top three levels but in hierarchies other than *Science*.

The language of the ‘strands’ is very general and ScOT terms are, appropriately, more specific. For example, the strand ‘*Earth and beyond*’ is represented by the ScOT term *Space sciences* and its NTs; ‘*Working scientifically*’ is covered by terms such as *Evaluation methods, Research methodologies, and Data processing*.

For discussion of structural inconsistencies in some science terms see section 5.3.3.

KLA: Society and environment

Strands: Culture; Investigation, communication and participation; Place and space; Resources; Time, continuity and change; Natural and social systems/Civics and citizenship

Aboriginal studies, Australian studies and culture, civics, citizenship, place, history, ancient societies, and tourism are represented in the top three levels.

Senior secondary subjects such as *accounting, business studies, economics, geography, history, law and legal topics, and politics* are also represented in the top three levels.

Some but not all countries of the world are represented by compound terms for *language, literature and/or history*. This is another example of where rules are needed to guide addition of terms for missing topics/countries.

KLA: Technology

Strands: Designing, making and appraising; Information; Materials; Systems

Technology is a top term: *Information technology, Materials and Machinery* are all in the top three levels, though some of their NTs are lower. Other topics covered by the KLA (such as *Photography, terms for Sound and Visual media*) are not in the top three, but are much lower down, within the *Humanities and/or Social Sciences* hierarchies. For example, *Photography* is five levels down from top term *Social sciences*, and three levels down from top term *Humanities*.

KLA: Values

The terms *Values* and *Religion* are both in the top three levels. *Ethics* is at the fourth level.

General Observations

Naturally the broad subject matter of the successive ScOT builds is well represented in the thesaurus. In general, the obvious gaps at the high levels are for disciplines not covered by the curriculum or not explicitly noted in the KLAs (e.g. anthropology, materials science, forensics). Another omission is terms to cover topics associated with teaching – concepts such as learning, educational theory, educational administration and so on. Such topics may not at present be relevant for ScOT, but they are gaps which will become relevant if ScOT is to take on a more general role and replace SCIS subject headings – they are all topics to be found in school library collections.

It is clear from this analysis that most of the broad concepts that are represented in the KLAs and the curriculum strands can be found in ScOT, mostly but not always within the top three levels. Terms for specific concepts are usually lower than the top three levels, often much lower. This has implications for using ScOT or a subset of ScOT as a browse list. This is discussed in Section 5.4.

Gaps in ScOT are most readily identified at the detail level – by those assigning index terms and those attempting to retrieve resources. Gaps themselves are not a problem provided that:

1. indexers and users are encouraged to report gaps
2. this information is captured for later review by the thesaurus editor
3. there are rules to govern addition of terms
4. there are appropriate ‘slots’ in the thesaurus to add the terms in conformance with standard relationships – that is, hierarchical relationships are logical and consistent, and associative relationships are used to add navigation
5. rules are promulgated to guide use of names of specific members of a class, when not all the names are in the thesaurus.

5.3.2 Hierarchies

Unevenness in hierarchies can arise because of the differing levels of detail in subjects taught in the K-12 curriculum, and the degree of specificity in curriculum documents from which ScOT terms are sourced.

Unevenness is, presumably, also a result of the modular nature by which ScOT was built. Subject modules were added, based on key Learning Areas, but without a guiding overall subject framework. Each module had to be incorporated into the existing whole. Terminology was sourced from curriculum documents and experts, in what might be termed a ‘bottom-up approach. In addition, the TLF Additional Content project resulted in the addition of terms for specific historical events, and concepts such as farming, sports and recreational pastimes.⁶

⁶ *General maintenance of subject terms: final report*, Version 1.1, 9 May 2005 (Curriculum Corporation and *education.au limited*)

ScOT has uneven hierarchies, the shallowest being two levels (resulting from inappropriate Top terms), and the deepest being fifteen (a single example – Lava flows).

The deepest hierarchies appear in the science topics, as might be expected, because of the complex subject matter and the depth of detail in the science syllabus.

However, with depth goes a large degree of ‘polyhierarchy’. For example, Lava Flows is at the deepest level (15) but is also accessible by 11 different paths (that is, it appears 11 times in the hierarchical display). This is because several terms further up in its hierarchy have two or more BTs: as illustrated in Example 1, Volcanic eruptions has 3 BTs (Geophysics, Natural disasters, Volcanoes), then Geophysics and Volcanoes each has 2 BTs (Earth sciences and Physics, and Geodynamics and Mountains, respectively.)

Example 1

```

Lava flows
  BT1: Lava
    BT2: Volcanic eruptions
      BT3: Geophysics
        BT4: Earth sciences
          BT5: Science
            BT4: Physics
              BT5: Science
                BT3: Natural disasters
                  BT4: Disasters
                    BT3: Volcanoes
                      BT4: Geodynamics
                        BT5: Earth sciences
                          BT6: Science
                            BT4: Mountains
                              . . .

```

Polyhierarchy is necessary in some cases but if over-done can increase complexity and difficulty in browsing, and give rise to structural inconsistencies. Careful analysis can reveal where complexity may be simplified.

In Example 1, Natural disasters is not an appropriate BT for Volcanic eruptions, since by definition not all volcanic eruptions are natural disasters – some are, some are not. The term Natural disasters has a connotation of loss of property or life, so the relationship might more appropriately might be Natural disasters RT Volcanic eruptions.

Alternatively, instructions to indexers might suggest that when using the term Natural disasters, a term to indicate the cause of the disaster (eg, Volcanic eruptions, Cyclones) is also used. Note: if changes are made to the Natural disasters/Volcanic eruptions relationship, then similar changes may need to be made to other NTs of Natural disasters.

5.3.3 Structural inconsistencies

Structural inconsistencies are discussed in this section. The following sections deal with anomalies in terms and reference structure, and with related terms.

Example 2.

Space sciences has two BTs which are themselves at different levels. This places Space sciences both second level down from top term Science, and four levels down from top term Science:

```
Space sciences
  UF: Aerospace sciences
  UF: Science and space
  UF: Space research
  BT1: Science
  BT1: Space (Astronomy)
  BT2: Astronomy
  BT3: Science
  RT: Astrophysics
  SN: Use for resources on scientific research and
      results of human activity in space.
```

Example 3.

The Scope note for Satellites directs that the term is used for either natural or artificial satellites. However, this seems to be inconsistent when Artificial satellites is also in the thesaurus.

Satellites	Artificial satellites
SN: Use for resources on either natural or artificial satellites.	BT: Space technology
BT: Satellite communications	NT: Weather satellites
BT: Solar system	RT: Remote sensing
NT: Moon	RT: Spaceships
RT: Celestial objects	

The reference structure suggests that the scope note for Satellites should read ‘Use for natural satellites; for artificial satellites use Artificial satellites’. It is also inconsistent to have a term ‘Satellites’ meaning natural satellites (with NTs such as Moon) under a BT Satellite communications – they are different types of things and fail the hierarchical test.

Similarly, Artificial satellites should have a scope note which says ‘Use for artificial satellites; for natural satellites use ‘Satellites’.

There is currently no entry term for ‘moons’ (which are natural satellites such as the moons of other planets in our Solar System).

I suggest that the terms and reference structure in this area is reviewed. One approach is to use Moons instead of Satellites for natural satellites and to adjust the reference structure of it and related terms appropriately. For example:

Satellites USE Artificial satellites; Moons

Natural satellites USE Moons

Moons (Natural satellites)

SN Use for natural satellites

BT Solar system

NT Moon

RT Planets

Moon

SN The Earth's natural satellite

BT Moons

RT Earth

NT Moon phases

etc

Example 4

Radio BT: Broadcasting BT: Entertainment BT: Mass media BT: Nonprint media NT: Call signs NT: Radio documentaries NT: Radio drama NT: Radio programs NT: Vox pops RT: Performing arts RT: Radio scripts RT: Ratings	Radio drama UF: Audio drama UF: Radio plays BT: Drama BT: Radio BT: Radio programs NT: Radio comedies RT: Radio scripts	Radio programs BT: Radio NT: Breakfast radio NT: Current affairs programs NT: Drive radio NT: Radio drama NT: Talkback radio RT: Explanations RT: Expositions (Factual texts) RT: Information reports RT: Soap operas RT: Television programs
---	--	---

Radio drama is an NT of both Radio and Radio programs, but Radio programs is also an NT of Radio. Remove Radio as a BT of Radio drama to fix this anomaly. Radio comedies is not necessarily an NT to Radio drama, but more appropriately an RT.

Another example of this type of structural anomaly is shown in Appendix 3, under Vaccination.

Example 5

Current affairs programs
BT: News media
BT: Radio programs
BT: Television programs

‘Current affairs programs BT Radio programs’, and
‘Current affairs programs BT Television programs’ are relationships which are not conformant with the standard. They fail the all-and-some hierarchical test (Standard section 5.3.1). In contrast, Breakfast radio, Drive radio, Talkback radio **are** appropriate NTs for Radio programs.

Example 6

Drinks
UF: Beverages
UF: Carbonated drinks
UF: Cordials
NT1: Alcoholic drinks
 NT2: Beer
 NT2: Wine
NT1: Hot drinks
 NT2: Cocoa
 NT2: Coffee
 NT2: Tea
NT1: Soft drinks

NTs under Drinks (Alcoholic drinks, Hot drinks, Soft Drinks) are all Drinks, by definition. However, tea, coffee and cocoa (NTS under Hot drinks) are not necessarily ‘hot drinks’ – they may be also be iced. They could also be classed as ‘stimulative drinks’, but this is a term unlikely to be used. It would be more logical for Tea, Coffee and Cocoa to be NTs directly under Drinks, and omit ‘Hot drinks’.

5.3.4 Anomalies in Terms and Reference Structure

Some examples of anomalies noted during the review appear in the examples given above. Additional ones are noted here.

Example 7.

Beliefs
 NT Fundamentalism
 RT Religious fundamentalism

Religion
 NT Religious fundamentalism

This structure puts Beliefs’ and ‘Religious fundamentalism’ at the same level.

‘Fundamentalism’ is defined in the *Shorter Oxford*⁷ as ‘strict maintenance of traditional Orthodox religious beliefs or doctrines’ and in the *Australian concise Oxford dictionary*⁸ as ‘strict maintenance of ancient or fundamental doctrines of any religion’. The *Macquarie dictionary* defines fundamentalism in religious context (three definitions); its fourth definition is ‘uncompromising religious or ideological beliefs seen as aggressively extremist’.

I suggest that in ScOT it is unnecessary to distinguish between religious fundamentalism and ideological fundamentalism. I would expect that there would be only a small number of learning objects concerned with ‘fundamentalism’, which could be adequately indexed with that term. I suggest that it is unnecessary to include both ‘fundamentalism’ and ‘religious fundamentalism’, and that ‘religious fundamentalism’ be an entry term for ‘fundamentalism’:

Religious fundamentalism Use Fundamentalism

RTs could be established between ‘Belief’ and ‘Religion’.

Example 8

Current affairs programs
BT: News media
BT: Radio programs
BT: Television programs

The appropriate relationship between Radio programs or Television programs and Current affairs programs is RT not NT/BT:

Current affairs programs
BT: News media
RT: Radio programs
RT: Television programs

Radio current affairs programs would then be indexed with ‘Radio programs’ + ‘Current affairs programs’.

Example 9

Clergy
BT: Occupations (Work)
NT: Missionaries

Not all missionaries are ordained, therefore not all missionaries are clergy.

⁷ *The new shorter Oxford English dictionary on historical principles*, edited by Lesley Brown. Oxford, Clarendon Press, 1993

⁸ *Australian concise Oxford dictionary*, 2nd ed. Oxford University Press, 1993

Example 10

Antibiotics

BT: Antiinfective drugs
BT: Communicable diseases
NT: Penicillin
RT: Bacterial infections
RT: Diseases
RT: Immunity
RT: Typhoid

Antibiotics BT Antiinfective drugs is correct.

Antibiotics BT Contagious diseases is not correct. This relationship does not satisfy the whole/part relationship test.

Example 11

Sometimes an object and the related discipline are both included in ScOT; sometimes only one of the pair is included. For example:

Cells UF Cell biology, Cytology

but

Words/Lexicology
Eye diseases/Eyes/Ophthalmology
Diseases/Pathology
Theology/Religion

are all preferred terms.

Consistent relationships (usually RTs, not BT/NT) should be established between the terms for objects and for the disciplines that study those objects.

5.3.5 Related Terms

The associative relationship indicated by RT covers relationships between thesaurus terms that are neither hierarchical nor equivalent. RT is used when terms are semantically or conceptually associated to such an extent that it is useful to explicitly link them in the thesaurus, in order to suggest additional terms for indexing or searching.

Many terms in ScOT have BT/NT relationships when RTs seem to be more appropriate.

Examples are given above; others include:

Eye diseases NT Ophthalmology, should be: Eye diseases RT Ophthalmology

Biological control NT Pest control, should be:
Biological control RT Pest control, or

Pest control NT Biological control.

(‘Biological control’ is pest control by biological means – the use of one organism to get rid of another; not all pest control is by biological means.)

Some obvious RTs are omitted. For example, there are no RTs between:

Pathology and Diseases, or
Antiinfective drugs and Communicable diseases

5.3.6 Entry Terms

An ‘entry term’ is a nonpreferred synonym or other term leading to a preferred term. These lead the searcher (or indexer) to the term used to describe the concept.

When a thesaurus is incorporated with a database and accessible from the search engine, automatic mapping between entry terms can aid usability and retrieval. For example, if the entry term is Speed but the thesaurus term is Velocity, a searcher entering ‘speed’ will have the search mapped by the system so that items tagged with ‘velocity’ are returned to satisfy his query.

Entry terms are particularly useful in an alphabetical view of the thesaurus, where the user can pick from a list, or enter a word in a search box to retrieve matching thesaurus terms.

Some examples of ScOT terms which don’t have entry terms and which could benefit from them are:

Example 12

ScOT Term	Example of useful entry term
Air transport	Airlines USE Air transport
Biological control	Biocontrol USE Biological control
Children	Childhood USE Children
Clergy	Ministers (Religion) USE Clergy
Drugs	Medicines USE Drugs Medications USE Drugs
Khmer ...	Cambodia ... USE Khmer ... Cambodian ... USE Khmer ...
Older adults	Aged USE Older adults Seniors USE Older adults
Work attitudes	Attitudes to work

Example 13

From Example 6 above, the UF references

Drinks
UF: Carbonated drinks
UF: Cordials

might more appropriately be applied to 'Soft drinks' than to 'Drinks'.

5.3.7 Specificity

Presumably, very specific terms arise from terminology in the curriculum documents consulted during ScOT builds and from the extreme specificity of learning objects to which ScOT terms are applied.

Example 14

Dainty green tree frogs
Emerald spotted tree frogs

When confronted with this degree of specificity, it is reasonable to ask the number of questions. For example:

How many resources about tree frogs will be indexed/catalogued? Is it so many that the term needs to be divided further in the thesaurus?

Is a term as specific as 'Dainty green tree frogs' necessary in this thesaurus, or is the generic term 'Tree frogs' sufficient?

Will 'Northern Dwarf Tree Frog', 'Northern Red-eyed Tree Frog', and 'Yellow-thighed Tree Frog' be added in due course to the thesaurus?

Given that the database structure has a field for the generic subject thesaurus terms, is there another field (such as a free-text identifier field) where a specific name can be added?

Will other species (for example, of birds, reptiles and so on) be added to the thesaurus in such detail, as or when they become the subject matter of curricula?

This is an example of the need for rules about the degree of specificity that the thesaurus is able to sustain. Another example is the list of species under Bacteria (e.g. *Salmonella tyhimuium*, *Salmonella typhi*, *Spirulina oscillatoria*, *Streptococcus mutans*, *Sulfolobus acidocaldarius*).

In general, a topical thesaurus would include generic terms (eg, Tree frogs) but not specific species names such as Dainty green tree frogs.

Example 15

Heads of state BT: Statesmen NT: Emperors NT: Empresses NT: Governors NT: Kings NT: Premiers NT: Presidents NT: Prime ministers NT: Queens NT: Rulers (Heads of state) RT: Government RT: Political leaders	Statesmen NT1: Heads of state NT2: Emperors NT2: Empresses NT2: Governors NT2: Kings NT2: Premiers NT2: Presidents NT2: Prime ministers NT2: Queens NT2: Rulers (Heads of state) BT1: Occupations (Work)
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Example 15 demonstrates attempts to include all members of the class of Heads of State; however it also has gaps and inconsistencies. For example:

Why include both ‘Heads of state’ and ‘Rulers (Heads of state)’ as preferred terms?

What about rulers who are both Queens and Empresses (eg, Queen Victoria, Empress of India)?

Are the distinctions between kings, queens, emperors and empresses necessary?
 What about royal families, Princes, Princesses, Counts, etc?

It would probably be more appropriate to refer all these terms to Rulers (Heads of State), or even to Monarchs, or Hereditary rulers (examples of terms not yet in ScOT).

A structure such as:

```

Monarchs
  UF Empresses
  UF Emperors
  UF Empresses
  UF Kings
  UF Queens
    
```

exhibits ‘generic posting’, where the broader term is preferred, with narrower terms treated as quasi-synonyms and used as entry terms (see Standard, section 5.2.4.1).

This technique is explicitly rejected in the ScOT *Quality Assurance Specifications* (section 4.8.4) – this is an unfortunate restriction, since generic posting, used with care, would be a very useful technique in constructing a thesaurus covering the whole of knowledge. It has the advantage of providing entry terms which can be converted to preferred terms later as need arises.

‘Statesmen’ is a subjective term and does not add any value to the thesaurus. Its BT would more appropriately be Parliamentarians or Government than Occupations (Work); Presidents may or may not be Heads of State. Prime Ministers, Premiers, already NTs under Parliamentarians, are not necessarily ‘Heads of State’ and don’t need to be listed under ‘Heads of State’.

Example 16

Parliamentarians
UF: Members of Parliament
BT: Occupations (Work)
BT: Parliaments
NT: Attorneys general
NT: Backbenchers
NT: Independents
NT: Leaders of the Opposition
NT: Members of the House of Representatives
NT: Ministers
NT: Premiers
NT: Prime ministers
NT: Senators
RT: Electorates
RT: Politicians

References to State or Territory parliaments (Legislative Assemblies, Legislative Councils, etc) are missing, and ‘Chief Ministers’ is omitted. Attorneys general are also Ministers. Are the detailed terms ‘Backbenchers’ and ‘Independents’ necessary, or should these terms be referred to ‘Parliamentarians’?

A more general issue is how legitimate terms not yet included in the thesaurus might be used in indexing. For example, the term Birds has many NTs for types of bird and specific names of birds (e.g. Birds of prey, Kookaburras, Penguins, and so on). The list of NTs is not exhaustive. If a resource about Cassowaries, or Falcons is to be indexed, what does the indexer do? In this case I suggest that it would be appropriate for the SN under Birds to indicate that specific bird names may also be used (even if not yet in the Thesaurus).

This model – that of generic instruction – is applicable in other selected areas of the thesaurus where there are long lists of NTs but where the list of class members is not (and probably can never be) exhaustive. It follows that if this model is adopted, a mechanism needs to be established and promulgated for such new terms to be notified to the ScOT editor for incorporation in the thesaurus masterfile, with appropriate reference structures. (This may already be in place for ScOT, but it is not apparent in the thesaurus, nor from the documents available during this review.)

5.3.8 Compound Terms

ScOT is inconsistent in its treatment of compound terms. Although the *Quality assurance specifications* state that ScOT will follow the Standard's guidelines⁹, there are examples in ScOT which are non-conformant.

Example 17

Aboriginal music industry
 Maori music industry
 Rock music industry

These are examples of compound terms which could be split into component parts. Resources could adequately be indexed by the ScOT terms:

Aboriginal music + Music industry
 Maori music + Music industry
 Rock music + Music industry

These are examples of why compound terms in ScOT need to be considered carefully – it is not clear why such compound terms are necessary nor why the principle of post-coordinate indexing, in which two existing descriptors are assigned, is not followed.

'Australian music industry' may have a somewhat different meaning – having a sense of the music industry in Australia, rather than 'Australian music' and 'music industry'. If ScOT included place names, or allowed place names to be assigned, the index terms might be:

Music industry + Australia

Alternatively, assign just 'Music industry' alone, to be combined with a geographic limiter from another appropriate field, to limit to country.

Compound terms which could similarly be split include:

Documentary photography	(Documentaries + Photography)
Radio documentaries	(Documentaries + Radio programs)
Television documentaries	(Documentaries + Television programs)
Radio drama	(Radio programs + Drama)
Radio comedies	(Radio programs + Comedies)

and so on.

However, Child convicts is an example of a term which could be a preferred term, but is not.

⁹ ANSI-NISO Z39.19, 2003, Section 4

Example 18

Child convicts
USE: Children
USE: Convicts

If the terms Children + Convicts are assigned to a resource, they could be interpreted to mean either children who are convicts, or children of convicts. In this example, the combined term 'Child convicts' is permissible according to the provisions of the Standard.

5.3.9 Scope Notes

Some ScOT terminology is obscure or open to misinterpretation, and some terms are so close in apparent meaning to others that it would be difficult to choose which one to use in indexing or searching. Such terms would benefit from the addition of Scope Notes. Examples are:

Obscure:

Far side

Schottische

Pratfall (This is not an Australian expression. The dictionaries describe it as American slang.)

Close in meaning:

Alphabet/Alphabets

Art galleries/ Art museums – If both terms are needed, Scope Notes would describe the differences

Drug abuse/ Drug use – How does one distinguish between these without a Scope note? Is it likely that a resource about one will also be about the other? Is a combined term 'Drug use and abuse' more appropriate?

Heads of State, and its NT Rulers (Heads of State) – Why are both terms needed? How does one distinguish between these without a Scope note?

Immunisation/Vaccination

Latin alphabet/Modern Latin alphabet

Open to misinterpretation (needing definition in a Scope Note):

Baby boomers

Catholic Church (Roman Catholic Church is its only NT; what about the Anglican Church, which describes itself as a 'catholic' church?)

Middle Ages (Time period meant by this would be useful in a Scope note)

Modern art (If this relates to a particular period, define it, so that it is not interpreted generically as 'contemporary art')

Yabbies (Understanding of this term will depend on which part of Australia the indexer or searcher comes from: in the southern part of Australia – yabby is a freshwater crayfish; or any freshwater crayfish of genus *Cherax* (Macquarie dictionary) – such as *Cherax destructor*; in Northern NSW ‘yabby’ is the name of an estuarine crustacean (*Trypaea australiensis*), which is defined under ‘ghost nipper’ in the Macquarie dictionary (and ascribed to Queensland).

5.3.10 Gaps in Detail

In a review such as this there are often opportunities to notice gaps in detailed subject matter because the reviewer is looking at terms in context. These suggestions are offered as a contribution to the quality review process.

Examples of specific gaps are:

Armies, and Navies are included under Armed Forces, but Air Forces is not.

Awards (as in prizes or commendations) is not included

Catholic Church, Roman Catholic Church, Methodist Church are included, but Anglican Church and Presbyterian Church are missing

Hub, Rim and Disk brakes are included under Brakes, but Drum brakes is not.

5.3.11 Qualifiers

Use of qualifiers is ScOT (as described in the *Quality Assurance Specifications*) was discussed in the *Report on the ScOT principles document*, section III (ii). My discussion ended with a recommendation that ScOT terms include a qualifier whenever both singular and plural forms are used for different concepts. This conforms with the Standard.

ScOT is inconsistent in this regard. Qualifiers have been included for some terms:

Allegories (Folk tales)	Person (Language)
Allegory (Visual arts) USE Art symbolism	Persons (Groups)
Periods (Geology)	Occupation (Invasion)
Periods (Menstruation)	Occupations (Work)

Terms with no qualifiers include:

Alphabet	Day	Farce	Fish	Scanners
Alphabets	Days	Farces	Fishes	Scanning

Even when the terms have scope notes which are helpful to the indexer or searcher, the qualifier assists those who are browsing or picking terms from a list. For example, in the list above it is not apparent that Scanners relates to technology, and Scanning to reading.

5.3.12 Proper Names

ScOT *Quality Assurance Specifications* state that proper names will be excluded. ‘Jesus Christ’ and ‘Family Adaptation and Adjustment Response’ are examples that break this rule.

5.3.13 Comments on Specific Terms

Many of the inconsistencies in existing Top terms are addressed by the comments on existing (version 4.5) Top terms in Appendix 1, and on the previously proposed Top Terms in Appendix 2; other terms which also exhibit inconsistencies are discussed in Appendix 3.

The few minor errors encountered during this review are noted in Appendix 3.

5.4 Options for using ScOT as a Browse list

One of the outcomes sought from this review is to release a thesaurus which, amongst other things, can be used ‘as a browse tool in a content management system or similar repository’.¹⁰

The comments below are offered in the hope that they may assist the ScOT compilers in their discussion on how to achieve this.

Many information retrieval thesauri (especially the Australian ones reviewed as sources of top terms in the *Preliminary proposal for changes to the structure of SCOT*) have numerous top terms, and shallow hierarchies. A thesaurus may be accessible online as a stand-alone reference tool, but is more rarely incorporated for automatic searching or browsing within the database to which it relates.

Browse tools used on web sites usually have few top terms, shallow depth (usually no more than four or five levels), consist of general terminology and combined terms for topics. Examples are EDNA KLAs¹¹, the Government Information Locator Service (GILS) Topic tree¹² and other browse ‘taxonomies’ on websites.

ScOT 4.5 has many top terms, and deep hierarchies in some topics. The proposed restructure to fewer top terms, and simplification of the polyhierarchical structure where needed should make it more useful for browsing.

The key question is, can ScOT serve two purposes? That is, how can it be structured so that it is both a controlled vocabulary for precise and specific information retrieval, and also a browse navigation tool (browsing hierarchically or alphabetically) to relevant resources, without too many ‘clicks’ being imposed on the user? In addition, is the

¹⁰ *Project proposal – Review of the Schools Online thesaurus*, version 1.0, March 2005, p. 3.

¹¹ <http://www.edna.edu.au/edna/browse/0,20399,20501>

¹² http://findit.sos.state.il.us/metadata/ilgils_sub_tree.pdf

terminology which precisely indexes learning objects appropriate for indexing more general resources such those in the SCIS database?

Different views and/or parts of ScOT could be used for different purposes. This would require tagging or classification of ScOT terms chosen for particular purposes.

Options for using ScOT as a browse tool in conjunction with a database:

- Alphabetical sequence – hyperlinked from alphabet, terms hyperlinked to each other, drives search, navigate up down and around via thesaural relationships
- As above, with search box (so user can retrieve on part of term other than first word)
- Hierarchical list, user drills down from top terms, navigate up and down
- Hierarchical list, with judicious use of node labels to aid navigation, navigate up and down
- Broad top groupings – Portmanteau terms derived from classification of terms, separate from the hierarchical structure, so the ScOT terms can be segmented conveniently. Might be applied only to certain top layers of the thesaurus, specifically for use as a browse tool. (This does not currently exist in ScOT.)

Issues for consideration by TLF as it develops ScOT:

- Balancing breadth and depth.
How deep is too deep for browsing? Will users have to click an inordinate number of times to reach the deepest content? The current deepest levels of ScOT (12-15 levels) are probably too deep for user convenience.

On the other hand, if the hierarchy is too broad and shallow users will be faced with too many options, and experience confusion in navigating to the required content.

- Polyhierarchical structure can be useful, but a multiplicity of hierarchies can lead to confusion and inconsistency (as discussed earlier).
- Which view of ScOT terms (alphabetical, hierarchical, classified) suits the purpose? This will depend on the application and information technology used. The content management system/technology will determine how usefully the thesaurus can be deployed.
- Different presentations of ScOT may suit different users. What is most useful presentation of ScOT for the searcher? For the indexer? For the metadata author? Do ScOT terms need to be identified for use for as subsets for different purposes?

5.5 Top Terms

Appendix 2 contains discussion in context of the top terms proposed in the *Preliminary proposal for changes to the structure of SCOT* (version 1.0, 23 November 2004), together with comment resulting from this Top Terms Project. Review comments are summarised in the table below.

Proposed Top Term (from <i>Preliminary proposal for changes to the structure of SCOT</i>)	Comment
Arts	Appropriate Top Term (take out from under Humanities)
Change	No – could be placed under Management or in the Social sciences hierarchy. Prefer using Change as an entry term for Change management and transferring its NTs to topical sequences.
Development	No – Delete term and re-assign NTs
Health	Appropriate Top Term Note: Scope for RTs between terms in Health hierarchy and Medicine hierarchy
Home economics	Too specific for a top term, but in keeping with KLAs? Alternative phrasing? Further consultation on where to assign this. Retain as top term in the interim.
Humanities	Excludes Arts, which becomes a new Top Term. Either keep as a top term or consider splitting further into four components for History, Language, Literature and Philosophy (four top terms). Address the complexity and specificity issues identified in the earlier sections.
Identity	No – Personal identity should sit in the Psychology area. National identity under Nationalism
Industry	Appropriate Top Term
Management	Appropriate Top Term
Mathematics	Appropriate Top Term
Medicine	Appropriate Top Term Note: Scope for RTs between terms in Health hierarchy and Medicine hierarchy
Occupations (Work)	No – could be placed under Work (Industry) or Employment?
Person (Groups)	Appropriate Top Term
Policy	No – reassign NTs under topical BTs
Relationships	No – reassign NTs under topical BTs
Research	No – This term applies across all disciplines. Probably should sit with the knowledge terms, and a scope note should direct the indexer to use a narrower term, or to use it always in conjunction with a topical term
Science	Appropriate Top Term Hierarchical structure needs simplification and correction
Social sciences	Appropriate Top Term. Hierarchical structure needs simplification
Technology	Appropriate Top Term
Theories	No – reassign NTs under topical BTs. Delete term

Restructure of hierarchies in Science and Social sciences would bring some KLAS up higher in the levels. Splitting Humanities would also achieve this. Limiting polyhierarchical structure to that which is strictly correct and necessary will eliminate some complexity and inconsistency.

Two options from Top Terms arise from this analysis:

Option 1	Option 2
Arts	Arts
Health	Health
Home economics (?)	Home economics (?)
Humanities	Language
	Literature
	History
	Philosophy
Industry	Industry
Management	Management
Mathematics	Mathematics
Medicine	Medicine
Occupations (Work)	Occupations (Work)
Person (Groups)	Person (Groups)
Science	Science
Social sciences	Social sciences
Technology	Technology
No of Top Terms: 13	No of Top Terms: 16

Each has a manageable number of Top Terms. It is difficult to make a final recommendation without doing some actual structuring work in the thesaurus.

5.6 Conclusions and Recommendations

5.6.1 Conclusions

This review of ScOT top levels acknowledges the enormous amount of work by many individuals that has gone into the development of ScOT to this stage.

However, the review has revealed that there is scope to address inconsistencies and gaps in ScOT. It has also found that when thesaurus construction proceeds in a modular fashion it is made more difficult by the absence of a top level framework or structure into which to slot topical terms and hierarchies.

Documentation of specifications, decisions and interpretations has begun. A mechanism for filling gaps needs to be determined and established, and guidelines promulgated. This needs to be completed as soon as possible.

Options for reduction of Top terms indicates a suitable framework of around 13 to 16 Top Terms could be achieved.

5.6.2 Recommendations

Each recommendation indicates the section number where discussion may be found in this report.

It is recommended that:

- R1. Inconsistencies and gaps identified in Section 5 and Appendices 1 and 2 of this report are addressed and corrected.
- R2. Guidelines (specifications) for creation and maintenance of ScOT (incorporating the *Principles* and *Quality assurance specifications*) are completed as soon as possible.
- R3.a Decisions are made about the degree of specificity of ScOT terms, and
- R3.b these are incorporated in the Guidelines. (Section 5.3.7)
- R4.a Rules are established to govern how terms for members of classes in selected areas may be used (Section 5.3.7), and
- R4.b these rules are promulgated in the thesaurus and in the Guidelines which are the subject of Recommendation 2.
- R5. A mechanism for identifying and filling gaps in ScOT is established as part of ongoing maintenance. (Sections 5.1.3, 5.3.1, 5.3.7, 5.3.10)
- R6. Quality assurance work is routinely done at the ‘whole of thesaurus’ level not merely at the ‘build’ level (Section 5.2)
- R7. A top level structure/framework is established, and once established, adhered to in subsequent builds and maintenance. (Section 5.5)
- R8. The top level framework is developed from the options set out in Section 5.5.
- R9. Structural changes are made in ScOT to conform with the agreed top level structure (Section 5.5 and Appendices)
- R10.a A ‘Guide to usage’ for indexers and searchers is prepared and maintained once the ScOT Thesaurus is mature;
- R10.b it is issued as a separate document from the Guidelines (*Specifications*) document (R2), and
- R10.c it is supplied with the Thesaurus to users.

(Note: R10 a, b and c are identical to R2, R3 and R4 in the *Report on the ScOT principles* document.)

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Appendix 1. Existing Top Terms

Columns 1 to 4 in this table have been reproduced from *Preliminary proposal for changes to the structure of ScOT*, version 1.0, 23 November 2004. The fifth column, Comments, has been added during the current Review of the ScOT Top Terms Project.

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
1.	Ability UF: Capabilities NT: Creativity NT: Intelligence NT: Leadership NT: Skills RT: Achievement	The recommendations listed here are proposed only. This topic can be argued as being an aspect of personal development. Personal development is an existing subject term in ScOT. Ability is a top term in LCSH, SCISSHL and ATED Proposal It is proposed to establish as NT under Personal development.	Note that some subject terms (in addition to the revised top term) have also been modified. Personal development BT: Development BT: Psychology <i>NT: Ability</i> NT: Enterprise (Psychology) RT: Cognitive development RT: Enterprise education	(from Sherrey Quinn, Libraries Alive! Pty Ltd) Agree
2.	Achievement RT: Ability RT: Motivation RT: Performance RT: Qualifications RT: Standards RT: Success	Achievement is a top term in ATED. LCSH has Academic achievement. It can be argued that achievement is an aspect of personal development. Proposal It is proposed to establish as NT under Personal development.	Achievement <i>BT: Personal development</i> RT: Ability RT: Motivation RT: Performance RT: Qualifications RT: Standards RT: Success	Agree
3.	Amusements NT: Games	There are two options. One is to delete the subject term and replace as UF for each of the NTs shown.	Amusements NT: Games	Agreed, but this would leave Toys without a BT. Suggest that Toys could be moved to

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Play NT: Toys	<p>The recommendations listed here are proposed only.</p> <p>Another option is to establish as a NT under Social customs which is the hierarchical relationship used by Recreation which is a BT to Games and Play.</p> <p>Proposal It is proposed that Amusements be changed to a UF under Games, Play and Toys.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Play NT: Toys USE Games USE Play USE Toys</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p> <p>be an NT under Recreation, making Games, Plays and Toys all NTs under Recreation.</p> <p>Amusements USE Games USE Play USE Toys</p> <p>Alternatively: Amusements USE Recreation</p>
4.	Artisans UF: Craftspeople RT: Handicrafts RT: Textile crafts	<p>An omission from the original work undertaken with the subject term Occupations. Should be linked to Occupations as a NT in line with other subject terms relating to occupations.</p> <p>Proposal It is proposed to establish Artisans as a NT under Occupations (Work)</p>	Artisans UF: Craftspeople BT: Occupations (Work) RT: Handicrafts RT: Textile crafts	Agree
5.	Asian drama RT: Asian folk dance	<p>An omission from the original work undertaken with the subject term Drama.</p> <p>Should be linked to Drama as a NT in line with other similar subject terms.</p>	Asian drama BT: Drama RT: Asian folk dance	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
6.	<p>Assessment NT: Environmental impact assessment NT: Feedback loops NT: Valuation</p>	<p>Proposal It is proposed to establish Asian drama as a NT under Drama.</p> <p>See comments under Evaluation</p>		<p>Assessment USE Evaluation</p>
7.	<p>Auteur theory RT: Film genres</p>	<p>Auteur theory is about the idea that the director is the primary creator of the motion picture. LCSH has Auteur theory under Motion pictures as a NT.</p> <p>ScOT has Film making with the SN "use for resources about all aspects of film or video production." It is considered that this subject term is too broad for Auteur theory.</p> <p>Proposal It is recommended that Auteur theory is established as a NT under Film directing.</p>	<p>Auteur theory <i>BT: Film directing</i> RT: Film genres</p> <p>Film directing BT: Directing (Performing arts) BT: Film making <i>NT: Auteur theory</i> RT: Film directors</p>	<p>Agree</p>
8.	<p>Bacteria UF: Bacterion UF: Bacterium UF: Microbes NT: Bacillus NT: Coccus NT: Cyanobacteria NT: Diplococcus</p>	<p>LCSH has Bacteria as NT of Micro organisms – which is also a ScOT subject term.</p> <p>Proposal It is proposed to establish Bacteria as NT of Micro organisms. It is proposed to delete RT Bacteria to Micro organisms.</p>	<p>Micro organisms UF: Microorganisms BT: Microbiology NT: Archaea <i>NT: Bacteria</i> NT: Pathogens RT: Bacteria RT: Bacteriology</p>	<p>The relationship: Bacteria RT Viruses (Biology) should be deleted as well, as there is already an RT between Micro organisms and Viruses (Biology).</p> <p>Note: Some other changes may be warranted in this area. Consider whether the terms Algae, Protozoans,</p>

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
	NT: Salmonella tyhimuium NT: Salmonella typhi NT: Spiralling oscillatoria NT: Streptococcus mutans NT: Sulfolobus acidocaldarius RT: Bacterial infections RT: Bacteriology RT: Decomposers RT: Diseases RT: Flagellum RT: Micro organisms RT: Microbiologists RT: Microscopes RT: Microscopy RT: Pathogens RT: Public health RT: Viruses (Biology)		RT: Epidemiology RT: Microscopes RT: Microscopy RT: Viruses (Biology)	Yeasts, and Viruses are also micro organisms; some are considered to be Protista – relationships may need checking and adjusting.
9.	Body language NT: Facial expressions NT: Gestures RT: Characterisation RT: Dance energy RT: Human movement RT: Posture (Body position)	FAMILY has Body language as a UF to Nonverbal communication – which is also a ScOT subject term. LCSH has Body language as NT under Nonverbal communication and Interpersonal communication. Interpersonal communication is also included in ScOT. Proposal It is proposed to establish Body language as NT under Interpersonal communication and Nonverbal communication.	Interpersonal communication BT: Communication (Sociology) <i>NT: Body language</i> RT: Group dynamics RT: Human relations RT: Inter faith dialogue Nonverbal communication BT: Communication (Sociology) <i>NT: Body language</i> RT: Visual communication	I think one BT (Nonverbal communication) is sufficient for this: Body language BT Nonverbal communication

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		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
10.	<p>Buildings (Structures)</p> <p>SN: Use for descriptive resources on buildings. For the design and style of buildings use Architecture. For the process of constructing buildings use Building (Engineering).</p> <p>NT: Auditoriums</p> <p>NT: Castles</p> <p>NT: Cinemas</p> <p>NT: Commercial buildings</p> <p>NT: Farm buildings</p> <p>NT: Heritage buildings</p> <p>NT: Hospitals</p> <p>NT: Hotels</p> <p>NT: Housing</p> <p>NT: Industrial buildings</p> <p>NT: Interchanges</p> <p>NT: Laundries</p> <p>NT: Lighthouses</p> <p>NT: Marae</p> <p>NT: Motels</p> <p>NT: Multistorey buildings</p> <p>NT: Office buildings</p> <p>NT: Opera houses</p> <p>NT: Palaces</p> <p>NT: Planetariums</p> <p>NT: Prisons</p> <p>NT: Public buildings</p>	<p>Establish as NT under Technology.</p> <p>Proposal</p> <p>It is proposed to establish as NT under Technology</p>	<p>Technology</p> <p>NT: Aboriginal technology</p> <p>NT: Automation</p> <p>NT: Biotechnology</p> <p>NT: <i>Buildings (Structures)</i></p> <p>NT: Communications (Technology)</p> <p>NT: Computer sciences</p> <p>NT: Containers</p> <p>NT: Design</p> <p>NT: Design briefs</p> <p>NT: Engineering</p> <p>NT: Farm technology</p> <p>NT: Food technology</p> <p>NT: Industrial arts</p> <p>NT: Information technology</p> <p>NT: Instrumentation (Technology)</p> <p>NT: Inventions</p> <p>NT: Knots (Handicrafts)</p> <p>NT: Machinery</p> <p>NT: Manufacturing</p> <p>NT: Marine technology</p> <p>NT: Materials</p> <p>NT: Optometry</p> <p>NT: Space technology</p> <p>NT: Torres Strait Islander technology</p> <p>RT: Research</p> <p>RT: Research and development</p>	<p>Agree</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Pyramids NT: Railway stations NT: Religious buildings NT: Rooms NT: School buildings NT: Sheds NT: Sporting venues NT: Studios NT: Underground buildings NT: Whare whakairo RT: Architecture RT: Building (Engineering) RT: Building components RT: Built environment RT: Materials RT: Real estate industry	The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
11.	Bushwalking RT: National parks	LCSH has Bushwalking as a USE under Hiking which is a NT under Walking. SCISSHL has Bushwalking as a NT under Walking, Outdoor life and Orienteering. Proposal Bushwalking established as a NT under Walking as a type of walking. At the same time established Tramping as a NT under Walking - for the New Zealand curricula and established as RT to Bushwalking.	Bushwalking <i>BT: Walking</i> RT: National parks <i>Tramping</i> <i>BT: Walking</i> <i>RT: Bushwalking</i>	Agree. Suggest that the Rt to National parks is unnecessary – Bushwalking can take place in other areas as well. Perhaps RT to Recreation instead

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12.	<p>Car drivers RT Cars</p>	<p>The recommendations listed here are proposed only.</p> <p>It is argued that Car drivers is not considered to be an occupation and therefore cannot fit under this reference structure.</p> <p>Presently ScOT has Train drivers, Racing car drivers, Tram drivers, Truck drivers and Bus drivers as NT under Occupations (Work). These are all compound subject terms and the topics can be searched by entering "Cars" +</p> <p>Proposal</p> <p>It is proposed that a new subject term Drivers be established under Occupations (Work) and that Train drivers, Racing car drivers, Tram drivers, Car drivers, Truck drivers and Bus drivers be removed from the list. Drivers then can be added as RT to Cars, Buses, Trucks, and Trains.</p> <p>UF references can be established for all of the above.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>Occupations (Work) UF: Careers UF: Professions NT: Accountants ... NT: Bus drivers NT: Carers ... NT: Dramaturges <i>NT: Drivers</i> ... NT: Racing car drivers ... NT: Train drivers NT: Tram drivers NT: Truck drivers ... <i>Drivers</i> <i>UF: Car drivers</i> <i>UF: Bus drivers</i> <i>UF: Racing car drivers</i> <i>UF: Tram drivers</i> <i>UF: Train drivers</i> <i>UF: Truck drivers</i> <i>BT: Occupations</i> <i>RT: Cars</i> <i>RT: Trains</i> <i>RT: Trams</i></p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p> <p>Agree that Drivers should be the term. However, not all drivers are professional drivers, so Occupations (Work) is an inappropriate BT.</p> <p>Could be established under Persons (Groups).</p> <p>The RT should be between Road vehicles and Drivers, not from each specific type of vehicle.</p>

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		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
			<i>RT: Trucks</i>	
13.	<p>Carving</p> <p>NT: Glyptography</p> <p>NT: Ivory carving</p> <p>NT: Poupou</p> <p>NT: Whakairo</p> <p>NT: Woodcarving</p> <p>RT: Diptychs</p> <p>RT: Sculpture</p> <p>RT: Triptychs</p>	<p>Visual arts in ScOT encompass concepts such as sculpture, 2D and 3D art.</p> <p>SCISSHL has Carving as a NT under Sculpture.</p> <p>LCSH has Carving as a NT under Decorative arts and Sculpture.</p> <p>Proposal</p> <p>Decorative arts is a more appropriate subject term and it is proposed that Carving be placed as a NT. Decorative arts lists various types of activities such as embossing, enamelling and tole painting.</p>	<p>Carving</p> <p><i>BT: Decorative arts</i></p> <p>NT: Glyptography</p> <p>NT: Ivory carving</p> <p>NT: Poupou</p> <p>NT: Whakairo</p> <p>NT: Woodcarving</p> <p>RT: Diptychs</p> <p>RT: Sculpture</p> <p>RT: Triptychs</p> <p>Decorative arts</p> <p>UF: Decoration and ornament</p> <p>UF: Decorative crafts</p> <p>UF: Ornament</p> <p>UF: Ornamentation</p> <p>BT: Visual arts</p> <p>NT: Alphabets</p> <p>NT: Antiques</p> <p>NT: Art Deco</p> <p>NT: Art metalwork</p> <p>NT: Art Nouveau</p> <p>NT: Art objects</p> <p>NT: Body painting</p> <p><i>NT: Carving</i></p> <p>NT: China painting</p> <p>NT: Clip art</p>	Agree

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			NT: Decalcomania NT: Decoupage NT: Egg decoration NT: Embossing NT: Enamelling NT: Engraving NT: Etching NT: Faux paint finishing NT: Folk art NT: Furniture NT: Gilding NT: Glass painting NT: Interior decoration NT: Lettering NT: Marbling NT: Mosaics NT: Motifs NT: Needlework NT: Posters NT: Pottery NT: Rococo NT: Sgraffito NT: Stencil work NT: Table setting NT: Textile design NT: Tole painting NT: Transfer printing NT: Woodwork RT: Costume	

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		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
			RT: Design RT: Primitivism RT: Printmaking	
14.	Chlorophyll RT: Photosynthesis RT: Plankton	Omission. This should be established within the reference structure of plants. Proposal It is proposed to establish under Plants as NT.	Plants SN: Use for general descriptive resources on plants. For resources of a technical or scientific nature use Botany. UF: Flora UF: Kingdom plantae UF: Living things UF: Plant biology UF: Plant kingdom UF: Vegetable kingdom UF: Vegetation BT: Biology BT: Botany NT: Aquatic plants NT: Carnivorous plants <i>NT: Chlorophyll</i> NT: Deciduous plants NT: Divaricating plants NT: Extinct plants NT: Ferns NT: Fire tolerant plants NT: Flowering plants NT: Grasses NT: Mosses NT: Native plants	Agree

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
			NT: Photosynthesis NT: Plant canopies NT: Plant defences NT: Poisonous plants NT: Seedlings NT: Shrubs NT: Succulent plants NT: Trees NT: Vegetables NT: Weeds RT: Horticulture RT: Plant nurseries RT: Plant nutrients RT: Plant physiology RT: Plant production	
15.	Civilisation NT: Archaeology RT: Culture	Establish as NT under History. Proposal It is proposed to establish as NT under History	Civilisation <i>BT: History</i> NT: Archaeology RT: Culture	Archaeology has BT History. Suggest RTs between Civilisation and Archaeology: Civilisation BT: History RT: Archaeology RT: Culture
16.	Coaching UF: Sports coaching RT: Coaches (Sport) RT: Exercise RT: Physical training	Subject term can be established under Sport as a NT. LCSH has Coaching as a NT under Physical education and training.	Coaching UF: Sports coaching <i>BT: Sport</i> RT: Coaches (Sport) RT: Exercise	Coaching n the context of 'life coaching' is a term in vogue in career and personal development at present. Suggest that the following is added:

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Sports psychology	<p>The recommendations listed here are proposed only.</p> <p>Proposal It is proposed to establish Coaching as a NT under Sport. Establish Physical education as a RT to Coaching.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p><i>RT: Physical education</i> RT: Physical training RT: Sports psychology</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p> <p>Coaching (Life skills) USE Personal development.</p> <p>If this is added, then qualify Coaching so that it is Coaching (Sports).</p> <p>Possibly also add: Mentoring USE Personal development</p>
17.	Collectibles NT: Australiana NT: Kiwiana NT: Victoriana RT: Antiques RT: Art objects	<p>LCSH has Collectibles as a top term. SCISSHL has Collectibles as a UF to Collectors and collecting which is a NT to Antiques and Hobbies.</p> <p>The scope of Collectibles in ScOT relates to objects specifically relating to periods of history, e.g. Australiana.</p> <p>Proposal It is proposed that Collectibles be placed as an NT under Antiques. The scope of antiques in ScOT covers any object that has "historic, aesthetic and financial value" (source: SN for Antiques). It is argued that a collectible would have a value (in whatever context) to someone.</p>	<p>Collectibles <i>BT: Antiques</i> NT: Australiana NT: Kiwiana NT: Victoriana RT: Antiques RT: Art objects</p> <p>Antiques SN: Use for resources on objects that have historical, aesthetic and financial value. For resources about decorative art objects see Art objects. BT: Decorative arts <i>NT: Collectibles</i> RT: Antiquities RT: Art objects RT: Collectibles RT: Collecting</p>	<p>Already implemented in ScOT version 4.5</p>
18.	Colonisation RT: Colonies	<p>LCSH has BT Land settlement and Imperialism. ScOT has Imperialism and Land settlement is a USE to</p>	<p>Colonisation <i>BT: Imperialism</i></p>	<p>I question whether all three of Colonialism, Colonisation and</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Invasion RT: Resistance (Social change)	<p>The recommendations listed here are proposed only.</p> <p>Settlement patterns. Imperialism in ScOT has NT Colonialism as a concept so it would make sense to also have Colonisation as an activity associated with imperialism as a NT.</p> <p>Proposal It is proposed to establish Colonisation as a NT under Imperialism.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>RT: Colonies RT: Invasion RT: Resistance (Social change)</p> <p>Imperialism BT: Foreign policy NT: Colonialism <i>NT: Colonisation</i> NT: Colonies RT: Cultural imperialism RT: Paternalism</p>	(from Sherrey Quinn, Libraries Alive! Pty Ltd) Colonies are needed.
19.	Colour wheels RT: Colour	<p>LCSH does not have Colour wheels and there is no definition in the MD. Artists' tools has been established in ScOT under Visual arts following the restructure of subject terms relating to materials. This subject term incorporates NT for particular tools an artist might use.</p> <p>Proposal It is proposed that Colour wheels is established as a NT under Artists' tools.</p>	<p>Artists' tools UF: Art equipment BT: Visual arts NT: Artists' brushes <i>NT: Colour wheels</i> NT: Crayons NT: Easels NT: Pencils NT: Pens RT: Artists' materials</p> <p>Colour wheels <i>BT: Artists' tools</i> RT: Colour</p>	Agree, if this is what a colour wheel is.
20.	Commerce UF: Trade NT: Arms trade	<p>Commence can be defined as being a branch of economics. LCSH has Commerce as a NT under Economics.</p>	<p>Commerce UF: Trade <i>BT: Economics</i></p>	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Bartering NT: Business NT: Consumer protection NT: Electronic commerce NT: Financial transactions NT: International trade NT: Purchasing NT: Retail trade NT: Sales NT: Trade practices NT: Wholesale trade RT: Consumption RT: Production (Economics) RT: Tariffs	<p>The recommendations listed here are proposed only.</p> <p>Proposal It is proposed to establish Commerce as a NT under Economics.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> NT: Arms trade NT: Bartering NT: Business NT: Consumer protection NT: Electronic commerce NT: Financial transactions NT: International trade NT: Purchasing NT: Retail trade NT: Sales NT: Trade practices NT: Wholesale trade RT: Consumption RT: Production (Economics) RT: Tariffs	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
21.	Computer graphics NT: Computer aided design NT: Computer art RT: Clip art RT: Computer generated animation RT: Computers RT: Design RT: Graphic arts RT: Web design	LCSH has Computer graphics as a NT under Electronic digital computers, Engineering graphics and. ScOT has the existing subject term Graphic arts (currently an RT to Computer graphics) which have subject terms relating to different types of graphic art, e.g. computer art. <p>Proposal It is proposed to establish Computer graphics as NT under Graphic arts. Remove NT Computer art under Computer graphics as it already appears as a NT under Graphic arts.</p>	Computer graphics <i>BT: Graphic arts</i> NT: Computer aided design NT: Computer art RT: Clip art RT: Computer generated animation RT: Computers RT: Design RT: Graphic arts RT: Web design Graphic arts UF: Graphic design	Agree

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		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
22.	<p>Court procedures NT: Defence NT: Evidence NT: Legal precedent NT: Prosecution NT: Sentencing NT: Trials NT: Witnesses RT: Courts RT: Inquisitorial system</p>	<p>This could be established under Courts as a NT rather than RT as the various procedures of the courts would occur in all levels of the court system.</p> <p>Proposal Establish as NT under Courts. Remove RT Courts from Court procedures.</p>	<p>Courts BT: Justice system NT: <i>Court procedures</i> NT: Federal Court of Australia NT: Heliaia NT: High Court of Australia NT: New Zealand High Court RT: Court procedures RT: Judicial power RT: Juries RT: Jurisdiction</p>	<p>Agree</p>
23.	<p>Cultural enrichment SN: Use for resources about the beneficial effects of exposure to and interaction with different cultures. RT: Cultural diversity RT: Cultural expression RT: Cultural interaction RT: Intercultural communication</p>	<p>The scope of this subject term relates to the beneficial effects of interaction to various cultures. Subject term does not appear in LCSH or SCISSHL.</p> <p>Proposal Establish Cultural enrichment as a NT under Culture. Culture in ScOT contains NT for different types and</p>	<p>Culture UF: Cultural resources UF: Traditional culture NT: Aboriginal culture NT: Acculturation NT: American culture NT: Artefacts NT: Asian culture</p>	<p>Agree</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p> <p>aspects of culture and Cultural enrichment would be an appropriate NT.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Australian culture NT: Contemporary culture NT: Counter culture NT: Cultural characteristics NT: Cultural diversity <i>NT: Cultural enrichment</i> NT: Cultural expression NT: Cultural images NT: Cultural interaction NT: Cultural maintenance NT: Cultural values NT: Culture contact NT: Mainstream culture NT: New Zealand culture NT: Social customs NT: Subcultures NT: Torres Strait Islander culture RT: Civilisation RT: Cultural awareness RT: Intercultural communication RT: Minority groups RT: Race RT: Social history</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
24.	<p>Cyclists UF: Bike riders RT: Bicycles RT: Cycling</p>	<p>LCSH has Cyclists as a NT under Athletes. ERIC does not have Cyclists or Cycling as subject terms but does have Athletes and its scope covers all sports.</p> <p>SCISSHL recently restructured its sports headings by eliminating all</p>	<p>Cyclists UF: Bike riders <i>BT: Sportspeople</i> RT: Bicycles RT: Cycling</p>	<p>Why coin a new word (Sportspeople) when SCIS has Sportspersons? This seems to be carrying political correctness to extremes, especially when the –person ending now seems to be common.</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p> <p>examples of sportspersons, e.g. Boxers, Cricketers and adopted the more generic Sportspersons as a heading.</p> <p>There is a need for specific subject terms in ScOT to describe LO such as On Your Bike which is about cycling and safety.</p> <p>Proposal</p> <p>As cyclists are strictly speaking not athletes it has been decided to establish a new subject term Sportspeople as a NT under Sport and place Athletes and Cyclists as NT under Sportspeople.</p> <p>Add Sportspeople under Groups as a NT.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p><i>Sportspeople</i> <i>BT: Sports</i> <i>BT: Groups</i> <i>NT: Athletes</i> <i>NT: Cyclists</i></p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p> <p>Cyclists may also be commuters, or recreational cyclists, not sporting cyclists.</p> <p>Is the term needed? The example LO given is about cycling, for which a term exists.</p> <p>Is Cyclists USE Cycling sufficient?</p>
25.	<p>Deadlines RT: Journalism</p>	<p>LCSH has Deadlines as a NT under Time management – a subject term also in ScOT.</p> <p>No equivalent appears in ATED.</p> <p>Proposal</p> <p>Establish Deadlines as a NT under Time management.</p>	<p>Time management BT: Management skills NT: <i>Deadlines</i></p>	<p>Agree.</p>
26.	<p>Depreciation NT: Reducing balance depreciation method NT: Straight line depreciation method RT: Accounting</p>	<p>Depreciation is a specific aspect of accountancy. LCSH has Depreciation as a NT under Bookkeeping and Accounting.</p> <p>Bookkeeping in ScOT is a USE to Accounting.</p>	<p>Accounting UF: Bookkeeping BT: Financial management NT: Accrual method NT: Assets NT: Auditing</p>	<p>Agree</p>

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
	RT: Investment RT: Noncurrent assets RT: Value (Economics)	Proposal Establish Depreciation as a NT under Accounting and remove as RT.	NT: Balance day adjustments NT: Balance sheets NT: Conservatism (Accounting) NT: <i>Depreciation</i> NT: Disclosure NT: Double entry accounting NT: General journals NT: General ledger NT: Liabilities NT: Loss NT: Profit NT: Single entry accounting NT: Special journals RT: Accountants RT: Depreciation RT: Economic analysis RT: Financial reports RT: Proprietorship RT: Sales	
27.	Disasters UF: Catastrophes UF: Emergencies NT: Disaster relief NT: Famines NT: Fires NT: Natural disasters NT: Nuclear disasters NT: Oil spills	USAID has Disasters as a NT under Safety. LCSH has Disasters as a NT under Accidents. SCISSHL has Disasters as a top term. The reference structure for Disasters in ScOT lists various types of diasters as NT. The subject term Accidents has Shipwrecks as a NT which also appears as a NT under Disasters. It is	Safety UF: Accident prevention BT: Environment NT: Accidents NT: Airbags NT: Carcinogens NT: <i>Disasters</i> NT: Head restraints NT: Injuries	Shipwrecks also has historical connotations – it sits more appropriately under Accidents than under Disasters. Prefer: Accidents UF: Industrial accidents BT: Safety

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Shipwrecks RT: Accidents RT: Emergency services	<p>The recommendations listed here are proposed only.</p> <p>argued most shipwrecks are considered disasters due to their scale, compared to a road accident, cost of salvage, effect on environment, and so on.</p> <p>Proposal Establish Disasters under Safety as NT. Remove Shipwrecks as NT under Accidents.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Maritime safety NT: Occupational health and safety NT: Preflight inspections NT: Road safety NT: Safety equipment NT: School safety NT: Seatbelts NT: Water safety RT: Circuit breakers RT: Earth wires RT: National security</p> <p>Accidents UF: Industrial accidents BT: Safety NT: First aid NT: Injuries NT: Road accidents NT: Shipwrecks RT: Disasters</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p> <p>NT: First aid NT: Injuries NT: Road accidents NT: Shipwrecks RT: Disasters</p>
28.	<p>Discrimination</p> <p>SN: Use for resources about unfavourable treatment of individuals or groups on arbitrary grounds. For resources about prejudicial attitudes that may lead to such treatment use Bias.</p> <p>NT: Age discrimination NT: Disability discrimination NT: Racial discrimination</p>	<p>USAID Thesaurus has Discrimination as a NT under Social inequality and Social problems. Neither of these subject terms are in ScOT.</p> <p>SCISSHL has Discrimination as a NT under Human relations and Social problems.</p> <p>ATED has Social discrimination as a top term.</p> <p>ScOT has Equality as a subject term</p>	<p>Equality</p> <p>UF: Egalitarianism UF: Inequality (Human rights) BT: Human rights BT: Sociology NT: <i>Discrimination</i> NT: Equal opportunity RT: Democracy</p>	<p>Consider whether Social problems might be an appropriate term to add to ScOT. There does not seem to be a term to cover this concept. It could collect as NTs terms which cover concepts such as such as Addiction, Alcohol abuse (not included), Drug abuse, Child abuse, Discrimination etc.</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Religious discrimination NT: Sex discrimination NT: Social discrimination RT: Affirmative action RT: Antidiscrimination legislation RT: Bias RT: Social bias RT: Social justice	The recommendations listed here are proposed only. with a NT of Equal opportunity. Proposal Establish Discrimination as a NT under Equality.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
29.	Dispossession SN: Use for resources about the forced separation of individuals or groups from that with which they identify, e.g. land, way of life, culture. UF: Dislocation RT: Aboriginal history	The Macquarie Dictionary defines dispossession as "to put (a person) out of possession, especially of real property; oust." LCSH has Dispossession as a UF under Eviction which relates to property. Could link to Ownership as a NT as concept relates to removal from land. However the scope of the subject term also extends to dislocation from culture, way of life, etc. Therefore linking to Cultural imperialism as an existing subject term might be also useful as dispossession often relates to one culture imposing its will or way of life over another culture through forced movement of people to missions, etc. It could be argued that dispossession is an aspect of human rights Proposal Establish Dispossession as a NT under Human rights.	Human rights UF: Civil liberties BT: Social movements NT: Children's rights NT: <i>Dispossession</i> NT: Equality NT: Equity NT: Freedom NT: Womens rights RT: Civil law RT: Civil rights RT: Constitutional law RT: Legal rights Cultural imperialism UF: Cultural domination BT: Cultural interaction RT: <i>Dispossession</i> RT: Globalisation RT: Imperialism	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
		Establish Cultural imperialism as a RT to Dispossession.		
30.	Duelling NT: Fencing	<p>LCSH has Duelling as a NT under Chivalry which is a NT under Manners and customs.</p> <p>SCISSHL has Duelling as a NT under Social life and customs which is a UF under Social customs in ScOT.</p> <p>ScOT has Social customs which includes NTs relating to Betrothal and Body marking.</p> <p>Fencing is a Sport and not a type of duelling.</p> <p>It is unlikely that a learning object would be made about duelling.</p> <p>Proposal</p> <p>It is proposed that Duelling be deleted from ScOT</p> <p>The NT Fencing be placed under Sport as a NT.</p> <p>Sport is a top term in ScOT and should be placed under Recreation as a NT. This follows the model in LCSH.</p>	<p>Duelling</p> <p>NT: Fencing</p> <p>Recreation</p> <p>UF: Leisure</p> <p>BT: Social customs</p> <p>NT: Gambling</p> <p>NT: Games</p> <p>NT: Play</p> <p>NT: Recreational facilities</p> <p><i>NT: Sport</i></p> <p>Sport</p> <p><i>BT: Recreation</i></p> <p>NT: Aquatics</p> <p>NT: Athletes</p> <p>NT: Athletics</p> <p>NT: Cricket</p> <p>NT: Cycling</p> <p>NT: Extreme sport</p> <p><i>NT: Fencing</i></p> <p>NT: Hockey</p> <p>NT: Sailing</p> <p>NT: Skateboarding</p> <p>NT: Skiing</p> <p>NT: Sporting culture</p> <p>NT: Sports administration</p>	OK

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
			NT: Sports equipment NT: Sports medicine NT: Sports psychology NT: Surfing NT: Tenpin bowling RT: Competition (Psychology) RT: Fair play RT: Games RT: Human movement RT: Performance RT: Rules RT: Sporting venues RT: Sports articles RT: Training	
31.	Entertainment NT: Films NT: Radio NT: Television RT: Performing arts	The scope of this subject term is for different types of media, e.g. radio. It would therefore be appropriate to establish a link to the existing subject term Media. Proposal It is proposed to establish as NT under Media.	Media UF: Digital media BT: Communication (Sociology) <i>NT: Entertainment</i> NT: Mass media NT: Media bias NT: Media industry NT: Media issues NT: Media production NT: Media role NT: Multimedia NT: Nonprint media NT: Print media RT: Copyright	This is a narrow interpretation of Entertainment. What about the Performing arts as Entertainment? What about the relationship between Recreation and Entertainment? Wouldn't Social customs be a better BT for Entertainment?

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		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
32.	<p>Evaluation UF: Evaluating UF: Reviewing NT: Needs assessment NT: Product appraisal NT: Student assessment RT: Criticism RT: Decision making RT: Standards</p> <p>Assessment NT: Environmental impact assessment NT: Feedback loops NT: Valuation</p>	<p>It is argued that Assessment and Evaluation are near synonyms given the scope of each term.</p> <p>It is proposed therefore to combine both subject terms and change Assessment to a UF under Evaluation.</p> <p>Proposal Change Assessment to a UF under Evaluation.</p> <p>Establish Environmental impact assessment, Feedback loops and Valuation as NT under Evaluation</p>	<p>Evaluation <i>UF: Assessment</i> UF: Evaluating UF: Reviewing <i>NT: Environmental impact assessment</i> <i>NT: Feedback loops</i> NT: Needs assessment NT: Product appraisal NT: Student assessment <i>NT: Valuation</i> RT: Criticism RT: Decision making RT: Standards</p>	<p>See note under Assessment</p> <p>This leaves Evaluation as a Top Term.</p> <p>Not an appropriate top term.</p> <p>Could be put under Management?</p>
33.	<p>Family life RT: Families RT: Family history</p>	<p>Following further consideration of this subject term it can be argued that the topic is obscure and that a learning object is unlikely to be developed about this.</p> <p>ATED has Family life as a top term.</p> <p>LCSH and APAIS do not include Family life.</p> <p>FAMILY Thesaurus published by the Australian Institute of Family Studies has Family life as a non preferred subject term to Family relations which is a NT under Human relations.</p> <p>ScOT has Human relations which</p>	<p>Family life <i>Family relations</i> <i>UF: Family life</i> RT: Families RT: Family history</p> <p>Human relations UF: Human interaction UF: Interpersonal relationship BT: Social psychology NT: Alienation</p>	<p>I agree that the 'Family life' topic is obscure in the context of ScOT.</p> <p>ScOT 4.5 already has a term: Family relationship BT Relationships</p> <p>If Family relations is to be included then both Family relations and Family relationship needed definitions (SNs)</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p> <p>include concepts for friendship, ethnic relations and similar concepts.</p> <p>Proposal It is proposed that Family life be changed to Family relations and placed as NT under Human relations.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Competition (Psychology) NT: Conflict (Human relations) NT: Ethnic relations <i>NT: Family relations</i> NT: Friendship NT: Group dynamics NT: Inter faith dialogue NT: Peace NT: Peer acceptance NT: Personal space NT: Victimization RT: Assertiveness RT: Betrothal RT: Interpersonal communication RT: Interpersonal skills RT: Marriage RT: Socialisation</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p> <p>I disagree with the proposal to create 'Family relations' and suggest that Family life becomes a non-preferred term:</p> <p>Family life USE Families; Family relationship</p> <p>Families RT Family relationship</p> <p>Family relationship RT Families</p>
34.	<p>Feminism RT: Civil rights RT: Equal opportunity RT: Females RT: Feminist criticism RT: Sex discrimination RT: Womens rights</p>	<p>LCSH has Feminism as a NT under Social movements. APAIS and ATED have Feminism as top terms.</p> <p>Social movements in LCSH is a NT under Social history. NT under Social movements includes Environmentalism (also in ScOT); Animal rights (also in ScOT); Human rights (also in ScOT); Protest movements (in ScOT as Protests as a NT under Activism)</p> <p>Proposal It is proposed that Social movements be established as a new subject term</p>	<p>Feminism <i>BT: Social movements</i> RT: Civil rights RT: Equal opportunity RT: Females RT: Feminist criticism RT: Sex discrimination RT: Womens rights</p> <p><i>Social movements</i> <i>BT: Social history</i></p>	OK

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p> <p>under Social history in ScOT. Link Activism to Social movements as a RT. Establish Feminism, Human rights, Animal rights, Environmentalism all as NT.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p><i>NT: Animal rights</i> <i>NT: Environmentalism</i> <i>NT: Feminism</i> <i>NT: Human rights</i> <i>RT: Activism</i></p> <p>Social history UF: Collective history BT: History <i>NT: Social history</i> RT: Cultural contexts RT: Culture RT: Family history RT: Local history RT: Oral history RT: Resistance (Social change) RT: Social change RT: Sociology</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
35.	<p>Film screening UF: Cinema screening UF: Film projection UF: Film showing UF: Motion picture screening UF: Movie screening RT: Audiences RT: Films</p>	<p>Film screening is one aspect of Films and not a peripheral concept.</p> <p>Proposal It is proposed to change Films to NT from an RT</p>	<p>Films UF: Cinema UF: Motion pictures UF: Movies BT: Entertainment BT: Mass media BT: Nonprint media BT: Visual arts BT: Visual texts NT: Aboriginal films</p>	<p>I agree that if this term is included it is an NT under Films.</p> <p>Is it really needed?</p>

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			NT: Animal films NT: Art house films NT: Australian films NT: Children's films NT: Documentaries NT: Educational films NT: Experimental films NT: Film genres NT: <i>Film screening</i> NT: Independent films NT: Maori films NT: New Zealand films NT: Screenplays NT: Short films NT: Torres Strait Islander films RT: Cinematography RT: Explanations RT: Expositions (Factual texts) RT: Factual descriptions RT: Film industry RT: Film making RT: Film music RT: Film reviews RT: Film scripts RT: Humorous films RT: Literary recounts RT: Music videos RT: Narratives RT: Performing arts	

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		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
			RT: Screenwriters RT: Shooting scripts RT: Soundtracks RT: Television	
36.	Film sets NT: Stage props RT: Film making RT: Stage sets	Film making in ScOT has NT for various aspects of a film production. Proposal It is proposed to establish Film sets as a NT under Film making rather than a RT.	Film making SN: Use for resources about all aspects of film and video production. UF: Film drama UF: Film production UF: Filmmaking UF: Screen drama UF: Video drama UF: Video making UF: Video production BT: Media production NT: Cinematography NT: Film design NT: Film directing NT: Film editing NT: Film finance <i>NT: Film sets</i> NT: Storyboards NT: Video clips RT: Editing RT: Film producers RT: Film sets RT: Films RT: Soundtracks	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
37.	<p>Folklore NT: Folktales NT: Superstitions RT: Fables RT: Folk drama</p>	<p>Folklore in LCSH is a NT under Manners and customs and Ethnology. Manners and customs in LCSH is a NT under Civilisation and Ethnology. Folklore in SCISSHL is a NT under Ethnology which has BTs to Geography, History, Humankind and Science. Customs in ScOT is a USE to Social customs which covers concepts such as etiquette, festivals gift giving, symbolism and social dance.</p> <p>Proposal It is proposed to establish Folklore as a NT under Social customs.</p>	<p>Social customs UF: Customs UF: Mores UF: Social conventions UF: Social life and customs UF: Tradition UF: Traditions BT: Culture NT: Betrothal NT: Body marking NT: Ceremonies NT: Clothing NT: Costume NT: Etiquette NT: Festivals <i>NT: Folklore</i> NT: Gift giving NT: Greetings NT: Marriage NT: Nga tikanga Maori NT: Recreation NT: Rituals NT: Samoan customs NT: Sex role NT: Social dance NT: Symbolism NT: Torres Strait Islander customs NT: Tukutuku RT: Conformity</p>	<p>Folklore and Folktales both needed?</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
38.	<p>Forecasting NT: Business forecasting NT: Weather forecasting RT: Estimation</p>	<p>Forecasting is a subdivision in LCSH. Forecasting in USAID is under Management research as a NT. Macquarie defines forecasting as “to conjecture beforehand, predict”. ScOT has Predictions (Science) as a NT under Estimation and Predictions (Mathematics) also as NT under Estimation.</p> <p>Predictions is in LCSH and relates to prophecies.</p> <p>Scope of the subject term Estimation in ScOT relates to calculation of an approximate solution.</p> <p>Proposal Simplify the references structure of Estimation by deleting Predictions (Mathematics) and Predictions (Science) and merge into Predictions. Add NT Forecasting to Estimation rather than RT.</p>	<p>Estimation SN: Use for resources on calculating the approximate solution to a problem. UF: Approximation BT: Numbers NT: Predictions (Mathematics) NT: Predictions (Science) NT: Forecasting NT: Rounding RT: Forecasting RT: Significant figures RT: Statistics</p> <p>Predictions (Mathematics) BT: Estimation RT: Predictions (Science)</p> <p>Predictions (Science) BT: Estimation RT: Experiments RT: Hypothesis testing RT: Predictions (Mathematics)</p>	
39.	<p>Government SN: Use more specific governments if applicable, e.g. Federal government, State government, Local government.</p>	<p>Establish as NT under Political sciences</p> <p>Proposal It is proposed to establish as NT under</p>	<p>Political sciences SN: Use for resources about political theory. For resources on the manifestations of the political process use Politics.</p>	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	UF: Representative government UF: Systems of government NT: Federal government NT: Federation NT: Government role NT: Government services NT: Intergovernmental relations NT: Local government NT: National government NT: Public administration NT: State government NT: Westminster system RT: Democracy RT: Governance RT: Heads of state RT: Parliaments RT: Public servants	The recommendations listed here are proposed only. Political sciences	Note that some subject terms (in addition to the revised top term) have also been modified. BT: Social sciences NT: Absolutism NT: Activism NT: Civil rights NT: Dissent NT: <i>Government</i> NT: International relations NT: Liberalism NT: Nationalism NT: Pluralism NT: Political attitudes NT: Political independence NT: Political systems NT: Power (Social sciences) RT: Capitalism RT: Democracy RT: Economic theory RT: Fascism RT: Foreign policy RT: International law RT: Political theatre RT: Politics RT: Socialism	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
40.	Graffiti SN: Use for resources about unauthorised writing or application of drawings or words to surfaces such as walls of buildings. RT: Street art	The scope of graffiti is broad as it refers to slogans (often political) applied to walls, bridges and other structures and vandalism. LCSH has Graffiti linked to Inscriptions as a NT. Inscriptions is a NT under Palaeography which is a NT under	Texts UF: Text types BT: Literature NT: Everyday texts NT: Factual texts	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p> <p>Writing. SCISSHL has Graffiti as a NT under Inscriptions.</p> <p>Proposal It is proposed to establish Graffiti as a NT under Texts and Graphic arts. Establish Vandalism as a NT under Crime and establish RT Graffiti.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Graffiti NT: Imaginative texts NT: Interactive texts NT: Lists NT: Literary texts NT: Media texts NT: Multimodal texts NT: Picture books NT: Quotations NT: Scripts NT: Spoken texts NT: Visual texts NT: Written texts RT: Audiences</p> <p>Graphic arts UF: Graphic design UF: Graphics BT: Visual arts NT: Album covers NT: Art reproductions NT: Clip art NT: Computer art NT: Costume design NT: Drawing NT: Fashion design <i>NT: Graffiti</i> NT: Logos NT: Printing</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Printmaking NT: Prints NT: Signs NT: Storyboards NT: Theatre programs NT: Web design RT: Advertising RT: Computer graphics RT: Desktop publishing RT: Graphic artists RT: Illustrations</p> <p><i>Vandalism</i> <i>BT: Crime</i> <i>RT: Graffiti</i></p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
41.	<p>Graphic artists UF: Graphic designers RT: Graphic arts RT: Printers (Occupations)</p>	<p>An omission during the initial development of the subject term Occupations.</p> <p>Proposal It is proposed to link Occupations (Work) as a BT.</p>	<p>Graphic artists UF: Graphic designers <i>BT: Occupations (Work)</i> RT: Graphic arts RT: Printers (Occupations)</p>	<p>NT under Artists instead of directly under Occupations (Work)?</p> <p>Occupations (Work) NT Artists NT Engravers <i>NT Graphic artists</i> NT Illustrators NT Painters NT Performance artists NT Sculptors</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
42.	Hardware NT: Tools	<p>The recommendations listed here are proposed only.</p> <p>There are four definitions in the Macquarie Dictionary for hardware – tools, military equipment, computer hardware and mechanical equipment needed for an activity.</p> <p>Tools is a NT under Hardware in LCSH which is a NT under Iron industry and trade and Metal trade.</p> <p>Proposal Delete Hardware from ScOT and establish Tools under Engineering. This model broadly follows DDC.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>Engineering UF: Mechanical engineering BT: Technology NT: Aeronautics NT: Agricultural engineering NT: Chemical engineering NT: Civil engineering NT: Electrical engineering NT: Electronic engineering NT: Engineers NT: Ergonomics NT: Fireproofing NT: Hydraulics NT: Lightning protection NT: Marine engineering NT: Mechanical drawing NT: Shock resistant construction NT: Structural engineering <i>NT: Tools</i> NT: Waterproofing RT: Genetic engineering RT: Insulation RT: Materials</p>	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
43.	Heritage NT: Cultural heritage NT: Natural heritage NT: World heritage listing RT: Heritage buildings	<p>Proposal Establish Heritage as a NT.</p>	<p>History BT: Humanities NT: Aboriginal history NT: American history NT: Ancient history</p>	Remove RT between Heritage and History

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	RT: History		NT: Archaeology NT: Australian history NT: Chinese history NT: Egyptian history NT: Family history NT: French history NT: German history NT: Greek history NT: <i>Heritage</i> NT: Historiography NT: Indian history NT: Indonesian history NT: Irish history NT: Japanese history NT: Lexicology NT: Local history NT: Maritime history NT: Middle Ages NT: New Zealand history NT: Oral history NT: Personal histories NT: Russian history NT: Social history NT: Torres Strait Islander history NT: War RT: Gold rushes RT: Heritage RT: Historians RT: Historic sites	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
44.	<p>Hiring RT: Selling</p>	<p>This is a very specific subject term and it is unlikely that a LO would be developed for such a concept.</p> <p>The concept, based on the reference structure, relates to the hiring or leasing of products rather than purchasing.</p> <p>Proposal It is proposed that Hiring is deleted from ScOT.</p>	<p>Hiring RT: Selling</p>	<p>May be a relevant term for SCIS material.</p> <p>Include in Business hierarchy if possible. USE reference from Leasing, Hire purchase.</p>
45.	<p>Hobbies NT: Collecting RT: Handicrafts</p>	<p>The subject term Hobbies is a broad concept and almost any activity can be related to a hobby.</p> <p>ATED has Hobbies as a NT under Recreational activities.</p> <p>Proposal Establish Hobbies as a NT under Recreation.</p>	<p>Recreation UF: Leisure BT: Social customs NT: Gambling NT: Games <i>NT: Hobbies</i> NT: Play NT: Recreational facilities</p>	<p>Agree</p>
46.	<p>Human ecology SN: Use for resources about the ways in which people interact and interrelate with the environment, including relationships with particular locations; can be physical, emotional or spiritual. UF: Human environment relationship RT: Environmental management</p>	<p>Subject term was omitted in error when developing the reference structure for Ecology,</p> <p>Proposal It is proposed that Human ecology be linked to Ecology as a NT.</p>	<p>Ecology SN: Use for resources on the study of the interaction of living organisms with each other and with their environment. For resources on communities of living organisms interacting with each other and with their environment, including the processes that take place use Ecosystems.</p>	<p>Agree</p>

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	RT: Significance of place		BT: Biology NT: Aquatic ecology NT: Biogeochemical cycles NT: Bioindicators NT: Desert ecology NT: Environment NT: Fire ecology NT: Forest ecology NT: <i>Human ecology</i> NT: Introduced species NT: Land use NT: Native species NT: Populations (Ecology) NT: Soil degradation NT: Soil ecology NT: Symbiosis NT: Urban ecology NT: Wastes NT: Wetland ecology RT: Biodiversity RT: Biomass RT: Ecosystems RT: Evolution RT: Habitats RT: Pollution RT: Salinity	
47.	Human rights UF: Civil liberties	See comments under Feminism.		Not a Top term

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Children's rights NT: Equality NT: Equity NT: Freedom NT: Womens rights RT: Civil law RT: Civil rights RT: Constitutional law RT: Legal rights	The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd) BT Social movements
48.	Humanities NT: Arts NT: History NT: Language NT: Literature NT: Philosophy RT: Aesthetics	<p>The scope of this term is broad. To facilitate a browse structure it is recommended that Arts (which relates to art such as visual art, etc.) becomes a top term. A RT to Humanities should be established.</p> <p>Language should also become a top term and consideration made to changing the label to English language. However the scope of this subject term covers all aspects of languages generally and is not restricted to the English language. The existing BT Communication (Sociology) should be changed to a RT. Humanities could also be changed to a RT.</p> <p>Proposal</p> <p>Under Humanities change NT Arts to RT.</p> <p>It is also recommended that Language undergoes a major review in the context of the English and LOTE KLAS.</p>	Humanities NT: Arts NT: History NT: Language NT: Literature NT: Philosophy RT: Aesthetics RT: Arts RT: Language Language BT: Arts NT: Alphabet NT: Colloquial language NT: Language loss NT: Language maintenance NT: Linguistics NT: Literacy NT: Morphology	Consider splitting into five top terms: Arts History Language Literature Philosophy

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		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
49.	<p>Immunisation SN: Use for resources about being immune from any disease. For resources on the process of inoculating with any vaccine to obtain immunity protection from the corresponding disease use Vaccination. NT: Vaccination</p>	<p>LCSH has Immunisation as a NT under Immunity (a ScOT subject term). MeSH has Immunisation as a NT under Immunotherapy. SCISSHL has Immunisation as a USE to Vaccination.</p> <p>Proposal Establish Immunisation as a NT under Immunity (being one aspect of Immunity)</p>	<p>Immunity UF: Immunology BT: Bacteriology BT: Pathology NT: <i>Immunisation</i> RT: Antibiotics RT: Communicable diseases RT: Vaccination</p>	<p>SN says ‘use for resources about being immune from any disease’, This is actually ‘immunity’.</p> <p>The distinction between immunity/immunisation and immunisation/vaccination is very fine.</p> <p>Suggest Immunisation USE Vaccination</p>
50.	<p>Individuality RT: Individual differences RT: Personality RT: Self</p>	<p>Individuality is a NT under Psychology in LCSH and SCISSHL. Not listed in Family Thesaurus or ATED.</p> <p>Proposal Establish Individuality as a NT under Psychology following the model from</p>	<p>Psychology NT: Ability NT: Achievement NT: Behaviourism NT: Body image NT: Cognition NT: Cognitive development</p>	

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		LCSH and SCISSHL.	NT: Concentration (Psychology) NT: Consciousness NT: Developmental psychology NT: Eating disorders NT: Emotional development NT: Emotions NT: Human behaviour NT: Imagery (Psychology) NT: Imagination NT: Individual differences NT: Individuality NT: Initiative NT: Intellect NT: Interest (Psychology) NT: Motivation NT: Motor skills NT: Personal development NT: Personality NT: Problem solving NT: Resilience NT: Social psychology NT: Sports psychology NT: Values (Psychology) RT: Human nature	
51.	Installations (Art) NT: Media installations	Installations from an artistic concept relates to modern art. Not listed in Art and Architecture Thesaurus. LCSH has Installations (Art) as a NT	Modern art BT: Visual arts NT: Abstract art NT: Air art	

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		<p>The recommendations listed here are proposed only.</p> <p>under Art, Modern -- 20th century and Environment (Art).</p> <p>Proposal Establish Installations (Art) as a NT under Modern art.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Conceptual art NT: Constructivism NT: Deconstructivism NT: Found objects NT: Installations (Visual arts) <i>NT: Installations (Art)</i> NT: Kinetic art NT: Metaphysical painting NT: Minimal art NT: Modern sculpture NT: Modernist art NT: Orphism NT: Pop art NT: Purism NT: Serial art</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
52.	<p>International relations</p> <p>SN: Use for resources about relations between countries. For resources on relations between federal, state and local governments of a country use Intergovernmental relations.</p> <p>UF: Diplomacy UF: Foreign relations NT: Cold War NT: Treaties RT: Defence agreements RT: Foreign policy RT: Globalisation RT: Immigration</p>	<p>LCSH treats this concept as a top term with RT to National security and World politics.</p> <p>UNESCO has International relations as a NT under International politics which is a NT under Government and law.</p> <p>ScOT has Government which a NT Intergovernmental relations.</p> <p>Proposal Establish International relations as NT under Government</p>	<p>Government</p> <p>SN: Use more specific governments if applicable, e.g. Federal government, State government, Local government.</p> <p>UF: Representative government UF: Systems of government NT: Federal government NT: Federation NT: Government role NT: Government services NT: Intergovernmental relations <i>NT: International relations</i> NT: Local government NT: National government</p>	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Intergovernmental relations RT: International aid RT: International law RT: International organisations RT: International trade RT: National security RT: Peace RT: War	The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified. NT: Public administration NT: State government NT: Westminster system RT: Democracy RT: Governance RT: Heads of state RT: Parliaments RT: Public servants	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
53.	Invasion NT: Occupation (Invasion) RT: Colonisation RT: Intrusion RT: War	Omission. Should be linked to Imperialism as a NT. Proposal Establish Imperialism under Invasion as BT.	Imperialism BT: Foreign policy NT: Colonialism NT: Colonies <i>NT: Imperialism</i> RT: Cultural imperialism RT: Paternalism	
54.	Irish theatre RT: Irish drama	Omission and missed when developing Theatre (Performing arts). Should be linked to Theatre (Performing arts). Proposal Link to Theatre (Performing arts) as a NT.	Irish theatre BT: Theatre (Performing arts) RT: Irish drama	Agree
55.	Italian theatre RT: Italian drama	Omission. Should be linked to Theatre (Performing arts). Proposal Link to Theatre (Performing arts) as a NT.	Italian theatre BT: Theatre (Performing arts) RT: Italian drama	Agree
56.	Juries	LCSH has Juries as a UF to Jury	Juries	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Courts RT: Trials	The recommendations listed here are proposed only. which is linked to Trials as a NT. ScOT has Court procedures which lists subject terms relating to all aspects of court operations. Proposal Establish Juries as NT under Groups	Note that some subject terms (in addition to the revised top term) have also been modified. BT: Groups RT: Courts RT: Trials	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
57.	Kinship RT: Aboriginal culture RT: Aboriginal history RT: Aboriginality RT: Families RT: Family history RT: Family relationship RT: Genealogy	Kinship is a NT under Culture in FAMILY. The scope of the subject term is for the system of relationships traditionally accepted by a particular culture and the rights and obligations which they involve. Proposal Establish Kinship as a NT under Culture.	Culture UF: Cultural resources UF: Traditional culture NT: Aboriginal culture NT: Acculturation NT: American culture NT: Artefacts NT: Asian culture NT: Australian culture NT: Contemporary culture NT: Counter culture NT: Cultural characteristics NT: Cultural diversity NT: Cultural expression NT: Cultural images NT: Cultural interaction NT: Cultural maintenance NT: Cultural values NT: Culture contact NT: <i>Kinship</i> NT: Mainstream culture	Establish as an NT under Relationships: Kinship BT Relationships RT Family relationship

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
58.	<p>Macrame RT: Knots (Handicrafts)</p>	<p>Macrame is a type of knotting. It should be placed under Knots (Handicrafts) rather than a RT. It is also considered to be a type of lacework.</p> <p>Proposal It is proposed to establish as NT under Knots (Handicrafts) and Lace making.</p>	<p>Lace making BT: Textile crafts NT: Bobbin lace NT: Crochet lace NT: Knitted lace <i>NT: Macrame</i> NT: Tatting</p> <p>Knots (Handicrafts) UF: Knotting BT: Handicrafts BT: Technology NT: Bloodknots NT: Bowline knots NT: Clove hitches NT: Figure of eight knots <i>NT: Macrame</i> NT: Overhand knots</p>	<p>Agree that it should be NT under Knotting.</p> <p>Disagree that it is an NT under Lacemaking. Lacemaking is by definition much finer.</p> <p>Suggest Lacemaking is an RT to Macrame.</p> <p>NB also: Crochet is currently an NT under Needlework, but it is 'needlework' of a different kind from the others listed there as NTs.</p> <p>Suggest that Crochet is promoted to be an NT under Textile crafts, where it will be on the same level as Knitting and Lacemaking.</p> <p>That is:</p>

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			NT: Reef knots NT: Rolling hitches NT: Round turn knots NT: Sheet bend knots RT: Macrame RT: Marine technology RT: Rope	Crochet BT Textile arts NT Crochet lace Lacemaking BT Textile arts NT Crochet lace RT Macrame
59.	Magnification RT: Magnifying glasses RT: Optics	Omission. Should be established as NT under Optics rather than RT, Proposal It is proposed to establish as NT to Optics.	Optics BT: Physics NT: Fibre optics NT: Images NT: Lenses NT: Light NT: Light filters NT: Meteorological optics NT: Microscopy <i>NT: Magnification</i> NT: Photonics NT: Polarisation NT: Reflection (Optics) NT: Refraction RT: Diffraction RT: Magnification RT: Telescopes	
60.	Make up	This subject relates to costume – not only in relation to those worn in	Costume	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	UF: Make up techniques NT: Cosmetics NT: Theatrical make up	The recommendations listed here are proposed only. performing arts but dress generally. Proposal It is proposed to establish Costume as BT.	Note that some subject terms (in addition to the revised top term) have also been modified. UF: Fancy dress BT: Social customs NT: Dance costume NT: Dressmaking NT: Jewellery NT: Kilts NT: <i>Make up</i> NT: Maori costume NT: Masks (Costume) NT: Theatrical costume NT: Wigs RT: Costume design RT: Decorative arts RT: Disguise	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
61.	Maori handicrafts UF: Maori crafts NT: Poupou NT: Tukutuku RT: New Zealand handicrafts	Omission. Should be linked to Handicrafts as a NT. Proposal Establish NT under Handicrafts	Handicrafts UF: Crafts UF: Decorative crafts BT: Consumer goods BT: Visual arts NT: Aboriginal handicrafts NT: Aluminium foil craft NT: Artificial flowers NT: Australian handicrafts NT: Basketwork NT: Beadwork NT: Bread dough craft NT: Candlemaking NT: Decorations	Why would Maori handicrafts be at the same level as New Zealand handicrafts? NT under New Zealand handicrafts?

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			NT: Floral arts NT: Glass crafts NT: Greeting cards NT: Jewellery making NT: Knots (Handicrafts) NT: Leatherwork NT: <i>Maori handicrafts</i> NT: Models NT: Mosaics NT: Nature craft NT: New Zealand handicrafts NT: Paper crafts NT: Picture frames NT: Plastics crafts NT: Pokerwork NT: Pottery NT: Ribbon work NT: Rock crafts NT: Shell crafts NT: String crafts NT: Torres Strait Islander handicrafts NT: Toy making NT: Wire crafts NT: Woodwork RT: Artisans RT: Folk art RT: Hobbies RT: Industrial arts	

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		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
			RT: Primitivism	
62.	Maori implements NT: Taiaha	Omission. Should be linked to Tools. Proposal Establish Tools as BT.	Tools BT: Engineering NT: <i>Maori implements</i> RT: Agricultural machinery	Agree
63.	Medicine NT: Alternative medicine NT: Dentistry NT: Diseases NT: Disorders NT: Drugs NT: Health NT: Medical instruments NT: Medical procedures NT: Orthopaedics NT: Pathology NT: Pharmacy NT: Rehabilitation (Medicine) NT: Space medicine NT: Therapy NT: Veterinary medicine RT: Anaesthetics RT: Bioethics	Medicine could be established as a NT under Science given the scope of the subject term. The existing NT Health should become a RT and therefore a top term as not all aspects of health relate to medicine. Currently the scope of subject term Health in ScOT relates to topics covered in the H&PE KLA and would therefore be appropriate as a top level browse structure. Proposal Establish Medicine as NT under Science. Remove NT Health and change to RT.	Medicine BT: <i>Science</i> NT: Alternative medicine NT: Dentistry NT: Diseases NT: Disorders NT: Drugs NT: Health NT: Medical instruments NT: Medical procedures NT: Orthopaedics NT: Pathology NT: Pharmacy NT: Rehabilitation (Medicine) NT: Space medicine NT: Therapy NT: Veterinary medicine RT: Anaesthetics RT: Bioethics RT: <i>Health</i>	Establish Medicine and Health as two Top terms.
64.	Methods NT: Evaluation methods NT: Questioning techniques	Methods is a top term in ATED. The reference structure relates to research methodologies – and there is	Methods NT: Evaluation methods NT: Questioning techniques	Establish appropriate USE references to other terms

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Simulation	<p>The recommendations listed here are proposed only.</p> <p>an existing subject term in ScOT.</p> <p>Proposal It is recommended that Methods be changed to a UF to former NT Evaluation methods; Questioning techniques and Questioning techniques. Former NT under Methods established under Research methodologies as NT.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Simulation</p> <p><i>Methods</i> <i>USE: Evaluation methods</i> <i>USE: Questioning techniques</i> <i>USE: Simulation</i></p> <p>Research methodologies BT: Research NT: Action research NT: Case studies <i>NT: Evaluation methods</i> NT: Focus groups NT: Interviews NT: Literature reviews <i>NT: Questioning techniques</i> NT: Qualitative research NT: Quantitative research NT: Questionnaires <i>NT: Simulation</i> NT: Surveys</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
65.	<p>Middle Ages UF: Medieval period UF: Medieval society RT: Medieval theatre</p>	<p>Omission.</p> <p>Proposal Should be linked to History as a NT.</p>	<p>History NT: Aboriginal history NT: American history NT: Ancient history NT: Archaeology NT: Australian history NT: Chinese history</p>	<p>Agree</p> <p>Scope Note should indicate time period covered by this expression.</p>

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
			NT: Civilisation NT: Egyptian history NT: Family history NT: French history NT: German history NT: Greek history NT: Heritage NT: Historiography NT: Indian history NT: Indonesian history NT: Irish history NT: Japanese history NT: Lexicology NT: Local history NT: Maritime history NT: Middle Ages NT: New Zealand history NT: Oral history NT: Personal histories NT: Russian history NT: Social history NT: Torres Strait Islander history NT: War RT: Gold rushes RT: Historians RT: Historic sites RT: Social customs RT: Vikings	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
66.	<p>Migration</p> <p>SN: Use for resources about the action of migrating from one location to another.</p> <p>NT: Animal migration</p> <p>NT: Immigration</p> <p>NT: Repatriation</p> <p>NT: Rural urban migration</p> <p>RT: Demography</p> <p>RT: Immigrants</p> <p>RT: Migrants</p> <p>RT: Population distribution</p> <p>RT: Refugees</p>	<p>The recommendations listed here are proposed only.</p> <p>LCSH has Migration as a NT under Population geography.</p> <p>FAMILY has Migration as a UF to Emigration and Immigration which are both top terms.</p> <p>ATED has Migration as a NT under Mobility.</p> <p>SCISSHL has Migration as a UF to Emigration and immigration.</p> <p>Proposal</p> <p>Establish as NT under Population (Sociology)</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>Population (Sociology)</p> <p>SN: Use for resources on human population not limited to a single geographic area.</p> <p>BT: Sociology</p> <p><i>NT: Migration</i></p> <p>NT: Population growth</p> <p>RT: Demography</p> <p>RT: Population policy</p> <p>RT: Populations (Ecology)</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
67.	<p>Military equipment</p> <p>NT: Weapons</p> <p>RT: Military organisations</p>	<p>LCSH has Military equipment as a UF under Military supplies which is BT under Logistics.</p> <p>Proposal</p> <p>Delete RT Military organisations as it is a BT to Armed forces and establish BT Armed forces.</p>	<p>Armed forces</p> <p>BT: Military organisations</p> <p>NT: Armies</p> <p>NT: Military service</p> <p><i>NT: Military equipment</i></p> <p>NT: Navies</p> <p>RT: National defence</p> <p>RT: War</p> <p>Military equipment</p> <p><i>BT: Armed forces</i></p> <p>NT: Weapons</p> <p>RT: Military organisations</p>	
68.	<p>Mixed media</p> <p>SN: Use for resources combining techniques and materials from two or</p>	<p>Omission. Should be linked to Visual arts as a NT.</p>	<p>Mixed media</p> <p>SN: Use for resources combining techniques and materials from two or</p>	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
	more visual arts processes in which no one process predominates. NT: Collage NT: Montages	Proposal Link to Visual arts as NT.	more visual arts processes in which no one process predominates. <i>BT: Visual arts</i> NT: Collage NT: Montages	
69.	Mythology			<p>This is a Top term in ScOT 4.5, though in earlier versions it was an NT to Religion:</p> <p>Mythology RT Goddesses RT Gods RT Myths</p> <p>Mythology is the study of myths – is this necessary when Myths is also a term in ScOT?</p> <p>Suggest: Mythology USE Myths, and transfer the Goddesses and Gods RTs to Myths</p>
70.	National security NT: National defence RT: Federal government RT: Government role RT: International relations RT: National government	It is argued that that a LO would unlikely be made about this topic. However the subject term can be added as a NT, rather than RT, to Government role. It is argued that one of the roles of government (at least Federal) is to provide and maintain national security of a country.	Government role BT: Government NT: Emergency services NT: Government regulations <i>NT: National security</i>	Agree that National security should be an NT under Government role.

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Safety	<p>The recommendations listed here are proposed only.</p> <p>Proposal Delete subject term from ScOT.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
71.	<p>Nationalism</p> <p>NT: Patriotism</p> <p>RT: Foreign policy</p> <p>RT: Regionalism</p> <p>RT: Self determination</p>	<p>LCSH has Nationalism as a NT under Political science and International relations.</p> <p>Proposal Establish Nationalism as NT under Political sciences</p>	<p>Political sciences</p> <p>SN: Use for resources about political theory. For resources on the manifestations of the political process use Politics.</p> <p>NT: Absolutism</p> <p>NT: Activism</p> <p>NT: Civil rights</p> <p>NT: Dissent</p> <p>NT: International relations</p> <p>NT: Liberalism</p> <p>NT: Nationalism</p> <p>NT: Pluralism</p> <p>NT: Political attitudes</p> <p>NT: Political independence</p> <p>NT: Political systems</p> <p>NT: Politics</p> <p>NT: Power (Social sciences)</p> <p>RT: Capitalism</p> <p>RT: Communism</p> <p>RT: Democracy</p> <p>RT: Economic theory</p> <p>RT: Fascism</p> <p>RT: Foreign policy</p> <p>RT: International law</p> <p>RT: Political theatre</p>	

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		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
			RT: Socialism	
72.	Needs RT: Needs assessment	Needs is a top term in ATED and has NT such as Community needs, Construction needs, Labour needs and so on. The scope of the subject term is limited to the conditions or factors necessary for optimal function. This subject term is obscure and it is recommended that it should be deleted from ScOT. It is unlikely that a LO would be made for this concept. Proposal It is proposed that this subject term could be deleted from ScOT.	Proposed for deletion.	
73.	Occupational choice NT: Career development RT: Occupations (Work)	LCSH has Occupational choice as a UF under Vocational guidance. It is unlikely that a LO would be made for this concept however it is recommended for retention. Proposal Establish as a NT under Occupations (Work). Delete RT Occupations (Work)	Occupational choice <i>BT: Occupations (Work)</i> NT: Career development RT: Occupations (Work)	
74.	Participation NT: Social participation RT: Active citizenship	LCSH has Participation as a NT under Philosophy. ATED has Participation as a NT under Behaviour. ScOT has Human behaviour.	Human behaviour UF: Behaviour BT: Psychology NT: Antisocial behaviour NT: Assertiveness	

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		<p>Proposal Establish Human behaviour as a BT of Participation.</p>	<p>NT: Conformity NT: Consumer behaviour NT: Cooperation NT: Dating (Human behaviour) NT: Deviant behaviour NT: Ethics NT: Habits NT: Lifestyles NT: Nature nurture controversy <i>NT: Participation</i> NT: Parental behaviour NT: Social behaviour NT: Teamwork RT: Behavioural models RT: Behaviourism RT: Human nature RT: Leadership</p>	
75.	Pathology NT: Immunity	<p>Omission.</p> <p>Proposal Should be linked to Medicine as NT.</p>	<p>Pathology BT: Medicine NT: Immunity</p>	
76.	Peripheral devices NT: Digital cameras NT: Printers (Computers) NT: Scanners	<p>Omission.</p> <p>Proposal Link to Computers as a NT.</p>	<p>Computers BT: Information technology <i>NT: Peripheral devices</i> RT: Computer aided design RT: Computer aided manufacture RT: Computer crime RT: Computer games</p>	

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			RT: Computer generated animation RT: Computer graphics RT: Computer literacy RT: Computer music RT: Computer networks RT: Computer programs RT: Computer sciences RT: Computer simulations	
77.	Persons (Groups) NT: Activists NT: Audiences NT: Community leaders NT: Passengers NT: Terrorists	Subject term is similar in scope to existing subject term Groups. Proposal It is proposed that this subject term could be changed to a UF under Groups and the NT placed under Groups. See also comments under Groups.	Persons (Groups) <i>USE: Groups</i> NT: Activists NT: Audiences NT: Community leaders NT: Passengers NT: Terrorists Groups <i>UF: Persons (Groups)</i> NT: Activists NT: Advantaged NT: Age groups NT: Americans NT: Audiences NT: Australians NT: Baby boomers NT: Citizens NT: Communities NT: <i>Community leaders</i>	

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			NT: Congregations NT: Consumers (Economics) NT: Customers NT: Disabled NT: Disadvantaged NT: Disciples NT: Elites NT: Employees NT: Employers NT: Ethnic groups NT: Families NT: Fathers NT: Gay men NT: Generation X NT: Grandparents NT: Group identity NT: Holy people NT: Homeless NT: Interest groups NT: Juries NT: Lesbians NT: Lobby groups NT: Metics NT: Migrants NT: Minority groups NT: Mothers NT: Native Americans NT: Neighbours NT: New Zealanders	

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			NT: Organisations NT: Pacifists NT: Parents NT: <i>Passengers</i> NT: Peer groups NT: Performing groups NT: Perioikoi NT: Prisoners NT: Resident action groups NT: Role models NT: Shareholders NT: Slaves NT: Sportspeople NT: Stakeholders NT: Students NT: <i>Terrorists</i> NT: Tourists NT: Vikings NT: Youth NT: Youth groups RT: Group dynamics	
78.	Photocopy art UF: Copy art RT: Photocopying	Omission, Proposal Link to Modern art as NT.	Modern art BT: Visual arts NT: Abstract art NT: Air art NT: Conceptual art NT: Constructivism NT: Deconstructivism	Agree. Suggest that Modern art has a scope note to explain what it covers (and so it is not confused with contemporary art)

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
79.	Physical processes NT: Chemical reactions NT: Contraction NT: Energy conversion NT: Evaporation NT: Expansion NT: Phase transformations RT: Molecular forces	Established as NT under Science Proposal Establish as NT under Science	Physical processes <i>BT: Science</i> NT: Chemical reactions NT: Contraction NT: Energy conversion NT: Evaporation NT: Expansion NT: Phase transformations RT: Molecular forces	
80.	Places NT: Birthplaces NT: Cities NT: Continents NT: Countries NT: Historic sites NT: Regions	Proposal Establish as NT under Geography	Geography BT: Earth BT: Earth sciences BT: Social sciences NT: Exploration NT: Geographic location NT: Human geography	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Rural areas NT: Sacred sites NT: States and territories NT: Suburbs NT: Towns RT: Geographic location RT: Place names	The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified. NT: Maps NT: Physical geography <i>NT: Places</i> RT: Geographers RT: Geomorphology RT: Place names	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
81.	Politics SN: Use for resources about the activities concerned with guiding or influencing government policy, including winning and holding control over a governing body. For resources on political theory use Political sciences. UF: Practical politics BT: Social sciences NT: Elections NT: Political campaigns NT: Political movements NT: Political parties RT: Legislation RT: Media role RT: Political power RT: Political sciences RT: Public administration	Proposal Establish as NT under Social sciences. This follows the model adopted by LCSH.	Social sciences NT: Anthropology NT: Civics NT: Culture NT: Demography NT: Economics NT: Education NT: Geography NT: Information services NT: Law NT: Political sciences NT: Politics NT: Power (Social sciences) NT: Psychology NT: Religion NT: Sociology	
82.	Prisoners NT: Convicts RT: Criminals RT: Deaths in custody	Omission Proposal Link to Groups as NT. See also	Prisoners <i>BT: Groups</i> NT: Convicts RT: Criminals	Agree

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	RT: Prisons	comments under Groups	RT: Deaths in custody RT: Prisons	
83.	Prisons RT: Crime RT: Criminals RT: Penal colonies RT: Prisoners RT: Punishment RT: Sentencing	Omission. Proposal Establish BT Buildings (Structures).	Buildings (Structures) SN: Use for descriptive resources on buildings. For the design and style of buildings use Architecture. For the process of constructing buildings use Building (Engineering). BT: Architecture NT: Auditoriums NT: Castles NT: Cinemas NT: Commercial buildings NT: Farm buildings NT: Heritage buildings NT: Hospitals NT: Housing NT: Industrial buildings NT: Interchanges NT: Laundries NT: Lighthouses NT: Marae NT: Multistorey buildings NT: Office buildings NT: Opera houses NT: Palaces NT: Planetariums <i>NT: Prisons</i> NT: Public buildings	Agree. Suggest following additional UFs and RTs: Prisons UF Correctional institutions UF Gaols UF Jails RT Imprisonment

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			NT: Pyramids NT: Railway stations NT: Religious buildings NT: Rooms NT: School buildings NT: Sheds NT: Sporting venues NT: Studios NT: Underground buildings NT: Whare whakairo RT: Building (Engineering) RT: Building components RT: Built environment RT: Materials RT: Real estate industry	
84.	Proprietorship SN: Use for resources about the accounting concept of owner's equity. For works about ownership in a more general sense use Ownership. RT: Accounting RT: Ownership	This is an accounting concept. The RT Accounting should be changed to a BT. Proposal Change Accounting from RT to BT.	Accounting UF: Bookkeeping BT: Financial management NT: Accrual method NT: Assets NT: Auditing NT: Balance day adjustments NT: Balance sheets NT: Conservatism (Accounting) NT: Disclosure NT: Double entry accounting NT: General journals NT: General ledger	Agree

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
			NT: Liabilities NT: Loss NT: Profit NT: <i>Proprietorship</i> NT: Single entry accounting NT: Special journals RT: Accountants RT: Depreciation RT: Economic analysis RT: Financial reports RT: Proprietorship RT: Sales	
85.	Publicity UF: Promoting UF: Promotion NT: Propaganda RT: Advertising	Omission. Should be linked to Marketing. Proposal Establish Marketing as BT	Marketing BT: Business NT: Advertising NT: Branding NT: Distribution NT: Market research NT: Marketing strategies NT: <i>Publicity</i> NT: Pricing NT: Sales promotion NT: Selling RT: Markets RT: SWOT analysis RT: Target markets	Agree
86.	Punishment NT: Capital punishment	Establish as a NT under Law	Punishment BT: Law	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	NT: Community service NT: Fines NT: Imprisonment NT: Penal colonies NT: Transportation RT: Crime RT: Prisons RT: Sentencing	The recommendations listed here are proposed only. Proposal Establish as a NT under Law.	Note that some subject terms (in addition to the revised top term) have also been modified. NT: Capital punishment NT: Community service NT: Fines NT: Imprisonment NT: Penal colonies NT: Transportation RT: Crime RT: Prisons RT: Sentencing	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
87.	Quality of life NT: Life chance NT: Wellbeing RT: Community development RT: Economic climate RT: Living standards	This is an obscure topics and it is unlikely that a LO would be made about these concepts. Proposal Subject term including NT deleted from ScOT.	Quality of life NT: Life chance NT: Wellbeing RT: Community development RT: Economic climate RT: Living standards	Leave in. Relevant in the wider context of tagging learning resources (not merely objects)
88.	Racial conflict SN: Use for resources about the reciprocal behaviour of two or more racial groups, especially within a single society. For resources about the reciprocal behaviour of two or more ethnic groups use Ethnic relations. UF: Race relations UF: Racial relations UF: Racial tolerance RT: Aboriginal peoples RT: Cultural diversity RT: Cultural interaction	Term not listed in LCSH, SCISSHL or FAMILY. Most appropriate subject term is Conflict (Human relations) in ScOT Proposal Establish as NT under Conflict (Human relations).	Conflict (Human relations) BT: Human relations NT: Conflict resolution NT: Industrial conflict NT: Military campaigns <i>NT: Racial conflict</i> NT: Religious conflict RT: Antisocial behaviour RT: War	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Ethnic relations RT: Genocide RT: Multiculturalism RT: Race RT: Racial attitudes RT: Racial discrimination RT: Racism RT: Reconciliation	The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
89.	Readers' theatre NT: Chamber theatre	Omission. Should be listed under Theatre (Performing arts) Proposal Establish as NT under Theatre (Performing arts)	Readers' theatre <i>BT: Theatre (Performing arts)</i> NT: Chamber theatre	
90.	Reconciliation SN: Use for resources about the process of coming to agreement or harmony; capitalised, it refers to an initiative to promote reconciliation between Aboriginal and Torres Strait Islander people and non-Aboriginal Australians. RT: Aboriginal history RT: Racial conflict RT: Torres Strait Islander history	LCSH has subject term linked to Quarrelling and SCISSHL has a BT to Sacraments. Proposal The most appropriate subject term would be to link to Conflict resolution as in the broadest sense reconciliation is one type of resolution.	Conflict resolution UF: Dispute resolution processes BT: Conflict (Human relations) NT: Arbitration NT: Conciliation NT: Grievance procedures NT: Mediation NT: Negotiation <i>NT: Reconciliation</i> RT: Industrial conflict RT: Problem solving	
91.	Representational art SN: Use for resources about art in which the subject matter is recognisable.	Omission. Proposal	Representational art SN: Use for resources about art in which the subject matter is recognisable.	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Figurative art RT: Realist art	The recommendations listed here are proposed only. Should be linked to Visual arts.	Note that some subject terms (in addition to the revised top term) have also been modified. <i>BT: Visual art</i> RT: Figurative art RT: Realist art	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
92.	Resources NT: Capital resources NT: Human resources NT: Natural resources NT: Resource distribution NT: Resource management NT: Resource use NT: Social capital RT: Environment RT: Finance RT: Government services RT: Organisations RT: Ownership RT: Scarcity RT: Wastes	Proposal Established as NT under Economics	Resources <i>BT: Economics</i> NT: Capital resources NT: Human resources NT: Natural resources NT: Resource distribution NT: Resource management NT: Resource use NT: Social capital RT: Environment RT: Finance RT: Government services RT: Organisations RT: Ownership RT: Scarcity RT: Wastes	Agree
93.	Responsibility NT: Civic responsibility NT: Environmental stewardship NT: Global stewardship NT: Individual responsibility NT: Land custodianship NT: Legal responsibility	LCSH and SCISSHL have Ethics as a BT to Responsibility. ATED and FAMILY treats term as top term. Proposal It is argued that Ethics is a tenuous link at best for BT/NT relationship. A more appropriate subject term would be Human behaviour as a BT to Responsibility with a RT to Ethics.	Human behaviour UF: Behaviour BT: Psychology NT: Antisocial behaviour NT: Assertiveness NT: Conformity NT: Consumer behaviour NT: Cooperation NT: Dating (Human behaviour)	Agree Agree also RT Ethics

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
			NT: Deviant behaviour NT: Ethics NT: Habits NT: Lifestyles NT: Nature nurture controversy NT: Parental behaviour NT: <i>Responsibility</i> NT: Social behaviour NT: Teamwork RT: Behavioural models RT: Behaviourism RT: Human nature RT: Leadership	
94.	Schottische RT: Ballroom dance	Omission Proposal Link to Dance music as NT.	Schottische <i>BT: Dance music</i> RT: Ballroom dance	My Oxford dictionaries define 'Schottische' as a slow polka, or the music for this Too specific? Suggest Schottische USE Polkas ,
95.	Services NT: Human services NT: Social services RT: Resources	Treated as a top term in FAMILY. Argued that subject term is very broad and the scope of the subject is unclear (i.e. does this extend to community or government services?) ATED has this subject term as a top term with a SN "Organised functions designed to meet individual or public needs or to support some other	Government SN: Use more specific governments if applicable, e.g. Federal government, State government, Local government. UF: Representative government UF: Systems of government BT: Organisations	

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p> <p>organised function or activity". TAGS has Services sector and this is a top term. LCSH has Human services with a NT of Social service.</p> <p>Proposal It is proposed to delete Services. Establish Social services as a NT under Human services. Establish Human services as a NT under Government</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>NT: Federal government NT: Federation NT: Government role NT: Government services NT: Intergovernmental relations NT: Local government NT: National government NT: Public administration NT: State government NT: Westminster system RT: Democracy RT: Governance RT: Heads of state RT: Parliaments RT: Public servants</p> <p>Services NT: Human services NT: Social services RT: Resources</p> <p>Social services <i>BT: Human services</i> BT: Services NT: Charities NT: Charity NT: Child care NT: Crisis centres NT: Employment agencies</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
96.	Shakespearean drama RT: Elizabethan drama RT: Historical drama	Omission. Should be linked to Drama. Proposal Link to Drama as NT.	Shakespearean drama BT: Drama RT: Elizabethan drama RT: Historical drama	BT should be English drama: You may also want to add an RT for Jacobean drama since several of his plays were written during the reign of James I Shakespearean drama BT: English drama RT: Elizabethan drama RT: Historical drama <i>RT: Jacobean drama</i>
97.	Sheep NT: Sheep breeds NT: Sheep types RT: Wool industry	Omission. Proposal Link to Placentals as NT and Livestock as NT	Sheep <i>BT: Placentals</i> <i>BT: Livestock</i> NT: Sheep breeds NT: Sheep types RT: Wool industry	Agree
98.	Shipping UF: Ocean transport UF: Sea transport NT: Ships RT: Marine engineering RT: Maritime law RT: Water transport	Omission. Should be linked under Transport as a NT. Proposal Establish as a NT under Transport.	Transport BT: Locomotion NT: Air transport NT: Commuting NT: Land transport NT: Pipelines NT: Public transport NT: Rail transport	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		The recommendations listed here are proposed only.	Note that some subject terms (in addition to the revised top term) have also been modified.	(from Sherrey Quinn, Libraries Alive! Pty Ltd)
99.	Significance of place NT: Sacred sites RT: Human ecology RT: Places	This is an obscure concept. Proposal The concept of significance of place is obscure and the proposed recommendation is that the subject term is deleted from ScOT. Recommended that Sacred sites be placed as a NT under Places.	Places BT: Geography NT: Birthplaces NT: Cities NT: Continents NT: Countries NT: Historic sites NT: Regions NT: Rural areas <i>NT: Sacred sites</i> NT: States and territories NT: Suburbs NT: Towns RT: Geographic location RT: Place names	Agree to deletion and to inclusion of Sacred sites as NT under Places. Suggests Suburbs is an NT under Cities And: Cities RT Towns
100.	Social role UF: Role (Sociology) NT: Role playing RT: Conformity RT: Social structures	LCSH has this subject terms as a NT under Social psychology – an existing subject term in ScOT and Social status – a UF to Socioeconomic status in ScOT. Proposal Establish as NT under Social psychology with a RT to	Social role UF: Role (Sociology) <i>BT: Social psychology</i> NT: Role playing RT: Conformity RT: Social structures <i>RT: Socioeconomic status</i>	Agree

NO	TOP TERM	PROPOSAL The recommendations listed here are proposed only.	REVISED SUBJECT TERM Note that some subject terms (in addition to the revised top term) have also been modified.	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		Socioeconomic status.	<p>Social psychology BT: Psychology BT: Sociology NT: Human relations NT: Social influence <i>NT: Social role</i> RT: Alienation</p> <p>Socioeconomic status UF: Economic status UF: Social status BT: Status RT: Economics RT: Elites RT: Income RT: Ownership RT: Poverty RT: Social indicators RT: Social mobility <i>RT: Social role</i> RT: Wealth</p>	
101.	Social systems NT: Collectivisation NT: Communism NT: Fascism NT: Socialism RT: Capitalism	Following the review of the subject term against other thesauri it is proposed to delete this subject term and reassign the NT as follows. Proposal It is proposed that Social systems could be deleted from ScOT and the	Social systems NT: Collectivisation NT: Communism NT: Fascism NT: Socialism RT: Capitalism	Agree

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
	RT: Human geography	<p>The recommendations listed here are proposed only.</p> <p>following changes made to the former NT under Social systems as follows.</p> <p><u>Collectivisation</u> Added as NT to new subject term Economic doctrines which is a NT under existing subject term Economic systems. Added as NT under Political systems – an existing subject term.</p> <p><u>Communism</u> Added as NT under Collectivisation. Deleted all RT and added RT Socialism.</p> <p><u>Fascism</u> Added as NT under Collectivisation.</p> <p><u>Socialism</u> Added as NT under Collectivisation and added RT Communism. Deleted BT Economic systems.</p> <p>Other changes Capitalism has BT Economic systems removed and replaced with BT Economic doctrines and Political systems. Removed RT Economics.</p> <p><u>Feudalism</u></p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p> <p>RT: Human geography</p> <p>Collectivisation BT: Economic doctrines BT: Political systems NT: Communism NT: Fascism NT: Socialism RT: Collective ownership</p> <p>Communism BT: Collectivisation RT: Socialism</p> <p>Fascism BT: Collectivisation RT: Dictatorship RT: National socialism RT: Political sciences</p> <p>Socialism BT: Collectivisation NT: Fabianism NT: Utopianism RT: Anarchism RT: Communism RT: Economics RT: Political sciences</p>	(from Sherrey Quinn, Libraries Alive! Pty Ltd)

NO	TOP TERM	PROPOSAL	REVISED SUBJECT TERM	COMMENTS
		<p>The recommendations listed here are proposed only.</p>	<p>Note that some subject terms (in addition to the revised top term) have also been modified.</p>	<p>(from Sherrey Quinn, Libraries Alive! Pty Ltd)</p>
		<p>Add BT Economic doctrines.</p>	<p>Capitalism BT: Economic doctrines BT: Political systems NT: Entrepreneurship RT: Democracy RT: Political sciences</p> <p>Feudalism BT: Economic doctrines BT: Political systems</p>	
102.	Soil			<p>Soil BT Geology RT Rocks RT Sand</p>
103.	<p>South American literature NT: South American drama</p>	<p>Omission. Should be linked to Literature as a NT.</p> <p>Proposal Link to Literature as NT.</p>	<p>South American literature BT: Literature NT: South American drama</p>	<p>Agree</p>
104.	<p>Speech balloons RT: Captions RT: Comics</p>	<p>Omission.</p> <p>Proposal Link to Comics as NT and delete as RT to Comics</p>	<p>Comics UF: Comic books UF: Comic strips BT: Cartoons NT: Graphic novels NT: Manga <i>NT: Speech balloons</i> RT: Animation</p>	<p>Agree</p>

			RT: Speech balloons	
105.	<p>Stage management</p> <p>NT: Backstage management</p> <p>RT: Stage managers</p>	<p>Omission.</p> <p>Proposal</p> <p>Link to Management and Stagecraft as NTs</p>	<p>Stagecraft</p> <p>SN: Use for resources about the knowledge and skills required for theatrical and dance production and stage management. Includes elements of sound, lighting, sets, costumes, make-up, props, media, etc.</p> <p>UF: Production technologies</p> <p>BT: Theatre (Performing arts)</p> <p>NT: Stage lighting</p> <p><i>NT: Stage management</i></p> <p>NT: Stage props</p> <p>NT: Stage rigging</p> <p>NT: Stage sets</p> <p>NT: Theatrical costume</p> <p>NT: Theatrical make up</p> <p>RT: Lighting technicians</p> <p>RT: Sound effects</p> <p>RT: Sound technicians</p> <p>RT: Stagehands</p> <p>RT: Stages (Theatre)</p> <p>RT: Theatrical directing</p> <p>RT: Theatrical production</p> <p>Management</p> <p>NT: Committees</p> <p>NT: Decision making</p> <p>NT: Environmental management</p> <p>NT: Financial management</p> <p>NT: Governance</p> <p>NT: Human resource management</p> <p>NT: Information management</p> <p>NT: Management role</p>	Agree

			<p>NT: Management skills NT: Management style NT: Management theory NT: Objectives NT: Operations management NT: Quality management NT: Resource management NT: Risk NT: Risk management NT: Rules <i>NT: Stage management</i> NT: Theatre management RT: Business plans RT: Directors (Organisations) RT: Industry RT: Leadership RT: Managers RT: Organisational change RT: Performance RT: Vertical integration</p>	
106.	<p>Status NT: Citizenship NT: Nationality NT: Socioeconomic status RT: Reputation</p>	<p>LCSH has Power as a BT to Status. Proposal Link to Power (Social sciences) as NT</p>	<p>Power (Social sciences) BT: Political sciences BT: Social sciences NT: Empowerment NT: Judicial power NT: Political power NT: Power structure NT: Self determination <i>NT: Status</i> RT: Social structures</p>	Agree
107.	<p>Storage NT: Food storage NT: Fuel storage</p>	<p>NT Food storage is also under Food preservation.</p>	<p><i>Fuel tanks</i> <i>UF: Fuel storage</i> <i>BT: Tanks</i></p>	Agree

		<p>Proposal Change Storage to a UF for Food storage and Containers Change Fuel storage to a UF under a new subject term Fuel tanks which is established under Tanks.</p>	<p><i>RT: Petrol</i> <i>RT: Petroleum</i></p> <p>Tanks BT: Containers <i>NT: Fuel tanks</i> NT: Septic tanks</p> <p>Storage <i>USE: Containers</i> <i>USE: Food storage</i> NT: Food storage NT: Fuel storage</p>	
108.	<p>Storylines RT: Plots</p>	<p>Omission.</p> <p>Proposal Link to Structure (Rhetorical device) as NT.</p>	<p>Structure (Rhetorical device) UF: Shapes (Rhetorical device) BT: Rhetorical devices NT: Characters (Rhetorical device) NT: Contexts NT: Literary style NT: Plots NT: Setting (Rhetorical device) <i>NT: Storylines</i></p>	Agree
109.	<p>Street art RT: Graffiti RT: Murals</p>	<p>Omission.</p> <p>Proposal Link to Visual arts as NT.</p>	<p>Street art <i>BT: Visual arts</i> RT: Graffiti RT: Murals</p>	Agree
110.	<p>Street theatre NT: Busking</p>	<p>Omission.</p> <p>Proposal Should be linked to Theatre (Performing arts) as NT.</p>	<p>Street theatre <i>BT: Theatre (Performing arts)</i> NT: Busking</p>	Agree
111.	Structural geology	Omission.	<p>Geology SN: Use for resources on the</p>	See correction at left

	NT: Mountain building	<p>Proposal Should be established as NT under Geology.</p>	<p>structure and composition of the Earth and the relationship between the geological structure and the physical features of the Earth. For resources on the whole planet use Earth.</p> <p>BT: Earth sciences NT: Continents NT: Core NT: Geomorphology NT: Lithosphere NT: Mantle NT: Marine geology NT: Mineralogy NT: Physical geography NT: Plate tectonics NT: Rocks NT: Sand NT: Stratigraphic geology NT: Structural geology RT: Earthquakes RT: Geological time RT: Geologists RT: Landforms RT: Weathering</p>	
112.	Structural thinking RT: Organisational thinking	<p>Omission.</p> <p>Proposal Link to Thinking as NT.</p>	<p>Thinking</p> <p>UF: Complex thinking UF: Ideation NT: Analytical thinking NT: Attention NT: Convergent thinking NT: Creative thinking NT: Critical thinking NT: Decision making NT: Deductive thinking</p>	<p>Structural thinking not in ScOT version 4.5, and Thinking NTs have been revised:</p> <p>Thinking</p> <p>UF: Intellect BT: Cognition NT: Abstract thinking Attention Creative thinking</p>

			<p>NT: Divergent thinking NT: Ideas NT: Inductive thinking NT: Judgment NT: Lateral thinking NT: Organisational thinking NT: Procedural thinking NT: Reasoning NT: Stereotypes RT: Intellect RT: Logic RT: Perception</p>	<p>Critical thinking Decision making Ideas Inductive thinking Judgement Reasoning</p>
113.	<p>Student assessment NT: Assessment portfolios</p>	<p>See comments under Assessment. Link to Evaluation as NT. Assessment portfolios will need to be deleted as NT from Evaluation as already appears as NT under Student assessment.</p> <p>Proposal Establish BT Evaluation</p>	<p>Evaluation UF: Evaluating UF: Reviewing BT: Research NT: Assessment portfolios NT: Needs assessment NT: Product appraisal <i>NT: Student assessment</i> RT: Criticism RT: Decision making RT: Standards</p>	<p>Agree to movement of Student assessment</p> <p>Not sure Research is appropriate TT for Evaluation? Further analysis needed.</p> <p>RTs between student assessment and teaching terms</p>
114.	<p>Study methods UF: Learning methods RT: Information skills</p>	<p>ATED has Study skills as a NT under Skills. LCSH has Study methods as a UF under Study skills which is a NT under Life skills. Life skills is an existing subject term in ScOT with a BT Skills.</p> <p>Proposal Establish Study methods as a NT under Life skills.</p>	<p>Study methods UF: Learning methods <i>UF: Study skills</i> <i>BT: Life skills</i> RT: Information skills</p>	<p>Agree.</p> <p>Suggest</p> <p>Study methods UF Studying RT Students</p>

		Establish Study skills as a UF under Study methods		
115.	Surface area units NT: Hectares NT: Square kilometres NT: Square metres	Omission. Should be linked to Units of measurement as NT. Proposal Establish Units of measurement as a BT.	Units of measurement BT: Measurement NT: Amperes NT: Angle units NT: Beaufort wind scale NT: Capacity units NT: Decibels NT: Density units NT: Energy units NT: Exposure levels NT: Force units NT: Fuel consumption units NT: Hertz NT: Length units NT: Mass units NT: Ohms NT: Power units NT: Pressure units NT: Scales (Measurement) NT: SPF ratings <i>NT: Surface area units</i> NT: Temperature units NT: UV index NT: Volume units RT: Metric system	Area has: Area UF Area measurement which seems inconsistent with the rest of the structure. Suggest deleting this UF and substituting: Area measurement USE Surface area units Surface area units UF Area measurement
116.	Swords RT: Fencing	Omission Proposal Establish as NT to Weapons	Weapons BT: Military equipment NT: Firearms NT: Missiles NT: Nuclear weapons <i>NT: Swords</i>	Agree

			<p>NT: Trebuchets RT: Arms trade RT: Disarmament RT: War</p>	
117.	<p>Systems NT: Catchments NT: Ecosystems RT: Classification systems</p>	<p>Catchments and Ecosystems can be established under Ecology as NT. Systems can be changed to a UF under Catchments and Ecosystems.</p> <p>Proposal NT Catchments to Ecology as NT. NT Ecosystems to Ecology as NT. Change Systems to a UF under Catchments and Ecosystems.</p>	<p>Ecology SN: Use for resources on the study of the interactions of living organisms with each other and with their environment. For resources on communities of living organisms interacting with each other and with their environment, including the processes that take place use Ecosystems.</p> <p>BT: Biology NT: Aquatic ecology NT: Biogeochemical cycles NT: Bioindicators <i>NT: Catchments</i> NT: Desert ecology <i>NT: Ecosystems</i> NT: Environment NT: Fire ecology NT: Forest ecology NT: Introduced species NT: Land use NT: Native species NT: Populations (Ecology) NT: Soil degradation NT: Soil ecology NT: Symbiosis NT: Urban ecology NT: Wastes NT: Wetland ecology RT: Biodiversity</p>	<p>Move NTs as suggested. Delete Systems as a term.</p>

			<p>RT: Biomass RT: Ecosystems RT: Evolution RT: Habitats RT: Pollution RT: Salinity</p>	
118.	<p>Tableware NT: Silverware</p>	<p>LCSH has Tableware as a NT under Implements, utensils, etc. which is a NT under Furnishings. ScOT has Furnishings which includes NT Glassware.</p> <p>Proposal Establish as NT under Furnishings.</p>	<p>Tableware <i>BT: Furnishings</i> NT: Silverware</p>	Agree
119.	<p>Takeovers RT: Companies</p>	<p>ScOT has Mergers as a RT to Companies and a BT under Transfer of ownership. It is argued that takeovers are also one form of a transfer of ownership.</p> <p>Proposal Establish as NT under Transfer of ownership.</p>	<p>Transfer of ownership BT: Ownership NT: Mergers NT: Property transfer <i>NT: Takeovers</i></p>	Agree
120.	<p>Teacher in role RT: Role (Drama)</p>	<p>Concept is a type of teaching method. This subject terms should be established as a NT under Teaching methods.</p> <p>Proposal Establish as NT under Teaching methods.</p>	<p>Teaching methods UF: Pedagogies BT: Teaching <i>NT: Teacher in role</i> NT: Webquests</p>	Agree
121.	<p>Television programs NT: Children's television NT: Current affairs programs NT: Educational television</p>	<p>Omission. Should be linked to Television as NT.</p> <p>Proposal</p>	<p>Television UF: Cable television UF: Digital television BT: Broadcasting</p>	<p>This seems reasonable, however, where is the concept of 'television viewing' covered?</p>

	<p>NT: Reality television NT: Sitcoms NT: Soap operas RT: Explanations RT: Expositions (Factual texts) RT: Factual descriptions RT: Information reports RT: Literary recounts RT: Radio programs</p>	<p>Link to Television as NT. Remove conflicting NT Children's television under Television programs and Soap operas under Television. Remove NT Documentaries under Television and place as NT under Television programs. Delete Television documentaries from ScOT.</p>	<p>BT: Entertainment BT: Mass media BT: Nonprint media NT: Children's television NT: Documentaries NT: Infotainment NT: Pay TV NT: Screenplays NT: Soap operas RT: Films RT: Performing arts RT: Prime time RT: Ratings RT: Televisions</p> <p>Television programs NT: Children's television NT: Current affairs programs <i>NT: Documentaries</i> NT: Educational television NT: Reality television NT: Sitcoms NT: Soap operas RT: Explanations RT: Expositions (Factual texts) RT: Factual descriptions RT: Information reports RT: Literary recounts RT: Radio programs</p>	
122.	<p>Text types NT: Factual texts NT: Literary texts</p>	<p>Change this subject term as a preferred subject term to non preferred and place under Texts as a UF. Factual texts and Literary texts are also NT under Texts.</p>	<p>Text types <i>USE: Texts</i> NT: Factual texts NT: Literary texts</p>	<p>Agree</p>

		Proposal Change to UF under Texts.		
123.	Textile crafts UF: Fibre arts NT: Braiding NT: Knitting NT: Lace making NT: Needlework NT: Passementerie NT: Rugs RT: Artisans RT: Soft sculpture	Omission Should be linked to Handicrafts as NT. Proposal Establish as NT under Handicrafts.	Handicrafts UF: Crafts UF: Decorative crafts BT: Consumer goods BT: Visual arts NT: Aboriginal handicrafts NT: Aluminium foil craft NT: Artificial flowers NT: Australian handicrafts NT: Basketwork NT: Beadwork NT: Bread dough craft NT: Candlemaking NT: Decorations NT: Floral arts NT: Glass crafts NT: Greeting cards NT: Jewellery making NT: Knots (Handicrafts) NT: Leatherwork NT: Models NT: Mosaics NT: Nature craft NT: New Zealand handicrafts NT: Paper crafts NT: Picture frames NT: Plastics crafts NT: Pokerwork NT: Pottery NT: Ribbon work	Agree

			<p>NT: Rock crafts NT: Shell crafts NT: String crafts <i>NT: Textile crafts</i> NT: Torres Strait Islander handicrafts NT: Toy making NT: Wire crafts NT: Woodwork RT: Artisans RT: Folk art RT: Hobbies RT: Industrial arts RT: Primitivism</p>	
124.	<p>Thai language RT Thai alphabet</p>	<p>Omission. Proposal Establish as NT under Languages.</p>	<p>Thai language <i>BT Languages</i> RT Thai alphabet</p>	Agree
125.	<p>Theatre of cruelty RT: Revenge tragedies</p>	<p>Omission. Proposal Link to Theatre (Performing arts)</p>	<p>Theatre of cruelty BT: Theatre (Performing arts) RT: Revenge tragedies</p>	Agree
126.	<p>Theology NT: Dogma RT: Ontology RT: Religion</p>	<p>LCSH has Theology as a NT to Christianity and God. Proposal Establish as NT under Religion.</p>	<p>Religion UF: Religious practices NT: Animism NT: Buddhism NT: Christianity NT: Confucianism NT: Creationism NT: Deities NT: Dreaming NT: Evangelism NT: Gurus</p>	<p>ScOT 4.5 has: Theism BT: Religion RT: Atheism Goddesses Gods Theology NT: Dogma RT: Ontology</p>

			NT: Hinduism NT: Islam NT: Judaism NT: Missions NT: Mystery cults NT: Primal religion NT: Puritanism NT: Religious fundamentalism NT: Religious leaders NT: Sects NT: Shintoism NT: Sikhism NT: Superstitions NT: Taoism NT: Theism NT: <i>Theology</i> NT: Worship NT: Zoroastrianism RT: Congregations RT: Disciples RT: Holy people RT: Inter faith dialogue RT: Liberalism RT: Martyrs RT: Priests RT: Religious conflict RT: Religious festivals RT: Rituals RT: Sacred literature	Religion Add RT between Theism and Theology Possibly add Scope note to each.
127.	Theories NT: Chaos theory NT: Hypotheses RT: Research	Specific subject term and the reference structure is not correct with NT Chaos theory and Hypotheses. Theories is a top term in ATED.	Theories NT: <i>Art theory</i> NT: <i>Atomic theory</i> NT: <i>Auteur theory</i>	What about Auteur theory which was proposed to be an NT under Film directing (see para 7 of this table)?, or Theory of Relativity which is included in ScOT as: Relativity BT Physics?

		<p>Proposal</p> <p>It is argued that this subject term should be retained as a top term and that all other existing subject terms in ScOT that describe specific theories/types should be added as NT. Theories would be a suitable top level topic in a browse structure from a cross curricula perspective. Hypotheses should be removed as a NT and established as a RT.</p>	<p><i>NT: Big Bang Theory</i> NT: Chaos theory <i>NT: Economic theory</i> <i>NT: Game theory</i> <i>NT: Group theory</i> <i>NT: Kinetic theory</i> <i>NT: Management theory</i> <i>NT: Music theory</i> NT: Hypotheses RT: <i>Hypotheses</i> RT: Research</p>	<p>Suggest that in a thesaurus that covers 'all knowledge' specific theories are more appropriately kept within their topical hierarchies.</p> <p>Suggest do not add Theories as a top term.</p> <p>Put Chaos theory as an NT under Systems theory (new term):</p> <p>Physics NT Mechanics NT Systems theory NT Chaos theory</p> <p>Hypotheses – move to NT under Research</p>
128.	<p>Torres Strait Islander art RT: Aboriginal art RT: Australian art</p>	<p>Omission. Should be linked to Visual arts.</p> <p>Proposal Link to Visual arts as a NT.</p>	<p>Visual arts UF: Art UF: Artmaking UF: Arts and crafts BT: Arts NT: 2D art NT: 3D art NT: Aboriginal art NT: American art NT: Anamorphic art Etc, NT: Figurative art NT: Flemish art</p>	<p>Agree</p>

			<p>NT: French art NT: German art NT: Gothic revival art NT: Graphic arts Etc. NT: Spanish art <i>NT: Torres Strait Islander art</i> RT: Art historians RT: Artists RT: Digital art RT: Films RT: Multimedia art RT: Performance art RT: Performing arts RT: Visual arts portfolios</p>	
129.	<p>Torres Strait Islander Legends SN: Use for resources about Torres Strait Islander legends and spiritual beliefs. For resources on Aboriginal spiritual beliefs use Dreaming. RT: Beliefs RT: Dreaming</p>	<p>Omission. Should be linked to Legends as a NT. Proposal Link to Legends as a NT.</p>	<p>Legends BT: Folktales <i>NT: Torres Strait Islander Legends</i> RT: Literature RT: Myths RT: Narratives</p>	Agree
130.	<p>Torres Strait Islander theatre RT: Aboriginal theatre RT: Australian theatre</p>	<p>Omission. Proposal Link to Theatre (Performing arts) as a NT</p>	<p>Torres Strait Islander theatre <i>BT: Theatre (Performing arts)</i> RT: Aboriginal theatre RT: Australian theatre</p>	Agree
131.	<p>Tourism UF: Sightseeing industry NT: Ecotourism NT: International tourism NT: Local tourism NT: Package tours</p>	<p>Omission. Should be linked to Industry. Proposal Link to Industry as a NT.</p>	<p>Industry SN: Use for resources on any particular branch of trade, manufacture, business or activity as a whole. UF: Manufacturing industry</p>	<p>Agree Is it necessary to distinguish between Local tourism and Regional tourism? Tourism would suffice.</p>

	NT: Regional tourism NT: Sex tourism		NT: Arts industries Etc. <i>NT: Tourism</i> Etc.	Suggest additional RT: Tourism RT Travel
132.	Tourist accommodation UF: Accommodation (Travel) NT: Camping grounds NT: Caravan parks NT: Hotels NT: Motels NT: Resorts	This subject term should be added as a NT under Tourism. Proposal Establish as NT under Tourism. Hotels and Motels should also be added as NT under Buildings (Structures).	Tourist accommodation UF: Accommodation (Travel) <i>BT: Tourism</i> NT: Camping grounds NT: Caravan parks NT: Hotels NT: Motels NT: Resorts	Agree Hostels (as in Backpacker hostels) is missing as an NT
133.	Tourist groups RT: Package tours	Omission. Should be linked to Groups. Proposal Establish as NT under Groups	Tourist groups <i>BT: Groups</i> RT: Package tours	See para 134, where it is suggested that Tourists is made an NT under Groups. It is not necessary to have both Tourist groups and Tourists. Suggest: Tourists UF Tourist groups BT Groups RT Package tours
134.	Tourists UF: Sightseers NT: Backpackers	Omission Proposal Link to Groups as NT.	Tourists UF: Sightseers <i>BT: Groups</i> NT: Backpackers	See para 133. Suggest: Tourists UF Tourist groups BT Groups RT Package tours
135.	Toxic waste RT: Pollution	Omission Proposal	Wastes BT: Ecology NT: Rubbish	Agree

		<p>Link to Wastes as NT and establish RT to Hazardous substances and Hazardous materials.</p>	<p>NT: Sewage <i>NT: Toxic waste</i> RT: Compost RT: Excretory system RT: Landfills RT: Resources</p> <p>Hazardous substances UF: Hazardous chemicals BT: Chemicals RT: Hazardous materials <i>RT: Toxic waste</i></p> <p>Hazardous materials BT: Materials NT: Poisons RT: Hazardous substances <i>RT: Toxic waste</i></p>	
136.	<p>Tracking data RT: Weather forecasting</p>	<p>Omission.</p> <p>Proposal Should be linked to Data as NT.</p>	<p>Data SN: Use for resources on information, often numerical and in a form that can be processed on a computer.</p> <p>BT: Information sciences NT: Continuous data NT: Data processing NT: Data representation NT: Databases NT: Discrete data NT: Statistical data <i>NT: Tracking data</i> RT: Data analysis RT: Measurement</p>	<p>Agree</p> <p>Add Scope note.</p>

137.	<p>Trade agreements RT: Free trade RT: International trade</p>	<p>Omission. Should be linked to Treaties as NT.</p> <p>Proposal Link to Treaties as NT.</p>	<p>Treaties BT: International law BT: International relations NT: <i>Trade agreements</i> RT: Defence agreements</p>	<p>Agree.</p> <p>Suggest UF Commercial treaties:</p> <p>Trade agreements UF Commercial treaties BT: Treaties RT: Free trade RT International trade</p>
138.	<p>Travel documents NT: Passports</p>	<p>Omission. Should be linked to Factual texts.</p> <p>Proposal Link to Factual texts as NT.</p>	<p>Factual texts SN: Use for resources about texts that present information, ideas or issues in such a way as to inform or instruct the reader or listener. BT: Texts NT: Annual reports NT: Articles of association NT: Business communication NT: Charts NT: Diagrams NT: Dictionaries NT: Discussions NT: Encyclopaedias NT: Explanations NT: Expositions (Factual texts) NT: Factual descriptions NT: Factual recounts NT: Financial records NT: Financial reports NT: Graphs</p>	<p>Agree</p>

			<p>NT: Information reports NT: Maps NT: Procedural recounts NT: Procedures NT: Prospectuses <i>NT: Travel documents</i> NT: Web pages NT: Websites RT: Nonfiction RT: Spoken texts RT: Visual texts RT: Written texts</p>	
139.	<p>Tribal art RT: Aboriginal art RT: Maori art</p>	<p>Concept can be covered by existing RTs. It is recommended that this subject term be deleted from ScOT.</p> <p>Proposal Delete from ScOT</p>	Removed from ScOT.	Still present – remove from version 4.5
140.	<p>Triptychs RT: Carving RT: Painting</p>	<p>Omission. Should be linked to Visual arts.</p> <p>Proposal Link to Visual arts as a NT.</p>	<p>Triptychs BT: Visual arts RT: Carving RT: Painting</p>	Agree
141.	<p>Unemployment NT: Cyclical unemployment NT: Frictional employment NT: Hard core unemployment NT: Hidden unemployment NT: Seasonal unemployment RT: Labour economics RT: Labour market RT: Stagflation</p>	<p>LCSH has Unemployment as a NT to Employment. ATED treats Unemployment as a top term. SCISSL has Unemployment as a NT under Social problems, Social security and Social welfare. FAMILY has Unemployment as a NT under Social problems.</p> <p>Proposal</p>	<p>Unemployment <i>BT: Economics</i> NT: Cyclical unemployment NT: Frictional employment NT: Hard core unemployment NT: Hidden unemployment NT: Seasonal unemployment RT: Labour economics RT: Labour market RT: Stagflation</p>	<p>Agree with the proposal.</p> <p>Are all the very specific NTs necessary?</p>

		<p>Establish Unemployment as a NT under Economics along with Employment.</p> <p>Establish RT to Economic climate, Economic depression and Employment</p>	<p><i>RT: Economic climate</i></p> <p><i>RT: Economic depressions</i></p> <p><i>RT: Employment</i></p>	
142.	<p>Urbanisation</p> <p>RT: Demography</p> <p>RT: Population distribution</p> <p>RT: Regional planning</p>	<p>Treated as top term in FAMILY.</p> <p>Proposal</p> <p>Establish as NT under Settlement patterns</p>	<p>Settlement patterns</p> <p>UF: Land settlement</p> <p>BT: Land use</p> <p>NT: Coastal settlements</p> <p>NT: Dispersed settlements</p> <p>NT: Nucleated settlements</p> <p><i>NT: Settlement patterns</i></p> <p>RT: Demography</p> <p>RT: Immigration</p> <p>RT: Population distribution</p>	<p>Agree.</p> <p>Delete 'Coastal settlement' and keep Coastal settlements (consistent with other plural 'settlements'). No RTs need transferring as they are duplicated under each version.</p>
143.	<p>Velocity units</p> <p>NT: Centimetres per second</p> <p>NT: Kilometres per hour</p> <p>NT: Knots (Velocity)</p> <p>NT: Metres per second</p>	<p>Omission.</p> <p>Proposal</p> <p>Establish under Units of measurement</p>	<p>Units of measurement</p> <p>BT: Measurement</p> <p>NT: Amperes</p> <p>NT: Angle units</p> <p>NT: Beaufort wind scale</p> <p>NT: Capacity units</p> <p>NT: Decibels</p> <p>NT: Density units</p> <p>NT: Energy units</p> <p>NT: Exposure levels</p> <p>NT: Force units</p> <p>NT: Fuel consumption units</p> <p>NT: Hertz</p> <p>NT: Length units</p> <p>NT: Mass units</p> <p>NT: Ohms</p> <p>NT: Power units</p> <p>NT: Pressure units</p>	<p>Agree.</p> <p>NOTE: There is a reference:</p> <p>Velocity USE Speed</p> <p>but 'Velocity units' is a term.</p> <p>'Velocity' has direction as well as magnitude; 'Speed' has magnitude only (no direction) – it is misleading to treat them as synonymous terms. If you use only one it would be more accurate to reverse the reference:</p> <p>Speed USE Velocity</p> <p>Velocity UF Speed</p> <p>The reference structure attached to Speed could be attached to Velocity.</p>

			<p>NT: Scales (Measurement) NT: SPF ratings <i>NT: Surface area units</i> NT: Temperature units NT: UV index <i>NT: Velocity units</i> NT: Volume units RT: Metric system</p>	
144.	<p>Verbs NT: Modality NT: Mood (Language) NT: Objects NT: Person (Language)</p>	<p>Omission</p> <p>Proposal Link to Words as a NT.</p>	<p>Words UF: Parts of speech BT: Grammar NT: Adjectives NT: Adverbs NT: Compound words NT: Conjunctions NT: Nouns NT: Prepositions NT: Pronouns <i>NT: Verbs</i> RT: Lexicology RT: Morphology</p>	<p>I note that Objects is an NT under Verbs. To be consistent, 'Subjects' could be included as an NT under Nouns, and Pronouns would be an NT under Nouns instead of an RT.</p> <p>Voice (Verbs) – is an NT under Grammar. Establish RT between Verbs and Voice (Verbs)</p> <p>Voice (Verbs) RT Verbs</p>
145.	<p>Visual texts NT: Cartoons NT: Films NT: Music videos RT: Factual texts</p>	<p>Omission</p> <p>Proposal Establish as NT under Texts.</p>	<p>Texts BT: Literature NT: Everyday texts NT: Factual texts NT: Imaginative texts NT: Interactive texts NT: Lists NT: Literary texts NT: Media texts NT: Multimodal texts NT: Picture books NT: Quotations</p>	<p>Is this a meaningful term? Aren't all texts visual texts (except for Spoken texts)? This whole area (see also para Written texts) needs more thought.</p> <p>Picture books could also be considered to be visual texts. Refer also Pictographs.</p> <p>I suggest that this term is over-specific, and it should be a non-preferred term:</p> <p>Visual texts USE Texts</p>

			<p>NT: Scripts NT: Spoken texts <i>NT: Visual texts</i> RT: Audiences</p>	<p>Apart from Cartoons (perhaps), none of the NTs under Visual texts are 'texts'. All the NTS have multiple BTs, so deleting 'Visual texts' will not 'orphan' them.</p> <p>There needs to be a reference RT linking Picture books and Comics.</p> <p>How about a link between Newspapers (or News media) and Media texts?</p>
146.	<p>Voice (Speech) RT: Diaphragm RT: Speech RT: Tongue</p>	<p>Omission</p> <p>Proposal Establish as NT under Physiology and Sounds.</p>	<p>Physiology</p> <p>SN: Use for resources on the functioning of biological organisms. For specific body parts refer to the terms under Anatomy.</p> <p>UF: Functions (Biology) UF: Human body BT: Biology NT: Body temperature NT: Circulatory system NT: Defensive system NT: Digestive system NT: Endocrine system NT: Excretory system NT: Growth NT: Hibernation NT: Homeostasis NT: Hormones NT: Immune system NT: Integumentary system NT: Movement (Physiology) NT: Nervous system NT: Nutrition</p>	<p>Agree.</p> <p>See note above (para 144 about Voice (Verbs))</p>

			<p>NT: Reproductive system NT: Respiratory system NT: Senses NT: Sleep NT: Stress (Physiology) <i>NT: Voice (Speech)</i> RT: Anatomy</p> <p>Sounds BT: Sound NT: Animal sounds NT: Man made sounds NT: Natural sounds <i>NT: Voice (Speech)</i> NT: Soundtracks RT: Biological acoustics</p>	
147.	<p>Wage determination RT: Collective bargaining RT: Industry sector agreements</p>	<p>Omission</p> <p>Proposal Link to Industrial relations as NT.</p>	<p>Industrial relations UF: Workplace relations BT: Industry NT: Awards NT: Collective bargaining NT: Industrial conflict NT: Industry sector agreements <i>NT: Wage determination</i> RT: Arbitration RT: Industrial tribunals</p>	<p>Agree</p> <p>Wages RT Wage determination?</p>
148.	<p>Waka SN: Use for resources on traditional and historical Maori canoes. RT: Canoes RT: Genealogy</p>			<p>Top term in ScOT 4.5.</p> <p>Should Waka be an NT under Canoes?</p> <p>Waka UF Maori canoes BT Canoes</p>

				Also check the Rt to Genealogy – this seems inappropriate
149.	Waste management NT: Recycling NT: Reusing NT: Waste disposal RT: Compost	Omission Proposal Establish as NT under Wastes and also Management (as a type of management). Delete Landfills as RT from Wastes	Wastes BT: Ecology NT: Rubbish NT: Sewage <i>NT: Waste management</i> RT: Compost RT: Excretory system RT: Landfills RT: Resources	Agree
150.	Wastewater RT: Greywater	Omission Proposal Establish as NT under Wastes.	Wastes BT: Ecology NT: Rubbish NT: Sewage NT: Waste management <i>NT: Wastewater</i> RT: Compost RT: Excretory system RT: Resources	This is already established in ScOT 4.5: Wastewater UF: Waste water BT: Wastes BT Water NT: Greywater
151.	Water quality NT: Algal blooms RT: Catchment management RT: Environmental flows RT: Fresh water ecology	Omission Proposal Establish as NT under Water.	Water BT: Earth sciences NT: Frost NT: Groundwater NT: Ice NT: Oceans NT: Salinity NT: Soil water NT: Steam NT: Stormwater <i>NT: Water quality</i> RT: Floods	Agree

			RT: Hydrosphere RT: Meteorology RT: Oceanography RT: Rivers	
152.	Water supply NT: Bore water NT: Drainage NT: Environmental flows NT: Water table NT: Water use RT: Agriculture RT: Dams RT: Food availability RT: Pipes	Omission Proposal Link to Natural resources and Public health as NT.	Natural resources BT: Resources NT: Energy resources NT: Metals NT: Minerals (Mineralogy) NT: Nonrenewable resources NT: Renewable resources <i>NT: Water supply</i> RT: Conservation RT: Ecotourism RT: Environment Public health BT: Health NT: Communicable diseases NT: Disease transmission NT: Epidemics NT: Epidemiology NT: Food handling NT: Hospitals NT: Quarantine NT: Sewage disposal NT: Vaccination NT: Water pollution <i>NT: Water supply</i> RT: Bacteria RT: Cholera RT: Dengue fever RT: Ebola fever	Agree. Somewhere in the Water terms there needs to be a term for, or a reference from the concept of Drinking water/ Potable water.

			<p>RT: Health services RT: Hygiene RT: Influenza RT: Malaria RT: Parasitic infections RT: Plague RT: Sanitation RT: SARS RT: Smallpox RT: Typhoid RT: Viruses (Biology)</p>	
153.	<p>Water transport UF: River transport NT: Boats NT: Ships RT: Shipping</p>	<p>Omission</p> <p>Proposal Link to Transport as NT.</p>	<p>Transport BT: Locomotion NT: Air transport NT: Commuting NT: Land transport NT: Pipelines NT: Public transport NT: Rail transport NT: Roads NT: Traffic <i>NT: Water transport</i> RT: Bridges RT: Containers RT: Navigation</p>	Agree
154.	<p>Webquests UF: Learning quests RT: Information skills</p>	<p>Omission</p> <p>Proposal Link to World Wide Web as NT and Teaching methods</p>	<p>World Wide Web BT: Internet <i>NT: Webquests</i></p> <p>Teaching methods UF: Pedagogies BT: Teaching NT: Teacher in role</p>	Agree

			<i>NT: Webquests</i>	
155.	Welfare payments UF: Social security NT: Child endowment NT: Pensions	Omission Proposal Link to Welfare services as NT	Welfare services BT: Social services NT: Concessions NT: Legal aid <i>NT: Welfare payments</i>	Agree
156.	Wool quality NT: Wool classing	Compound subject term. Proposal Delete and add NT Wool classing under Classification with RT Wool and Wool industry.	Wool quality NT: Wool classing Classification SN: Use for resources about the ordering of related phenomena into categories, groups, families or systems, according to characteristics or attributes. UF: Grouping procedures UF: Sorting procedures UF: Taxonomy BT: Information management NT: Classification systems NT: Properties (Classification) <i>NT: Wool classing</i> RT: Botany RT: Zoology Wool classing BT: Wool quality <i>BT: Classification</i> <i>RT: Wool</i> <i>RT: Wool industry</i>	Agree to deletion of Wool quality. Wool classing – this very specific term looks odd under a topic as broad as ‘Classification’. Could it go as an NT under ‘Wool’? Wool is an NT under Fibres (Materials) and Wool classing is about grading the fibres.
157.	Word processing RT: Desktop publishing	Omission Proposal	Electronic publishing UF: Digital publishing BT: Publishing	Agree. Possibly add RT between Word processing and Text files?

		Link to Electronic publishing as a NT	<i>NT: Word processing</i> NT: Web publishing RT: Desktop publishing RT: Digital rights management RT: Internet	The concept of Office work, which could be linked to this, is missing.
158.	Working conditions NT: Fringe benefits NT: Job sharing NT: Leave entitlements NT: Shift work NT: Working hours RT: Employment contracts RT: Occupational health and safety RT: Severance pay	Omission. Link to Work. Proposal Link to Work as NT	Work UF: Labour BT: Industry BT: Mechanics NT: Child labour NT: Convict labour NT: Employment NT: Manual labour NT: Migrant labour NT: Performance NT: Slavery <i>NT: Working conditions</i> RT: Forces RT: Job skills RT: Labour force RT: Labour market	Agree
159.	Workplace learning RT: Lifelong learning RT: Occupations (Work)	ATED has Workplace learning as a NT under Learning which is a top term. Learning is not included as a subject term in ScOT. Proposal It is recommended that Workplace learning be established as a NT under Education. Cross reference Workplace learning with Vocational education as a RT.	Vocational education BT: Education NT: Enterprise education RT: Industry training boards RT: Lifelong learning <i>RT: Workplace learning</i> Education UF: Schooling BT: Social sciences NT: Dance education NT: Drama education	Retain: Workplace learning RT: Lifelong learning RT: Occupations (Work) RT: Vocational education

			<p>NT: Educational institutions NT: Environmental education NT: Higher education NT: Lifelong learning NT: Literacy NT: Mass education NT: Music education NT: Physical education NT: Private education NT: Public education NT: TAFE NT: Teaching NT: Training NT: Vocational education <i>NT: Workplace learning</i> RT: Austudy RT: Educators RT: Human capital RT: Qualifications RT: Students RT: Teachers</p>	
160.	<p>Workplace texts NT: Car manuals NT: Email NT: Forms (Texts) NT: Memoranda RT: Everyday texts</p>	<p>Omission. Should be linked to Factual texts as NT.</p> <p>Proposal Link to Factual texts as NT.</p>	<p>Workplace texts <i>BT: Factual texts</i> NT: Car manuals NT: Email NT: Forms (Texts) NT: Memoranda RT: Everyday texts</p>	Agree
161.	<p>Worm farms RT: Compost RT: Recycling</p>	<p>Omission.</p> <p>Proposal Link to Animal production as a NT.</p>	<p>Animal production SN: Use for resources about the use of animals for agricultural purposes. For resources on the practice or science of the production, care and feeding of animals use Animal</p>	Agree

			<p>husbandry.</p> <p>BT: Agriculture</p> <p>NT: Aviculture</p> <p>NT: Beef cattle production</p> <p>NT: Beekeeping</p> <p>NT: <i>Worm farms</i></p>	
162.	<p>Written texts</p> <p>NT: Anecdotes</p> <p>NT: Books</p> <p>NT: Manuscripts</p> <p>RT: Braille</p> <p>RT: Factual texts</p> <p>RT: Literary texts</p> <p>RT: Spoken texts</p>	<p>Omission. Should be linked to Texts.</p> <p>Proposal</p> <p>Link to Texts as NT.</p>	<p>Texts</p> <p>BT: Literature</p> <p>NT: Everyday texts</p> <p>NT: Factual texts</p> <p>NT: Imaginative texts</p> <p>NT: Interactive texts</p> <p>NT: Lists</p> <p>NT: Literary texts</p> <p>NT: Media texts</p> <p>NT: Multimodal texts</p> <p>NT: Picture books</p> <p>NT: Quotations</p> <p>NT: Scripts</p> <p>NT: Spoken texts</p> <p>NT: <i>Written texts</i></p> <p>RT: Audiences</p>	<p>I think this whole area needs more thought. Texts are written, by definition. See notes under para 145 above.</p>
163.	<p>Youth culture</p> <p>RT: Popular culture</p>	<p>Omission</p> <p>Proposal</p> <p>It is proposed to link to Culture as NT.</p>	<p>Culture</p> <p>UF: Cultural resources</p> <p>UF: Traditional culture</p> <p>NT: Aboriginal culture</p> <p>NT: Acculturation</p> <p>NT: American culture</p> <p>NT: Artefacts</p> <p>NT: Asian culture</p> <p>NT: Australian culture</p> <p>NT: Contemporary culture</p> <p>NT: Counter culture</p>	

			<p>NT: Cultural characteristics NT: Cultural diversity NT: Cultural expression NT: Cultural images NT: Cultural interaction NT: Cultural maintenance NT: Cultural values NT: Culture contact NT: Mainstream culture NT: New Zealand culture NT: Social customs NT: Subcultures NT: Torres Strait Islander culture <i>NT: Youth culture</i> RT: Civilisation RT: Cultural awareness RT: Intercultural communication RT: Minority groups RT: Race RT: Social history</p>	
164.	<p>Youth theatre RT: Group devised dramas</p>	<p>Omission</p> <p>Proposal It is proposed to link to Theatre (Performing arts) as a NT</p>	<p>Youth theatre <i>BT: Theatre (Performing arts)</i> RT: Group devised dramas</p>	

Appendix 2. Previously Proposed Top Terms

Columns 1 and 2 in this table have been reproduced from *Preliminary proposal for changes to the structure of ScOT*, version 1.0, 23 November 2004. The third column, Comments, has been added during the current Review of the ScOT Top Terms Project.

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
1	Arts	Recommended as a top term on the basis that one of the KLAs is Arts. Formerly this subject term was a NT under Humanities now recommended and proposed as a RT.	Appropriate Top Term
2	Change	<p>LCSH has Change as NT under Ontology which is an existing subject term in ScOT. Change is a top term in ATED and SCISSHL has Change (Psychology) as a NT under Psychology.</p> <p>Ontology is defined by the Macquarie Dictionary as the science of being</p> <p>There are three options to be considered.</p> <p>Option 1</p> <p>One is to link Change as a NT under Ontology following the reference structure for Change in LCSH.</p> <p>Option 2</p> <p>The second option is to retain Change as a top term on the basis of the broad scope of the subject coverage in the hierarchy.</p> <p>Option 3</p> <p>The third option to consider is that as the subject term is general in its scope it could be argued that it is non-intuitive and therefore could be deleted. The NT could be assigned to BT elsewhere in the thesaurus as follows:</p> <p><u>Catagenesis</u> Describes the cracking process in the manufacture of</p>	<p>Not an appropriate Top Term – could be placed under Management or in the Social sciences hierarchy.</p> <p>However I prefer using Change as an entry term for Change management and transferring its NTs to appropriate topical sequences.</p>

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		<p>petroleum that results in the conversion of organic kerogens into hydrocarbons. ScOT has Petroleum formation with a RT Catagenesis. It is proposed to change the RT to a NT.</p> <p><u>Change management</u> ATED has Change management as a NT under Change. A proposal is to establish change management as a NT under Management.</p> <p><u>Diagenesis</u> Similar to Catagenesis, it is proposed to change the RT Petroleum formation to a BT</p> <p><u>Economic change</u> Change RT Economics to a BT</p> <p><u>Environmental change</u> Change RT Environment to a BT</p> <p><u>Innovation</u> Change RT Research to BT</p> <p><u>Life events</u> ATED has Life events as a NT under Change and Experience. There are a number of possible options that could be considered for BT including Psychology or Social sciences. Another possible proposal is Life cycle.</p> <p><u>Organisational change</u> Change RT Organisations to BT</p> <p><u>Social change</u> Change RT Social history to BT</p> <p><u>Technological change</u> Change RT Technology to BT</p> <p>Would this subject term be useful as a top term in a</p>	

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		browse structure?	
3	Development	<p>It is argued that this subject term is non-intuitive however it is a cross curricula subject term.</p> <p>There are two options for consideration.</p> <p>Option 1 Retain as a top term with all NT</p> <p>Option 2 The NT under Development could be assigned elsewhere and Development deleted. The NT could be reassigned as follows:</p> <p><u>Cognitive development</u> ATED has Cognitive development under Individua development. Not cited in SCISSHL. LCSH has a close match with Cognitive development theory which is a USE to Constructivism (Education). The BT is Education. It is recommended that Cognitive development be established as a BT under Psychology.</p> <p><u>Community development</u> Community development has an existing BT Communities. It is recommended that this BT be retained.</p> <p><u>Developed countries</u> LCSH has Developed countries as a top term with RT to Economic development, Western countries and Industrialisation. USAID has Developed countries as a NT under Economics. It is recommended that Economics be established as the BT.</p> <p><u>Developing countries</u></p>	<p>Not an appropriate Top Term.</p> <p>Delete this term – too general.</p> <p>Transfer NTs to appropriate topical sequences.</p>

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		<p>USAID has Developing countries as a NT under Economics. It is recommended that ScOT follow this model.</p> <p><u>Emotional development</u> ATED has Emotional development as a NT under Individual development. Following the same model as for the NT Cognitive development it is recommended that Psychology be established as a BT.</p> <p><u>Moral development</u> This is a very obscure concept and it is argued that a LO would not be made about this concept. It is recommended that this subject term be deleted from ScOT.</p> <p><u>Personal development</u> LCSH has Personal development as a UF to Maturation (Psychology) and Success. ATED has Personal development as a UF to Staff development. Personal development in ScOT has also a BT under Psychology. It is recommended that this BT be retained.</p> <p><u>Physical development</u> ATED has Physical development as a NT under Individual development. There is no example of this subject term in LCSH. It is recommended that Physiology be established as a BT to Physical development.</p> <p><u>Regional development</u> USAID has Regional development as a NT under Settlement patterns which is also a subject term in ScOT. It is recommended that the USAID model be adopted.</p> <p><u>Rural development</u> USAID has Rural development</p>	

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		<p>as a NT under Regional development. It is recommended that ScOT follow this model.</p> <p><u>Sustainable development</u> USAID has Sustainable development as a NT under Economic development, Political development and Social development. It is recommended that Economics be established as a BT.</p> <p>Would this subject term be useful as a top term in a top down navigational structure or should the NTs be reassigned?</p>	
4	Groups	<p>Argued that Groups covers topics (i.e. different groups of people, etc.) across the curricula although it is also considered to be non-intuitive and general. There are two proposed options.</p> <p>Option 1 Proposed recommendation is that subject term is retained as a top term.</p> <p>Option 2 Change Groups to Persons (Groups) – currently the UF to Groups and establish as a NT under Social sciences.</p> <p>Would this subject term be useful as a top term in a top down navigational structure?</p>	Now in ScOT 4.5 as Persons (Groups)
5	Health	<p>Health was previously a NT under Medicine.</p> <p>Health has been recommended to be a top term on the basis of its relationship to HPE KLA and the modification required a minimal restructure of the thesaurus.</p>	Appropriate Top Term
6	Home economics	<p>Topics covered under HPE and Health however the concept is still referred to as "home economics" therefore there is warrant for retention. There are two options.</p>	Seem too specific for a top term, but is covered in KLAs. Is there alternative phrasing? Further consultation needed on where to assign this.

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		<p>Option 1 Retain as top term</p> <p>Option 2 Reassign the NT elsewhere in the hierarchy or retain the NT as top terms. If so, where in the hierarchy would these NT fit?</p> <p>Would this subject terms be useful as a top term in a browse structure?</p>	
7	Humanities	<p>Scope of the subject term covers topics in KLA Arts, English and LOTE. Proposed that further analysis be undertaken on the merits of this subject term.</p>	<p>Arts has already been separated out as a Top Term.</p> <p>Either keep Humanities as a top term or consider splitting into four components for History, Language, Literature and Philosophy (four top terms). This would bring some key concepts further up the hierarchy. I favour this approach.</p> <p>Address the complexity and specificity issues identified in the earlier sections.</p>
8	Identity	<p>It is argued that this is a non-intuitive subject term and could be split into two concepts –</p> <p>(1) Personal identity with NT Aboriginality; Cultural identity; Gender identity; Identity formation: Maoritanga and Torres Strait Islander identity. Personal identity could be established as a NT under Psychology.</p> <p>(2) National identity as a NT under Nationalism – an existing subject term in ScOT.</p> <p>The alternative would be to retain as a top term.</p> <p>Would this subject term be useful as a top term in a browse structure?</p>	<p>Not an appropriate Top Term.</p> <p>Personal identity should sit in the Psychology area.</p> <p>National identity under Nationalism</p> <p>Reassign NTs under topical BTs.</p>
9	Industry	<p>Could be linked to either</p>	<p>Appropriate Top Term</p>

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		Economics or Technology. Proposal is to retain as top term to facilitate browsing although further review is recommended.	
10	Management	Cross curricula concepts within the scope of the subject term. Treated as a top term in other thesaurus and controlled vocabularies. Would this subject term be useful as a top term in a browse structure?	Appropriate Top Term
11	Mathematics	Retained as top term in view of KLA Mathematics.	Appropriate Top Term
12	Occupations (Work)	There are two proposals. Option 1 Recommended to retain due to cross curricula focus although consideration was given to establish as NT under Economics. Option 2 The second option is to rename Industry as Business and industry (a portmanteau subject term) and establish Occupations (Work) as a NT.	Not an appropriate Top Term. Place under Work (Industry) or Employment?
13	Policy	Cross curricula concepts within the scope of the subject term. Treated as a top term in other thesaurus and controlled vocabularies. However it can also be argued that this subject term is non-intuitive and could be deleted. All NT could be established as NT elsewhere in ScOT as proposed below: <u>Defence policy</u> Establish as NT under Government or Armed forces. <u>Economic policy</u> Establish as NT under Economics <u>Environmental policy</u> Establish as NT under Environment	Not an appropriate Top Term. Reassign NTs under topical BTs

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		<p><u>Foreign policy</u> Establish as NT under Government or International relations</p> <p><u>Immigration policy</u> Establish as NT under Immigration</p> <p><u>Language policy</u> Establish as a NT under Languages</p> <p><u>Population policy</u> Establish as NT under Population (Sociology)</p> <p>Would this subject term be useful as a top term in a browse structure?</p>	
14	Relationships	<p>Cross curricula concepts within the scope of the subject term. Treated as a top term in other thesaurus and controlled vocabularies. However it is also argued that the subject term is non-intuitive. Therefore two options are proposed.</p> <p>Option 1 Retain as top term</p> <p>Option 2 It is proposed that all NT be reassigned under appropriate other subject terms in ScOT and Relationships deleted.</p> <p><u>Family relationship</u> Established as a NT under Human behaviour.</p> <p><u>Plant animal relationship</u> Established under Ecology as NT.</p> <p><u>Plant water relationship</u> Established under Ecology as NT.</p> <p>Predator prey relationship</p>	<p>Not an appropriate Top Term. Reassign NTs under topical BTs</p>

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		<p>already has BT Animal behaviour</p> <p>Would this subject term be useful as a top term in a browse structure?</p>	
15	Research	<p>Cross curricula concepts within the scope of the subject term. Treated as a top term in other thesaurus and controlled vocabularies. It is also argued that it is non-intuitive. There are three proposed options:</p> <p>Option 1 Retain as top term</p> <p>Option 2 Establish as NT under Knowledge</p> <p>Option 3 Delete and add the NT elsewhere in the hierarchy of ScOT as follows:</p> <p><u>Animal experimentation</u> Establish as NT under Animals</p> <p><u>Innovation</u> Establish as NT under Technology and Business and industry</p> <p><u>Inquiry</u> Delete as too general</p> <p><u>Market research</u> Establish as NT under Business and industry and/or Marketing</p> <p><u>Research methodologies</u> Establish as NT under Social sciences</p> <p><u>Scientific investigation</u> Establish as NT under Science</p> <p>Would this subject term be useful as a top term in a</p>	<p>Not an appropriate Top Term</p> <p>This term applies across all disciplines. It probably should sit with the knowledge terms, and a scope note should direct the indexer to use a narrower term, or to use it always in conjunction with a topical term.</p> <p>Reassign the NTs to appropriate topical sequences.</p>

#	Proposal	Comments (Steven Haby, TLF)	COMMENTS (from Sherrey Quinn, Libraries Alive! Pty Ltd)
		browse structure?	
16	Science	Retained as top term in view of KLA Science	Appropriate Top Term Simplify polyhierarchies and complexity
17	Social sciences	Cross curricula concepts within the scope of the subject term. Treated as a top term in other thesaurus and controlled vocabularies. Would this subject term be useful as a top term in a browse structure?	Appropriate Top Term Simplify polyhierarchies and complexity
18	Technology	Retained as top term in view of KLA Technology	Appropriate Top Term
19	Theories	This is another non-intuitive subject term. There are two options. Option 1 It is proposed that this subject term should be retained as a top term and that all other existing subject terms in ScOT that describe specific theories/types should be added as NT. Theories could be a suitable top level topic in a browse structure from a cross curricula perspective. Hypotheses should be removed as a NT and established as a RT. Option 2 Delete as too general and reassign NT to other subject terms in the structure, e.g. Economic theory as NT under Economics	Not an appropriate Top Term. Delete terms and reassign NTs under topical BTs

Appendix 3. Minor Corrections

The terms in this table require correction, or adjustment to the reference structure. These are additional to those examples already presented in the main body of the report, and Appendices 1 and 2.

Term		Comment
Siviculture		Should be 'Silviculture'
Coastal settlement Coastal settlements		Duplicate terms and reference structure. Choose one and delete the other
Diction		Add RT Speech
Heads of State Rulers (Heads of State)		Both needed? Add Scope notes to differentiate
Pest control	Pest control BT: Biological control NT: Cropdusting NT: Pests RT: Biosecurity RT: Cultivation RT: Pesticides RT: Quarantine	Biological control is control [of pests or weeds] by biological means. Not all pest control is biological – some is chemical. Hierarchy is incorrect for both terms.
Weed control	Weed control BT: Biological control	
	Vaccination APP: 2005-08-08 TYP: Descriptor STA: A INP: 2005-08-08 UPD: 2005-08-08 SN: Use for resources about the process of inoculating with any vaccine to obtain immunity or protection from the corresponding disease. For resources about being immune from any disease use Immunisation. UF: Inoculation UF: Vaccines	

	<p>BT: Communicable diseases BT: Health BT: Immunisation BT: Public health RT: Bacterial infections RT: Diseases RT: Epidemics RT: Immunity RT: Smallpox RT: Typhoid</p>	
Vaccination	<p>BT: Communicable diseases BT: Health BT: Immunisation BT: Public health</p>	<p>Vaccination has four BTs. It should not have both Health and Public Health as BTs, because Health is itself a BT for Public health.</p> <p>I suggest that Public health is the appropriate BT for Vaccination, and other BT relationships are removed. The relationship with Communicable disease should be an RT not a BT.</p>
Writing	<p>Writing NT1: Writing materials NT2: Paper NT2: Pencils NT2: Pens RT: Pencils</p>	<p>Remove 'RT Pencils' as an illogical relationship</p>

