# The Landscape of Contemporary Canadian Subject Access

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### **Presentation Outline**

- Project overview Julia
- Approach and findings Amber
- Discussion & next steps Both

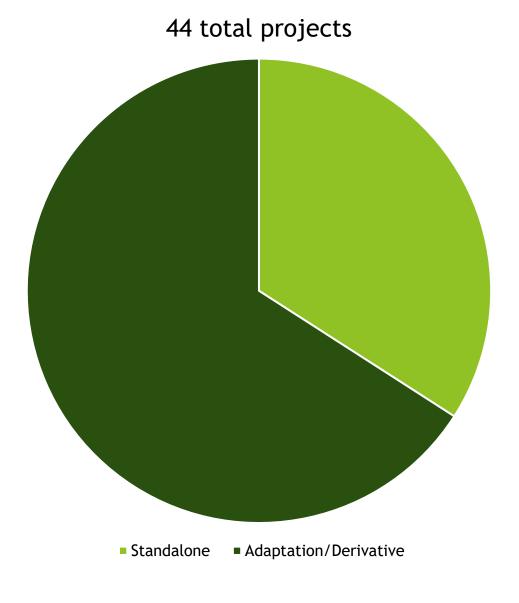
### **Project Overview**

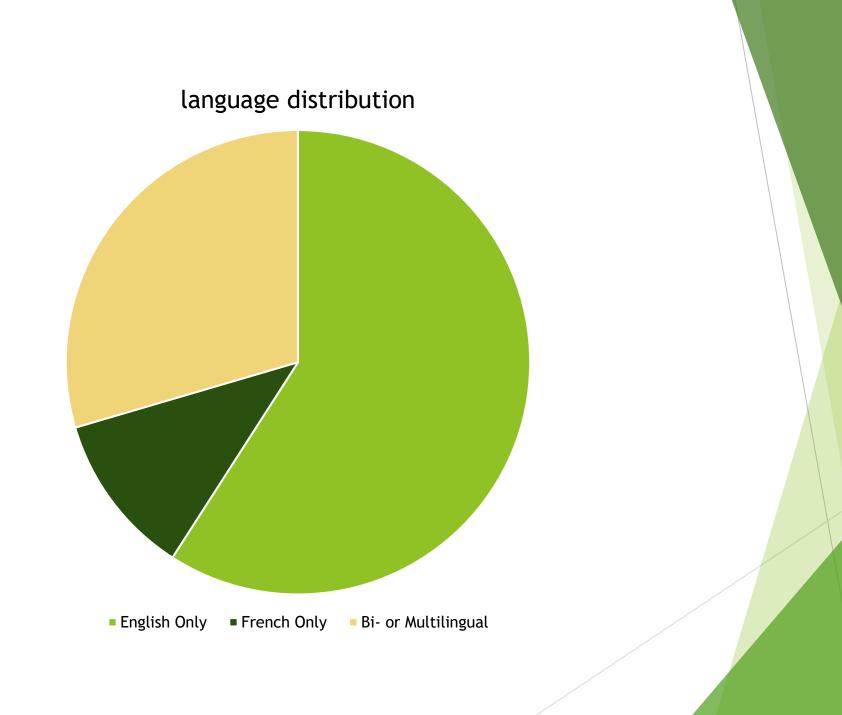
- Groundwork for a longer investigation into national knowledge infrastructures (more on that later)
- Literature review = complete
- Up next:
  - Ongoing empirical work on author's impressions of these systems
  - Opportunities for collaborative work on individual and interrelated systems

### Scope of the Lit Review

- Broad definition of Subject Access
- ▶ Limited timeframe, to focus on current & ongoing projects
- Focus on Canada (with some exceptions)

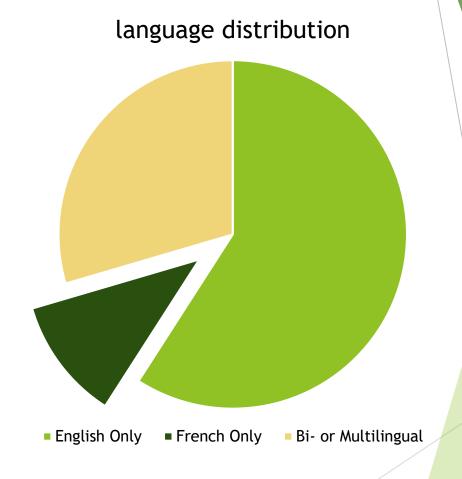
Results





### French only systems:

- RVM (Le Répertoire de Vedettes-Matière)
- RASUQAM (Répertoire des Autorités-Sujet de l'UQAM)
- RAMEAU (Répertoire d'autorité-matière encyclopédique et alphabétique unifié)
- ONF (Le thésaurus de l'Office National du Film du Canada)
- Le système de classification des jeux ESAR

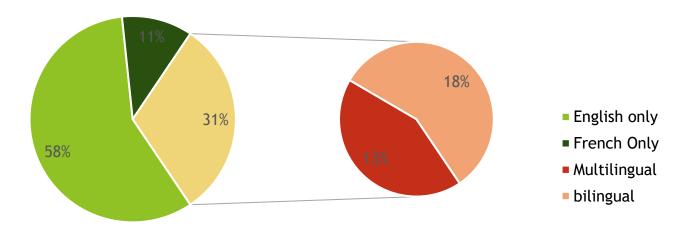


### Bi- & Multilingual projects



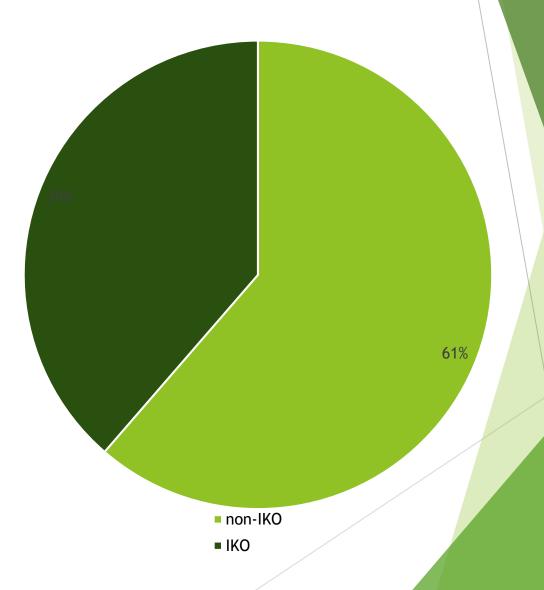
language distribution

French Only 11%



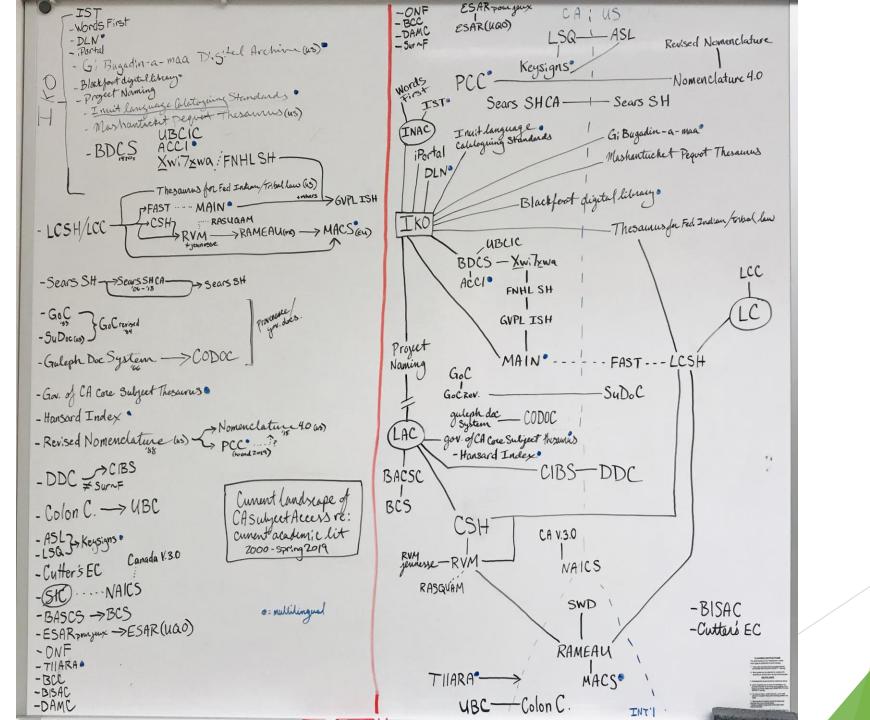
### Indigenous Knowledge Organization

- Out of the 17 IKO systems, the most robust/ well-documented include:
  - Digital Library North (DLN)
  - Brian Deer Classification System (and derivatives/adaptations particularly Xwi7xwa + FNHL SH and UBCIC)
  - MAIN
  - Inuit language cataloguing standards

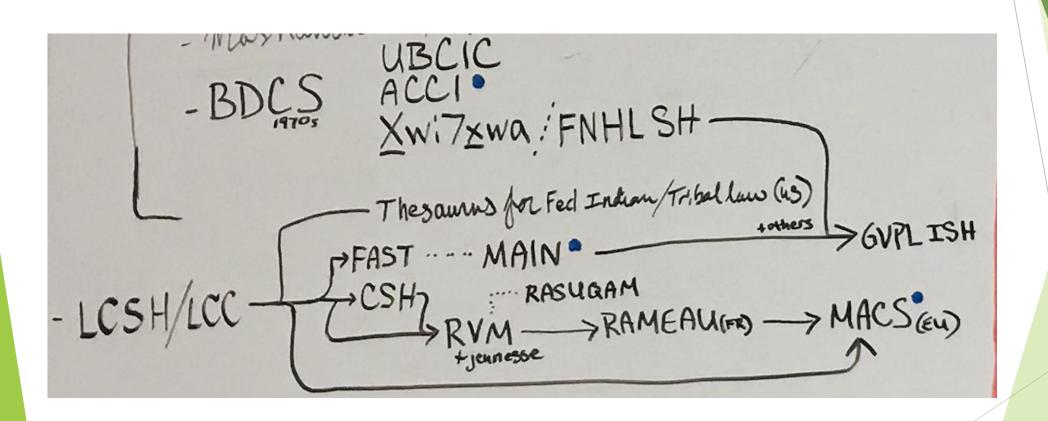


## Starting to explore the patterns beyond the numbers (and their consequences)

- How many come specifically from LC/LCSH
- How many were Canadian and are re-forming
- Not all adaptations/derivatives come from US systems
- Size/usage/complexity/impact



### LC/LCSH adaptations/derivatives



### Systems being re-absorbed

### **Discussion**

- ► Tons of influence from the US
- Canadian supplements with limited shelf lives
- Standalone Canadian born systems either have limited scope and/or aren't widely used
- Of the active sites of original growth and research, many emphasize Indigenous knowledge organization
- Gaps in the scholarship

### Conclusion & Next Steps

- Findings suggest next approaches for analysis
- How are these systems into other national and cultural initiatives?
- Which systems do not meet needs for Canadian and Indigenous scholarship?
- Who else is working on Canada-US infrastructure?
- Starting points for more detailed analysis of individual systems and their histories

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### Thank you!

Questions?