

# Library of Congress Demographic Group Terms

## Introduction and Guiding Principles for the Pilot

May 11, 2015

Revised November 3, 2015

*Library of Congress Demographic Group Terms* (LCDGT) is designed to describe the characteristics of the intended audiences of resources, and also the creators of, and contributors to, those resources. The following document provides general information on the vocabulary and describes the principles guiding the development of the pilot vocabulary.

### **INTRODUCTION**

Terms from LCDGT may be assigned to both belles lettres and nonfiction, to collections and individual works, when the demographics of the intended audience and/or the creator/contributor groups are readily available. In other words, when they are clearly stated on the resource or are otherwise obvious without doing any additional research.

With regard to language resources, the fact that a work is written or performed in a particular language does not mean that speakers of that language should be coded as the intended audience. Providing an audience of **English speakers** for every resource in the English language, for example, would quickly negate the usefulness of the demographic term. Instead, the terms for speakers of languages are chiefly used with resources specifically intended for speakers of a particular language to learn about another language (e.g., a textbook for English speakers who are learning Spanish).

The same principle applies to occupations such as **Poets, Composers**, etc. Such terms should not be applied to every work of poetry or musical composition, respectively, because that assignment would negate the usefulness of the term. Instead, the terms should be provided on works that are outside the realm for which a person or group of people are most known. For example, a novel by a composer may be assigned **Composers**.

Terms may be assigned in bibliographic records and in authority records for works and expressions. The MARC 21 385 field is designed for the audience, while the 386 field is for creator/contributor information. *Examples:*

A Spanish textbook for speakers of English  
385 ## \$a English speakers \$2 lcdgt

A child's picture book  
385 ## \$a Children \$2 lcdgt

A collection of poetry by several German authors  
386 ## \$a Germans \$2 lcdgt

A novel in which the author states in her blurb that she is a flight attendant  
386 ## \$a Flight attendants \$a Women \$2 lcdgt

A manual written by a physician for caregivers  
385 ## \$a Caregivers \$2 lcdgt  
386 ## \$a Physicians \$2 lcdgt

Full information about the use of the 385 and 386 fields in bibliographic records may be found at <http://www.loc.gov/marc/bibliographic/bd3xx.html>. Information about their use in authority records may be found at <http://www.loc.gov/marc/authority/ad1xx3xx.html>.

Additional information on assignment of the terms is forthcoming.

## **PILOT**

The three goals of the LCDGT pilot are to indicate how LC intends to structure the vocabulary, provide consistent patterns for future development, and generate a discussion that will help inform LC as it fine-tunes the guiding principles. The selection of terms for the pilot furthers these goals: there was no attempt at comprehensiveness within the vocabulary, but representative terms from each category were included. Some terms were incorporated because they illustrate a particular problem (e.g., a conflict situation) and the solution to that problem.

### **Phase 1**

For the most part, occupational and social group terms were derived from Library of Congress subject headings in the form [**class of persons**] **writings** (e.g., **Air pilots' writings**) and from the classes of persons included in the free-floating subdivisions —**Conversation and phrase books for ...** (e.g., —**Conversation and phrase books (for homeowners)**), as listed in *Subject Headings Manual* instruction sheet H 1154. Terms for speakers of particular languages were taken from the languages assigned in the multiple free-floating subdivisions —**Textbooks for English, [French, etc.] speakers** and —**Textbooks for foreign speakers—German, [Italian, etc.]** (H 1154).

Very few language and ethnic group terms were included in the pilot because many of the LC subject headings are old and the preferred terminology may have changed over time. Each ethnic group and language will need to be individually researched before it is proposed for LCDGT. In addition, speakers of particular dialects were not included because discussion on whether to include dialects is ongoing.

On the other hand, the pilot vocabulary does contain a fairly comprehensive list of terms for sexual orientations, genders, educational levels, and age groups. Some demonyms for supra-national regions, countries, first-level administrative subdivisions of countries, and regions encompassing two or more first-level administrative subdivisions were included in the pilot. The pilot includes demonyms for the residents of all of the U.S. states and Canadian provinces, and the territories of those countries.

Discussions about whether to include demonyms for lower-level jurisdictions and regions (e.g., cities, counties) are ongoing, so terms for the residents of those places were not included. Also not included were demonyms for the residents of imaginary, fictional, or extraterrestrial places.

The pilot terms will be approved after the principles have been vetted by the library community. LC's Policy and Standards Division (PSD) will then undertake a second phase of development and enhance

LCDGT's scope and coverage. Since the initial development of LCGFT will take place within PSD, proposals for new and revised terms are not being accepted at this time.

Finally, PSD recommends that libraries wait until the second phase of development is completed before widely implementing LCDGT in cataloging; the vocabulary is not yet robust enough to support general use. Libraries that choose to implement immediately do so at their own risk.

## **Phase 2**

In the second phase of the pilot, PSD enhanced the breadth and depth of LCDGT by continuing to add terminology based on LC subject headings in the form **[class of persons] writings**, the classes of persons included in the free-floating subdivisions **—Conversation and phrase books for ...** and the languages assigned in the multiple free-floating subdivisions **—Textbooks for English, [French, etc.] speakers** and **—Textbooks for foreign speakers—German, [Italian, etc.]**. Phase 2 also included terms based on the “author group subdivisions” listed in SHM H 1156, Literatures, and the author group subdivisions established under **American fiction** (e.g., **American fiction—Cuban American authors** yielded the demographic term **Cuban Americans**). Also included are some terms that members of the library community requested during the open comment period for Phase 1, and numerous demonyms. Tentative List 1519, which consists of terms proposed for Phase 2, includes approximately 430 proposals for new terms.

The above categories of terms, while broad, served only as the jumping-off point for further expansion as PSD explored relationships and tested the guiding principles laid out in the first phase of the pilot. As a result of that testing, some principles were revised, and revisions to approximately 40 terms approved in Phase 1 are proposed as part of Phase 2. The problems that were encountered during Phase 2 and the solutions to them are documented below.

## **GUIDING PRINCIPLES: GENERAL**

With the exception of the records created for the pilot, terms should be needed for new cataloging (i.e., they should have literary warrant). In order for a demographic group to be proposed, a creator or contributor of a resource must self-identify with the group, or a resource must clearly indicate that the group is the intended audience. Furthermore, research in standard reference sources should be carried out and documented.

LCDGT is not intended to be a thesaurus of every word or phrase by which a demographic group has ever been known. The terms and references should reflect current usage, and pejorative terminology should be avoided. Crowdsourced internet sites such as Wikipedia are a concern in this regard, because they may provide alternate terminology for a particular group without indicating that the terminology is offensive or obsolete. For that reason, standard dictionaries, thesauri, and encyclopedias are the preferred reference sources, as are other standard academic sources, such as monographs and serials, newspapers, and indexing services, as well as official web sites for governments, agencies, associations, interest groups, etc. In fact, with the exception of demonyms, ethnic groups, and language groups, many of the possible demographic terms are in general use and can be found in English-language dictionaries such as *Webster's*.

All terms should be authorized in plural form and should be faceted – each term should refer to a discrete demographic, and terms should not be combined in pre-coordinated strings. For example, the vocabulary includes the terms **Physicians** and **Women**, but not *Women physicians*. It contains **Refugees** and **Teenagers**, not *Teenage refugees*.

Terms should consist of a single word, as above, or a phrase (e.g., **Gang members**; **People with disabilities**; **Lakota Indians**; **Japanese Americans**; **Children of Holocaust survivors**). Authorized terms should always appear in natural-language order (**College students**, not “Students, College”), and may be qualified to break conflicts (**Georgians (State of Georgia)**; **Georgians (Republic of Georgia)**).

### **Categories and Broader Terms**

Every term should be assigned to at least one of the categories defined on the Library of Congress’ web page at <http://www.loc.gov/standards/valuelist/lcdgt.html>. The category code collocates the terms in that category. On occasion, demographic groups are intrinsically members of two or more categories and may be assigned more than one code. The categories are provided here for convenience:<sup>#</sup>

#### **Age group [age]**

Use for the chronological age of the group members (e.g., infants, children, adults).

#### **Educational level group [edu]**

Use for the educational level of the group members (e.g., elementary school students, graduate students).

#### **Ethnic/cultural group [eth]**

Use for the ethnic or cultural identification of the group members (e.g., Sinhalese, Seneca Indians). For ethnic and cultural groups that are also demonyms associated with a country, sub-national region or jurisdiction, or supra-national region, prefer Nationality/regional group.

#### **Gender group [gdr]**

Use for the gender of the group members.

#### **Language group [lng]**

Use for the language associated with the group members (e.g., English, Swahili).

#### **Medical, psychological, and disability group [mpd]<sup>\*</sup>**

Use for the medical or psychological condition, or the physical or mental disability, of the group members (e.g., cancer patients, schizophrenics, paraplegics, blind).

#### **Nationality/regional group [nat]**

Use for the demonym related to a country, sub-national region or jurisdiction, or supra-national region that is associated with the group members (e.g., Argentinians, Bavarians, Europeans). For ethnic and cultural groups that are not also demonyms, prefer Ethnic/cultural group.

---

<sup>#</sup> The examples provided in the category definitions do not necessarily conform to the form and style of authorized terms in LCDGT.

<sup>\*</sup> As of October 29, 2015, the category has not been added to the list at <http://www.loc.gov/standards/valuelist/lcdgt.html>.

**Occupational/field of activity group [occ]**

Use for the activity or avocation associated with the group members (e.g., librarians, knitters)

**Religious group [rel]**

Use for the religion or denomination of the group members (e.g., Buddhists, Presbyterians)

**Sexual orientation group [sxo]\***

Use for the sexual orientation of the group members (e.g., heterosexuals, transsexuals).

**Social group [soc]\***

Use for identifiable social groups that cannot be included in the other categories (e.g., blondes, vegans).

Category codes (the three letters in square brackets, above) are provided in the MARC 21 field 072 (Subject Category Code) of the authority records for the terms.

Terms should be assigned a broader term (BT) only when one group is intrinsically a subset of another, and when the narrower term (NT) is in the same category as the BT. For example, dentists are by definition medical personnel, and both are occupations, so there is a BT/NT relationship between them. But politicians are not always statesmen, and statesmen are not always politicians, so there is not a hierarchical relationship between those terms. Terms without a BT should be collocated by the group category code. *Examples:*

```
072 #7 $a occ $2 lcdgt
150 ## $a Accountants
      [term without a BT that is assigned to a single category]
```

```
072 #7 $a nat $2 lcdgt
150 ## $a Coloradans
550 ## $w g $a Americans      (category: [nat])
      [term with a single BT]
```

```
072 #7 $a age $2 lcdgt
072 #7 $a gdr $2 lcdgt
150 ## $a Girls
550 ## $w g $a Children      (category: [age])
550 ## $w g $a Females      (category: [gdr])
      [term with two BTs, from two different categories, because the concept of girl inherently denotes both age and gender]
```

```
072 #7 $a eth $2 lcdgt
072 #7 $a rel $2 lcdgt
150 ## $a Jews
      [term without a BT, but assigned to two categories because Jews are both an ethnic and a religious group]
```

072 #7 \$a eth \$2 lcdgt  
072 #7 \$a rel \$2 lcdgt  
150 ## \$a Hassidim  
550 \$w g \$a Jews

*[term with a BT; the record reflects the category codes of the BT]*

When establishing a new heading that is an intermediate term in a hierarchy, the new heading should be added as a BT to the authority records for all existing narrower headings, and any BTs that link the existing headings to headings broader than the newly-established intermediate term should be deleted.

Some demographic groups may appear at first glance to belong to a particular category, but actually belong to another. For example, the term **Children of gay men** appears to refer to people who are under thirteen years of age. In reality, though, the term refers to any child of gay men, including those who have reached adulthood. It is therefore a social group [**soc**], and should not have a BT **Children** or the category code [**age**].

Principles for BTs that are specific to individual categories are provided below, in the section titled Guiding Principles: Specific Categories.

### **Used For (UF) References**

UF references may be provided for synonyms. With the exceptions given below in Guiding Principles: Specific Categories, all synonymous UFs should be in the English language. *Example:*

#### **Lawyers**

UF Advocates

UF references should also be provided for variant forms of the authorized term, and should generally be inverted to bring significant words into the first position. Phrase equivalents of inverted forms should also be permitted. Inverted references that begin with the same word as the BT for the term should not be permitted. *Examples:*

#### **Children of gay men**

UF Gay men, Children of

#### **People with disabilities**

UF Disabilities, People with  
Disabled people  
Handicapped people  
Individuals with disabilities  
People with physical disabilities  
Physically challenged people  
Physically disabled people

#### **Holocaust victims**

BT Victims

*[not UF Victims, Holocaust]*

UF references should also be provided for acronyms and abbreviations if the demographic group is well-known in both its abbreviated and full forms.

**Doctoral students**

UF Ph. D. students

PhD students

UF references may be provided to bring similar terms together when they do not share a common BT.

Students, Anthropology

USE **Anthropology students**

Students, College

USE **College students**

Students, Homeschooled

USE **Homeschooled students**

**Scope notes**

Scope notes generally serve to limit the scope of a term as used in the catalog, thereby helping readers to determine to what extent it covers the material they seek, and making it possible for catalogers to maintain consistency in the way terms are assigned. Demographic groups that are defined in general dictionaries should not generally have scope notes.

Scope notes should consist of short phrases that define the term, without a lead-in phrase. *Example:*

**Immigrants**

Foreign-born people who enter a country intending to become permanent residents or citizens.

Contrasting scope notes should be used to define two or more closely related or overlapping headings. *Examples:*

**Hawaii residents**

SN Residents of the state of Hawaii in general. For Hawaiian natives of Polynesian ancestry use Hawaiians (Polynesians)

**Hawaiians (Polynesians)**

SN Hawaiian natives of Polynesian ancestry. For residents of the state of Hawaii in general use Hawaii residents.

## **GUIDING PRINCIPLES: SPECIFIC CATEGORIES**

*Note:* Only those categories for which there are specific principles are listed below.

### **Educational level group [edu]**

Terms for students at all educational levels should be eligible for inclusion, including those in particular grades (e.g., **First grade students**). The inclusion of terms for individual years of compulsory schooling present some challenges.

The American system includes several broad and occasionally overlapping levels of schooling. Elementary school sometimes includes kindergarten or first grade through eighth grade; other times, it may refer to kindergarten through fifth or sixth grade only. Middle schools, in districts where they exist, may consist of sixth through eighth grades or fifth through eighth grades. Other districts may have junior high schools instead, and they consist of seventh and eighth, or sometimes seventh, eighth, and ninth grades. High school generally consists of four years: ninth through twelfth grades.

Since there is no single definition of elementary school, middle school, or junior high school, individual levels through the eighth grade should not be considered to be intrinsically tied to a particular level and should therefore not have a BT. Instead, they should be brought together through UFs. There is a much higher level of consistency for high school, so terms for those four years should have the BT **High school students**. *Examples:*

#### **Middle school students**

UF Middle schoolers  
Students, Middle school

#### **Seventh grade students**

UF Seventh graders  
Students, Seventh grade

#### **Sixth grade students**

UF Sixth graders  
Students, Sixth grade

but

#### **High school freshmen**

UF Freshmen, High school  
Ninth grade students  
Ninth graders  
Students, Ninth grade  
BT High school students

#### **High school students**

UF High schoolers  
Students, High school

Other countries' educational systems may be similar enough to that of the United States that terms such as **First grade students**, **High school students**, etc., are applicable. When there is not a close correspondence, or in case of doubt, terms from other educational systems should be eligible for inclusion (e.g., **Sixth form students** for a level of education in England that has no equivalent in the United States). The preference should be for English-language terms, but terms may be proposed in the vernacular when an English-language equivalent does not exist. The principles for BTs, above, should be extended to foreign systems: if a particular level of schooling is not intrinsically part of another, a BT should not be made.

Students may study particular disciplines at any level of schooling, so terms such as **Anthropology students**, **Medical students**, and **Seminarians** should not be included in the Educational level group. Instead, they should be categorized as social groups. Likewise, students in particular educational systems (e.g., **Homeschooled students**; **Catholic school students**) should be considered social groups. They may be collocated with terms from the Educational level group by means of inverted UFs. *Examples:*

**Medical students**

UF Students, Medical

**Homeschooled students**

UF Students, Homeschooled

***Ethnic/cultural group [eth]***

People who are nationals of one country who permanently reside in another should be eligible for inclusion if there is a collective term for them either in English or in the vernacular of the country in which they reside (e.g., **Mexican Americans**; **Armenian Canadians**; **Chosŏnjok**)

Following the general principles, a BT for the nationality should not be provided. For example, **Mexican Americans** does not have a BT **Americans** because the terms are in different categories – the former is an ethnic group, and the latter, a nationality.

LCDGT should follow LCSH style for ethnic groups native to a country or region; that is, they should be qualified by the name of the continent or region (e.g., **[name of people] (African people)**; **[name of people] (South Asian people)**). In case of conflict, the qualifier should be made more specific (e.g., **[name of people] (Angolan people)**). The demonym corresponding to the qualifier (e.g., **Africans**; **South Asians**; and **Angolans** in the examples above) should be established if necessary.

Terms for Indian tribes in the Americas should be formatted similarly to other ethnic groups. That is, the word "Indian" should not be included as a matter of course, and the authorized term should be qualified by the continent or region. Terms should be established in the plural, and if there is a plural form of name that matches the singular form, that form should be used as the heading. For example, Cherokee and Cherokees are both acceptable plurals for the Cherokee tribe, so the term should be established as **Cherokee (North American people)**.

*Note:* LCDGT is not intended to be an encyclopedic vocabulary of ethnicities and cultures. Terms should generally be authorized for individual groups only. Terms for collective groupings based on language, region, etc., should not be authorized if the intent is merely to provide a

hierarchical reference. For example, the Apache are classified as an Athapascan tribe because Apache is an Athapascan language. Since it is unlikely that creators/contributors would self-identify as Athapascan, or that the intended audience of a work would be the Athapascan grouping as a whole, it should not be established. If such a work is cataloged, however, the term **Athapascans** could be proposed for inclusion. In that case, the existing terms for Athapascan groups would need to be revised to add the BT.

### **Language group [lan]**

Terms and references should be authorized in the form **[name of language] speakers** (e.g., **English speakers**). UFs should be made for variant language forms if those forms appear in standard English-language reference sources. *Examples:*

#### **French speakers**

UF Français speakers

*[a variant form found in Ethnologue]*

#### **English speakers**

*[not UF Anglais speakers]*

In case of conflict, the terms should be disambiguated as follows.

### **Headings**

*Multiple languages with the same name, spoken in different countries.* Authorized terms should be qualified by the adjective for the country(ies) in which the language is spoken, followed by the word “language,” e.g.,

If a language is native to three or more countries, an authorized term should be qualified by the adjective for the continent or region in which the language is spoken, followed by the word “language” (e.g., **African language; North African language**).

*Multiple languages with the same name, spoken in the same country.* Authorized terms should be qualified by the adjective for the country, followed by the word “language,” a space-colon-space, then the name of the highest-level jurisdiction that disambiguates it (e.g., a city, province, region, etc.). A UF reference should be qualified in the same way, or, optionally, by the authorized term to which it refers, excluding the qualifier, if any. *Examples:*

#### **Awa speakers (Papua New Guinean language : Eastern Highlands Province)**

#### **Imbongu speakers**

UF Awa speakers (Papua New Guinean language : Southern Highlands Province)

#### **Chichauxtla Triqui speakers**

UF Triqui Alto speakers (Chichauxtla-Triqui speakers)

#### **San Martín Itunyoso Triqui**

UF Triqui Alto speakers (San Martín Itunyoso Triqui speakers)

## UF references

*Authorized term and UF reference in conflict.* The preference should be to use the same type of qualifier on the UF as on the authorized term, creating a parallel structure.

*Variant forms in conflict.* The preference should be to qualify each UF by the authorized term to which it refers. Optionally, each UF could be qualified by the adjective for the country(ies), continent, or region in which the language is spoken, followed by the word “language.”

## Examples

### **Yaka speakers (Angolan and Congolese (Democratic Republic) language)**

#### **Yaka speakers (Congolese (Brazzaville) language)**

*[two authorized terms in conflict; each qualified by the adjective for the country(ies) in which the language is spoken, followed by the word “language.”]*

### **Awa speakers (Papua New Guinean language : Eastern Highlands Province)**

#### **Imbongu speakers**

UF Awa speakers (Papua New Guinean language : Southern Highlands Province)

*[two languages with the same name spoken in the same country; the same type of qualifier is added to both, creating a parallel structure]*

### **Chichahuaxtla Triqui speakers**

UF Triqui Alto speakers (Chichahuaxtla-Triqui speakers)

### **San Martín Itunyoso Triqui**

UF Triqui Alto speakers (San Martín Itunyoso Triqui speakers)

*[two languages whose variants are in conflict; the same type of qualifier is added to both, creating a parallel structure]*

The demonym corresponding to the qualifier (e.g., **Africans; South Asians; Angolans**) should be established if necessary.

*Note:* LCDGT is not intended to be an encyclopedic dictionary of languages. Terms should generally be authorized for individual languages only. Terms for language groups should not be authorized if the intent is merely to provide a hierarchical reference. For example, Kele is a Bantu language. Since it is unlikely that creators or contributors would self-identify as Bantu speakers, or that the intended audience of a work would be speakers of the Bantu language group in general, *Bantu speakers* should not be established. If such a work is cataloged, however, the term could be proposed for inclusion. In that case the existing terms for speakers of individual Bantu languages would need to be revised to add the BT.

***Nationality/regional group [nat]***

In principle, demonyms at all regional and jurisdictional levels should be eligible for inclusion, including continents; supra-national regions; countries; first-level, second-level, and further administrative subdivisions; sub-national regions; cities; city sections, etc. The pilot includes demonyms through the first-level administrative subdivision. Several philosophical and practical problems related to disambiguation and qualification of demonyms for local places must be resolved before those demonyms can be added to LCDGT. For an analysis of the problems, see “Demonyms for Local Places in LC Demographic Group Terms: Analysis of the Issues” (<http://www.loc.gov/catdir/cpsol/lcdgt-demonyms.pdf>).

Preference should be given to the English-language demonym if one exists (e.g., Bavarians, not Bayern). If a demonym in English does not exist, and the country is English-speaking, a term in the form **[place name] residents** (e.g., **Connecticut residents**) should be composed. If the country is not English-speaking, the vernacular demonym should be used if it exists; if it does not, a term in the form **[place name] residents** should be composed.

UFs should be provided for alternate English-language demonyms that appear to be in current use, and also for demonyms in the official language(s) of the jurisdiction. Following the general principle of LCGFT, demonyms that may be considered to be pejorative should not be permitted. *Examples:*

**Bavarians**

UF Bayern

*[not UF Bávaros] (the Spanish word)*

**Oklahomans**

UF Oklahomians

UF Sooners

*[not UF Okies] (considered to be pejorative)*

In cases of conflict, both terms should be qualified according to the following examples.

Administrative level of conflict

Examples

Country conflicts with another country

**Congolese (Brazzaville)**  
**Congolese (Democratic Republic)**

Country conflicts with a first-level administrative subdivision

**Georgians (State of Georgia)**  
**Georgians (Republic of Georgia)**

First-level administrative subdivision conflicts with another first-level administrative subdivision

**Washingtonians (Washington State)**  
**Washingtonians (District of Columbia)**

Region conflicts with another region

**Southerners (United States)**

If a demonym for a local place name is known to conflict with the demonym for a country or a first-level administrative subdivision of the United States or Canada, the demonym for the country or first-level administrative subdivision should not be qualified. For example, there are several towns named Virginia within the United States, but the demonym for residents of the Commonwealth of Virginia should be an unqualified **Virginians**. *Exception: **New Yorkers (New York State)** is qualified.*

*[Note: The difficulties associated with adding demonyms for local place names relate to disambiguation and form of the qualifiers. The above guidelines on disambiguation should remain in force until the difficulties are resolved.]*

BTs should be assigned according to the following instructions.

*If the term is the demonym for a...*                      *Then the BT is the demonym for the...*

Continent

[no BT]

Country

Continent\*

**Americans**

BT North Americans

**Lebanon**

BT Asians

*[not BT Middle Easterners]*

Supra-national region

Continent

**Western Europeans**

BT Europeans

Sub-national region

Country

**Southerners (United States)**

BT Americans

First-level administrative subdivision

Country

**Ontarians**

BT Canadians

\*A demonym for a country should be assigned a BT for the demonym of the continent in which it is located, and not a demonym for a region within that continent, because of the inherent geopolitical problems associated with defining supra-national regions. For example, Germany, Switzerland, and Austria are sometimes considered to be in Western Europe, and at other times, Central Europe.

**Occupational/field of activity group [occ]**

Terms for practitioners of occupations and fields of activity should not be assigned to a gender or sexual orientation group, even when a gender or sexual orientation appears to be intrinsic to the occupation or

field of activity. Kings, for example, are generally defined as male monarchs, but some kings may not identify as male.

### **Religious group [rel]**

Terms for members of religions and denominations should be eligible for inclusion, while those for members of individual congregations within religions or denominations should not be. *Examples:*

#### **African Methodist Episcopal Church members**

*not Ebenezer African Methodist Episcopal Church members*  
*[a congregation in Fort Washington, Maryland]*

#### **Catholics**

*not Cathedral of Saint Matthew the Apostle parishioners*  
*[a parish in Washington, D.C.]*

If a demographic term for the members of a religion or denomination is not in general use, a term should be constructed by using the name of the religion or denomination, followed by an appropriate generic term such as “members,” e.g., **Holiness church members**.

Terms for members of religions (e.g., **Hindus; Christians**) should not have a BT. Sects and denominations within religions should have a BT for the religion (e.g., **Zen Buddhists** has the BT **Buddhists**).

*Note:* The term **Catholics** should refer to Roman Catholics. Terms for other rites, including those that are in unity with Rome, should be entered at the same level as the term **Catholics (BT Christians)**.

### **Social group [soc]**

Terms for social groups should not be assigned to a gender or sexual orientation group, even when a gender or sexual orientation appears to be intrinsic to the group.

Terms for members of religious orders should be eligible for inclusion and categorized as social groups. Individuals in religious orders may be unemployed in the traditional sense or may hold various sacred or secular occupations, be of various genders and sexual orientations, and may even belong to various denominations. Members may also have various titles within the order (e.g., members of a Catholic order may be priests or monks – and some monks may also be priests, or vice versa – nuns, novitiates, lay brothers, or lay sisters). Given the variety of situations, the terms should not have BTs.

Terms for people who self-identify with a political point of view (e.g., **Conservatives; Progressives**) should be eligible for inclusion as social groups, and the terms should be independent of political affiliation. For example, one may be an (American) conservative without self-identifying as a member of the Republican Party; likewise, (American) Democrats may self-identify as liberals, progressives, socialists, etc.

Terms based on membership in, or employment by, a corporate body (e.g., *Library of Congress staff*) should not be eligible for inclusion. The general term for the occupation, social group, etc., should be used instead (e.g., **Librarians**). There should be two exceptions to this general rule: members of organizations that are part of the worldwide scouting movement (e.g., **Boy Scouts; Girl Guides**) and members of political parties, because scouting organizations and political parties are so pervasive worldwide.

Terms for members of political parties are by their nature based on the name of the political party itself. The guidelines for establishing such term should be as follows.

- The term should be in the form **[Party name] members ([jurisdiction])**, e.g., **Democratic Party members (South Africa); Democratic Party members (United States)**.
- Appellations that are also generic words may be included as UFs and be qualified by the substantive portion of the term. *Examples:*

**Conservative Party members (Great Britain)**

UF Conservatives (Conservative Party members)

UF Tories (Conservative Party members)

**Democratic Party members**

UF Democrats (Democratic Party members)

- The name of the party should be in the vernacular of the country (e.g., **Sozialdemokratische Partei Deutschlands members (Germany)**).
- The party's conventional name, instead of the official one, may be used as the basis for the term (e.g., **Conservative Party members (Great Britain)** not *National Union of Conservative and Unionist Associations members (Great Britain)*).
- In countries with multiple official languages, the language of the demographic term should match the language of the authorized form of name in the LC/NACO Name Authority File if available. An authorized term should not be revised only to change the language of the party name.
- If multiple parties with the same name have existed in the same jurisdiction, then the qualifier should include the date(s) of activity of the party to which the term refers, preceded by a space-colon-space (e.g., **Progressive Party members (United States : 1924-1934)**).
- Terms should not have BTs.

## **CONTACT**

Questions and comments about the LCDGT pilot may be addressed to Janis L. Young, senior cataloging policy specialist, at [jayo@loc.gov](mailto:jayo@loc.gov).

*[This paper was revised on November 5, 2015 to edit examples in the sections entitled "Used For (UF) References" and "Occupational/field of activity group."]*