

150 Psychology

Unless other instructions are given, observe the following table of preference, e.g., emotions of children 155.4124 (*not* 152.4):

Aptitude tests	153.94
Comparative psychology	156
Subconscious and altered states and processes	154
Differential and developmental psychology	155
Sensory perception, movement, emotions, physiological drives	152
Conscious mental processes and intelligence (<i>except</i> 153.94)	153
Applied psychology	158

Class testing for aptitude in a specific discipline or subject in 153.94; class social psychology in 302

For abnormal and clinical psychologies, see 616.89. For psychological principles (other than principles of aptitude testing) of a specific discipline or subject, see the discipline or subject, plus notation 019 from Table 1, e.g., psychological principles of advertising 659.1019

See Manual at 302–307 vs. 150, T1–019

SUMMARY

150.1–.9	Standard subdivisions and systems, schools, viewpoints
152	Sensory perception, movement, emotions, physiological drives
153	Conscious mental processes and intelligence
154	Subconscious and altered states and processes
155	Differential and developmental psychology
156	Comparative psychology
158	Applied psychology

.1 Philosophy and theory

.19 Systems, schools, viewpoints

Standard subdivisions are added for any or all topics in heading

See Manual at 152–158 vs. 150.19

.192 Existential, faculty, phenomenological, rational schools

.193 Functionalism

Including dynamic, holistic, hormic, organismic psychologies

.194 Reductionism

.194 3 Behaviorism

.194 32 Watsonian behaviorism

.194 34 Neobehaviorism (Pragmatic reductionism)

Including systems of Guthrie, Hull, Skinner, Tolman

- .194 4 Reflexology (Associationism)
Including systems of Pavlov, Bekhterev, Thorndike
For associative learning, see 153.1526
- .195 Psychoanalytic systems
See Manual at 616.89 vs. 150.195
- .195 2 Freudian system
- .195 3 Adlerian system
- .195 4 Jungian system
- .195 7 Neopsychoanalytic systems
Including systems of Horney, Fromm, Sullivan
- .198 Other systems
- .198 2 Gestalt psychology
- .198 4 Field theory
- .198 5 Personal construct psychology
Class here personal construct theory
- .198 6 Humanistic psychology
For transpersonal psychology, see 150.1987
- .198 7 Transpersonal psychology
Class comprehensive works on humanistic psychology in 150.1986
- .198 8 Positive psychology
- .2 Miscellany**
- .287 Testing and measurement
Class comprehensive works on intelligence testing and personality testing in 153.93
See also 174.915 for ethics of psychological testing
- .7 Education, research, related topics**
- .724 Experimental research
See also 174.915 for the ethics of research in psychology
- .8 Groups of people**
Do not use for psychology of groups of people; class in 155
- .9 History, geographic treatment, biography**
- .93–.99 Specific continents, countries, localities; extraterrestrial worlds
Do not use for national psychology of specific countries; class in 155.89

[151] [Unassigned]

Most recently used in Edition 16

> 152–158 Specific topics in psychology

Class comprehensive works in 150

See Manual at 152–158 vs. 150.19

152 Sensory perception, movement, emotions, physiological drives

Class here sensory perception, movement, emotions, physiological drives of adults in general [*formerly* 155.6]; comprehensive works on psychology and neurophysiology of sensory perception, movement, emotions, physiological drives

Class sensory perception, movement, emotions, physiological drives of adults by marital status and relationships in 155.64; class sensory perception, movement, emotions, physiological drives of people in specific stages of adulthood in 155.65–155.67

For neurophysiology of sensory perception, movement, emotions, physiological drives, see 612.8

See Manual at 612.8 vs. 152

SUMMARY

- | | |
|--------------|---|
| 152.1 | Sensory perception |
| .3 | Movements and motor functions |
| .4 | Emotions |
| .5 | Physiological drives |
| .8 | Threshold, discrimination, reaction-time studies |

.1 Sensory perception

Class here receptive processes and functions, discrimination, thresholds

For threshold and discrimination studies, see 152.82

See Manual at 153.7 vs. 152.1

.14 Visual perception**.142 Spatial perception**

Class comprehensive works on spatial perception in 153.752

.142 2 Visual acuity**.142 3 Pattern perception**

Including form perception

.142 5 Movement perception

Class comprehensive works on movement perception in 153.754

- .143 Brightness perception
- .145 Color perception
- .148 Optical illusions
 Including afterimages
 Class here interdisciplinary works on optical illusions
 For a specific aspect or use of optical illusions, see the aspect or use, e.g., physiological aspects 612.84, use of optical illusions in art 701
- .15 Auditory perception
- .152 Pitch perception
- .154 Volume perception
- .157 Timbre perception (Tone discrimination)
- .158 Localization
- .16 Chemical sensory perception
- .166 Perception of smells
- .167 Perception of tastes
- .18 Other types of sensory perception
- .182 Cutaneous perception
 Class here tactile perception, touch
- .182 2 Thermal perception
- .182 3 Pressure perception
 Including perception of vibration
- .182 4 Pain perception
- .188 Proprioceptive and visceral perceptions
 Class here biofeedback
- .188 2 Proprioceptive perception
 Including vestibular perception
 Class here kinesthetic perception
- .188 6 Visceral perceptions
 Including fatigue, hunger, thirst, well-being
- .189 Synesthesia
- .3 Movements and motor functions**
 Standard subdivisions are added for either or both topics in heading
 For reaction-time studies, see 152.83

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- .32 Involuntary movements
 - Class here automatic movements
 - For habits and habit formation, see 152.33*
 - .322 Reflexes
 - Class comprehensive works on reflexology as a psychological system in 150.1944
 - .322 3 Innate reflexes
 - .322 4 Conditioned reflexes
 - .324 Instinctive movements
 - For innate reflexes, see 152.3223*
 - .33 Habits and habit formation
 - Standard subdivisions are added for either or both topics in heading
 - Class here comprehensive works on habits
 - For conscious mental habits, see 153*
 - See also 362.29 for substance abuse*
 - .334 Motor learning
 - .335 Handedness and laterality
 - Standard subdivisions are added for either or both topics in heading
 - .35 Voluntary movements
 - .38 Special motor functions
 - .382 Locomotion
 - .384 Expressive movements
 - Noncognitive aspects
 - Class meaning of movements (as in body language) and cognitive aspects in 153.69
 - .384 2 Vocal expressions
 - .384 5 Graphic expressions
 - .385 Coordination

.4 Emotions

Including aversion, hate; embarrassment; hope; grief, sadness

Class here affects, attitudes, feelings, moods, sentiments; emotional intelligence

Class character traits such as bashfulness in 155.232; class loneliness in 155.92; class grief associated with bereavement by death in 155.937; class depression in 616.8527; class comprehensive works on emotions and cognition in 153

.41 Love and affection

Standard subdivisions are added for either or both topics in heading

Including empathy

.42 Pleasure, enjoyment, happiness, joy, ecstasy

Standard subdivisions are added for any or all topics in heading

.43 Wit and humor

Standard subdivisions are added for either or both topics in heading

.44 Guilt and shame

Standard subdivisions are added for either or both topics in heading

.46 Fear, anxiety, worry

Standard subdivisions are added for any or all topics in heading

.47 Anger

Including frustration

Class here aggressive moods and feelings

Class comprehensive works on psychology of aggression in 155.232

.48 Jealousy and envy

Standard subdivisions are added for either or both topics in heading

.5 Physiological drives

Class motivation, comprehensive works on drives in 153.8

.8 Threshold, discrimination, reaction-time studies**.82 Threshold and discrimination studies**

Standard subdivisions are added for either or both topics in heading

.83 Reaction-time studies

153 Conscious mental processes and intelligence

Standard subdivisions are added for conscious mental processes and intelligence together, for conscious mental processes alone

Class here conscious mental processes and intelligence of adults in general [formerly 155.6]; cognition, cognitive psychology, cognitive science, intellectual processes, comprehensive works on emotions and cognition

Class conscious mental processes and intelligence of adults by marital status and relationships in 155.64; class conscious mental processes and intelligence of people in specific stages of adulthood in 155.65–155.67; class comprehensive works on artificial intelligence and cognitive science in 006.3

For emotions, emotional intelligence, see 152.4

See also 121 for epistemology; also 128.2 for mind-body problem in philosophy

See Manual at 006.3 vs. 153; also at 153 vs. 153.4

SUMMARY

- 153.1 **Memory and learning**
- .2 **Formation and association of ideas**
- .3 **Imagination, imagery, creativity**
- .4 **Thought, thinking, reasoning, intuition, value, judgment**
- .6 **Communication**
- .7 **Perceptual processes**
- .8 **Will (Volition)**
- .9 **Intelligence and aptitudes**

[.028 7] Testing and measurement

Do not use; class in 153.93

.1 Memory and learning

.12 Memory

Class memory with respect to a specific topic with the topic, e.g., memory and dreams 154.63

For types of memory, see 153.13; for mnemonics, see 153.14

.122 Retention

.123 Recall and reproduction

Standard subdivisions are added for either or both topics in heading

.124 Recognition

.125 Forgetting

.13 Types of memory

[.130 1–.130 9] Standard subdivisions

Do not use; class in 153.1201–153.1209

.132 Visual memory

-
- .133 Auditory memory
 - .134 Visual-auditory memory
 - .14 Mnemonics
 - .15 Learning
 - Class application of learning psychology to education in 370.15
 - .152 Methods of learning
 - .152 2 Rote learning, learning by repetition
 - Standard subdivisions are added for either or both topics in heading
 - .152 3 Learning by imitation
 - .152 4 Trial-and-error learning
 - .152 6 Associative learning
 - Including Pavlovian conditioning (classical conditioning), operant conditioning
 - Class comprehensive works on associationism in 150.1944
 - .152 8 Discrimination learning
 - .153 Factors in learning
 - .153 2 Attention and concentration
 - Standard subdivisions are added for either or both topics in heading
 - .153 3 Interest and enthusiasm
 - Standard subdivisions are added for either or both topics in heading
 - .153 4 Motivation
 - .154 Transfer of learning
 - .158 Learning curves
 - .2 Formation and association of ideas**
 - .22 Association of ideas
 - .23 Concepts and concept formation
 - Standard subdivisions are added for either or both topics in heading
 - For abstraction, see 153.24*
 - .24 Abstraction

.3 Imagination, imagery, creativity

Standard subdivisions are added for imagination, imagery, creativity together; for imagination alone

Class here daydreams, fantasies, reveries considered as aspects of the imagination

Class comprehensive works on daydreams, fantasies, reveries in 154.3

.32 Imagery

Including visualization

.35 Creativity

Class here interdisciplinary works on creativity

For creativity in a specific field, see the field, plus notation 019 from Table 1, e.g., creativity in the arts 700.19

.4 Thought, thinking, reasoning, intuition, value, judgment

For formation and association of ideas, see 153.2

See Manual at 153 vs. 153.4

[.402 87] Testing and measurement

Do not use; class in 153.93

.42 Thought and thinking

Standard subdivisions are added for either or both topics in heading

For reasoning, see 153.43

.43 Reasoning

Class here problem solving

Class logical processes of reasoning and problem solving in 160

.432 Inductive reasoning

Including inference

.433 Deductive reasoning**.44 Intuition****.45 Value****.46 Judgment**

For moral judgment, see 155.232

.6 Communication

Class here individual aspects of interpersonal communication

Class sociolinguistics in 306.44; class psychology of language and language processing (psycholinguistics) in 401.9; class psychology of reading in 418.4019; class social psychology of, interdisciplinary works on communication in 302.2

.68 Listening

Class speech perception in 401.9

.69 Nonverbal communication

Class here meaning of movements, body language; cognitive processes involved in interpreting movements

.7 Perceptual processes

Perceptual apprehension and understanding

For extrasensory perception, see 133.82–133.86; for sensory perception, see 152.1

See Manual at 153.7 vs. 152.1

.73 Basic elements

Including apperception

Class basic elements of a specific type of perception in 153.75

See also 155.2844 for thematic apperception tests

.733 Attention

Including listening, looking

.736 Subliminal perception**.74 Errors (Normal illusions)****.75 Types of perception**

Class social perception, social risk perception in 302.12

[.750 1–.750 9] Standard subdivisions

Do not use; class in 153.701–153.709

.752 Spatial perception

Including size perception

Class visual spatial perception in 152.142

.753 Time and rhythm perception

Standard subdivisions are added for time and rhythm perception together, for time perception alone

- .754 Movement perception
 Class visual perception of movement in 152.1425
- .758 Face perception
- .8 Will (Volition)**
 Including self-control
 Class here intentionality, motivation; comprehensive works on drives
 For physiological drives, see 152.5
- .83 Choice and decision
 Standard subdivisions are added for either or both topics in heading
- .85 Modification of will
 Class here behavior modification and attitude change when reference is to
 bending the will or changing conscious intent
 See also 155.25 for modification of character and personality
- .852 Persuasion
- .853 Brainwashing
- .854 Conformity
- .9 Intelligence and aptitudes**
 Standard subdivisions are added for either or both topics in heading
 Class here intellect, intelligence levels, multiple intelligences
 Class emotional intelligence in 152.4; class factors in differential and
 developmental psychology that affect intelligence and aptitudes in 155
- [.902 87] Testing and measurement
 Do not use for intelligence tests; class in 153.93. Do not use for
 aptitude tests; class in 153.94
- .93 Intelligence tests
 Class here comprehensive works on testing and measurement of cognition,
 of conscious mental processes, of intelligence and personality
 *For aptitude tests, see 153.94; for personality tests, see 155.28; for
 educational tests and measurements, see 371.26; for
 neuropsychological tests, see 616.80475*

- .94 Aptitude tests
 Tests for special abilities
 Class here vocational interest tests
 Class use of aptitude and vocational interest tests for academic prognosis and placement in 371.264; class comprehensive works on vocational interests in 158.6

See also 371.26 for achievement tests and measurements

- .940 001–.940 009 Standard subdivisions
 .940 01–.949 99 Tests for aptitudes in specific fields
 Add to base number 153.94 notation 001–999, e.g., tests for musical ability 153.9478

- .98 Superior intelligence

154 Subconscious and altered states and processes

.2 The subconscious

Including works that emphasize the subconscious in treating relations among the id, ego, superego

Class works that emphasize the ego in 155.2

.3 Daydreams, fantasies, reveries

Standard subdivisions are added for any or all topics in heading

For daydreams, fantasies, reveries considered as aspects of imagination, see 153.3

.4 Altered states of consciousness

Including altered states due to use of drugs; hallucinations

.6 Sleep phenomena

Class physiological aspects of sleep in 612.821

.63 Dreams

Class here dream interpretation, interdisciplinary works on dreams

For parapsychological aspects of dreams, see 135.3; for physiological aspects of dreams, see 612.821

.632 Nightmares

Use of this number for other types of dreams discontinued; class in 154.63

[.634] Analysis of dreams

Number discontinued; class in 154.63

.64 Sleepwalking (Somnambulism)

.7 Hypnotism

Class here interdisciplinary works on hypnotism

For psychic aspects of hypnotism, see 133.89; for medical applications of hypnotism, see 615.8512

- .72 Animal magnetism
- .76 Induction of hypnosis
- .77 Hypnotic phenomena
 - .772 Phenomena during trance
 - .774 Posthypnotic phenomena

155 Differential and developmental psychology

Standard subdivisions are added for either or both topics in heading

Including role of play in development

Except for modifications shown under specific entries, add to each subdivision identified by * as follows:

- 2 Sensory perception, movement, emotions, physiological drives
 - Add to 2 the numbers following 152 in 152.1–152.8, e.g., emotions 24, emotions of young people, of sixteen-year-olds 155.5124
 - Subdivisions are added for people of any specific age within an age group
- 3 Conscious mental processes and intelligence
 - Standard subdivisions are added for conscious mental processes and intelligence together, for conscious mental processes alone
 - Add to 3 the numbers following 153 in 153.1–153.9, e.g., creativity 335, intelligence tests 393, intelligence tests for young people, for sixteen-year-olds 155.51393; for aptitude tests, see 153.940008
 - Subdivisions are added for people of any specific age within an age group
 - Class sensory perception, movement, emotions, physiological drives in 2
- 8 Individual, evolutionary, environmental psychology
 - Including play
 - 80287 Testing and measurement
 - Do not use; class in 828
 - 82 Individual psychology
 - Add to 82 the numbers following 155.2 in 155.22–155.28, e.g., moral development 825, personality tests 828, personality tests for young people, for sixteen-year-olds 155.51828
 - Subdivisions are added for people of any specific age within an age group
 - Class evolutionary psychology in 8; class environmental psychology in 89. Class application of individual psychology in general and application of broad, vaguely defined topics of individual psychology with the application in 9, e.g., personal improvement through self-actualization 91, improved interpersonal relations through self-esteem 92

- 89 Environmental psychology
 Add to base number 89 the numbers following 155.9 in 155.904–155.966, e.g., how to cope with stress 89042, influence of social environment 892, how to cope with stress for young people, for sixteen-year-olds 155.5189042; for influence of specific situations, see 155.93
 Subdivisions are added for people of any specific age within an age group
- 9 Applied psychology
 Class here application of individual psychology in general
 Add to base number 9 the numbers following 158 in 158.1–158.9, e.g., personal improvement and analysis 91, interpersonal relations 92, personal improvement and analysis for young people, for sixteen-year-olds 155.5191
 Subdivisions are added for people of any specific age within an age group
 Class application of a specific branch of psychology (other than individual psychology in general 82) with the branch, e.g., how to control emotions 24, how to be creative 335, use of personality tests for self-knowledge and self-improvement 828

Unless other instructions are given, observe the following table of preference, e.g., reactions of African American school children to catastrophic fires 155.935 (*not* 155.424 or 155.8496073):

Influence of specific situations	155.93
Psychology of specific ages	155.4–155.6
Ethnopsychology and national psychology	155.8
Evolutionary psychology	155.7
Environmental psychology (<i>except</i> 155.93)	155.9
Sex psychology; psychology of people by gender or sex, by sexual orientation	155.3
Individual psychology	155.2

Class role of play in relation to a specific topic with the topic, e.g., role of play in child development 155.418

See Manual at 155

SUMMARY

- 155.2 Individual psychology
 .3 Sex psychology; psychology of people by gender or sex, by sexual orientation
 .4 Child psychology
 .5 Psychology of young people twelve to twenty
 .6 Psychology of adults
 .7 Evolutionary psychology
 .8 Ethnopsychology and national psychology
 .9 Environmental psychology

.2 Individual psychology

Including defense mechanisms

Class here individual psychology of adults in general [*formerly* 155.6]; the self; character, identity, individuality, personality

Class individual psychology of adults by marital status and relationships in 155.64; class individual psychology of people in specific stages of adulthood in 155.65–155.67. Class defense mechanisms in relation to a specific topic with the topic, e.g., defense mechanisms and adaptability 155.24, defense mechanisms and reactions to death 155.937; class application of individual psychology in general and application of broad, vaguely defined topics of individual psychology with the application in 158, e.g., personal improvement through self-actualization 158.1, improved interpersonal relations through self-esteem 158.2

[.202 87] Testing and measurement

Do not use; class in 155.28

.22 Individual differences

.23 Traits and determinants of character and personality

.232 Traits

Including altruism, bashfulness, dependence, extroversion, introversion, moral judgment, perfectionism, workaholism; comprehensive works on the psychology of aggression

Class interdisciplinary works on aggression, aggressive social interactions in 302.54. Class a specific aspect of a specific trait with the aspect, e.g., development of moral judgment 155.25

For aggressive emotions, see 152.47; for aggressive drives, see 153.8

.234 Determinants

Class here environment versus heredity as determinants

Class comprehensive works on environment versus heredity in psychology in 155.7

For environmental determinants, see 155.9

.24 Adaptability and adjustment

Standard subdivisions are added for either or both topics in heading

.25 Development and modification of character and personality

Standard subdivisions are added for any or all topics in heading

Including maturity, development of self-control

See also 153.85 for behavior modification and attitude change when reference is to bending the will or changing conscious intent

- .26 Typology
 Class a personality test based on a theory of personality types with the test in 155.28, e.g., Myers-Briggs Type Indicator® (personality inventory) 155.283
- .262 Classical typology (Hippocrates' theory of temperaments)
- .264 Modern typology
 Including classification schemes of James, Kretschmer, Rorschach, Sheldon
- .264 4 Typology of Jung
 Class here Myers-Briggs typology
- .28 Appraisals and tests
 Standard subdivisions are added for either or both topics in heading
 Class use of personality tests to determine vocational interests in 153.94; class use of personality tests to diagnose psychiatric disorders in 616.89075; class comprehensive works on appraisals and tests for intelligence and personality in 153.93
- .282 Diagnostic graphology
 Class here interdisciplinary works on graphology
 For divinatory graphology, see 137; for handwriting analysis for the examination of evidence, see 363.2565; for handwriting analysis for screening of prospective employees, see 658.3112
- .283 Inventories and questionnaires
 Standard subdivisions are added for either or both topics in heading
- .284 Projective techniques
- .284 2 Rorschach tests
- .284 3 Szondi tests
- .284 4 Thematic apperception tests
- .3 Sex psychology; psychology of people by gender or sex, by sexual orientation**
 Standard subdivisions are added for all the topics in the heading, for sex psychology alone
 Class here sex psychology of adults in general [*formerly* 155.6], relations between the sexes, sex, sexual love
 Class sex psychology of adults in specific age groups in 155.65–155.67; class interdisciplinary works on and social psychology of relations between the sexes, sex, sexual love in 306.7
- .31 Erogeneity and libido
 Standard subdivisions are added for either or both topics in heading

- [.32] Sex and personality
 Number discontinued; class in 155.3
- .33 Psychology of people by gender or sex
 Standard subdivisions are added for either or both topics in heading
 Including display of behavior characteristics of both sexes or genders (androgynous behavior); intersex people; transgender people, cross-dressers, transgenderists, transsexuals
 Class here adults by gender or sex [*formerly* 155.63], gender identity, gender role, sex differences, sex role, the sexes; comprehensive works on psychology of men and women, of males and females
 Class psychology of people by sexual orientation in 155.34; class sexual practices associated with specific sexes in 155.35; class female impersonation, male impersonation in 792.028
For children by gender or sex, see 155.43; for young people twelve to twenty by gender or sex, see 155.53; for adults of either gender or sex by marital status and relationships, see 155.64; for people of either gender or sex in a specific stage of adulthood, see 155.65–155.67
- .332 †Men
 Class here males; masculinity (presumed distinctive characteristics of males, whether overtly sexual or not)
- .333 †Women
 Class here females; femininity (presumed distinctive characteristics of females, whether overtly sexual or not)
- [.334] Bisexuality
 Use of this number for display of behavior characteristics of both sexes or genders (androgynous behavior) discontinued; class in 155.33
 Bisexuality relocated to 155.343
- .34 Psychology of people by sexual orientation
 Including asexuals, heterosexuals
 Class here psychology of adults in general by sexual orientation [*formerly* 155.60866]
 Use of this number for relations between the sexes discontinued; class in 155.3
 Class sexual practices associated with specific orientations in 155.35; class adults in specific age groups by sexual orientation in 155.65–155.67; class interdisciplinary works on and social psychology of sexual orientation in 306.76

†Add as instructed under 155, except class evolutionary psychology in 155.7, ethnopsychology and national psychology in 155.8, environmental psychology in 155.9

- .343 Bisexuals
 Class here bisexuality [*formerly* 155.334]
- .344 Gays
- .344 1 General topics of psychology of gays
- [.344 101–.344 109] Standard subdivisions
 Do not use; class in 155.34401–155.34409
- .344 12–.344 19 Sensory perception, movement, emotions, physiological drives;
 conscious mental processes and intelligence; individual and applied
 psychology
 Add to 155.3441 as instructed under 155, e.g., emotions of gays
 155.344124; however, for evolutionary psychology, see 155.7;
 for ethnopsychology and national psychology, see 155.8; for
 environmental psychology, see 155.9
- .344 2 †Gay men
- .344 3 †Lesbians
- .35 Sexual practices

> **155.4–155.6 Psychology of specific ages**

 Class here developmental psychology

 Class comprehensive works in 155

.4 Child psychology

 Through age eleven

 Class interdisciplinary works on child development in 305.231

See also 649.1 for child rearing

- [.408 1] People by gender or sex
 Do not use; class in 155.43
- [.408 2] Women
 Do not use; class in 155.433
- [.408 3] Young people
 Do not use for psychology of children in general; class in 155.4. Do
 not use for psychology of children in specific age groups; class in
 155.42
- .408 5 Relatives

†Add as instructed under 155, except class evolutionary psychology in 155.7, ethnopsychology and national psychology in 155.8, environmental psychology in 155.9

- [.408 55] Siblings
Do not use; class in 155.443
- .408 6 People by miscellaneous social attributes
- [.408 62] People by social and economic levels
Do not use; class in 155.456
- [.408 7] People with disabilities and illnesses, gifted people
Do not use; class in 155.451–155.455
- [.408 9] Ethnic and national groups
Do not use; class in 155.457
- .41 General topics of child psychology
Class national psychology of children in 155.4093–155.4099; class general topics applied to children by specific attributes in 155.42–155.45; class socialization in 303.32
- [.410 1–.410 9] Standard subdivisions
Do not use; class in 155.401–155.409
- .412–.419 Sensory perception, movement, emotions, physiological drives; conscious mental processes and intelligence; individual, evolutionary, environmental, applied psychology
Add to 155.41 as instructed under 155, e.g., emotions of children 155.4124; however, interpersonal relationships relocated from 155.418 to 155.4192

> 155.42–155.45 Children by specific attributes

Unless other instructions are given, observe the following table of preference, e.g., boys aged three to five 155.423 (*not* 155.432):

Exceptional children; children by social and economic levels, by ethnic or national group	155.45
Children by status and relationships	155.44
Children in specific age groups	155.42
Children by gender or sex	155.43

Class comprehensive works in 155.4

- .42 Children in specific age groups

- .422 Infants
 From birth to age two
 Class here comprehensive works on children from birth to age five
 Add to 155.422 as instructed under 155, e.g., infants at play 155.4228;
 however, interpersonal relationships relocated from 155.4228 to
 155.42292
 For children three to five, see 155.423
- .423 Children three to five
 Class here preschool children, comprehensive works on children aged
 two to six or three to seven
 Add to 155.423 as instructed under 155, e.g., conscious mental
 processes and intelligence of preschool children 155.4233; however,
 interpersonal relationships relocated from 155.4238 to 155.42392
 For children aged six and seven, see 155.424
- .424 Children six to eleven
 Class here comprehensive works on school children to age fourteen
 Add to 155.424 as instructed under 155, e.g., conscious mental
 processes and intelligence of school children 155.4243; however,
 interpersonal relationships relocated from 155.4248 to 155.42492
 For young people twelve to fourteen, see 155.5
- .43 Children by gender or sex
 Class here sex psychology of children
 *For children by sexual orientation, see 155.40866; for transgender and
 intersex children, see 155.40867*
- .432 Boys
- .433 Girls
- .44 Children by status and relationships
 Class here psychology of temporary or permanent separation from parents
- .442 The only child
 Class the adopted or foster only child in 155.445; class the
 institutionalized only child in 155.446
- .443 Siblings
 *For brothers and sisters of same birth, see 155.444; for adopted
 and foster children, see 155.445*
- .444 Brothers and sisters of same birth
 Standard subdivisions are added for either or both topics in heading
- .445 Adopted and foster children

- .446 Institutionalized children
Including children raised in communities that serve as collective parents, e.g., kibbutz children
- .45 Exceptional children; children by social and economic levels, by ethnic or national group
Standard subdivisions are added for all topics in heading together, for exceptional children alone
- .451–.455 Exceptional children
Add to base number 155.45 the numbers following 371.9 in 371.91–371.95, e.g., psychology of gifted children 155.455
- .456 Children by social and economic levels
- .456 7 Children with social disadvantages
Including wild children (feral children)
Class here children with cultural disadvantages
Class psychoanalytic principles derived in part from study of wild children in 150.195
- .457 Children by ethnic and national group
Class here ethnopsychology
Class national psychology of children in 155.4093–155.4099
- .457 001–.457 009 Standard subdivisions
- .457 05–.450 9 Children of mixed ancestry with ethnic origins from more than one continent, European children and children of European descent
Add to base number 155.4570 the numbers following 0 in notation 05–09 from Table 5, e.g., children of European descent 155.4509, children of European descent in Australia 155.4509094
- .457 1–.457 9 Specific ethnic and national groups
Add to base number 155.457 notation 1–9 from Table 5, e.g., Japanese children 155.457956, Japanese-American children 155.457956073

.5 Psychology of young people twelve to twenty

Class vocational tests for young people twelve to twenty in 153.94000835; class youth twenty-one and over, comprehensive works on young adults in 155.65; class interdisciplinary works on development of young people twelve to twenty in 305.2355

- [.508 1] People by gender or sex
Do not use; class in 155.53
- [.508 2] Women
Do not use; class in 155.533

- .508 9 Ethnic and national groups
Class here ethnopsychology
- .51 General topics of psychology of young people twelve to twenty
Class ethnopsychology of young people twelve to twenty in 155.5089; class national psychology of young people twelve to twenty in 155.5093–155.5099; class general topics applied to young people twelve to twenty by gender or sex in 155.53; class socialization in 303.32
- [.510 1–.510 9] Standard subdivisions
Do not use; class in 155.501–155.509
- .512–.519 Sensory perception, movement, emotions, physiological drives; conscious mental processes and intelligence; individual, evolutionary, environmental, applied psychology
Add to 155.51 as instructed under 155, e.g., emotions of young people twelve to twenty, emotions of sixteen-year-olds 155.5124; however, interpersonal relationships relocated from 155.518 to 155.5192
- .53 Young people twelve to twenty by gender or sex
Class here sex psychology of young people twelve to twenty
For young people twelve to twenty by sexual orientation, see 155.50866; for transgender and intersex young people twelve to twenty, see 155.50867
- [.530 85–.530 89] Relatives; people by miscellaneous social attributes; people with disabilities and illnesses, gifted people; occupational and religious groups; ethnic and national groups
Do not use; class in 155.5085–155.5089
- .532 Males twelve to twenty
- [.532 085–.532 089] Relatives; people by miscellaneous social attributes; people with disabilities and illnesses, gifted people; occupational and religious groups; ethnic and national groups
Do not use; class in 155.5085–155.5089
- .533 Females twelve to twenty
- [.533 085–.533 089] Relatives; people by miscellaneous social attributes; people with disabilities and illnesses, gifted people; occupational and religious groups; ethnic and national groups
Do not use; class in 155.5085–155.5089

.6 Psychology of adults

Sensory perception, movement, emotions, physiological drives of adults in general relocated to 152; conscious mental processes and intelligence of adults in general relocated to 153; individual psychology of adults in general relocated to 155.2; sex psychology of adults in general relocated to 155.3; evolutionary psychology of adults in general relocated to 155.7; environmental psychology of adults in general relocated to 155.9; applied psychology of adults in general relocated to 158

Class sensory perception, movement, emotions, physiological drives, conscious mental processes and intelligence, individual psychology, sex psychology, evolutionary psychology, environmental psychology, applied psychology of adults by marital status relationships in 155.64; class sensory perception, movement, emotions, physiological drives, conscious mental processes and intelligence, individual psychology, sex psychology, evolutionary psychology, environmental psychology, applied psychology of people in specific stages of adulthood in 155.65–155.67

See Manual at 155

- [.608 1] People by gender or sex
Do not use; class in 155.33
- [.608 2] Women
Do not use; class in 155.333
- [.608 4] People in specific stages of adulthood
Do not use; class in 155.65–155.67
- [.608 5] Relatives
Do not use; class in 155.646
- .608 6 People by miscellaneous social attributes
- [.608 65] People by marital status
Do not use; class in 155.64
- [.608 66] People by sexual orientation
Relocated to 155.34
- [.608 9] Ethnic and national groups
Relocated to 155.82
- .609 History, geographic treatment, biography
- .609 3–.609 9 Specific continents, countries, localities; extraterrestrial worlds
National psychology of adults in general relocated to 155.89
- [.63] Adults by gender or sex
Relocated to 155.33

- .64 Adults by marital status and relationships
 Class people in a specific stage of adulthood regardless of marital status
 and relationship in 155.65–155.67
- .642 Single status
- .642 2 Men
- .642 3 Women
- .643 Separated and divorced status
 Standard subdivisions are added for either or both topics in heading
- .643 2 Men
- .643 3 Women
- .644 Widowed status
- .644 2 Men
- .644 3 Women
- .645 Married status
 Class married parents in 155.646
- .645 2 Men
- .645 3 Women
- .646 Parents, grandparents, progeny, siblings
 Standard subdivisions are added for parents, grandparents, progeny,
 siblings together; for parents alone
 Class unmarried parents in 155.642; class separated and divorced
 parents in 155.643; class widowed parents in 155.644
- .646 2 Fathers
- .646 3 Mothers
-
- > 155.65–155.67 People in specific stages of adulthood
 Class comprehensive works in 155.6
- .65 *People in early adulthood
 Class here comprehensive works on young adults
 For young adults under twenty-one, see 155.5
- .66 *People in middle adulthood
- .67 People in late adulthood

*Add as instructed under 155

- .670 89 Ethnic and national groups
Class here ethnopsychology
- .671 General topics of people in late adulthood
Class ethnopsychology of people in late adulthood in 155.67089; class national psychology of people in late adulthood in 155.67093–155.67099
- [.671 01–.671 09] Standard subdivisions
Do not use; class in 155.6701–155.6709
- .671 2–.671 9 Sensory perception, movement, emotions, physiological drives; conscious mental processes and intelligence; individual, evolutionary, environmental, applied psychology
Add to 155.671 as instructed under 155, e.g., emotions of people in late adulthood 155.67124; however, interpersonal relationships relocated from 155.6718 to 155.67192; for adaptability of people in late adulthood, see 155.672
- .672 Adaptability and adjustment
Standard subdivisions are added for either or both topics in heading
Class here psychological aspects of retirement, change in status
- .7 Evolutionary psychology**
Evolution of basic human mental and psychological characteristics
Including behavior genetics
Class here evolutionary psychology of adults in general [*formerly* 155.6]; comprehensive works on environment versus heredity in psychology
For environment versus heredity in determining traits of character and personality, see 155.234; for environmental psychology, see 155.9
See also 304.5 for genetic bases of social behavior
See Manual at 302–307 vs. 150, T1–019
- .8 Ethnopsychology and national psychology**
Class here cross-cultural psychology
Class studies of cultural influence in 155.92
See Manual at 155
- .82 Ethnopsychology
Class here psychology of adults in general by ethnic and national group [*formerly* 155.6089], ethnic differences
For psychology of specific ethnic groups, see 155.84

.84 Specific ethnic groups

Limited to ethnic groups in areas where they are not predominant

Add to base number 155.84 notation 05–9 from Table 5, e.g.,
ethnopsychology of African Americans 155.8496073

See Manual at 155.89 vs. 155.84

.89 National psychology

Class here national psychology of adults in general [*formerly*
155.6093–155.6099]

Add to base number 155.89 notation 3–9 from Table 2, e.g., Italian national
psychology 155.8945

Class psychology of specific ethnic groups regardless of national origin in
155.84

See Manual at 155.89 vs. 155.84

.9 Environmental psychology

Class here environmental psychology of adults in general [*formerly* 155.6];
environmental influences, ways of coping with the influences

Unless other instructions are given, observe the following table of preference,
e.g., the influence of family, friends, and work associates upon persons coping
with a loss through death 155.937 (*not* 155.92):

Influence of specific situations	155.93
Influence of clothing	155.95
Influence of restrictive environments	155.96
Influence of injuries, diseases, physical disabilities, disfigurements	155.916
Influence of community and housing	155.94
Influence of social environment	155.92
Influence of physical environment and conditions (<i>except</i> 155.916)	155.91

.904 Special topics of environmental psychology**.904 2 Stress**

Class here works on how to cope with stress

For job stress, see 158.72

.91 Influence of physical environment and conditions

Standard subdivisions are added for either or both topics in heading

.911 Influence of sensory stimuli

Add to base number 155.911 the numbers following 152.1 in
152.14–152.18, e.g., psychology of color 155.91145

Class sensory influences associated with climate in 155.915; class
sensory influences on people with injuries, diseases, physical
disabilities, disfigurements in 155.916

- .915 Influence of climate
 Class influence of climate on people with injuries, diseases, physical disabilities, disfigurements in 155.916
- .916 Influence of injuries, diseases, physical disabilities, disfigurements
- .92 Influence of social environment
 Including comprehensive works on forgiveness, on loneliness, on solitude
 Add to base number 155.92 the numbers following 158.2 in 158.24–158.27, e.g., influence of family members, birth order 155.924
 For influence of community and housing, see 155.94; for forgiveness and loneliness in the context of improving interpersonal relations, see 158.2
- .93 Influence of specific situations
 Including influence of divorce, loss of job
- .935 Catastrophic disasters
 Including behavior patterns during bombings, earthquakes, fires, floods, hurricanes
 Class catastrophic accidents in 155.936; class death in catastrophic disasters in 155.937
- .936 Accidents
 Class death in accidents in 155.937
- .937 Death and dying
 Standard subdivisions are added for either or both topics in heading
 Class here reactions to death of others
 Class interdisciplinary works on death in 306.9
- .937 08 Groups of people
 Use for people concerned about dying or affected by death of others, e.g., children grieving death of a loved one 155.937083, parents grieving the death of a child 155.937085, attitudes toward death and dying of people in late adulthood 155.9370846
- .94 Influence of community and housing
 Standard subdivisions are added for influence of community and housing together, for influence of community alone
-
- > 155.942–155.944 Specific types of communities
 Class housing in specific types of communities in 155.945; class comprehensive works in 155.94
- .942 Urban communities
- .943 Suburban communities

- .944 Rural communities
- .945 Housing
- .95 Influence of clothing
- .96 Influence of restrictive environments
- .962 Prisons
- .963 Submarine structures
- .964 Subterranean structures
 - Including behavior patterns in caves, mines, tunnels, underground shelters
- .965 Aircraft
 - Class here aviation psychology
- .966 Spacecraft
 - Class here space psychology

156 Comparative psychology

Comparison of human psychology and the psychology of other organisms; study of other organisms to elucidate human behavior

Class behavior of nonhuman organisms in 591.5

See Manual at 302–307 vs. 156

> 156.2–156.5 Animals

Class habits and behavior patterns of animals in 591.5; class comprehensive works in 156

.2 Comparative psychology of sensory perception, movement, emotions, physiological drives of animals

Add to base number 156.2 the numbers following 152 in 152.1–152.8, e.g., comparative reaction-time studies 156.283

.3 Comparative conscious mental processes and intelligence of animals

Standard subdivisions are added for comparative conscious mental processes and intelligence together, for comparative conscious mental processes alone

Add to base number 156.3 the numbers following 153 in 153.1–153.9, e.g., comparative learning curves 156.3158

.4 Comparative subconscious and altered states and processes of animals

.5 Comparative differential and developmental psychology of animals

.9 Plants

Class plant behavior in 575.9

[157] [Unassigned]

Most recently used in Edition 19

158 Applied psychology

Class here applied psychology of adults in general [*formerly* 155.6]; application of individual psychology in general; comprehensive works on how to better oneself and how to get along with other people; comprehensive works on psychological and parapsychological or occult techniques for achieving personal well-being, happiness, success

Class applied psychology of adults by marital status and relationships in 155.64; class applied psychology of people in specific stages of adulthood in 155.65–155.67; class aptitude tests (both general and applied to specific subjects) in 153.94; class interdisciplinary works on success in 650.1. Class a specific application of psychology with the application, e.g., Christian pastoral psychology 243.52; class application of a specific branch of psychology (other than individual psychology in general 155.2) with the branch, e.g., how to be creative 153.35, use of personality tests for self-knowledge and self-improvement 155.28

For parapsychological and occult techniques for achievement of well-being, happiness, success, see 131

.1 Personal improvement and analysis

Standard subdivisions are added for either or both topics in heading

Including personality analysis and improvement

Class here works intended to make one a better person or to stave off failure, to solve problems or to adjust to a life that does not meet one's expectations; works on specific systems and schools of applied psychology written for people who wish to be improved or analyzed

Class works on how to get along with other people in 158.2; class works on specific systems and schools of applied psychology written for advisors and counselors to help them assist others in 158.9; class comprehensive works on how to better oneself and how to get along with other people in 158

See Manual at 616.86 vs. 158.1, 204.42, 248.8629, 292–299, 362.29

.12 Personal improvement and analysis through meditation

Standard subdivisions are added for either or both topics in heading

.125 Transcendental meditation**.128 Meditations**

Class here collections of thoughts for use in meditation

.2 Interpersonal relations

Relations between an individual and other people

Class here dominance, forgiveness, intimacy; overcoming loneliness; applications of assertiveness training, sensitivity training, transactional analysis

Class individual aspects of interpersonal communication in 153.6; class interpersonal relations in counseling and interviewing in 158.3; class interpersonal relations in leadership in 158.4; class interpersonal relations in negotiation in 158.5; class social psychology of communication in 302.2; class interactions within groups in 302.3; class comprehensive works on forgiveness, on loneliness in 155.92

.24 Interpersonal relations with family members

Class guides to harmonious family relations in 646.78

.25 Interpersonal relations with friends and neighbors

Standard subdivisions are added for either or both topics in heading

.26 Interpersonal relations with work associates

See also 158.7 for psychology of work

.27 Interpersonal relationships with strangers**.3 Counseling and interviewing**

Standard subdivisions are added for counseling and interviewing together, for counseling alone

Class here helping behavior, personal coaching

Class helpfulness as a personality trait in 155.232; class interdisciplinary works on counseling in 361.06. Class counseling in a specific discipline with the discipline, e.g., personal coaching in the context of employee education and training under personnel management 658.3124, counseling services in the context of employee welfare under personnel management 658.385

.35 Group counseling**.39 Interviewing**

Class interviewing in a specific discipline with the discipline, e.g., employee selection interviewing 658.31124

.4 Leadership**.5 Negotiation****.6 Vocational interests**

Class aptitudes in 153.9; class interdisciplinary works on choice of vocation in 331.702

[.602 87] Testing and measurement

Do not use; class in 153.94

.7 Industrial psychology

Works focusing on the psychology of the individual employee in relation to work or taking a broad view that encompasses the concerns of individual employees, union leaders, management

Class here psychology of work

Class workaholism as a personality trait in 155.232. Class industrial psychology applied to a specific subject outside psychology with the subject, plus notation 019 from Table 1, e.g., psychological principles of personnel management 658.30019

See also 158.26 for psychology of interpersonal relations with work associates

.72 Job stress

Class comprehensive works on stress in 155.9042

.723 Job burnout**.9 Systems and schools of applied psychology**

Including transactional analysis

Class here works about founders of systems and schools of applied psychology, works about systems and schools of applied psychology written for advisors and counselors to help them assist others with personal improvement or analysis

Class works on systems and schools of applied psychology written for people who wish to be improved or analyzed in 158.1. Class application of systems and schools of applied psychology with the application, e.g., application of transactional analysis to interviewing 158.39

[159] [Unassigned]

Most recently used in Edition 19

152–158 vs. 150.19**Specific topics in psychology vs. Psychological systems, schools, viewpoints**

Certain schools and systems draw their fundamental principles from a few selected psychological topics. When such topics are used to illustrate a system, class with the system in 150.19, e.g., the subconscious, fantasies, and dreams used to illustrate psychoanalytic principles 150.195 (*not* 154). If in doubt, prefer the specific topic in 152–158.

153 vs. 153.4**Conscious mental processes and intelligence vs. Thought, thinking, reasoning, intuition, value, judgment**

Many works that claim to be about thought and thinking or reasoning also cover subjects such as memory, communication, perception, motivation, and intelligence. Use 153 (*not* 153.4) for these broader works. Use 153 (*not* 153.4) also for works on "cognitive psychology." Use 153.4 only for works that focus narrowly on thought and thinking, reasoning, intuition, value, judgment. If in doubt, prefer 153.

153.7 vs. 152.1**Perceptual processes vs. Sensory perception**

Use 153.7 for comprehensive works on sensory perception and perceptual processes in general, and works that focus on the active, interpretative mental processes associated with perception in general. Also use 153.7 for types of perception that involve more than one sense, e.g., space perception that involves vision and touch 153.752. Use 152.1 for works that focus on the receptive aspects of sensory perception and comprehensive works on perception by a specific sense, e.g., visual perception 152.14. If in doubt, prefer 153.7.

155**Differential and developmental psychology**

Some works on the psychology of sensory perception, movement, emotions, physiological drives (152) and conscious mental processes (153) use as research populations people belonging to differential groups, or people subject to environmental influences, that are given in 155.3–9. Use 152–153 for works in which there is clearly little or no interest in the distinctiveness of the group or influence, or in which the researcher has simply used convenient samples. This is particularly applicable to ethnic and national groups (155.8), adults (155.6), and social environment (155.92).

Sex psychology

Use 155.3 for a study on sex psychology, drawing almost exclusively upon adult middle-class whites, but showing only marginal interest in the class, age, or ethnic group of the respondents. Use 155.3 also for discussion of the social class, national, or ethnic bias of such research, as the interest is in the validity of the findings about sex psychology.

155.89 vs. 155.84**National psychology vs. Psychology of specific ethnic groups in areas where they are not predominant**

Use 155.89 for the psychology of nations taken as a whole, and the psychology of ethnic groups that are predominant in an area constituting an independent nation. Use 155.84 for the psychology of ethnic groups taken as a whole and the psychology of ethnic groups in areas where they are not predominant. For example, use 155.89595 for the national psychology of Malaysia or the psychology of Malays in Malaysia; but use 155.849928 for the psychology of Malays taken as a whole, 155.8499280593 for Malays in Thailand. If in doubt, prefer 155.89.

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