National Association of School Psychologists

VOL. 1 — NUMBER 1

MAY 1969

National Association Formed
At St. Louis Conference

On March 14 and 15, 1969, four hundred persons from 24 states, most of them practicing school psychologists, all of them concerned about school psychology, met in St. Louis, Missouri. The outcome of their meeting was the formation of the National Association of School Psychologists.

The background of the St. Louis convention is probably known to most of our readers. For those to whom it is not, the story, briefly, is this: members of the Ohio School Psychologists Association, believing fervently that a national professional group was necessary, worked for several years to acquire state lists and evidences of interest in such a group. In March of 1968, the Ohioans were able to assemble 35 people, representing 11 states, for a discussion of the pros and cons of their idea. The thirty-five agreed to constitute themselves a planning committee for a national convention.

The planning committee was by no means certain that those who came to St. Louis would vote to form a national association, but, because of their own zeal, and, in truth, because it would have seemed a bit ridiculous to hold a convention without any preparation, members planned for the possibility of a positive ballot. Proposals for purposes, constitution, finances, and membership requirements were developed, to provide a basis for discussion.

And it happened. Probably most of the people who responded to the convention invitation already felt the need for a supportive group. At any rate, a motion by Dr. William Farling that “today we form the National Association of School Psychologists” took but a few minutes for seconding and passing. No other motion passed so quickly or so easily.

Two days, then, were filled with discussion, controversy, and tolerable confusion. It was decided that the purposes of the organization would be as follows: (a) to promote actively the interest of school psychology, (b) to advance the standards of the profession, (c) to help secure the conditions necessary to the greatest effectiveness of its practice, and (d) to serve the mental health of all children and youth. A constitution was adopted, with some of its phrasing, and rephrasing, left to a committee. Officers were elected. Dues of twenty-five dollars per year were voted, and a budget passed, to be varied in relation to monies collected. It was agreed that persons in attendance could become regular members of NASP upon payment of dues. The Executive Board was empowered to incorporate the Association, to choose the next convention site, and to select an executive secretary to carry out administrative duties and to collect monies for the organization. The next convention date was set for late April, 1970.

Requirements for membership not unexpectedly proved to be one of the most controversial issues. In honesty, the same adherence to high standards which has excluded many school psychologists from APA also appears to exist among NASP. The professional group was not expected to have any positive ballot until the NASP planning committee and the Division 16 Executive Committee since last fall when Bill Farling and I were invited to attend their meetings as non-participant observers. Jack Bardon and Francis Hurst represented Division 16 at our recent planning meetings in the same capacity. We will have such repres-

Message From The President

NASP is now a fact! As we pass from the “planning-to-become” stage into the “formative years” of our organization, there is much to be done. The long debate in our business meetings was viewed by many of us as a wholesome sign of personal involvement which the members of the organization intend to uphold. This kind of viable, active, and concerned membership will ensure real representation of our profession at the national level.

Don D. Twiford, Chief of Pupil Personnel Services Branch, U.S. Office of Education, attended our convention. His presence was an immediate reassurance that through organizing we can hope for recognition in Washington. In a recent letter Dr. Twiford says, “I hope you feel that the Association has a friend at ‘court’ and will let me know ways in which we can be of continuing help. It was a pleasure to get to know you and I look forward to working with you and your officers in every way possible to achieve our mutual goals.”

APA, Division 16, has communicated their desire to work cooperatively with NASP to advance the profession of school psychology. We have had reciprocal representation on the NASP planning committee and the Division 16 Executive Committee since last fall when Bill Farling and I were invited to attend their meetings as non-participant observers. Jack Bardon and Francis Hurst represented Division 16 at our recent planning meetings in the same capacity. We will have such repres-

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No plans for NASP are settled. Everything will change, as all of us — members, officers, committee chairmen — learn more about the meaning and workings of a national organization. For the present, four newsletters per year are planned.

Deadlines will be August 15 and November 15, 1969, February 15 and May 15, 1970.

News of state organizations, announcements of conferences, legislative information, and the like will be welcome, indeed will be solicited (translate, begged for!). In this first year, concentration will be on political matters, although articles about research, practical programs, and work-a-day problems will by no means be ignored. Write, phone, or write to Marcia Shaffer, 154 Harvey Drive, Lancaster, New York 14086, and she will dispatch by carrier pigeon or helicopter! Send your ideas, your worries, your dreams to the newsletter editor.

MARcia SHAFFER
154 Harvey Drive
LANCASTER, New York 14086
PHone: 716-683-1654.

Editorial

It was a time of meetings, and more meetings. It was a time of details, of dissonance, of cacophony and caucus, of emotion-laden and uncertain decisions. It was a time of deferred and soul-seeping exhaustion. It was — when it was done — a time of uneasy satisfaction, of the realization that every dream has some nightmare qualities. That was the conference at which the National Association of School Psychologists began.

Those of us who were members of the planning committee were, understandably, naive in many ways. We had disagreed vehemently among ourselves, but, since there were not many of us, and since we were so convinced that we had an important mission (and so glad to find companions on that mission), we had settled our disputes without "hangovers" of animosity. The same intensity of dedication and dissatisfaction, multiplied by 10, came as something of a shock. Only when it was over, and the action could be telescoped into a few columns of newpaper, did I genuinely comprehend that the processes of democracy do perform wonders.

As a matter of fact, most of our innocence seems to have been a failure to apprehend the significance of geography and numbers. After years of nitty-gritty "union" work, during which most members of my guild apparently didn't give a hoot what went on, I found it incredible that the mere fact of "being national" should cause people to grasp at committee chairmanships and similar "goodies". Never having realized that any old nationwide organization could arouse the interest of all kinds of salesmen, I suspected a joke when a "free lance" public relations man called me to offer his services for an unspecified fee to NASP. (To tell you the truth, it was a pretty funny conversation!)

Finally, I stopped gasping, and realized — that I'm a little scared. I've edited every newsletter I could get my grammar-loving mitts on; ordinarily, I write for the pleasure of expressing my professional convictions, in the hope that I will sway or support some readers. Suddenly, there are not just a few hundred, but thousands of people to be reached — and what can my choice of words do to this precarious organization to which I feel such devotion?

Now, in the very act of writing to you, the lump in my stomach has dissolved. Most of you must be much like the planning committee, the convention participants, and me. I'm glad to meet you — and I hope to goodness you'll write — to this newsletter — soon.

MARCIA SHAFFER.

COMMITTEE CHAIRMEN

Activities
Fred Dornback
319 Farview Drive
North Aurora, Illinois 60542

Financial
Ron Lindgren
Department of Education
University of Wisconsin
Milwaukee, Wisconsin 53201

Professional Ethics
Dennis Kelly
Public Instruction
316 South Second Street
Springfield, Illinois

Research
Ken Hoedt
College of Education
Akron University
Akron, Ohio 44304

Constitution
John Austin
1368 East Airport
Muskegon, Michigan 49444

Legislation
Janko Kovacevich
731 Timberline Drive
Akron, Ohio 44313

Program
Jerald Green
39 South Hibbert Street
Mesa, Arizona 85201

Newsletter
Marcia Shaffer
154 Harvey Drive
Lancaster, New York 14086

Parliamentarian
James Agner
64 Marchelle Avenue
Springfield, Illinois

Any NASP members wishing to work on a committee are urged to communicate with committee chairmen, above.
Unofficial Minutes of Acting Legislative Assembly
Sheraton-Jefferson Hotel
St. Louis

NOTE: These minutes are labelled "unofficial" because the pace of the meeting, due to time limitations, was very rapid, and the secretary feared she might have missed some comments. We are publishing them, in spite of that possibility, since this was not an open session, and we felt that members would want to know what had occurred.

This group was designated as the Acting Legislative Assembly, and will function as a steering and advisory board until the elected Legislative Assembly convenes in April, 1970.

Committee chairmen were named, and committee assignments made. Any new members wishing to work on a committee should contact committee chairmen, who will be listed in the first newsletter.

Tasks of various committees will not be highly structured by this assembly. They will be left to the individual chairmen, who will be responsible for a complete report of work to date in October, 1969.

Approval was given to the Research Committee to carry on the present project in conjunction with Akron University, providing adequate arrangements be worked out regarding N.A.S.P.'s role in the project. Details of this arrangement shall be pursued by the chairman of the Research Committee.

Tentative Executive Board meeting scheduled for May 10 and 11 in New York. Committee chairmen should send any relevant material to President by April 15, in order that such information may be distributed to Executive Board members for study prior to May 10.

Interim meeting of this acting Legislative Assembly was scheduled for Chicago in October, 1969. Robert Gaebler will be in charge of arrangements.

The suggestion was made that state groups aid committees by sending relevant state material to appropriate chairmen, i.e., copies of constitution of state associations to the Constitution Committee, copies of state Code of Ethics to the Ethics Committee, etc.

State Secretaries shall get all mailings regarding elections, programs, and all events involving a time-table.

At the end of the six month charter period, the Executive Secretary shall send to each state secretary the list of members in his state. State Secretaries shall then be responsible for polling their state members to elect a delegate to the Legislative Assembly prior to the annual meeting in April, 1970.

The Newsletter shall be published four times a year. The first Newsletter, which will contain proceedings of the St. Louis meeting, will be sent to everyone on the original mailing list. The remaining three issues will be sent to members only.

Individual states may proceed with mailing of their own conference summaries, application blanks, etc.

Florida and Pennsylvania will submit mailing lists to the Executive Secretary.

Chairman of the Newsletter Committee, in consultation with the Executive Board, can explore the possibility of paid advertising in the Newsletter and is authorized to negotiate for this.

The Executive Board was empowered to arrange for the sale of the mailing list, providing adequate safeguards are established regarding such use.

Process of securing nominations for officers for next year was discussed. Final decision regarding nominating procedures will be left to the Nominating Committee.

The incorporation of NASP will be handled by the Executive Secretary and the Treasurer.

Washington, D.C., was approved as first choice for the site of the next annual convention in April, 1970.

The President-Elect shall be Program Chairman.

Mary St. Cyr
Secretary

NASP NEEDS YOU and YOU NEED NASP

You may become a Charter Member by filling out the application on page 8 of this Newsletter, and mailing it to Dr. William Farling, (address also on page 8) by September 1969.
Vitae

The officers of NASP are interesting active people, who serve their communities and the profession of school psychology in myriad ways. A complete listing of their achievements would have filled this entire newsletter. Consequently, only a “skeleton” description of each of them ensues, enough, we hope, to apprise readers of the breadth and depth of their talents.

President: Pauline Alexander, Columbus, Ohio; degrees from Antioch College and Ohio State University; coordinator and supervisor of school psychology program in Franklin County, Ohio; producer of series of films on Mental Health in the Classroom; co-producer of six films entitled I Can Learn, which demonstrate specific teaching techniques for children with learning and behavior disorders; past-president, School Psychologists of Central Ohio and Ohio School Psychologists Association.

President-elect: Jerald Green, Mesa, Arizona; attended Kent State University and the University of Utah; school psychologist, Mesa Public Schools; military service, U.S. Air Force; president and founder of Arizona Association of School Psychologists.

Secretary: Mary St. Cyr, Stratford, Connecticut; educated at University of Connecticut and Fairfield University; examiner-counselor, Westport, Connecticut; president-elect, Connecticut Association of School Psychological Personnel.

Acting Executive Secretary: William Farling, Akron, Ohio; degrees from Kent State University, The Ohio State University, and Western Reserve University; director, School Psychology Training program, The University of Akron, Akron, Ohio; publications especialy concerned with the profession of school psychology; among Numerous offices in professional organizations, co-chairman, Division 16 Research Committee; Managing Editor, Journal of School Psychology.

Parliamentarian: James Agner, Springfield, Illinois; attended Illinois State University (Normal, Illinois), Western Illinois University, and the University of Illinois; Acting Director, Department of Pupil Personnel Services; erstwhile officer in local, state, and national Junior Chamber of Commerce; also active in psychological, mental health, and civic groups.

Message from the President

(Continued from page 1)

entation at the Division 16 meetings in August in Washington. Maintaining close communications and working together in areas of mutual concern will continue to be of vital importance as NASP grows.

One of our present critical needs is to increase membership at a rapid rate. Each person who has a commitment to the development of this organization must see himself as a spokesman in talking with fellow school psychologists in his local area and neighboring states.

I can’t avoid making one personal observation after talking, for the first time in my life, with many school psychologists from across the country. We have much in common as a group, and much to learn from each other.

Pauline Alexander

National Assoc. Formed

(Continued from page 1)

National Association of School Psychologists (NASP) and Division 16 of the American Psychological Association (APA) Jerald E. Green, President-Elect of NASP, explained the formation of the Association and the decisions that were made at St. Louis in regard to the constitution, membership requirements, finances, and activities of NASP. Dr. Marie Skodak, a member of APA Division 16’s Executive Committee, spoke about membership requirements for APA, plus the structure and organization of that Association.

In the question and answer period which followed, most of the questions indicated a strong, positive interest in NASP.

A number of persons from states not represented at St. Louis expressed interest in NASP, as did some Canadian psychologists, who indicated that they and a number of their colleagues would become members should this be made possible.

CEC Convention

There was much interest shown in The National Association of School Psychologists at the April 10th meeting of school psychologists at the Council for Exceptional Children Convention in Denver. The meeting was opened by Dr. Joseph French, President of CEC’s Association for the Gifted. He explained his efforts, working as an individual, to encourage the formation of a separate division within CEC for school psychologists. In February he had sent a questionnaire to 1400 psychologists within CEC. About 85 percent of them expressed their opposition to forming a CEC division for School Psychologists. With that response within CEC, and formation of The National Association of School Psychologists last month, he has decided to drop his plans to form a new division within CEC.

The remainder of the meeting was devoted to presentations regarding the National Association of School Psychologists (NASP) and Division 16 of the American Psychological Association (APA). Jerald E. Green, President-Elect of NASP, explained the formation of the Association and the decisions that were made at St. Louis in regard to the constitution, membership requirements, finances, and activities of NASP. Dr. Marie Skodak, a member of APA Division 16’s Executive Committee, spoke about membership requirements for APA, plus the structure and organization of that Association.

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JOIN NASP NOW!
Proposed Membership Requirements for National Association of School Psychologists:

Final Committee Report

I. The organization shall consist of three (3) types of memberships: regular and student, and such other non-voting members as shall be provided by the bylaws.

II. A regular member of this organization shall have a minimal educational requirement of a Master's Degree or its equivalent, and one of the following qualifications:

A. Currently functioning as a School Psychologist (the term School Psychologist shall include those whose primary function is the performance of school psychological services), or have functioned in this capacity within the past year.

B. Trained as a School Psychologist, but who currently is functioning as a consultant or supervisor in psychological services.

C. Persons who, in colleges and universities, are primarily engaged in the training of School Psychologists.

D. Persons who, in the judgement of the Legislative Assembly, have made a significant contribution to the field of School Psychology.

E. Persons who hold valid state certification as a School Psychologist.

III. Only regular members shall have the right to vote and hold office.

IV. A student member shall be enrolled in a training program to function as a School Psychologist.

V. Procedures for processing applications shall be determined by the Membership Committee.

VI. The Executive Committee shall act upon the recommendations of the Membership Committee.

VII. Membership shall become effective upon payment of dues as specified in Article II of Constitution.

Report of Activities Committee for National Association of School Psychologists

Presented March 13, 1969

OBJECTIVE I.
To develop a more adequate definition of the profession of school psychology.

ACTIVITIES
A. Conduct a national survey of the current status of school psychologists.
B. Express awareness of the changing role of the school psychologist by preparing a detailed description of the possible specialities of psychological services within the school setting.
C. Actively aid in implementing the use of psychological knowledge in educational settings by a clearinghouse of ideas, workshops, and inservice programs.

OBJECTIVE II.
To obtain a strong professional identity.

ACTIVITIES
A. Provide training experiences for the development of effective state and local leadership.
B. Formulate guidelines for the development of state and local organizations.
C. Establish a committee on training and certification which would also explore the problems of the internship.
D. Direct the Professional Problems and Ethics Committee to find ways of effectively dealing with the ethical problems that will arise within the profession of school psychology.

OBJECTIVE III.
To provide more effective means of communication activities.

ACTIVITIES
A. Establish a national mailing list.
B. Publish a newsletter.
C. Feed all state and local newsletters to the NASP Newsletter editor.
D. Form a committee to aid the local and state organizations to develop more effective means of communication, such as newsletters, round table discussions, publicity, etc.
E. Provide a clearinghouse for ideas, practices, program and employment opportunities.
F. Establish a well defined classification of school psychological materials in ERIC and IMC for dissemination of information.
G. Urge the development of meaningful research at the university, local, and state level.

OBJECTIVE IV.
To establish a strong representation for legislative action.

ACTIVITIES
A. Form committees at the state level and in various major metropolitan areas to follow legislative action, and to initiate appropriate legislation.
B. Provide inservice programs to aid in the formation of legislative committees and offer consultation on legislative problems.
C. Prepare position papers on educational and social issues significantly affecting schools.
D. Establish a national office in Washington.

Approved Guidelines for Expenditures of Funds for The National Association of School Psychologists 1969-70

Executive Secretary
Salary $10,000
Travel 2,000
Stenographer 3,000
Equipment 1,000
Telephone 1,500
Rent 500
Office supplies and stationary 1,500 $19,500

Organization Expenses
Executive Board expenses $5,000
Newsletter exp. 2,000
Committee exp. 2,000
Other mailings 3,000
Legislative activities 2,000
Bookkeeping and auditing 750
Bonding and liability 100
Incorporation 650 $15,500
Total $55,000

CHARTER MEMBERSHIP: Persons who join NASP by September, 1969, will be listed as charter members.


State Newsletters

The editor's appreciation is expressed to John Austin of Michigan and to Fred Dornback of Illinois, each of whom sent copies of the newsletter of his state association, along with other engrossing material. The excerpts printed here are from items which caught the editor's eye and her thoughts. A more systematic reporting from state newsletters will be made when a more systematic method of compiling this newsletter has been evolved.

Virginia Harris, Illinois:
In many school districts in this state, the rules and regulations for School Psychological services are not being followed. Many psychologists do not have offices which are quiet and private, complete referral information is not being furnished, there is not adequate secretarial service, and test protocols are filed in central files where many people other than psychologists have access to them. There are places where there are three or more psychologists where no one has been designated as head or chief or supervising psychologists. What shall we do about these things?

Tecca Blankfeld, Illinois, school psychology intern:
The role of the psychologist in the school was a frequent topic of discussion while I was in graduate school. These discussions concluded that the school psychologist's role depends on many factors and so cannot be specifically defined. I felt at that time that this conclusion was an avoidance of the question at hand. Now, after six months as a school psychologist intern, I agree wholeheartedly with the reply, "It depends" to the question: "What should the role of the school psychologist be?"

Special Bulletin from Michigan, re "Manpower, Standards, and Legislation": (Note: Michigan's organization for school psychologists is called the Michigan Association of Education Psychologists, MAE-P, terminology which reflects the intra-professional hassles which many of us have experienced.) By reliable authority* it is estimated that 600 educational-school psychologists will be needed in Michigan by 1974.

The standard for preparing educational-school psychologists in most of the fifty states is currently at the Masters Degree level. This is the same standard that educators on the whole aspire to. Some advocate that the Ph.D. should become the standard. The M.A. Degree implies a commitment to service and practice, whereas, the Ph.D. Degree is generally acknowledged as implying a commitment to research and university teaching. If we attempt to use the Ph.D. as a standard then only one state the size of Michigan would immediately require almost all of the doctoral level school psychologists in America to live and practice there.

These are questions which all psychologists as members of a professional group have to answer which are vital to the growth and continuation of the profession.

(1) If the Ph.D. Degree or equivalent (7-10 years of university attendance and study) is to be the standard, than how many of the 600 needed educational-school psychologists can we expect to be trained and ready to provide service in 1974? (MAE-P estimates: 40.)

(2) If these 600 needed educational-school psychologists are not available to provide psychological service to children, then who will? (MAE-P estimates: No one.) Child development services may be increased, but they are not the same or a substitute for psychological services.

(3) Can you morally and intelligently separate for action purposes, the concepts of manpower and standard? (MAE-P answer is: No.)

A Significant Quote:
"I find it astounding that all of us as citizens, and as parents, are quite content to entrust our precious children to the daily ministration of school teachers trained essentially at the bachelor's level, and yet we support the argument that the professionals required to work with society's emotionally-disturbed and mentally retarded children and adults must have considerably more training than school teachers. Is more professional skill required to play ping-pong with a schizophrenic than to teach a first-grader to read?"

*Michigan Department of Mental Health Manpower Report.
**Taken from the President's message, George W. Albee, President Division 12, titled "The Dark at the Top of the Agenda", The Clinical Psychologist — Official Publication of Division 12 — Clinical Psychology — American Psychological Association, Vol-XX No. 1, Fall 1966, Cleveland, Ohio.

Omissions

Pat Hewitt, treasurer of NASP, has been omitted from "Vitae" because biographical material had not been received when we went to press.

A larger, though not necessarily more important, omission is the constitution adopted at the St. Louis. The revision of membership requirements necessitates a rewriting of Article III. In addition, the transcript of the convention's proceedings, in most instances miraculously complete, indicates the acceptance of Article IV, but neglects to say what is contained therein. The editor plans a diligent search for Article IV, and will bring you the complete constitution in the next issue.

APA Division 16 (School Psychology) Institute Scheduled

(Editor's note: There are doubtless some among my acquaintances who believe that I get a commission from Division 16 for advertising the Division's Professional Institutes. That ugly rumor is not true, but I do tout the Institutes vociferously. At these meetings, participants really learn something of use in day-by-day practice. I have been in groups led by Eli Bowen, Joseph Wepman, Jerome Kagan, Jack Bardon, James Gallagher, Corinne Kass, and Frank Hewitt — people whose ideas I could never have understood as completely as through three days of listening to them. Membership
in APA is not a requirement for attending an Institute. M. S.)

Division 16 of the American Psychological Association, the Division of School Psychologists will hold the Fourteenth Professional Training Institute, August 27th through August 30th, 1969, just prior to the APA Annual Convention in Washington, D.C. at the Mayflower Hotel. The theme of the Institute is THE BEHAVIORAL SCIENTIST IN THE CLASSROOM.

There will be five simultaneous training sessions with the following leaders and topics:

Maurice F. Freehill, University of Washington, PERSONALITY FACTORS IN GIFTED LEARNING.

C. Edward Meyers, University of Southern California, CONTEMPORARY THEORETICAL POSITIONS IN PSYCHOLOGY AND THEIR RELEVANCE TO THE PRACTICE OF SCHOOL PSYCHOLOGY.

Nicolas Long, Hillcrest Children's Center, Washington, D.C., MANAGEMENT OF CONFLICT IN THE CLASSROOM.

Halm Ginnott, New York City, BETWEEN PARENT AND CHILD.

Wesley C. Becker, University of Illinois, BEHAVIORAL MODIFICATION IN THE CLASSROOM.

The fee for the institute will be $40.00.

For further information and application contact: Dr. Merle L. Meacham, College of Education, University of Washington, Seattle, Washington 98105.

Thirteen Requests For The Growth of School Psychological Services

The following "requests" have been taken from the reaction of David G. Salten, Superintendent of Schools, New Rochelle, New York, a participant at a conference on "New Directions in School Psychology", June 22-24, 1964. Mr. Salten's full reaction was printed in the Journal of School Psychology, Volume III, Number 2, Winter, 1964-65.

1. We need school psychologists to help develop a viable and meaningful relationship with the community mental health centers which are developing in advant-garde communities.

2. School psychologists need to know more about teaching. The best way for them to find out what teaching is about is for them to know something about the teaching of reading, because reading is the fundamental educational skill. A study of teaching qua teaching which does not deal specifically with some substantive area will not be as helpful.

3. I would want the help of psychologists on the problems of the admission of children to schools. The factors of age, experience, background, etc. touch on the whole question of cultural deprivation and unequal educational opportunity.

4. I want the help of psychologists in grouping not only for the administrative purposes of creating classes, but grouping in terms of what grouping does for intellectual growth, academic achievement, and most of all the socialization of children and their wholesome emotional development.

5. We need the help of psychologists in a reform of our entire marking system, which I convinced does much harm to our children and accomplishes very little. I am not asking for study of the administrative effectiveness of marking but, rather, the emotional and social consequences of our grading system. The dynamics of our reward system have scarcely been touched on.

6. Psychologists should become involved in the whole area of educational technology. We need help in understanding why teachers resist as strongly as they do the advances of educational technology, and we need some methods for accomplishing our purposes more quickly. How can we get more teachers committed to the innovative principle in education?

7. We need the help of school psychologists in giving us a teaching theory as well as a learning theory. I am speaking about theory of behavior. What do teachers do in the classroom?

8. We need to sensitize teachers to the needs of pupils for assistance. This is a strategic point of leverage for psychologists. What I mean is a kind of allergic sensitization. Once sensitized, it is something you never lose. How do we make teachers so acutely sensitive to children's needs that they will never be able to face a child in need without a feeling of discomfort and the desire to be helpful?

9. We need the help of psychologists in special classes, not only in the assignment and classification of children, but in developing the rationale for these classes and in planning the curriculum.

10. We need psychologists to train new psychologists. This must be done in school systems as well as in colleges. A partnership of school systems and universities' training centers must be developed in the training of new psychologists. Much of present university training is too pure and too sterile.

11. We need a social-psychological study of the groups which effect the schools strongly; the PTAs, the citizens' committees, the community organizations. There are hundreds of these power groups in the highly organized suburban towns of the great metropolitan areas. We need the help of psychologists in telling us what these people are doing to the schools and how we can lessen the detrimental impact some of them have on our schools.

12. We need the help of psychologists in a continuing study of faculty morale. I am not speaking here of sizes of salaries or the number of hours of assignment, but, rather, the intangible, more subtle elements that underlie teacher expectations, the teacher reward system and general morale.

13. Someone said that we need school psychologists for an assessment of fads. I would put that slightly differently. The school psychologist, because he is adventurous, tends to be less threatened by changes in education. Being committed to that principle is not enough. He must also be able and willing to evaluate what any given innovation is doing to the schools. This is a most difficult task, calling for the exercise of the sound judgment which I believe we school superintendents look for and frequently find among the members of your profession.

Those who fear for the fate of civilization may take comfort in the fact that, precisely 50 years ago, the American Legion was founded in St. Louis.
Application for Membership
for
National Association of School Psychologists

1. Name

2. Mailing Address

3. Job Title

4. Telephone

5. Employer

6. Check where appropriate to your application:
   ( ) Regular membership ($25.00) or ( ) Student membership ($5.00)

7. Membership category (please check one).
   A. Currently functioning as a School Psychologist.
   B. Trained as a School Psychologist but who currently is functioning as a consultant or supervisor in psychological services.
   C. Person who, in a college or university, is primarily engaged in the training of School Psychologists.
   D. Person who, at the discretion of the Legislative Assembly, has made a significant contribution in the field of School Psychology.
   E. Person who holds valid state certification as a School Psychologist.
   F. Student.

8. Degrees Held

9. Professional organizations to which you belong:
   A. National: APA ( ), APGA ( ), CEC ( ), NEA ( ), others

10. Offices currently or recently held in the above organizations:

11. Years of experience with present employer:

12. Years of experience in the field of school psychology:

13. Years of experience in the field of education other than school psychology:

14. Are you currently engaged in private practice (please check):
   ( ) Yes, ( ) Part Time, ( ) Full Time. Number of Years:

Send to: Dr. WILLIAM FARLING
The University of Akron
AKRON, Ohio 44304