

In these 12 years, 32 more laws have been added to the 9 in existence when the 1955 report was adopted.³ No laws have been repealed.

Our attempts to measure the impact of legislation on the states which have obtained it indicate general satisfaction. Antagonism from other professions, notably medicine and specifically psychiatry, seems actually to have decreased as the diversity of applications of psychology as a behavioral science has continued to develop. A decade ago most of the psychological services rendered to the public were in the specialty of clinical psychology; now there are increasing demands for other skills, such as experimental approaches to the design of equipment, survey methods, selection and training methods, systems research, motivational research, programmed instruction, etc.

It has also become increasingly evident that while legislation has developed as the preferred means of protection for the public, as well as for the science and profession of psychology, we have not always been able to present a united front in our legislative efforts. There have been those who have resented, if not actively resisted, the idea of statutory control of their activities. Each state undertaking legislative effort has had to wrestle with the problem of whether legislation should be written to cover all psychologists, or only those engaged in the application of psychological science, as opposed to teaching and/or research. This problem has been resolved in the individual case by the psychologists in a particular state, but since the problem arises again and again, we must face up to it and recognize that our solutions are in reality compromises.

Prompted by an action of the New York State Department of Education in 1962, some of our members became aware of a possible threat to academic freedom, related to legislation. The Department requested that universities register their curricula with New York, so that their graduates wishing to apply for certification would be spared from course-by-course scrutiny to see if the training met the requirements of the New York Certification Act. It turned out that such registration is a common provision in New York for the various occupations and professions and was designed to facilitate the application process. It is *not* required. But the action served to point up our fears of external control and of loss of freedom, and we found ourselves reevaluating the implications of legislation and facing a whole series of problems that conceivably might come up in reaction to legislation.

Another development has been formalized in the Eastern Psychological Association's resolution in 1964 opposing state licensing or certification of research psychologists. This resolution was directed toward improving basic safeguards as they pertain to research freedom. Further, the ad hoc Committee on Scientific and Professional Aims of Psychology, in its deliberations on some of the issues involved in the increasing diversification of psychology, suggested in its September 1964 report that the Committee on Legislation attempt to formulate such policies as would not interfere with the free and diverse development of professional practice or with the activities of psychologists whose primary concern is with teaching and research.

The Committee on Legislation is in agreement with the ad hoc Committee in principle, but the solutions and implementations are not easily reached. As a result of 2 days' discussion at our December 1964 meeting, and 2 days' deliberation at our March 1965 meeting, including a discussion of proposed solutions at a morning session with Kenneth E. Clark and Bernard F. Riess of the ad hoc Committee, we undertook the formulation of a new policy statement, taking into account the various present and future developments within psychology. Subsequent meetings of the Committee, together with comments arising from a consideration by divisions, state associations, and state examining boards of a draft version, have led to a consolidation of the views expressed in the present document.

Our Committee is in basic agreement with the following statements in the September 1964 report of the SPAP Committee:

"An appreciable advance in any part of psychology must surely deepen understanding of the nature of man. It is the nature of man that is the subject of

³ Alabama (63), Alaska (67), Alberta (60), Arizona (65), California (57), Colorado (61), Delaware (62), Florida (61), Hawaii (67), Idaho (63), Illinois (63), Kansas (67), Louisiana (64), Manitoba (66), Maryland (57), Michigan (59), Mississippi (66), Nebraska (67), Nevada (63), New Hampshire (57), New Jersey (66), New Mexico (63), New York (56), North Carolina (67), North Dakota (67), Oklahoma (65), Ontario (60), Oregon (63), Quebec (62), Saskatchewan (62), Utah (59), Wyoming (65). In 1955 there were laws in Arkansas (55), Connecticut (45), Georgia (51), Kentucky (48), Maine (53), Minnesota (51), Tennessee (53), Virginia (46), and Washington (55).