

ABSTRACT FORM (Type single space. Use full width of frame)

Title (Capital letters) Type of contribution (*circle*) E, P, T
**SCHOOL PSYCHOLOGY IN THE LAND OF SOCRATES AND
 PLATO: GREECE**

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School Psychology is a product of psychology, particularly clinical psychology, and education, especially special education (Fagan, 1986). The first part of the paper describes the current status of school psychology in Greece. Having as a point of reference the most recent Special Education law in Greece (1990), the purpose of the paper is to document how school psychology can make a significant contribution to the Greek educational system and in particular towards the implementation of the recent Special Education legislature. In addition, a number of examples are offered to justify the unique services and expertise school psychology can provide in areas such as: Psychoeducational assessment, direct intervention, consultation to parents and teachers, in-service education, and research. Finally, the paper provides a snapshot of the Greek educational system and the conditions influencing school psychology in Greece.

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THE STRUCTURE OF HIGH-SCHOOL STUDENTS'VALUES

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Schwartz & Bilsky (1988; 1990) defined a universal typology of the content of human values on ten motivational types. This typology is empirically analysed using Schwartz's Value Survey (1987) within a portuguese sample of 200 secondary school students.

Our aim is to evaluate wether the value structure remains the same using two different methods: multidimensional scalling and factorial analysis. Sex differences are also evaluated.

Differences in structure and meaning of the values represented in the survey are discussed and comparisons between this study and others developed Portugal or in other cultures are explored.