

POPULATION & ENVIRONMENTAL PSYCHOLOGY BULLETIN

The Newsletter of Division 34 of the American Psychological Association

Vol. 24, No. 3, Autumn, 1998

SPECIAL ISSUE: CONVENTION ROUNDUP

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FROM THE PRESIDENT...

FIVE CONNECTIONS

Robert Gifford, Ph.D.
University of Victoria

Connection 1: I and Thou

This is my inaugural message as President of Division 34. I would like to begin by thanking those who supported my nomination by exercising their right to vote and chose to place their mark next to my name. I will strive to fulfill the duties of the office well.

Connection 2: Electronic

First, as many of you know, an electronic mail system has been set up for the Division, with the help of APA and numerous others. If you are already on it, you need not do anything. However, if you are not on it, but have an e-mail address and wish to be on it, send me a note at rgifford@uvic.ca. The list currently has over 200 subscribers. Its role is to facilitate communication and connections about theory, research, debate, grants, jobs, opinions, and whatever interests Division 34 members.

Second, the Division will have a web site soon, courtesy of Andre Fiedeldej and others who are helping him. If you have comments, additions, suggestions, or want to see a test version of the website, contact Andre at fiedeld@libarts.up.ac.za.

Connection 3: Intradisciplinary

In the old days of the early 1970s when I unsuccessfully advocated as a graduate student that my department add a course in environmental psychology to its curriculum, my main argument was that every area of psychology had its physical context. There is a connection between clinical psychology and environmental psychology that is reflected in the architectural characteristics of the therapy office or clinic. Social interaction always occurs in a physical context. Even neuropsychology is connected to environmental psychology through the workings of hippocampus in spatial cognition and the deleterious effects of environmental toxins on brain function.

One of the more interesting sessions at the San Francisco convention examined the physical settings of clinical psychology. Quite a number of clinicians attended, and some spoke about research and experience with their offices, clinics, and neighborhoods. Apart from the specifics (and, as usual, much more research appears necessary on this topic), I was

NEWSLETTER NEWS:

Submissions are invited for forthcoming issues of PEPB. The themes and deadlines are:

- Winter, 1999: UN International Year of Older Persons (January 15, 1999)
- Spring, 1999: Ethnicity, Race, and Minorities / Convention (May 1, 1999)
- Autumn, 1999: Division 34 Silver Anniversary (October 1, 1999)

Submissions may be of the following types:

- commentaries on topical issues (max 1500 words)
- "Day in the Life" columns (max 1500 words)
- preprint abstracts (max 300 words)
- news announcements -- e.g., Calls for Papers, Upcoming Events, etc.
- teaching tips, laboratory assignments, etc. (max 750 words)

Send submissions to Jennifer A. Veitch, Ph.D., Editor.
Electronic submissions are preferred, by e-mail to
jennifer.veitch@nrc.ca.

intrigued by the connections between clinicians and members of our Division. I believe that we can and should consider more connections with other areas of psychology. Most members of our Division have additional interests. My challenge to you is this: How might the environments central to your other interests be reflected in a roundtable discussion, paper session, or speech for next year's convention? Let us look for, and bring to fruition within the forum of the next convention, more links between this and other divisions.

Connection 4: Silver

Division 34 was started in 1974 so, by my count, 1999 will be its silver anniversary. I would like to mark this anniversary with some sort of event at the next convention (Boston, next August). I am open to suggestions.

Connection 5: Environmental Psychology and Ecopsychology

A recent connection issue, at least for me, lies in the tangled, tenuous, and debatable relations between traditional environmental psychologists and those who call themselves ecopsychologists. On the one hand, my experience is that most lay folk who are not quite sure what environmental psychology is believe that it is concerned with "big, green" environmental issues such as pollution, biodiversity, habitat destruction, and global warming. However, if you look at the extant literature in environmental psychology over the last 30 years, you will not find many studies of these issues, apart from some work on perception of and attitudes toward pollution. Most traditional environmental psychologists probably view big green issues as within the purview of the field, but most have not done any work on those problems.

The ecopsychologists, on the other hand, have devoted themselves entirely to these big green issues. No wonder some of them have naively claimed to invent the field of person-environment relations. The problem is, as some of our more traditional members have pointed out to me in no uncertain terms, that ecopsychologists eschew most of the scientific methods that traditional environmental psychologists see as essential to progress in understanding and solving human-environment problems. Compounding this difficulty, I have heard ecopsychologists claim that they *do* engage in research. Clearly, then, there is research and there is research.

Coming, as most ecopsychologists do, from clinical, counseling, and extra-psychological backgrounds, the problem is less surprising than vexing. The clinical-research clash is an old one in psychology, and this is merely its latest manifestation. The Boulder model sought to fuse the roles of clinician and researcher, and in certain pockets (such as mainstream university departments) it works fairly well, but for the most part researchers and clinicians get along professionally about as well as alien cats and dogs.

I am not one of those who would exclude ecopsychologists from our fold because they do not engage in standard scientific research methods. I say this even as one who is devoted to those methods. I applaud the ecopsychologists' reminder that environmental psychology includes the big green issues. We must have, however, further discussion and debate about methodology and purpose. I see three particular issues: (a) which methods of knowledge gain should be used, (b) whether the goal is personal transformation or scientific understanding,

and (c) whether advocates of a position on the big green issues should act now because the problems and their solution appear obvious, or should conduct more research before committing themselves to activism. I look forward to these talks.

PERSONS, CONTEXTS, AND LIVES: PAPERS IN HONOR OF KENNETH CRAIK

A Festschrift for Professor Kenneth H. Craik of the University of California at Berkeley was held at the recent APA Meetings in San Francisco, chaired by Brian R. Little of Carleton University and Sam Gosling of Berkeley and sponsored by APA Division 8 (Social Psychology).

For more than thirty years, Professor Kenneth Craik of the University of California at Berkeley has had a profound impact on the field of personality psychology. He has been particularly influential in illuminating the environments within which personality unfolds, including the temporal, spatial, political and historical contexts of human lives. His contributions to the field are pervasive and his impact on his students memorable. This symposium was a celebration of Craik's formative and continuing impact on his field and on his students.

Superficially diverse, these papers expand on themes that have been central to Craik's personology, including the act frequency model of traits, the analysis of quotidian pursuits, the subtle impact of physical settings, and the need for methodological pluralism. The common element in each is the personological tradition that started with Henry Murray and has been continued and enriched by Craik and his colleagues at Berkeley. All of the participants were students of Craik's, "strange littermates" according to Prof. Little.

The Evolution of Interactionism in Personality and Social Psychology

David M. Buss
University of Texas

Despite repeated calls for interactionism and the fact that nearly every personality and social psychologist claims to be an "interactionist," little progress has been made conceptually or empirically in the interactionism agenda. This paper presents an evolutionary psychological perspective on interactionism. Features of the social environment cannot affect human behavior except through psychological mechanisms that owe their existence and form to evolution by selection. The "environment" is effectively a product of, and is defined by, evolved psychological mechanisms. Interactions occur at three primary loci: (1) selection operating over evolutionary time to fashion evolved mechanisms that are sensitive to particular forms of environmental input; (2) developmental events, including parental and cultural inputs, that guide evolved mechanisms to one setting from a finite set; and (3) specific on-line social inputs that trigger the activation of existing mechanisms. Enduring dispositional sex differences can be used to illustrate these forms of interactionism. Since men and women have evolved different psychological mechanisms in

domains where they have recurrently confronted different adaptive problems, identical social inputs will result in sex differences in behavioral output--a form of interactionism that cannot be understood without postulating enduring differences in psychological mechanisms that process information differently. Empirical data are presented from studies that manipulate social input into sexual jealousy, sexual aggression, and sexual harassment to illustrate the most important form of interactionism yielded by an evolutionary perspective. Discussion focuses on uniting personality and social psychology around the common theme of interactionism, building on a Craikian analysis of persons and environments.

A Room With a Cue: Detecting Behavioral Residue in Personal Environments

Samuel D. Gosling
University of California at Berkeley

Of the several perspectives that Kenneth Craik has formulated to enrich the scientific study of persons, I will examine the intersection of just two. One perspective focuses on the behavior of an individual and the other focuses on the physical environment in which he or she lives.

In their Act Frequency Approach to personality assessment (AFA), Buss and Craik proposed that much of the subjectivity inherent in personality trait attributions could be avoided by focusing on the everyday behavioral conduct of persons. However, the resources required to measure acts *in situ* are substantial and many AFA studies have instead relied on retrospective reports of behavior. I will report a study that examined another source of information about a person's behavior -- the "behavioral residue" that can be detected in an individual's personal living environment. The AFA conceptualizes traits as summary statements of relevant behaviors. Thus, it is hypothesized that an individual who is highly conscientious will leave more evidence of conscientiousness behaviors than would a less conscientious individual. For example, a person who frequently tidies their room, organizes their stationary, and alphabetizes their CD collection may leave detectable evidence of these activities in their personal living environment.

I will illustrate the utility of adopting a Craikian perspective by describing a study that examined how an individual's behavioral conduct is reflected in their personal living environment. In this research I compared self and peer reports by room occupants with personality descriptions made by a team of assessors who had been exposed only to the occupant's bedrooms. Results support the idea that personality-related behaviors leave physical cues in the environment that perceivers are able to use to derive valid personality impressions. Discussion will focus on the conceptual benefits gained from combining these Craikian themes.

Things I Learned from Ken Craik that are True

Robert Hogan
University of Tulsa

Will Rogers once quipped that it isn't what you don't know that will hurt you, it is what you do know that isn't true. It is, therefore, a matter of some importance to be sure that what you know is in fact true, and there are three things I learned from Ken Craik that are (a) true and (b) not widely appreciated.

The first thing I learned is that trait terms are descriptive, not explanatory, and that the act-frequency method of defining traits is the best single way to construct criterion data for test validation. Following Allport, many people today think of personality psychology in terms of trait theory; in this model, traits are real, indwelling neuropsychic structures that cause and explain stable features of social performance. This view of traits, which, for example, explains aggressive behavior in terms of a trait for aggressiveness, is circular and provides unnecessary ammunition for the ever-present critics of personality psychology. Ken Craik has always understood this; in his view, trait terms are highly useful descriptive summaries of consistencies in interpersonal performance, and the matter to be explained, but by appealing to other concepts. Using traits defined in this way also provides highly stable indices of interpersonal performance against which scale scores can be compared and validated.

The second thing I learned from Ken Craik also contradicts Allport. Allport told us that reputations are epiphenomena and of no interest to personality psychologists. This was a curious - and inherently self-refuting - remark from a man who was himself very concerned about his reputation. Ken Craik points out that reputations are vastly consequential, that people care deeply about their reputations, and that reputations themselves are an extremely useful source of personality data.

The third thing that I learned from Ken Craik is that, although psychopathology as defined by Freud and the MMPI is irrelevant for understanding high level performance, there is some real merit to Adler's view that a core of insecurity can motivate exceptional achievement. Few people know that Ken Craik reviewed the interview data for Hall and MacKinnon's creative architects and discovered an extremely interesting theme in people who were otherwise characterized by great personal strength and effectiveness - all of the creative architects carried the image of a vaguely disapproving father figure whose admiration they sought through hard work and accomplishments. This motive pattern is not neurotic in any normal use of the work, but it is (a) real; (b) exactly as Adler predicted; and (c) a fundamental insight into the dynamics of high level accomplishment.

Sects, Lives and Idio-Tapes: Free Traits and Pluralism in Personality

Brian R. Little
Carleton University

One of the most important contributions of Kenneth Craik's particular brand of personology has been his insistence on methodological pluralism. Craik has advocated the need to

build bridges between research guilds and the avoidance of sterile sectarian splits in a field where integration has long been mandated, if not always met. I wish to reflect on the continuing influence of this point of view as it has played out in our research in two areas of personality psychology.

I will show the relationship between what we are calling "free traits" and the act-frequency model of Buss & Craik. In essence I will argue that individuals frequently act "out of character" in their quotidian behavior, because they are acting in pursuit of core personal projects. Whether such behavior is disingenuous or principled will be examined in the light of Craik's ongoing research on reputation. It will be suggested that protractedly acting against one's "first nature" will put one at risk for strain and lowered emotional and physical well-being.

However, another central feature of Craik's personology will be invoked--the psychological impact of the everyday physical environment. It will be suggested that occasional escapes to "restorative niches" in which one can gain temporary respite from acting out of character will have a mitigating effect on strain. Examples from the seemingly bizarre behavior of some of Craik's students will be given.

Finally, a variation on Craik's work with video-taping everyday behavior will be discussed. This work uses what we call "idio-tape analysis" and entails having individuals provide imaginary idiosyncratic video scenes of their everyday personal contexts. It will be concluded that each of these components of our research program reflects the enduring and continuing impact of Craik's approach to the study of lives and has been enriched, sometimes in unexpected ways, by adopting his vision of the field.

Action and Motivation in Everyday Life

Daniel J. Ozer & Jacob W. Hershey
University of California, Riverside

The "lived day" provides a unit of analysis with a variety of virtues. For Kenneth Craik, the "lived day" would appear to be close to the intersection of his many interests: Long enough to include numerous specific actions whose differing frequencies might capture the trait attributes of persons, yet short enough to be captured whole on videotape; uniquely situated in the everyday physical and social environment, yet also quotidian and typical. Though not without difficulty, the "lived day" as we have assessed it promises the ability to examine the who, what, when, where, and why of daily life.

We report here various details and correlates of the lived day in a sample (n=89) of college students. These students reported, on an hour by hour basis, their activities of the prior day; and provided the reasons for each activity. These actions and explicit motives associated with them were then rated by subjects on a variety of characteristics. Additionally, the student subjects completed a measure of five superordinate trait dimensions.

A variety of analyses reveal, in abundant detail, much of the mundane activity of daily life. The ways in which activities characteristic of undergraduates (e.g., eating, sleeping, studying, socializing with friends, etc.) are situated in time and place can be described in normative terms to reveal the role properties of

"college student" in late 20th century America. Two observations contradict a simple description of the undergraduates' day as merely role-determined: (1) Examination of the explicit motives of the students' activities reveals a heterogeneous picture; students behave in similar ways for vastly different reasons; and (2) Trait differences predict a portion of that behavioral variation that is present (e.g., extraverts study and go to class less than introverts). Discussion centers on how different traits and different motives can lead to surprisingly similar lived days; yet the aggregation of these days creates our unique life histories.

Interpersonal Memories as Building Blocks for Social Identity and the Life Story

Avril Thorne
University of California, Santa Cruz

I owe much of the direction of my own research to the wide angle, high fidelity personology that Ken Craik exemplifies so well. In graduate school, Ken sensitized me to the importance of acts and social impacts, of life history, of context, and of landscapes--albeit the landscapes which I study are more socio-emotional than physical. In this presentation, I will try to emulate the visionary style that characterizes all of Ken's inquiries.

Using my research on the press of personality and of personal memories as a base, I will consider the promise of studying the development of life histories and social identities through the lens of interpersonal memories. Interpersonal memories are memories of specific interpersonal transactions that have enduring relevance for the self system. Such memories are so emotional and vivid that even very old experiences are refreshed and relived in the telling. Because the basic contents of such memories tend to be quite stable across tellings, interpersonal memories would seem to serve as important building blocks for social identity and the life story. However, because such memories are numerous and loosely connected, the strings of memories that get told on a particular occasion are likely to be relatively idiosyncratic. This, then, is the quandary: Lots of blocks but not much way to account for which of them are going to be used to build which structure when. One obvious solution to the problem of plasticity in the selection of which memories to tell whom--to study how inner and outer contexts serve to cue particular strings of memories -- is very complicated. The dynamic relation of inner and outer context lies at the heart of the interpersonology which Ken helped me to launch twenty years ago and with which I continue to struggle.

APA COUNCIL OF REPRESENTATIVES PASSES MOTION ON ENVIRONMENTAL PRACTICES

At its meetings in San Francisco in August, the APA Council of Representatives passed the following two motions. The motions were initiated by Division 48 (Peace Psychology)

whose Council Representative is Deborah Du Nann Winter, PhD, who is also a member of Division 34. Division 34, among others, co-sponsored the motion.

Motion #1 That APA encourage convention and APA meeting facilities to facilitate environmentally responsible practices.

Motion #2 APA Central Office will report annually as an information item on the Council agenda on progress toward environmentally-responsible practices, including resource reduction, re-use, and recycling at meeting hotels and APA Head Office.

Deborah writes: "Now we have work cut out for us in helping Head Office bring the hotels and staff offices around to better practices. Anyone who would like to help out with that effort, would be gratefully welcomed aboard. Please contact me at winterd@whitman.edu."

Following is a copy of the report presented to Council this year:

American Psychological Association
Annual Report on Environmental Issues -- August 1998

Paper

1. Recycled (25% total recovered fiber) paper is purchased for copiers, printers and fax machines.
2. Use of recycled paper and soy based inks for print jobs is encouraged.
3. APA uses recycled paper for its letterhead and envelopes.
4. APA makes extensive use of electronic mail to reduce internal use of paper for memos and announcements.
5. APA departments share newspapers and periodicals within the department.
6. Double sided copying is encouraged.
7. APA utilizes reusable interoffice mail envelopes for interoffice mail.
8. Scrap paper is padded for use as notepaper.
9. Cardboard boxes set aside for staff take home for moving, storage or other recycling purpose.
10. Experimenting with use of reusable plastic moving boxes in lieu of cardboard containers for interoffice moves.

Office Products

1. Recyclable coffee cups used in lieu of Styrofoam cups.
2. APA purchases recycled printer cartridges and recycles them.
3. Pens and other office supplies purchased in bulk (reduces packaging).

Other Office Practices

1. Most staff edit documents on screen.
2. Most staff share documents electronically.
3. APA encourages donation of old journals to university libraries overseas.
4. APA donates excess furniture, computers and equipment to local public schools and other local non profit groups.
5. APA notifies mailers to discontinue mailing of catalogues to APA headquarters.
6. Night shift turns lights and equipment off, and leaves reminder notes to staff to do the same.

7. Leftover food after large receptions donated to local shelters.

A DAY-IN-THE-LIFE... of the Western Washington University Forest Research Team

It's 5:30 on the afternoon of the Fourth of July and we have returned from a long day of interviewing campers in the Colville National Forest. Now we are moving our camping gear and food, again – the second time today and about the seventh time in the last three days. This time we are moving back into the conference room of the Newport, Washington U.S. Forest Service (USFS) Station. We spent our first night here yesterday after leaving our camp site in the Colville Forest. Actually, "leaving our camp" does not quite convey what happened -- "abandoning our camp" does. We were hit by a very long torrential rain late yesterday afternoon. With tents beginning to leak, standing ground water at two inches and rising, road washouts becoming a possibility, darkness approaching and funnel clouds reported in a near-by county we accepted the offer of the dry, warm haven of the Forest Service office. All of us have had experience in doing psychological research as part of our undergraduate and graduate university training. Our experiences have been mostly limited to lab studies and research in other relatively controlled environments. We were warned that field research would be different. Field research requires more flexibility to meet unexpected situations that arise. Our recent experiences have certainly taught us the importance of being flexible when doing field research ... and taught it with a vengeance. So we "flexibly" changed our plans last evening, leaving our tents and much other gear at the camp site and made a hurried retreat "back to civilization." One of us described our flight through the forest over slippery mud roads as reminiscent of scenes from "Jurassic Park." We did not actually see any "rexes" or "raptors" but there was enough of a felt threat to make it seem that they might appear as we skittered around the next bend. We certainly had difficulty seeing similarities with the peaceful reminiscences of a field trip to Kurger National Park in South Africa reported by André Fiedeldey in an earlier "Day-in-the Life" column.

We have returned to the USFS station because weather predictions for tonight are uncertain. But today has been hot and mostly sunny with only occasional showers. It's been a good day of work. We, a field research team of students from Western Washington University, are here because of concerns about the effect that recreational users are having on water quality. The main problems are siltation produced by human movement (feet, cars, off the road vehicle, horses, mountain bikes, etc), soil compaction produced by parking and camping in sensitive areas, destruction of vegetation, and the improper disposal of human waste. The U.S. Native Inland Fish Species Protection Act provides that if actions to reduce these problems do not occur USFS biologists can close an area to recreational use. Obviously this is an undesirable possibility. Our job is to interview campers at "dispersed" sites and confirm what barriers

exist to pro-environmental behavior. Dispersed sites are unofficial camping sites not in a developed camp ground. Usually near roads, dispersed sites have been cleared out over the years by campers themselves. They lack physical features that help reduce problems in developed camping areas. Developed camp sites, for example, usually have been designed to the contours of the terrain to reduce runoff and erosion. They also provide for parking in non-critical places, have paths to reduce erosion near stream banks and other places, and have toilet facilities. Before coming to the Newport Ranger district we did interviews further north in the Mettalline Falls / Sullivan Lake district. Data from the interviews has not been analyzed yet but our experience has taught us some lessons which we think will be borne out:

- The need to be flexible when doing field research has already been noted with regard to the weather. We have learned this lesson in other ways as well. For example, changes in the interview schedule have had to be made for various reasons. We have had to continually adjust ourselves to each person we asked to be interviewed. We have encountered a diversity of people with a multitude of views and varying desires to talk to us. Some wanted to chat forever, others were more taciturn and some were simply inarticulate. We also had to make rapid decisions about the apparent safety of going into certain camps.
- We have learned that characteristics of the physical environment have important effects on behavior. Developed camp grounds, as already noted, have been designed to reduce the effects of potentially destructive behavior. Of necessity, the USFS is “engineering” parts of the undeveloped environment in attempts to reduce adverse effects of user behavior. Blocking access to some logging roads and placing large rocks to prevent vehicles parking in critical areas are two examples. There are of course limits to what can be done. Financial constraints are one limit. A desire not to over engineer the natural environment is another. Care must also be taken so that efforts to control behavior are not taken as challenges that actually produce more, rather than less destructive behavior.
- We have learned that everyone believes that she or he is behaving in a pro-environmental way. Even those who think that there are water quality problems believe it's because other people behave incorrectly. This means that barriers to change include an inconsistency of behavior and pro-environmental attitudes and a lack of knowledge about how one's own behavior, particularly when combined with that of thousands of other campers, may be having adverse environmental effects. Barriers may also include a lack of knowledge about what is appropriate pro-environmental behavior.
- We have learned that the meaning of camping comes from the activities that people engage in. Many seemingly harmless camping behaviors such as making a camp fire or cutting willow saplings to roast marshmallows can have eventual harmful effects. Some who we interviewed have been coming with their families to the same camp site for 30 years or more and have established, traditional ways of camping. People are unthinkingly behaving in destructive ways out of habit.
- We have learned that the image of the typical camping party consisting of a mother, father, 2 _ kids, and the family dog in a station wagon with a small tent is outdated. The typical camp sites that we visited had several vehicles, trailers, four wheel drive off the road vehicles, motorcycles, maybe a boat or two with occupants numbering up to several dozen individuals. Tools such as chain saws also are often brought along for “improving” camp sites. We heard that in one meadow campers had used a lawn mower to clear a volley ball court. This is a very different kind of camping than the back packing that most of our group has experienced. It definitely does not seem to follow the Forest Service's admonition to “leave no trace.” Off the road vehicles pose a particular threat. Invention is the mother of necessity in this case. Drivers may go looking for challenges to overcome with their vehicles. Challenges are usually located in critically sensitive areas such as wet lands or steep, un-vegetated slopes. Large groups and the trappings of mechanized equipment illustrate that there are attitudes, values and motives related to camping that are contrary to pro-environmental behavior. Seeing others engage in environmentally destructive behavior also may lead to the impression of normative support for destructive behavior.
- Given the above we have certainly learned to appreciate the difficulty of the environmental management problems faced by Forest Service. The USFS is faced not only with preferences for environmentally damaging behavior by users but declining resources and increasing forest use. It is impossible for the USFS to totally police all areas under its jurisdiction. There are few alternatives possible. Areas can be closed completely to human use. Areas can be abandoned and allowed to be use in any way that the public wishes. This will probably mean misuse by a few and eventual destruction. Users can be more fully engaged in protecting the environment. Person to person contact between USFS personnel and users seems to be effective at doing this. Encouraging organized special user groups (horse riders, off-the-road vehicle drivers) to take responsibility for education and other programs also seems possible. Appropriately focused and designed applied environmental psychology research can also help. What we learn will be integrated into a handbook for the USFS being prepared by Shawn Burn (California Polytechnical University) and Pat Winter (USFS). The handbook is designed to help USFS personnel identify barriers to pro-environmental behavior, such as those mentioned above, and to design and evaluate interventions to reduce the barriers.

It's been a busy day in a busy week. We have driven more than 1200 miles including the trip here. We have battled (and retreated from) the elements. We have met a large number of our fellow citizens some of whom have left us dismayed and pessimistic about reducing environmental problems, but most have left us feeling positive and optimistic. We have been

impressed by the dedicated USFS people who we have worked with and wish them success in their heroic efforts. Today has been an exceptional day in our lives ... and tomorrow we go home.

Western Washington University Forest Research Team
Members: Erik Barnes, Chris Stark, Elizabeth Snyder, Rhea Sanders, Sarah Tragessor. Director: George Cvetkovich, Ph.D.

SUMMARIES FROM APA CONVENTION PRESENTATIONS

Action Research to Assist Tree Planting Organizations

Robert Sommer
University of California, Davis

Invited Address to APA Division 34

American Psychological Association 106th Annual Convention
San Francisco, CA August 17, 1998.

You will receive more than you expected for your time. Instead of one line of research, I will discuss three. Together the studies illustrate the three major research models:

Basic Research: Tests hypotheses derived from theory and the technical literature.

Applied Research: Answers a client's immediate questions.

Action Research (AR): The researcher simultaneously attempts to advance knowledge and improve the situation of a collaborating organization. AR emphasizes the practical use and dissemination of research and builds utilization strategies into the overall design. My usage can be traced back to Kurt Lewin's (1946) conception of AR as requiring the active involvement of the potential users of the information throughout the research. AR is not another name for applied research in organizations. AR rejects a dichotomy between basic and applied studies, in the belief that both the advancement of knowledge and improvement in the lives of the participants can be accomplished within a single project. It is collaboration with the end users of the information that is the hallmark of AR. If potential users have not been involved in formulating the research questions or collecting the data, then the activity is not AR, no matter how much the researcher is socially concerned or oriented to application. According to Mary Brown Parlee (1983), "Psychological knowledge would be dramatically changed if it were consistently developed through interaction with its 'subjects' and its intended audiences instead of being developed with professional colleagues in mind and 'given away'" (p. 1). This is not business as usual for the researcher but a different type of business. AR has several related objectives: to improve the lives of the participants (a good test of the success of AR is whether the participants are better off after the research than they were before); to advance knowledge; and to improve the practice of AR through a critical examination of the collaborative process (Sanford, 1970).

In our research program, the applied studies came first, driven by questions asked by a client, followed by AR to assist

local organizations, and lastly, as the result of debates in the technical literature and the investigators' curiosity, led to basic studies of preference for different tree shapes. Because this appears to be an unusual sequence, from applied, to action, and last to basic studies (one could more readily predict the reverse sequence), I will explain it. I was approached by a research coordinator from the U. S. Forest Service seeking assistance on a survey instrument to provide feedback for city tree commissions and arborists on local response to street trees. At the time there was no feedback mechanism in place capable of learning what city residents thought of the trees planted in their neighborhoods. Cities planted species without knowing whether they were liked or not, until complaints came in, often too late to do anything about the situation, and the representatives of the complaints was unknown. This seemed to be a classic POE problem. Before POE, environment-behavior researchers criticized architects for reinventing the wheel on each new building, which often turned out to be a square or lopsided wheel. In this case, a city, lacking feedback from residents, could continue to plant and maintain a disliked species when other species, more preferred by residents, were equally available.

The request from the Forest Service introduced me to a brand new research area. I had never done any research on trees. Following the gas station psychology model (Sommer & Wicker, 1991), I went to the published literature to find out what had been written on the topic. I was not trying to become expert in identifying species or arboriculture, but focused my attention very upon the public's response to trees. After I located recent empirical studies, I was able to work back through the references. When the citations and names became familiar, I stopped searching the literature and began developing a survey instrument based on earlier studies. I also had access to practitioners who assisted in species identification and terminology. Their help was essential if I were to have any credibility in this unfamiliar research area. Each field has a jargon that can use familiar words in unfamiliar ways. As an example, I had to drop the word evaluation from discussions with arborists, since this term was in their parlance associated with dollar amounts rather than user opinion, as in their usage of tree valuation for insurance purposes.

I describe this phase of the research as applied since it was specifically intended to answer a client's immediate information needs. The research brought me into contact with grassroots organizations who wanted to know the best ways to recruit and use volunteers at the local level. This seemed a classic social psychological issue, with relevant literatures under the headings of user involvement, participation, and community empowerment. The Forest Service and the International Society of Arboriculture were willing to support studies on these issues too. This provided the opportunity to switch to a more collaborative format. Instead of working for the groups, we would work with them to answer their information needs, and at the same time, produce data that would help refine empowerment theory. Collaboration with the end users of the information and the dual objectives of simultaneously assisting the groups and advancing knowledge put this within an AR framework.

While conducting these two lines of studies, I became part of a network of researchers working on different tree issues. In addition to the behavioral scientists whose work I had built upon and extended, there were economists providing estimates of the dollar value of street trees, physical scientists looking at the effect of greenery on air quality, temperature, and water runoff, landscape architects involved with design issues, and arborists concerned with the technical aspects of tree planting and maintenance. It was a wonderful team effort that came at the right time to assist the burgeoning international tree-planting movement. I would specifically acknowledge the research contributions of Judith Heerwagen, Roger Ulrich, Steve and Rachel Kaplan, and Herb Schroeder among others, and the coordination provided by John Dwyer. At the same time, there were vigorous debates on theoretical issues involving people from several disciplines on the aesthetics of tree form and the basis for people's preferences. Philosophers dealt with the topic under the rubric of aesthetics, geographers in the context of landscape preference, psychologists such as Arnheim and Gibson had discussed tree form from the standpoint of perception theories, and zoologists approached the issue from an evolutionary perspective. My intellectual curiosity was piqued by the lively debate which was far ahead of the empirical literature in raising important issues. I decided to join the fun and examine the determinants of tree aesthetics. This was done without any external encouragement or support. People regarded this line of studies as odd, naive, and lacking in utility. I am not sure I disagree with any of these descriptions but since the work was supported by my nickel, I didn't really care what others thought.

Study 1. Development of a survey procedure

Instrument: Pilot interviews to identify salient tree characteristics from residents' standpoint; use of actual front yard trees rather than "trees in general."

Gradual switch from open- to closed ended questions. Mail survey with high degree of personalization, resulting in a 50% return rate

Findings: Tree benefits and liabilities; factor analysis. Case study of location issue.

Comparison of residents views with ratings by professionals, judgments made from slides, sidewalk inspections, and garden guide descriptions.

Dissemination: Articles in technical journals; talks to lay and professional groups.

Study 2. Collaboration with grassroots organizations

Meeting with participants: International tree-planting movement (Global Re-Leaf) with state and local affiliates. We used the statewide office to find local groups that relied heavily on community participation.

Methods and results. Quasi-experimental design replicated in different localities. Participant observations of tree planting sessions.

STEP, lay volunteers inspecting trees for Dutch elm disease.

Dissemination: Technical reports for the collaborating organizations; articles in journals and trade magazines; talks to lay and professional groups.

Study 3. Aesthetics of tree form

Theories: Arnheim, Gibson, Appleton, Orians & Heerwagen, Ulrich, and the Kaplans.

Method: Brunswick's method of representative sampling, starting with simple forms and gradually increasing their complexity. (SLIDES)

Results: E & B paper; semantic differential ratings of tree forms; comparison with ratings of geometric figures; cross-national studies.

Dissemination. Articles in technical journals.

Conclusion

When I studied scientific method, I was told that the sequence begins with basic studies to find principles and test propositions derived from theories, to applied research to test the principles outside the laboratory, before moving to application. Over the years I have come to doubt the reality of this sequence. More often than not, I found basic research leading not to applied research or to application but only to more basic research. In the physical and biological sciences, where there is money to be made from applications, this is not a problem. If the basic scientists didn't move their findings into the marketplace, there were science writers to bring the findings to a wider public and corporations with applied research laboratories willing and able to develop commercial applications. This type of outreach is largely absent in the behavioral sciences. When I publish an article on classroom seating in an academic journal, it will be seen by other researchers, but there is no direct linkage to applied research or application. School administrators are not reading our journals to learn the designs will increase student participation. In our field it falls to researchers to make the translation from laboratory to life, and to conduct the applied studies preparatory to full-scale implementation.

Various attempts were made to bring the tree research to a wider audience. I cannot judge how successful these attempts have been. My client in the applied research seemed satisfied with the product, at least to the point of funding additional studies. People in the tree-planting movement expressed appreciation for the AR collaboration. I will present our findings in October at the International Elm Conference where the other speakers will cover disease and control issues. I have no idea what impact the basic studies of tree form preference will have. I was surprised to find a preference for the spreading and acacia shape among samples on all continents. My situation is similar to that of Rachel and Steve Kaplan, who started out skeptical about evolutionary theories of landscape aesthetics but after doing research, felt that evolutionary theories best fit their data.

Throughout this research I viewed myself as a cultural worker producing knowledge for multiple audiences. Largely because of the coordination and support provided by the Forest Service, I was part of a team effort. Time will show the extent to which our findings will be useful to others. That determination can be made in a few years through the systematic usage of PRE or post-research evaluation (Sommer, 1997).

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SUMMARIES OF CONVENTION PRESENTATIONS

Symposium: Measurement Issues and Approaches in HIV Prevention Research

Chair: Anne E. Norris

Participants: Patricia J. Morokoff, Sunyna S. Williams, Christopher R. Agnew, Anne E. Norris

Discussants: John D. DeLamater, Joseph L. Rodgers

General Summary

The science required to combat HIV infection continues to challenge researchers to develop new measures and new approaches to the measurement of old constructs. This symposium summarizes recent advances that have been made in response to this challenge. The presenters have all conducted research in HIV prevention. The discussants are well known methodologists in the fields of population and sexual behavior research. Dr. DeLamater is currently on the editorial board for the *Journal of Sex Research* which offers him a unique viewpoint from which to discuss issues raised in the presentations.

Each presenter will articulate specific measurement issues and his/her approach to the measurement of constructs that are important to HIV prevention. Dr. Morokoff will begin by discussing issues in the measurement of sexual behaviors that put individuals at risk for HIV infection and her approach of using multiple dependent variables to measure risky sexual behavior. She will be followed by Dr. Williams who will discuss issues in the measurement of sexual honesty and dishonesty. Dr. Williams will describe her approach to the measurement of these constructs that appear to impede the adoption of safer sex behaviors such as consistent condom use. Next, Dr. Agnew will discuss issues related to the measurement of an interdependent behavior such as condom use, and the need for couple derived data. Dr. Agnew will describe his approach to the measurement of power over condom use. Finally, Dr. Norris will discuss issues related to the measurement of abstinence self efficacy and behavior, and describe her approach to the measurement of abstinence self efficacy.

The discussants, Drs. DeLamater and Rodgers will critique and integrate the material presented, and discuss implications and directions for future research in HIV prevention and sexual behavior in general. Finally, panel members will respond to questions raised by the audience.

The Measurement of Risky Sexual Behavior

Patricia J. Morokoff, Kathryn Quina,

Lisa L. Harlow, & Gary Burkholder

University of Rhode Island

This paper will address issues in the measurement of sexual behaviors that put individuals at risk for RIV infection. Most research, either on risk status of particular groups, effectiveness of safer sex interventions, or predictors of risky sex, utilize percent condom use as an outcome variable. This is problematic because it provides very incomplete information on the individual's level of risk for HIV.

In conceptualizing what constitutes safe sexual behavior, several factors need to be taken into consideration. (1) Frequency of sexual behaviors. The more often the individual engages in a risky sexual behavior, the more likely they are to be exposed to HIV. For example, if an individual uses condoms 50% of the time and has had sex 10 times in the past 6 months, they have had 5 instances of unprotected sex. If they use condoms 50% of the time and have had sex 100 times, they have had .50 episodes of unprotected sex. The latter individual has a higher risk. (2) Number of different partners. The HIV status of a sexual partner is often unknown. The more partner an individual has, the more likely it is that he or she will have sex with someone who is HIV positive. (3) The risk status of partners. An individual may have frequent sex with multiple partners without ever using condoms and be at no risk for HIV as long as all partners are HIV negative. Persons who have had multiple other partners, who have used injection drugs, who have had sex with gay men, or who are known to be HIV positive are risky. (4) Sexual network. Although one cannot know with certainty the HIV status of partners, depending on the individual's sexual network and geographical location, they may expect to be at greater risk. This means that someone living in the New York City area, in San Francisco, or in other geographical areas in which there is a high concentration of HIV positive individuals, and who have such persons in their own sexual networks, are at the highest risk. Based on these issues, recommendations for examining multiple dependent variables, as is done in the author's current research, are made.

In addition to conceptualizing what is to be measured, the methodology for obtaining this information needs to be carefully considered. Recommendations will be made in this presentation.

Sexual Honesty and Dishonesty

Between College Student Heterosexual Sex Partners

Sunyna S. Williams, PhD

Department of Community Health

University of Illinois at Urbana-Champaign
and

Jennifer M. Modglin, BA

State University of New York College at Buffalo

A primary reason for inconsistent condom use among heterosexual adolescents and young adults is that many believe that obtaining a sexual history from a potential sex partner is an effective safer sex technique. However, very little research has been conducted examining sexual honesty, that is, honesty regarding one's sexual history.

Therefore, the current study sought to examine sexual honesty attitudes, intentions, and behavior with different types of partners, in a sample of 118 heterosexual college students. Furthermore, because of the lack of existing instruments in this area, this study employed an original instrument, which used both closed-ended and open-ended response formats. The following results are based on analysis of the closed-ended data.

Recent History Taking. Whereas 81% reported asking a partner about his or her sexual history during the past year, only 69% reported having been asked by a partner about sexual

history. Moreover, 42% reported that they had usually or always initiated such discussions, and only 8% reported that a partner had usually or always done so.

Intentions Regarding Dishonesty. Participants reported a greater likelihood of dishonesty to avoid unpleasantness than to get sex or to get sex without a condom. They also reported a greater likelihood of dishonesty about previous partners than about STD history or HIV testing history.

Own Behavior vs. Partner Behavior. With relationship and friend partners, participants reported higher levels of honesty for themselves than for their partners. Specifically, they reported higher levels of honesty with relationship partners than with friend or stranger partners, and perceived higher levels of honesty from relationship partners than from stranger partners.

Behavior vs. Normative Beliefs. With all types of partners, participants reported higher levels of honesty for themselves than they perceived of most students.

Measuring Power Over Condom Use: How to "Carve" a Couple

Christopher R. Agnew and Timothy J. Loving

Purdue University

An interdependent behavior such as condom use involves the co-action of two individuals. As such, the issue of relative power over behavioral enactment becomes one of both theoretical and empirical concern. In considering couple condom use, who decides what the couple does? Past researchers have attempted to understand relative power over behavior within the dyad (e.g., Beckman, 1984; Card, 1978; Rainwater, 1965) and the issue continues to receive research attention (e.g., Miller & Pasta, 1995), due likely to the provocative questions it raises. For instance, in a given couple, does one individual alone decide what the couple does or are decisions made in a more equitable fashion? If an individual does dictate what a couple does, what characteristics of that person or of the relationship influences interdependent action? By focusing on specific aspects of the individuals comprising the couple and the relationship environment in place between couple members, this paper hopes to demonstrate that Kurt Lewin's original behavior formula $[B = AP, E)L$ can be utilized fruitfully to examine power issues underlying an important AIDS-relevant behavior, condom use.

We begin by offering a definition of interdependent behavior derived from the tenets of interdependence theory (Kelley & Thibaut, 1978; Rusbult & Van Lange, 1996), arguably the most comprehensive social psychological theory of human social behavior. Following from this definition, we discuss the need for couple-derived data, including the collection of couple behavioral intention information, and then review how Lewin's formula might be applied to understanding power over interdependent behavior. Finally, we describe a recent study of romantically-involved couples which utilized a unique method in order to compare various aspects of the person(s) and the environment in accounting for relative influence over condom use.

Measuring the Ability to Postpone Sex: Abstinence Self Efficacy

Anne E. Norris
School of Nursing
Boston College
and

Diana Lopez De Victoria
College of Liberal Arts & Sciences
University of Massachusetts at Lowell

Postponing sex or the practice of abstinence is a goal of many school based HIV prevention curricula. Yet, reliable and valid measures of abstinence behavior and the ability to perform it (abstinence self efficacy) do not exist.

A critical issue in the study of abstinence is its definition. Historically, the literature has tended to treat abstinence as synonymous with not engaging in vaginal intercourse. The implications of engaging in other sexual behaviors exclusive of vaginal intercourse (e.g., oral sex, genital fondling, rubbing) have generally not been considered. In rare instances, these behaviors have been touted as safe substitutes for intercourse (Genuis & Genuis, 1996). However, recent research suggests that these behaviors represent precursors to sexual intercourse -- not "behavioral alternatives" for individuals whose goal is to practice abstinence (Miller, Clark, Wendell, Levin, Gray-Ray, Velez, & Webber, 1997).

Our work with Latino and Anglo adolescent key informants and focus groups suggests that, consistent with Miller, et al. (1997), sexual alternatives to intercourse constitute a slippery slope into intercourse. We find that abstinence is a complex phenomenon that involves several microbehaviors, none of which appear sexual. In contrast to condom use, these behaviors appear more independent than interdependent.

This presentation describes the development of a close ended measure of abstinence self efficacy for adolescents (conceptually equivalent in English and Spanish). We report results of preliminary analyses supporting reliability ($\alpha = .85$) and validity in a sample of low income adolescent women ($n = 65$) recruited from youth service organizations in the Boston area. Correlations between scores on the self efficacy measure and (a) Pearlin's (1978) Mastery scale ($r = .51$), and (b) some measures of abstinence behaviors ($r = .30$) support validity. Additional research to extend and replicate these findings is ongoing and will be discussed in the presentation.

Weather and Property Crimes: Time-series Analyses
Repealing Quételet's Law.

James Rotton and Ellen G. Cohn
Florida International University

Data on personal thefts, burglaries, and robberies for the period between January 1, 1987, and December 31, 1988, were obtained in order to pit predictions from routine activity theory against conventional wisdom as epitomized by Quételet's thermic law of delinquency. The data were subjected to hierarchical regression analyses that controlled for four other weather variables, linear trend, holidays, and the factorial crossing of time periods, days, and months. Consistent with routine activity theory and contrary to Quételet's, these analyses

indicated that more property crimes were reported during warm than cool weather and during summer than other months.

Assessing People's General Ecological Behavior: A Cross-Cultural Comparison

Florian G. Kaiser, Swiss Federal Institute of Technology,
Zurich, Switzerland

Measurement of ecological behavior across different countries has been troublesome. The General Ecological Behavior (GEB) scale, which is grounded in a probabilistic measurement approach, is proposed not to be bound to a particular set of ecological behaviors. Based on an approach that acknowledges situational influences on behavior, the GEB scale turned out to be applicable in California and in Switzerland. Thus, the scale does not appear to be an effective measure solely in one country. It also contributes to the detection of potentially effective situational influences necessary for a scientifically guided adoption process of sociocultural influences on ecological behavior.

Consequences of the Perception and Exercise of Control over Lighting

Jennifer A. Veitch, Ph.D., and Guy R. Newsham, Ph.D.
National Research Council of Canada
Institute for Research in Construction

The belief that perceived control leads to beneficial outcomes underlies recommendations to install individual controls for workplace lighting, temperature, and ventilation. The present experiment compared the work performance and satisfaction of 47 office workers who were given choices concerning workplace lighting (LC) with age- and sex-matched partners who were given no choices (NC) but worked under identical lighting. Preferred luminous conditions were recorded for both groups. Satisfaction with lighting and the work environment were high for both groups, and the majority of participants chose lighting conditions consistent with current codes and standards for lighting, including energy use. LC participants had greater perceived control than NC participants, but there were no differences in satisfaction, mood, performance or health. NC participants' lighting choices, recorded at the end of the day-long session, created less VDT glare than LC choices. Although there was no short-term benefit of perceived control over lighting, it appears that experience with workplace conditions could lead to the ability to reduce unpleasant conditions if choices were available.

Defensible Space Theory and the Police:
Assessing the Vulnerability of Residences to Burglary
Kathleen Ham Rowbottom, Robert Gifford, and Kelly T. Shaw
University of Victoria

This study examines how defensible space theory and recent modifications to it apply to assessments of single-family dwelling vulnerability to burglary by police officers. Fifty photographs of detached houses were scored on 55 specific physical cues in six defensible space cue categories. Forty-one

police officers reliably rated the vulnerability of the houses to burglary. A modified Brunswik lens model was used to determine which cue categories police officers use to assess vulnerability. Simple and partial correlation analyses show how road and occupant surveillability, actual barriers, traces of occupancy, and house value are related to vulnerability assessments by police; symbolic barriers are unrelated to their assessments. Police assessments of vulnerability are, based on previous research, very similar to those of residents, but less similar to those of burglars. Suggestions for a more parsimonious and pluralistic defensible space theory are made.

PRESENTED AT THE MEETING OF THE INTERNATIONAL ASSOCIATION FOR PEOPLE-ENVIRONMENT STUDIES

Eindhoven, the Netherlands, July 1998

Young Adults' Commitment to their Hometowns

R- Steven Schiavo, Ph.D.
Wellesley College

This research examined environmental factors related to commitment to a community. Commitment has been seen as a component of place-identity, more specifically as the perceived importance of the community for one's personal future. Lalli developed a scale to measure this and four other components of place-identity. In my research, I modified Lalli's original questionnaire to refer to any community the participants chose as their hometown.

Fifty undergraduates (representing 50 different hometowns from 22 states) completed four questionnaires:

1. Hometown Assessment Questionnaire (modification of Lalli's questionnaire). The commitment subscale consists of four 5-point rating scales. Commitment is defined as the sum of these ratings.
2. Community Resources Questionnaire. Participants evaluated various resources within their neighborhood and hometown.
- 3- Psychologically Important Places. Participants listed all places in their hometown "which they cared about, which were important to them" and the reasons why. Similarly participants nominated all community places they disliked or about which they had negative feelings.
- 4- Demographics. Participants identified their hometown residential areas using postal Zip codes. These were used to select nine demographic variables from the 1990 US Census.

In general the hometown of these young adults figured more prominently in their future plans directly with the number of places in the community about which they had positive feelings. Availability of particular kinds of resources within the local neighborhood was also associated with commitment. A number of these important valued places and neighborhood environmental resources allowed the young adult opportunities to develop social relationships and to develop experience-based

ties to the community. Demographics were unrelated to commitment.

Experiences of personal assaults, awareness of "bad" areas in the community, and the lack of early childhood experiences in the community did not weaken commitment to the hometown. In addition, the neighborhood and community resources and facilities important to these young adults may not be associated with commitment in other age groups.

PRESENTATIONS AT THE INTERNATIONAL CONGRESS OF APPLIED PSYCHOLOGY,

San Francisco, August 9-13, 1998

Editor's note: The good news is, there were too many environmental psychology papers at ICAP to include all of them in this issue of PEPB! Instead, a selection is included here, chiefly papers by Division 34 members who submitted them for publication in PEPB. A complete set of ICAP abstracts, in ASCII format, is available on request to jennifer.veitch@nrc.ca. Thanks to Terry Hartig, Ph.D., for providing the electronic copy. We hope in future issues to include other exchanges between Division 34 and the Environmental Psychology division of the International Association of Applied Psychology.

Keynote Address:

Environments that Bring Out the Best in People:

A Modest Proposal

Stephen Kaplan, University of Michigan

Economists assume human rationality. Other observers of human behavior have been tempted to posit irrationality as the norm. If we are to take environmental psychology seriously then both approaches are not only incorrect, but detrimental to the very behaviors that are needed in an increasingly problem-plagued world. While not necessarily rational, people are reasonable and constructive under certain conditions and highly unreasonable (and often destructive) under others. What could account for this crucial difference? I shall argue that the answer can be found by looking at what makes an environment supportive for meeting psychological needs. Such an analysis calls for a broadly construed concept of the environment, including physical, social, and institutional settings within this framework. Even a rough first approximation to such an analysis yields a rich array of implications for structuring settings that are satisfying to be in and supportive of thoughtful problem solving. If this analysis is correct, it has profound implications for schools, organizations, and governments at all levels. Many of the potential changes would not necessarily be expensive; they might, in fact, provide economies through better utilization of human talent. Paying attention to the environments that are better for people and more supportive of reasonable behavior may be one of the most powerful, most affordable strategies yet to be explored.

Group presentation:**The Natural Environment and Well-Being**

Chair, Rachel Kaplan, University of Michigan

Participants and titles of talks:

Frances E. Kuo and William C. Sullivan (University of Illinois),
"Mental fatigue and aggression in the inner-city: Surprising benefits of urban nature"

Randolph T. Hester, Jr. (University of California, Berkeley),
"Urban Wilderness in Los Angeles: Whose?"

Thomas R. Herzog (Grand Valley State University, Michigan),
"What people know about the natural environment and well-being"

Rachel Kaplan (University of Michigan), *"Restoration, Preference, and Well-being"*

General Abstract (as submitted in April 1997)

It has by now been amply demonstrated that people have strong positive reactions to natural settings. There is also increasing evidence about the psychological benefits that such settings can provide. Nonetheless, many urban residents have little opportunity to experience nature. Others fail to utilize natural environment opportunities even though they are available. The panelists present a wide diversity of perspectives on these issues. As the evidence continues to mount, so too does the frustration at the lack of contact with nature on the part of so many who could benefit. Several of the presentations focus on the urban context, including an analysis of the successful protection of natural areas in a major US city and the positive psychological effects of nature contact for residents of the inner city (both youth and adults). Another presentation explores the fact that, while individuals see natural environments as offering restorative benefits for others, they fail to perceive their appropriateness for themselves. Together these presentations point to directions for increasing information about and awareness of this psychologically powerful and sadly underutilized resource at both an individual and a policy level.

Assessing People's General Ecological Behavior: A Cross-Cultural Comparison between Switzerland and Sweden

Florian G. Kaiser,

Swiss Federal Institute of Technology, Zurich, Switzerland
 and Anders Biel, Goteborg University, Goteborg, Sweden

Measurement of ecological behavior across different behavior domains and across different countries has been troublesome because findings of research cannot be compared across domains or cross-culturally. The General Ecological Behavior (GEB) scale, which is grounded in a probabilistic measurement approach, takes the important features of ecological behavior into consideration and overcomes restrictions to specific domains and/or certain cultures. Questionnaire data from 445 Swiss adults (mean age: 46.6 years, range: 20 to 82 years; 62.5% male) and 246 Swedish adults (mean age: 43.8 years, range: 18 to 75 years; 48.6% male) were compared. Reliability, internal consistency, and validity scores of the General Ecological Behavior (GEB) scale indicate that a probabilistic measurement approach can measure general ecological behavior accurately and unidimensionally in both countries regardless of

cultural differences. GEB scores were affected by participants' origin: The mean GEB score for Swiss participants was significantly higher (15% explained variance) than that of Swedish participants. This cultural difference is partly due to differential behavior difficulties--some of the specific ecological behaviors that constitute the GEB scale were more difficult or easier to carry out in the two countries. The difference is also partly due to individual life circumstances that differentially affect one's general behavior score as the same general score can be constituted of different specific behaviors. Because the GEB scale disentangles situational and personal influences on behavior, it can guide the search for useful situational measures such as legislation and for effective psychological influences on ecological behavior.

Panel session: Environments that Support Environmentally Responsible Behavior

Chair, Stephen Kaplan, University of Michigan

Participants:

Robert L. Ryan (University of Massachusetts), *"Attachment to Nearby Parks and Natural Areas: Positive Consequences for People and the Environment"*

Joan Iverson Nassauer (University of Michigan), *"Pride and Stewardship"*

Liesette Brunson, Frances E. Kuo & William C. Sullivan,
"Green Space, Broken Windows, and the Inner-city"

Rachel Kaplan (University of Michigan), *"Sustainable Intangibles: The Environment and Human Needs"*

Environmentally responsible behavior is rarely approached environmentally. Rather than looking at how an environment might support responsible behavior, the focus is typically on motives (e.g., altruism) or on personality. Such a perspective fails to recognize how profoundly the environment itself can influence behavior. Some environments, for example, make it far easier for human needs to be met. One might expect such environments to foster constructive behavior. Other environments might have the opposite effect. The Reasonable Person Model addresses these issues by emphasizing that people are neither inherently good or bad, rational or irrational, but rather influenced by certain crucial environmental properties. If this model is correct, one would expect that by being sensitive to human needs, inclinations, and preferences, one could structure environments to have a positive influence on behavior, and even on behavior that impacts the environment. This approach applies in a broad range of situations, such as the attachment and constructive feelings people have to nearby parks and natural areas. Another example is people's attention to "cues for caring" that can radically alter their otherwise negative responses to ecological restorations. A particularly striking demonstration of how a more satisfying environment can impact behavior comes from the dramatic effects of the visual environment on violence in an inner city housing project. Finally, a broad-gauge analysis of factors contributing to quality of life points to the capacity of environments to meet psychological needs by means quite independent of economic circumstances.

**Symposium: Restoration and the restorative environment:
 Bridge building concepts for applied psychology**

Chair, Terry Hartig, Uppsala University, Uppsala, Sweden

Participants:

Terry Hartig, Uppsala University, Uppsala, Sweden

T. Meijman, University of Groningen, Groningen, The Netherlands, "What about mental fatigue?"

Stephen Kaplan, University of Michigan, Ann Arbor, USA, "Managing helplessness: A problem-solving/attention restoration theory analysis"

U. Lundberg, & B. Melin, Stockholm University, Stockholm, Sweden, "Slow unwinding as a health risk: The role of gender and type of work"

Daniel Stokols, University of California, Irvine, USA, "Telecommunications technology, information overload, and restorative environments: What are the relationships?"

Discussants:

Gary W. Evans, Cornell University, Ithaca, USA

T. Garling, Goteborg University, Goteborg, Sweden

Restorative environments are drawing the attention of a growing number of environmental psychologists, and the volume of research in the area is expanding steadily. The resultant knowledge about the properties of person-environment transactions that support recovery from stress and the renewal of depleted psychological resources is of potential value to researchers in applied psychology generally, and not only to those within environmental psychology. The exchange should be two-directional; just as restorative environments research might enhance understandings in, for example, health, clinical, community, and work psychology, so can research in those areas and others augment the work being done by environmental psychologists. This symposium brings together researchers from different areas of applied psychology for an initial exchange around the topics of restoration and the restorative environment. The presentations provide a variety of views on the conditions from which people need to be restored, on the restoration process, and on the conditions under which given environments can create a need for, work against, or promote restoration.

**REPORT ON THE FIRST
 LATIN AMERICAN CONFERENCE
 ON ENVIRONMENTAL PSYCHOLOGY**

Iztacala, Mexico City, June 30-July 3, 1998

Robert B. Bechtel, University of Arizona

The First Latin American Conference on Environmental Psychology was held at the Iztacala campus of the National University of Mexico from June 30 through July 3, 1998. The general coordinators for the conference were Ana Maritza Landazur Ortiz and Alexandra Teran de Rey. The conference was organized into papers presented in the mornings with more papers in the afternoon simultaneous with workshops. The

evenings were given to cultural events which included local music, opera and some Latin American folk compositions.

Papers were presented by Dr. Victor Corral of The University of Sonora, Euclides Sanchez of The Central University of Venezuela, Anne Reid of The Metropolitan University of Mexico, David Stea of Southwest Texas State University, Serafin Mercado, Patricia Andeane, and Victor Coreno of UNAM, The National University of Mexico, Javier Urbina, Director General for The promotion of Health of the Preventive Health Department of the government of Mexico, Augusto Angel Maya of The Institute of Environmental studies in Manizales, Columbia and Drs. Pedro Hernandez and Jorge Hernandez of the Institute of Health for Workers in Cuba, among others.

The sessions went from nine until six each day with time out for lunch and the cultural events in the evenings. A special program honoring Serafin Mercado was held on the last day. Serafin was already named Father of Environmental Psychology in Mexico by EDRA. I teased him that this was his second fatherhood.

Foreign visitors were housed in the Naucalpan Hotel some distance away which gave us the experience of Mexico City traffic each day. A wonder in itself. As arranged by the conference committee, however, it rained every day in the afternoon and deprived us of the legendary Mexico City air pollution. All in all it was a chance to learn about E & B South of the border and to share with Mexican and South American colleagues. The conference proceedings are available in Spanish. For further information contact Ana Maritza by e mail: alandazu@campus.iztacala.unam.mx.

BOOK REVIEW

Advancing Environmental Psychology

A review of : Max H. Bazerman, David M. Messick, Anne E. Tenbrunsel, and Kimberly A. Wade-Benzoni (Editors).

Environment, Ethics, and Behavior: The Psychology of Environmental Valuation and Degradation. San Francisco: The New Lexington Press, 1997, 320 pp. ISBN 0-7879-0809-6 (hardcover - \$55.00); 0-7879-0818-5 (paperback - \$27.00) .

Reviewed by George Cvetkovich; Department of Psychology; Western Washington University; Bellingham , WA 98226 USA

Reprinted with permission from *Contemporary Psychology*.

A recent discussion of the "Paradox of Environmental Psychology concludes that "[It] has made major strides over the past 30 years" (Stokols; 1995, p. 832). The accomplishments of environmental psychology include a concerted effort to deal with important human problems through the development of sophisticated models of human / environment interactions and the carrying out of systematic empirical studies with important practical implications. The truth of this conclusion is amply illustrated by this volume. The chapters represent excellent examples of state-of-the-art research and theory regarding the

psychological dimensions of human / environment interactions. Despite these accomplishments, paradoxically (as Stokols notes) environmental psychology still has a somewhat diffuse nature. The purpose of this book is to change one aspects of environmental psychology's diffuse character. This is to make this sub-field better known both within and outside of psychology. The book, as is true of environmental psychology in general, is based on the premise that human / environment interaction problems not only include physical dimensions but psychological ones as well. Scientific psychology study appropriately applied can make contributions to the solutions of these problems.

The book is the product of a conference held at the Kellogg Graduate School of Management at Northwestern University. Conceptualizations and recent research on four major topics concerning the psychological and social dimensions of environmental problems are presented. In the first section, three chapters (Knetsch; Ritov & Kahneman; Loewstein & Frederick) focus on contingency evaluation, a method for placing monetary values on "common goods" such as clean air and water. Most heavily used by economists, the results of contingent evaluation assumedly allow comparisons with the costs of efforts that produce the "good" (e.g., air pollution controls). Typically the evaluations are made by having people state how much they are willing to pay for relief of the undesirable environmental conditions. Increasingly much of the research of environmental psychology is interdisciplinary, reflecting an awareness that problems do not always neatly sort themselves out according to disciplinary boundaries. In this case, contrary to the general noncritical stance toward the approaches of other disciplines, there is a definite split between economists and psychologists with regard to the usefulness of contingency evaluation. The chapters in this section raise a number of questions about the psychological validity, and thus the usefulness, of the technique.

The four chapters in the second section deal with barriers to environmental friendly behavior. These contributions represent a wide variety of approaches and particular issues. This range includes traditional approaches such as applying concepts developed in more general domains to environmental problems (e.g., Eagly & Kulsea; Arkes & Huzel) as well as the adoption of less traditional orientations. Tenbrunsel, Wade-Benzoni, Messick & Bazerman discuss the dysfunctional aspects of regulation and Thompson and Gonzales apply behavioral decision theory to environmental disputes. An abiding theme of this section is that environmentally destructive behavior is not always committed by individuals who are indifferent to the environment.

The third section deals with mental models of the physical environment. Attran and Medin compare Mayan communities in Guatemala and the Yucatan peninsula of Mexico providing a highly enlightening illustration of how cultural variations in mental models may contribute to environmentally sustainable or destructive behavior. Gentner and Whitley provide an excellent introduction to the psychological literature on mental models and its application to environmental problems. Gladwin, Newbury & Reiskin present the broadest scope of any chapter in the book. There is much to think about here concerning the

limits of human mental and other capacities to extricate ourselves from our self-made problems. As with any broad-brushed approach there are unpainted spots between the strokes. The chapter holds that "Northern elites" are responsible for the most environmental destruction. There is of course, ample evidence that environmentally destructive behavior occurs in many places, cultures and at various times. It is suggested that the human capacity to abstract is part of the reason why we continue with environmentally destructive behavior. But is it not this same cognitive ability that also offers us the most promising routes to change? Is it not through reflection and analysis that we come to be aware of our effects and develop responses to them?

The chapters in the final section take as their starting point the assumption that environmental problems and subsequent disputes about them are not simply the result of differences in mental models of how the physical world works. In his chapter on environmental risk assessment, Slovic makes this point explicitly by arguing that the differences between so-called objective risk assessment (based on the models of experts) and the subjective risk assessments of nonexperts are ones of degree, not absolutes. All environmental risk assessments are based on human judgments and are, therefore, subjective to some degree. This leads Slovic to highlight the importance of social trust and values in environmental management. Also in this section, Weber describes the reaction of Illinois farmers to global environmental change relative to the certainty of information about changes, expectations and experience. As other investigations indicate Northern American farmers as a group will likely rapidly adapt to changes. It is third-world farmers and other agriculturists lacking education and a rapidly deployable technology support system who will be hardest hit by rapid changes. In the concluding chapter Fischhoff discusses approaches to the ranking of environmental risks in a way that is sensitive to the psychological mechanisms involved and the practical concerns of environmental management.

There exists within American psychology today two approaches to environmental problems. One is partly dependent on often implicit models of individual pathology. It assumes that environmental problems are the result of a lack of self-awareness, denial, and other individual dysfunction. Fueled by good intentions, it suggests that healing oneself by becoming self-aware will progress to healing the environment. The second approach, that of scientific psychology, is clearly the one embraced within this book. The basic models assumed by this approach are those of theory-grounded empirical searches for solutions. It is also assumed that undesirable human effects on the environment are not simply the results of something within the individual. They may also reflect the effects of what goes on between us including the operations of the institutions we build. Environmental problems are the result of human social constructions. Certainly there is room for both approaches within psychology. But more psychologists and others should become aware of the science of psychology approach. This will be accomplished as work of the kind exemplified within this book continues and its results become more widely known.

Reference

Stokols, D. (1995). The paradox of environmental psychology. *American Psychologist*, 50, 821-837.

Editor's note. Book reviews will become a regular feature in *PEPB*. To suggest a title for review, send an e-mail to jennifer.veitch@nrc.ca. Suggestions are especially wanted in population psychology.

ANNOUNCEMENTS

SEYMOUR B. SARASON AWARD: CALL FOR NOMINATIONS

Nominations sought for the Seymour B. Sarason Award for Community Research and Action. The award winner will present an address at the annual convention of the American Psychological Association in Boston in August, 1999, and receive \$1,000. The award recognizes those working in the conceptually demanding, creative, and groundbreaking tradition of Seymour B. Sarason. This tradition includes: 1) novel and critical rethinking of basic assumptions and approaches in the human services, education, and other areas of community research and action; 2) major books and other scholarship that reflect these approaches; and 3) action-research and other action efforts. People may nominate themselves or others. Along with the name of the nominee, please send a detailed paragraph of support for the nominated individual and, if possible, a copy of the person's curriculum vitae by December 1, 1998, to:

Cary Cherniss, Ph.D.
Rutgers University
Graduate School of Applied & Professional Psychology
152 Frelinghuysen Rd.
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e-mail: cherniss@rci.rutgers.edu

DIVISION OF CONSULTING PSYCHOLOGY CALLS FOR NOMINATIONS - 1999 HARRY LEVINSON AWARD

The Harry Levinson Award is given to an APA member who has demonstrated exceptional ability to integrate a wide range of psychological theory and concepts and convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations. The nominee need not be a member of the APA division of Consulting Psychology. This award, funded by the earnings from a trust fund established by Harry Levinson and administered by the American Psychological Foundation, will offer a check for \$1,000. Nomination dossiers should include a letter of nomination, the nominee's current resume or C.V. and appropriate supporting documentation providing evidence of the significance and impact of the nominee's work.

1999 RHR INTERNATIONAL AWARD

The RHR International Award is given to an APA member whose career achievements reflect outstanding service to

organizations, public or private, by helping them respond more effectively to human needs. Primary emphasis is placed on the practice of consultation rather than other accomplishments in the field, such as teaching, research or publications. This award, accompanied by a check for \$1,500, is funded annually by the consulting firm of RHR International in honor of a founding member, Perry L. Rohrer, who epitomized the standards of excellence which they and the Division of Consulting Psychology seek to perpetuate. Nomination dossiers should include a letter of nomination, the nominee's current resume or C.V. and appropriate supporting documentation such as letters from colleagues or clients, publications, or other evidence of the significance and impact of the nominee's work.

Send nominations for both awards to:

Paul Lloyd, Ph.D.
Chair, Division 13 Awards Committee
Corporate Development Group
707 Seventeenth Street, Suite 2900
Denver, CO 80202

Nomination Deadline: December 15, 1998

APA ANNOUNCEMENTS Call for Nominations

The Publications and Communications Board has opened nominations for the editorships of *Journal of Abnormal Psychology*, *Journal of Comparative Psychology*, *JEP: Learning, Memory, and Cognition*, *JPSP: Attitudes and Social Cognition*, *Professional Psychology: Research and Practice*, *Psychological Review*, and *Psychology, Public Policy and Law* for the years 2001-2006. Milton E. Strauss, PhD; Charles T. Snowdon, PhD; James H. Neely, PhD; Arie Kruglanski, PhD; Patrick H. DeLeon, PhD, JD; Robert A. Bjork, PhD; and Bruce D. Sales, JD, PhD, respectively are the incumbent editors.

Candidates should be members of APA and should be available to start receiving manuscripts in early 2000 to prepare for issues published in 2001. Please note that the P&C Board encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. Self-nominations are also encouraged.

To nominate candidates, prepare a statement of one page or less in support of each candidate. Send nominations to the attention of the appropriate search chair:

David L. Rosenhan, PhD, for *Journal of Abnormal Psychology*

Lauren B. Resnick, PhD, for *Journal of Comparative Psychology*

Joe L. Martinez, Jr., PhD, for *JEP: Learning, Memory, and Cognition*

Sara B. Kiesler, PhD, for *JPSP: Attitudes and Social Cognition*

Judith P. Worell, PhD for *Professional Psychology: Research and Practice*

Lyle E. Boume, Jr., PhD for *Psychological Review*.

Lucia A. Gilbert, PhD for *Psychology, Public Policy and Law*

- to the following address:

c/o Karen Sellman, P&C Board Search Liaison
Room 2004
American Psychological Association

750 First Street, NE
Washington, DC 20002-4242

First review of nominations will begin December 7, 1998.

Call for Nominations

The premiere issue of *Emotion*, the newest journal from APA, will be published in 2001. The Publications and Communications Board has opened nominations for the editorship for the period from 9/99 to 12/06.

Candidates should be a member of APA and should be available to start receiving manuscripts in the fall of 1999. The successful candidate will assist the APA Publications and Communications Board in refining the scope of coverage for *Emotion*; it is anticipated that this will be a broad-based multidisciplinary journal that includes articles focussed on emotion representing neuroscience, developmental, clinical, social, and cultural approaches; articles focussed on emotion dealing not only with the psychological, social, and biological aspects of emotion, but also neuropsychological and developmental studies.

Please note that the P&C Board encourages participation by members of under-represented groups in the publication process and would particularly welcome such nominees. Self-nominees are also encouraged.

To nominate candidates, prepare a statement of one page or less in support of each candidate and send to:

Janet Shibley Hyde, PhD., at the following address:

c/o Karen Sellman, P&C Board Search Liaison
Room 2004

American Psychological Association

750 First Street, NE, Room 2004

Washington, DC 20002-4242

First review of nominations will begin December 7, 1998.

5th auDES CONFERENCE ON ENVIRONMENTAL EDUCATION

Zürich, Switzerland, April 15-17, 1999

Zürich '99 is the fifth auDes conference on teaching and teaching-related research in environmental sciences at university level. It focuses on the case studies approach in higher education. This approach is of special interest for environmental education and research as it may be considered an appropriate approach to understanding and mastering complex real-world environmental problems. Contributions aim to critically examine the case study approach in higher environmental education and research.

Conference Topics

1. Models: patterns and prototypical examples of case studies in higher education and research

2. Co-operation: examples for co-operative problem solving between different sciences and/or between science and society, industry or governments

3. Methodology: epistemological and didactic principles

4. Special Interest Groups: before and after the conference, Special Interest Sections will deal with questions of

environmental education that may not be addressed within this year's focus theme of the conference.

The conference is directed to:

- environmental scientists at universities and
- engineers, economists, psychologists, system analysts, modelling experts and to representatives from other sciences as well as representatives of science, industry and NGO's who are interested in the case study approach in the field of higher environmental education and research

For detailed information, please visit the WWW site at:

<http://www.uns.umnw.ethz.ch/auDes>.

XXVII INTERAMERICAN CONGRESS OF PSYCHOLOGY Caracas, Venezuela, June 27 - July 2, 1999 Call for Papers

The XXVII Interamerican Congress of Psychology, sponsored by the Interamerican Society of Psychology and held every two years, will take place in Caracas, Venezuela, at the Caracas Hilton Hotel. Keynote speakers include well-known psychologists from North and South America and from Europe. Four central symposia, coordinated by invited specialists, will be in the following areas:

- Contributions to Psychology from the Americas (Coordinator: Heliodoro Carpintero, Spain)
- New Theoretical Trends in Psychology (Pablo Fernández Christlieb, Mexico)
- New Trends in Methodology (Coordinator: Ian Parker, UK)
- New Psychological Programs and Services (Coordinator: Martin Fishbein, USA)

Any professional from psychology and related fields can send theoretical or empirical proposals for the Scientific Program. The Scientific Committee will evaluate each proposal on the basis of clarity, quality, and relevance to psychology. An individual may be included in no more than three presentations, either as a presenting author or co-author. Papers are invited in any of the following formats: posters, symposia, round-table discussions, individual papers, or audio-visual presentations. The deadline for submissions is December 31, 1998. Proposals posted after the deadline will not be considered.

Pre-congress workshops are planned between June 22 and 25, including one on "Environmental Psychology and Architecture: Psychological Contributions to Design", facilitated by Dr. Mark Groves, University of Canberra, Australia.

For more information, visit the congress WWW page at: <http://www.sip-99.org.ve>, or contact the SIP-99 office at P.O.B.: Apartado 47018. Los Chaguaramos Caracas, 1041-A. Venezuela, fax (582) 6624751.

DIVISION 34 BUSINESS REPORTS

Minutes of the Executive Committee and Business Meetings San Francisco, August 1998

1. The results of the election of officers was announced. Dr. Robert Sommer was elected as President-elect. Dr. Peter Walker was elected as Treasurer. Dr. Christopher Agnew was elected as Member-at-Large to the Executive Committee and Dr. Greg Wilmoth was elected as Division Representative to APA Council.

2. The results of the Bylaws change election were announced. The Bylaws change granting Division 34 affiliate and student affiliate members the right to vote and hold office was unanimously approved in the mail ballot. [The updated Bylaws are published elsewhere in this issue of *Population and Environmental Psychology Bulletin*.]

3. Greg Wilmoth reported on APA Council activities:

- The major item of business was passing a revised budget to make-up a \$5 million projected deficit. Council approved the revised budget without increasing membership dues.
- Council passed a motion sponsored by Dr. Deborah Winter, a Division 34 member, for APA to encourage the facilities it uses for convention and governance activities to use environmentally responsible practices and to provide Council a yearly report on APA's progress regarding environmental practices.
- APA is considering changing the APA Monitor from a newspaper format to a glossy magazine format. APA believes such a change would present a more professional image and elicit new advertisers thereby increasing revenue. APA claimed that the new format would also reduce mailing costs because the magazine format would utilize a lower postage rate. In response to a question from Division 34's Representative, APA said they were not planning on using recycled paper for the magazine because the supply of recycled glossy paper was too expensive and unreliable. APA was urged to further explore the use of recycled paper in producing the magazine.
- One new fellow for Division 34 was elected this year, Dr. Jennifer Veitch.

4. The Treasurer presented her report (see Treasurer's Report, below).

5. The Executive Committee thanked the Convention Program chairs for an excellent program. A discussion followed about ways to increase program submissions. One suggestion was to publish accepted submissions in a proceedings publication. It was suggested that the *Population & Environmental Psychology Bulletin* could publish accepted submissions. A general discussion was also held regarding ways of increasing attendance at Convention sessions. Several speakers noted that population/environmental sessions at the International Convention of Applied Psychology which met in San Francisco the week immediately preceding the APA Convention drew larger audiences than Division 34's sessions at the APA Convention.

6. The Executive Committee discussed the need to review the current number, functions, and operations of committees. They

agreed to pursue this before the next Executive Committee meeting in Boston in 1999.

7. Robert Gifford gave a progress on new initiatives. The Division 34 listserve is now operating. We discussed possible ways of getting the email addresses of more of our members. Dr. Andre C. Fiedeldey of the University of Pretoria, South Africa is constructing a Division 34 WEB site. Plans are for this site to be operational in next few months.

8. The Student Paper Competition award was not made this year due to only one submission. We discussed ways to increase student paper submissions and increase student affiliate membership.

DIVISION 34 POPULATION AND ENVIRONMENTAL PSYCHOLOGY

Treasurer's Report (Abridged)

Jennifer A. Veitch, Ph.D.

August 16, 1998

At the end of 1997, the division had \$5440 in accrued savings on deposit at APA at December 1997. As things stand presently, we seem likely to run a small surplus this year, chiefly because of two unusual events; the Summer/Convention newsletter was smaller than usual, and we did not give a Student Paper Award this year. If these two items had been at their usual levels, we would have run a small deficit.

It is clear from the revenue data that we aren't doing a good job at retaining members...we need to take action to make Division 34 a group with which our members want to continue to associate. If we don't do this our financial stewardship won't count for much.

From time to time the executive committee discusses possibilities for extraordinary expenses, and we have generally decided that we might fund some modest projects - for example, travel expenses for convention speakers. The rationale is that money in the bank doesn't further the Division's goals. This is true, but as outgoing Treasurer I'd like to suggest that firm guidelines passed by the Executive Committee as to the nature and limits of such expenses would be a help to future Treasurers. It would be preferable to have these discussions in advance of receiving a passionate plea for a worthy cause. In addition, I'd like to see better advance planning than we've practiced in the past; for example, we might decide to set aside a fixed amount per year for such special projects.

My conclusion regarding our finances is that we hold our membership dues at \$9 for 1999, and avoid any substantive increases in spending, while allowing the fund balance to absorb any overruns.

This is my final report as Treasurer; after this business meeting, Peter Walker, PhD, will take on this role. Although all the Executive Committee members (past and current) deserve my thanks, I'd especially like to thank our Secretary, Greg Wilmoth, PhD, for his efficient and effective partnership in the administrative end of Divisional duties.

Note. For a complete copy of the report, please contact me by e-mail at jennifer.veitch@nrc.ca.

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**BY-LAWS OF THE DIVISION OF
POPULATION AND ENVIRONMENTAL
PSYCHOLOGY OF THE
AMERICAN PSYCHOLOGICAL
ASSOCIATION**

(Updated as of September 15, 1998 with annotations)

Article I. Name and Purpose

1. The name of this organization shall be the Division of Population and Environmental Psychology of the American Psychological Association.

2. The purpose of this organization shall be (a) to promote research, teaching and services in the general field of population and environmental psychology (including study of behavior related to the size, growth and distribution of population, study of behavior related to the natural and designed environment, and study of behavior related to the interaction of population and environment); (b) to stimulate the exchange of information among members of the Division; (c) to encourage the development of psychology as a science and a profession; and (d) to develop close relations and interchange with other sciences, especially those dealing with population and environmental phenomena.

Article II. Membership

1. Membership in this Division shall include Fellows, Members, Associates, Affiliates, Affiliates-by-invitation, and Student Affiliates.

2. Fellows shall be persons who are eligible for Fellowship status in the American Psychological Association, and who have made an unusual and outstanding contribution to Population Psychology and/or Environmental Psychology.

3. Members and Associates shall be persons who are eligible for like membership in the American Psychological Association and who demonstrate active interest in the fields of Population Psychology and/or Environmental Psychology.

4. Affiliates and Affiliates-by-invitation shall be primarily persons from related disciplines who are concerned with the study of population and environmental phenomena from a psychological perspective. Included may be persons from any of the social and behavioral sciences, including demography, and from such disciplines as psychiatry, public health, the design professions, and fields related to the use of natural resources (such as environmental impact assessment and recreation). Affiliates and Affiliates-by-invitation shall be persons who are not members of the American Psychological Association, but whose qualifications otherwise are at least equivalent to those required for membership in the Division. Affiliates and Affiliates-by-invitation will enjoy full rights in Divisional affairs including holding office and voting, and all other rights and privileges of Divisional membership consonant with the By-laws of the Association. Affiliates shall be elected by a majority vote of the Executive Committee of the Division, following nomination by the Membership Committee or by petition of ten Fellows of the Division. Candidates for Affiliates-by-invitation may be suggested to the Membership Committee by any Fellow or Member of the Division.

Affiliates-by-invitation will not pay dues. (Affiliates and Affiliates-by-invitation were given rights to hold office and vote by approval of a By-laws change vote by in August 1998 when the mail election results were announced at the annual business meeting.)

5. Student Affiliates shall be persons interested in or primarily engaged in the advancement of psychology as a science and as a profession, and who have met the standards of the American Psychological Association for this status. Such persons shall be entitled to attend and to participate in the meetings of the Division, without vote, and shall be entitled to receive the publications of the Division. The minimum standards for election as a Student Affiliate shall be enrollment in a graduate school of recognized standing and in a program of Population Psychology, Environmental Psychology, or other related field. Application for Student Affiliate status shall include evidence of the above.

6. The secretary will receive new memberships, will keep records of membership in all categories, and will inform members of changes of status. (Approved by vote of membership at the Toronto Business meeting in 1996.)

7. (This item previously required the Secretary to notify members of their election to the Division. The election procedure was repealed by passage of the current Item 6, Article II that also incorporated the duty of the Secretary to notify members of any change in their status. Old Item 7, Article II was repealed by bylaw vote at the Toronto Business meeting in 1996.)

8. Any member may be expelled from the Division for cause by a two-thirds vote of the members present and voting at an annual meeting. The vote shall be taken by secret ballot. Such vote shall be taken only upon recommendation by a special committee of three members to be appointed by the Executive Committee to investigate the particular case. The committee's recommendation will be submitted (a) only after it has accumulated the relevant facts and has given the member an opportunity to answer the charges both in writing and by appearing in person before the committee, and (b) after the committee's recommendations have been reviewed and approved by a majority vote taken by secret ballot of the Division Executive Committee. An affiliate membership may be terminated by action of the Executive Committee.

9. On all matters calling for action by the membership of the Division, each member shall have one vote. Voting by proxy is disallowed.

Article III. Officers

1. The officers of this organization shall be a Divisional President, a Divisional President-Elect, the immediate Divisional Past-President, the Secretary, the Treasurer, and such Divisional Representatives to the Council of Representatives as are provided for in Article IV of the By-laws of the American Psychological Association.

2. The terms of office for the President shall be one year, preceded by one year as President-Elect and followed by one year as Past-President; for the Secretary, three years; for the Treasurer, three years; and for Divisional Representative, three years. No officers of the Division may succeed themselves in the same office without at least one year intervening between

terms. The tenure of office for Representatives shall be so set initially as to provide for staggered terms in the future. Similarly, the terms of office for Secretary and Treasurer shall be so set initially as to provide for staggered terms in the future.

3. It shall be the duty of the Divisional President to preside at all meetings of the Division, to serve as chairperson of the Executive Committee of the Division, to exercise supervision over the affairs of the Division, to be Chair of the Program Committee of the Division's annual convention, to be ex-officio member of all committees, and to perform such other duties as are incident to the office or as may properly be required of the President by vote of the Executive Committee. (By mail ballot of the membership in 1998, the President's duties were expanded to include being Chair of the Program Committee.)

4. It shall be the duty of the Division Past-President for the one year following his/her term of office as the Division President to serve on the Executive Committee and to carry out such other duties as may be delegated by the President.

5. It shall be the duty of the Division President-elect to serve as a member of the Executive Committee, to preside in the absence of the President, to be Co-Chair of the Program Committee of the Division's annual convention, and to carry out such other duties as may be delegated by the President. (By mail ballot of the membership in 1998, the President-Elect's duties were expanded to include being Co-Chair of the Program Committee.)

6. It shall be the duty of the Secretary to serve on the Executive Committee, to keep the records of all meetings of the Division and the Executive Committee, to issue notices of meetings and calls for nomination of officers and members of the Executive Committee. Also, the Secretary will send dues notices to affiliates and student affiliates. It shall be the duty of the Treasurer to serve on the Executive Committee, to have custody of all funds and property of the Division. Also, the Treasurer (in cooperation with the Secretary) shall receive and collect dues from Affiliates and student affiliates, and shall collect any special dues that may be voted in accordance with Article VIII of these By-laws. Also the Treasurer shall make disbursements as authorized by the Divisional Executive Committee or as legally required by the Division. (Certain duties for the Secretary and Treasurer were added by a bylaw vote at the Toronto Business meeting in 1996; see "Population & Environmental Psychology Bulletin", 21(3), Autumn 1995.)

7. It shall be the duty of the Divisional Representatives to discharge the responsibilities specified in Article III of the By-laws of the American Psychological Association, and to carry out such other assignments as may be properly imposed by the President or Executive Committee.

8. In the case of the death, incapacity, or resignation of the President, the President-Elect shall act in his/her stead, performing all the duties incident to the office. In the case of the death, incapacity, or resignation of any other officer, the Executive Committee shall, by majority vote, elect a successor to serve until the next annual meeting of the Division.

Article IV. Executive Committee

1. There shall be an Executive Committee of the Division, consisting of the Divisional President, the Divisional

President-Elect, the immediate Divisional Past-President, the Secretary, the Treasurer, the Divisional Representatives, three Members-at-large, and chairpersons of all Standing and ad hoc Committees.

2. Members-at-large shall serve terms of three years. In order to effect staggered terms, the tenure for members-at-large elected at the first election shall be planned accordingly. The other members of the Executive Committee shall serve for the duration of their terms of elected office or appointment.

3. The Executive Committee shall exercise general supervision over the affairs of the Division, legislating such policies as may seem proper to the interests of the Division. This committee shall perform the duties and abide by the limitations specified in these By-laws. It shall use mail ballots whenever they are deemed appropriate in matters affecting Division policy. The Executive Committee shall meet at least once each year, before the time of the annual Division business meeting, and shall make a full report to the membership at the time of the annual business meeting. Actions of the Executive Committee are subject to approval by a majority vote of the members present and voting at an annual meeting or voting in special mail ballots.

Article V. Nominations and Elections

1. All officers and members-at-large of the Executive Committee of the Division shall be elected by a majority vote of the members casting mail ballots. Nominations and elections shall be conducted in accordance with the rules and procedures of the American Psychological Association. Every effort should be made to obtain proper representation of the constituencies represented in the Division.

After any two consecutive elections for officers of the Division in which either population or environmental psychology candidates are elected, then the following election will post only candidates from the opposite background from those two consecutive elections. Thus, if two consecutive presidents are from environmental psychology, then the next election will post only candidates from population psychology. This rule will be applicable to all elective officers. (Approved in the August, 1988 business meeting.)

2. There shall be at least twice as many nominees as there are persons to be elected for each office and for members-at-large of the Executive Committee.

3. At its discretion, in order to broaden representation as to field of interest, geographic location, sex, institutional affiliation, age, etc. of the officers of the Division, the Election Committee may place one additional name on the ballot for each office for which election is being held.

4. Before a nominee is placed on the ballot, his/her willingness to be a candidate must be confirmed by the Election Committee or APA.

5. Officers and members-at-large of the Executive Committee shall assume office on the first day following the close of the annual meeting at which their elections are announced, and shall hold office until their successors are elected and assume office in their stead. If an officer or member-at-large of the Executive Committee fails to accept his/her election, that place shall be filled by action of the

Executive Committee under Article III, Section 8, of these By-laws.

6. In the event that any Divisional election processes or results are challenged on the basis of alleged irregularities, the Divisional President shall notify the full Executive Committee by phone or mail concerning the allegations, and the Executive Committee shall vote on the correctness of the challenge. If the challenge is supported by a majority vote of the responding members of the Executive Committee, the election for the affected office(s) shall be speedily reconducted by a special mail ballot of the Division membership.

Article VI. Meetings

1. The annual meeting of the Division shall take place during the annual convention of the American Psychological Association and in the same locality. The Division shall seek to coordinate its program with and participate in the program of the Association, and it shall transact such business and arrange for such activities as are proper to its fields of interest.

2. Other meetings may be called, as are considered appropriate and feasible, by action of the Executive Committee.

3. A quorum shall consist of those members present and voting at the annual meeting of the Division and at any other properly called and announced meeting of the Division.

Article VII. Committees

1. The committees of the Division shall consist of such standing committees as may be specified in these By-laws and such special committees as may be created by the President with the advice of the Executive Committee or established by vote of the voting membership.

2. Committees shall serve for terms designated by the President with the advice of the Executive Committee. Their membership shall be determined by appointment by the President, subject to the provisions of these By-laws, with the approval of the Executive Committee.

3. There shall be a Membership Committee whose responsibility is to develop and implement programs and procedures to both recruit and retain membership in the Division. (The structure and function of the Membership Committee was changed by a bylaws vote at the Toronto Business meeting in 1996.)

4. There shall be a Program Committee responsible for making arrangement for the program and annual meeting of the Division in accordance with Article VI, Section 1, of these By-laws.

5. The Election Committee shall consist of the Divisional President, President-Elect, immediate Past-President, Secretary and Treasurer. It shall be the duty of this committee to seek suggestions from the Division membership regarding individuals to be nominated for Division offices and, in cooperation with the Election Committee of the American Psychological Association, to conduct and supervise the mail elections of the Division as provided in Article V of these By-laws.

6. The Committee on Fellows shall consist of three Fellows of the Division appointed by the Executive Committee. It shall be the duty of the Committee on Fellows to receive all

nominations for Fellowship, to collect and consider such supporting materials as are necessary, and to recommend nominees for Fellow status in the Division, in accordance with the By-laws of the Division and of the American Psychological Association.

7. At the discretion of the Executive Committee other Committees may be appointed, including, for example:

a. A Committee on Public Education to promote the interests of the Division and its members by the development of contacts with other professional groups, with government organizations, with foundations, and with the public in general.

b. A Committee on Scientific Affairs to promote, publicize, and establish methods for honoring theoretical and research accomplishments in the fields of population and environmental psychology.

c. A Committee on Professional Practices to promote the interests of the Division and its members by concerning itself with matters of professional practices and ethics.

d. The responsibilities and functions of other special committees shall be delineated by the Executive Committee when they are established and may be changed at any time by action of the Executive Committee.

Article VIII. Dues and Assessments

1. A part of the annual dues paid to APA by Fellows, Members and Associates reverts to the Division, as determined by APA regulations. Dues and assessments for Affiliates, who are not members of the Association, shall be established by the Division Executive Committee.

2. Dues and assessments for APA members are collected by APA. The Division Treasurer shall collect dues and assessments from Affiliates.

3. Changes in assessments shall be recommended by the Division Executive Committee and shall be decided by a majority vote of those Fellows and Members voting at an annual meeting or by mail ballot of the members. Dues and assessments shall be levied against all members except Affiliates-by-invitation.

Article IX. Amendments

1. The Division, by vote of two-thirds of the voting membership present, at any annual meeting, or by a majority vote of the voting membership voting on a mail ballot, may adopt such amendments to these By-laws as have been (a) read at the preceding annual meeting, or (b) mailed to the voting membership at least two months prior to vote, or (c) published in an appropriate communication of this Division, at least two months prior to vote.

Article X. Enabling Action

1. The new Division shall come into being and these By-laws shall be in force when the Division and the By-laws have been approved by the American Psychological Association.

PLEASE POST

CALL FOR PAPERS: APA DIVISION 34 STUDENT PAPERS COMPETITION

Division 34 invites submissions for its annual refereed paper competition for students doing original research in Population and Environmental Psychology. The winner will be given a special place at the Division 34 poster session at the APA convention in Boston, in August 1999 and will receive a cash award of \$300. All entrants will receive a year's free membership in Division 34.

All graduate and undergraduate students currently doing research in areas related to Population or Environmental Psychology are eligible. Papers may be based on thesis or dissertation studies or on other research. It is not necessary to be a student affiliate of Division 34 nor of APA to submit a paper to the competition.

Papers should be 10-20 pages in length, including references, figures, and tables, presented in APA format [described in the Publication Manual of the American Psychological Association (4th edition)]. Empirical, theoretical, and methodological papers related to Population and/or Environmental Psychology are appropriate. The first author should be the major contributor to the research reported. Other individuals involved in the research (i.e., faculty advisor, other students) should be listed in the acknowledgments section.

The winning paper will automatically be included in the Division 34 poster session at the next APA convention. The winner should make every effort to attend the convention for the award presentation.

To enter, submit four copies of the paper by **November 30, 1998**. An accompanying cover letter should indicate the first author's name, address, telephone number and the name and address of the student's faculty advisor. Send entries to:

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