President's Column

Environmental Psychology, Weather, & Climate

By Alan E. Stewart, PhD
University of Georgia, Athens, GA

I would like to accomplish two things in this column, the first of which is to introduce myself as President of Division 34. I am a native of North Carolina and attended the University of Georgia where I completed doctoral studies in counseling psychology in 1994. Because I have always had a keen interest in weather and in human-environment interactions, I recently completed undergraduate-level training in atmospheric science at Georgia. Along the way, my research has taken a decidedly environmental psychology focus and I am now working primarily on a psychology of weather and climate. I am honored to serve as the Division’s President this year and hope to continue the good work initiated by previous Division leaders. I also hope to oversee an update of our Division’s web page, among other projects. The second thing I would like to accomplish through this column is to stimulate the thinking and creative potential of our membership by discussing some of the ways that our diverse expertise could be used to study and to intervene in the area of global climate change.

There are several reasons for an emphasis on human-atmosphere dynamics at this time. First, environmental psychologists historically have focused upon the terrestrial environment relatively more than the atmospheric environment. Second, the APA Taskforce on the Interface Between Psychology and Global Climate Change has formally brought psychology into the public, scientific, and policy-making fora of climate change (http://www.apa.org/science/climate-change/). Third, psychological perspectives on global climate change embody the multidisciplinary and trans-disciplinary work that our Division membership reflects, both now and in the past. For these reasons we have a unique opportunity to shape, define, and engage the society’s responses to climate change.

There are many fronts on which productive engagement can occur. The work of the APA Taskforce and recent work in conservation psychology both emphasize the application of social and environmental psychology to reduce those behaviors and practices that contribute to anthropogenic greenhouse gases. Much of this work acknowledges that although climate change is inevitable, efforts to mitigate the human burden on the atmosphere are essential parts of adaptation through sustainability.

Related to this forum of scholarship is a line of inquiry and practice in environmental psychology, perhaps more popular with the clinical and counseling psychology members of our Division, which focuses upon the relationship of human welfare with the nature and quality of the environment. Here, the environment is a source of healing and connection for people. Thus, the condition of the terrestrial and atmospheric environments will be reflected in the physical and mental health of people. This adjustment paradigm also exemplifies how we might approach human responses to an altered climate system that produces hazardous weather events (i.e., hurricanes, tornadoes, floods, etc.) more frequently, or on a wider scale such that societal impacts are increased.

Population psychology offers a framework for uniting work within the adaptation and transactional paradigms with that emerging from conservation psychology and the new environmental paradigm. That is, because a majority of the world’s population now resides within urban centers, natural hazards stemming from an altered climate system have the potential to affect progressively larger numbers of people in a single event. Such was the case with Hurricane Katrina that made landfall near New Orleans in 2005. Similarly, societal susceptibility has increased, although the timeliness and accuracy of forecast products have both improved, simply because more vulnerable and underserved populations are living in more geographically at risk regions throughout the world. What can we do to decrease the number of people who are exposed to heightened risks from natural hazards and must then adapt to threatening or harmful events?

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Population psychology similarly is very relevant with respect to conservation. As new generations inhabit the planet, what are the best ways to create cultures of sustainability and stewardship for the environment and how do these get balanced against (or with) economic interests? Matters of scope and scale with respect to the population are part of any paradigm in environmental psychology.

I hope that this overview illustrates some of the ways that members of our Division can engage in the emerging research and practice emphases bearing on our atmospheric environment. The intellectual diversity reflected in the different paths we have taken to work in this field positions us well to contribute on many theoretical/conceptual and empirical fronts. It is important for us to find opportunities to contribute what we know about individual and group behavior so that our voices as psychologists are heard by leaders and policy-makers who might not otherwise be able to appreciate the unique scientific contributions we can make compared to our colleagues in other social and economic fields.

Presidential Address: August 2009

(abridged from remarks presented at the Division 34 meeting in Toronto, at the APA annual conference)

Environmental Influences on School Adjustment

Saundra Murray Nettles, PhD
Independent Practice

“Sustainable supplies of food, water, and energy; protection from human violence, natural disaster, and disease; full access to the joys of learning, exploration, communication—these are goals for all of the world’s people.” —National Academy of Engineering, Introduction to Grand Challenges for Engineering.

Psychologists in Division 34 have engaged in work that addresses each of these goals. On the program for this conference you will see papers and commentary on topics ranging from perceptions of hurricane destructiveness, to environmentally responsible consumption, to peace parks. My talk this morning focuses on an aspect of the goal of full access to the joys of learning, exploration, and communication: how environmental influences can limit and sometimes enhance children’s success in schools. We should all be mindful that impoverished children and youth, especially those in chronic poverty, face multiple and severe threats from the physical and social environment. Spatial inequalities are real and we need to develop area-based programs to address them. However, evidence indicates that school outcomes of young people in a wide range of contexts can be adversely affected; as early as 1996 Bronfenbrenner and colleague depicted a worsening of circumstances across socioeconomic levels.

By school adjustment, I refer primarily to two categories of behavior. The first is academic (intellectual), which includes a wide range of skills and outcomes, such as reading, mathematics, performance on standardized tests, and grades. The second is social and emotional behavior. This includes observance of rules, internalizing and externalizing behaviors, and delinquency. As Kathy Wentzel and Thomas Berndt point out in the overview of the groundbreaking issue of Educational Psychologist on social influences: “children must be socially as well as in—intellectually adept if they are to be successful students.”

The topic of environmental influences on school-related outcome is large and multidisciplinary. I will briefly summarize two major areas: excessive noise, particularly in and around schools, and environmental toxins. Several recent, excellent reviews cover these areas in detail. My focus will be on community and neighborhood influences, areas to which the multidisciplinary team that I work with have contributed both conceptually and empirically. I will include my exploratory work on networks of learning.

To organize the findings and insights, I will use Robin Moore and Donald Young’s (1978) framework which specifies three interdependent realms of children’s everyday experience: physical, or physiographic space, which includes objects, buildings, natural elements, and people; social space of human relationships; and psychological space, the realm of body and mind.

**Physical Space**

**Excessive Noise**

Excessive noise in and around the school building comes from aircraft, traffic, lawn mowers, sports, classrooms, and other sources. Research conducted over the last three decades has established the effects of excessive noise on academic behavior, as detailed in three major reviews (Anderson, 2004; Evans, 2006, National Research Council, 2006). Research has established that excessive noise adversely affects memory and attention, speech perception, and reading comprehension. Reading comprehension has been studied extensively; the studies have controlled for SES and age.

**Environmental Toxins**

Toxic chemicals are ubiquitous: mercury in fish; lead in plumbing, soil, and drinking water; pesticides on fruits and vegetables. What we don’t know about the effects of environmental toxins far exceeds what we know. According to the Collaborative on Health and Environment’s Learning and Developmental Initiative (2007), of more than 80,000 potentially hazardous chemicals, conclusive evidence for effects on the developing nervous systems exists for about 10 of them, with the three of them—lead, PCBs (polychlorinated biphenyls), and mercury—studied most extensively.

As reviewed by Evans (2006) and the Collaborative on Health and Environment (2007), lead accumulation in grade school students is associated with deficits in IQ reading, learning and memory. Mercury, which can pollute the water and food supplies, causes learning and developmental disorders. Even low levels of mercury are associated with reading and IQ deficits, among others. and PCB exposure also depresses IQ and reading ability. Toxins can also affect behavioral adjustment. For example, lead exposure is associated with ADHD, and with increased...
hyperactivity and externalizing behavior.

Social and Physical Space: Neighborhoods

The publication of William J. Wilson’s *The Truly Disadvantaged* in 1987 stimulated a rediscovery of the neighborhood as a source of influences on children’s development. Wilson argued that, beginning in the 1970s, black employment decreased in inner cities due to structural changes in the economy (e.g., shift from manufacturing to services) and, at the same time, working-class and middle-class blacks moved to higher-income neighborhoods in the city and the suburbs. The result was concentrated poverty. Hundreds of studies from different disciplinary and conceptual perspectives followed from Wilson’s publication, although interventions in impoverished communities had been stimulated earlier by War on Poverty legislation.

I grew up in a black, working-class neighborhood a mile from the Georgia Dome in Atlanta, and came of age working in Great Society programs: Head Start as a freshman, Upward Bound as a junior and senior, and a few years after I received the doctorate, as a director of field services in one of the largest anti-poverty agencies in the country. My practical experiences have informed my scholarship, and in the mid-1980s, I began thinking about the processes that led from community characteristics to successful outcomes for children and youth in poverty.

One of the first results was a paper that I read 25 years ago at AERA, followed by articles on youth investment in 1989 and community involvement in 1991. I developed a conceptual framework that linked community to individual development. Drawing on the description of communities that function well (Hurley, Barbarin, & Mitchell, 1981), the framework defined the community as an environment characterized by three features: structure, climate, and involvement processes. Community structure refers to the nature and organization of the physical features and social units within the community’s boundaries, such as educational resources and services, demographic characteristics, the adequacy and arrangement of buildings and streets in the community, the layout and decoration of interior spaces, crowding, and other aspects of private and public places. Community climate or culture encompasses the values, norms, and rules that serve to maintain community order and control, that promote extensive social interaction among community members, and that foster community members’ personal and social development. I defined community involvement as the actions (such as instruction, monitoring children’s behavior, and mobilization) that individuals and organizations take to promote the development of children and youth. I proposed that community involvement was the mechanism through which community characteristics were linked to student efforts to achieve, and through such investments, to attainment of valued ends.

Since 1984, the definition of neighborhood and community has evolved, as have statistical methods such as structural equation models. Investigators now have the tools to measure environmental effects more precisely. Neighborhood and community contexts are measured using, singly or in combination, demographic and social indicators, observations inventories, and participant perceptions, either aggregated to the neighborhood level or used as measures at the individual level.

Social and Physical Space

In 2002, my colleagues and I began collecting data for a study of neighborhood influences on adjustment to first grade among children in poor and non-poor Baltimore neighborhoods. Through interviews conducted in homes, we collected extensive school-related academic and social/emotional data on children, parenting practices and adult experiences, and information on community characteristics, include systematic observations of neighborhood conditions. 405 families participated, and the proportions mirrored the ethnic/racial population of Baltimore.

We developed a conceptual framework, called the Integrated Process Model (IPM), which depicts the complex relationships among social and physical characteristics that influence family functioning and child outcome. Some of the key findings that we have reported in tests of hypotheses derived from the IPM include:

- In low-risk neighborhoods, i.e., those characterized by low levels of physical/social disorder and fear, African American parents whose racial socialization messages promoted racial mistrust reported higher levels of externalizing behaviors, such as aggression, in their children (Caughy, Nettles, O’Campo and Lohrfink, 2006).
- Among African American families, a home environment rich in African American culture was associated with better cognitive and receptive language skills, but more so for boys in high-risk neighborhoods characterized by negative social climate compared with low-risk neighborhoods.
- Children who lived in highly impoverished neighborhoods that also had high levels of CIC (Community Involvement with Children, a composite measure of community cohesion and willingness of adults to assist children or intervene in misbehavior had Child Behavior Checklist (CBCL) scores that were approximately one full standard deviation higher than those of children living in highly impoverished neighborhoods with low levels of CIC (Caughy, Nettles, & O’Campo, 2007).
- Observed physical incivilities had a significant indirect association with poor school adjustment and a marginally significant association with positive school adjustment.

Psychological Space

I have discussed studies that test for differences in factors such as age and gender, factors that Moore and Thomas discuss as part of the realm of psychological space. In terms of age differences, for example, the effect of excessive noise on speech perception varies with age; younger children are more affected than older children. In the Moving to Opportunity experiment, boys made positive improvement.

Recent research suggests aspects of psychological space that extend the list of factors that Moore and Thomas identified.

Network of Learning

I view my own work over the decades as an exploration of children’s experiences in the network of learning. What is a network of learning? In A Pattern Language, architect Christopher Alexander and colleagues write, “Another network, not physical like transportation, but conceptual and equal in importance is the network of learning: the thousands of interconnected situations that

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occur all over the city, and which in fact comprises the city’s curriculum, the way of life it teaches the young” (p. 100).

Using autobiographical accounts of African Americans and selected secondary sources, I have begun to explore the physical and social contexts of education in black American communities from the perspective of those who experienced the different learning environments in childhood and adolescence.

I learned that, before Brown v. Board of Education (1954), interconnection among network places and people was strong; the clear and tight boundaries of black neighborhoods, the restricted geographic landscape made for intimate relations among neighbors and diversity among occupations and economic circumstances. However, beginning the 1960s, the network of learning in black communities was weakened been by social forces: crime, which kept learners away from parks and other places outside the security of home and school; the rise of two-parent, and single-parent wage-earning families, residential mobility of the black population, and urban development.

In the social space, I have found that “natural” educators, adults and peers with no formal training in pedagogy, often transmitted by direct instruction what they knew to young learners. Such lessons could be about the lives and circumstances of people in the family and the boundaries imposed by racial segregation. Some learning experiences were indirect. Rogoff and colleagues (2003) call learning through such close watching and hearing “intent participation.”

In the landscape of the physical space, school buildings, churches, and makeshift edifices served as sites for formal lessons. By the turn of the century, when black people were free to move about cities and the countryside, other spaces for learning were evident. Nature was a site for learner experiences throughout the evolution of the network; natural settings were mentioned in all of the narratives. However, parents have increasingly restricted children’s access to nearby nature due to safety concerns. Two of these places—community centers and free libraries—were inventions of the late 1800s and early 1900s; these places figured prominently in the narratives. Today such places increasing serve as sites for tutoring of information introduced in the school or for “school-like” programs sponsored by non-profits and run by youth development professionals.

In the psychological space, I found awareness of constraints posed by race to be the most salient consideration, although autobiographies of women found gender roles problematic. Perhaps the most interesting finding was the set of common experiences at the intersection of psychological, social, and physical spaces. Connection, a foundational experience with many facets (e.g., connectedness to heritage, relations with others), was evident in all of the personal narratives, although different forms of connection were associated with varied places in the network. Notably most of the authors described the home as the site of experiences of connection.

Nature afforded opportunities for renewal (in the form of play, reflection, and recreation) and exploration (discovery, independent travel, taking a novel route); practice (opportunities for skill development) were evident within several settings in the narratives.

The experience of empowerment (defined as perceived competence and control and mutual responsibility) was associated with celebrations of Black progress, activities in community centers, and interactions in the home. Design, efforts to shape the environment, plan, or shape the human experience was evident in the home and places of enterprise.

Implications for Psychologists in Educational Settings

- Become more informed about how school adjustment is affected by environmental factors
- Work in collaboration with policymakers and design practitioners
- Build home–school–community connection to enhance children’s development
- Expand the definition of academic performance to include what is learned out-of-school
Awards

Stuart Oskamp Receives APF Gold Medal Award

Patricia Winter, PhD
USDA Forest Service Pacific Southwest Research Station

Fellow Division Board member-at-large Sally Augustin and I were proud to be present at the APA/APF awards ceremony on August 7th at the Fairmont Royal York Hotel in Toronto, Ontario, Canada. Sally and I have both had the privilege of getting to know Stuart Oskamp during our graduate studies at The Claremont Graduate School (now University). Stu has been an inspiration to both of our careers through his enduring commitment to applied psychology.

Of particular interest to the Society for Environmental, Population, and Conservation Psychology is his longstanding interest in resolving such pressing issues as overpopulation, environmentally sustainable behaviors, and the threat of global warming and climate change.

In recognition of Stu’s contributions to psychology, he was awarded the American Psychological Foundation’s Gold Medal Award for Life Achievement in the Application of Psychology.

The citation in the ceremony program reads: “For outstanding leadership in applying psychology to pressing problems facing humanity. Stuart Oskamp’s impact is seen in his many scholarly contributions, his professional service, and his influence on a generation of students. His textbooks and many edited volumes in areas of applied social psychology brought research and theory to bear on topics such as violence, technology, media, health, aging, gender, and diversity. His editorship of the Journal of Social Issues and the Applied Social Psychology Annual and his leadership of two national psychological organizations helped to shape the role of psychology in addressing great social challenges of the present and future.”

There is no doubt that Stu’s contributions will continue to demonstrate the remarkable power of psychology in transforming society.

Inter-American Award of Environmental Psychology

Taciano L. Milfont, PhD, Centre for Applied Cross-Cultural Research, School of Psychology, Victoria University of Wellington, Wellington, New Zealand

The Inter-American Award of Environmental Psychology presented during the latest conference of the Interamerican Society of Psychology (SIP) in June in Guatemala City. It recognizes contributions to the development of environmental psychology in the America continent.

Prof. Javier Urbina-Soria (National Autonomous University of Mexico) won the professional category, and Dr. César Octavio Tapia Fonliem (University of Sonora, Mexico) and Dr. Taciano L. Milfont (Victoria University of Wellington, New Zealand) shared the award for the student category.

The award was created by both the SIP Environmental Psychology Task Force and the Latin American Environmental Psychology Network to contribute in spreading the achievements of environmental psychologists and promoting research interests in this field.

The SIP was founded in 1951 and is the main international association promoting the development of behavioural sciences among the different nations of that continent, having Spanish, English, Portuguese and French as its official languages.

Division Name Change Update

By Alan E. Stewart, PhD, President, Division 34

You may recall that the Division members participated in a vote last spring to decide the issue of changing the name of our Division. Three options were provided for members to vote upon and the option that obtained the simple majority of votes was The Society for Environmental, Population, and Conservation Psychology. At first, the Executive Committee thought that a two-third’s majority of votes was needed for the name change. However, after consulting with APA’s Division Services Office and the Association’s General Counsel, who interpreted our Bylaws on this issue, we learned that there were sufficient votes to change the Division’s name. So, pending approval by the APA Council of Representatives, Division 34 will become known as The Society for Environmental, Population, and Conservation Psychology. Speaking on behalf of this year’s Executive Committee and the Division’s previous leaders who have worked on this issue, I hope that our Division will continue to represent and reflect the work of a broad constituency of scholars who are concerned with our environment.
In a frank account of working with psychologists and readability (Marsh & Glassick, 1988), visual appeal, sensitivity to user context, the importance of format and style, including outside audiences emphasizes the critical role of psychology to elevate the human condition and advance human potential both now and in generations to come. It executes this mission through a broad range of scholarship and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The American Psychological Foundation’s Henry David Fund was established to support young psychologists with a demonstrated interest in the behavioral aspects of human reproductive behavior or an area related to population concerns.

**American Psychological Foundation (APF) Mission and Funding**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. It executes this mission through a broad range of scholarships and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The literature on research dissemination to diverse audiences emphasizes the critical importance of format and style, including visual appeal, sensitivity to user context, and readability (Marsh & Glassick, 1988). In a frank account of working with psychology-trained authors, two professional editors describe their struggles to stop authors from “using passive voice, bloodless prose, and hedged statements” (Josselson & Lieblich, 1996, p. 651), noting that such habits are exceedingly difficult to unlearn even when they are totally inappropriate to the ideas the authors want to convey. These editors recommend that students should be taught a range of styles to use as the occasion requires.

Bilingualism, in terms of the ability to engage productively in both endo- and exocommunication, had interesting effects upon my career. I have talked to and written for diverse audiences, including visual merchandisers (I had not known what this term meant until I was invited to talk at their annual meeting), food safety inspectors, prison officials, arborists, and the Army Corps of Engineers. At a 1970 conference in Amsterdam, sociologist Erving Goffman accused me of spending too much time talking to nurses and airport managers and too little time talking to my colleagues. I imprudently responded that he spoke mostly to himself, a position that was not productive in advancing the discussion. Today I would answer that I learned to speak two languages, one to reach colleagues through refereed journal articles, and a second, to reach the public in a variety of media and outlets.

By the public, I do not mean only amorphous and undefined “general readers,” but people in a variety of specific fields, roles, and occupations. Goffman was correct in stating that I wrote for airport managers (on ways to make waiting areas more passenger friendly) and for librarians (on arranging chairs and tables to facilitate study-related activities). If he could peruse my publication list today, he could have added to his indictment, articles for bicycle planners, city arborists, farmers market managers, arts administrators, and restaurant owners. I have written articles with EBR themes for trade periodicals aimed at all of these groups and more.

**Implications for EBR**

In my ideal world, environment-behavior researchers would write articles for multiple audiences. This is not the same article published twice, but different articles tailored to different audiences published in different types of outlets. Here are the audiences they should be reaching.

**Mission and Funding**

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**Request for Proposals: Henry David Research Grant**

**Description**

The fund sponsors the Henry David Research Grant, which provides support for ongoing research in behavioral aspects of population studies or human reproductive behavior.

**Program Goals**

Encourage and enhance the development of talented graduate students and early career researchers.

**Funding Specifics**

One annual grant of up to $1,500.

**Eligibility Requirements**

- Applicants must be graduate students conducting dissertation research or early career researchers with not more than seven (7) years postgraduate experience;
- Demonstrated interest in human reproductive behavior or related population concerns;
- Open to applicants in all relevant disciplines who have a demonstrated psychological approach to their work, with preference given to psychologists.

**Applications Procedures**


Please direct questions to Kim Palmer Rowsome, Program Officer, at krowsome@apa.org.

**Dual Dissemination in EBR**

**Bob Sommer, PhD**  
**Professor Emeritus, University of California, Davis**

As is typical of most academic fields, environment-behavior researchers write mostly for other environment-behavior researchers. These inward-directed articles employ the jargon of our field, rendering them unintelligible to outsiders. I do not object to current journal policies, as research journals are intended for endocommunication (communication within a field) and not for exocommunication (communication outside the field). Designers and space managers do not read technical EBR journals and would not understand them if they did (Philip, 1996). When I started my personal space research in the 1950s, I wanted the results to reach design professionals. To do this I felt it necessary to publish articles in periodicals designers read and written in a style designers would understand.

The literature on research dissemination to outside audiences emphasizes the critical importance of format and style, including visual appeal, sensitivity to user context, and readability (Marsh & Glassick, 1988). In a frank account of working with psychology-trained authors, two professional editors describe their struggles to stop authors from “using passive voice, bloodless prose, and hedged statements” (Josselson & Lieblich, 1996, p. 651), noting that such habits are exceedingly difficult to unlearn even when they are totally inappropriate to the ideas the authors want to convey. These editors recommend that students should be taught a range of styles to use as the occasion requires.

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**Implications for EBR**

In my ideal world, environment-behavior researchers would write articles for multiple audiences. This is not the same article published twice, but different articles tailored to different audiences published in different types of outlets. Here are the audiences they should be reaching.
1. For EBR colleagues: Theoretical articles and empirical studies published in research journals; technical books and monographs; and papers and posters presented at conventions.

2. For designers: Well-illustrated articles in design periodicals.

3. For space managers and regulatory agencies: Lively, jargon-free articles in trade magazines for people in a given occupational category; e.g. an article on hospital design would go to one of the many health and hospital periodicals; and an article on supermarket layout to a trade magazine devoted to food retailing.

4. For space users/occupants: Trade and crossover books; popular articles in newspapers, newsletters, and general magazines.

There are many issues of dual dissemination that I cannot address in a brief article. Because there is no peer review in non-journal outlets, input from people working in a field is essential before the article is published. Drafts of our articles on bicycle path design were circulated to bike advocates and city officials; drafts of papers for architectural glossies went first to architects of my acquaintance before being submitted. This was not a perfect substitute for peer review but it eliminated mistakes that otherwise would have been made.

Ideally the sequence is to publish first in a peer-reviewed journal before publishing in a general outlet. However for many studies, such as those of primarily local import (a POE of a city park or school; a customer survey at a farmers market), whose results have little theoretical relevance, publication in a newsletter or newspaper may be the only feasible method of conveying useful information to stakeholders.

Graduate EBR programs should offer courses or workshops, or at least colloquia, in writing for general audiences, and specifically writing for visual-minded designers. Professional organizations can take steps to encourage their members to write for the public. Panels and discussions on this issue can be featured at annual meetings and awards can be given to members who have done this particularly well. Marris (1992) suggests that “We can train social scientists to write better, with a larger sense of constituency” (p. C2). Journal editors are in a pivotal position to suggest alternative outlets to contributors. When an article has timely implications for practice or policy, the editor can suggest that the author write a different article for practitioners or the public who are unlikely to read the technical version. This suggestion can be made independently of whether the article has been accepted or rejected.

References


Caroline Duvier
Otto-von-Guericke University
Magdeburg, Germany

This year, the 8th Biennial Conference on Environmental Psychology took place in Zurich, Switzerland. The conference was hosted and organized by Heinz Gutscher (University of Zurich) and Hans-Joachim Mosler (EAWAG, Zurich), and as usual, the conference language was English.

The conference was the biggest so far, with 226 researchers from 24 countries: Germany (27%), Switzerland (23%), the UK (10%), the Netherlands (9%), Japan, Thailand, Austria, Turkey, Canada, Sweden, Belgium, Italy, Australia, France, Hungary, Norway, Poland, Portugal, South Africa, Spain, Finland, Romania, Slovenia, and the United States.

The program of the conference consisted of 40 sessions with around 3–5 presentations each. The sessions covered a multitude of topics, ranging from virtual reality and simulations of restorative environments, environmental decision making, conservation and use of regenerative energy sources, human-based design and architecture, interdisciplinary approaches to sustainable consumption, connection to nature over to developing interventions to conserve energy and promoting certain types of transportation. The conference program and the abstracts can be downloaded from: www.sozpsy.uzh.ch/conference/Program_and_Abstracts.pdf

The official 2009 C.F.-Graumann lecture was delivered by Paul Slovic (University of Oregon at Eugene). His talk about “Risk as Analysis and Risk as Feeling: Seeking Environmental Sensitivity in a World of Data” was highly invigorating and passionate. Frances E. Kuo (University of Illinois at Urbana-Champaign) gave an inspiring presentation about “The Role of Green Places and Green Views in a Healthy Human Habitat”, and last but not least, Wan-
Current Division 34 Officers

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- Saundra Murray Nettles, PhD, Past President
- Christina M. Manning, PhD, Secretary
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Have news you would like to share with the rest of Division 34? For information on submitting to the Division 34 Bulletin, email Sally Augustin at sallyaugustin@placecoach.com.

Are you current with your membership? Are you a member of the Division 34 listserv? To find out or join, email Division 34 Secretary, Christina Manning at christie.manning@mac.com.