

UNITED STATES
NUCLEAR WASTE TECHNICAL REVIEW BOARD

Joint Meeting of the Panels on Risk and Performance Analysis
and the Environment and Public Health

Perceptions of Risk and Social and Economic Impacts

St. Tropez Hotel
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I N D E X

<u>SPEAKER:</u>	<u>PAGE NO.</u>
 Opening Remarks	
Garry Brewer, NWTRB	3
Paul Slovic, Decision Research.	13
Hank Jenkins-Smith, University of New Mexico.	15
 Panel discussion: What do we know about risk perceptions?	
*Causes of risk perceptions: demographic, attitudinal, cultural?	
*Stability of perceptions	
*Measurement of perceptions	19
 Panel discussion: What is the connection between attitudes and behaviors?	
*Factors that bias the measurement of stated intent	
*Social amplification of risk by the media	
*Analogous situations for understanding the relationship between perceptions, intent, and actual behavior	88
 Public comments	 143
 Panel discussion: What social and economic impacts could arise from perceptions of risk?	
*Basis for expecting impacts	
*Distinguishing the cause of a particular impact	
*Baseline monitoring.	163

1

2

P R O C E E D I N G S

3

DR. BREWER: I'd like to start the meeting, and do so by
4 welcoming everyone to this joint session of the Risk and
5 Performance Analysis, and the Environment and Public Health
6 Panels of the Nuclear Waste Technical Review Board. I'm
7 Garry Brewer. I chair both of the panels. In my other life,
8 I'm the Dean of the School of Natural Resources and
9 Environment at the University of Michigan.

10

Basically, what we're doing today is looking at the
11 question of risk from the point of view of perceptions,
12 looking at the question of risk perception, specifically, as
13 it's related to a nuclear waste disposal repository, and
14 significant social and economic impacts, so the chain, as
15 you'll see in the agenda of the day, begins with risk and
16 risk perception, and works its way through behavior, and from
17 behavior to impact, and from impact, in social and economic
18 terms, to mitigation and compensation.

19

So, we've got at least a logic which is underlying
20 the whole of the presentation today, and that logic will be
21 demonstrated as we go from piece to piece and chunk to chunk,
22 going from the risk perception all the way to the logical
23 conclusion of mitigation and compensation, with stops at
24 behavior and impact along the way.

1 I would like to, at this time, introduce colleagues
2 from the Nuclear Waste Technical Review Board; John Cantlon,
3 who is our chairman, Vice President of Research and Graduate
4 Studies Emeritus at Michigan State University, and I'll say
5 nothing about Michigan and Michigan State, if you do the
6 same.

7 Ed Cording, who is here, Professor of Civil
8 Engineering at the University of Illinois. John McKetta is
9 not with us today, although he had planned on being here. We
10 have, as well, Professor Dennis Price, who is a consultant to
11 the Board, former member of our Board, who is a Professor of
12 Industrial Systems Engineering at VPI, Virginia Polytechnic
13 Institute and State University, and to Dennis's left is Dr.
14 Pat Domenico, Professor of Geology at Texas A&M, former Board
15 member, colleague and a continuing consultant to the Board.

16 Now, a few words for those of you in the audience
17 who need to know something about the Board. The Nuclear
18 Waste Technical Review Board was established by Congress to
19 evaluate the technical and scientific activities undertaken
20 by DOE to characterize Yucca Mountain as a potential site for
21 a high-level nuclear waste repository. That, in about a
22 sentence, is what the Board's function is, technical and
23 scientific oversight and review.

24 The Department of Energy, under its current program
25 plan or approach, has determined that it will make the formal

1 determination of site suitability according to its
2 regulations, 10 CFR 960, a regulation DOE promulgated in
3 1984.

4 In a December, 1994 letter to Dr. Dan Dreyfus, our
5 Board expressed its views on how the DOE might evaluate some
6 of the physical characteristics of the site, such as faulting
7 and coupled processes, all of these that are important for
8 site suitability.

9 Under its regulations, the DOE must also make a
10 higher level finding with respect to the socioeconomic
11 impacts of siting, constructing, operating, closing, and
12 decommissioning a repository. Now, this is important,
13 because it describes what we're doing today.

14 In particular, the DOE, by analysis, must determine
15 that locating a repository at Yucca Mountain would not cause
16 significant social and economic impacts to surrounding
17 communities and regions that could not be offset by
18 reasonable mitigation or compensation. To get back to my
19 opening comments, we go from risk perceptions to behavior, to
20 impact, to mitigation and compensation, trying to explore the
21 territory.

22 The Panel on Environment and Public Health first
23 convened a session on socioeconomic impacts way back in
24 October of 1990, so this is not a first for us, although
25 getting to the place of looking at risk perception is

1 somewhat new territory. We've been in the business for at
2 least four or five years of asking questions related to the
3 environment and socioeconomic issues.

4 At our meeting in January of '95 in Beatty, Nevada
5 --and I see some familiar faces from up at Beatty--the
6 Department of Energy described activities that were underway
7 to look at social and economic impacts that might be
8 connected to population changes caused by repository
9 development. We term these regular effects in terms of
10 social and economic social sciences, which are related and
11 demonstrated here. In a March 3rd letter to Dr. Dreyfus, the
12 Board conveyed its initial views on the adequacy of those
13 efforts, and that, of course, is in the public domain.

14 Now, today, we're going to be looking at
15 socioeconomic impacts from a somewhat different perspective.
16 Third time. I'm sort of emphasizing the point, because it's
17 important. We want to explore the proposition that
18 perceptions of risk associated with a repository lead to
19 significant adverse social and economic effects. We're
20 exploring the proposition.

21 The Board recognizes that there is some
22 disagreement about whether a federal agency is legally
23 required to examine perception-based impacts, and I'm going
24 to say this very carefully and slowly to make it really
25 clear: The Board does not take any position on that

1 question, the question being whether or not we should be
2 examining perception-based impacts.

3 The purpose of the meeting today is to ventilate
4 the methodological, empirical, and analytic issues, the
5 technical questions that would have to be addressed to reach
6 a grounded and sound conclusion on the validity of the
7 proposition that I stated earlier. By doing so, we hope to
8 provide information that'll be useful to the Department of
9 Energy in making its decision about whether to pursue the
10 question of perception-based impacts in the context of its
11 site suitability decision.

12 Because, to date, the DOE has not undertaken a
13 substantial effort in this area, this meeting is organized
14 differently from almost any that we've ever conducted before.
15 It's an experiment on our part. We've invited a panel of
16 distinguished social scientists to give their views on what
17 it would take to test the proposition that risk perceptions
18 cause significant adverse socioeconomic effects.

19 Some of those joining us today have carried out
20 research sponsored by the State of Nevada. Others have
21 conducted research paid for by the Department of Energy.
22 Undoubtedly, the discussion today and tomorrow will draw upon
23 the work that these individuals have published and are
24 working on. It should be noted, however, that most of the
25 panel has not been directly involved in the debate over

1 perception-based impacts. In other words, they're going to
2 be looking at the issue from a qualified expert scientific
3 basis, but from a disengaged, or disinterested point of view.
4 They won't have a stake in it.

5 I would also like to point out that everyone
6 serving on this panel is doing so pro bono. No one is being
7 paid by the Board for their services and what they are
8 presenting for us today.

9 I should also point out that we are really quite
10 honored to have two former presidents of the Society for Risk
11 Analysis, Warner North and Paul Slovic, and in terms of a
12 professional association or affiliation, to get to the topics
13 on the table and on the agenda for today and tomorrow, I
14 would imagine that this is the professional association of
15 record, isn't it? If not, it is now.

16 So, what's our role, speaking on behalf of the
17 Nuclear Waste Board and my colleagues? What are we doing
18 today? We are operating as honest broker--which is something
19 that we try very hard to do. We are operating as a convener.
20 We are operating in the role of creating a place, a working
21 environment, this workshop, where questions that are quite
22 difficult, technically difficult, difficult from the point of
23 view of the social science, the practical implications of it,
24 where these can be explored, and explored with the help of
25 some of the finest people in the field.

1 In this particular role, in my role as chairman of
2 the session today and tomorrow, I would like to thank now,
3 and to acknowledge publicly the special efforts of two of our
4 panel members, Paul Slovic and Hank Jenkins-Smith.

5 Paul and Hank come here today not as
6 representatives of their research sponsors, and this is
7 something that everyone in the audience needs to know, and
8 I'm saying it straightforwardly. They are coming here as
9 consultants to us on the Board. They've helped us frame the
10 questions. They've helped us select others on this panel to
11 help us explore these very difficult questions, and so, I
12 want to acknowledge their role, and, also, right now, we
13 thank them very much for the efforts already expended getting
14 us to this point.

15 Now, before we get going with the agenda, I want to
16 take a moment and just go around the table and invite each of
17 the panel members to spend a moment or two, identify yourself
18 and explain who you are, where you're coming from--
19 physically, metaphysically.

20 Would you, please?

21 DR. BASSETT: My name is Gil Bassett. I'm a Professor
22 of Economics at the University of Illinois in Chicago.

23 DR. EASTERLING: My name is Doug Easterling. I'm a
24 research coordinator of The Colorado Trust Foundation in
25 Denver. I'm doing private consulting work for the State of

1 Nevada.

2 DR. JENKINS-SMITH: My name is Hank Jenkins-Smith. I'm
3 at the Institute for Public Policy in the University of New
4 Mexico, and I've been working for several years now on
5 contracts through the university to study risk perception
6 issues funded by the Department of Energy.

7 DR. KRAUS: I'm Steve Kraus. I'm an Associate with
8 Marketing and Planning Systems, which is a Boston-based
9 marketing and consulting firm. I was previously a Visiting
10 Professor at the University of Florida, where a lot of my
11 academic research focused on the relationship between
12 attitudes and behavior, which is of some relevance to this
13 issue.

14 DR. NORTH: I'm Warner North. I'm with a consulting
15 firm called Decision Focus, located in Mountain View,
16 California. I'm also associated with Stanford University as
17 a consulting professor in the Department of Engineering
18 Economic Systems. For the last year, I have been involved in
19 a research project funded by the Department of Energy through
20 Tulane University to develop an overview of risk issues
21 associated with the six largest sites, in budgetary terms, of
22 the nuclear waste, or, rather, the nuclear weapons complex.

23 Up until a year ago, I was a member of the Nuclear
24 Waste Technical Review Board, and I've had some association
25 with these issues in that context. In particular, I was a

1 member of the two panels that are sponsoring this particular
2 meeting. It is delightful to be back here and to see many
3 familiar faces in the audience, as well as the Board and
4 staff, and I'm looking forward very much to this meeting.

5 DR. OPALUCH: Jim Opaluch. I'm a Professor of Natural
6 Resource Economics at the University of Rhode Island.

7 DR. SCHUMAN: I'm Howard Schuman. I'm a research
8 scientist at the Institute for Social Research, at the
9 University of Michigan, and Professor of Sociology there.

10 I'm actually from the peninsula of Maine, just
11 south of Maine Yankee Nuclear Plant in Maine, and let me just
12 note that until two or three weeks ago, I had actually no
13 involvement or experience, or even reading in this area.
14 I've tried to get up to speed, and I visited Maine Yankee a
15 few days ago, and I've been reading lots of papers.

16 DR. SLOVIC: I'm Paul Slovic from Decision Research in
17 Eugene, Oregon, a research institute, and also the Psychology
18 Department at the University of Oregon. My interests are in
19 risk assessment, decision making and judgment of risk
20 perception.

21 For the last eight or nine years, I've been
22 associated with the socioeconomic impact research program of
23 the Nuclear Waste Project Office of the State of Nevada.

24 DR. VAUGHAN: My name is Elaine Vaughan, a Professor of
25 Psychology at the School of Social Ecology at the University

1 of California. My research is on social, cultural, and other
2 factors that influence how lay populations perceive risks of
3 processed scientific information, and adapt to situations of
4 risk.

5 DR. WILKINS: My name is Lee Wilkins. I'm a member of
6 the Broadcast News faculty at the University of Missouri
7 School of Journalism. My primary research focuses on media
8 coverage of hazards, disasters, and risk, and media ethics.
9 Not only do I not believe that last term is an oxymoron, I
10 actually believe those two topics are related.

11 DR. BREWER: Okay, thank you very much.

12 One of the things that the Board conspired to do is
13 to make sure that there is time for public comment on the
14 things that we're doing, and as a matter of procedure, anyone
15 in the public who, at some point, would like to have a moment
16 to inquire of members of our panel, or to make a statement,
17 you'll notice on the agenda, there's a time today at 4:45,
18 and another time tomorrow at 10:15 where this can be done.

19 For just purposes of orderly process, if you want
20 to make a statement, please sign up in the back with Linda
21 Hiatt. Linda, would you raise your hand? Okay, and then we
22 will be sure that you get your time.

23 Now, what I would like to do is to turn the meeting
24 over, at this point, to our two main conveners. That's Hank
25 Jenkins-Smith and Paul Slovic, and let them get the ball

1 rolling. Let the games begin, as they way.

2 Paul?

3 DR. SLOVIC: Thank you.

4 I'm very pleased that we're having this discussion
5 today, and I would like to thank the Board for the meeting.

6 I was asked to spend about five minutes of opening
7 discussion, and that's a rather challenging task when you
8 think of those of us who are researchers, who have been
9 involved in this, and who have seen over the past eight or
10 ten years, probably 200 research reports and a half dozen or
11 more books written on the topics related to this meeting.

12 Obviously, one isn't going to attempt to get into that kind
13 of material, and, in fact, that would preempt the
14 discussions, so I'd rather just make some very general
15 remarks about the issue of risk perception and what is often
16 referred to as the gap between the public and the experts.

17 And I would just like to illustrate this gap a
18 little bit by reading a few quotes that I've gleaned over the
19 years from people in the nuclear industry who have commented
20 on the public perception, ranging from a government official,
21 who said that public perceptions of nuclear power and nuclear
22 waste are grounded in ignorance and divorced from reality.

23 A second quote from Sir John Hill, who was chairman
24 of the Atomic Energy Authority in the United Kingdom, who
25 said, "I've never run across any industry where the public

1 perceptions of the problems are so totally different from the
2 problems as seen by those of us in the industry. The problem
3 of radioactive waste disposal is, in a technical sense,
4 comparatively easy."

5 Alvin Weinberg commented on this issue this fall,
6 as he said: "Nuclear waste can be sequestered with
7 essentially no chance of any member of the public receiving a
8 non-stochastic dose of radioactivity. Why, then, is the
9 waste problem the Achilles heel of nuclear energy? Why is
10 the public's perception of the nuclear waste issue at such
11 odds with experts' perceptions?"

12 Harold Lewis, in his book on technological risk,
13 said that the risk of nuclear waste disposal, if properly
14 done, is "ridiculously low." He went on to say that: "The
15 risk is as negligible as it is possible to imagine. It is
16 embarrassingly easy to solve the technical problems, yet
17 impossible to solve political ones."

18 I think he was right in pointing to the political
19 aspect of this issue, and I think one can contrast these
20 views of the public's perceptions with what is coming to be a
21 view of many of us in social science who would see risk and
22 risk assessment, risk perception as political processes as
23 much as technical ones, and risk assessment can be seen as
24 the process which reflects value judgments at every stage in
25 the development of an assessment, in which social and

1 political factors, such as attitudes and world views and
2 questions of equity and gender, race, power, control, trust,
3 all of these factors seem to be playing a major role in
4 shaping judgments of the public, but also, of experts as
5 well, in what might be called the social construction of
6 risk.

7 So much of the conflict and controversy surrounding
8 risk issues in general, nuclear waste issues in particular,
9 appears to be driven by these social and political issues.
10 It brings us back to Alvin Weinberg's central question: Why
11 is the public's perception at odds with experts' perceptions?

12 I hope we will also shed some light on the question
13 of the social, political, and economic impacts of these
14 perceptions.

15 Thanks.

16 DR. JENKINS-SMITH: Thank you.

17 I have been involved with this project for some
18 time, and one of the things that has been somewhat fun about
19 it has been the interaction from those of us who have
20 approached the problem from different angles.

21 About three or four years ago, Paul and Jim and I
22 and a variety of other people met at a--and I guess you were
23 there, too, Doug--met in Boulder to argue about these issues,
24 just in private, amongst those of us who do research on these
25 kinds of questions, and it turned out to be much more of a

1 collaborative kind of meeting.

2 We had common questions that we were looking at.
3 We were approaching them from different directions, and,
4 since then, I guess the sorts of research that have been
5 undertaken by people working on this problem have evolved on
6 somewhat parallel tracks, not necessarily focusing on the
7 same elements of the problem, or coming to the same
8 conclusions, but certainly resonating from one another in
9 constructive ways, and this meeting seems to be for following
10 in that spirit.

11 There are four critical points that I really hope
12 are going to be addressed and pushed around as part of the
13 sub-topics for these questions that we're addressing today,
14 and I'm going to list these not necessarily in order, but
15 these are the things, I think, that are going to shape a lot
16 of our understanding over the next few years that we work on
17 these questions.

18 Some of the major issues are methodological. As
19 you'll see today, we're going to be describing how we think
20 about public risk perception, its differences from expert
21 risk perception, things along those lines. When we work on
22 those things, we have some interesting measurement problems
23 that are associated with it. It's essentially, we use data
24 that come from stimulus/response experiments. We provide
25 people with a question, they respond in a particular way. We

1 do this both in qualitative and in quantitative kinds of
2 research. Figuring out what's behind that stimulus response,
3 and relating that to risk perceptions in a way that has a
4 bearing on how we measure impact is a central issue for us.

5 Now, there's several ways that you try to validate
6 these kinds of measurements, some of which come from
7 construct validity; how well does it relate, theoretically,
8 the way we think it ought to, to other measures; some of
9 which are criterion related; do people actually behave this
10 way, or engage in other activities in ways that comport with
11 the answers that they give us to their survey questions.

12 Now, we have a lot of construct validity that's
13 been done on these data, very little criterion-related
14 validity, and that's one of the issues, I think, that we're
15 going to have to push on in the next few years, getting some
16 criterion-related validity.

17 Another central issue is that of stigma;
18 understanding where it comes from, how people pick up images
19 of different kinds, and then, most importantly, I think, how
20 acquiring imagery, negative imagery associated with things
21 nuclear, may be attached to later behavior. How does that
22 connection work?

23 It turns out, from a lot of the research that we've
24 been working on, that having a negative image doesn't really
25 matter much unless it's related to the other images you have

1 of a place, and trying to figure out how this mechanism
2 works. I mean, different places may be very differentially
3 affected by having nuclear facilities, and understanding that
4 issue, I think, is going to be important for us.

5 Another issue which is of overriding importance to
6 me is making sure that we keep the entire question of risk
7 perception, stigma, and potential impact in context. The
8 fact is, nuclear waste is there. It's not going to disappear
9 because we don't put it in one place, and so the question,
10 for us as a society is not, simply: What will be the impact
11 if we put this stuff in a particular place, but what is its
12 relative impact; keeping it in context. I mean, those of us
13 who are trained in policy analysis think in terms of net
14 effects, not simply in terms of gross effects associated with
15 a specific site.

16 Then there are also implications for how we
17 structure the policy problem. Now, we've been talking about
18 this issue almost entirely as a waste issue. It's actually a
19 larger social question that has to do with how we manage
20 materials of these kinds, how we structure the institutions
21 that do this, what else they do, and I think some of the
22 mitigation potential for whatever sort of a storage process
23 we have for nuclear waste is going to have to focus on the
24 bundles of things that we do in designing a policy to manage
25 nuclear waste, not simply where we put it.

1 Those are the main issues that I think are going to
2 have to get exposed, ventilated, in Dan Metlay's words, in
3 order to start thinking about this stuff in a reasonably
4 coherent fashion. I think we've been making a lot of
5 progress from the standpoint of a lot of different people
6 working on this problem. We have a long ways to go yet.

7 DR. BREWER: Good. Thank you very much for good opening
8 comments. Thank you.

9 What I'd like to propose in terms of procedure, we
10 have general questions and topics allocated over chunks of
11 time in the next two days, and what I would like to do is
12 systematically, simply sort of start at the beginning, by
13 raising the general question, and then I'll direct traffic as
14 it needs to be directed, and, also, opening up the option to
15 my colleagues on the Board to be raising questions as the
16 conversation goes on.

17 One of the things that really, to start at the
18 beginning, one of the things that really is an issue is,
19 where in the world do risk perceptions come from? Are they
20 primarily demographic? Are they cultural? Are they somehow
21 or another tied to a place of origin? Various competing
22 theories that are in the literature, and I would like just to
23 open the topic up at its simplest.

24 Why is it that risk assessment, generally regarded
25 to be the scientific determination of the probabilities of

1 something happening--that's probably an oversimplification,
2 but it's the idea of the science base in terms of risk, the
3 Alvin Weinberg point of view, in Paul's terms. Why in the
4 world is it so at odds and so variant from the way people
5 perceive of events around them? How do we understand where
6 the differences come from?

7 One part of the issue, and a related question is:
8 How do we close the gap, if that, indeed, is something we
9 ought to be focusing on? Anyone care to pick up on any part
10 of that as a point of departure?

11 DR. JENKINS-SMITH: I'll take a shot at it.

12 DR. BREWER: All right.

13 DR. JENKINS-SMITH: The ways in which we arrive at
14 judgments about risks are really quite interesting from the
15 standpoint of those of us who do social science, because
16 there is so much apparent regularity across different kinds
17 of individuals. There are very different ways that different
18 people from different situations understand risk.

19 One of the dichotomies that Paul started this off
20 with was the difference between experts and the public, and
21 one way that you might frame that problem would be to think
22 about the members of the public use one set of heuristics or
23 decision rules to decide about how to rank risk, or how to
24 impute meaning to them, whereas experts use something quite
25 different.

1 Actually, it turns out, it's not quite that simple.
2 A lot of the work that Carol Silva and I and others at the
3 University of New Mexico have been focusing on is looking at
4 how experts think about risk. It turns out that they, too,
5 have rather systematic differences. In fact, the paper that
6 Paul and I just finished a little while ago looks at the
7 differences in the way that scientists think about risk.

8 Men and women scientists have very different views
9 of the magnitudes or the level of risk associated with
10 nuclear kinds of events. Women scientists, equally well-
11 trained, or at least in terms of equally high level degrees,
12 tend to see risks as being larger than do male scientists.
13 Life scientists tend to see larger risks associated with
14 things nuclear than do physical scientists, and this is based
15 on empirical evidence, which has some of the methodological
16 problems with it that I mentioned a little bit earlier.
17 Nevertheless, these are systematic differences, and they're
18 fairly substantial.

19 Within the public, these kinds of differences take
20 fairly systematic form. Women, in general, tend to see risks
21 associated with technologies--particularly nuclear risks--as
22 being much greater than men do. Individuals who see
23 themselves in disadvantaged positions in society tend to see
24 the risks as being larger than people who are in relatively
25 more advantaged kinds of positions.

1 So, looking at these kinds of regularities,
2 somebody who studies this has to ask: When we ask questions,
3 How risky is X? Define a scale. Define a kind of a
4 potential hazard, and somebody answers that question, what
5 are they doing? What are they filtering this stuff through
6 in order to give you an answer? And it turns out that it's
7 fairly complicated.

8 Part of it has to do with the ideological way
9 people approach the world, the political ideology of an
10 individual, or the way they think social relationships ought
11 to be ordered matters a great deal, and so there's some sort
12 of a relationship between how we think society ought to be
13 structured and where we fit in it that drives part of the
14 level of risk that people are seeing, and some of this is a
15 little--creates some problems for us.

16 One of the things that has been the case over the
17 last twenty or so years is people are increasingly convinced
18 that they have relatively little control over the major
19 social institutions that drive our society; government. The
20 level of trust in government, as you know, is at an all-time
21 low. The degree to which people think they can meaningfully
22 participate in shaping the major events in their lives has
23 declined, and as this happens, people's propensity to see
24 technologies as risky goes up.

25 Part of the answer we're picking up is from those

1 kinds of filters and heuristics that make sense of these
2 kinds of things. Paul and I have talked about this a lot.

3 Paul, did you have something that you wanted to add
4 to this?

5 DR. SLOVIC: Well, I think you've kind of opened up a
6 lot of the key issues, the fact that there are sort of
7 cultural and political attitudinal aspects that, you know,
8 how we see the world depends on kind of where we're coming
9 from in a social and political sense. Issues of equity and
10 fairness have been found to be very important in perceptions
11 of risk and perhaps Elaine can describe some of her research
12 in that area a bit later.

13 So, there are many non-scientific factors that
14 influence perceptions, and they influence perceptions of
15 technical people as well. In addition to the study that Hank
16 mentioned about men and women scientists, we've been studying
17 toxicologists for many years, who are the world's experts on
18 chemical risks, and finding that their judgments of chemical
19 risks are influenced by their kind of cultural views and
20 other non-technical factors, so part of the problem is that
21 risk assessment is still, even in a technical sense, is still
22 a young and emerging science, which is a very value-laden
23 and, you know, uncertain in many ways, so there's room for
24 other perspectives to influence these assessments.

25 DR. BREWER: One of the issues that's coming out already

1 in the discussion is the uncertainty about the basis of
2 difference in the risk perception, and the issue of how do
3 you measure it. I mean, you're not quite sure where the
4 differences are coming from. There are lots of things that
5 are, at least hypothetically, accounting for the differences;
6 sex, training, location, culture, ideology.

7 I'm just wondering if anyone would care to comment
8 on the methodological problems that really follow from that;
9 Howard or Warner, or someone who's been deep into--or Steve--
10 deep into the methodological issues that are really called
11 into question right here. I mean, what do you measure, and
12 do you know what the measurements are all about, is basically
13 it.

14 Warner, and then Howard.

15 DR. NORTH: I'd like to put another item onto the
16 agenda. I sit on this panel not as a social scientist, but,
17 rather, somebody who has been exposed a lot to this problem
18 and similar problems, including toxic substances, as Paul
19 Slovic has just been mentioning, and global climate was the
20 issue I was on last night, and I find that as I look over a
21 number of years of activity with the Society for Risk
22 Analysis, there are a lot of common themes as we deal with
23 these big policy issues involving uncertainty.

24 And before we get too deeply into the social
25 science, and the methodological questions, I'd like to raise

1 the point that there is a great deal of specialized
2 information involved here, and we have significant
3 differences between those of us who are specialists by virtue
4 of our training and our interests, and those of us who are
5 involved in these problems, but more as generalists, without
6 that kind of specialized training.

7 The thought experiment I do for myself, since I'm
8 not particularly a sports fan, is to think in terms of
9 understanding the strategy, for example, of the San Jose
10 Sharks as they try to win game two from the Detroit Redwings
11 tonight, and how much there is--I chose an example, Garry--
12 how much there is about hockey that I don't know, and how
13 difficult it is for me to understand some of the subtleties
14 of that particular enterprise.

15 So, it is very easy for me to leap to conclusions,
16 make hypotheses, and the like, which an experienced hockey
17 fan or player would say are quite off the mark. They are
18 uninformed. They may be naive. On the other hand, once in
19 awhile, my outsider's viewpoint might have some grain of
20 accuracy to it that the insider's viewpoint would not have.

21 So the example I'd like to use with respect to
22 nuclear waste is going back to, I believe, that first meeting
23 in October, 1990, which I believe was in Reno, and recalling
24 the gentleman who represented the American Association of
25 Retired Persons, who got up in front of our group and said he

1 was worried about the repository exploding, like Chernobyl,
2 and with a public highway six miles away, that was a definite
3 threat to public safety, and that was a serious problem, and
4 we ought to think about it.

5 And some of us tried to explain to him that physics
6 suggested that this couldn't happen, that this was
7 inappropriate and not very well informed. I gave a speech at
8 the invitation of the University of Nevada, Reno, about
9 February of this year, at the invitation of Dr. James Seiber,
10 a man I've known for a number of years through the National
11 Academy, and I led off my speech describing that, and
12 describing it as an example of something that I thought, as
13 one educate in physics, was incredible; that a repository
14 can't explode, and within the next week I was confronted in
15 the paper by the announcement of Charles Bowman's work, and
16 asked by a variety of people would I comment on it.

17 The Board, incidentally, has had a session to look
18 at this in detail, and I have not. I retain my original
19 judgment, that I think having a critical mass of plutonium
20 form in a geological setting such that there can be a nuclear
21 explosion as opposed to criticality stretches my credulity.
22 I would have very great difficulty thinking about science, as
23 I know it, making that possible, but I want to keep an open
24 mind.

25 And I think the important aspect is to be able to

1 preserve a way of having constructive dialogue between people
2 that are generalists and people that are specialists, so that
3 we don't get politicized, we can learn from each other, and
4 we can try to separate out issues having to do with what will
5 happen, questions of information from questions of value,
6 question of, let me say, world view or value structure, and,
7 therefore, ideology in the sense that I think things should
8 be this way, and you think things should be some other way.

9 It's very hard to accomplish that separation, and
10 it seems to me, when I think of what may be going wrong that
11 is leading to this gap, it is both a breakdown in
12 communications, and perhaps a lack of respect between the
13 generalists and the specialists as to what their respective
14 roles can be and how there can be constructive dialogue
15 between them.

16 DR. BREWER: Okay, Warner. Thank you very much for some
17 good thoughts.

18 The conversation can take lots of different
19 courses. I propose that we work on sort of the
20 methodological questions to start with. We will inevitably
21 get back to the expert, generalist, lay person in the public,
22 and, particularly, in terms of how people conceive and
23 measure.

24 I mean, the measurement thing is really tied up
25 here as well. The role of the press, I think, is pretty

1 clear on all of this as a way of informing. Whether or not
2 simply speaking at the natives, in terms of trying to provide
3 education to make them smart about things experts know is a
4 good strategy is something I think we also probably will have
5 to come back to, because it seems to be a way that, often,
6 those who "know better" try to solve this problem.

7 Howard, I wanted to get to you next, because you
8 began to respond when we hit on the methodological issues.
9 Your own career and history is in the area of survey
10 research, and we have some very fundamental questions here
11 about measurement, measurement validity, measurement
12 stability over a period of time, what is it we're measuring.
13 I mean, this is a scientific board, and we'd like to hear
14 from your point of view as a well-respected, long time
15 professional, your take on these questions.

16 DR. SCHUMAN: Well, I actually want to ask a question.
17 As you said, most of my research has been on the
18 question/answer process in surveys and in questionnaires,
19 and, occasionally, in life, and it's led me to be fairly
20 skeptical of the results of surveys, except as one can make
21 crucial comparisons among different parts of the population,
22 or different types of questions. Just the bare findings from
23 a survey seem to me very fragile, very easily changed.

24 And one thing I noted, in reading the papers,
25 puzzled me. It's by one of the panel participants. It had

1 to do with the difference in the fear of a nuclear reactor
2 and of nuclear waste repository. A nuclear reactor, by this
3 one measure, at least, seemed less threatening than, say,
4 hazard waste incinerator, and yet, Chernobyl, as somebody
5 mentioned, is probably the most publicized nuclear disaster,
6 after Hiroshima, and that seems to me very strange, that
7 there would be much less fear of a nuclear reactor exploding
8 --or whatever happens with a nuclear reactor, and I'm not
9 at all scientifically expert on this--than of storage of
10 high-level waste, especially when technical experts say that
11 there's relatively little danger, and so forth.

12 So, I was very curious about that finding, and,
13 also, to just take this in a further methodological
14 direction, I was surprised that there was no follow-up asking
15 why. Again, I'm very distrustful of closed questions.
16 People will answer all kinds of questions that they know
17 nothing about.

18 We have a long history of research showing that all
19 of us, in fact, to some extent, will give forth with an
20 opinion about something that we have vaguely heard of, and
21 maybe about a third of the population have never heard of at
22 all, and I think it's very helpful to find out what people
23 are thinking when they answer questions, or to get at it in
24 other ways, and there are some other ways; qualitative
25 observation, and so forth.

1 But, anyway, Dr. Easterling, it's your study, and I
2 thought it was a very interesting finding, and I wonder if
3 you have some reflections on it.

4 DR. EASTERLING: Absolutely. I completely agree with
5 you. We report some results that talk about how likely a
6 person who had planned to attend a convention would--how
7 likely that person would be to change their mind if they
8 found out certain facilities were nearby, and we presented
9 them with, I think, five or six different facilities; low-
10 level nuclear waste, rad waste repository, high-level nuclear
11 reactor, I think a landfill--he's got the list in front of
12 him--prison, and we found things like 38 per cent said that
13 they would probably or definitely change their mind in
14 response to a repository, compared to maybe 2 or 3 per cent
15 for the other end of the extreme, like a landfill.

16 And what we tried to say in that article was that
17 we weren't saying that those are magic numbers, that we
18 really predict 40 per cent will change their mind, but we
19 took away the relative standing of a repository compared to
20 other facilities; that somehow, that was telling us that
21 people see that facility in a very different light. It's
22 something that touches a cord, and none of those other
23 facilities do, and maybe it's just the fact that it's a
24 novelty. Reactors have been around. Everything else has
25 been around a little more.

1 But, I think what we're seeing there is just the
2 tip of the iceberg, and we do need to delve further with
3 things like what Paul was saying, with the imagery studies.

4 DR. BASSETT: Two quick comments. One on the issue
5 that's just coming up, but just to provide just a little bit
6 more background context on the perceptions of risk, and it's
7 kind of gone without saying that the perceptions of risk not
8 only are different from what the experts think, but they're
9 also different from any sort of statistical, frequentist kind
10 of view as to what the odds are out there with regard to
11 accidents, disease, and so on.

12 It's interesting for me, as an economist, to
13 compare the kind of perspective that we're going to be
14 delving into when we look at these kind of risk perceptions
15 for just one second to look at economics.

16 In economics, we don't worry about perceptions of
17 risk, because perceptions of risk, according to current
18 wisdom, conventional wisdom, perceptions of risk will come in
19 line with the frequency of events out there in the world;
20 that if I persistently hold misperceptions about the
21 riskiness of a bond, I'm going to go bankrupt. If I
22 persistently mis-estimate the returns on other sorts of
23 physical assets, I'm going to go bankrupt.

24 So, in the economic world, in the financial kind of
25 world, there is this kind of mechanism, a kind of

1 evolutionary mechanism that's going to prune out those people
2 whose views about the frequency of certain kinds of events
3 gets way out of whack with what's actually going to happen in
4 the real world.

5 Now we enter this world, and we begin to see that
6 large differences definitely do exist. All the social
7 science research shows that they exist, and they can persist,
8 and it's very, very difficult, if, indeed, it should be the
9 case that the public's perceptions, out of whack with the
10 frequencies, should, in fact, be brought in line with that.

11 So, I'd just like to provide a little bit of
12 background context as to why economists, as a group of
13 people, aren't generally interested in these kinds of issues.
14 They get with the program, or they die a financial kind of
15 death.

16 To the question of risk perceptions, and what it is
17 that's being measured, one of the things that's motivated the
18 work that Hank and I have done is whatever it is that is
19 being measured, how does it differ across space? This also
20 gets to stability questions, which we haven't had enough time
21 to get to; how does it differ across time? It comes back to
22 the kind of comparative kind of issue.

23 We've looked at people's risk perceptions in
24 Michigan, around nuclear power plants. We've done a large
25 national survey for people who don't live in nuclear power

1 plant counties, people who do live in power plant counties,
2 and a third of the sample was Nevada, to try to assess what
3 the differences are in their perceptions of risk on the
4 perceptions that they're going to have with regard to if a
5 repository is put in their locales, so that, in this way, we
6 can, you know, skirt the issue, we can beg the question of
7 what's being measured here to see whether there's systematic
8 differences across the country with regard to these kinds of
9 issues.

10 And there are some differences which we can begin
11 to get into, but, basically, whatever is being measured,
12 we're seeing, tends to follow similar sorts of patterns
13 wherever we look. The gender differences that Hank alluded
14 to, that we first saw in Nevada, they're showing up in
15 Michigan, in Illinois.

16 Knowledge questions. We asked people about six or
17 seven knowledge questions that have to do with the
18 information that they have about a nuclear power plant; can
19 it explode, radiation--all cancer is caused by radiation. We
20 give people these kinds of questions, score them on these
21 knowledge questions. Is their knowledge related to their
22 perceptions of risk of permanent storage, temporary storage,
23 power plant generation of electricity? We find out that they
24 are wherever we look.

25 So that whatever is being measured, it's coming out

1 the same. You know, we're seeing the same species of being
2 here, and so I'd just like to toss that out. It doesn't get
3 directly--I've begged the question about what's being
4 measured. I don't know what it is, but whatever it is, we
5 all got a little bit of it.

6 DR. JENKINS-SMITH: I guess I would add to that, too. I
7 mean, there are a variety of ways to measure this. We must
8 have done 20 or 30 focus groups across the country in sort of
9 extended conversations with small groups of people randomly
10 selected from their communities to try to understand what's
11 behind the answers that they give us to these things, and, by
12 and large, they are telling us that they are, indeed, deeply
13 frightened of this.

14 I mean, we've done some of these focus groups to
15 look at the difference in proximity to nuclear facilities and
16 see what effect that may have on people, and we, a month or
17 so ago, talked a bunch of individuals in Florida, in the
18 Miami area, and asked them about living near a nuclear
19 facility. This was not too far away from some operating
20 nuclear power plants, as many people here will know, and a
21 little while into this conversation, the issue of living in a
22 community not too far from an operating nuclear power plant
23 came up, and some of the folks became quite upset at that.
24 They didn't know that nuclear waste was, in fact, being
25 stored at this facility. They said they didn't vote on it;

1 that they didn't see it, simply because they lived in this
2 community, they didn't see this as something that they had
3 somehow sanctioned, or would find terribly acceptable.

4 Now, we see this all over the place. We've seen
5 this in the north, the south, everywhere we've gone to try to
6 talk to people, and there's a great deal of consistency in
7 these one-on-one conversations, and what we find in the
8 survey results, and so we have tried to get at this in
9 different ways.

10 DR. BREWER: So, in terms of methods, let me see if I'm
11 hearing something. Howard pretty much says that the closed-
12 end questions are not going to tell you very much. The
13 follow-up here is more intensive inquiries in focus groups,
14 one-on-ones, where you're actually in there, able to probe,
15 and figure out what in the world is it that you guys are
16 responding to, so it's a combination of the two methods.

17 DR. JENKINS-SMITH: That's correct.

18 DR. SCHUMAN: Could I just ask how you introduced the
19 issue itself?

20 DR. JENKINS-SMITH: How we introduced the issue of
21 nuclear waste?

22 DR. SCHUMAN: In the focus groups. I mean, did you ask,
23 "What's bothering you in this community?", or things like
24 that, or what--"How do you feel about nuclear waste?"

25 DR. BREWER: Yeah, that's a good question. How did you

1 get into it?

2 DR. JENKINS-SMITH: We've tried very different ways of
3 actually getting into the question. On some occasions, we
4 start with very general issues about environmental problems.
5 Sometimes we've started just open-ended, about what it is
6 that is concerning people in a particular community.
7 Incidentally, when we approach it that way, drive-by
8 shootings and crime, and so forth, come up the list vastly
9 ahead of any kind of environmental risk like this.

10 Once the issue turns to environmental risk, these
11 things tend to crystallize and become more prominent.

12 DR. SCHUMAN: Getting shot is an environmental risk in
13 some places.

14 DR. WILKINS: I just want to put on the table one other
15 thing that I think was kind of, at least what I heard, sort
16 of an unexamined normative assertion that I think bears at
17 least staring at a little bit more directly, and that is the
18 notion that the experts somehow have some corner on something
19 that lay people don't, and I would like to suggest precisely
20 the opposite; that, in fact, it is the lay people who may not
21 be good bayesian mathematicians, we do lousy base rates, we
22 don't wear out seat belts, all the rest of that sort of
23 stuff, but, in fact, have figure out in some sort of
24 intuitive, heuristic sort of way, a great deal about some
25 central kinds of issues that really do matter when it comes

1 to risk perception.

2 And I think that one of the things, at least those
3 of us who muck around in the field of risk communication,
4 have come quickly to the conclusion is, is that if your goal
5 is to convince Ms. Lay Person over here that the expert view
6 is the correct one, you will fail every time, but that if, in
7 fact, you honestly want to sit down and have a conversation
8 where the expert begins to discover that lay people know a
9 lot; that that is a far more successful approach, at least to
10 understanding risk perception, and I think some of these
11 findings really speak to that, that whether or not people can
12 put, you know, mathematical terms on these, these are issues
13 of fundamental concern to them.

14 And so, I just want to put out there the notion
15 that somehow we're going to convince, or anybody's going to
16 convince a group of folks, you know, that Bhopal was a good
17 thing, or that, you know, the Mississippi River isn't going
18 to flood. I left home, it was raining again this morning.
19 Those things really are not very likely, but, more important,
20 they're not really very likely for some very good reasons,
21 and we need to listen to what lay people are telling us in
22 this area.

23 DR. BREWER: Okay. Yes, Elaine?

24 DR. VAUGHAN: If I could follow up on Lee's point, and
25 then also make a point about methodology.

1 I think Gil's framing of the issue brought up a
2 fundamental conflict that's occurring in society, and that is
3 the terms with which we debate about nuclear waste, the terms
4 that define what are acceptable solutions depends on how you
5 frame or define the issue.

6 If you define the safety or the risk of nuclear
7 waste repositories in terms of probability, that's actually
8 an irrelevant fact if some other group has defined it in
9 terms of equity, or from some of Paul's work, the
10 catastrophic potential. So, even if the probability of a
11 major accident, let's say a spill in transporting the waste
12 from on site to the repository, even if that probability is
13 small, it doesn't matter if the catastrophic potential is
14 still there.

15 Chernobyl should have never happened. Three Mile
16 Island was not predicted to happen, and I think we have to
17 look at the contexts within which people are making decisions
18 and coming to perceive of risks. Society has a memory,
19 particularly for negative events, and I think some of the
20 "mistakes" and uncertain outcomes that have occurred are,
21 through the media, especially, can be raised again and make
22 very salient the level of uncertainty or perceived
23 uncertainty associated with these issues.

24 So, just to give a very clear example of this, if
25 anyone's ever tried to talk with someone who's afraid of

1 flying, you realize you can talk all day about the low
2 probability of a plane crash, you can talk about the chances
3 of--I'm talking from experience, I hate to admit--but you can
4 tell individuals all day long about the higher probability of
5 a car accident on the way to the airport than the plane
6 crashing, but it doesn't matter if you're focusing on a
7 catastrophic potential, no matter how small, if you're
8 focusing on the severity of the outcome, the fact that you
9 will not have control if something starts to go wrong.

10 So, I think we have to look at the fundamental
11 clashes between paradigms. The public seems to be defining
12 and framing these issues with a different set of terms than
13 experts, and one will never come to agreement or negotiated
14 understandings or solutions unless we somehow come to a
15 negotiated or common framing of the issues, a realization
16 that perhaps we need to expand our definition of what risk
17 is, expand it from the traditional definition.

18 And, just briefly, about some methodological
19 issues, I think some problems with methodology and measuring
20 risk perceptions have arisen from the fact that survey
21 results have often been used for situations or purposes other
22 than what they were constructed to do, so people will
23 sometimes use these survey results measuring perceptions in
24 order to predict behaviors, people's protest against the
25 siting of a repository.

1 And the surveys will not predict behaviors, because
2 behaviors are influenced by factors in addition to risk
3 perceptions. So one has to look at the purposes for which
4 surveys are constructed. That will lower the validity of
5 these surveys, and the reliability of the results if you're
6 trying to use them to predict, let's say, social conflict,
7 and people's response to repositories.

8 DR. BREWER: Okay. This is an important thread, because
9 in terms of the simplified logic of what we're trying to do
10 today, it's going from risk perception to behavior, and your
11 assertion is that the link is not a very strong one.

12 DR. VAUGHAN: I think there are circumstances where the
13 link is very strong.

14 DR. BREWER: But it's not a certainty, is what you're
15 saying.

16 DR. VAUGHAN: Not at all.

17 DR. BREWER: It's a very difficult measurement problem.

18 DR. VAUGHAN: If you look at people's behaviors, it is,
19 because people don't always act based on some abstract
20 ideology, and this was found in the sixties and seventies, a
21 lot of research on, for instance, racial attitudes and
22 society were notorious for being unreliable in predicting how
23 people would actually behave, and part of it was that the
24 attitudes were on a level of abstraction that were far
25 removed from the behavioral situations and circumstances in

1 which people actually react. How would you really react if
2 someone moved next door to you from a group that you weren't
3 particularly excited about?

4 So, ideologically, you may say, I'm not prejudiced,
5 I'm not concerned about that, but when someone moves next
6 door, you're concerned about property values or something
7 else. That's a different question. So I think one thing we
8 have to look at is the purposes for which surveys are
9 constructed, and look at that effect on validity issues.

10 DR. BREWER: Very good points.

11 It was Jim, and then Gib, and then I want to get
12 back to Howard on this issue, if he would. Jim?

13 DR. OPALUCH: Yeah. I wanted to just kind of follow up
14 on a number of comments that I've heard people say around the
15 room.

16 The first one, the risk communication issue, I
17 think, just like risk perceptions differ from experts and the
18 public, I think the term risk communication sometimes is used
19 incorrectly, where the experts say, "Well, risk communication
20 is I come, I tell you what the risks are, and you listen to
21 me," and that's not the right way to do it. It's got to be a
22 dialogue. Communication is a dialogue, not a monologue.

23 The second thing is uncertainty versus risk. In
24 economics, there's two different concepts of the two, and I'm
25 sure other fields also work with those two different

1 concepts. Risk is when you can place probabilities on
2 things. There's a probability of .01 that this is going to
3 happen.

4 Uncertainty, you can't necessarily put
5 probabilities on things. You know that there's a potential
6 for danger, but you can't put a number on that. You can't
7 estimate it. You can't come up with a precise measure of
8 what the probability is, and I think that when you get into
9 notions of uncertainty, you get into what's called fuzzy
10 logic, which is, you know, kind of the basis now of
11 artificial intelligence.

12 So, if we try and think of the public as saying,
13 okay, we can go out and we can measure what these
14 probabilities are, and we can tell you what those
15 probabilities are, and once you know that, you'll do a
16 calculation like any good computer will do, and come up with
17 --and then determine that, oh, no, I shouldn't make that
18 step. It's the wrong basis. It's just not the way to go
19 about doing it.

20 You know, it's well known that people use fuzzy
21 thinking, and that's not a pejorative term. In fact, it's a
22 very positive term. If you've had a computer and tried to
23 get it to go downtown and buy a stick of gum or something
24 like that, it couldn't do it. It would never get there, and
25 the reason is because there is not a precise task. You've

1 got to go out, you come across things, you've got to react to
2 what you see, and computers can't do that, although they can
3 do calculations like crazy, far greater than any member of
4 the public can do.

5 So, I think you really have to come from that
6 perspective of, you know, uncertainty, fuzzy logic, et
7 cetera.

8 DR. BREWER: Thank you.

9 Gib?

10 DR. BASSETT: Just a quick comment on the expert public
11 opinion issue. It seems like frequently the debate is the
12 experts got it right, and the public are messed up and need
13 to be educated, or the public's got it right, and the experts
14 are not taking into account the values and morals of the
15 public.

16 I'd like to suggest that it's complicated, more
17 complicated than this. The people that I know who tend to be
18 opposed to nuclear power think that the experts on nuclear
19 power have it all wrong, but those same people say that the
20 experts on global warming have got it right, and they turn
21 right around to them, and how the heck can we convince this
22 public who will not agree to emission reductions, that we've,
23 in fact, got it right, and the converse is also true.

24 The people who are opposed to emissions on global
25 warming think that those global warming guys got it right,

1 and they think that the nuclear waste people have it all
2 wrong, so the point of this either/or is to suggest that the
3 issue is more complicated than just the experts always have
4 it right, the public's always got it right.

5 Depending upon what you've got to take in the
6 debate, each side in this--and we'll certainly hear, you
7 know, other stories on this--can point to particular kinds of
8 events. The event that I could point to that, you know,
9 suggests that sometimes the experts--that there's some kind
10 of weird situation here, is about three years ago, there was
11 a big earthquake scare in the midwest that all of the experts
12 said was completely ridiculous, but the public took it as
13 face value, and schools were closed, people bought earthquake
14 insurance for a risk that, by any stretch of anybody's
15 imagination, was totally unfounded. It's just complicated.

16 DR. KRAUS: I'd like to start out by pointing out that,
17 much like Howard, I'm certainly not an expert on these
18 issues, and for the last few weeks, I really didn't start to
19 think about nuclear waste-type issues very much, so I hope,
20 maybe, that it will give me some insights into how
21 "uninformed" lay person thinks about them, because I
22 certainly consider myself in that category.

23 I think when we think about issues of nuclear waste
24 and talk about the gap between perceptions of the lay person
25 perceiving risk and experts, there's some unique qualities to

1 this issue that sort of lend themselves to this gap. One
2 which we've talked about is that there is, among many people,
3 a real lack of information in that people--I think the lay
4 person doesn't have a good understanding of what exactly
5 radiation is, you know, the different levels of radiation,
6 how much does it take to be dangerous, you know, where are
7 these radiation dangers located.

8 One survey, I think, found that something on the
9 order of one-quarter of Las Vegas residents said they would
10 be unwilling to live within 300 miles of a nuclear power
11 plant, when, in fact, something on the order of six nuclear
12 power plants are within that radius, and, in particular, you
13 know, radiation itself, you know, conjures up some troubling
14 images in the minds of most people.

15 I think when there's a lack of information, and
16 people try to make judgments about risk, something known as
17 the vividness effect comes into play, where, when presented
18 with a whole slew of supposedly rational information, and a
19 few very vivid instances, those vivid instances are weighed
20 very heavily.

21 So, as an example, if you're looking to buy a car,
22 you might go out and get all kinds of information from
23 *Consumer Reports*, and decide to buy a Volvo based on that,
24 but the night before you go out to buy the car, you're at a
25 party and somebody says, "Oh, yeah, I bought a Volvo that was

1 awful," and that particularly vivid piece of information
2 often carries a lot of weight, and I think that the images
3 that people have when they talk about these issues, whether
4 it's Hiroshima or Three Mile Island or Chernobyl, are
5 particularly vivid, and I wonder if the public's perceptions
6 of risk might be tied to the extent to which they are
7 influenced by these particularly vivid images, so that's one
8 thing that future research could possibly take a look at.

9 I think another thing that's unique about the
10 nuclear waste issue is there's a real lack of behavioral
11 feedback. If you're a bond trader, you're going to get a lot
12 of very specific feedback about exactly what the risks are,
13 and that feedback isn't going to be here in this situation.

14 So, to draw two conclusions from this, we've got
15 this finding that there is this gap between public
16 perceptions of risk, and supposedly objective perceptions of
17 risk. The first thing I would point out is just because the
18 public's perceptions of risk don't agree with what the
19 experts are saying, does not mean that the public will not
20 act on those perceptions, and that relationship between
21 attitudes and behavior is something we'll talk about more
22 this afternoon.

23 But if we're trying to look at what will the
24 economic impacts of this be, we do have to take a look at
25 what are the perceptions of risk among the public, and

1 whether that agrees with scientific evidence or not, there is
2 the possibility that the public will act on that.

3 The other thing I would point out, and it sort of
4 ties into Elaine's comments, I think when the public thinks
5 about nuclear waste and the risks that are involved, they're
6 not thinking just about probabilities and how likely is it
7 that something is going to happen. I think they think of it
8 in terms sort of like an expected value equation, where
9 they're essentially multiplying how likely is this to happen
10 by the severity of this, or the valance of this kind of
11 event, and I think the public puts, you know, such an
12 intensively negative valance on some of the possible outcomes
13 from this, that regardless of how probable they think it is,
14 when those two things are combined together, you end up with
15 very intensely negative attitudes.

16 DR. BREWER: Okay, good points. Other food for thought.
17 Paul?

18 DR. SLOVIC: I'd like to go back to the very interesting
19 comment that Howard Schuman made when he opened this series
20 of discussion with regard to nuclear waste perceptions versus
21 nuclear power, and to point out that the higher perception of
22 risk from nuclear waste relative to nuclear power has been
23 found with many different question formats, ranging from
24 psychophysical kind of magnitude estimation formats with
25 minimal description of the stimuli, to straightforward

1 attitudinal questions, questions about how close you'd be
2 willing to live to a facility, and quite a wide range of
3 different content formats, with a very consistent finding,
4 and not that nuclear power is rated as low risk. It's just
5 that nuclear waste is rated higher and often near the top of
6 whatever set of hazards one is looking at, and it's not just
7 in the United States, but the same result has been found in
8 Sweden and France and other countries as well, and I don't
9 feel that we do fully understand why this is. I think the
10 point about this should be followed up is worthwhile.

11 But there's a couple of elements I'd like to point
12 out that may partly relate to this, and one is that we find
13 in these studies that there's an inverse relationship between
14 perceived risk and perceived benefit, such that if you see
15 something as high in benefit, you tend to see it as lower in
16 risk, and vice versa, and we have some research just
17 beginning which suggests that maybe risk and benefit are sort
18 of derivative judgments to a more fundamental affective
19 evaluation of something as good or bad, kind of a more
20 primitive, visceral response, and to the extent that people
21 see some benefit to nuclear power, which certainly, there is,
22 that may be somewhat depressing their perception of risk
23 relative to nuclear waste, where people see that as providing
24 very low benefit. It's kind of an all bad sort of thing, not
25 that that's the right perception, but that's an element.

1 There are other issues as well. Even though
2 Chernobyl was obviously a major catastrophe, there are plenty
3 of incidents in the record which are getting considerable
4 publicity, particularly in this country, of contamination of
5 nuclear waste, particularly at former weapons facilities
6 around the country, such as Hanford or Rocky Flats and other
7 places, where we're now facing hundreds of billions of
8 dollars of clean-up costs, and we're not getting that
9 publicity about nuclear power.

10 The very fact that the nuclear waste program is
11 going at the pace it's going, with all the discussion and
12 debate about the safety may contribute to people's perception
13 that this, indeed, is a very difficult technical project, and
14 a very risky one, so I think all of these elements may be
15 playing a part in this.

16 DR. BREWER: Good. Thank you, Paul.

17 Warner?

18 DR. NORTH: I'd like to pick that up. I'm glad you
19 brought us back to Dr. Schuman's question. I think it's an
20 excellent one.

21 I find one of the most surprising bits of data that
22 we have is this replicated finding that members of the public
23 perceive a higher risk for a nuclear waste repository than
24 they do for an operating nuclear power plant, and the
25 question I'd like to pose to everybody--including myself--is,

1 one: What lies behind this? Why is this so? What mode of
2 thinking leads people to this set of perceptions?

3 And, if we don't know the answer to this, what lies
4 behind it, how might our methodology go about answering this
5 question and find out? I mean, is the path through focus
6 groups, or are there serious problems with focus groups? Do
7 we need to go more into a cultural setting to try to
8 understand this?

9 One thought that occurs to me is the way we frame
10 the problem with the words we use. If we call the repository
11 a dump, if we talk about time periods of 10,000 years or
12 greater, or if we frame it in a dimension that we are going
13 to manage it as carefully as we can for as long as we can,
14 but it is potentially dangerous for a long time, as are many
15 other things on the planet, do we change the perceptions
16 leading to the last point that was on Hank's list? What are
17 the implications for policy? Is there a way we can take a
18 simple question like this, and track it all the way down to
19 implications for policy, maybe to the level of, can we have a
20 more constructive set of dialogues on this issue than we've
21 had in the past.

22 DR. BREWER: A very good observation. There were two
23 quick hands when you started talking, Warner, about--Doug,
24 you want to go first, and then Hank?

25 DR. EASTERLING: Yeah, and Warner asked about four more

1 questions after I had my hand up, so I'm going to go back to
2 the first one.

3 DR. BREWER: It's his habit. We who know him have
4 learned to love it.

5 DR. EASTERLING: But the question I want to deal with is
6 the question of the comparison between nuclear waste and some
7 of the things that sometimes we know are more dangerous, and
8 I want to get back to something Elaine started, and try to
9 pick it up a little further.

10 I think we're forcing people into answering the
11 questions that they don't want to answer. In some sense,
12 just by virtue of the way we've set up the whole regulatory
13 process, and by the panel that you see today, the whole
14 debate is framed about how safe, how much risk is associated
15 with a repository, and people want to answer things about how
16 moral is a repository, and so that's a lot of what's coming
17 out in the risk perception data.

18 And I think, to go further, if we look at the whole
19 purpose of the panel, which is to try to predict behavior, I
20 think those perceptions, those broader perceptions about the
21 ethical and moral dimensions of a repository, is it moral to
22 bury something that poisonous underground, those are the
23 things that may be driving behavior, so maybe we need an
24 expanded scope on what we're measuring in terms of
25 perception.

1 DR. BREWER: Interesting point.

2 Hank?

3 DR. JENKINS-SMITH: Yeah. Back to the question of
4 what's behind these statements about nuclear waste versus
5 nuclear energy generation, for example, the focus group work
6 has, I mean, we've gotten extensive comments on things that
7 people think happen with respect to nuclear waste,
8 particularly when they begin worrying about the fact that
9 waste is stored on site at a nuclear power plant, and there
10 are two sides to this.

11 Quite clearly, risk is a big factor. People talk a
12 lot about the stuff's going to get in the water, it must be
13 getting into the air. We've heard that it's heated up the
14 Great Lakes up there. You know that, Garry. It's warm.
15 There's large fish, too, near the nuclear power plant, and
16 there are many other--

17 DR. BREWER: But do they glow in the dark?

18 DR. JENKINS-SMITH: Quite probably. The kinds of things
19 that people are worrying about or thinking about clearly are
20 health-related. I mean, there are many concerns, and these
21 are sort of--they are urban myths, things that people have
22 heard from somebody else, somebody who was, you know, fishing
23 off the shore line, and these are things that people believe,
24 stories that we get about things that are going on in the
25 world.

1 Tied to that are sort of questions about why is it
2 happening to us? Why hasn't anybody ever told us about this,
3 despite the fact that there's plenty of signaling going on
4 about what is, in fact, happening, but underneath it there
5 are clearly health concerns associated with waste that do not
6 hold for the operation of a nuclear power plant.

7 I mean, people regularly told us that the operating
8 of nuclear power plants is obviously something that they know
9 how to do. The one in their neighborhood, to the extent that
10 they know about it, hasn't blown up. They knew somebody who
11 worked there, but waste--the waste issue is different in
12 kind.

13 In replicated work that we have done, operating
14 nuclear power plants are perceived as less risky on a sort of
15 an attitudinal risk scale than driving a car in your own
16 community, but when you get to the notion of storage of waste
17 on site, transporting it, or permanent disposal, you get a
18 very large increase in the way people think about those
19 risks. That happens amongst people who live right near those
20 operating nuclear power plants.

21 It happens from people who've had no exposure of
22 any significant kind to nuclear facilities, and it happens
23 amongst folks out here in Nevada. This is a very regular
24 kind of finding, with a lot of sort of qualitative
25 sensibility to it when you look at the kinds of things that

1 people are imagining or thinking about when they talk about
2 waste versus nuclear energy generation.

3 DR. BREWER: We're touching a lot on a lot of issues,
4 and I'd like to get back to one of the opening questions, by
5 way of trying to get a sense of this panel. I mean, it's
6 your professional life, in varying forms.

7 We've talked about the demographic causes of risk
8 perception. We've talked about--Doug, just a moment ago--the
9 ethical kind of underlying cause of risk perception. We've
10 talked about political, we've talked about attitudinal, we've
11 talked about ideological.

12 I wonder if anyone would care to hazard a guess as
13 to what really is going on, or what's most important? I
14 mean, it's a simple-minded question, but from the point of
15 view of measurement, and the point of view of trying to
16 figure out what's worth measuring, and what does it mean? I
17 mean, I think it's a right question, if not the right
18 question.

19 Anyone care to leap on that one? Paul?

20 DR. SLOVIC: Yeah. I think it's all going on. I don't
21 think we need to try to single out the most important factor,
22 and it's also, you know, some element of experience to what,
23 you know, what do we observe in the world in terms of what's
24 hurting people, or what do we not observe, but I think all of
25 the elements that you've pointed to, plus issues of trust,

1 which we haven't discussed much today, are all mixed
2 together, you know, in this complex stew of, you know, maybe
3 a dozen factors that are all contributing to the
4 controversies that engage us so much here.

5 So, I see it as a very complicated picture, which
6 is great for researchers, but I think that's also the way the
7 world is in this case, that there are many factors. The
8 reflect, in part, social political value issues, which
9 ultimately have implications for how we manage this process,
10 because if you think it's really a matter of the public's
11 technical judgments going astray, or not having the right
12 information, then the management is one-way, it's education
13 and information, and if you think its values and fairness and
14 equity, then it points towards process, and so we'll probably
15 get into that, but I think it really is as complicated as you
16 listed.

17 DR. METLAY: Doesn't what you just said suggest it's
18 important to get some sense of what is important?

19 DR. SLOVIC: Absolutely. You have to diagnose the
20 problem. You have to try to understand it in order to deal
21 with it, and I think that's what the efforts of many of the
22 people have been aimed at, is to try to get a fuller
23 understanding, as opposed to the older view of kind of
24 ignorance and irrationality as being the cause of this gap,
25 to try to, you know, understand it better so we can properly

1 work with it, deal with it.

2 DR. BREWER: It's really a serious question from the
3 point of view of the Board, our trying to understand and to
4 help the Department of Energy understand where they should be
5 spending their time and attention. I posed the question
6 simply, but I did so on purpose, you know. How good is the
7 science, and how reliable is the science, and how can we set
8 the priorities, basically, in terms of where DOE should be
9 looking when they're trying to reach their own decision about
10 the suitability of this particular site. We get back to the
11 practical issue, which brings us all here in some form or
12 another today.

13 Warner?

14 DR. NORTH: Well, this seems like an appropriate place
15 to put on the record a remark I heard some ten years ago, I
16 think, in California, just as the Ward Valley Low Level Waste
17 effort was getting started. A very enlightened chemist of my
18 acquaintance, who'd been on the California Energy Commission,
19 gave a talk for the local chapter of the Society for Risk
20 Analysis, in which he spoke the line, "You can't solve a
21 social science problem using tools from engineering, physics,
22 biology, geosciences. You need to use the appropriate tools
23 from the social sciences."

24 And as I've watched Ward Valley evolve, and watched
25 this individual's role in it, I have thought, what a

1 perceptive comment that was at the beginning of a very
2 difficult process. I might add, I asked Al Pasternak
3 recently if he remembered making that remark, and he did not.
4 At this point, in Ward Valley, he's a bit frustrated with a
5 long, very difficult process, just as many involved in the
6 Yucca Mountain Project find these issues equally difficult
7 and frustrating, and I think from what we've said among
8 ourselves in this panel, we don't have any clear insights and
9 revelations that can come out of the social sciences, in
10 response to the very simple question that Dr. Schuman put to
11 us, and a number of others like it.

12 But it strikes me that there is a tremendous amount
13 of potential in the social sciences to be able to learn about
14 these issues in the same way we learn about biology and
15 engineering and physics, and come to some understanding, why
16 is it that people perceive that the repository is much more
17 dangerous than the operating nuclear power plant?

18 And it strikes me, as a non-social scientist, that
19 it might be an excellent investment for the Department of
20 Energy and the State of Nevada, and other concerns parties,
21 to bring more social science to bear on these issues. My
22 understanding is that some very promising research started by
23 the State of Nevada, which a number of you participated in,
24 did not continue far enough so that you felt you were really
25 getting good answers to the questions that you were posing in

1 the research, and, as is mentioned in the opening for this
2 meeting, there really isn't a substantial Department of
3 Energy program that is addressing these issues for Yucca
4 Mountain, although several people on the panel have been
5 working on closely-related, more generic research issues.

6 So, I would, as one who is no longer on the TRB, I
7 would very much commend you for having this meeting, and urge
8 that you continue to ask this question: What should the
9 Department be doing in this area that it is either not now
10 doing, or is doing differently?

11 DR. BREWER: Thanks.

12 Hank?

13 DR. JENKINS-SMITH: I guess I think that all aspects
14 bear more work, trying to understand, ontologically what this
15 thing, risk perception is, what its correlates are, are all
16 important, but I still think that it's somewhat incumbent on
17 us to try to figure out what's the most important. I liked
18 your question a lot. What are the most important questions
19 that are out there? And I've puzzled on that quite a bit,
20 and used much of the research that I've been doing with Gib
21 and Carol Silva and others as a basis of trying to answer
22 that.

23 First off, I think we have a set of measures,
24 conventional measures that have become sort of the industry
25 standard for looking at risk. I think that the first step is

1 to see, when we apply that set of measures to different
2 options before us, when we're thinking about nuclear waste
3 management, we should see how they compare with one another.
4 I mean, we do have that within our control right now.

5 I think the mistake is focusing on any single
6 strategy. Every one of them is going to come out in a
7 negative in the sense that people don't want to hang around
8 nuclear waste. We're not going to find one that people are
9 going to pay money, or move to, or love and cherish. We're
10 going to find all of them as negatives, so we do have one
11 measure that's had quite a bit of exposure, or a set of
12 measures, different ways of getting at it that are the
13 industry standard that can be used to compare, look at our
14 alternative strategies, and see how they stack up against one
15 another.

16 But that's not enough. I mean, we do know that
17 there are weaknesses in our measures. For example, when we
18 measure something as simple as voter preference, I can change
19 the sort of results I get just by claiming to be different
20 sorts of things.

21 In an experiment that I just did recently in New
22 Mexico, we got the permission of different political parties
23 to ask voter preference in their name, and we did a split
24 sample, randomly assigning people to different groups, and
25 said, "Hi, we're calling for the Democrats, the Republicans,

1 or the Greens, or UNM," my university, and got statistically
2 significantly different responses about voter preference,
3 depending on who they thought was asking the question.

4 We call this a social desirability distortion in
5 the sense that people are taking cues from the way you ask a
6 question, or who they think you are in asking the question,
7 that leads to differentiation in response. Now, that's not
8 to say that all social science questions in surveys suffer in
9 fatal ways from that flaw, but we do know that there are
10 difficulties.

11 We see the same thing with sort of a neighboring
12 kind of measurement, contingent valuation, in which we try to
13 find from people how much they would be willing to pay to
14 accept, to avoid, whatever, a particular kind of an outcome,
15 a social good, or a risk.

16 In that work, one of the things that's most
17 interesting to me is there's a sort of a plausibility
18 threshold that you get to. When people are asked a question
19 that they think creates for them an implausible scenario,
20 they begin to answer in funny ways.

21 In contingent valuation, if you ask people, "Are
22 you willing to pay \$500 next year increase in your taxes in
23 order to avoid something?", they think about that, and they
24 start giving you wild answers. You've crossed a plausibility
25 threshold. They know their taxes aren't going to go up by

1 five hundred bucks for a specific project, so they give you a
2 funny answer. If people don't think they're going to have to
3 pay at all in these CV studies, they give you very different
4 answers than if they think they will.

5 The point is, is that there's a lot of mechanisms
6 in our studies that we know are leading to differences in
7 response. We can diagnose many of these problems. We do
8 research experiments trying to understand them, and their
9 magnitudes. What I think has to happen is sort of the second
10 most important kind of focus in this area, is to really
11 develop some criterion-related validity for these measures.
12 We need to be able to get to the point where we understand
13 something about the magnitude of the behavior that's likely
14 to result when people say they will do X.

15 The same thing has to happen in the contingent
16 valuation research. We just have not invested much in that
17 particular tack, and it's becoming, I think, rather important
18 in this area that we do so. So those are my two top-most
19 important. First off, lateral extension of measures we know
20 to different options; secondly, understanding better the
21 validity, criterion-related validity of the measures that we
22 actually take.

23 DR. BREWER: Bravo. You answered the question.

24 Elaine?

25 DR. VAUGHAN: To follow up on Paul's point, I think Paul

1 is right, that there are a lot of important things going on
2 in people's responses to this type of situation, but given
3 that, perhaps the best we can do, or something that's very
4 useful is to do something like a sensitivity analysis, and
5 given certain scenarios, when are equity/fairness issues
6 likely to predominate and, let's say, affect behaviors more.
7 When are issues of benefits versus risks likely to dominate?

8 I think that that would be very useful, to try and
9 identify the context, or the circumstances within which
10 certain issues will become more salient. I think social
11 science research in this area sometimes has seemed to be
12 unreliable, because the understanding of people's perceptions
13 of risk have been taken out of the context of their life-
14 scape.

15 So, given different circumstances, I think, for
16 instance, if equity issues are going to become important, if
17 the media begins to ask questions about why this community
18 versus others, there are some very important potential
19 conflicts arising from equity questions regarding Yucca
20 Mountain. For example, people can start asking: Why this
21 community? Why should we accept waste from all over the
22 country?

23 If this is going to be the only approved site for
24 high-level waste, let's say, it seems like there's been so
25 much previous conflict, that getting another site possibility

1 is going to be just a nightmare, but if the media, for
2 example, starts to ask questions about this particular
3 community, or this particular state, Nevada versus other
4 possibilities, then equity/fairness questions will become
5 important. In that circumstance, we can recommend certain
6 activities that the government might engage in.

7 For example, process becomes extremely important
8 when questions of equity and fairness are involved, and
9 participatory democracy may become a more important issue.
10 So, community members or other members of Nevada may want to
11 participate in the decision making process, and so trust
12 becomes important, trust in those agents who are involved in
13 a debate will become more important.

14 On the other hand, if the media begins to cover,
15 let's say, a lot of past mistakes that the government has
16 made, or people perceive mistakes that the government has
17 made, promising this is safe, and then we see accidents, or
18 Hanford was never predicted, the severity of the situation
19 there, then I think the debate may turn in another direction.

20 So, although social science may seem to present
21 very unreliable results at times, I think there are some
22 answers in the literature, and perhaps we can frame it as
23 trying to identify when certain pathways or certain scenarios
24 are most likely. That could be something very useful, I
25 think, that this panel could do.

1 DR. BREWER: Okay. Anyone else care to take a whack at
2 the question? Yes, Doug.

3 DR. EASTERLING: I'll come back with another question.
4 I think you're leaving out what we're trying to predict when
5 you ask that question. I mean, it's sort of--we're looking
6 at the predictor, but we don't know what the outcome is.

7 DR. BREWER: Right.

8 DR. EASTERLING: And I think we need to get some
9 consensus--I don't know whether it's DOE or you, as a Board--
10 about what behaviors, what economic impacts really are at
11 risk, and what are the things that we need to be predicting.

12 DR. BREWER: Okay. At some point earlier--and I think
13 it was Elaine earlier made the comment that it's very, very
14 difficult, tenuous, risky, absent a real sensitive
15 understanding of context, to go from one's best measured
16 sense of risk perception to predicting behavior.

17 Anyone really care to pick up on that? I mean,
18 it's really--it's the heart of your question, Doug. I mean,
19 if we stop there, I mean, that may be the end of the
20 conversation, or pretty close to it. Anyone care to respond
21 to that?

22 DR. BASSETT: What's the question?

23 DR. BREWER: The question is the relationship--two
24 things: What causes risk perceptions, the assertion, sort of
25 strongly stated, that it's very difficult to go from risk

1 perception, however carefully measured and understood,
2 whether the measurements are reliable and stable in space and
3 time and the things that Hank was talking about, to
4 predicting behavior.

5 DR. PRICE: I might add kind of to the thought that
6 people are along a continuum of risk avoidance to risk
7 seeking somewhere, and you're looking at risk seeking and
8 this issue of power, and power generation, that produces
9 energy, which has some positive valance to it to people, and
10 has maybe an approach kind of a concept to it, maybe a little
11 bit of avoidance, but it's very useful what's going on in the
12 power plant.

13 When you talk about waste, that, by definition, is
14 useless, and nuclear waste produces, by concept, illness and
15 maybe death, and so the response is a behavioral response
16 would be avoidance, and that makes a person think that that
17 behavior's going to prevail, because it's difficult to
18 extinguish avoidance behavior, and with the uncertainties
19 about all of this that are so ubiquitous and profound, I
20 think that avoidance behavior cannot be discredited, and
21 illness and death are the common experience of all of us, in
22 one way or another, and, therefore, we desire to avoid it,
23 and perhaps avoid it at all costs, and so, like a dog chasing
24 a car, we bark at it, and it runs off, and we have success.

25 So, the end result is that we're going to have

1 avoidance behavior here, and it's going to prevail, and we're
2 going to have to work in an environment in which this is
3 going to prevail.

4 DR. BREWER: Thanks, Dennis. Hank?

5 DR. JENKINS-SMITH: I like that way of thinking about
6 the problem, particularly, I think, again, departing from the
7 difference between the way we think about nuclear power and
8 nuclear waste is rather critical here.

9 In the discussions, one of the things that we were
10 using our focus groups for was to get people to hold sort of
11 mini community meetings to think about, "What should we do
12 with this waste?", and our job, as moderators, was to keep
13 introducing, "Well, what about..." to them, and see how they
14 responded to these kinds of things.

15 But, the thing that most frequently led to deep-
16 seated opposition to a policy was that it wasn't a solution,
17 that it was stop-gap. What happens when this repository
18 fills up? What do we do next? Is this really a solution, or
19 is it just sort of temporary?

20 And when we've asked people about this, if you
21 actually connect a repository program with some sort of
22 notion that there is a solution, or at least a potential
23 solution in the offing. The way they think about it ceases
24 to be sort of this single negative dimension, to something
25 that has utility attached to it, and that changes the degree

1 to which people find it repulsive, and, therefore, something
2 truly fearful.

3 In an experiment that Gib and Carol Silva and I
4 just recently carried out, we asked people how their level of
5 opposition to an underground nuclear waste repository would
6 change if it was coupled with a research program to find out
7 how to produce--how to store that stuff more safely, or use
8 it for something else later, and there was about a 70 per
9 cent increase in support for that program, and it had to do
10 with connecting it with something positive, something that
11 had a solution attached to it.

12 Now, that's not to say that that's a program that I
13 would advocate. It's simply to say that when you have
14 singled out a uniform negative dimension upon which to base a
15 policy, you know, what do we do with this awful stuff, you're
16 going to get a very different reaction to it than you would
17 if you're essentially providing something that has positives
18 as well as negatives associated with it.

19 DR. PRICE: Yeah, and perhaps a positive that isn't
20 being connected is with respect to actual power generation
21 itself, and in Virginia, where I'm from, we have about 52 per
22 cent nuclear power, and I was wondering if there's been any
23 surveys in which the scenarios have posed the loss of nuclear
24 power in a very practical sort of way so that people could
25 respond to the connection between waste and power generation.

1 DR. BASSETT: Hank just told you about the survey
2 question where the repository feelings were linked to a
3 national laboratory or some sort of organization that will be
4 looking at ways to handle the waste. That was not the only
5 option that people were presented in that survey.

6 The question before that asked people their
7 feelings about the repository, how they would change in
8 response to the linkage that you just suggested, in which
9 nuclear power would be diminished as a quid pro quo for
10 opening up a repository, and the so-called "Swedish
11 Solution," and I lost money on that bet, because I was
12 betting strongly in favor of the "Swedish Solution" being the
13 one that would most swing people in favor of opening a
14 repository, but that did not do it.

15 I don't have the exact statistics in front of me.
16 Hank might, but the one that worked, I mean, people's initial
17 responses--we kind of saw a little bit of this in the focus
18 groups, because people's first response in focus groups was,
19 "We're going to link a repository opening with closing down
20 all the nukes," and we said, "Yep, that's a good idea. We've
21 taken them all around a variety of options."

22 But then, all of a sudden, they begin to pause and
23 reconsider all of the consequences of that, and it didn't do
24 as well in the focus groups, which is just kind of casual
25 information that we're just watching. In the surveys, this

1 becomes a little bit more systematic. It didn't do as well
2 as linking it to attempts to try to come up with solutions to
3 the waste problem, recycling, or whatever.

4 DR. BREWER: Jim?

5 DR. OPALUCH: I just wanted to point out some very
6 similar, which is the positive aspect of it, of course, is
7 that otherwise, you've got this stuff stored in a basement
8 somewhere, and, you know, in another facility, and so, it's
9 the solution to that problem. Of course, it still is a
10 problem in and of itself.

11 And the other aspect that Dennis had brought up
12 was--that struck me is you really have to think of it as a
13 survival instinct. If you want to understand why it is that
14 people are so frightened of this kind of thing, is you have
15 to recognize how deeply ingrained the survival instinct is in
16 each and every one of us, and how, you know, potentially, we
17 feel threatened. That instinct is threatened by such things.

18 DR. BREWER: Yes. Paul, and then Howard.

19 DR. SLOVIC: With regard to this dependence on power
20 that Dennis Price raised, we conducted an identical survey in
21 both the United States and France a couple years ago because
22 France is close--it's either first or second in its
23 dependence on nuclear power. Something like 80 per cent of
24 its electricity is generated through nuclear, and the U.S. is
25 about 20 per cent and dropping, so we wanted to see if we

1 could figure out what the different attitudes might be that
2 might be related to that.

3 And we were surprised to find that the perception
4 of risk of nuclear energy was as high in France as it was in
5 the U.S., but we did find quite a striking difference on
6 several other issues.

7 The dominant one was--well, one was in terms of
8 perceived personal control of risk, and the French felt they
9 had no control over the risks that they faced in their lives.
10 About 80 per cent felt that way, and the Americans were much
11 more likely to believe that they had control.

12 The second big difference was in where they thought
13 the locus of authority for making decisions should be.
14 France, they thought that the experts and the government
15 should make the decisions, and they trusted those people to
16 make the decisions. In the U.S., they were much more likely
17 to say that the public should make the decisions, and we
18 don't trust the experts and authorities, so I think it did
19 point to some difference, even though there is tremendous
20 difference in dependence and benefit that the country is
21 getting.

22 We also find that, in this country, people don't
23 see much benefit to nuclear power, nuclear energy. They
24 think we can get our electricity in other ways, through
25 conservation we can, you know, manage things, so...

1 DR. BREWER: Interesting comment.

2 Howard?

3 DR. SCHUMAN: Two comments. First, on the nuclear
4 reactor versus waste, it does seem plausible that maybe it is
5 positive/negative versus just negative, as was said before,
6 that even the term waste, it's not just useless, it's
7 noxious. I mean, even waste in a generic sense is not
8 something anybody particularly wants, and it does seem really
9 worth investigating that further.

10 The other comment is we're making a lot of
11 distinctions, and I think one important one to make is to try
12 to avoid thinking of the public as some kind of a great
13 homogeneous mass out there. On an issue like this, I feel
14 virtually certain, even though I haven't done much research
15 on it, there are going to be a small proportion of people who
16 feel it is the overwhelming issue, just as there are some
17 militiamen who think that not having driver's licenses is the
18 overwhelming important thing to do.

19 There will be others who will share some of that,
20 and so forth, all the way to a fairly substantial part of the
21 population that knows little about it, or is confused about
22 it, or is ambivalent, doesn't know who to listen to, so and
23 the studies, I think, then, have got to try to find out, to
24 look at the structure of public perceptions and public
25 attitudes, and recognize that on most issues, it's a

1 relatively small minority who feel strongly.

2 Now, they can have a big impact, because, as
3 someone said, if something then happens--and this would be my
4 own guess as to the scenario in the future, is that--I'm
5 probably jumping way ahead, answering a question we haven't
6 been asked yet, but that one could locate a waste repository
7 in Nevada, or some other place, without really a lot of
8 difficulty--that's my own guess--unless something happens,
9 unless something goes wrong which gives credibility to those
10 people who are most frightened and opposed to it, and
11 discredits, of course, all the technical people who've been
12 saying it's fine.

13 DR. BREWER: Okay. Let me see if I understand what
14 you've just said, Howard, because I think there's some
15 important points here.

16 One is to guard against, in any kind of analysis
17 that might be done, guard against treating the public as a
18 monolithic thing, first of all, because there's a lot of
19 variation there, there's a lot of differences, and the
20 differences matter. I think that was one point.

21 A second point is that that is really a
22 researchable question, and that maybe we ought to be taking
23 it seriously and putting some time and energy into figuring
24 out what the publics, in the plural are really all about. Is
25 that basically what you said?

1 DR. SCHUMAN: Yes. We're trying to get at the structure
2 of this. I think it is important, and to do it, again, I
3 think one has to approach it in a way that avoids suggesting
4 things to people.

5 DR. BREWER: The closed-end question, probably, then?

6 DR. SCHUMAN: Right. I mean, there are just all kinds
7 of examples like the one that was given before, of a large
8 majority of the American population seems to support a
9 balanced budget if they're asked about it, but if they're
10 asked whether they support a balanced budget if it's going to
11 reduce health care and all kinds of other things, you get
12 very large shifts.

13 DR. BREWER: Right.

14 DR. SCHUMAN: And we've seen that with almost any issue.

15 DR. BREWER: There was another thing that came to mind
16 in part of your comment, and it's really a question. It's a
17 technical question of sorts. We have been using
18 interchangeably concepts of opinion, attitude, belief, and
19 perception, and I wonder if somebody would just tell me what
20 the differences are.

21 DR. PRICE: Garry, I'm glad you asked that, because I
22 thought attitudes were predispositions to act, to behave, and
23 yet, I heard from the panel that some attitudes were not
24 related to behavior, and so I was wondering the same
25 question.

1 DR. SCHUMAN: Well, it used to get defined that way, but
2 I don't think most people would define. Usually, an attitude
3 will be defined these days as an evaluation of some object.

4 DR. BREWER: The problem with the mike, Howard, is you
5 have to be close, and then he doesn't have to turn it up so
6 high.

7 DR. SCHUMAN: I'm sorry. The earlier definitions tended
8 to presume a relation between attitudes and behavior,
9 assuming we have some sense of what those two words mean,
10 and, you know, a lot of research which then questioned how
11 strong that--some questioned whether there was any relation,
12 but many more questioned the strength of the relation, and I
13 think nowadays, the dominant definition is that an attitude
14 is an evaluation, positive/negative scale, of some object,
15 and then the issue of what that leads to in the way of
16 behavior is something for research. It can't be built--it
17 shouldn't be built into the definition.

18 DR. BREWER: Okay. Then how, with that sort of
19 operational, rough-and-ready definition, how does that relate
20 to the whole question of risk perception? Is the perception
21 really driving the attitude? Is it coloring the attitude in
22 terms of measurement? And I'm pointing at Paul, because it's
23 really--it's a basic question, another one.

24 DR. SLOVIC: Yeah. I wanted to first start by
25 commenting on the term "risk perception," which many of us

1 have used, and I think, technically speaking, perception is
2 probably not the right word. We use perception where others
3 would say we're talking about judgments or attitudes.

4 I first encountered this term in use, I think, by
5 geographers who were studying natural hazards, and people's
6 views of earthquakes and floods and this sort of thing, and
7 they talked about hazard perception, and that seems to be the
8 way that most people are comfortable thinking about it, but
9 in terms of, you know, it's not clear what--perception, in
10 psychology, usually refers to something when there's a
11 stimulus out there, you know, that you're, you know, there's
12 some physical impression that you're then responding to, your
13 perception of some stimulus.

14 One doesn't exactly know what the stimulus is in a
15 risk situation. I mean, you know, it's much more amorphous
16 and abstract and complex, so you could call it perception,
17 but I think, more appropriately, it would be attitude or
18 judgment, but I wonder what, perhaps, Dr. Kraus would say
19 about this, because he's written some really interesting
20 reviews on the attitude behavior link, and attitude
21 construct, and perhaps he could comment on that.

22 DR. PRICE: Well, excuse me, Dennis Price again before
23 we get to that. That amorphousness and so forth, it seems to
24 me that underlying all of this discussion, there is really a
25 deep question about validity, which I thought we opened with.

1 Do we really know what you're measuring, and so forth?

2 DR. SLOVIC: Well, let me respond to that, because I
3 think that question plays both ways in terms of perception of
4 risk and assessment of risk on a technical side. I mean,
5 what is risk is a question that you can go around and around
6 on, because, I mean, I would say that there's no fixed
7 definition of risk, either. We can decide to measure it one
8 way or another. We can say it's the probability of some
9 consequence.

10 We can decide it's some probability, you know,
11 distribution of outcomes with probabilities, or we can then
12 play off of that. I mean, you've got dozens of different
13 measures of risk, whether you want to look at fatalities, and
14 if you want to look at fatalities, do you count them all
15 equally, or do you weigh them more heavily if a younger
16 person dies than an older? I mean, there's just--once you
17 get into the technical definition of risk, it seems to be as
18 wide open as the social.

19 I would agree that, you know, it's sort of
20 amorphous on the social side, but I think it's also very
21 complex on the technical side.

22 DR. PRICE: So risk is sort of whatever you make it to
23 be by operational definition?

24 DR. SLOVIC: I think that, you know, there is no such
25 thing as real risk. I think that there's danger, okay?

1 There's things out in the world that can harm us, and we have
2 created the construct of risk to help us think about and
3 manage and deal with threats, and there are many ways to
4 define risk. Some are more accepted than others, and
5 there's, you know, and, you know, a lot of respected science
6 behind it. Others may seem flakier, but I think, all in
7 all, I mean, it's a much more complicated issue of even what
8 is risk than we often assume it to be.

9 DR. BREWER: I'm going to get to Steve in a minute.
10 Hank, did you want to just follow up quick on Paul's point?

11 DR. JENKINS-SMITH: Yeah. There are a variety of
12 different ways that we get after this notion of how risky to
13 people something is. I mean, the normal, sort of standard is
14 an attitudinal measure that you ask people to scale from not
15 at all risky to very risky, and we also use a variety of
16 measures having to do with how likely people think an event
17 is, and then what the consequences are, a constructed notion
18 of risk, and while, I mean, there are relationships between
19 what people say the likelihood of an event taking place, and
20 how--and what those consequences are with where they scaled
21 themselves on an attitudinal dimension, so there is some sort
22 of an association people are making between probability times
23 consequence, on the one hand, and their attitudinal scales,
24 and that relationship gets stronger the more aware or more
25 knowledgeable that individual is about the issue at hand.

1 But it doesn't explain all of that variation. I
2 mean, there is certainly--I mean, a fate worse than death,
3 right, is a phrase that implies that there are things, risks
4 to us that have to do with how things happen, and the
5 context, and whether we lose face, or whether it's a just
6 thing, and all of those play in as well to the notion of how
7 risky somebody thinks a particular activity is, and societies
8 define these in different ways. Different kinds of people
9 would define risks in different ways.

10 I mean, to me, the threat of the loss of authority
11 in society may be greater or less than it would be for
12 somebody else, because of the way I think of social--of
13 relationships being appropriately ordered in a society, and
14 so the way we pick and impute value to different events as
15 risks, or potential events as risks in our worlds are going
16 to be very much related to a whole battery of social
17 attitudes, in addition to these probability times consequence
18 numbers.

19 It isn't total chaos. I mean, there is structure
20 and order involved in these kinds of questions. It's just
21 that people think about them somewhat differently, I think,
22 than the simple probability times consequence engineering
23 definition of risk.

24 DR. PRICE: Some of the material that was given to us to
25 read before this session dealt with significant correlations,

1 but at the levels of .09 to .11, or something like that,
2 where the variability you're accounting for is so very, very
3 small, that it begins--you begin to wonder, you know, what
4 really is--it's significant, but so what?

5 DR. JENKINS-SMITH: Well, you have to realize we're
6 working in the social science world. A lot of times we have
7 difficulties both knowing about the reliability of the
8 measures that we employ. That introduces some noise, and, in
9 addition, our models are under-specified. We know that there
10 are things that matter that we can't include, but that's why,
11 you know, in the construction of our experiments, we try to
12 hold as much else constant as we can, in order to be able to
13 look at a set of relationships without being able to be
14 exhaustive in our explanation, and yet, still have something
15 valid and important to explain.

16 DR. BREWER: Lee, did you want to follow this point?
17 And then I want to conclude this part of the panel discussion
18 by talking about the connection between opinions, attitudes,
19 risks, whatever it is we're measuring, and behavior, and
20 that's Steve's strong suit, and so, Lee?

21 DR. WILKINS: Well, what was actually where I kind of
22 wanted to go with this comment. The tail end of what you're
23 asking, in essence, is do anybody's attitudes, opinions, or
24 belief matter very much in terms of how they behave? And,
25 like all the rest of us around the table--and I guess we've

1 all done a little bit of survey research. My most recent
2 experience is with the '93 midwest flood, where seven months
3 after the flood, we asked a bunch of Missourians, "Do you
4 know that driving, or riding your bicycle, or walking in
5 flowing water across the road is dangerous?", and they said,
6 "Yeah, we do. Did you do it?" Forty-five per cent of them
7 said they had.

8 That's a real typical finding, at least in hazards
9 research, is that people know intellectually that something
10 is dangerous or risky or could harm them or whatever, but
11 that they still choose, for a variety of reasons, to engage
12 in those particular behaviors, and you're right, it's not
13 random, but one of the really not random thing about it is
14 that people are going to behave like human beings, and their
15 decision-making matrixes are incredibly complex, and they
16 will do things that, on the surface, look ill-advised or
17 whatever, for reasons that, at the time, make a great deal of
18 sense to them.

19 So, part of, I guess I would say the art of social
20 science is understanding that it's not causal, it's
21 correlational, and that's kind of a mind set that we pretty
22 much all have up here, but it's very different from looking
23 at the science of what happens when cesium decays.

24 DR. PRICE: Yeah. I think this point, regarding our
25 agenda, it says: "Causes of risk perceptions," and what

1 you're really able to get down to is associations with risk
2 perceptions, is that correct?

3 DR. WILKINS: I certainly think that's some of it. I
4 mean, it's some of the research that people around the table
5 have done, and that you were asked to read, tries to drive
6 that back to some sort of, if nothing else, some underlying
7 personality traits, some underlying beliefs about how society
8 ought to work, that those would, you know, vary across a wide
9 variety of potential behaviors.

10 But, you're right, the wording of this, to a social
11 scientist, is a little bit peculiar. We seldom deal with
12 even plural causes, because we're examining things that are
13 just very, very complicated.

14 DR. BREWER: Okay, Elaine?

15 DR. VAUGHAN: I think maybe a better question than do
16 attitudes matter is, when do the measured attitudes matter?
17 We're not as, sort of mushy, I think, as we may be implying,
18 but there are circumstances under which measured attitudes or
19 perceptions or judgments really can be predictive of
20 outcomes, and I hope that, eventually, in this discussion
21 over the two days that we can talk about under what
22 circumstances can we predict.

23 Some of it has to do with methodological issues,
24 about the nature of the items included in a study, or the
25 actual procedures used, but also, it's the level of

1 specificity of the attitudes compared to the behavior one's
2 trying to predict. It could influence the other kinds of
3 factors that might influence behavior, like beliefs about the
4 efficacy.

5 If you believe you can have an effect, it's like
6 the barking dog, again, that, Dennis, example is very good.
7 If you believe that your behavior can matter, then you're
8 more likely to carry it out, and so, in some circumstances,
9 you can find very high perceptions of risk, but if the
10 behaviors seem too difficult or incompatible with the other
11 contextual features of your life, then it's likely that
12 behavior will not be manifested.

13 So, I think, perhaps, a better question is really
14 when do the measured attitudes correlate with, or are
15 predictive of particular behaviors in regard to a nuclear
16 waste repository?

17 DR. JENKINS-SMITH: Just one thought about this notion
18 of cause that I think, you know, we may be dealing with it
19 somewhat differently amongst ourselves, but, in general, in
20 the social sciences, we have theories that would tell us what
21 sorts of things would cause relationships, and then we use
22 the data to see whether or not the associations are the way
23 we would think they were, if that cause, in fact, was driving
24 the--if that causal pattern was, in fact, happening.

25 And what we do is, we look for consistency and

1 inconsistency, and it is the case that because of the multi-
2 variate nature and the complexity of many of these things,
3 that we've backed away from cause. That doesn't mean we
4 don't think in terms of what causes things any less than
5 anybody who's trying to explain behavior in the world, and if
6 that distinction between sort of the theoretical explanation,
7 it's unjust, and, therefore, I impute, bless, I mean, I see
8 it as riskier, that is a causal link that we make
9 theoretically, and then we look for associations in the
10 measures of those two kinds of things.

11 Is that sort of what you were getting at? I mean,
12 I'm not--I do think in terms of causes.

13 DR. VAUGHAN: I mean, I do, too, Hank, and I think that
14 from some research I've done in diverse communities about
15 risk perceptions, it was interesting with, for example,
16 immigrant farm workers from Mexico. We were looking at their
17 perceptions of pesticide risk, and found these very, very
18 high perceptions of risk, a lot of knowledge about the
19 possible health effects that could follow.

20 We asked open-ended and closed-ended questions that
21 were very consistent about their level of fear about
22 pesticides, but from a behavioral observational component of
23 our quasi experimental study, if you just looked at the
24 behavior of these farm laborers, you wouldn't see a
25 manifestation of these high-risk perceptions, and we found

1 that the attitudes were not that predictive of behavior
2 unless you looked at the socioeconomic and cultural context,
3 and organizational context of farm labor work.

4 So, I think that sometimes we focus the theoretical
5 issues, because we have to. The complexity of the world of
6 social sciences is such that we have to take off a little
7 piece and look at it, but when we put that back in the real
8 world and we're trying to predict how people might actually
9 behave, I think we always have to remember the context of
10 that behavior.

11 But we can measure that. I don't feel that that is
12 hopeless. We can measure some of the contextual, situational
13 factors that could influence that link between attitude and
14 behavior, but Steve probably knows more about that.

15 DR. BREWER: Let's go with Steve, and then serve as the
16 closing comment on this. I think it's a good place for us to
17 stop and sort of take stock, and then we'll pick it up again,
18 come back to it, because it's really--it's the crux of much
19 of what we're after here.

20 Steve?

21 DR. KRAUS: Obviously, it's very important to define our
22 terms. We've talked a lot about attitudes and risk
23 perception and behaviors. As Howard mentioned, you know, the
24 term attitude has been used for a long time in the social
25 sciences, going back to, you know, the beginning of the

1 century, and early definitions of the term attitude really
2 focused on attitude as a predisposition to behavior, and that
3 was just kind of the working definition for a long time, up
4 until about--it wasn't really until the fifties and sixties
5 when a lot of people started to look at, empirically, what's
6 the relationship between, you know, stated attitudes and
7 overt behaviors?

8 And there was a lot of concern and some research
9 that suggested, well, you know, attitudes and behavior may
10 not be particular consistent.

11 One of the things that happened over time is there
12 was kind of a reformulation of what we mean by attitude, from
13 the old, you know, predisposition to behavior, to, as Howard
14 mentioned, really, you know, an evaluation. An attitude is
15 an evaluation of some object or concept. It's kind of
16 placing that object or concept along a dimension of judgment
17 that kind of ran just from favorable or unfavorable, you
18 know, how favorable are you toward Bill Clinton or nuclear
19 waste, or these kinds of things.

20 Attitude is really perceived of as kind of this
21 internal, psychological state. It tends to be characterized
22 mostly in affective terms, in terms of feelings or emotions,
23 and, for the most part, it's measured using verbal reports.
24 You ask people what their attitudes are, and then try to
25 correlate that with some kind of behavior, and, typically,

1 there are a multiple of these kinds of verbal reports in
2 order that they can be combined into one reliable measure of
3 affect or attitude.

4 So, with that kind of working definition, then, I
5 think that the questions that come up for us is, what are the
6 relationships between attitudes and risk perceptions, and
7 what are the relationships between attitudes and behavior?

8 I tend to think somewhat of attitudes as kind of
9 being built up from risk perceptions in this kind of expected
10 value formulation that I talked about a little bit earlier,
11 so if you asked someone, well, you know, "What is your
12 attitude toward nuclear power?", to some extent, they're
13 going to think about, well, what are the possible outcomes
14 associated with nuclear power? How likely are those
15 outcomes? And then, how positive or negative are those
16 outcomes?

17 And by combining those, you know, probabilities of
18 events happening, which is kind of what we've used the term
19 risk perception to mean with, you know, the ratings of those
20 outcomes on a positive or negative scale, those are kind of
21 summed up in a way to form a person's overall attitude or
22 evaluation.

23 Now, the way I've just described it makes attitudes
24 sound like they are very much cognitively and rationally
25 based, and, to some extent, they are. I think, also, to some

1 extent, the relationship between attitudes and risk
2 perceptions works the other way, so if you go and ask
3 someone, well, you know, what is your attitude toward nuclear
4 power, and, you know, what are the risk perceptions that go
5 along with that?

6 I think a lot of people are first going to have
7 kind of a gut level affective reaction of, "I don't like
8 nuclear power," and then when asked to make judgments about
9 risk perceptions, they'll think, "Well, you know, I must
10 think that these negative outcomes are fairly likely, because
11 I have such a negative attitude." I mean, there's kind of a
12 self-perception effect that also happens.

13 So I think there's definitely, you know, kind of a
14 bi-directional relationship between attitudes and risk
15 perceptions, as we've used the term/

16 DR. PRICE: And with respect to beliefs and attitudes,
17 as Garry previously asked?

18 DR. KRAUS: In the social science, in attitude research,
19 beliefs are usually associated more with, you know, what
20 we've called risk perceptions. So, you know, you have a
21 belief about the likelihood to which, you know, some outcome
22 is going to happen, you know. Beliefs are usually framed in
23 terms of, you know, those kinds of probabilistic outcomes,
24 how likely do you think something is to happen, or, you know,
25 how positive or negative do you perceive this particular

1 outcome to be, is generally how beliefs are more typically
2 defined.

3 They tend to be more factually-oriented than an
4 attitude which is kind of more of a--more like an opinion.

5 DR. BREWER: I need to take a break. Why don't we all
6 take a break until 3:25, and reconvene.

7 Thank you very much. It was a good start.

8 (Whereupon, a brief recess was taken.)

9 DR. BREWER: Okay, let's reconvene, if we would, please.

10 I have a couple of chairman/host duties that I
11 didn't discharge at the beginning. I wanted to acknowledge
12 and greet Ken Dormuth and Sid Whitaker from Atomic Energy of
13 Canada, Ltd. at Whiteshell. Ken and Sid were gracious hosts
14 of ours about two weeks ago, I guess it was, that we were up
15 in Pinawa, and thank you very much. It was a wonderful
16 visit.

17 The Board does a lot of exchanges with opposite
18 members around the world, and in terms of the international
19 dimensions of this problem, it's been mentioned several
20 times, it's not just a U.S. problem, it's everywhere, and
21 various countries are trying to solve it in their own way.

22 I'd also like to acknowledge, and this is--I just
23 forgot--the strong sort of background and preparation of Dan
24 Metlay, who's been the senior staff guy responsible for most
25 of what you see here, and thanks a lot, Dan.

1 Okay. We're going to get on to phase two, the
2 connection between--I'm still confused--opinions, attitudes,
3 beliefs or perceptions and behavior, and I'm going to let
4 Steve Kraus try to un-confuse me, if he would.

5 DR. KRAUS: Well, I'm going to focus primarily on the
6 relationship between attitudes and behavior, because there's
7 quite a large literature on that in the social sciences, so
8 attitudes, if you recall, are generally defined as
9 evaluations of some kind of object or concept on a favorable/
10 unfavorable scale, usually measured using verbal reports, and
11 there are a large number of studies that have looked at the
12 relationship between attitudes and behaviors.

13 So, in part of my research, I went out in the
14 literature and tried to find all of them, and set certain
15 methodological constraints in terms of, well, you know, what
16 makes a study a good test of the relationship between
17 attitudes and behavior, and I won't bore you with the details
18 of that.

19 The bottom line is I came up with 80 or 90 studies
20 that seemed to be good, fairly methodologically sound tests
21 of this question, of do attitudes predict behavior, and the
22 answer seems to be a definitive, sometimes. So, most of what
23 I'm going to focus on is under what conditions do attitudes
24 influence behaviors. What are the methodological
25 characteristics, and the substantive variables that influence

1 the strength of the relationship between attitudes and
2 behavior.

3 Before I do that, I will talk a little bit about
4 the overall findings, you know, the relationship between
5 attitudes and behavior is usually measured using a
6 correlation coefficient, which ranges from -1 to .1, and if
7 you look at the average of all these correlations, the
8 average is about a .38.

9 Now, there's considerable variability, and so I
10 think more of the interest is what drives the variability,
11 and that's what I'll talk about, but when we evaluate that
12 .38, I think there are a couple things to keep in mind. When
13 you're interpreting, you know, how big is a correlation,
14 there are a few ways to do that.

15 One is to look at statistical significance, which
16 means what's the probability that you would have found a
17 relationship of this magnitude if, in fact, out there in the
18 real world there is no relationship between them? And the
19 results show that, you know, there is no doubt that it's a
20 statistically significant relationship, you know. The P
21 value is extremely small, but that's not particularly
22 informative, because significance testing is very much
23 influenced by your sample size, and when you have 80 or 90
24 studies, you end up, you know, looking at very large sample
25 sizes.

1 So, instead of focusing on statistical
2 significance, it's probably more informative to look at the
3 absolute magnitude of that correlation, and one way of
4 interpreting correlations, which has been hinted at here this
5 afternoon, is what's called the R-squared approach, where you
6 square your correlation and arrive at the proportion of
7 variance accounted for, and I think in some ways that can be
8 a misleading way to interpret effect sizes, and I think one
9 reason for that, which Hank alluded to earlier, is that when
10 you've got an attitude measure and a behavior measure,
11 there's error associated with both of those, error associated
12 with unreliability of measures and other things like that,
13 and those serve to attenuate correlations.

14 If you corrected the correlations for that
15 attenuation or that unreliability, statistically, you can go
16 through and say, "Well, you know, what if our measures were
17 perfectly reliable?" You would get very much larger
18 correlations.

19 The other thing I would point out about the R-
20 squared approach to interpreting correlations is you can get
21 a correlation of, say, .7, which, in this line of research, I
22 would consider to be very substantial. If you square that,
23 you end up with .49 as an R-squared, and so people would say,
24 "Well, you're not even accounting for half of the variance in
25 the behavior."

1 I think you sort of have to look at it in a
2 different context. If you measured, say, an attitude on one
3 occasion, and went back and measured the same attitude a
4 month later, and looked at the correlation, and you got a .7,
5 many social scientists would say, "Well, I would consider
6 that to be an acceptable level of test, re-test reliability."
7 So, in other words, I would consider a correlation of that
8 magnitude to be reasonable evidence that I've measured the
9 exact same thing twice.

10 So, in that sense, I think it's a little misleading
11 to square a correlation and say, "Well, that's the proportion
12 of variance accounted for," when you look at, you know, how
13 correlations of that size play out in a reliability context,
14 and in looking at attenuation due to reliability of measures.

15 So, having said that, I think, as I said earlier,
16 that the more important issue is under what circumstances do
17 attitudes predict behavior? And there a lot of variables
18 that moderate the attitude behavior relationship, and some of
19 those are methodological in nature, so, obviously, the better
20 job you do at measuring the constructs that you're trying to
21 get at, the higher your correlation is going to be.

22 So, one factor, obviously, is when you're measuring
23 attitude, you want to get multiple measures of attitude.
24 Simple asking, you know, one item, you know: How do you feel
25 about X?, tends to be an unreliable measure of an attitude,

1 and, in general, a single item measure of anything tends to
2 be unreliable, so using multiple measures both on the
3 attitude and on the behavior end is going to give you
4 substantially larger correlations.

5 Another methodological factor which kind of parlays
6 into the more substantive variables that influence the
7 relationship between attitudes and behavior is what's been
8 called the principle of correspondents, so, to give you an
9 example, a specific attitude will generally do a good job of
10 predicting a specific behavior. So if you want to predict a
11 very specific behavior; is someone going to go to church in
12 two weeks, you want to measure a very specific attitude, you
13 know, even down to the level of, well, you know, what's your
14 attitude toward going to church in the next two weeks?

15 On the other end, if you want to predict a general
16 behavior, which, you know, say a broad pattern of church
17 attendance and other religious-type behaviors over a long
18 period of time, a general attitude will tend to predict that,
19 so a general attitude toward religion will predict a kind of
20 general outcome measured like that, but you should not really
21 expect a very general attitude, like attitude toward
22 religion, to do a particularly good job of measuring a very
23 specific behavior, like are you going to go to church in two
24 weeks.

25 This notion of correspondents also plays a role,

1 when you talk about the length of time between the attitude
2 measurement and the behavior measurement, and it's not
3 surprising the literature shows that, you know, the closer in
4 time you measure behavior after you measure attitudes, you're
5 going to get a stronger relationship, and I think that plays
6 a role here in that if the goal is to measure someone's
7 attitudes toward a nuclear waste repository now, and to use
8 that to try to predict their behavior in terms of, you know,
9 social and economic impacts, and are people going to move,
10 and things like that, when a repository is actually built ten
11 years from now, I think that's a phenomenally difficult thing
12 to do, you know, because of the time gap.

13 There are so many things that could happen in that
14 period of time that just can't be predicted right now. I
15 mean, there's no telling what kind of political events there
16 could be. There could be events of a nuclear nature in other
17 parts of the world. We know that the accident at Chernobyl
18 had some effect on attitudes towards nuclear power in this
19 country, and, similarly, even if you looked, you know,
20 specifically at the repository, if it were built here and
21 everything went smoothly, what you might see is kind of a
22 systematic desensitization, where people become less
23 concerned about it over time because it's not being brought
24 up over and over again.

25 If, on the other hand, there were accidents or some

1 kind of problems, you could see kind of a social
2 amplification, where there's more media attention, you know.
3 All kinds of things could happen that could dramatically
4 change attitudes before we get to the behaviors that we're
5 interested in predicting, so I think to measure attitudes
6 right now and to try to predict behaviors down the road is a
7 phenomenal difficult thing to do in this particular
8 circumstance.

9 There are a few other substantive variables that
10 influence the relation between attitudes and behavior that
11 I'll just kind of touch on quickly. The literature shows
12 that some attitudes are more predictive of behavior than
13 others, so, for example, if you hold your attitudes with a
14 great deal of certainty, then those attitudes tend to be more
15 predictive of behavior than attitudes that are held less
16 certain, with less certainty.

17 There's a concept in the literature that's been
18 called affective cognitive consistency in your attitude,
19 which, in simple terms is, you know, to what extent are your
20 feelings closely tied to your thoughts and your beliefs and
21 the amount of information that you have about the issue, and,
22 you know, I don't know of any research specifically looking
23 at affective cognitive consistency in terms of nuclear waste,
24 but one could certainly imagine that the public would have
25 very highly affectively charged attitudes and, in some sense,

1 they would be strongly held, but, on the other hand, you
2 know, we know that these attitudes do not seem to be very
3 closely tied to a lot of knowledge and a lot of in-depth
4 cognitive processing about that knowledge. So, in that
5 sense, you might expect attitudes toward nuclear waste to be
6 rather low on this dimension of affective cognitive
7 consistency.

8 And, finally, another attitudinal variable is a
9 direct experience. If you have direct personal experience
10 with the attitude object, or the attitude concept, then that
11 attitude is going to be more predictive of behavior than
12 something with which you do not have direct experience, and
13 you can certainly imagine that, you know, nuclear waste, by
14 its nature, the average person is probably not going to have
15 a tremendous amount of direct experience with this construct.

16 So that kind of sums up, you know, what sort of
17 attitudes tend to be more predictive of behaviors. I'll just
18 briefly touch on what kind of behaviors tend to be more
19 predictive than others, and, in general, you can sort of
20 think of behaviors as sort of being on a continuum in the
21 extent to which they are constrained by situational factors,
22 and so, if you think about, you know, all the possible
23 behaviors that would be of interest, and thinking about the
24 social and economic impacts of a repository, you think about,
25 well, are people going to move? Are conventions going to

1 want to come here? Are businesses going to want to come
2 here?

3 I think those behaviors differ quite a bit in the
4 extent to which they are constrained by other factors. You
5 know, to my mind, moving is a phenomenon constrained by
6 factors, in that people are in their houses, they've got
7 family, they have friends, they have kids in school, and
8 just, in general, moving is one of the major life changes in
9 our culture, and there are a lot of situational constraints
10 that tend to keep people where they are, and so I would think
11 that that behavior would be probably less likely to be
12 influenced by attitudes than some other behaviors.

13 If you look at a behavior that's more like, you
14 know, a convention choosing where to locate, there, they're
15 really, you know, choosing among alternatives. We could pick
16 Las Vegas, or New York, or Los Angeles, or all of these other
17 options, and when there are more options, and the behavior
18 itself is less constrained, we know that attitudes are more
19 likely to predict those kinds of behaviors.

20 So when we get down to, to what extent are
21 attitudes going to predict social and economic behaviors that
22 are of relevance to this issue, I think we have to ask, what
23 is the behavior, and take a look at how that plays out in
24 terms of these situational constraints.

25 So, there's my lengthy monologue on attitudes and

1 behavior.

2 DR. BREWER: That was a great monologue. It summarized
3 many of the major issues that we were trying to get at.

4 I think now would be a good time for the panel to
5 respond to Stephen's sort of lengthy summary of a range of
6 terribly important topics. I'm going to go Doug, and then
7 Paul.

8 Doug?

9 DR. EASTERLING: Just the focus has been, so far, on the
10 relation of attitudes to behavior, and as we did the
11 research, I mean, our intent with the Nevada research was to
12 try to predict particular behaviors, avoidance behaviors, in
13 terms of conventions, visitors, moving and things.

14 We thought that the attitudes were a bit distal,
15 that we could get closer to the behavior by asking things
16 about people's intention. That gets us more to what you were
17 saying about the more specific the attitude, but I just want
18 to draw a distinction between attitudes and stated
19 intentions.

20 So, if you ask a person a particular, do you expect
21 to do behavior X in situation Y, there you're getting a very
22 specific prediction of that behavior, and, in that case, the
23 question isn't so much the correlation between intention and
24 behavior, but just the actual correspondence in terms of
25 almost a two-by-two matrix of, you know, they said yes, they

1 did yes, they said no, they did yes. You can actually do
2 some like tau coefficients or something to get a better sense
3 how well your intentions predict behavior, and, again,
4 there's a whole literature that kind of goes below the
5 attitude that's real common in marketing, and Steve probably
6 knows a lot about.

7 DR. KRAUS: In general, in the literature, there is
8 often talked about kind of a link between your attitudes will
9 drive your intentions, and your intentions will then, in
10 turn, drive your behavior, so intention is often thought of
11 as kind of the mediating variable between attitudes and
12 behavior.

13 DR. BREWER: Good point. Paul, did you want to--

14 DR. SLOVIC: Yeah. I'd like to just underscore a point
15 that Steve made about correlation. He pointed out a few
16 reasons why it's difficult to interpret the size of the
17 correlation in terms of the strength of behavior, and,
18 actually, in his paper, he made another point which I don't
19 think he commented on, which I would like to elaborate,
20 because I think it's illustrative.

21 And that is, you may get a correlation between,
22 say, an attitude scale and another behavior or another
23 response or judgment or perception of, say, .3, like the
24 dependent variable in some of the studies we've used as, you
25 know, if your community was short of electricity, would you

1 vote to have a new nuclear power plant built in your
2 community? That's the dependent variable, and say the
3 predictor might be an attitude scale measuring, say, your
4 attitude towards an egalitarian versus a hierarchical
5 society.

6 You typically get a correlation of about .3 between
7 that attitude and that voting intention, which, if you then
8 square the correlation, use 9 per cent of the variance, it's
9 trivial. But if you look, then, at the distribution of
10 scores on the attitude measure, and you look, say, at the
11 lower quartile versus the upper quartile, the upper and lower
12 parts of the distribution, you may find in the lower end you
13 get like 20 per cent of the people saying they would vote for
14 the nuclear power plant. At the higher end, you get 75 per
15 cent, so a correlation of .3 translates into a difference in
16 response intention of 55 per cent, which is immense.

17 So I would say that that should indicate that you
18 really have to be careful, for this reason, and the other
19 reasons that he mentioned, about using correlation itself as
20 a measure of strength of the relationship.

21 DR. BREWER: Okay, good point.

22 Anyone else want to follow up? Howard, and then
23 Gib.

24 DR. SCHUMAN: Just to add to that, the best correlations
25 we have in social science, which we take pretty seriously,

1 like using high school grades to predict, to make admission
2 decisions, or the relations between father's occupational
3 success and son's occupational success don't account for any
4 more variation than these larger sizes, but they're the ones
5 on which there is some leverage, and we think of them as,
6 really, of some importance, even though, in the real world,
7 things are complex and there are all kinds of reasons,
8 particularly if you don't live in a totalitarian society,
9 where someone can force someone to move or not move, that the
10 correlations will be quite imperfect.

11 On the other hand, I'd like to just mention two
12 other things. I think one of them is related to the point
13 that was made about people having behaved in this way in the
14 past, and that's going to make their attitude more predictive
15 in the future, and, in fact, I think that came out in one of
16 the studies we read about. I thought that was a good point.

17 Perhaps the first, and, to me, the most profound
18 critique of attitude behavior relations was done long ago in
19 1934 by Richard LaPierre, and LaPierre argued that the
20 distinction that is crucial here is between attitude as a
21 verbal measure, or a measure to a verbal symbol, and behavior
22 is usually not verbal. It means somebody moves or doesn't
23 move, or they express a behavior in some other way, and
24 that's a very difficult gap to bridge.

25 Now, in some cases, it is bridged, and our best and

1 strongest relations between attitudes and behavior are in
2 predicting voting, and it's fairly easy, if you think about
3 it, why that should occur, because voting is a largely
4 symbolic action. I mean, you answer on a questionnaire, or
5 to a survey person, who you favor. Then you go in the voting
6 booth and they give you a piece of paper, and you indicate
7 who you favor, so there's very good correspondence there.

8 As you go from that sort of thing, for example,
9 asking about attitudes toward a ethnic or racial group, to
10 actual behavior with real people, there's a much bigger gap,
11 and I think that's really very important to keep in mind.

12 Finally, on the question of moving, I'm of two
13 minds. On the one hand, clearly, there are all kinds of
14 constraints on moving, but if one looks--but if there is a
15 real extreme fear--and several people on the panel have
16 mentioned that survival instincts, and so forth--then I'm not
17 sure if, over time, one shouldn't see that; that, for
18 example, the population of California shouldn't have
19 decreased considerably after earthquakes both in the south
20 and the north.

21 Are constraints overwhelming? Well, consider
22 what's happened to the white populations of central cities of
23 the United States. Those have decreased very substantially
24 over the last three decades or so. Nobody easily moves, and
25 also of middle class black populations, so movement does

1 occur. It can't happen tomorrow, because people have jobs
2 and they own houses, and so forth, but there are large
3 movements that take place, and I would think that, given the
4 survival instinct that we've emphasized, that that would
5 produce such a movement if, in fact, people do have an
6 extreme fear.

7 I don't know what the results are for California.
8 I'm curious as to what's happened.

9 DR. BREWER: Anybody have the results? Nobody has the
10 results.

11 Jim, and then Hank.

12 DR. OPALUCH: Yeah, a couple of quick thoughts on what
13 Howard just said, one on the survival instinct. I think, in
14 many cases, the survival instinct might--and I'm just
15 speculating here--be with respect to the threat. When they
16 hear something's going to happen, they say, "Oh, my God, this
17 is just awful." On the other hand, if the thing actually
18 came, you know, they wouldn't move today, they wouldn't move
19 tomorrow. They start getting used to it and they say, "Geez,
20 maybe this wasn't so bad," or, you know, they just ignore it.

21 And I keep thinking of some of our experience in
22 northern California at Fort Bragg, where people were very
23 upset with the idea of having OCS platforms off the shore,
24 and how terrible those things would look off the shore, and I
25 looked to the shoreline, and all I could see was this huge

1 lumber mill. I couldn't even see the shoreline, basically,
2 from Fort Bragg itself, and nobody said anything about the
3 lumber facility there.

4 I suspect what happens is, people get used to it
5 being there. It just becomes part of normal life. It's not
6 the same thing, so because you don't move immediately, you
7 might become used to having the facility there and, you know,
8 then not respond.

9 DR. BREWER: Yeah. Steve mentioned this whole business
10 of being desensitized as a consequence of experience as being
11 an important thing to consider.

12 I should mention for the benefit of the colleagues,
13 Jim and I did hard time years ago looking at the
14 environmental impacts of offshore oil and gas drilling, and
15 that's what he's referring to. Fort Bragg is in Mendicino,
16 California, and the citizens of Mendicino were underwhelmed
17 by the prospect of having oil rigs offshore, and Jim's
18 comment's exactly right. They've got this monster lumber
19 mill right in the middle of town.

20 One other thing while I've got the floor. I'd like
21 to acknowledge my distinguished colleague from the University
22 of Texas, Professor John McKetta, who's just joined us.
23 Welcome, John. You missed really great discussions.

24 Let's see, Gib, and then Hank.

25 DR. BASSETT: One of the most interesting things that I

1 read in this area, in addition to Steve's paper, is a report
2 that was done by the State of Nevada. I think it was done by
3 Doug and Howard Kunreuther on this question not of attitudes
4 and behavior, but this much closer link between stated
5 intentions and actual behavior, something which we would
6 expect to be very highly correlated, and one of the
7 interesting things that they pointed out was that the
8 correlation here depends strongly on the type of good, that
9 when we're talking about buying a new car in the next 14
10 months, 12 per cent said they would, and 16 per cent actually
11 did, a pretty good correlation.

12 When the question was a pump toothpaste in the next
13 six months, stated intent, will you do it? Fifty per cent
14 said they would and 41 per cent actually did. When they get
15 to novel goods, though, when they get to novel goods, will
16 you buy a touch lamp in the next six months? Twenty-seven
17 per cent say yes and two per cent do. Will you buy a
18 cordless iron in the next six months? Twenty-nine per cent
19 said they would, one per cent actually did. Will you buy a
20 shower radio? Sixteen per cent versus two per cent.

21 The point here--and it's an interesting and a
22 useful point, I think, is in an area where we would expect a
23 very, very close link between behavior and some verbal
24 expression of something, not just attitudes, but will you
25 actually do it, as we move to different kinds of goods, we

1 see different kinds of correlations, just kind of reiterating
2 Steve's point that it's all a definite maybe as to what's
3 going to happen, attitudes versus actual behavior.

4 DR. BREWER: But, there again, there is this important
5 issue of experience, familiarity, being sensitive or not.
6 That seems to be the common thread here, the point you've
7 just made.

8 Hank?

9 DR. JENKINS-SMITH: Yeah. There's yet one other sort of
10 degree of complexity that enters on these questions, and that
11 has to do with which attitudes one thinks are operative in a
12 particular case.

13 And I note that when we go out and we measure
14 attitudes that may be associated with risk perception, or
15 with behavior about moving, about vacationing, we're asking--
16 we tend to ask these questions all at the same time of the
17 same individual. It's a cross-sectional design, so we ask a
18 variety of attitudes. We see that they're--we then can
19 measure the relations amongst them, and that's how much of
20 the hypothesis testing is conducted. We see whether or not
21 people's perceptions of risk are associated with different
22 kinds of intended behavior, and we see that there's a
23 relationship, and confirm that.

24 Now, there's an interesting literature that has
25 grown up over the last, say, five or six years, the best

1 example of which is a book by Sniderman, Brody, Tetlock, and
2 others, called, "Reasoning and Choice," and it really tries
3 to get at how it is that we apply reasoning to come to
4 decisions, and that this is applied in the case of politics,
5 and race politics, in particular, but it's important here,
6 because the book concludes on the basis of a whole array of
7 different types of research designs that we tend to come to
8 conclusions about major things like race policy, and perhaps
9 like a nuclear waste repository based on some relatively
10 straightforward heuristics, and then go back in and fill in
11 the chain of reasoning that would get us to that conclusion.

12 And the difference between highly cognitively
13 sophisticated people and less cognitively sophisticated
14 people is that the most cognitively sophisticated folks,
15 those with the highest education levels, are simply better at
16 going back and filling in the chain of reasoning.

17 Now, the case becomes somewhat important for us
18 when we're thinking about what it is that causes people to be
19 opposed to a nuclear waste repository, because I've seen some
20 very interesting research done on this, that has looked at
21 the relationship, for example, between trust and opposition.
22 Trust has been shown, if you take a cross-sectional dataset,
23 you can find that trust is correlated with perceived risk,
24 which, in turn, is associated with opposition. There's a
25 very interesting paper that some of the panelists here worked

1 on on that.

2 The difficulty is, again, it's cross-sectional
3 data. We asked the answers to these questions all at the
4 same time, and it's quite possible that something else is
5 driving the answers to all of those questions, and I would
6 submit that there is one thing out there that's quite
7 important, and that comes back to the justice question, how
8 we make decisions, whether or not something is fair.

9 In one of the experiments that we have underway
10 right now, Gib and I and Carol and some others, we're
11 measuring perceptions of states' rights, and the degree to
12 which people think that it's appropriate that the State of
13 Nevada take a nuclear waste repository when they don't want
14 it, even if the majority of the rest of the country, or
15 senators and congressmen and the rest of the country want to
16 do that, and it turns out that there's a very powerful
17 relationship between perceptions that states ought not to be
18 forced to take these things, and the perception of risk, and
19 opposition to the policy of, you know, putting in Yucca
20 Mountain.

21 Now, the point behind all of this--and I apologize
22 for getting kind of long-winded here--is that if it's the
23 case that it's really opposition to the way we went about
24 making the decision that is causing people to go back and
25 fill in, in a chain of reasoning, that there's high risks and

1 they distrust these people, then, you know, we have to worry
2 about which correlation is important, which attitude is
3 connected to behavior, and if we miss, and if we're looking
4 at what are, perhaps, spurious correlations, or the filling
5 in of the chain of reasoning after the fact, then we may not
6 get as strong a relationship between the attitude and
7 behavior, because we've mis-specified the model.

8 I mean, this is a real challenge for those of us
9 who try to do social science. We're dealing with a
10 complicated world. Our ability to measure and control for
11 things is limited. That contributes to some of this
12 fuzziness in the relationship between attitudes and
13 behaviors.

14 DR. BREWER: Warner, do you want to pick up on that?

15 DR. NORTH: Well, I was going to see if I could
16 encourage more discussion of what do we do for going into
17 depth? Maybe that's longitudinal as opposed to cross-
18 sectional, but it strikes me that when I, as an amateur in
19 this area, look at a lot of the survey data on nuclear waste,
20 it has the pattern of a lot of people have an impression that
21 seems reasonably superficial, but some people have a very
22 deep passionate conviction about this, and act on it, and, in
23 doing so, often convince a lot of other people who have the
24 more superficial attitude.

25 Now, it strikes me that understanding, how did

1 those people who feel so passionately get that way, is it
2 justice, is it the trust issue, is it a sense of being lied
3 to, is it something that comes from their early childhood, is
4 it something having to do with egalitarians' hierarchial mind
5 sets, et cetera, it strikes me that that is a very
6 interesting and important area of research, because it
7 strikes me that the social dynamic of this kind of issue is
8 that a relatively small group of people who are passionate
9 and determined can often sway a much larger group on issues
10 over a period of time, and that we ought to try to understand
11 the dynamics of that process, and see, essentially, what we
12 can do to determine that there is a storm brewing, when it is
13 one small cloud on the horizon, and the nuclear waste issue
14 is only one of many where we failed to do that.

15 DR. BREWER: You know, this might be the time, just to
16 pick up on that thought, Warner, the media really has an
17 important role in all of this in terms of the conversion of
18 the storm cloud into something which is really quite
19 significant.

20 I wonder if anyone would really care to talk about
21 what I think is called in the literature, social
22 amplification of risk. Is that what it's all about? Are you
23 responsible for that term?

24 DR. WILKINS: No, Paul is, but I'll at least do a five-
25 minute primer on what you may or may not be able to expect

1 from the media.

2 The first thing I want to emphasize is that media
3 is a plural noun. *The New York Times* is not the *National*
4 *Enquirer*, despite the fact that *The New York Times* is quoting
5 the *National Enquirer* over O.J. Simpson. NBC is not CNN, so
6 just as we have complexified for you the concepts of
7 attitude, belief, behavior, all of that sort of stuff, I'd
8 like to complexify for you the notion of media, and what you
9 can and may or may not be able to expect.

10 The second distinction I want to make for you, and
11 it's made in one sentence in one of the readings that we were
12 given. When we have been talking here, we have been talking
13 about--my term is the news media. I want to emphasize a
14 couple of things to you. The experience that most people
15 have with nuclear waste is what, in my end of racket, we
16 refer to as a mediated experience. What they know about it
17 is not first person. It is from what they take in from the
18 media.

19 But I would suggest to you that it is a mediated
20 experience that is not merely mediated by the news media. We
21 live in a mediated culture that includes fictional portraits
22 of nuclear waste and their impact, as well as the portraits
23 that are prevalent in the news media. Let me give you one
24 example.

25 About ten years ago, the National Science

1 Foundation asked the people who run the Children's Television
2 Workshop, those producers of Sesame Street, to help them
3 develop a risk communication campaign for hurricane warnings
4 for kids. They thought that was real essential in Florida,
5 because children really didn't know how to react when they
6 got the warnings.

7 CTW does a number of things well, but one of them
8 is, is it does pretty good research before it puts together
9 any programming, so they had the brilliant idea to go out and
10 ask a bunch of children what they thought a hurricane was.
11 The answer they got was the kids thought the hurricane was
12 the cyclone from *The Wizard of Oz*. Their image of a
13 hurricane came to them not through personal experience--most
14 of them were under five--but through a fictional film.

15 So, one of the things that I want to sort of
16 emphasize is when you're talking about this social
17 amplification of risk in the media, you need to keep in mind
18 that people get their mediated information from lots and lots
19 and lots of places. Most of them aren't called *The New York*
20 *Times*.

21 When we talk about the accident at Three Mile
22 Island, one of the things that's very seldom mentioned, but
23 which I truly believe is significant, is that six days after
24 that accident happened, the film, "China Syndrome" was
25 released, and was very, very popular. There have been actual

1 studies done by folks who do disasters, who've gone back and
2 looked at film portraits of things like, you know, floods and
3 hurricanes and tornados, and even things nuclear. You'll be
4 delighted to know that, you know, you can see on your
5 television, I think within the last week, at least in the
6 market where I live, "Planet of the Apes", which is about
7 things nuclear, or, "The Thing", which is about things
8 nuclear.

9 We have these fictional portraits that have been in
10 the popular culture for a long, long time, and one of the
11 things that social science is very unclear about is what it
12 is that people take away from these fictional portraits, but
13 they're clearly there, and, at least in some specific cases,
14 like CTW and hurricanes, we know they're significant.

15 The second thing I need to emphasize is that the
16 role of journalists in the news media is very different,
17 sometimes, from a--particularly what technical people would
18 like. In their study of risk communication, about
19 environmental hazards, Krinsky and Plough come up with the
20 phrase that I think best describes what the media do, which
21 is that they become equalizers of perspectives on risk.

22 That has an up side and a down side. The down side
23 is, is that the respected nuclear scientist, the person who
24 really does have a handle on the technical information, will
25 be quoted right alongside your friend, who thinks that it's

1 going to explode, and, in most stories, the journalist isn't
2 going to tell you which way the National Academy actually
3 feels about those two things. We call that the dueling
4 scientists scenario.

5 The up side of that is, is that sometimes your
6 friend who thinks it's going to explode may actually have a
7 legitimate point, and the media, in some sense, will air
8 that. In that sense, news coverage of many issues of risk is
9 really a two-way form of communication, and one of the things
10 that mass communication scholars know is that *The New York*
11 *Times* is not written for people who live and work in New York
12 City. My understanding is if you're a New Yorker, you read
13 *Newsday*. *The New York Times* is written for policy makers,
14 most of whom live in the Boston, New York, Washington, D.C.
15 access. What *The New York Times* says about risk is going to
16 have a much different impact in a much different audience
17 than what *Newsday* says, or what *The Los Angeles Times* might
18 say.

19 A couple of other things, I think, are real
20 important. One of them, particularly when you're dealing
21 with issues of the news media, is the definition of news
22 itself, which I think you're going to have a terrible time
23 getting away from when you talk about the social
24 amplification of risk. Most of us came here on airplanes.
25 The fact that most of us are here indicates to me that those

1 airplanes didn't crash. This is not a news story.

2 When an airplane crashes, it is news. If a nuclear
3 waste repository were to be built at Yucca Mountain or
4 someplace else, and it worked perfectly for 50 years, you
5 probably wouldn't see a lot of news coverage. I can argue
6 from an ethical perspective that maybe you might, but, in
7 fact, the way journalists go about doing their jobs, you
8 won't. If there are accidents associated with that facility,
9 you're going to see a lot of news coverage, and I think that
10 is inevitable.

11 The last sort of point I want to make--and then
12 I'll let everybody else on the panel loose to bash--is in
13 several of the articles that we were given, there was a
14 discussion of the Tylenol case, and I want to give you a
15 little bit different spin, the spin that at least comes from
16 communications.

17 When we look at that case, what we say is that
18 Tylenol was an absolute success story in terms of
19 communicating risk. Why? Because today, Johnson & Johnson
20 and its product, Tylenol, has a bigger share of the over-the-
21 counter pain relief market than it did before those accidents
22 occurred.

23 There have been significant studies of how and why
24 people think that happened, but the bottom line on all of it
25 is that this was a corporation that decided to take a short

1 term, big time financial loss, pull the product off the
2 market, tell people the truth about what had happened, had
3 the great good fortune of having an external bad guy to blame
4 for what happened. The result was that, at least in survey
5 data and other sorts of data that I've seen, people trusted
6 the product, trusted what the manufacturer said, and,
7 therefore, were willing to once again buy Tylenol when it was
8 deemed safe.

9 That brings me to the very last thing I want to say
10 about journalists and journalism. This whole issue of trust
11 which we really just touched on, I think, is very key when
12 you talk about the social amplification of risk. Journalism
13 and journalists, particularly, even in this post-Reagan/Bush
14 era, I think, are, to some level, rightly viewed as an
15 adversary of government, and if not an adversary, at least a
16 skeptic.

17 That isn't helped by the fact that there have been
18 systematic real and documented cases of government
19 mismanagement and coverup in having to do with things
20 nuclear. That fact, to me, indicates that whatever scrutiny
21 this process gets by *The New York Times*, as opposed to the
22 *National Enquirer*, will have a critical edge. People will
23 ask questions regarding trust in institutions that,
24 considering past track records, are going to be somewhat
25 difficult to deal with.

1 The process of how all of that gets dealt with--and
2 that's not merely a mediated process, but certainly, the
3 media will have a role in that process--therefore, I think,
4 becomes critical in any sort of work to try to determine what
5 sort of impacts might or might not be mitigatable.

6 DR. BREWER: Boy, that was a wonderful summary.

7 Paul?

8 DR. SLOVIC: First, just to set the record straight, the
9 term, I think, comes from Roger Kasperson and his colleagues,
10 who used it to describe a phenomenon that had come out of the
11 earlier risk perception literature, whereby not all events
12 have equal impacts on society, and so, for example, with
13 regard to airplane accidents, when the largest commercial
14 aviation accident on record is a collision of two 747s on the
15 runway at Tenna Reef, Canary Islands, about 700 people died,
16 and yet it was, you know, rather quickly forgotten. I mean,
17 it was big news for a little while, and then it passed on and
18 had relatively little broad or social consequences.

19 When an engine fell off a DC-10 climbing out of
20 Chicago in the early stages, well, sometime in the early
21 eighties, that was much bigger news, because people saw in
22 that a different message, and what I think is partly
23 underlying social amplification, social amplification
24 attempts to ask why is it that some events that take very few
25 lives, or have very low risk from a technical standpoint,

1 have a large social impact?

2 And one of the concepts that was put forth to try
3 to explain that is the notion that events or accidents are
4 signals of, say, a change in risk, or maybe no change, so if
5 the event portends that the world is suddenly different than
6 it was for you before the event, that we now know something
7 new or things have changed, this is an ominous signal which
8 often triggers very strong social and economic political
9 consequences, so that the engine falling off the DC-10 was a
10 signal of possible metal fatigue that could be running
11 through the whole fleet of DC-10s and portend further
12 crashes, or accidents and crashes unless something, you know,
13 strongly was done, and it had a big response.

14 We started to study media response in light of
15 this, and we actually had people judge their view as to what
16 the media should cover, what kind of accidents and events the
17 media should cover. We also studied their perception of
18 signal value of accidents and different sorts of things. We
19 found a very strong correlation between the strength of the
20 signal of an accident, and the desire for media coverage,
21 and, in particular, things nuclear were in the high signal
22 area, because it was also linked to aspects of perception,
23 like the perception that the hazard domain is catastrophic,
24 that it has a dread element to it, that it's not fully
25 understood.

1 So when something goes wrong in a system like that,
2 and nuclear power and nuclear waste are categorized as that
3 kind of hazard, then you get a much stronger system and a
4 desire for strong media coverage, and I think that supports
5 Lee's contention that, you know, when things go wrong, or
6 even, you know, are seen as leading in that direction, you're
7 going to get high media coverage.

8 It's the same thing now with the Ebola virus coming
9 out. I mean, you know, there haven't been a lot of deaths
10 yet from that, and by accounts of what other things are
11 happening in other parts of the world that are killing
12 people, the hundred deaths in Africa from Ebola are not big
13 news, but it is a strong signal that something's different
14 here.

15 Just a couple of other comments. The notion of
16 social amplification is broader than just the media. It also
17 takes into account the role of, say, the emerging power and
18 sophistication of special interest groups in our society who
19 use the media more and more to their advantage, and in
20 getting us to focus on risks that they think we ought to be
21 worrying about, and that's another way that a small event, in
22 a technical way, can end up having a big impact.

23 DR. BREWER: Which really goes to Warner's point from
24 about ten minutes ago, the idea of a few passionate people
25 who are sophisticated about the use of the media having

1 disproportionate kinds of consequence or impact.

2 Hank, do you want to pick up on this?

3 DR. JENKINS-SMITH: Yeah. A couple of aspects of this.

4 First, I mean, back to the media question, that was an
5 enjoyable summary, but there's another side to this that I
6 think is critical, and that is that we are all receivers of
7 the signals that the media sends, and we're not entirely
8 passive in that process.

9 You pointed out, in part, that there are different
10 constituencies, essentially, for the different media sources.
11 We do choose those for different reasons, in part, because
12 they provide us with different things, but when we've studied
13 the way people consume information that comes about
14 environmental hazards, and looked at what sources they
15 employ, and what credibility they impute to the different
16 sources, and, overall, media reporters, particularly for
17 newspapers and television, are accorded an extremely low
18 level of trust, rivaled by Congress, in this society.

19 And it varies by the different sources that are
20 involved. I mean, people put in--and we do have filters.
21 It's not as if we simply take at face value all of the
22 information that comes to us, so it's not just that there's a
23 variegation in that market. I think that different kinds of
24 individuals are treating those sources of information in
25 quite different ways.

1 And, you know, the result is that in some sense we
2 immunize ourselves to expected deviations from veracity
3 amongst those news sources if we don't trust them. We can
4 even look at the directions in which we think that bias will
5 occur. We've measured if, you know, do you think that in an
6 event like this, that reporters would overstate or understate
7 the risk and, by and large, with environmental
8 technologically associated hazards, people expect reporters
9 to overstate the risk. They do so because they sell
10 newspapers, and people understand that, and--or sell Nielsen
11 points.

12 The issue here is that then there is some
13 variegation in taking these kinds of things, and we've
14 actually gone out and tried to measure what happens to
15 people's perception of risk over time around a specific
16 event, and this is repeat panel surveys. We go back to the
17 same people before and after some major event to see whether
18 or not there's been a major amplification of the level of
19 risk.

20 One study that we did was in Idaho and Oregon.
21 Some of you may be familiar that there was a major campaign
22 by the Department of Energy to ship Cesium capsules from
23 northern Colorado up through Wyoming, Idaho, and into the
24 Hanford facility where these Cesium capsules were being
25 stored. They were being shipped because one leaked down in

1 Georgia, and Cesium is nasty stuff. I mean, it's basically
2 used to kill the bugs and, in this case, in medical equipment
3 after the stuff had been packaged, and it's hot. I mean, it
4 makes the containers in which the stuff is physically hot, so
5 if it rains on them and they're stationary, they steam.

6 And there was lots of potential in this case for
7 all kinds of interesting signals about these trucks, enormous
8 publicity for the first shipment; helicopters following it,
9 filming it, protesters all over the place. In fact, in one
10 of the early shipments that took place, there was a bomb
11 threat called in to a truck stop where one of the--where the
12 truck was stopped. It's not clear that it was--the two were
13 related; nevertheless, there was a lot of activity associated
14 with this.

15 In addition, shortly after the inception of the
16 program, there was a staged accident, called "TransAccs 94" I
17 believe. This was early last fall, in which the freeway was
18 closed not far out of Boise, Idaho, and they had a truck out
19 there and they sort of staged it, basically trying to see
20 whether the local emergency responders could, in fact, handle
21 an event like this that took place.

22 We measured, prior to this event, the way that a
23 lot of people in Oregon and Idaho understood the risks
24 associated with this event, and then we went back in about
25 six--was it four months, I guess, afterwards, to see whether

1 or not there was a change, and there was not. To the extent
2 that there was a change, a statistically discernible change,
3 it was a decrease in the level of perceived risk, modest, and
4 only amongst people who had obtained a fair amount of
5 information.

6 What's interesting, though, is that in contrast to
7 the direction that people's perceived measures of risk went,
8 most of the ones who told us that they had, in fact, heard
9 about this in the news media said that the nature of the
10 information that they obtained would have caused them to
11 increase, would have made them more worried about the
12 program. So, despite the fact that those people who got
13 information from the news media told us that the information
14 would lead them to be more worried, in aggregate, the effect
15 was--or the change, pre-post, was to a diminished level of
16 perceived risk.

17 Now, I'm not sure what to make of this. There were
18 no major controversies. I mean, there wasn't an accident.
19 None of the Cesium got loose, or anything along those lines,
20 so in that sense, it's not a real strong test, but,
21 nevertheless, there was a lot of information, a lot of
22 initial controversy that died down fairly rapidly, and a
23 diminishment in the level of perceived risk associated with
24 it.

25 We have a harder test underway right now with

1 respect to the return of the foreign spent nuclear fuel to
2 South Carolina from European research reactors, and we did a
3 pre-measure on that one and we'll have a--we have a post-
4 measure underway right now.

5 DR. BREWER: And what's your prior?

6 DR. JENKINS-SMITH: My prior is that--I guess my--I have
7 a distributional prior, and I think the mode is that it won't
8 change, but we'll see. We'll see.

9 DR. BREWER: I'm going to ask a question where the
10 answer is sometimes yes or no, I promise, before this two
11 days is over.

12 Lee?

13 DR. WILKINS: Just let me add a couple of things. The
14 work that you're doing, especially about finding people doing
15 things like acquiring facts, based on reading news stories,
16 this follows--I hate to say this--at least a 50-year
17 tradition in mass communication research. I don't know what
18 we do, but we don't teach people facts. I mean, that's very
19 clear.

20 The second thing, I need to put in a plug, at least
21 for my own profession, as battered as it is right now. Most
22 of the studies that have actually looked at media coverage of
23 hazards and disasters and risk seem to indicate that far from
24 sensationalizing the risks, that media coverage tends to
25 minimize it. There have been some outstanding exceptions to

1 that, but if you look over this scale of, you know, many
2 sorts of health-related risks, hazard risks, you know, all
3 that sort of stuff, media coverage tends to deflate rather
4 than inflate.

5 Sometimes people who look at this sort of thing--
6 and, as you said, there are lots of groups of folks out there
7 who are real savvy about how journalists work and how the
8 media work. One of them is special interest groups, which
9 Paul's already referred. Another one's the government.

10 My all-time favorite Chernobyl footage--I did a
11 little bit of content analysis of the first month of
12 Chernobyl coverage--was of that well-respected nuclear
13 physicist, George Schultz, who managed to make all three
14 networks the first 24 hours after Chernobyl, saying that he
15 was positive that 2,000 people had died.

16 Now, from a journalistic standpoint, it's real hard
17 to know what to do with that, because he's a government
18 official, he supposedly has access to information. True,
19 he's not trained in nuclear physics, but we didn't exactly
20 expect him to lie, so some of this which we attribute to the
21 media--and, indeed, it aired on all three networks, so,
22 obviously, it was mediated--in fact, you can track it back a
23 couple of levels.

24 You know, that doesn't excuse mistakes,
25 misstatements, ignorance, all the things of which journalists

1 truly often are quite, you know culpable on, but it is to say
2 that journalism in some ways, particularly news, tends to be
3 reactive rather than proactive, and because it can be such a
4 reactive profession, you can tend to be at the mercy of your
5 sources, and most journalists who are any good at their job
6 realize that, and know that, but it's still a difficult
7 predicament to get out of.

8 DR. BREWER: Yeah, Gib?

9 DR. BASSETT: I'm not sure whether the social
10 amplification of risk will occur, and when it will occur, and
11 so on, but like Warner might like to do, I like to think
12 about decision analysis, and then raise a question about the
13 social amplification of risk, and I'm at a decision node
14 where the social amplification of risk going on one way
15 doesn't exist, not real--we don't worry about it. On the
16 second node, social amplification of risk is important.

17 The media, other leadership groups are going to
18 blow up the event to large proportions, but then it seems
19 that the consequence of storing waste at 70 or 100 places
20 versus storing it at one place become so clear in terms of
21 deciding what public policy should be, that it just becomes
22 clear that you've got to get it in one place, because the
23 consequences of an accident at one of 70 places are going to
24 be felt at 70 places, which are near large population
25 centers, and so I've never kind of understood how the social

1 amplification of risk wasn't being used as the strongest
2 conceivable argument that people could make in favor of a
3 strategy for single site storage.

4 You want to keep your portfolio diversified, when
5 you can kind of keep things uncorrelated. Social
6 amplification of risk says that these things are going to be
7 correlated events. We only have to look to Three Mile
8 Island. There was one event which had far-reaching social
9 amplification of risk consequences that I might even say were
10 not bad consequences, but it seems that the risks that we're
11 running now, if social amplification of risk is right, you
12 know--we don't even--we haven't committed to that, but if
13 it's right, then it just seems like the policy prescription
14 is just so crystal clear that I can't understand--I can
15 understand why there's other issues here, but it just seems
16 clear that social amplification of risk pushes one way,
17 unless we can point to certain kinds of features about single
18 site storage versus disbursed site storage, which would cause
19 social amplification to be big in the one case, and not in
20 the other case, but that's not been the way that I've
21 understood this argument.

22 Paul's heard this before, so he may have, you
23 know--

24 DR. BREWER: It's Elaine, and then Warner. Elaine?

25 DR. VAUGHAN: Gil, I said this to you last time we met

1 at a conference. You sound like an economist again, so you
2 always do this, but--you are an economist, but, Gil, I think
3 that that would work if we were talking about the most
4 efficient decisions versus the most equitable. Perhaps
5 social amplification can occur because if an accident does
6 happen in Nevada, why should Nevadans be subject to this, in
7 looking at the distribution of risk throughout society, when
8 the benefits of storing waste in one site benefits, let's
9 say, all of society, and yet, the risks are being incurred by
10 those in close proximity to this site.

11 So if you look from an efficiency standpoint--and
12 this seems to be a conflict, a paradigm conflict that's
13 coming up in a lot of policy domains, where you get the
14 efficiency view versus equity, and sometimes they don't
15 always match, and so, I would argue that, in some cases, if
16 equity is a dimension that's being weighted, people might see
17 this one site solution as being very unfair; that why should
18 people in this state incur the risk when you're accepting
19 waste from a lot of other sites, and those people are never
20 incurring the risk and all of the benefits.

21 DR. BASSETT: I completely agree with that, I do. I'm
22 just kind of--but then we can talk about that.

23 DR. VAUGHAN: Right, I'm sure we can, Gil.

24 DR. BREWER: But not now.

25 DR. BASSETT: Right.

1 DR. BREWER: Warner?

2 DR. NORTH: Well, I think this illustrates that a very
3 important research area is why do we get amplification in
4 some situations, and we don't get it in other situations
5 which seem to be very, very similar.

6 Now, maybe the issue is equity. Maybe the issue is
7 some semantics that trigger different ways of having people
8 think about it; that a storage site is somehow okay and a
9 dump is not, even though it's the same material being managed
10 in a very similar fashion, simply, in one case, the label is
11 such as to trigger an amplification, and, in the other case,
12 that doesn't happen.

13 Now, my sense is that we know far too little from
14 the many examples we have of these kinds of things happening
15 in our society as to how do you recognize it while it's still
16 developing, and there is some opportunity to change policy
17 and try to improve the situation, as opposed to we have a
18 huge mess on our hands. The number that comes into my mind
19 these days is from the weapons complex, \$230 billion to clean
20 it up. Many people think that number may be low. That's my
21 definition of a huge mess.

22 DR. BREWER: Let's see, Paul, and then Jim, and then
23 Howard.

24 Paul?

25 DR. SLOVIC: I have a couple of comments. First, on

1 Warner's point, which I agree with, we need to understand the
2 social amplification better. We do understand it to a
3 certain extent, and one of the things that seems to trigger
4 these broader impacts is the sense that you can--that
5 management has failed, okay, the control system has not done
6 its job, and that there's some blameworthiness or
7 incompetence in the management system. If an event takes
8 place that sends that signal, then you get a real strong
9 response.

10 Another factor is the type of victim; innocent
11 people, children. I think the impact on NASA of the
12 Challenger accident was probably amplified by the fact that
13 there was a schoolteacher on board, an innocent person in
14 that sense.

15 With regard to Gib's point about social
16 amplification being used to argue against single site
17 storage, I think that's not quite the case. I mean, maybe
18 some people have used that as an argument, but I think those
19 of us who have researched it were interested, basically, in
20 the phenomenon of supposedly small events from a technical
21 standpoint, multiplying out and having major impacts on the
22 agency in charge, on the industry involved, on the economics
23 as well as the direct damages, and I think we would agree
24 that it has the potential to happen from accidents on site,
25 as well as at a repository, so we just would argue that it

1 needs to be up front and part of the analysis, which it
2 hasn't been part of the analysis, so, you know, put it in the
3 analysis and see how it comes out.

4 Then there are issues, of course, of single site
5 versus multiple, and in addition to equity, there's issues of
6 transportation, which can have problems, which could lead to
7 social amplification as well, so it's, you know, complicated
8 in that respect as well.

9 DR. BREWER: Thanks, Paul. Jim?

10 DR. OPALUCH: My point was just the same one that Paul
11 made about that there has been a fair amount of study of
12 dimensions of risk that lead to more amplification, like
13 whether the risks are voluntary or involuntary, and there's a
14 whole list of things.

15 DR. BREWER: Howard?

16 DR. SCHUMAN: The example of Tylenol that Lee gave seems
17 to me to raise an important variable that we haven't
18 considered in looking at the relation of attitudes to
19 behavior. It's the immediate effect, a later effect, and so
20 forth. I mean, there may be a drastic negative effect, but
21 then if your example--and I think I saw this in the Brazilian
22 example that was in a paper we were given, where there was a
23 very substantial effect, but, apparently, also a pretty
24 complete recovery.

25 So, in any case, the time dimension is very

1 important. Unfortunately, most of the attitude behavior
2 studies that I know of are single point in time studies, so
3 there's not a lot of light from those.

4 DR. BREWER: Jim?

5 DR. OPALUCH: And I think that those are the ones that
6 are easiest to measure. I think the longer term, chronic
7 kinds of things are difficult to observe, difficult to
8 measure, difficult to link to something. Can you really
9 determine that loss in population in this area was due to
10 this facility, you know, over a 30-year time span, or was it
11 something, you know, that would have happened anyway?

12 DR. BREWER: This is a good transition to the next
13 panel, basically, but we have a couple things to do
14 beforehand.

15 I'd like to ask another one of the curmudgeonly
16 questions. Based on what we've heard, in terms of
17 perceptions, attitudes, and then behavior--and an excellent
18 discussion, by the way--what would you tell the Department of
19 Energy to do? Ten minutes. I mean, what is the take on all
20 of this? What are they supposed to do with respect to Yucca
21 Mountain? Good, constructive suggestions. I mean, what does
22 it all add up to?

23 Steve, and then Warner.

24 DR. KRAUS: It's pretty obvious, but I'd say don't have
25 any accidents. You know, we've used the phrase, you know,

1 systematic desensitization, which kind of brings up the image
2 of a phobia, and I think that's kind of an interesting
3 analogy, because, in some ways, the public's attitudes
4 towards this issue does have some analogous aspects to a
5 phobia.

6 I mean, if you take a child who has a phobia of
7 dogs, and, you know, how you treat that, the approach is
8 usually systematic desensitization. You know, you put the
9 child in a room with a dog, and if you do that often enough,
10 and the dog doesn't bite the child, the child typically gets
11 over it, but if the dog does bit the child, then what happens
12 is now, all of a sudden, you know, the child's fears are
13 based on direct experience and thinks about it more, and all
14 those kinds of attitude behavior things that we talked about,
15 and, you know, in this example, you know, if there are
16 accidents that will, you know, kind of reinforce the negative
17 attitudes that are already there. You know, having accidents
18 is news, whereas a plant running smoothly is not.

19 That's that I think makes this so difficult to
20 predict what the economic impacts would be. I think it
21 really comes down to how smoothly would things function.

22 DR. BREWER: Warner?

23 DR. NORTH: I'll pick up from that. If you've got an
24 accident, the Tylenol people seem to have done it well. That
25 is the judgment we've heard, and I'd concur with it. Now,

1 where are the places where people have dealt with a very
2 difficult risk situation and seem to have done it reasonably
3 well, as judged after the fact?

4 All this brings to mind some comments I heard back
5 in the seventies from an individual who was just leaving the
6 staff of the Joint Committee on Atomic Energy, and I
7 encountered this individual--I think it was a plane flight--
8 and we had a long talk, and the individual was quite
9 despondent about the future of nuclear power, well before
10 Chernobyl and Three Mile Island, and the judgment was as
11 follows:

12 This issue could have been taken out into the
13 various chambers of commerce, Rotary Club, Lions Club, et
14 cetera, and really discussed that there were substantial
15 risks, that nuclear power was a dangerous technology that
16 needed to be dealt with very carefully, but had potentially
17 large benefits. Instead, as this individual related it, we
18 tried to do this in Washington, and we tried to do it with a
19 very small number of highly influential people in the
20 Congress, and it's not working, and it's really going to blow
21 up.

22 And I've reflected on that conversation many times,
23 that that individual, I think, understood what was wrong with
24 the system. In my judgment, we've taken some steps toward
25 getting it fixed, but we're a long, long way from being in a

1 situation where you can explain nuclear waste and the physics
2 involved at the level of a Rotary Club, and have it anything
3 less than a revelation to most of those people that that's
4 what you're talking about, because very few people understand
5 the science involved. Most of them, I think, have convinced
6 themselves that it's too hard for them to be able to
7 understand it, and it's a matter of which expert do you
8 trust.

9 I might add, I gave a speech to a Rotary Club, half
10 an hour last week, and I thought it worked pretty well. I
11 had lots of people tell me, "Gee, I really learned a lot of
12 things about this issue that I never understood before," so
13 it strikes me that there's an awful lot that the Department
14 of Energy could be doing that they're not now doing.

15 DR. BREWER: Paul, and then Hank. Paul?

16 DR. SLOVIC: Well, I would say that the first thing they
17 should do is take the issues we've been discussing here
18 seriously. The trust task force that Admiral Wadkins
19 commissioned led to quite an interesting report and valuable
20 report that Todd LaPort and Dan Metlay were instrumental in,
21 and I would ask, well, what have they done with that report?
22 I mean, that was a distillation of, what, eighteen months or
23 more of hard effort by many people to provide advice on many
24 of these, you know, on basically the issue that we're
25 discussing here today. It's been a year or two since that's

1 been out. You know, what's been the impact of that? And if
2 there has been no impact, why not?

3 Another direction would be to enlist the help of
4 the scientific establishment, such as the National Science
5 Foundation, in addressing these issues, because, I mean,
6 while they could support research themselves, DOE, they may
7 not be the best agency to launch a research program on this.
8 For one thing, there may be some credibility problems.
9 There should be some sort of neutral, you know, peer review
10 agency that takes the lead on this, and if they recognize
11 that these issues are a problem for the implementation of a
12 high-level nuclear waste program, which I think many of us
13 feel that they are, then they ought to be, you know, leading
14 the charge to try to get some help, enlist some help in that
15 regard.

16 DR. BREWER: Any other suggestions? Hank?

17 DR. JENKINS-SMITH: Yeah, I guess I'm a little bit more
18 cautious to make inference to what DOE should do right now,
19 but I can think of one thing that DOE should not do, back to
20 the issue of accidents and not having them, is we shouldn't
21 tell people that there will be no accidents, because they
22 don't believe it.

23 The fact is, is that when we have, in repeated
24 measures of likelihood of accidents, both in transportation
25 and in the existence of facilities, we get very large

1 fractions of our respondents who tell us, "Oh, yeah, there
2 will be an accident," and we ask, "Well, what do you mean?
3 What kind, and what's the origin?" They typically tell us
4 it's going to be human-caused error. People do it, you know,
5 and people aren't experts in nuclear physics, or other
6 things, but most people spend a lot of time watching
7 themselves, their own behavior, and other people's behavior,
8 and they see people making mistakes all the time, and they're
9 pretty confident in their assessment that people make
10 mistakes, people get tired, people, you know, just make
11 errors in judgment.

12 And to the extent that we have federal agencies out
13 there telling people, "There will be no accidents. We can,
14 you know, zero per cent chance of this," you destroy
15 credibility so fast it's astounding. What you need is a
16 robust system that can handle accidents. I mean--and the
17 fact is, if you think of most of the sort of trusted things
18 that go on in society, I mean, we have many industries that
19 operate with reasonable levels of acceptance, and people know
20 accidents are happening, but they know that they happen, we
21 recover, we pick things up, we fix them, we go on.

22 And now, when we try to claim that there will be no
23 accidents in these kinds of areas, or we're going to reduce
24 them to some astronomically small level, what we're doing is
25 essentially sending a signal that says, "Boy, if an accident

1 happened, it would be so catastrophic that we can't even
2 think about it." Maybe robust systems is a better way to
3 think about it than zero accidents.

4 DR. BREWER: Interesting point. Gib, and then Elaine.

5 DR. BASSETT: If there is a magic bullet solution, I
6 don't know what it is. The TRB, in its most recent report,
7 had a chapter devoted to a look at low-level waste, and the
8 difficulties that--and I take that to be real instructive,
9 because low-level waste has met with almost every one of the
10 problems in the arenas that we've talked about today as high-
11 level waste, but it's different, and so, I mean, it's not
12 ruled so much by DOE, although it may have those kinds of
13 connotations.

14 I know of instances where the people who have tried
15 to site the facilities have gone the extra mile to try and
16 involve the public at the Rotary, and do all this stuff, and
17 yet, on the low-level waste front, as we speak, you know,
18 nothing has happened, and I kind of--whenever somebody
19 proposes something that is a magic bullet kind of solution, I
20 kind of always ask, well, have they tried that in low-level
21 waste, and if they've tried it at low-level waste, then the
22 question is, well, you know, that's not going to do it,
23 that's not going to do it.

24 And so, I don't know what it is, but the low-level
25 waste situation that the TRB looked at, I thought, was

1 extremely instructive in terms of trying to find some way in
2 this landscape towards not solutions, but just to make the
3 problem a little bit more tractable.

4 DR. BREWER: Thank you, Gib. Lee?

5 DR. WILKINS: To put a little bit of a finer point on
6 something that Warner said that I think is really important,
7 is you need to worry a whole lot about process. There are
8 communities--Seattle/Tacoma is one that comes to mind--that
9 basically, over a period of a couple of years, essentially
10 arrived at a community decision about how much arsenic they
11 were willing to have a plant dump in the air, and what the
12 consequences of that were.

13 Now, arsenic is--arsenic will not make you glow in
14 the dark, okay, but it will make you real sick, and I think
15 it really does--a whole lot of this does get back to the
16 issue of how long are you willing to let the process run,
17 what are reasonable outcomes for process, and, fundamentally,
18 back to the issue of can the process and the people in charge
19 of the process be trusted, and, at that level, DOE has a
20 history of problems that are not all of the agency's own
21 making, but you all get to live with them.

22 DR. BASSETT: There is low-level waste. Where the trust
23 issue, you know, where DOE hasn't contaminated the waters,
24 and yet, low-level waste, there's no solutions on that front,
25 either.

1 DR. WILKINS: I agree.

2 DR. BREWER: Interesting sort of collection of responses
3 to the hard question of what would you tell DOE. We've got a
4 couple more minutes if you've got a couple quick ones, and
5 then we're going to go listen to the public for a bit.

6 Elaine?

7 DR. VAUGHAN: Just a comment that I think the DOE
8 shouldn't assume at this point that it understands the basis
9 of conflicts, just from some of the comments from this panel.
10 When I go to other meetings, I still hear some of the same
11 rhetoric from 15-20 years ago, ignoring 20 years of research
12 in risk management, risk perceptions, and social conflict, so
13 I think maybe the first step is to really do a good
14 assessment of what the problem is, what is the basis of
15 conflict.

16 We've been throwing out a lot of dimensions, but is
17 it equity? Is it issues of people don't trust the technical
18 numbers? Is it an issue--I don't think people have to
19 understand on some very detailed level the technology of
20 nuclear waste storage, but, in the absence of that, you have
21 to have trust, and so maybe that's the issue.

22 And so, I think that for the DOE, I would suggest a
23 very reasonable assessment of what the problem is, and then
24 to look at different scenarios, different possibilities of
25 when amplification might occur, what kinds of events or

1 circumstances might lead to that, and I would say develop
2 something like a sensitivity analysis, given the different
3 scenarios, based on some of the research done from panelists
4 here.

5 DR. BREWER: Yeah, good, constructive suggestion.

6 Doug?

7 DR. EASTERLING: I guess when you first asked that
8 question, I was thinking more in terms of what can DOE do to
9 reduce the impact of an accident, but it sounds like the
10 conversation is more what can DOE do to reduce controversy
11 around the siting, and I think I agree with Gib, that you've
12 --the Congress has basically painted DOE into a corner. I
13 don't think there's much that they can do at this point,
14 barring a re-examination of the basic mission that they're
15 confronted with. I think the public has so little confidence
16 that building a repository either in Yucca Mountain or
17 anywhere at this point is a good idea, that I don't think any
18 agency, regardless of the level of trust, could go forward.

19 Just one set of findings, based, partly, on Hank's
20 work. We went back and tried to look at the relationship of
21 trust in DOE and acceptance of a repository and perceived
22 risk of a repository, and there's a whole range of
23 correlations, but trust generally seems to be less of an
24 important determinant than things like overall faith in the
25 technology. DOE's coming in almost after the fact, and I

1 wonder how much they actually can do.

2 DR. BREWER: One more comment, if you have one. Warner?

3 DR. NORTH: I'm going to reiterate the recommendation in
4 the report to Congress from the TRB awhile back, not too long
5 ago, about the schedule-driven program. I think if you are
6 perceived as having a schedule-driven program, you have a
7 terrific problem in generating trust in that.

8 DR. BREWER: Okay, thank you.

9 What we're going to do now, five members of the
10 public have indicated they'd like to talk to us, and they can
11 say what they want. They can address questions to you
12 individually, collectively, or whatever. I'm going to ask
13 that the comments be kept to five minutes, so that we can--
14 speaking of being schedule-driven--so that we can maintain
15 our schedule.

16 And while all this is going on, I want everyone to
17 be thinking about kind of the next step in the logical
18 progression of the conversation today, which is if you've got
19 behaviors--we've gotten to that point; yeah, we have
20 behaviors--can they have impact, and what is the nature of
21 the impact, and this is particularly in the area of social
22 and economic standard kind of things that can be thought
23 about in the realm of social and economic.

24 What we're trying to do here is to bring the
25 connection from special effects to standard effects, to use

1 the jargon of the trade.

2 Basically, what I'd like to do is to stand here and
3 keep time, so that we do give everyone fair treatment in
4 terms of the amount of time that's available, and also direct
5 traffic in case there are questions.

6 James Short and John Petterson. You have indicated
7 you'd like to do a duet. Mr. Short?

8 MR. SHORT: Not exactly a duet. I'm going to introduce
9 John Petterson.

10 DR. BREWER: Fine.

11 MR. SHORT: I am Jim Short. I'm a sociologist from
12 Washington State University, and I chair a National Peer
13 Review Committee for research in this area of concern for
14 Clark County.

15 I had a little presentation to make, and I have so
16 much scribbled all over it here that I don't know where to
17 begin. The comments have been very helpful, I think, and
18 stimulated a lot of thought.

19 I must recall an incident that occurred on the
20 first meeting that our peer review committee held at this
21 hotel in 1991. The meeting was held up because the accident
22 that couldn't happen did happen in Henderson, a suburb of Las
23 Vegas. A very severe chlorine leak occurred, and we were
24 assured that that was one that couldn't happen, so Hank
25 Jenkins-Smith is absolutely correct. Don't tell people that

1 accidents won't happen or can't happen.

2 I want to suggest that risk perceptions and related
3 behaviors can't be separated from the values that people use
4 to guide their understanding of the world and their lives.
5 This, in part, it seems to me, accounts for the persistence
6 of findings regarding the social distribution of risk
7 perceptions regarding nuclear matters.

8 Among those values, I suggest, are three that are
9 particularly important. One, the value placed on one's
10 children and succeeding generations; secondly, the value
11 placed on trustworthiness and fairness in interpersonal
12 relationships and in evaluations and judgments concerning
13 organizations and institutions; and, thirdly, the value
14 placed on one's ability to influence public decision making
15 and control over one's life.

16 All of these values are implicated in the current
17 debate over high-level and low-level nuclear waste disposal.
18 People fear nuclear waste not just because of the tragedies
19 that have been associated with Chernobyl, Hiroshima, et
20 cetera, but also because of uncertainties associated with the
21 disposal, particularly as those uncertainties extend into the
22 futures of their children and succeeding generations.

23 Secondly, the relationship between risk perception
24 and social and economic impacts can only be understood within
25 particular contexts, and that, it seems to me, is what has

1 been largely missing from your discussion, although it's been
2 eluded to elliptically several times. The State of Nevada
3 and affected units of local government currently are the most
4 relevant contexts.

5 This will change drastically, I predict, as soon as
6 the shipment of nuclear waste becomes more imminent, and
7 transportation corridors are greatly recognized, and then the
8 constituencies of high-level nuclear waste disposal will
9 expand dramatically. Then, I suspect Nevada may get a good
10 deal more support than they've gotten so far from within the
11 Congress.

12 Thirdly, I want to--I don't know whether I'm first,
13 second, or third, but the focus, I suggest, on the
14 individual, relationship between individual attitudes,
15 perceptions, and behavior is, in some sense, misplaced. What
16 has been missing in each of--in much of the discussions so
17 far are the organizations and institutions by means of which
18 issues become defined, policies formed and implemented, and
19 reactions to those policies as well.

20 We know a good deal about social movements, and how
21 risk becomes amplified, not just in terms of an individual
22 nexus of attitudes and behavior, but in terms of the sorts of
23 interpersonal relationships people have, sort of
24 organizations they belong to, the sorts of movements, social
25 movements that they become affiliated with.

1 Now, research conducted in Nevada by the state, and
2 among several of the affected units of local government is
3 beginning now to tell us how and why risk perceptions are
4 likely to be played out in behavior within these contexts,
5 and I think the panel must come to that sooner or later. The
6 most immediate need, it seems to me, is to strengthen these
7 research efforts, particularly as they relate to current and
8 pending legislative and DOE activities, which are upon us all
9 the time.

10 Now, this is just an introduction to John
11 Petterson, who has been doing a lot of that research for the
12 Clark County. Paul and others have been associated with the
13 state effort, but I hope maybe these remarks will help to
14 introduce John's presentation.

15 DR. BREWER: Thank you, Mr. Short. The next speaker is
16 John Petterson, and John, if you'd take a moment, just at the
17 beginning, to introduce yourself?

18 MR. PETTERSON: My name is John Petterson, and I'm the
19 principal investigator on the Clark County socioeconomic
20 impact assessment of the high-level nuclear waste repository
21 at Yucca Mountain. That started in 1990. Previous to that,
22 I was the PI on the impact of the Exxon Valdez oil spill for
23 the State of Alaska, and prior to that, I was the PI on the
24 socioeconomic study of the Hanford site for its short two-
25 year life span, so I've got about ten years on this

1 particular issue.

2 And what I've done is prepared two papers: one, at
3 the direction of Dennis Bechtel, who's the head of the
4 program, a verbal response--I'm not going to try to convey
5 ten years in five minute, but I'm going to try to give you
6 the document and hope that somebody reads it. So, these are
7 the verbal comments.

8 The second set of documents is--I guess it's Dan.
9 I don't know who prepared those questions. Who did prepare
10 those questions?

11 DR. BREWER: We did it in conjunction with Hank and Paul
12 and Dan and lots of other people thinking about it.

13 MR. PETTERSON: Those were fantastic questions. These
14 are precisely the questions that we've had to deal with in
15 actually doing this work for the last ten years: What are
16 the methodological issues? What are the, either the moral
17 issues, the equity issues, all of those questions. We've
18 tried to address each one of those point-by-point, and if you
19 want to spread that around, I'd be happy to defend them and
20 to be the straw man, because we're out there doing it, and
21 we'd like to know.

22 We'd like to know about the risk communication.
23 We'd like to know about the methodological issues. We'd like
24 to know about the philosophical issues. All of these things,
25 we'd like feedback, if they're just marginalia, or criticism,

1 or laughter, whatever.

2 Okay. I'm going to go through just a couple of
3 things. The Goiania event provides kind of counterpoint.
4 It's the extreme case. I haven't seen the worst case.
5 Chernobyl was a real event. Goiania was a real event, also.
6 It was one cubic inch, one ounce of cesium, so, in a sense,
7 it was real and people died, but no more than in a traffic
8 accident in southern California.

9 The effects of that on the economy of the state,
10 social, political ramifications on the nuclear waste program
11 for Brazil, how that affected their program, it's a classic
12 example of this amplification issue, of one ounce spilled,
13 and the essentially catastrophic events that resulted from
14 that. It's a classic example of the media, by themselves,
15 magnifying this all over the state intentionally, in some
16 cases, creating stories that never had any basis in fact, so
17 I think it's an interesting analog.

18 I won't go into it except to say that of the
19 110,000 people that lined up for monitoring after the event,
20 5,000 were sent to the hospital with symptoms. It's a
21 classic example. Not a single one was contaminated.

22 The end of this paper actually goes into a
23 description of what we're doing in our study design of the
24 verbal comments, so anything you could give us back in
25 feedback of what we're doing, essentially, we're in the third

1 phase of the study that involves surveys to assess, just as
2 several people have noted, establishing what the--our program
3 is designed to monitor changes over time, not just changes in
4 attitudes towards nuclear waste, but the relationship between
5 those attitudes to nuclear waste and other prevailing
6 attitudes, based on an initial survey, open-ended survey that
7 said, what are the problems?

8 The bottom line is if you ask the question in Clark
9 County: What are you concerns? Fewer than one per cent will
10 respond with nuclear waste. That's a fact. Okay, well, if
11 you change the question and say: Among these 20 issues that
12 we've now identified as the most profound in Clark County,
13 how do you rank them over five years? The answer is totally
14 different. It's a profoundly important issue. Why? Why
15 does it change just by taking--because, in fact, it's not a
16 current risk, okay? It is a future risk. It's not a risk
17 posed to the current population. We're asking them a
18 fictitious question. Okay. We go into this in some detail.

19 We have a chronicling program that is trying to
20 track this contextual issue, the key question, the social and
21 political context is key. It determines, it determines
22 people's response. We have a behavioral study aspect, which
23 I'd really like some response on, which says we want to look
24 --how do you get at behavior? That's the key question
25 here.

1 We're saying you can't get at behavior by saying,
2 what would you do, and just assume that the intentions,
3 stated intentions are going to be what they do, but you can
4 go out and interview people in depth, and ask them what they
5 have done, establish a history, a context of their behavioral
6 responses, an inventory of those responses, and then ask them
7 the specific questions in regard to crime, in regard to
8 water, in terms of the context, and how that changes over
9 time, and we're also saying this point in time issue is
10 precisely correct. You cannot come out and do a study and
11 say we know something.

12 If you do two studies at two points in time, and
13 talk about changes in all of the variables, and how they
14 relate to each other; if crime goes up, nuclear waste goes
15 down as an issue. Well, that's what you need to track over
16 time, and in response to an event to understand how that
17 event affects the entire complex of issues, positive and
18 negative, inside that particular context.

19 I'm out of five minutes, aren't I?

20 DR. BREWER: Yes, you are.

21 MR. PETERSON: Well, that's surprising. Okay. I'll
22 put some of these in the back.

23 DR. BREWER: Now, John, let me just be clear. You are
24 inviting members of the panel to respond to this study; is
25 that what you're doing?

1 MR. PETERSON: I'm begging them.

2 DR. BREWER: Okay. So, there's the invitation,
3 panelists.

4 MR. PETERSON: Yeah. As critical as you can be,
5 abusive, send the abuse to me directly, of course, not to the
6 contracting officer.

7 DR. BREWER: Thank you very much.

8 Our next scheduled public speaker is Tom McGowan.
9 Mr. McGowan, would you identify yourself, please?

10 MR. MCGOWAN: My name is Tom McGowan. In order to make
11 your quota, I am a member of the local public. I, too,
12 brought some notes, about six or seven tablets, and that's
13 concise, but I'll just digress from that and do as you have
14 done, which is step on the rocks, and it'll be a little
15 episodic, but I think I can squeeze it in within five
16 minutes.

17 First of all, I appreciate the fact that you're
18 here. You may find that surprising. The reason I appreciate
19 it is you have done more in the last three hours to elucidate
20 the very starkly self-evident fact that you really don't
21 know, number one, whether your science is applicable to the
22 public perception of risk. I want to indicate, also, the
23 title of your meeting is risk perception, which implies, in
24 my understanding, that there is a risk to be perceived.
25 Unfortunately, you have not identified or delineated any such

1 risk to date. Perhaps you will at some point in time. I
2 don't know. I have now two items to make known, put under
3 the heading of good news and bad news.

4 The good news is you can show DOE (snaps fingers)
5 just like that, how to convince this public to accept this
6 material. Quite simple. The other part of the good news is
7 it is scientifically and technologically impossible to
8 guarantee safe and secure the underground emplacement of
9 nuclear fissile material and high-level waste, not only in
10 the State of Nevada, but nationally, and worldwide, anywhere
11 in the terrestrial domain.

12 The bad news is you apparently don't know that, or,
13 if you do, you may not care, so my job, today and henceforth,
14 is to reiterate and convince you both of those truths. The
15 secret to public acceptance is public acceptance by you. You
16 are not the public. I am the public, and colleagues like me
17 are the public. We are the Congress and the President of the
18 United States. It may come as a complete surprise, even to
19 the Congress and the President, but that's who we are.

20 This is not waste that belongs to some future
21 generation. It is our mess. We have the responsibility,
22 ethical, moral, beyond science, technology, and legalistics
23 into that realm of humanity, reasoning humanity. We must
24 take care of this mess, and we can, and we shall.

25 And so, the other part of the good news is we need

1 to eliminate it. The bad news is we've known how to do that
2 for more than 40 years, but special interests have made it a
3 little difficult. We're about to change that. We're about
4 to transmogrify the entire national and world public opinion
5 with regard to nuclear issues, nuclear policy.

6 We're going to transform it from a catastrophic
7 risk, inherent insanity, to a golden age of abundance of
8 safe, clean, and inexpensive energy for the entire world,
9 including, but not limited to the sovereign State of Nevada.
10 Quite simple. If you're interested, you may join. If
11 you're not, simply get out of the way, because it's going
12 ahead, with or without you, while you continue your studies.

13 I want to tell you that I'm particular impressed
14 with some of the statements made by some of the people on the
15 panel, for different reasons. Incidentally, proliferation,
16 meaning decentralization, is the proper response, not over-
17 centralization. If you want to discuss it in some other
18 forum, we can do that at length.

19 Media is just another public, like Joe's Body Shop.
20 Media doesn't know that yet, but that's what media is.
21 Media is not an agency of government. It was not authorized
22 by anybody, except by media. They're a private, limited
23 special interest, commercial project. They don't deliver
24 news at all, they deliver sound bites. They're
25 sensationalists. You need not worry about media. Worry

1 about the public. That's who you're dealing with, and the
2 secret to public acceptance of risk is--do you mind if I
3 smoke?

4 DR. BREWER: Yes, we do mind.

5 MR. MCGOWAN: You do. Thank you very much. On the
6 public record, you have just identified the public acceptable
7 level of risk, which is none, zero, nil. God bless you, my
8 son, and that will go for toxic radioactivity as well as for
9 secondhand smoke. I hope we all agree. Is there a
10 consensus? Don't even raise your hand.

11 And so, it's quite simple. The truth is, nobody is
12 smarter than all of us combined. We have learned a great
13 lesson over the last several years, particularly today.
14 Unless we get together, united as a people, we cannot
15 conceivably address and resolve this issue. If we do,
16 tomorrow morning, bright and early, we take the first step
17 down from the -- tree. Who will be first? Coward, take my
18 coward's hand, and let's move forward.

19 You can go home any time; preferably, one way. On
20 fast track airlines, piloted by the adroit stunt aerobatic
21 pilot, Dr. Daniel Mengele Dreyfus, I believe it is, who has a
22 very unique way. He will do part of the inspection of safety
23 for the aircraft prior to takeoff, part of it during the
24 flight, and part of it after arrival at the destination, if
25 you get there. The tickets are free. All aboard. You begin

1 to get the idea.

2 Yucca Mountain is inconceivable. Underground
3 storage is unconscionable. Your reasoning being first,
4 scientists, way down the line after that, and as far as
5 Bowman and Venneri, who I know personally and respect very
6 well, their work is commendable. It is also quite late.

7 There was a supreme author, and a higher authority
8 who made it possible for this naturally-ordered universe and
9 its variable dynamic flux in geophysical state, ongoing and
10 continuum of the geologic time scale to be autocatalytic,
11 critical, upon occasion. There really was an occlude; not
12 only one, there were 17 locations, and it lasted for one
13 million years. There undoubtedly were occludes before that,
14 much larger, much more Draconian, probably at the Big Bang,
15 if there was one, and if you are able to look at the entire
16 spectrum, and then come back into this microcosm, this micro
17 nanosecond of time that you are about to make decisions to
18 affect all ensuing and current generations of mankind and
19 universe in continuum, and still go home and face yourself
20 and your loved ones, you are not human, but beneath contempt.

21 Welcome to Nevada, the gambling capital of the
22 world. The problem is, your casino is not licensed.

23 DR. BREWER: Thank you very much, Mr. McGowan. As
24 always, an interesting discussion.

25 Our next individual is Atef Elzeftawy. I have

1 probably done great injustice to your name. Why don't you,
2 for the record, repeat it yourself and please tell us who you
3 are.

4 DR. ELZEFTAWY: That's all right. That has happened
5 during the last, what, 32 years since I've been here in the
6 United States.

7 DR. BREWER: Fine.

8 DR. ELZEFTAWY: You may call me Bob. That's okay.

9 DR. BREWER: Thanks, Bob.

10 DR. ELZEFTAWY: That's Atef Elzeftawy. I wasn't
11 intending, really, to take a couple minutes here to say
12 anything, but just one minute, I guess, about my background.

13 I originally was born and raised in Alexandria,
14 Egypt, that's why this funny name, if you want to call it
15 that way, and I got my first doctorate degree in soil science
16 and geology from the University of Alexandria, and then I was
17 fortunate to come to the United States and become an American
18 citizen, and earn the second doctorate degree from the
19 University of Florida in hydrology and environmental
20 engineering.

21 And as I sit down and listen to you, I can't help
22 but except to remember my physics professor in the University
23 of Florida. I took a course with him in physics, grad school
24 physics, and after the course I took with Don Deere, who used
25 to be the chairman of that Nuclear Transportation Research

1 Board, and he told us a real story. I don't know where is
2 the source of it, but he said in 1800, there was a biologist
3 in England, an excellent biologist, I wish I could find the
4 source, but I'm quoting him. I think he passed away, the
5 fellow.

6 And he said the biologist was trying to study the
7 effect of the number of legs on this little caterpillar as it
8 moves in its jump, so he got a caterpillar, and put it on the
9 bench, and then he plucked two legs, and then he hit the
10 bench and said, "Jump," so the caterpillar jumped. And he
11 did the following two legs, and he hit the bench and said,
12 "Jump," and the caterpillar jumped. And he kept going on
13 doing this until the last two legs, and he pulled them out,
14 and he hit the bench and said, "Jump." The caterpillar
15 didn't jump.

16 His conclusion was, as a scientist, as all of you
17 are, including me, that when the caterpillar loses its legs,
18 it also loses its hearing.

19 So, needless to say, with my background during the
20 last 30 years, with all the papers I've published, and all
21 the reports I've published, technically speaking, I'm proud
22 of them, and I'm proud of all your work, and I've been in
23 this particular nuclear waste program since Chester Sees
24 (phonetic) of the University of Illinois got me involved into
25 that back in 1974, when I went there as assistant professor

1 to work with the university and Illinois State Geological
2 Survey.

3 To make it short, I moved out here, did a couple
4 things in the unsaturated zone and Desert Research Institute.
5 I went to the NRC, and I did a couple things with them, and
6 I came back here, did a couple things with the state, and
7 then during the last five years, I left completely the
8 program.

9 I was fortunate to go to--talking about perception
10 of risk--to go to Madison, Wisconsin, and I spent there about
11 three years working on the toxic and chemical waste, on
12 CIRCLA site or RCRA site, and, by law, you have to interact
13 with the public, and perception of risk, and so on.

14 I had a seminar presented to the people--I didn't
15 expect 300 people to come--about the status of the nuclear
16 waste program as an "expert," and it was interesting to me to
17 find out that most of the attitudes of the people who were
18 there, who attended the seminar, was, well, if we have a
19 problem with toxic waste, I think the best way is to send it
20 to Nevada, because Nevada has very little water, Nevada has
21 very little people, it's all desert over there, so we might
22 as well just take it there.

23 And I think that was a shocker to me, regardless of
24 their background in terms of knowledge. Most of these people
25 have bachelor's degrees and they work in the toxic and the

1 chemical waste, and they know the ramification of all that,
2 but it was interesting to see their hands in terms of asking
3 them questions. What do you think? How about putting it
4 here in the State of Wisconsin? No, no, no, no. The State
5 of Nevada doesn't produce any nuclear--it's not really
6 nuclear waste, it's just a by-product, call it that way, and
7 it's not really waste, but...

8 So, I got involved into the perception of risks,
9 and so on, and I appreciate all the panel members here to
10 come. That was sort of enlightening to me to really see what
11 the perception of risk, but, you know what? I'm going to
12 give you another example for the perception of risk.

13 One second. Diane Sawyer went to the Middle East
14 sometime during the Gulf War, or right after, and she said in
15 one of those things that, "Boy, they have blue eyes and blond
16 hair in the Middle East." Well, young lady, my brother has
17 red hair and green eyes, and my younger brother has red hair
18 and green eyes, so, you see, the perception of us, knowing
19 that the people over there in the Middle East, they really
20 don't have a whole lot of blue eyes and green eyes and all
21 that determines our attitude.

22 So I really like the question that the chairman
23 addressed today, what should you say to the DOE, knowing the
24 DOE and the knowing the program all along. I think somehow,
25 somewhere, we cannot avoid the past, the past of the DOE in

1 terms of the work, in terms of Yucca Mountain and other
2 programs, always going to stay with us, but I think I agree
3 with the panelist member who said, "Well, try to do your
4 best, and try to avoid mistakes. Be open to the public," and
5 that's really what I'm saying, be open to the public. Keep
6 your things open. Earn their trust. The more people who
7 come here to Las Vegas, Nevada, which is supposedly the Sin
8 City of the country, as I came here 15 years ago, you know,
9 that was when I lived in Illinois. If you go to Las Vegas,
10 that's the Sin City; gambling and prostitution, and that's a
11 perception, see?

12 So, I think what we need to move on and help with
13 the DOE is to understand that earning the trust of the public
14 is very important, and that's all I want to say.

15 DR. BREWER: Good.

16 DR. ELZEFTAWY: Thank you for your time; appreciate it.

17 DR. BREWER: Thank you very much.

18 We have one more speaker, Judy. As always, for the
19 record, please identify yourself.

20 MS. TREICHEL: Judy Treichel, Nevada Nuclear Waste Task
21 Force.

22 I had some absolutely brilliant comments to leave
23 you with, and I was just going to spew those out and let you
24 take them home and savor them, and now I can't do that,
25 because with one of the discussions that went on here,

1 there's got to be something cleared up, and either you're
2 going to have to make me understand this, or it's got to go
3 away, and it's this argument about 70 versus one site.
4 That's the rationale that we've been given here in Nevada for
5 doing our patriotic and national duty, that suddenly you're
6 going to have a minimization of risk, because you're going to
7 go from 70, or as the nuclear industry says, 109 sites, to
8 one site.

9 And, well, NEI has been out there running these big
10 ads in major newspapers, and this is just one of them, but it
11 talks about this solution, the one place solution, and in
12 terms that you've been using, what they're trying to do with
13 this 109 to one site is a social de-amplification of this
14 problem, and they're convincing their constituents that the
15 risk of waste near them is gone if they get Yucca Mountain.

16 Now, nobody's going to convince me that if the
17 trucks roll away from one or more of those reactors carrying
18 fuel, that there isn't going to be more spent fuel produced
19 and put into that pool, and I'm not here to argue nuclear
20 power, I'm here to say that you can't use this argument about
21 going from 109 or 70, whatever the number of sites is, to one
22 site. It just ain't going to happen. You're going to have
23 110 sites, because that waste is going to be replaced.

24 The last people on earth who would decide to shut
25 that plant if the waste leaves is NEI, and the very close

1 second is the Department of Energy, who is still funding new
2 reactors, and so forth, and, as I say, I'm not here to
3 discuss that. I'm just here to say this is a very wrong
4 argument, and you cannot convince Nevadans, and shouldn't be
5 able to convince anybody else that there's any truth to the
6 fact that you would have the nation's nuclear waste in one
7 spot. You would have one additional spot, and, in addition
8 to that, you would have all those trains and trucks, which
9 are sort of mobile sites, during this 30-year campaign that
10 it would take to get it here.

11 But I have absolutely no understanding of where
12 this one site solution comes from, and if I have a question
13 for you, aside from trying to ask you to make me understand
14 that, it's I would like to know what your definition is of
15 the solution. You've been talking about coming up with the
16 solution, and I guess I'd want to know what that is, what are
17 we going for here, and what would you see as having
18 accomplished the solution, and we can talk about it later,
19 because I guess you're not ready to do that, but I just want
20 to get rid of that 70 to one, or 109 to one argument that we
21 use.

22 DR. BREWER: Good, Judy. Thank you very much.

23 I'd like to point out that the comment, and sort of
24 the argument was in the course of discussing a whole range of
25 other things. It is not the official sort of position of the

1 Board. As I said at the beginning of the day, the Board is
2 here to ventilate the issue, not to take sides one way or the
3 other, and I think it's worth my saying that.

4 If you would like to talk to Mr. Bassett, I'm sure
5 he would be delighted to talk to you.

6 All right. Thank you very much. There will be
7 another opportunity tomorrow for public comment; same rules
8 apply. Please sign up with Donna or Linda in the back of the
9 room. The agenda gives you the time. I can't remember right
10 off the top of my head what it is.

11 This is a long day. We're trying to make the most
12 of our panel and make the most of the time. We next have a
13 moment, about a half an hour, twenty minutes, something of
14 that sort--probably more. We're going until six, aren't we,
15 Dan?

16 DR. METLAY: We'll begin this next session today, and
17 finish it tomorrow.

18 DR. BREWER: Yes, this is the point. We are, in the
19 interest of time and efficiency and all of that, because we
20 are schedule-driven--let me get back to that--we will begin
21 the discussion now of what likely impacts might be. We are
22 now getting to make the connection between special effects
23 and standard effects in the jargon of socioeconomic and risk
24 assessment.

25 I'd like to begin the conversation by inviting one

1 or the other of those who have self-identified as economists,
2 to perhaps reflect--the admission's been made that you are
3 economists--and the economic, the potential economic
4 consequences here are certainly something on everyone's mind.

5 There are also issues related to the creation of
6 standard effect baselines, in terms of the economy and social
7 consequences. It's another one of the issues we want to talk
8 about.

9 Now, I will flip the coin. Gib, do you want to go
10 first, or, Jim, do you want to go first? Gib wants to go
11 first.

12 DR. BASSETT: Do I?

13 DR. BREWER: Yes, you do.

14 DR. BASSETT: Special effects and standard effects is a
15 distinction that I think was created by the people doing
16 research for Nevada; standard effects referring to the kind
17 of immediate impacts from building the repository on schools,
18 roads, sewers, and multiplier types of effects. Special
19 effects have to do with the kinds of impacts that come from
20 increased perceptions of risk due to Nevada being potentially
21 stigmatized as a nuclear place. I'm not the person to make,
22 to present that argument, but that's my understanding of it.

23 The only thing I might want to just say in my role
24 as an economist here, with that hat on, is that economists
25 aren't interested, particularly, in attitudes, or even

1 actually in behavior. They are interested in behavior.
2 They're interested, ultimately, in economic impacts, however
3 they might occur, and if people are not going to visit Nevada
4 as a result of its stigmatization, if people are going to
5 lose property values because of some sort of perceptual
6 issue, economists kind of take those as not--as real impacts.
7 We don't trace back through how those things kind of came
8 into being. If people respond, and prices move, and
9 migration occurs, and economic revenues are affected, then
10 that's sufficient for us to say that there's economic impacts
11 there.

12 I don't know, Jim's been in this contingent
13 valuation and valuing environmental goods area much more than
14 me, and he might just correct me in, you know, the areas
15 where I'm wrong, and maybe expand on it.

16 DR. OPALUCH: I haven't really studied the nuclear waste
17 issue in great detail, so it would be difficult for me to
18 talk about specific impacts. The stuff that I'm familiar
19 with is things I've read from other people on the panel, as
20 well as elsewhere.

21 The one thing I would like to add to what Gib said
22 is, economists also go beyond purely financial impacts to
23 consider other kinds of impacts that people would rather
24 avoid. I mean, if it's a negative impact on people, whether
25 it's through the market or not through the market, it still

1 is a concern.

2 I think in the natural resource area, the term non-
3 use value is one that economists have put a lot of thought
4 into, and it's a highly controversial issue, particularly
5 when it comes to trying to measure that thing, trying to
6 measure non-use values, but non-use values arise when you
7 value something that you may never use, you know. The
8 wilderness of Alaska, people may never go up there, but still
9 have value for it. That still is considered an economic
10 value, even though it's not expressed in market decisions,
11 market behavior.

12 I guess the main issue, having read through the
13 stuff that we were given, it seems like the relatively easy
14 impacts to measure are impacts from point events. If there
15 were a spill, or if there were a crash on the highway, how do
16 people respond? You can go out there and you can try and
17 measure that thing.

18 I think the harder thing to measure is the long-
19 term chronic effects that could potentially happen because
20 people get a different perception of what Las Vegas is all
21 about, or something like that, if this somehow were to
22 tarnish that image over a long period of time, such that
23 people may, you know, they changed their behavior and stopped
24 coming here, or whatever, I think those things are much more
25 difficult to measure.

1 DR. BREWER: Let me sort of re-focus the question just a
2 bit, because I didn't do a good job at the beginning. Maybe
3 we should start simple, like we did earlier today, by just
4 saying: Well, what are the kinds of impacts that we ought to
5 be looking for? What are the things that we should be
6 worrying about? It came up just a bit in your comment.
7 What's important? That's another way of describing the
8 question. So what? I mean, what matters?

9 DR. OPALUCH: Well, I guess if I were given that
10 question, I wouldn't answer it. I would go out and ask the
11 people in the area: What matters to you? What are you
12 concerned about? And, you know, I think that's where you
13 start. I think all this work needs to start from listening,
14 rather than speaking, to hear what people say, what their
15 concerns are.

16 DR. BREWER: Warner, did you want to comment?

17 DR. NORTH: I'll tell a story about my experience this
18 last year on the study of risk on the weapons complex. One
19 thing that our study was not chartered to do was to look at
20 risks associated with transportation from the weapons
21 facility sites to a place of disposal. We were severely
22 criticized by that, about that, and especially by the Native
23 American tribes around the Idaho National Engineering Lab.

24 In one conversation, they said, "Imagine the
25 situation. There is a truck carrying a waste cask, and the

1 truck is involved with an accident, and there is now a
2 container in the ditch on the side of the road, and the truck
3 itself is heavily damaged, not necessarily a rupture of the
4 cask, and this is on our land. The news media find out about
5 it, the network helicopters are there within a half an hour
6 or so, well before the public safety people get there, and
7 now, on national television, we have visual footage of this
8 waste container in the ditch on our land, with nothing being
9 done about it, and we're worried that this will have a major
10 effect on tourism to our reservation, and a lot of income
11 that we've come to depend on, and we really think you people
12 ought to look at it, because, for us, this is a real economic
13 threat."

14 DR. BREWER: Okay. Where do we go with this, folks?

15 Paul, please.

16 DR. SLOVIC: Warner's identified one of the types of
17 impact that have been of concern.

18 DR. BREWER: Thank you. Thank you very much.

19 DR. SLOVIC: But it's one of only a number of such
20 impacts, especially, you know, when a region is dependent on
21 tourism for its economy, of course, then that's the salient
22 impact, but other issues as well, and not necessarily
23 economic, but are psychological; that is, you know,
24 satisfaction with the place that you live, you know, kind of
25 your image of your community, your region, your state.

1 Many people don't have the option of moving away,
2 you know, as they see more and more things impinge upon it
3 that affects what they see as their quality of life, or the
4 quality of the environment. They may get anxious. There may
5 be increased political, social and political tensions within
6 the community. Fights break out between different factions,
7 and you're going to lose the sense of harmony and unity in a
8 community that's important for making good things happen in a
9 community.

10 John Petterson's study of Goiania, again, is
11 instructive in terms of the potential impacts. He sort of
12 alluded to them, but all the things that happened to
13 residents of this state in terms of the way they were treated
14 by other people, and, in addition, if you produce goods, such
15 as were produced in Goiania, or, you know, agricultural
16 products, or clothing or other products become stigmatized,
17 and there's an economic loss there.

18 So, there's a variety of both psychological and
19 political and economic considerations, impacts that could
20 conceivably occur due to events associated with risky
21 technologies and, you know, the issue and the challenge is
22 what is the probability of these events, and how do we weigh
23 these in decision making, along with all the other
24 considerations we have to weigh?

25 DR. BREWER: Hank, did you want to comment?

1 DR. JENKINS-SMITH: Yeah. Paul has sort of opened this
2 up fairly broadly in terms of the array of impacts that might
3 be involved. The one that has been the focus of most of the
4 research that's been done, I think, has been--at least
5 amongst those of us around here who have been working on
6 these projects, is the economic impact that might come from
7 people who obtain a negative image of the State of Nevada, or
8 of southern Nevada, in particular, because of the existence
9 of the nuclear repository.

10 And the basic theoretical structure--Paul, correct
11 me if I'm wrong here--people acquire images of the place
12 because of the advent of opening of Yucca Mountain, or any
13 sort of events that may be associated with that. These
14 images, because they are associated with nuclear things, will
15 tend to be somewhat negative, dreadful kinds of images.
16 Those images being given a negative value will change
17 people's preferences for Nevada, either as a place to
18 relocate, set up a business, move, or, particularly, to
19 engage in tourism.

20 That will result, that change in preferences, then,
21 would be translated into behaviors, reduced propensity to
22 vacation in Nevada, or to relocate to Nevada or whatever, and
23 that's sort of the chain of reasoning that's involved with
24 the argument that siting Yucca Mountain here would lead to
25 rather dramatic, potentially large negative economic impacts,

1 and that's the most direct of the models, in essence, that
2 would argue for this.

3 Paul and I have been kind of going back and forth
4 over what the model specification ought to look like in this.
5 I believe that, in fact, different kinds of people are more
6 or less likely to pick up certain kinds of signals, and the
7 reason this has consequences is that people, in the studies
8 that I've done, the people who like to gamble, people who are
9 attracted to Nevada, in particular, tend to have different
10 propensities to pick up images of things nuclear, or to give
11 them negative valances than people elsewhere.

12 I think the best way to understand this is in terms
13 of what attracts people to a place to begin with, all right?
14 I mean, when I'm attracted to Florida, I might go there
15 because I like beaches, out of doors, the environmental
16 amenities that are associated with Florida. When I'm
17 attracted to Nevada, I might be attracted here because of
18 casinos and gambling and floor shows and things along those
19 lines.

20 Now, people do have different sets of images
21 attached to a place. That's one of the first points that
22 Paul and the Nevada research folks made in trying to study
23 imagery, but the fact is, is that these different sorts of
24 things that attract us to a place are differentially
25 vulnerable to a nuclear image. People who are attracted to a

1 place because of its environmental amenities are the ones who
2 are most likely to respond highly negatively to the nuclear
3 imagery.

4 For example, we did a test just recently looking at
5 the differential effect on people's preferences to vacation
6 in Nevada and in Florida if a nuclear waste repository were
7 put into these two regions, and there were, of course,
8 different initial levels of preference in both places, but
9 once we introduced the nuclear facility, the preference for
10 vacationing in Florida dropped substantially more than did
11 the preference for vacationing in Nevada.

12 And the point isn't to say that it's a good thing
13 to put it any place. The point is that when we look at
14 different alternatives for siting a nuclear waste facility,
15 the economic impacts are likely to be different, because the
16 stigma model, I think, points out that different kinds of
17 things attract people to different regions, and when we're
18 thinking about siting a facility in one place versus another,
19 we have to look at how imagery associated with that facility
20 might get tangled up with things that attract people there,
21 versus somewhere else, and that's the tough part of the
22 question for us, and we're just beginning, I think, to
23 understand what goes on there.

24 DR. BREWER: I am going to exercise the prerogative of
25 the chair. I'm tired. I think we've had a very full and

1 productive day today. We've covered an enormous amount of
2 territory. I think it would be useful to stop now, for the
3 panel to be thinking hard about the connection between risk
4 perception, behavior and impact. We're trying to keep the
5 chain all connected here, and we'll start tomorrow morning at
6 eight o'clock, and, really, the issue is, let's start simple.
7 What are the impacts? Let's all kind of think hard about
8 that, and then see if we can get back to risk, which is
9 really what the whole enterprise is about today.

10 I want, while we're in the midst of it, we're still
11 in the middle of another half a day of presentations. I'd
12 like, right now, to thank everyone for a full and very, very
13 thoughtful day's work in this particular format that we're
14 using.

15 Thanks a lot. The meeting is adjourned until eight
16 o'clock tomorrow morning.

17 (Whereupon, at 5:40 p.m., the meeting was
18 adjourned, to reconvene at 8:00 a.m. on May 24, 1995.)

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