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ABSTRACT

This booklet, a general guide to citizen eco-action, discusses a plan of action on community environmental problems. It offers factors to be considered in any community eco-action situation, but it is not a rigid set of rules. An overview identifies seven key ideas of environmental issues, including the universal participation of all humans in the environment and the mistaken concept of "growth equals progress." The main body of the booklet contains eight chapters which discuss identifying the problem, setting goals, justifying the goals, identifying community and public resources, building an effective group, identifying community forces, designing an action strategy, and carrying out the project. These chapters include sociological analyses of kinds of power inherent in decision-making situations and processes of attitudes and social change. They help citizens appreciate the social forces and ramifications related to eco-action. Several resources are provided: names and addresses of 26 eco-organizations throughout the county; a bibliography of 11 references for action-oriented eco-skills; and a total of 153 sample projects for environmental education and awareness, community environmental service, and public affairs.  
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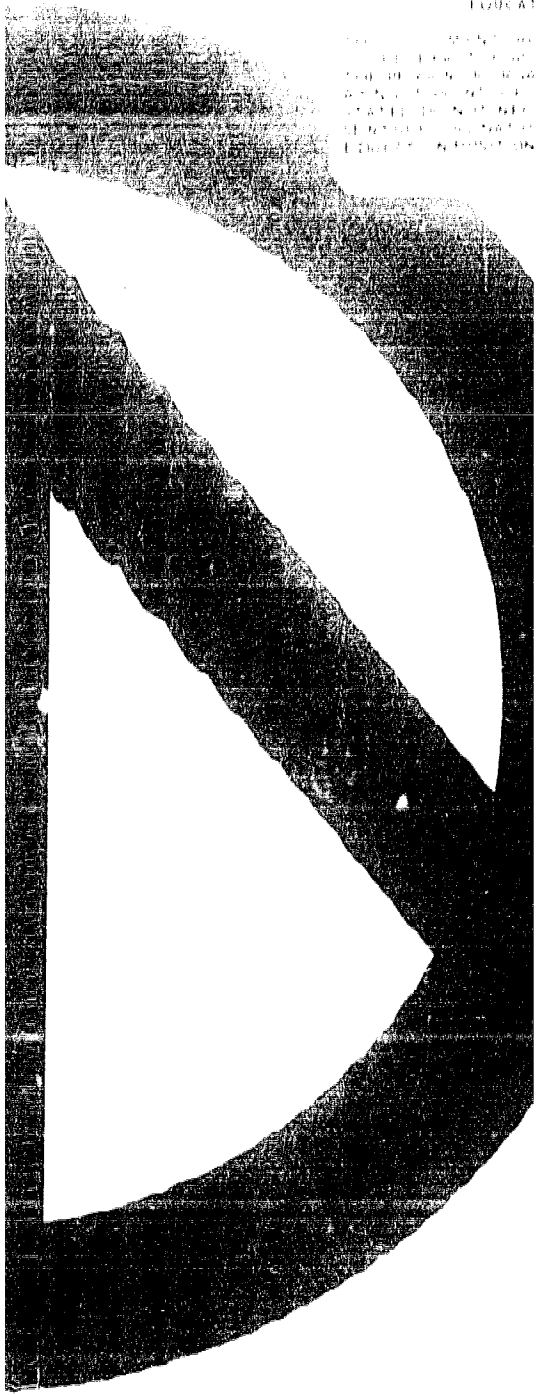
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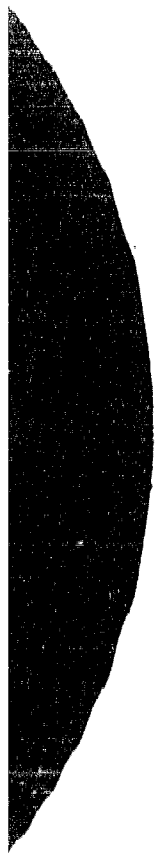
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# Fundamental Fact

The fundamental fact of human awareness is this: "I am life that wants to live in the midst of other life that wants to live." A thinking man feels compelled to approach all life with the same reverence he has for his own. Thus, all life becomes part of his own experience . . . . We must try to demonstrate the essential worth of life by doing all we can to alleviate suffering. Reverence for life, which grows out of a proper understanding of the will to live, contains life-affirmation. It acts to create values that serve the material, the spiritual, and ethical development of man.

*-Albert Schweitzer*

# Environmental Action

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July, 1976

# Foreward

This booklet is for persons who are *concerned* about what is happening around them, to people and to natural phenomena. It is for persons who feel *responsible* for their actions, for the actions of their social system and world community. It is for persons who desire environmental quality and feel commitments to the *affirmation of life* and the call to *social justice*. It is for persons who don't feel diminished and want to assert control over their own lives and identities as persons and as citizens.

The booklet is a general guide to citizen eco-action. It is not meant to be a cookbook with recipes. It does not dwell on what one can do about any specific issue. There are no lists of detergents to use or to avoid, no methods for saving water or for returning to the "natural life."

However, this booklet does provide some "steps" - a process for building a plan of action on community environmental problems. The sequence offers factors to be considered and reminders of things to check out and to reflect upon. In this way, the booklet is meant to be instructive and useful, without being overbearing. It is not a rigid, authoritative set of rules to impose upon any problem or situation. Persons using the booklet will develop their own style of dealing with community issues. That is what this is all about - a booklet to serve as a guide to help individuals and groups to develop their own *style*. After all, you will be the ones who know the problems and issues in your community. You will know the community forces at work. And you will learn and test which approaches, techniques, and strategies are practical and responsible in your context. No one miles away in a changing and pluralistic world can impose a set of rules or solutions to structure your actions or to provide "answers." One can only offer some insights, some ways to reflect upon what you are about, and some reminders about matters of responsibility and accountability.

Tallahassee, Florida

J.L.  
R.F.A.

# An Overview

On environmental issues there are *some* key ideas to keep in mind:\*

1. We all have a participating role in the environment. There is no way we can avoid it. We occupy space. We convert oxygen to carbon dioxide. We consume energy. We buy, consume, discard, etc.
2. We are all part of an integrated earth system and its many eco-systems, eco-cycles, and habitats. But there is essentially only one great Earth ecosystem for man, who is its dominant species. We have the greatest impact upon that system, and we alone can make it uninhabitable for all living creatures. Since this is the only ecosystem we have, we have to think "ecologically" if we are to survive.
3. Man lives within the dictates of natural laws or does not live at all. Unfortunately, man has trouble believing this. As Joseph Wood Krutch once said, "Not only men, but all living things stand or fall together. . . . If we think only in terms of our own welfare, we are likely to find we are losing it."
4. We are still equating growth with "progress." More is not always better. More oil to consume means more pollution and less energy. More people means more demand for scarce goods and services, more pressure upon the society and the ecosystem to provide and control. When filling a bucket, the rise of water may be regarded as a gain; at the lip of the bucket the gain ceases. Growth also has its limit.
5. The degradation of the environment is more often a function of slow, insidious, erosion-like processes than it is of the dramatic. The dramatic occurrences are indicators—signals—of these underlying problems. A fish kill is dramatic and indicates declining water quality in a stream with industrial wastes or in a lake with nutrient enrichment—eutrophication. The mass slaughter of eagles indicates a problem in human priorities and in the way man sees himself on the earth in relation to other living creatures. The dramatic ecodisaster is akin to the death of the canary carried into the earth by miners.
6. There are two levels of concern over the environment: *first*, we are concerned about the threat to the existence and survival of humankind and *second*, we are concerned about the quality of the environment which is inexorably linked to the quality of life, ours and the biotic community. This not only refers to scenic and esthetic quality but the quality which sustains all living things. For example, the city may be ugly, but it also breeds violence, psychological problems, etc. On the matters of existence and quality of life, all living creatures (including humankind) are bound together.
7. Finally, the environmental "problem" is a human problem. If human beings do not act to ameliorate their condition, natural processes will end life as we have known it. But we can act—individually and collectively—to make a difference *now*.

\*Adapted from a speech by Arthur R. Marshall, Center for Urban Studies, University of Miami, Miami, Florida, delivered in March, 1971, at Pfeiffer College, North Carolina.



# An Eco-action Checklist

## PHASE I: COMPREHENSION/CLARIFICATION OF THE PROBLEM SITUATION

What's going on here? Facts and terms are understood and defined. How do I and others feel about this?

## PHASE II: STATING THE ISSUE/PROBLEM IDENTIFICATION

What's the gap between what I see and what I prefer in this situation? State the problem and define why it is a "problem."

Explore the scope and impact of the problem: Who is causing? Who is affected? How? Where? Why? etc.

## PHASE III: STATEMENT OF GOALS/INTENTIONS

- What do I want to achieve here?
- State the goal(s) (intentions) which you should strive to achieve, ideally, in this situation.

## PHASE IV: JUSTIFICATION OF GOALS

### A. Factual Justification (Prediction)

If we pursue this goal, will it get us closer to a solution to the problem? Will the attainment of this goal solve this problem?

Is this goal the best among the possible alternative goals which we could set?

### B. Value Justification (Commitment)

- Who do we think we are? What are our intentions and motives?
- How do we see what is going on here?
- What do we stand for?
- What are we trying to do in life? What are our life goals?
- To whom are we accountable and for whom are we responsible?
- How do we explain our choice of a goal given its positive and negative consequences?

## PHASE V: IDENTIFYING AND SECURING COMMUNITY RESOURCES

- What material and human resources do we need? What do we have? How might we obtain what we need?
- What consultants can we draw upon

for information and skills?

What allies can we build for power, resources, and legitimacy?

## PHASE VI: BUILDING "COMMUNITY" IN THE ECO-ACTION GROUP

How can we build and sustain participant commitment to the eco-project?

- How can we maximize participation and in-put?
- How can we help others fulfill their needs and growth?

## PHASE VII: IDENTIFYING COMMUNITY FORCES

- What forces in the community are operating against our goals? What resistance can we expect, from what source, with what strength and effectiveness?

- What forces in the community are, or could be, operating for our goals? From what sources and with what strength?

## PHASE VIII: SCORING: BUILDING A STRATEGY

How can I maximize the pro-forces and minimize or neutralize the anti-forces?

- What is our plan of action? Will it get us where we want to go?

- What acts (means) are necessary to bring about the desired consequences and goals (ends)?

- Are these acts *just* and *responsible*? Are they consistent with my/our life goals--the way we think that life ought to be lived? To whom are we *accountable*?

## PHASE IX: PERFORMANCE AND USING EVALUATIVE FEEDBACK

- Getting and using feedback on group effectiveness.

- Getting and using feedback on progress toward goal attainment.

- Reviewing and revising procedures, scores, and goals.

## PAUSE:

The decision-maker might well pause to pose these questions:

- What were my motives in this situation? Am I stating value principles to cover less desirable

motives (self-interest, etc.)?

What assumptions am I making about the present state of affairs? Are these assumptions logical and accurate?

What assumptions have I made about the foreseeable consequences of the action alternative selected? Have I considered the impact of what I can't know and can't foresee, as much as possible? Of the *unintended* effect? In other words, am I risking too much given my ability to discern consequences?

What are my emotions (feelings) about the conflict, persons, and objects involved in this situation? Does my perception adversely color my judgement here?

Even if the acts required to effect this decision

are consistent with my value commitments, do I have the ability to develop and to carry out strategies to effect the decision? In other words, do I have the power and other means to effect the ends selected?

Am I using this power responsibly? To whom am I accountable?

What are the predictable or possible costs? Who will pay these costs? Is that a reasonable and just expectation?

·Weigh *Universality* and *Impartiality*: What would happen if no one did this? If everyone did this?

*Reciprocity*: How would I feel if this were done to me? Are we making claims that all have a right to make on others in such situations? ✓

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# So You've Got An Environmental Problem



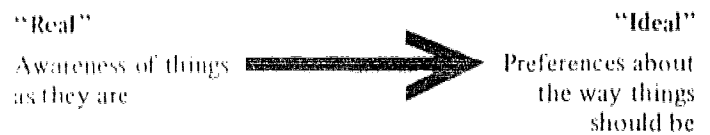
Over the past decade, more people have discovered more and more environmental problems. The mass media daily carry reports of the problems, and those that the media miss are mentioned by politicians and attacked by eco-action groups. The greater awareness of the environment and its (our) problems is a big step forward. The fact that you have this booklet in your hands is another big step because it shows that you, or someone who gave you the booklet, are concerned and are conscious of the problems. You will see that one enormous difficulty in environmental action is raising the consciousness of others to such a point that they will also take action on eco-issues.

Beyond all the verbiage and rhetoric of the media there is one central truth: that the time is *now* for people to face their environment as a reflection and expression of themselves, to take responsibility for what they see, and to make whatever changes they feel they have to. As Pogo once said, "We have met the enemy and he is us."

The first step in a *systematic* effort to cope with environmental problems is to define those problems. Too often persons have a tendency to leap from the perception of a difficulty to a proposal for action. It is like the patient who enters the doctor's office and proclaims: "I have a terrible headache. Should I undergo brain surgery?" The doctor—or many of them—would want to conduct a careful diagnostic examination, questioning whether the headache was *the* problem or a symptom. The same is true for eco-problems. The first step is a *systematic* examination and definition of the problem.

A *problem*, if we accept the definition of the Council on Environmental Quality, is perceived "when our view of what conditions *are* does not square with our view of what they should be. Problems, in other words, are products of our values and our awareness." A person is first aware of beer cans and other litter along the highway and is then dissatisfied because this condition does not square with what he wants—clean roadsides. A person is

aware of the fish kill and is angry because he wants fish and clean streams.



Moving from awareness to action, two problems appear. First, to express dissatisfaction and frustration, there is a tendency to sloganize with rhetoric and to thus employ great and glittering generalizations. "People are inherently evil, look at this litter!" "The power structure oppresses the masses and kills fish! Imperialism!" "The profit motive is destructive." "Private property is evil." Second, and related to the first, is the tendency to be *against* something. "We don't want the freeway." "No new houses, there are too many people here now." "Stop ocean dumping." "Opposed to strip mining!" It is not enough to be against something, that is only the beginning. Statements and slogans of opposition, like loaded rhetoric and generalizations, may be cathartic but gloss over and block thoughtful and responsible confrontations with environmental problems.

Effective action programs need to move from an "anti"-posture to a "pro"-posture. That is, they have to suggest ways to change: new ways of doing things which will help to achieve goals, ways to get us from where we *are* which is undesirable to desirable conditions of life. This means that we have to analyze what is wrong with where we are (get to the root causes of what is wrong) and to establish specific goals (what has to be done to correct or ameliorate what is wrong).

You and each person in the group have to take a long, hard look at what you think is a problem. If you are going to mount an environmental action project, each person in the group should help to identify the problem and share his feelings and reasons why he thinks that the problem is important, his perception of the causes, and his identification of

those adversely affected by it. A useful way of proceeding is to use one of the following sets of questions to structure your discussion and, then, your research into the nature of the problem:

1. a. Who is doing something (or not doing something they should be doing)?
- b. What is being done (or not being done)?
- c. To whom (or what) is it being done?
- d. Where is it being done?
- e. Why is this a problem? How does what is contrast with what we would prefer?
- a. What is going on that is a problem? Why is it a problem?
- b. What harm is being done? Where is it being done?
- c. Who and what is being affected? Exactly how are these people and/or things being affected? List effects and get data to support these effects.
- d. What are the dimensions of the problem on the community and the environment? Environmental quality, living creatures, economic impact, political impact, social impact (i.e., old young, racial minorities, rural, urban, etc.)
- e. What are the institutional arrangements and beliefs which make and keep this a problem? Individual values, self-interest, private profit, fears, persons controlling policy-making and enforcement practices, lack of accurate information, etc.
- f. What additional information do you need and where can you get it? What sources from research information would be needed to more clearly define the nature of the problem and its causes?

The approach that you are beginning to follow here is an extension of basic reflective-thinking: from *experience*, to *awareness*, to *meaning*, to *commitment*, to *action*.

**Four Basic Questions**

**Four Basic Components**

**WHAT? . . . . . AWARENESS**

What's going on here?

**SO WHAT? . . . . . MEANING**

What sense do I make of what's happening? What does it mean to me? To others?

**FOR WHAT? . . . . . VALUE**

What evaluation do I make of what is happening?  
What do I want to happen here? Why?

**NOW WHAT? . . . . . ACTION**

What can I do to make happen what I want to happen here? What do I need? etc.

The success of your project will depend, in large measure, upon the care which you deal with each of the following: What? So what? Now what? Action? and the feedback and revision process when expected effects differ from actual effects on the problem you are tackling. But more on that later. Right now you are off to a good start. You have discovered a problem worth tackling and have ascertained the scope and causes of that problem.

Wait a minute. So you have an environmental problem, *but* are other community projects, groups, and agencies doing something about it? Why do your own thing, if:

- You can throw in and work with them?
- You can make (or help them make) their efforts more effective?

Think about this before you begin your own efforts. Meet with other groups and agency personnel in your community. What is going on environmentally? For example, if you are concerned about preserving a historic building threatened by a shopping center development, check out the plans of community historical groups, civic associations, and the city council staff. If you are concerned about ending the pollution of a lake in a city park, check out the plans of others by calling officials, visiting the newspaper morgue and talking to the city editor, contacting the park commission, etc. Do some research and find out what is going on with people who should know, before commencing your own grand design. This not only saves sweat, but will help you to provide more power and labor for existing projects.

# 2 Where Do You Want To Go ?

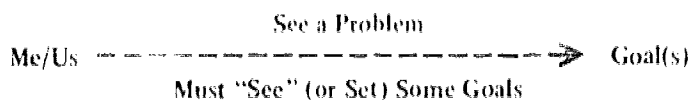
## Setting Goals



"Cheshire Cat," Alice began, "Would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the Cat.

*Lewis Carroll*

Alice knew what her problem was—she was lost. What she didn't know was what her goals were. As the Cheshire Cat reminded her, to cope with a problem you have to orient yourself with a clear set of goals. Like Alice, when tackling eco-problems, we have to ask: Where do you want to go? What do you want to accomplish here? What do you want to change? Where do you want to change it? When do you want the change to occur?



As stated in the previous chapter, a "problem" exists when what we see does not square with where we want to be. Well, where we want to be is our goal. We must ask ourselves, "What specific goals would need to be attained in order for the problem to be resolved?"

It would not help Alice to say that she wants to be "unlost," or wants to be "re-oriented," or wants to be "self-directed." Those goals are vague and really do not say anything which is helpful in Alice's situation. You are going to have to be specific too. To set the following goals is counter-productive to your central task of setting an action project going: "I'm against smog!" "Save Lake Boggs." "Stop the freeway." "Picket the factory." "End pollution."

Being specific about goals means having goal statements like the following: "Get a new sewer treatment plant constructed and in operation in three years." "Limit automobile use in the ten-block downtown shopping area in two years." "Obtain a municipal ordinance to protect all trees over twenty inches in diameter in the city." "Set up one display on air pollution each month for a year at three local shopping centers." "Get the city librarian to add one hundred children's books on environmental themes."

These goals may seem too specific. You might consider them *strategies* rather than goals. But the vague goal, "Save Lake Boggs," would be more specific by saying "Reduce the pollutants entering Lake Boggs from ground water run-off." But once you have identified what those pollutants are, you would set even more specific goals such as "Obtain an ordinance limiting the use of chemical fertilizers in the Lake Boggs watershed area." "Pass an ordinance requiring adequate ground cover to prevent siltation flows to Lake Boggs." "Require the county to build and maintain catch basins for all culverts and ditches entering Lake Boggs."

As you can see, setting goals means that you have to know what the problem is and what seems to be causing the problem. This requires research in libraries, interviews with persons in the know, and a willingness to refine your goals as you learn more about the causes and dimensions of the problem.

If your project is to be a group activity, each person in the group should have the opportunity to participate in the goal-setting process. Each person should be asked to tell why he or she thinks that the goals are important and to tell how high they are in his or her priorities—that is, how much time and energy each is willing to devote to accomplishing the goals. This will give you some idea of how the group will function later and it will lay the basis for each participant's sense of personal obligation to the group and to the project.

Now that you have your goals and know why you have them, given your perception of the problem, you are in a conflict (or potential conflict) situation! A "conflict" is defined as "a struggle over values or claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals." This may seem too violent, but conflict situations are conflicts over scarce quantities. Many groups want services from the

library; to get one hundred ecology books requires, usually, that there will be fewer funds to meet the demands of other groups. To build catch basins at Lake Boggs means that the county will have fewer funds for other things (i.e., get to recreation programs) unless taxes are raised and you know about that conflict. Simply put, other persons and groups have values and concerns which demand the same resources as your environmental project. Others have values and interests which directly conflict with your position (i.e., the businessperson who wants to use the most inexpensive fuel and enhance profits without much regard for air quality). So when you set your goals, you have a conflict or potential conflict going. The fat is in the fire!

### PROBLEM DEFINITION

Listening to the electronic media (radio and TV) and reading the newspaper, we are continually bombarded with one "problem" after another: the reading problem; the energy problem; the bussing problem; the civil rights problem; the defense problem; the pollution problem, the transportation problem, etc. But what is a "problem?" Write out your definition: \_\_\_\_\_

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A. What might the following diagram have to do with the meaning of "problem?"



B. What might the following diagram have to do with the meaning of "problem?"



C. What might the following diagram have to do with the meaning of "problem?"



# 3 Is Your Goal Fair And Just ?

## Justifying Your Goal



Persons who undertake eco-action projects do so for a variety of reasons, some more desirable than others. Some seek personal gratification in the form of obtaining publicity for themselves, fulfilling needs to participate with others on worthwhile endeavors, getting a release of frustrations by unloading on eco-villains, developing a sense of personal efficacy in dealing with the forces impinging upon the lives in an impersonal society, and covering guilt feelings about some personal event. Others seek symbolic action to raise the consciousness and concern of others, to bring problems to the public's attention and let the public demand that government do the actual coping with the problem.

But most persons seek effective direct personal or group action. This action can take two forms. *First*, action may be directed at the problem itself. Seeing litter on the roadside, one can simply pick it up. Understanding the harmful impact of cesspools under certain soil conditions, one can have his home connected to the sewer. Learning that children are not receiving adequate environmental education, a group can offer classes and activities in summer programs or in after-school settings. Realizing that an industry is polluting Lake Alberta, a group can collect the facts and publically "blow-the-whistle" on the firm. Knowing that Russia and Japan refuse to stop the slaughter of whales, groups can boycott their national products in the marketplace.

*Second*, action may be directed to change the institutional power arrangements of society to get the problem solved. Seeing roadside litter, a group might pressure the highway department to clean it up and pressure the legislature to impose stiff, enforceable fines for littering. Understanding the harmful effect of cesspools and septic tanks, a group might lobby for improved urban waste disposal including mandatory sewer connection by each house in the region. Upon learning that children were not receiving adequate environmental education, a group might organize the community to demand such from the school board and community educational facilities (i.e., museums and libraries). Realizing that a factory is polluting the

lake, a group can organize massive picketing, take court action, and boycott the firm's products.

On each problem there are a lot of possible goals which persons may select, and there are a greater number of possible actions which may be taken to achieve those goals.

Once you have examined a problem and established your tentative goals, you are faced with the problem of *justification*. Why this goal? The problem of justification is really two problems, or at least it has two major dimensions: first, a *factual dimension*, and second, a *value dimension*.

### Factual Justification

The central questions to be asked here are :

- If we pursue this goal(s), will it get us closer to a solution to, or resolution of, the problem?
- Will the attainment or accomplishment of this goal(s) solve or ameliorate the problem?

This is essentially a problem of prediction, based upon the best knowledge available to us and factual information about the situation. If, for example, our problem is the pollution of Lake Urban, and our goal is the construction of a tertiary sewer treatment plant for the lake's drainage area, will the building of this plant and sewer system end, or ameliorate, the pollution in Lake Urban? If our problem is the lack of effective environmental education in the primary grades at Sir William George Elementary School and our goal is to provide materials and three teacher training workshops for the faculty, will achieving this goal result in an effective environmental education program for those children? With the knowledge available, we ought to be reasonably certain that the goal is related to the problem and that attaining the goal takes us forward in coping with the problem we have identified. Given effective instructional material and proven teacher training experiences, will the

\*Section VI offers additional information and questions on factual justification of goals and the specification of consequences for alternatives in a forced field analysis. Section VII also contains such information and questions.



teachers at Sir William George Elementary School actually institute an effective teaching-learning experience for children? What predictions can we make? If we can predict that teachers will follow through, then our goal is appropriate. If we cannot make that prediction, we ought to study the problem further and/or change our goal.\* The same is true in the case of the sewer treatment example, or in any other situation!

### Value Justification

Setting a goal is stating a preference from among life's possibilities. It is a statement of values and must be justified in the context of the problem situation and in the life goals people have accepted for their lives—the ways they think life ought to be lived. In essence, this involves three levels of reasoning: *first*, given what is going on in this situation, we ought to set *this* goal, "We should tell the truth;" *second*, we offer reasons to warrant this goal (a value principle), "Because honesty and openness are desirable in human relations;" and *third*, we must be able to show why the principle is desirable, offering "the reasons behind the reasons" to answer questions like "Why be honest?" "Why be just?" "Why be responsible?"

Most often when we ask a person the reasons for a value judgement or a statement of goals in a problem situation, we get one of the following inadequate responses:

- 1) "That's just the way it is and ought to be. I don't want to discuss it further!" (*No public grounds*)
- 2) "\_\_\_\_\_ (The President, Joe Namath, my teacher, Harry Businessperson, etc.) always said that this was right and I accept that position too!" (*Authority*)
- 3) "I've always used Brand X and have grown accustomed to it." "I'm in favor of a non-growth policy, that's all!" (*Personal preference*)
- 4) "Everyone feels that we need more production. Growth is good." "History teaches us that. Ask anyone!" (*Conformity*)

A more useful justification specifies the consequences of pursuing the goal. The goal is thought to be "just" because the consequence leads to the attainment of higher values:

- 5) "My goal is to study hard this term. If I do I will learn more and get higher grades. Learning will help me to be a more effective person and higher grades will open opportunities." (*Consequences*)

The most powerful justification offers a value principle to warrant a goal and then backs up the principle with a definition of life goals and obligations, explaining a personal conception of the way life ought to be lived.

6) In a conflict situation involving pesticide use, a high school student sets as his goal the prohibition of pesticides in his county. He examines the impact of using pesticides and determines the positive and negative consequences of pesticide use and the consequences of not using pesticides. Asked to warrant his goal, the student states: "Practices which threaten human life and life in biotic communities upon which all life depends should be banned by society." Asked why this is a desirable principle, he goes on: "Human beings have a right to live. The people living now and those yet to be born have the right to a full healthy life. No person or group has the right to threaten that, directly or indirectly by undermining the basis for life. We have the obligation to affirm life, and to promote conditions which enable others to live and fulfill themselves."

"Human life and all living creatures were part of creation by a higher power, call it 'God,' an 'unfolding evolutionary schema,' or 'Nature.' The point of this is not the destruction but the affirmation of life processes. We should fit in to the scheme and live fully as human beings together in community with others—including all living creatures and those yet unborn, but part of the process."

When questioned about exceptions to his principle, the student saw none in the immediate situation, but hypothesized that an exception could be a situation in which a community decided to use pesticides when threatened by a malaria epidemic or one where, when facing famine, food production had to be immediately increased to save the living.

The process of justifying goals, as in Statement 6 above, requires that a person has, or gets, his or her head together. The person has to know where he stands, where he is going in life, and how he and his life goals relate to others. This involves value clarification and personal reflection upon his emotions, motives, and ways of making sense of life. The process of morally justifying goals includes at least five kinds of questions:\*

\*Adapted from George A. Chauncey, *Decisions! Decisions!* (Richmond: John Knox Press, 1972).

1) "Who am I?" "Who are we?" We are asked to clarify our concept of ourselves as human beings: our "real" self-image and our ideal self. We have to weigh our *intentions* (What goals do we want to achieve, ideally, in this situation?) and our *motives* (What moves us to decide and act this way?).

2) "How do we see what is going on here?" We are asked to consider our *perceptions* (which is an interpretation) of the situation. How have our experiences, emotions, beliefs about what is true and real, ability to empathize, assumptions, and values affected our judgments? Have our hopes and fears distorted our perceptions? Have our needs and desires blocked our vision?

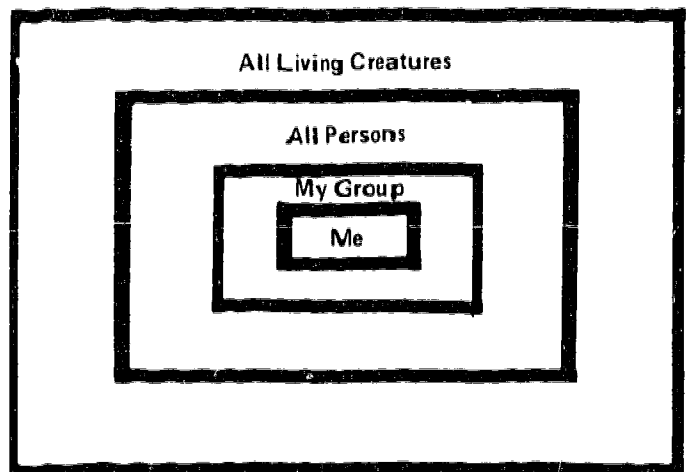
3) "What do we stand for?" We are asked to reflect upon what our decision of goals says about our values. We are asked to state value principles which justify our goals.

4) "What are we trying to do in life. What do we live for?" We are asked to reflect upon the *life goals* (commitments and meanings, our orientation toward life) which back up our value principles. To what kind of life do our value principles and goals lead? What do principles and goals imply about our humanness, our sense of justice and community, etc? What do these life goals tell us about ourselves? Are our goals *universal* (ones which are open to all persons)? That is, do we want advantages over others or is what we want for ourselves, what we desire of all (*reciprocity, impartiality*)? Spinoza once said that the just person wants nothing for him self that he did not want for all human beings. John Rawls, who sees justice as fairness, said "each person participating in a practice or affected by it has an equal right to the most extensive liberty compatible with a like liberty for all." and "inequalities are arbitrary unless it is reasonable to expect that they will work out for everyone's advantage." Other ethicists and religious/philosophical traditions employ "ultimates" or *life goals* for justifying decisions. All of these involve not only the individual holding the life goals, but express a concern for others—sometimes including all living creatures as "others."

5) "To whom are we accountable?" We are asked to weigh our responsibility for others and our accountability to others. The Christian, who in theory loves his neighbor, must discover who his "neighbor" is. Is it the guy next door? Is it

someone he has never met who is bombed and burned by U.S. tax dollars in Vietnam and Cambodia? Is it someone yet unborn, who will some day inhabit the earth? Is the neighbor a brown pelican or a blue whale, an oak tree or a salt marsh? May a businessperson merely claim accountability to her stockholders? A banker to his depositors? A leader to members of her group? A president only to his political party or only to citizens of her nation? A person only to self? Is there a broader responsibility and accountability beyond those who pay the piper? To all persons? To animals and plants—all living creatures in biotic communities? To persons and creatures yet unborn?

We have to decide who we are responsible for and accountable to. When setting a goal what do we ask: Is it good for me? For the members of



my group? For the disadvantaged? For all persons? For all life? This is especially important since setting goals involves a trade-off. We have scarce time and resources, so to work on one problem is to have less with which to solve other problems. Environmentalists, for example, are often accused of draining resources and public attention from the "real issues" of social justice for the disadvantaged. Money to clean up the air often means less for ghetto education. Saving wilderness areas means less for inner-city recreation programs. Protecting the eagle and brown pelican means less for mental health, education, and compensatory employment opportunities.

Responsibility and accountability often require sacrifice. The corporate employee who sees corrupt practices (i.e., blowing out smokestacks at night, reporting questionable conclusions in

environmental impact statements) may feel that public interest overrides corporate interests and she blows the whistle on her employers. Is this a matter of choice or obligation on the part of the employee?

Matters of justification are too often forgotten or overlooked by environmental action groups. Hopefully, this discussion has convinced you of the importance of such dialogue with yourself and others.

### DISTINGUISHING BETWEEN ETHICAL AND NON-ETHICAL QUESTIONS

Some questions need ethical answers—decisions about what is desirable, good, honest, kind, proper, etc., decisions about what should be done by individuals, groups, and societies.

Which of the following questions required ethical decisions? Mark them with an “E” and be prepared to discuss your choices.

1. How can we solve the energy crisis?
2. How should we solve the energy crisis?
3. Should the United States import more oil from the developing nations?
4. If we produce more energy from solar sources, will the price of electricity go down?
5. During an energy crisis, should Texas share its natural gas with other states?
6. Should I buy a solar hot water heater?
7. Do I have a choice between gas or electric heat for my new home?
8. How much oil was produced in Florida last year?
9. Given apartheid in South Africa, should we buy low-sulfur coal there to get clean energy in Florida?
10. If I have the dollars to burn, isn't it OK for me to use my gas lamp in the front yard?
11. Does Gerald Ford want to own an electric car?
12. If we develop western coal fields, will that end the energy shortage in the United States?
13. What is the relationship between gasoline consumed and oil company profits?

14. Can you get energy from the oceans?

15. Is it right to consume so much electricity to attract customers into stores to buy junk foods?

### QUESTIONS OF DEFINITION, FACT, AND VALUE

Remember all of those heated arguments when you were waiting in long lines at the gas station during the “Energy Crisis?” Remember all of the arguments you heard at home, at school, at the office—everywhere(!) about the cause and cures of the problem? Well, all arguments on personal and societal problems engage people's emotions and people ask questions. In order to respond to the questions properly, you need to recognize what the questions are asking for.

There are *three main types* of questions. Questions of *definition*—asking what a word, a phrase, a statement means. Questions of *fact*—asking for more information, asking if something is true, or asking if something will happen. Questions of *value*—asking if something is good or bad, right or wrong, desirable or undesirable, or if we should or ought to do something.

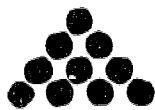
For questions of *definition*—you respond with stipulations of meaning. To questions of *fact*—you respond with proof or evidence. To questions of *value*—you respond with justifications.

Read each of the following. Put a “D” if it is a question of *definition*. Put an “F” if it is a question of *fact*. Put a “V” if it is a question of *value*. Be prepared to discuss your answers and how you would respond to each question.

1. Is that an example of solar energy?
2. Is solar energy a good source of energy for heating water and space in homes?
3. If we spend more money on nuclear fusion research, will we get results in the near future?
4. What is a B.T.U.?
5. How many miles per gallon does a 1977 Pinto get, according to government tests?
6. Should I buy an electric blanket and a toaster?
7. What sector consumes the most electricity in Florida?

8. Do you think that that purchase is desirable or undesirable?
9. Will that new law save energy?
10. Should the government help the poor, the rich, and the elderly pay their electric bills?

# 4 What Are Your Resources?



Our word *resource* has as its Latin root a term meaning "to rise," "to spring forth again." But, unfortunately, those persons who labor on community action projects know only too well that resources do not "spring forth." They are marshalled. They are hustled. They are anything but springing forth! People who have resources tend to hang on to them—whether those resources are materials, money, time, sweat, or information.

But resources are sought after because they are needed in all varieties, shapes, and forms to attain goals. Your project will require certain resources and, before the hustling begins, you need to answer these questions:

- What do you need to attain your goals?
- What do you have in hand now?
- How can you fill this gap between needs and what's in hand?

For taking inventory and assessing your needs, there are five categories of resources; each important in its own way.

1. **Material Resources.** Do you need office space, office equipment, a typewriter, duplicating machine, means of transportation, meeting-work facilities? Do you require art supplies, construction materials, display space, broadcasting time? Do you need printing, newspaper ads, telephone, film rental, a-v equipment? Do you need money? Other?

You might be able to charge fees for services or obtain dues from group members. Better, you might be able to attract contributions in funds and in goods. Try local foundations, civic groups, concerned individuals, and governmental agencies. Use the phone, postal service, and many personal contacts. Even better, your project may be able to turn a profit. Recycling endeavors can do this. You might add a recycling program to your project just to secure funds—if other sources are closed and it will not absorb all the group's

energy and time. Perhaps best of all, you can link your concerns and goals with other groups which have material resources, but don't have the zest and drive which your group has. Both can profit from such an arrangement. Churches might provide meeting-working space and office equipment. A civic group or a merchant might donate art and printing supplies. The school system and the library have budgets from which additional funds could be squeezed to build up the eco-collection at the library or to fund environmental education. Boy Scouts might supply labor for a campaign. Hertz might donate transportation or Ryder might supply trucks for a clean-up. The list of possibilities could be endless; you will just have to ferret out the sources of material resources in your own community.

2. **Information as a Resource.** Do you need more facts on the problem? Do you need information on laws and regulations, government programs and policies? Do you need to know procedures for making the laws operate (i.e., how to get to hearings, enforcement officials, and courts) or do you need to know how to get material resources (i.e., display space at shopping centers, proposal writing for foundations)? Do you need help identifying community leaders and the real sources of power and influence? Gaining access to usable information is as difficult as securing material resources. One strategy is to use the phonebook to survey U.S., state, and local government bodies and agencies: What might they know which you need to know? Legal aid groups, civic organizations, newspapers, libraries, colleges and universities, historical groups, naturalist organizations, etc., may have the information you need. A phone call or a persistent interview can bring you that information or lead you to it. Talk to people in the community who know what is going on and/or who are concerned about the environment and people. Talk to people who

have been there before—that is, leaders of other community action efforts. Why did they succeed or fail? Where did they get information? The newspaper editor is a good person to talk with, and, using the newspaper's morgue (library file), you can track down stories on your problem going back to its origin. Watch the daily newspaper and broadcast news shows. From them you can identify persons concerned about environmental problems and persons working on eco-action efforts. Meet with them to discuss sources of information. The phonebook and the library are the best printed sources of access to information, but personal contact with skilled, concerned persons in your community is the best, and fastest, over-all source. Remember: Someone out there *knows* or can find out; you just have to locate that person. Ring phones, beat on doors.

**3. Skills as a Resource.** What expertise do you need? What kinds of advisors and consultants would be nice to have or are necessary? What talents does your group lack? Art talent for brochures and posters? See local art teachers and artist groups. Communication skills for handouts, radio announcements, public hearings, TV interviews, newspaper articles, press releases, etc.? See who your friends are and who they know. Contact retired newspaper writers, homemakers with some time and skill in writing, or a TV news-person with a free afternoon. Submit your copy for others to review and edit. Solicit advice from a lawyer with public hearing experience. Get a law clerk or professor to outline procedures for going to court, or threatening legal action. Need organizational skills to build a community and a team? Contact civil rights organizers and ethnic activists. They've been there before, and they can also help you with community power structure analysis—identifying the real powers behind the figureheads, the kingmakers, and the mouth-pieces. Get some United Fund personnel to contribute some time to explain fund raising. Someone out there has the skills you need. If they haven't sold them to the "other side" in your conflict, get them to contribute and further your education.

**4. Allies as a Resource.** Every action project has the problem of its image. How can you make your project appear "acceptable," "legitimate," or "proper?" How can you enhance your prestige, to gain access when doors and minds are closed? How can you increase your moral authority—if your project needs it? Well, one way is to identify persons who have prestige in the community and are "opinion leaders" with influence, and then, convince them to lend their name and some of their time to your project. What do you need from the community power structure? Influence? Contacts? Letters of support? Money? Media appearances or a letter to the editor endorsing your project? Invitations? And, just as important, what are you willing to compromise to get this support? Where do you draw the line?

**5. Other Groups as a Resource.** Aside from allies among the "power elite," your project may need a power-base to influence others. A power-base may be developed by cooperation or coalition with other groups in the community who are concerned about "your" problem. Securing such a power-base may require that you compromise on your goals or strategy, and you will have to consider whether or not it is worth it. But the potential is there in most communities. The power-base means the difference between going to the city manager and saying "I represent 12 people" or going to the manager and saying "I represent 1,800 citizens of this community!" Cooperation with other groups can make available, or make it easier to obtain, other resources such as dollars, sweat, information, transportation, and office space. Depending upon the size of your project group, its resources, and the ambitiousness of its goals, cooperation to get a power-base is a matter of preference or a matter of determining survival and success.

The following diagram summarizes the "resource" problem. The leg work involved in inventorying and securing resources is time consuming but valuable for all projects, especially ambitious ones. But don't waste your time hustling more resources than you need; resources are valuable and do not "spring forth!"

### ALLIES

**Prestige Figures:** religious leaders, college president, labor leader, war hero, old established families, lawyer, civic leader, politician, etc.

**Power-Opinion Leaders:** Many of the above, agency heads, wives, artists, scholars, newspaper editors, mayor, chamber of commerce leaders, businesspersons, lay, religious, and civic leaders, broadcasters, etc.

Resources/ Legitimacy/ Authority

YOUR PROJECT GROUP

Information Skills

Ideas/ Power-Base

### CONSULTANTS

- Agency personnel: local, state, federal
- Teachers and college scholars
- Union organizers and minority leaders
- Political ward chairpersons
- Chemists, engineers, and other scientists
- Librarians and historical society personnel
- etc.

### OTHER GROUPS

- P.T.A., Sierra Club, Rotary
- Church Women United, Girl and Boy Scouts, Boy's Club, Lions
- Garden Club, Isaac Walton League, Environmental Action Groups, Audubon chapters
- Minority groups, civic associations
- Ad Hoc groups
- etc.

## HELP: Eco-Organizations

Imagine that you are one member of a group which wants to affect energy consumption, pricing, or conservation in your community. The group has decided to conduct a campaign to do something like the following. You agree with the campaign idea.

- Promote the use of public transportation over private automobiles
- Secure real estate tax advantages for homes with solar heaters (water and space heating)
- Obtain an electric rate schedule that favors low-energy-use consumers
- Use the building codes to compel well-constructed, insulated public and private buildings which are energy efficient
- Ban the use of oil from Arab nations which participate in the conflict against Israel
- Ban the rezoning of coastal lands for support bases for off-shore oil drilling
- Block the construction of an oil refinery near the city limits

Do a community power analysis. Who has the power that you need? Information and skills; workers and supporters; opinion-leaders and legitimatizers?

1. What information and skills do you need?
2. What work and support are required?
3. Who are the important union-leaders and legitimatizers in your community?

Who has the information and skills?

Who has workers and supporters friendly to your project?

Who among them are friends or can be persuaded to endorse the project?

The following list is certainly incomplete, but it is a beginning. For additional groups and their addresses, get a copy of the *Conservation Directory* (published annually) by the National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036.

Citizen's Committee on Natural Resources  
712 DuPont Circle Building  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Citizens' Communication Center  
1812 N Street, N.W.  
Washington, D.C. 20036

Conservation Education Association  
1250 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Conservation Foundation  
1250 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

Ecology Center  
2179 Allston Way  
Berkeley, California 94704

Environmental Action  
Room 731  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036

Environmental Defense Fund  
162 Old Town Road  
East Setavket, New York 11733

Friends of the Earth  
917 15th Street, N.W.  
Washington, D.C. 20005

Garden Club of America  
598 Madison Avenue  
New York, New York 10022

Group Against Smog and Pollution (GASP)  
Box 2850  
Pittsburgh, Pennsylvania 15230

Izaak Walton League  
1800 North Kent Street  
Arlington, Virginia 22209

John Muir Institute  
451 Pacific Avenue  
San Francisco, California 94133

League of Women Voters  
1730 M Street, N.W.  
Washington, D.C. 20036

Massachusetts Audubon Society  
South Great Road  
Lincoln, Massachusetts 01773



National Audubon Society  
1130 Fifth Avenue  
New York, New York 10038

National Parks Association  
1701 18th Street, N.W.  
Washington, D.C. 20009

National Recreational and Park Association  
1700 Pennsylvania Avenue, N.W.  
Washington, D.C. 20006

National Wildlife Federation  
1412 16th Street, N.W.  
Washington, D.C. 20036

Natural Resources Defense Council  
36 W. 44th Street  
New York, New York 10036

Nature Conservancy  
1522 K Street, N.W.  
Washington, D.C. 20005

Office of Public Affairs  
Environmental Protection Agency  
Washington, D.C. 20460

Project Jona  
Bolin, California

The Sierra Club  
1050 Mills Tower  
San Francisco, California 94104

Scientists' Institute for Public Information  
30 East 68th Street  
New York, New York 10021

The Washington Institute for Quality Education  
300 M Street, S.W.  
Washington, D.C. 20024

The Wilderness Society  
729 15th Street, N.W.  
Washington, D.C. 20005

# 5 Where Is Your Community? Building An Effective Group



There is no sense in "knowing" something if you don't act as if you know it. It's old and everybody "knows" that in unity there is strength; but most people "don't want to get involved" or are "too busy" to get together to do something that needs doing in an organized way. So somebody—like you—has to act as if he knows that power can be generated through organized action.

*Neil Postman and Charles Weingartner\**

For those projects which are group endeavors, there is the extra task of building and maintaining an effective community. As Postman and Weingartner noted, getting people to do something is usually a perplexing task, demanding time and energy from a committed leader. But it can be done and, as we have noted previously, prodigious group industry is normally required to conduct projects which are going to have an impact on community problems. Personal efforts may be rewarding and can sometimes change things—we all know hero stories, but, given the complexity and scale of most eco-problems and the limited volunteer time available, group projects hold the most promise for success.

However, the "group" cannot be a collection of persons doing their own thing, going off in thirty directions. The "group" must become a "community"—persons with shared concerns about the environment, shared plans for action, and shared concern for one another as human beings with hopes and fears, needs, and desires. This "community" must also become an effective "team." A team is structured with participants playing particular, agreed-upon roles with definite tasks, a timetable, and coordination.

It does not matter what the nature of the problem is, the type of goals, or the extent of the project, the group needs to become a community and a team.\*\* The following outline offers suggestions for getting people who know something to do something!

1. Your group, no matter how small, started with a common need to do something about a real community problem. That commitment to cope with a common problem is the initial cement to bind your group into a "community."

2. Just as you do not want to spend time securing more resources than you need, initially you don't want to spend time building a large group. A few well-prepared and committed persons can function very effectively and serve as the cadre for a larger group later when it is necessary.
3. Try to set reasonable goals which are responsible and attainable. Build your strategy so that you can experience some success no matter how limited—in the beginning. Take on small tasks at first. Nothing breeds success like success! You will enhance your reputation and reinforce your own confidence.
4. Watch the leadership function within your group. If possible, do not let a few persons take over (even you!) doing all the decision-making and work. Broaden the base of participation beyond the "know-it-all's" and the "bosses." Elitism will destroy the group as people properly feel left out of cliques. Leaders which the group feels are justified (many projects will not need formal "leaders") should be selected openly with full participation by all members. Leaders will be accountable to, and evaluated by, all members. Even with elected leaders, you should try to keep decision-making as open as possible, letting no one personality dominate, and thus suppress, others.

\*Reprinted from their *The Soft Revolution* (New York: Delacorte Press, 1971.)

\*\*See *The Organizer's Manual* (New York: Bantam Books, 1972), and *Whistle Blowing: The Report of the Conference on Professional Responsibility* (New York: Bantam Books, 1971).

5. All members should make an agreement with the project group which defines their commitment and the extent of their participation (see page 19). This lets everyone know where everyone else stands and builds a sense of obligation. Once obligated, each person in the group should have meaningful tasks which both the person and the group recognize as having importance. The principles of "Everyone works," "Everyone decides," and "Everyone is consulted (rational consent)" are ones to build an effective "team" on which people are accountable to each other.
6. When the time comes to recruit new members, remember that quality not quantity counts. When adding new persons you might want to weigh their commitment to the project, time and energy available, and talents. As you make personal contacts or issue general invitations to join in the effort, remember that "victims" of the problem will tend to be especially interested: persons living on the shore of the polluted lake, parents who want environmental education for their children, inner-city residents most affected by air pollution, etc. But again, it is dysfunctional to enlist more persons than can be employed effectively with meaningful, rewarding tasks.
7. If the size of the project and the group warrant it, establish a clear chain of responsibility and communication. Build a project agenda with a timeline for individual and sub-group task completion. Build each participant into the agenda with a specific assignment, hopefully of his or her choice. Again, if the group is large, you may have sub-groups for recruitment, research, building allies and coalitions, publicity and communication, and action task-forces. Be specific about each participant's responsibility.
8. Be specific and well-planned about meetings and work sessions. Nothing can kill a group effort more than aimless, misguided meetings which turn out to be gripe sessions, bull sessions, each-doing-his-own-thing sessions, which accomplish nothing. Schedule in advance and inform the group. Have an agenda with a planned schedule. Of course there will be great ideas emerging—the agenda need not be too rigid. The principle is that members feel that the meeting was productive at the time and later when evaluating progress. (See Appendix B for feedback forms).
9. You might consider these additional suggestions for well-run meetings:
  - a) Recognize that people have different ideas, perceptions, needs, and values. They have different skills and talents. Let each participate and contribute as long as they focus on the topic at hand. But also establish some rules about when to end conversation and make decisions—including how to make those decisions: majority vote, consensus, or whatever.
  - b) Listen to others as they contribute in brainstorming (listing possible resources, allies, or solutions to a problem) or when reporting out on difficulties encountered and victories achieved. Have a recorder take notes or let each person add ideas to newsprint taped to the walls of the room.
  - c) Make certain that your coordinator, or chairperson, does coordinate and monitor the functioning of the group. That person might redirect the discussion, remind members of the agreed-upon goals for that meeting, etc., to keep the session on the track. The trick is to strike an acceptable balance between the need to accomplish the meeting's goals and the need to be sensitive to others!

**PERSONAL CONTRACT WITH THE ECO-ACTION PROJECT**

I, \_\_\_\_\_, am also concerned about the environmental issues which brought this group together. I have participated in the group's discussion on the nature of the problem and the goals to be pursued—or I have read those goals and understand the way in which the group perceives the problem at hand. On this basis, I agree to devote the following time, energy, and other resources to our project.

- 1. \_\_\_\_\_ meetings on the following dates:
- 2. \_\_\_\_\_ hours between meetings on assigned tasks
- 3. \_\_\_\_\_ the following personal resources:

(fill in what is needed for project)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4. \_\_\_\_\_ recruit new group members
- \_\_\_\_\_ recruit allies
- \_\_\_\_\_ recruit consultants
- 5. \_\_\_\_\_ Other (List below):

I understand that I will have the opportunity to help evaluate group meetings and group progress, and that my performance will be evaluated by others in the group just as I shall evaluate their contributions.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Phone: \_\_\_\_\_ Address: \_\_\_\_\_

-----  
Later Revisions with Group Consent:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 3 Can You Get There From Here ? Identifying Community Forces



It is no wonder that most of us have difficulty in getting involved in environmental action. The problems seem great, but the route to solutions seems even greater. Ours is a complex society with huge social institutions and complicated social and political processes. An individual or small group facing this maze feels diminished—too small and insignificant to really do anything effective. One wonders just where to begin. What is the most effective entry point? Where can we make the most use of our time and energy, our passion and action, to attain our goals?

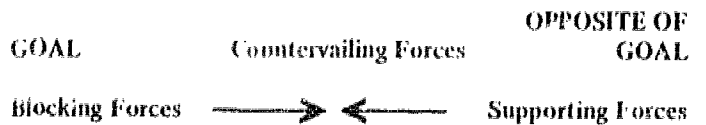
Once the problem has been clearly stated in terms of the goals to be attained, and once those goals have been justified, the project group should turn to the identification of the *social forces* operating in the situation which tend to push toward or against those goals. As the true forces are identified, it often becomes clear that the goals which were first established as a "solution" are incorrect or inadequate. New goals must be stated and justified and new forces identified repeatedly as the group works toward resolution of the problem. Diagnosis is a continuous process, especially since environmental problems are *dynamic*—constantly changing as conflicting interests struggle and compete.

The *forced field technique* for diagnosing an environmental problem is particularly useful. It is systematic and permits the design of the most effective action strategy, if the group's grasp of the problem is accurate and clear. If not, it encourages more research and, as noted above, it encourages the reassessment of goals.

The process begins with the statement of a problem in terms of a clear goal. One takes a sheet of paper and writes the general nature of the problem across the top. He then draws a horizontal line across the top. On the *left* side of the line he writes the words, "Forces for the Goal," or "Supporting forces." On the *right* side of the line he writes the words, "Forces against the Goal," or "Blocking forces." He proceeds to write in the upper *left* margin the goal which he has specified for the problem. In the *right* margin he writes the opposite of the goal. He

then draws a vertical line down the middle of the paper.

At this point he has a model of *countervailing forces*:



The supporting forces are driving toward the goal, while the blocking forces are countervailing and driving toward the opposite of the goal. As long as the blocking forces are stronger than the supporting forces, the goal will not be attained. The way to attain the goal is to weaken, neutralize, or remove the blocking forces *or* to strengthen the supporting forces to a point where they overcome the blocking forces; or do some of both. Thus, in essence, the forced field diagnosis is the statement and assessment of the relative strength of countervailing forces. Following the forced field analysis, one derives the most effective course of action open to intervene and to alter the forces so that the goal may be attained. This is a reflection of the definition of "conflict" back in Section II.

But that is getting ahead in the process. With the model set up as above, one would write out what he believes to be the important supporting and blocking forces in this problem situation. Generally, an individual or group will not be satisfied with the first list and will revise by adding forces, by restating the ones listed, by obtaining more information, and by consulting with others to get more accurate and reliable statements. This obviously involves thinking about the evidence one has for listing "this" or omitting "that" as a force in the problem. As one questions and gets insights, the statement of forces is more concise and useful for building a strategy for action.

Once the list seems acceptable, two operations are performed. First, the forces are *ranked* by their importance in attaining or blocking attainment of the

goal. The force, whether on the right or left, which would yield the most movement toward the goal if it could be changed is ranked 1. The one which would yield the next greatest movement is ranked 2, and so forth. "How important or significant is a force in yielding the most movement toward the goal?"

*Second*, the forces are *rated* in terms of how easy

or how difficult it would be for him, or the group, to bring about some change in it, and thus, move toward goal attainment. He writes in parentheses either (hard), (medium), or (easy) beside each force on the list (both right and left sides of the paper). "How strong is a force in changing a situation? Is it hard, medium, or easy?"

### A SAMPLE FORCED FIELD DIAGNOSIS

#### OPPOSITE

not to hold the eco-story sessions

Supporting Forces

#### GOAL

Provide increased environmental education, directed at values and emotions, for primary grade children in our neighborhood by holding ten Saturday morning eco-story sessions at the public library

#### Supporting Forces

(6) the library board desires more public involvement to build its case for increased funding from the city (EASY)

(7) the library board wants to enhance the library's public image and its use (EASY)

(2) excellent space is available for our program on Saturday mornings (EASY)

(11) local teachers favor the idea (we surveyed twenty-five of them by phone and personal interviews) (EASY)

(1) a sample of twenty parents in the neighborhood favor the idea, they will write letters in support to the library board (EASY)

#### Blocking Forces

(10) the library budget is meagre and funds are tight (MEDIUM)

(5) the two librarians employed for Saturday mornings are very lukewarm to the idea, seeing too much noise and feeling that libraries are for "reading" (MEDIUM)

(4) children's interest in Saturday morning TV cartoons and their pattern of watching them (MEDIUM)

(12) need some publicity and study materials (EASY)

(8) need refreshments (cookies and juice) to provide a break (cost: ca. \$100.00) (can't charge fees, families poor) (HARD)

(3) parents, not used to bringing children to library, especially on Saturday morning, and not use to participating with them in such events (we don't have cars for transportation) (HARD)

(9) difficult to get contributions in this area, or for this area (HARD)

#### Getting to goal involves:

- 1) getting kids to come (TV) and parents)
- 2) space and cooperation of library
- 3) funds

#### Potential allies:

- 1) library board
- 2) teachers
- 3) some parents

#### Areas of compromise:

- 1) fewer sessions
- 2) another time/place
- 3) no refreshments

## FORCE-FIELD ANALYSIS

When I was a boy I used to swim in the Indian River Inlet. There the outgoing water from the bay met the incoming surge from the ocean, the currents were swift and the waves wild and irregular. Many people lost their lives in these waters, and the inlet was rightly considered extremely treacherous. However, having survived the folly of repeated swimming in dangerous tides, I can now see that I learned something. The outgoing currents were too swift to swim against, but if you would only yield to them they would carry you to a point beyond the inlet, where it was possible to swim crosscurrent and come back to shore in the calm waters to the lee of the jetty. When swimming in turbulent waters, wisdom lies in knowing when to relax and when to struggle.

—Sam Keen\*

As one works to solve or to manage community problems, one needs *not only* to know when to relax and when to struggle—one needs to know when to push, when to pull, and when to leave well enough alone!

Let's assume that you are interested in energy conservation and you want to reduce a certain group's consumption of energy. What do you do? Where? When? How?

1. The governor of Florida wants to reduce electric energy consumption in houses—especially for water heating. What is his/her most effective strategy for doing that?\*\*\* How do you know?
2. The principal of a high school wants everyone to turn off the lights when a classroom is not in use. What is his/her most effective strategy? How do you know?

There is a rather clever way to figure out effective strategies. It is called "force-field analysis." Imagine a football game with its offense and defense. The job of the offense is to support the goal of the team—to get the ball over the goal-line. Meanwhile, the defense is blocking that objective. The defense is trying to push the offense away from its objective.

Well, in working to solve community problems you have goals which you are trying to achieve. You have persons and groups trying to help you. But you

also have persons and groups which are blocking you from achieving your goals. The smart problem-solver, like the successful football team (and coach), needs to figure out who is supportive and who isn't, who is helping and who is blocking, and what are the strengths and weaknesses of our situation which will help us to achieve our goals. That makes sense, doesn't it?

Football players and coaches diagram their plays with X's and O's. In force-field analysis you will use words and arrows. First, you write down your goal . . . and the opposite of your goal. That's like looking at a football field and knowing what end is your goal and what end is your opponents' goal! Next, you need to see who is on your team—what forces (people, groups, etc.) are your supporters and allies. And, who are your opponents (Who plays for "them?")?

### YOUR GOAL

Forces blocking or driving against the achievement of Your Goal

### THE OPPOSITE OF YOUR GOAL

Forces supporting the achievement of Your Goal

Now you have got several things to do:

- a. Where are the strengths of your team? What are the weaknesses of their team? (What do you have going for you? What's going against you?)
- b. Your old football coach could only play with 11 persons at a time. You can play with more! How can you strengthen your team? Add more players? Strengthen the power of the players you have? Get more allies cheering in the stands? Get good press and public relations (super cheerleaders)?
- c. How can you weaken the strength or take advantage of the weaknesses of the other team? Draw plays? Quarterback sneak? Bomb? Bootleg? Foul? Psyche-out?

Why don't you try the idea of force-field analysis on an energy problem? Use one of the two examples on the first page: (1) The Governor of Florida case or (2) the school principal. Do a force-field analysis for your governor or your principal.

\*Reprinted from his *Apology for Wonder* (New York: Harper & Row, Publishers, 1969).

\*\*Here we are considering only the most effective way—not the most ethically acceptable way. The ethics of this will be another topic for another time!

### FIVE KINDS OF POWER (or EXTERNAL INFLUENCE) IN DECISION-MAKING SITUATIONS

In decision-making situations, individuals and groups often feel the influence of others. This influence is the expression of other persons' *power*. *Power* is defined here as *influence*, one party getting another party to think, believe, or do something that the second party would not have thought, believed, or done.

1. Give two more examples of each type of power, from your own experience in decision-making situations.
2. Examine a decision someone else made recently (e.g., a friend, a judge, a state, or provincial legislature). What kinds of power were operating in that situation?
3. Reflect upon a decision-making situation in which you recently participated. What kinds of power (from what sources) influenced your participation and decision?

**COERCIVE** Power based upon the ability to give or to withhold punishment, either real or imagined by those potentially affected.

*example:* "There is a \$100.00 fine for dumping here. We might get caught." "I can't drop litter on the trail, because the teacher might once more embarrass me before the class."

**REWARD** Power based upon the control of scarce resources desired by others, coupled with others' expectation of a positive result from gaining access to those resources.

*example:* "If I do this, I will get a salary increase." "If you vote our way on the Clean Air Bill, we'll provide campaign funds."

**REFERENT** Power based upon others' desire to identify and/or associate with significant others or symbols, and the

ability to control access to those others or symbols.

*example:* "You must do these deeds in order to join our group." "We can gain his support by inviting him to our club Saturday night."

**LEGITIMATE** Power based upon the ability to make another person, act, policy, program, or organization respectable and worthy of loyalty, and power based upon others' viewing a person, office, or system as worthy by achievement, ascription, or promise.

**EXPERT** Power based upon others' perception of a source of information, skill, knowledge, or wisdom as credible and authoritative.

*example:* "Ninety-nine scientists support breeder reactors for the generation of clean electric power." "Dr. Baum and his colleagues have considered this problem and their position and supporting arguments are convincing."

4. We have been thinking about social and political power—not energy. But, since our concern is with energy, let's relate the two. Imagine this situation! "The Governor of the State of Florida and most legislative leaders are concerned about the energy problem. They want to influence the energy consumption of fellow Floridians at home, at work, etc." Give examples of what the Governor and the legislative leaders might do for each of the five types of POWER!

COERCIVE

LEGITIMATE

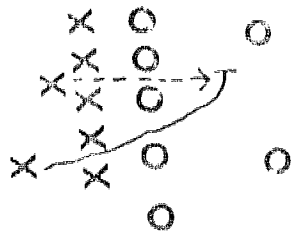
REWARD

EXPERT

REFERENT



# 7 What Is Your Score ? Designing An Action Strategy



Most environmental action projects sail in turbulent waters—the turbulence created not by tides but surging waters of change flooding into the steady roll of tradition. The conflict between what *is* and the project group's efforts to force an inlet of change is like the confrontation of waters in the Indian River Inlet. This is especially true if the group's project involves an attack upon particularly sensitive traditional values (i.e., private property rights, the absence of formal sex education) or upon particularly strong vested interests (i.e., tax increases for ghetto parks and programs, taxing oil depletion allowances), or in the project group's attempts to employ "radical" or power-coercive change strategies upon those vested interests or directed at expressions of those traditional values.

The selection of a strategy is not only one determinant of the amount of change which occurs toward the goal, it also is one determinant of the degree of resistance the group may expect. Discussing the selection of change strategy reminds one of the attempts to control rivers and flood waters in ancient China. Two cultural heroes representing competing schools of hydraulic engineering and two rival schools of morality were successively put in charge of regulating the rivers. First, the emperor appointed Kun to the task. For nine years, Kun directed workers on the massive job of erecting huge dikes along the rivers. In the Confucian tradition, his direct assault upon the problem was unsuccessful. As fast as he built dikes, the waters rose, destroyed the levees, and flooded the surrounding farms and cities. Kun was dismissed, sent into exile, and killed.

Then, the legendary Yu tried his hand. His was not a frontal assault, trying to confine and repress nature. In the Taoist tradition, Yu's approach sought to let nature take her course. For thirteen years he directed the courses of nine rivers, deepening the channels to speed the flow of water. His method worked and he lived to become a cultural hero. Yu

employed *wu wei*: fitting in, letting nature take her course—or better stated as knowing when to relax and when to struggle. The Confucian's direct assault by trying to master, dominate, and control is, unfortunately, much more akin to *our* cultural ideal of the great problem solver. Given a problem, we tend to proceed with an assault, evoking stronger resistance.

It may seem timid to some readers, but environmental action groups might well learn something from nature and know when to let nature take her course; to know when to leave well enough alone; to know when to relax the pressure and when to struggle. Selecting a change strategy is the *first* expression of that knowing. Humility, trust, dependence, compromise, and sensitivity are honored values much discussed by our old traditionalists and the youth culture. Perhaps these values have a place as we work for change, even when facing the arrogance of power and the heat of confrontation.

As the research group does its diagnosis with the rating and ranking of forces, a range of alternative action strategies emerge. Each alternative is a *means*, a set of actions which have consequences, which hopefully will get us close to our goals. As we look at the alternatives open to change forces (strengthening supporting forces and weakening blocking forces), we ask:

- a. Can we change this force to our advantage?
- b. What gives us the biggest bang for the buck? That is, which alternative gives us consequences closest to our goals, given the resources we have to apply?

This is a simple cost-benefit analysis, where one does whatever minimizes his costs and maximizes his gains. Deciding upon a strategy one considers only the goals and the resources.

But should one? An ethical question arises with this decision-making style. Should we only assess what action to take, what means to employ, by their

effectiveness in getting us to *justified* goals?

- “What are our alternatives?”
- “What resources do we have?”
- “Which alternative action has consequences that get us to our goal or closest to it for a reasonable cost?”
- “That one? OK, let’s do it!”

In other words, do the ends and the costs justify the means?

When two alternatives will get us to our goals, how do we decide which to pursue? Are we satisfied by the answer: “Why, the one that costs less—the one that takes the least sweat!”

Stated another way, to accomplish a justified goal we may select and act upon an alternative which is morally inconsistent with our goals, the way that we think life should be lived. The *means* we select must be justified, just as our *goals* are justified; and they ought to be morally and logically consistent. The means we select say as much about our values and the way we think ought to be lived as our goals. Our means and our goals are reflections of ourselves. We have to ask what they tell us about ourselves and whether we are satisfied with that message!

### Models of Change

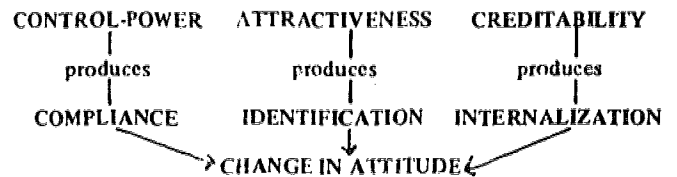
In order to reflect further on the methods, means, and alternatives we employ to produce change in a problem situation, we can use two models. The *first* model describes three processes for changing the attitudes of individuals and groups. Each process requires that the person or group trying to produce the change take certain actions toward others. When we select an action strategy involving attitude change, we can ask which process is involved, what actions must we take, and are these actions morally acceptable given the situation and our *life goals* (the way we think life should be lived and what we seek from life). The *second* model describes three processes of social change. Again, when we set forth to solve environmental problems, we set goals which usually involve social change. Each process requires that we take action toward others in conflict situations. The goals and action alternatives we pursue can be categorized in one of the three processes. We can raise the question about what our change process tells us about ourselves and the way we see and relate to others. We can also ask whether the process is morally acceptable given the situation and our life goals.

Scholars have written about two different social change strategies.\* One way might be called “Attitude Change.” The other way might be called “Power.” The differences between the two change strategies are summarized as follows:

Power Strategy	vs.	Attitude Change Strategy
1. Over-stated objectives		1. De-emphasized differences
2. Stereotyped rival group to build internal cohesion		2. Accurately differentiated rival group members
3. Emphasized coercion		3. Emphasized trust
4. Used ambiguity in communication		4. Used predictability in communication
5. Emphasized use of threats		5. Emphasized conciliation
6. Used hostility for greatest impact on rival group		6. Used hostility for catharsis within own group
7. Involved a third party in coalition against rival		7. Created a network of social relations using all groups

### Three Processes of Attitude Change.

Willingness to change something is linked to the attitudes of those who resist the change. Herbert C. Kelman of Harvard University did research asking, “How do attitudes change?” In answer to his question, Kelman discovered three processes of attitude change. The three processes are “Compliance,” “Identification,” and “Internalization.”



*Compliance* occurs when an individual or group accepts the influence of another person or group, hoping to achieve a favorable reaction from that person or group, or to avoid an unfavorable reaction. For example, a person might wash the dishes because he wants to use the dishes washed. His mother has power to get compliance by her control of significant rewards and punishments. Attitudes are shaped here by external rewards.

\*Richard Walton, “Two Strategies of Social Change and Their Dilemma,” in F. N. Cox, *et al.*, *Strategy of Community Organization* (Itasca, Illinois: Peacock Publishing Company, 1974), pp. 343-349.

*Identification* occurs when an individual or group accepts the influence of another person or group because they want to maintain or establish a satisfying relationship with that person or group. For example, a person might imitate or model Joe Namath's style or clothing to gratify self-image needs, fantasizing about "me and Namath." A person might buy a certain type of car, an expression of identification with a group. The car says, "I am a member of the club, I have it made in America." A person might join the eco-action groups because Janet and Harry are involved. She might enroll in an ecology course because of the teacher's personality and bearing.

*Internalization* occurs when an individual or group accepts the influence of another person or group because the content of that influence (the ideas and ideals offered or the actions suggested) are intrinsically rewarding; that is, the ideas and actions are believable given what the person or group believes and are acceptable given what the person or group needs or values. For example, a person might accept a racist position on school bussing because it looks reasonable to him, given his perceptions, needs, self-image, concerns, etc. Another person might employ new farming techniques because the research data makes sense and helps him to reach his goals: increased income and soil conservation.

In order to pursue strategies based upon the *compliance* process, the project group would have to manipulate significant rewards and punishments to get others to accept or do what was desired by the group. "Pass a law to get everyone to hook up to the sewer system or be fined." "Give out Presidential Environmental Merit Awards in a program to get school children to do local eco-projects." "Japan is slaughtering whales. Let's have a worldwide boycott of Japanese-made goods."

In order to use the *identification* process, the project group would have to enhance its reputation and attractiveness, or recruit members and allies with such attractiveness as to get others to perceive them as just and legitimate. An example of this was discussed in Section V under the need for allies in the power elite.

In order to use the *internalization* process, the group would have to present rational arguments and the facts to others in order to induce a change. It should be remembered that to the person or group which is to change, the argument and the facts only have to seem creditable. One can imagine a person who supported the NASA space program because he loved cheese and thought that travel to the moon

would bring down the price! The racist at a Klan rally and the industrialist at a convention may be getting bad facts and erroneous conclusions from speakers, but attitudes are shaped by the *perception* of creditability.\*

### Three Processes of Social Change.

Building a change strategy involves understanding how societies and individuals change. The selection of a strategy is a reflection of one's beliefs about how change occurs. Scholars have identified three basic change processes, which may be described, if oversimplified as follows:

*Power-coercive process.* People in our society are caught in huge, complex social institutions which cause and perpetuate the basic problems of the social and environmental order. To deal with them and to cause change, persons must organize, control rewards and resources, and compel change. For government and public institutions this means mustering votes and influence as pressure. For individuals it means exerting controls and manipulating rewards. For private groups it means developing a countervailing force (i.e., organize consumers against industrialists and merchants). The essence of change is *power*.

*Normative re-educative process.* If you want to solve social problems, the basic difficulty lies with social values. People need to examine the facts and reflect on their values and social expectations. Change agents must raise the consciousness of others: What are the problems? What is wrong with this or that? They need to teach the skills of dealing with problems and with social institutions (i.e., government, business). This endeavor will lead to the solution or resolution of problems and conflicts.

*Rational-empirical process.* People will change their beliefs and behavior and will change their social arrangements if one simply presents the facts clearly in a rational argument. People want to do "good," they just need information and rational discourse to chart the way. If you want to get people to change social arrangements to affect solutions of eco-problems, you need accurate information, solid arguments, and a forum for a dialogue with others.

\*Herbert C. Kelman, "Compliance, Identification, and Internalization: Three Processes of Attitude Change," *Journal of Conflict Resolution*, Volume II (1958), pp. 51-60.

## ETHICS AGAIN

Each of the processes for attitude and social change raise ethical questions. Responsible environmental action participants will want to cope with these questions just as they cope with the decline of environmental quality.

The above processes represent categories of *means* (strategies) and the strategies must be justified as were your goals. The first dimension of this is factual. "Will the strategy work? Will it accomplish our goal? Will more information really get people to change? Will this law really end pollution of the lake?" There is no sense coming people into thinking that eco-action is moving us toward the resolution of a problem, if you are wasting resources barking up the tree with an inappropriate strategy. That is deceitful, dishonest, and disillusioning for team members and communities hoping for improvement.

The second dimension is moral. "Are our means morally justified and justifiable?" If the Nixon Oil Company is deceitful in its advertising on environmental impact, may we justly counter with exaggerated arguments, withholding evidence contrary to our position? Can we justly misrepresent ourselves to win support from several influential members of the State Senate? Can we withhold our reasons and motives for setting goals on this problem from others in our group? Can we "forget" to remind people that improving the school playground will raise taxes or will reallocate funds from ghetto reading programs?

When is it *just* to manipulate people, to use them as objects? By being closed? By being dishonest? By using attractiveness to lure them into support for a change? When is it just, justified, or responsible, if ever, to employ power over others? If a factory is destroying plant and animal life and the courts and government will not act, can we rightfully destroy the factory? If we say "no," what obligation do we have to the plants and animals? To others who will need that eco-system for their survival in generations to come? What are the legitimate uses of power (political, economic, intellectual, social) and the illegitimate? What are the legal uses of power and what uses should be legal?

What are the ethics of compromise? If we agree to settle for less than our goal, are we responsible to those who have supported us and those who were counting on us? Have we copped out? Were we responsible (accountable) only to ourselves or to our group? Similarly, if we get tired or frustrated, or if the battle is taking longer and more sweat than we anticipated, may we withdraw? May we change our

goals drastically? What are just grounds for doing so?

If, as Sam Keen learned, knowing when to relax and when to struggle only involved us as individuals, ethics would not be much of a consideration. But we are not only involved as individuals. What we do affects others to whom we are responsible and accountable. Hence the burden of ethical considerations is always upon us.

How do you react to the following advice?—

1. In research and presentations be accurate. Have hard information to improve your credibility and the reliability of your conclusions.
2. Identify the equities in problem situations: What human rights are at stake? What is the public interest, the common good? Who is paying the price for what is going on now in the problem situation? Who will pay the price in the various alternative ways of solving the problem?
3. Using a first aid analogy, you stop bleeding by using the pressure points. What are the pressure points—persons, groups, and institutions—where you can exert influence to change what is going on and solve the problem? Where can you apply some good information? Where can you get a prestige figure or two to use that prestige to influence decision-makers? Where can you mount an economic boycott or a publicity campaign?
4. Offer constructive alternatives to solve the problem, being flexible and willing to negotiate and compromise on all but the vital points. Self-righteousness, moral indignation, loaded rhetoric, and other moral high horses are usually dysfunctional at this point. Hang loose!

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# 8 PERFORMANCE II

O.K.! Let's do it! You have defined the problem, established some just goals, and have your resources in order. You have made a force field analysis and worked out a strategy which you feel is just and responsible. As you begin your performance, remember the dangers of loaded rhetoric and non-verbal reactions which turn others off or make them more rigid in their opposition to what you want to do. More is to be accomplished with words and deeds that build trust, reflect some humility (over self-righteousness), and display an adaptability and willingness to compromise (without losing sight of your goals).

While you are performing, probably the most important procedural task is that of getting good feedback to evaluate your performance and its accomplishments. You are going to need hard data, responsibly gathered and realistically dealt with. This evaluation is twofold: *first*, you need data on what is happening to you and the group performing and *second*, you need data on your accomplishments in attaining the goals.

WE ←————→ GOALS  
2. What are our accomplishments?

## 1. What is happening to us?

### What is happening to us?

There are a vast range of questions which will help collect this data. Are our procedures in meetings effective? Have we accomplished anything in this session? Have we learned anything? Is our group more or less effective? How many persons contributed? How many felt a part of the process? How many did the necessary preparation? How many felt a sense of accomplishment and sustained their commitment? Have we drifted away from our original sense of purpose and responsibility? Are people living up to their contract with the group? Are we living up to our commitments to cooperating groups and supporting forces? Are we rewarding group members adequately? Are we recognizing and supporting cooperating groups and those community forces which support us? How can we do a better job at these tasks?

The group can mend its fences and sustain itself if it can get good feedback on these questions and act upon the implications of the feedback. Rewards are important for all participants, including community support persons. Depending upon what seems appropriate, rewards can range from a smile and a hand-

dshake to press publicity and ceremonial awards. If the project is to survive and accomplish its goals, this usually means a long haul and thus the group has to sustain itself and its allies. Rewards of all sizes and kinds will help accomplish that. (See Appendix B)

### What are our accomplishments?

A lot of us tend to be naive. We think that our ideas are so great that everyone will realize that too, as soon as we tell them! But after the project begins, we learn what others already knew it ain't so. To attain the goals we want to attain takes a long struggle. Read some interviews with Ralph Nader or call up and chat with any local environmental hero who has been successful. "Wild Horse Annie" Johnston fought for twenty years to save the wild mustang from pet food canneries and the battle is far from won. Campaigns to save ocean mammals extend over a decade; meanwhile, species of whales are almost extinct and young seals are still clubbed to death. One might go on, but the point is that eco-battles take a long time and often must be fought over and over. If your project involves great goals, it will take time to get results. If your project has more limited, specific goals, such as a twenty-session eco-drama for children each Saturday morning, then the time constraints are fixed. However, the need for evaluation remains as strong. What have you accomplished? Have the participants in these drama sessions changed? Are they more aware? Have you chatted with them? Interviewed them? Talked to a sample of their parents? Checked out the impressions of cooperating and supporting persons?

This feedback may indicate that you need to narrow or broaden your goals or intensify your activities. It may indicate that you need to rethink your strategy and your force field analysis. As you perform, you are usually learning; this will help you see errors and poor judgements and help you to try a new tack or a new emphasis. (See Appendix B)

Changing strategies or goals is often painful once the performance has begun and the juices are flowing, but the project cannot be so rigid that it pursues ineffective action.

Attending to inter- and intra-personal matters in your project group is also painful in that it seems to take time and energy from the central tasks—reaching your goals. But attaining the goal is not everything for an action project. One of the benefits is self-understanding and the intimacy of affiliating with others on a worthwhile task. To ignore this is to lose

one of the important benefits of the project. Each person in the group is accountable not only to himself and his community, but to his fellows in the group. Each person has the obligation to support others, to help fulfill their needs and aspirations, to see himself as part of their lives and being. That's simply part of being just, or human, and it ought not to be forgotten in the rush to accomplish a goal no matter how worthwhile that goal is. To do less than support and sustain others is to use them as things--objects to be manipulated as means to an end.

Persons vitally concerned about environmental quality and the biotic community should be expected to be equally concerned about social quality and personal growth and integrity. To close, Albert Schweitzer's words which appeared as a frontispiece to this booklet are even more appropriate here:

The fundamental fact of human awareness is this: "I am Life that wants to live in the midst of other life that wants to live." A thinking man feels compelled to approach all life with the same reverence he has for his own. Thus, *all life becomes part of his own experience* . . . We must try to demonstrate the essential worth of life by doing all we can to alleviate suffering. Reverence for life, which grows out of a proper understanding of the will to live, contains life-affirmation. It acts to create values that serve the material, the spiritual, and ethical development of man.

## APPENDIX A

## Sample Projects

- A. Environmental Education
- B. Environmental Awareness
- C. Community Environmental Service
- D. Public Affairs

## A. ENVIRONMENTAL EDUCATION

Educational projects involve teaching one's self as well as teaching others. For students in school it is easy to see how science classes and social studies classes might work on significant educational projects. But literature classes, art classes, and, in fact, classes in all areas of the curriculum can develop projects which are "on the mark." This is demonstrated by the following suggestions:

1. Write a series of stories on environmental events. Tape record them and let the public library loan the cassettes to parents for their children. Conduct a campaign to inform parents about the tapes.
2. Conduct a series of poetry readings or storytelling sessions for younger children. Go to elementary schools or day-care centers—or arrange sessions at the public library on Saturday mornings. Use environmental stories and poems so that children can think and chat about nature.
3. Prepare a series of quotation books or photo-books using old magazines. Call them *The Reflection Series* and donate the bound copies to the public library.
4. Set up an Environmental Study Area for your school or club—or for elementary school students. Write to the National Park Service about its S.T.E.P. program.
5. Write a series of haiku (short poems) on natural beauty on your area. Arrange for the local ETV station to broadcast your poetry reading. Or print up little booklets and distribute them in the community, especially to senior citizens.
6. Hold an Environmental Festival to celebrate natural beauty. Invite and arrange transportation for senior citizens and then spend a sunny afternoon singing and talking with the elderly on the joys of a clean environment. Share and learn from one another.
7. Make a set or two of shadow puppets. Write some environmental stories (romances and mysteries). Put on shows at the public library, in elementary schools, and in shopping centers.
8. Write up dilemma situations dealing with the environment. Present the case studies to others and discuss their decisions on those cases. Try to involve groups with young persons and older people.
9. Design and teach a mini-course on bike repair for persons of all age groups. Repeat the mini-course each time you can get an audience together. Encourage more bike riding and less automobile use.
10. Help some younger students write a newsletter or write a booklet on an environmental issue. See that the book gets to a library, or that the newsletter gets printed and distributed.
11. Using a book by Roger Tory Peterson, prepare a big set of bird study cards. Work with teachers and camp counsellors in using the cards in bird study situations.
12. Design environmental playgrounds for children. Share your plans with others. Get their reaction and help. Find an open space or an old playground and see what can be done to improve it.
13. Get information on the S.T.E.P. program of the National Park Service, Washington, D.C. Put on STEP programs for children in your community.
14. Hold an environmental art class and festival in a city park. Display art made of junk. Teach people how to use trash and junk to produce useful and beautiful things.
15. Make a slide set or picture card set of contrasting



natural scenes. Interview people to find out where they would like to live—choosing one of the two pictures in each comparison. After going through several choices, ask them to summarize their “place to live” preferences. As they leave the interview, ask them to think about their town in the next twenty years—will it meet their preference as a place to live?

16. Plan a bicycle round-up for persons in your community. Arrange bike tours of the terrain about your city. Plan plenty of stops to explore and to experience.
17. Conduct a community canoe trip or rubber-tube float down a river. Build in many stops to explore and to reflect.
18. Plan and teach a mini-course on alternative lifestyles and their environmental impact.
19. Conduct a poster contest dealing with Urban Design Award prizes for various age and interest groups. Involve the whole community. Hold an open-air showing in a park.
20. Work with your history class to do a study of the growth of your city and the environmental impact. Get data from older persons who have experienced your city for a long time.
21. Hold a town-wide environmental fair. Close off streets. Arrange for booths selling “junk art,” white elephants, handicrafts. Have plenty of natural foods. Have bike repair, art forms, etc. Have information booths by wildlife and environmental groups.
22. Design and conduct a variety of environmental experience for others, i.e., nature work, aesthetic walks, bird study, clean-up hikes.
23. Do an 8mm film or a video-tape for an ecology class or an environmental club. Focus on a key natural process or a problem.
24. Set up a bee colony or an ant colony for elementary school students. Write a little guide book to help them to observe and to learn.
25. Arrange for a group survival campout. Take along a leader who knows natural foods in your area

and camp for a weekend—living off the land and learning.

26. Do a Foxfire book on handicrafts which save energy and revive pride in craftsmanship. Distribute your book to public libraries.
27. Serve as an assistant to church or school teachers and prepare teaching ideas and exhilarating environmental experiences for children.
28. Contact state, local, and federal agencies to get brochures and flyers. Put together and distribute Environmental Information Kits for schools and civic groups. Do a follow-up study to see if schools and civic groups used the kits and assess the impact of that use.
29. Keep a chart of things that change as the seasons change. Do a mural for your school or a bank lobby depicting these changes over a year's span.
30. Build a balanced aquarium or terrarium. Place it in a public place with posters to show how living things depend upon each other—“The Web of Life.”
31. Do a drainage study of a place in your community. Compare asphalted areas, grassy spots, and land cleared for construction. What happens to water run-off? Report to the public and governmental agencies.
32. On weekends in your community, set up SOIL MAKING Booths in local shopping centers. Get people to stop by and explain to them how precious it is and how we are adversely affecting soils and soil quality. Use charts, posters, and demonstrations (rub stones together, use samples of humus, etc.).
33. Find a place in the school grounds or in the community where the land is bare and the soil is washing away. Conduct a demonstration project on ways to hold the soil. Attract visitors to this place and distribute Soil Conservation Service (U.S. Department of Agriculture) literature on soil conservation.
34. Help your school and/or neighborhood librarian set up a special section or display of environmental books.

35. Convince a local book store to donate a series of environmental paperback books for the hospital library.
36. Teach children younger than you to identify five kinds of trees. If you do not know five kinds, get some one to teach them to you.

### B. ENVIRONMENTAL AWARENESS

Awareness programs in schools and out in the community are vital to any attempt to maintain and to improve the quality of the environment--and the quality of life. Our social and political system depends upon public awareness and concern. Our system responds to public demands. The following projects are suggestive ones which will promote awareness--and hopefully the demands for environmental protection:

1. Hold an environmental film festival at school, at the library, in a shopping center, or in a downtown park. Show a variety of short films. Use several projectors and some slides.
2. Establish environmental outposts where colleagues observe community environmental goings-on. When something significant happens, send out a press release to the media. For example, open burning, massive land clearing, roadside trash piles, smoke pouring from stacks at night.
3. Conduct a literary contest for all age groups. Arrange to publish the works by the winners. Give out awards.
4. Monitor streams and/or air quality in your community. Report directly to the public.
5. Hold a slogan contest. Print up the best on bumper stickers and distribute. Involve all sectors of the community.
6. Conduct public art show. Mark off a plot on the edge of town or on the beach. Bet everyone to pick up the litter and make something "creative" or "useful." Award prizes if you want--but everyone is a winner. They have something to keep and they have a cleaner environment.
7. Arrange a skit night at the local firehall or school. Get the power structure to participate (politicians, lawyers, teachers, religious leaders, etc.).
8. Write some really fine speeches on environmental issues and set up a "Speakers' Bureau" at school for community groups. Don't forget to illustrate your talks with good slides of what's going on.
9. Using the tape recorder for radio and a video-tape recorder for TV, do some spot announcements. Get them on ETV, TV, or radio programs.
10. Work with the modern dance group to do a community program on the environment.
11. Get the school principal to turn off the water for a day. Or to turn off the electricity for a day. Or to turn off the air conditioner or heat for a couple of days. Collect data on student-teacher reaction.
12. Set up a coffeehouse in school or out in the community. Conduct rap sessions about environmental issues.
13. String banners across streets dealing with environmental messages. Make banners to hang in public places. Get a message across.
14. Arrange with several schools to participate in an ecology parade. Deal with local or state issues. Have bands. Clowns. Floats. Cheerleaders. Politicians. Environmental heroes.
15. Hold a bicycle race for environmental quality. Get radio-TV personnel to participate to be sure of publicity. All contestants must carry an environmental poster with their number on it.
16. Try No. 15 as an egg roll. As a scavenger hunt. Etc.
17. Conduct a street art festival stressing "Nature." Or hold a music festival or a drama festival or a storytelling festival stressing "Nature."
18. Throw a community fish fry or banquet to get people together to rap on environmental concerns.
19. Publish and distribute a booklet on how to save

- energy and paper waste at Christmas.
20. At the local shopping mall, set up a teahouse where tired shoppers can stop for tea and a rap on "Man and Nature." Use slides and poetry too.
  21. Work with local history buffs to put together displays on the Man-Land relationship in your area over the past 100 years. Get the displaying into schools and into the community.
  22. Make musical instruments of natural materials. Put together an orchestra and do some community performance. Stress Nature in your music as well as your instruments.
  23. Get the population growth projections for your community. Do a slide show with the projections and their likely implications. Present the show out in the community.
  24. Do a slide show on the historical growth of population in your area. Show the results in your place. Present this to community audiences.
  25. Compile an environmental songbook. Print it up and distribute to Scout and other community groups.
  26. Organize a retreat for a weekend where members of your community can go and together write shortstories and playlets on the environment. Try to get diverse age groups involved.
  27. Hold a folk-art, folk-music be-in to lament the plight of the bald eagle symbol of a people.
  28. Do a series of information flyers on various environmental issues (i.e., fire ant controversy, persistent pesticides, multiple use concept in national forests). Place in holders out in the community marked "Take One."
  29. Make a set of puppets and put on environmental playlets in schools. Make symbolic Indian puppets and masks to do Indian myths which have environmental messages.
  30. Do a pottery project where you use the good earth to make pots. Then, plant local flora in them. Give the plantings away to friends in the community and environmental heroes, each with an environmental message.
  31. Make mobiles, murals, or shop window paintings out in the community--each with an environmental message.
  32. Do some graffiti boards and collages in school with environmental messages.
  33. Write several original plays and enact them in a "street theater" setting. Let appropriate officials know what's up prior to setting forth.
  34. Load the school and local newspapers with letters, book reviews, photos with captions, and short articles on local environmental problems.
  35. Stand outside the gates at sporting events to hand out fortune cookies with an environmental message: a prediction on our future.
  36. Do an article for a local magazine and illustrate it with photographs or sketches.
  37. Hold a teach-in on the local environment. Get civic and environmental groups to participate. Arrange a vegetable lunch to help attract people.
  38. Document what has happened to a stream, a piece of ground, a body of water. Present your findings in a photo essay on a wall in a shopping center. Don't forget to get permission before placing the photos.
  39. Conduct a community awareness survey to see where people are on environmental concerns. Do they know? Do they care? Are they willing to pay the price?
  40. Get a spot on a downtown street, outside churches, or in a shopping center and set up a junk art gallery. Learn to weld and make your own art of metal junk.
  41. Make some symbolic artifacts and perform the rites of others (i.e., Hopi or Navaho Indians) which express a relationship to the environment different from Western man. Perform in schools and in the community.
  42. In a corner of the student commons, set up a parachute--upside down. Invite people to crawl in the bottom (through the hole) and rap on environmental issues. You can play a cassette tape of some heavy environmental music. Or a

friend can sit outside with a slide projector and play environmental slides against the side of the chute which look great from inside . . . It's like sitting in the ocean or being at the beach or climbing a mountain depending upon the slide.

43. Get information from your county agricultural agent and from natural foods authorities (try books in the library). Develop a model school or backyard garden for people and wildlife. Invite the community to visit and promote gardening for food, beauty, and wildlife.
44. Adopt a tree. Have every member of your class adopt a tree and care for it and care about it. Encourage others to do the same.
45. With information from EPA and other public and private agencies, conduct a public information campaign on automobiles and energy use (also pollution). Write and distribute leaflets for persons about to purchase an automobile.
46. Write to the National Wildlife Federation and obtain information on their backyard refuge program. Conduct a neighborhood campaign for backyard refuges. Don't forget your own yard.
47. Study overpopulation of domestic animals in your community (i.e., abandoned animals running loose). Report to the public on what is being done about this and on what in your judgement should be done. Muster public support for action, if action is needed.
48. Examine the use of pesticides in the production of your food supply. Consider the costs and benefits of using, or not using, pesticides. Depending upon your conclusions, conduct a "Buy Wormy Apples and Blemished Oranges" campaign or a "Happy Face Citrus for Man and Life" campaign.
49. Organize and conduct a community forum on "Religion and Nature." Involve local religious leaders from a wide variety of faiths.
50. Arrange with your principal to run the school for a week without electricity. Do reports on what it is like to be without power and invite parents and the community in to discuss the problems which arise and adjustments which this involves. From

this experience, develop and publicize ways to conserve electric power.

51. Work with the superintendent of schools and other officials to set up an effective Council for School Campus Beautification. Develop a plan with the committee and work to implement that plan on all school grounds in your community.
52. Develop anti-litter beautification and/or environmental awareness flyers for local businessmen to include in their monthly billings.
53. Raise funds to obtain EPA and state health department publications on garbage and solid waste disposal. Distribute this to civic agencies and school groups, promoting improved waste disposal in your community.

### C COMMUNITY ENVIRONMENTAL SERVICE

Teaching about the environment and promoting awareness are appropriate, but left alone—without personal action—they have a hollow ring. The projects in the following list involve students and others in action—service to the community as expressions of personal concern and value commitments to that community and its environment:

1. Paint and place trash cans and litter baskets about the school grounds and with permission in parks.
2. Distribute litter bags for cars. Get a local businessman or civic group to underwrite the cost of the bags.
3. Conduct a clean-up campaign in your community. If you want, focus on a specific place like a schoolyard or a park. Get people together to clean it up one Saturday morning and follow-up with a pancake luncheon.
4. Design a park for small children on a small plot in a park or playground. Get permission first and then be creative.
5. Hold a series of white elephant sales, swap-shops, and exchange so that people may share their junk. It's a great way to recycle.

6. When something happens to favor environmental quality in your area, develop and conduct a victory celebration (no ticker-tape all over the place). Victories seem few and far between so get ready and stay ready. Be sure to involve local politicians in the victory celebrations and don't forget the principal and businesspersons.
7. Conduct a "Plant a Tree" campaign. Contact the Florida Forest Service to secure seedlings; they could be planted in parks, on roadsides, in schoolyards, etc. In all cases, plan the plant-in with appropriate officials first.
8. Arrange to label trees and other plants in a downtown park to help "educate all of us."
9. To supplement No. 7 above, arrange a booth to distribute seedlings to the public if they promise to plant them. Give out some "Johnny Appleseed" buttons of your own design and manufacture to each person promising to plant trees. Better, design some "Freddie Forester" buttons for children and their parents who will plant and care for the seedlings.
10. Teach a mini-course on auto tune-up everywhere you can during the next several months. Figure out ways to get as many involved as possible.
11. Hold a contest to accumulate ways to save energy at home and in schools. Once the contest is over and prizes awarded, implement the suggestions.
12. Survey local business and government operations and suggest ways to save energy. Figure out what to do if some persons are flagrant in their abuses and will not change. Also check the utility rate structure in your area. Are there good reasons for charging less when a consumer uses more power?
13. Build birdhouses with senior citizens and place them about the community. Also use scraps to construct birdfeeders. Give these away to senior citizens and school children.
14. Contact the city or county officials and set up a community compost pile. Each person contributes his or her leaves, yard trimmings, etc., and gets back compost. The government officials can contribute, too, along with the highway department.
15. If the local government officials aren't turned on to compost, establish a school compost heap. Use it for school beautification projects. Perhaps a way can be found to use waste paper, food wastes, etc., in the school heap.
16. Talk to the faculty and principal to set up procedures to recycle all school paper wastes and metal wastes. Set an example for the community.
17. Use the school grounds to provide community vegetable garden spots. Or get an interested landowner to contribute or rent small plots. Develop the soil and set a model for organic procedures.
18. Contact people on your block and turn them all on to organic procedures. Hold a mini-course. Use your yard as a training ground and a model for recycling and organic gardening.
19. Identify a real sore spot in the community—an environmental sore-spot. Arrange to clean it up, i.e., a pond in a city park, a roadside reststop.
20. Set up a school wildlife management area in conjunction with a landowner or state forest people. Burn it off in fire ecology methods and set a model for others.
21. Find a plot and set up a school herb garden. Give the harvests to community leaders who in environmental battles have stood at Armageddon. They are our children's heroes—add some spice to their lives now.
22. Attend the next rattlesnake round-up in your area and observe. Report your observation to local officials.
23. Work with friends to plant gourds. Once grown and dried, make birdhouses to hang in pine forests.
24. Read Ian McHarg's *Design with Nature* (New York: Natural Science Press, 1969). Then redesign your yard using what principle you can. Contact the National Wildlife Federation, Washington, D.C., about their backyard wildlife program.
25. Conduct a public information campaign on what to do in case of an air pollution alert. Muster

community media for this task.

26. In cooperation with Florida Forest Service personnel, promote awareness of Arbor Day. Distribute leaflets and arrange for a "tree sale" with Forestry officials. Assign fellow students and friends to specific neighborhoods to get trees planted and cared for in the months following planting. Don't forget to assist senior citizens and children who need help in caring for their trees.
27. Do a three-month study of local media (newspapers, radio, TV) on their coverage of environmental matters. Assess the content of the coverage for environmental attitudes and concerns. Report to the publisher or station manager.
28. Develop a nature trail for your school or another school.
29. Develop the organizational structure and objectives for a community-wide organization of citizens to monitor environmental quality and to confront environmental problems. Survey community interest in forming such an organization.
30. Develop an outdoor classroom for your school. Select an area with teachers and school officials. Plant and develop this area, including a place for seating and demonstrations. Inventory the vegetation, physical features, etc. Plan the use of this new facility with teachers.
31. Work with local or county officials to develop an Anti-Litter Campaign and effective local ordinances to control and eliminate littering.
32. Do an air pollution study in your community over several months and report to responsible officials. Use a Ringlemann smoke detection chart on a regular schedule at selected points in the community.
33. Select a stream or pond in your community which is threatened by pollutants. Do a water pollution study over several months, employing pH, dissolved oxygen, and phosphates tests. Report out your findings to the community.
34. Do a litter study in your community. Select fifty foot sections of sidewalks and roadsides randomly in your community. Once a week for several

months, collect and weigh the litter collected. Report your findings to the community through press releases to newspapers and radio-TV stations.

## D PUBLIC AFFAIRS

Education, awareness, and personal service are mighty forces in environmental protection. But our society has a political process to effect social concerns and public demands. It is through this process that the society moves on major issues. The following projects involve student in-put for that process as public policy decisions are formed on environmental issues:

1. Conduct several community-school conferences on alternative sources of energy and/or on the conservation of energy in your community. Then, take some positive action.
2. Survey your community on the possibilities for bike paths—or the improvement of existing bike paths. Develop a plan to encourage the use of the bike paths—for persons of all ages.
3. Survey your community on mass public transit. What facilities exist? Given community needs, what is the schedule like? Who uses the system? Who could be encouraged to use it? Develop and conduct a campaign for better facilities and more community use of the facilities.
4. Write and distribute position papers on local environment issues—especially to civic and governmental agencies. Hold dialogue sessions with members of these agencies to elaborate on your mimeographed position papers.
5. Hold a community conference on solid waste disposal and recycling. Present the vast array of alternatives and use small groups to explore each with your community in mind. Present the conference summary to the county or city council.
6. Conduct a community campaign on the need for open space and the acquisition of park lands. Show people what life might be like in your town.
7. Develop and use in the community a slide show on a local issue—i.e., the need for a park, the need to save a local marsh, the need to block a

- big highway, or to find another route.
8. Hold a community celebration to honor "Great Environmental Decisions" by government and by individuals in your community. You might plan an awards program, or hold a banquet.
  9. Plan and make a video-tape presentation on an environmental problem. Then, use it with civic groups around the city.
  10. Do a survey of noise pollution in specific areas of the city (i.e., school zones, hospital zones). Report your findings with suggestions for improvements to the appropriate community officials.
  11. Conduct a campaign for or against a state bill or local ordinance proposal which will affect the environment in your area. You might even propose an ordinance or bill to the appropriate officials and muster community support.
  12. Get copies of Environmental Protection Agency (EPA) pollution regulations or regulations from state or local agencies. Then survey your community to see how they apply and to see if they are being violated. You might be especially interested in hazardous waste disposal of toxic, explosive, radioactive, biological, or chemical-industrial wastes.
  13. Design, write, mimeograph, and distribute a *Voters' Guide* to a forthcoming election in your community. Survey the candidates and get their positions on environmental issues for the guide. Let them re-read their statements before publication. Then, go to print and distribute widely. Don't forget to type in the name and address of your group on the booklet—it's the law.
  14. Write up the history of an environmental battle in your area—something like the Jetport, the Cross Florida Barge Canal, Turkey Point Nuclear Power Plants, or land fill operations along the coast. Bind your history and donate copies to local libraries.
  15. Using published cartoons or your own, do a *Cartoon Booklet on the Environment* for young children. Print up copies and distribute to schools and to local government officials. Donate copies to the public library and to school libraries.
  16. Prepare a photo essay (twenty 8x10 prints) on a local environmental problem. Get permission and mount the essay on the walls at city hall or at a bank.
  17. Do an *Earth Tool Kit* for your community. Using brightly colored folders, put in mimeographed sheets containing civic and pressure groups concerned about the environment. Household tips on saving energy and preserving nature. Addresses on "When to call if . . ." and "Where to call if . . ."
  18. Perform water tests in the local lake, stream, river, or water supply over a period of months. Then report to city or county officials what you discovered.
  19. Work with the local Tuberculosis and Respiratory Disease Association in public concern programs and in governmental information efforts dealing with air pollution and air quality legislation.
  20. Work up a survey form (questionnaire) and procedures to collect data from adults in your community on an environmental issue. Report your findings to local and state government officials.
  21. Arrange spot announcements on TV or rush in to respond to TV editorials dealing with environmental issues. Conduct letters-to-the-editor campaigns. Prepare 30-second radio spot announcements. All directed toward a specific local issue involving environmental quality.
  22. After reading Ian MacHarg's *Design with Nature*, do a cost-benefit analysis on the channelizing of a stream. Report to the U.S. Department of Agriculture's local representative or to the U.S. Army Corps of Engineers.
  23. Prepare a study of the possible uses for a state or national forest. Rank order these uses given your values. Then, present your findings to the state or national forest personnel in your area. Send copies to Tallahassee or Washington.
  24. Visit the sewage treatment facilities in your town (Don't fall into any privies). Can the job be done better? How? Do some research on treatment and the environmental benefits of proper treatment and uses of sludges. Report to the appropriate officials.

25. Do an energy study of your classroom or school. How is energy being consumed? Is all of that consumption worthwhile? How can the less worthwhile uses be reduced or cut out? Report to the school board or to the superintendent.
26. Try some more and follow up on No. 25. Design a classroom of the future or a school of the future, watching how much energy is used. Share your design with school officials, local architects, and the general public.
27. Obtain areal photographs and land-use maps of your area. Layout the areas which, in your judgment, should not be "developed." State your criteria and arguments and present your position to the city or county planning office.
28. Select a governing authority in your area which makes environmental decisions (i.e., rules, ordinances, guidelines). Study the formal decision-making procedures of that authority. Then, prepare a citizens' guide to the informal power structure influences on that decision-making process. Interview persons throughout the community to get their impressions of its decision-making. Who seems to have great influence? Which persons, not officially in the authority, sway the most weight? Why? How?
29. Muster community participation in a letter writing campaign on a national environmental issue. Set up committees to recruit letter writers to see that the letters are written and to provide a clearinghouse for the analysis of the response from politicians and the influence the letters had. Report your findings to the public via the media.
30. Locate a burned-over forest area or a site cleared for construction. Do a study of water runoff as it affects streams over several months. Report your findings to local officials.



APPENDIX B

Evaluating Your Endeavor

- A. Group Effort Reaction Sheet
- B. Final Questionnaire

Date \_\_\_\_\_

Name \_\_\_\_\_

REACTION SHEET

1. How productive has this session been for you personally?

Now  
Very  
Productive

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Extremely  
Productive

What contributed to productivity for you?

What hindered productivity for you?

2. How clear were you about what you were supposed to be doing and why you were doing it during this session?

Very  
Confused

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Very  
Clear

What, in particular, did you find confusing or unclear?

3. All in all, how well was your group working during this session?

We Seemed to  
Be Hung Up,  
Stymied

--	--	--	--

We Worked  
Very Smoothly,  
Effectively

What seemed to help your group in its work?

What seemed to hinder your group?

4. Additional comments and feedback: (i.e., I learned \_\_\_\_\_ I felt \_\_\_\_\_, I had hoped \_\_\_\_\_, I would like to \_\_\_\_\_, we should \_\_\_\_\_.)

FINAL QUESTIONNAIRE

Name \_\_\_\_\_

Date \_\_\_\_\_

1. To what extent has this endeavor fulfilled your expectations about what you personally might get out of it?

Has not come up to my expectations.

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Has exceeded my expectations.

a. What exactly has happened that brings you to this conclusion?

2. Think for a moment about the methods used in this endeavor. All in all, how would you rate them? (CHECK ONE BOX IN EACH LINE)

Only restated or proved what I already knew.

--	--	--	--

Offered new insights, new ways of viewing old problems.

Spoke to important issues, vital concerns

--	--	--	--

Missed the important issues, vital concerns.

Hard to understand, complex, full of "jargon"

--	--	--	--

Clear, understandable.

Ideas, skills, methods can be used immediately under existing conditions.

--	--	--	--

Requires changes in conditions that I have no control over in order to use.

Little "how to" help for my actual work in the project

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Provided real "how to" help for my actual work in the project.

3. Did you try using any of the ideas or skills in your projects?

\_\_\_ Yes, regularly

\_\_\_ Yes, occasionally

\_\_\_ Yes, once or twice when we had assignments

\_\_\_ No, not at all (Go to Question 4)

a. How comfortable, natural to you, did it feel?

Not at all, I was and am still very uncomfortable.

--	--	--	--

Very comfortable natural, a whole new way of working.

b. Did you notice any effects (positive or negative) of you using these skills or ideas?

\_\_\_ No

\_\_\_ Yes

Please describe any effects you noticed?

4. In all honesty, do you plan to use the ideas and skills presented in this endeavor as an integral part of your social participation as a citizen?

\_\_\_ No (Go to Question 5)

\_\_\_ Yes

a. Please give at least one concrete example of what you will do differently now than you would have done before.

b. What help or resources (materials, other persons, etc.) do you feel you will need to fully implement the skills you have learned?

5. Where there any points in the endeavor where you had a feeling of sudden insight, of really knowing what it was all about (an "Ah ha")?

No, I was always pretty clear

No, I'm still in a bit of a muddle

Yes. What in particular triggered the insight(s)?

6. Where there any points in the endeavor where you had a feeling of complete confusion and/or frustration?

No, I felt almost no confusion or frustration.

No, any confusion or frustration was cleared up pretty quickly.

\_\_\_ Yes. What in particular led to that feeling?

Has the confusion or frustration been resolved?

\_\_\_ Yes, how?

\_\_\_ No

7. People participate in such endeavors for a variety of reasons. Please check honestly any of the following reasons that apply to you, and CIRCLE the checkmark of the reason which was MOST IMPORTANT in your decision to attend.

\_\_\_ It satisfies a requirement.

\_\_\_ Many others were attending.

\_\_\_ My superiors suggested I go.

\_\_\_ My superiors gave me the opportunity to go.

\_\_\_ I was selected to attend.

\_\_\_ My attendance was paid for.

\_\_\_ I came because I really wanted to learn.

\_\_\_ I'd heard

\_\_\_ I had a particular problem to solve or deal with and thought this project would help me.

\_\_\_ Other (Be Specific)

8. Now that the endeavor is over, how would you sum up the experience?

Not very worthwhile

--	--	--	--

Extremely worthwhile

Major factors contributing to your assessment: