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Activists as Adult Learners:
Women in the Environmental Movement
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Frances Elizabeth Cosstick

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**ACTIVISTS AS ADULT LEARNERS:
WOMEN IN THE ENVIRONMENTAL MOVEMENT**

By

Frances Elizabeth Cosstick

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Educational Administration

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ABSTRACT

ACTIVISTS AS ADULT LEARNERS: WOMEN IN THE ENVIRONMENTAL MOVEMENT

By

Frances Elizabeth Cosstick

The Ontario environmental movement, a movement with higher female than male involvement, has contributed to social change. The study investigated how women in the environmental movement in Ontario used adult learning in their activism.

The objectives of the study were to explore the development of the female activist, the methods and substance of adult learning, activists as adult educators, personal changes in activists, perception of gender based environmental concern.

The literature review surveyed three bodies of knowledge: environmentalism, feminism and adult learning with a view to the role of each in social change.

The descriptive qualitative research uses a grounded theory methodology. Data was collected through personal interviews of 43 respondents of 19 waste management groups throughout Ontario. Labelled supportive research, the process enabled the researcher to actively support the respondents' adult learning in environmentalism while conducting the study.

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The study found that a predisposition to activism motivated the activists to correct an environmental injustice of their community. Activism took the form of a campaign which necessitated intensive learning. Group membership facilitated learning for goal achievement and personal change. Respondents learned technical subject matter, environmental issues, government procedure, about human nature, the need for individual involvement, about themselves, about group dynamics and methods of advocacy. Respondents used a combination of mutually reinforcing learning methods. Their learning involved all levels of learning. Unanticipated impact of learning upon the activists was their new public profile in their community as educators. Also unplanned were the changes in themselves, in their lifestyle at home and in their world view due to their learning about environmentalism. Activists contributed to social change by presenting an alternative paradigm that with significant support from adult learning impacted upon the dominant paradigm through their successes in both the planned and unplanned changes.

Activists are adult learners with distinctive learning characteristics. The path of adult learning of activists takes place in four components: learning preparation, learning acquisition, community goal achievement, social change. Adult learning programmers could assist activists in strategies for organizing and applying the learning and

programming the services of the community educator
activists.

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I extend my solidarity and appreciation to the women activists of Ontario who are committed to ensuring a safe future for their children. Their encouragement as research respondents bound me to its completion.

Lastly, I acknowledge my father, Edwin A. I. Cosstick, to whom I dedicate this work, for single grandparenting my son, Adrian, throughout the time of the research. Without his unwavering support, this work could not have been possible.

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CHAPTER I
INTRODUCTION
"GREEN CRUSADERS"

The Problem

In North America, typically, after periods of major economic growth; a wave of environmentalists has been heard. The environmental protection movement became particularly active when negative effects of industrialization, especially visible water and air pollution, began to be felt in the 1960's. But in the 1970's, the protesting of nuclear power by both the peace and environmental movements represented a paradigm shift in the environmental movement from those who believed in technology and regulations to control pollution and toxic wastes to those vanguard environmentalists who strove for a social structural change to limit growth. Economic slumping, recession and depression in Ontario after a brief surge in the early 1980's, coincided with a renewed thrust of environmentalism in Ontario in the 80's and 90's. Farley Mowat refers to Canadian environmental activists as the "Green Crusaders".

There are approximately 1809 community groups in Canada with an environmental focus. They are fairly proportionately distributed according to population

throughout the provinces except for British Columbia, where there are disproportionately more. The groups seem to fall into four categories of concern: wilderness and wild life; waste management; energy policy; and alternative visions.

The majority of the members of the community groups are women. What is it that drives these women to become active members of a movement for social change? This study will investigate the motivation of women's involvement and the of that involvement to them. For the purposes of this study environmental and community groups involved in waste management were selected. These were common throughout the province of Ontario. The members were involved in local concerns and many in more global concerns.

Purpose of the Study

The purpose of the study was to investigate how women in the environmental movement in Ontario have used adult learning in the process of their activism. The process included changes in beliefs, values, attitudes, relationships, habits and lifestyles. The changes supported the women's part in the environmental movement while they were reinforced by the movement.

The environmental movement is a social movement defined by McCarthy and Zald (1987:20) as a set of opinions and beliefs in a population representing preferences for changing some elements of social structure or reward

distribution, or both, of a society. In the case of the environmental movement, the changes sought were in political decisions or decision makers and in the bases for making such decisions. The bases of political decision making advocated by the movement members was to ensure environmental preservation, moreover, that it did not suffer from decisions based upon economic profit. The element of reward distribution that environmentalists might interpret is a value of environmental rewards for posterity; i.e. reduction or elimination of water, air and land pollution. Environmentally based economic decisions might result in shifting of economic reward distribution.

Female members of organizations within the movement are the focus of the study. A social movement organization is a complex or formal organization that identifies its goals with the preferences of a social movement or a countermovement and attempts to implement those goals through organized action for change (McCarthy and Zald (1987:20,21). A SMO has a target goal, a set of preferred changes toward which it claims to be working and must possess resources, however few and whatever type in order to work toward goal achievement. Resources may include legitimacy, money, facilities and labor (McCarthy and Zald, 1987:22). The size of a social movement sector in a society depends proportionately upon the amount of discretionary resources of the public. The higher the income, the larger

the average gift to charitable activities, (1) and the higher the education, the more likely the giving of time and (2) people who give more time to volunteer activities give more money (Morgan, Dye, and Hybels, 1975: U.S. Treasury Department, 1965). Women members of Ontario environmental groups mostly originate from income and educational levels that can support their activism with discretionary time and money.

For the purpose of the study, the environmental movement was the setting for the female adult learners. The adult learning is the changes in the adults that enabled them to attempt to make the changes they worked toward in their participation in the movement. Their participation was viewed both as individuals and as group members. McCarthy and Zald (1987:28) prefer the term constituents to members, defining them as those who give time and money, as opposed to cadres, individuals involved in the decision making process or professional cadres and staff, those who are involved full time with the organization or adherents, those who are part of the social movement but do not stand to gain directly from its goals. People in the environmental movement would argue, however, that everyone on the planet stands to gain in any victory for the environment. Adherents would be redefined to be passive supporters who do not contribute time or money in contrast to constituents who are active supporters who do. In the

study, however, the refers to participants in the social organizations as members or activists.

The social organizations from which the study derives respondents are relatively small community groups and the respondents are members who have attended meetings and ascribe to the goals and values of the group. All of the respondents were both members and activists. Activists refers to those members who participate in activities as individuals and with the group that directly forward the goals of the group in the environmental social movement. Because of the referral method of sampling, the most active members of the groups were located and interviewed.

The study focused upon the learning of individual activists, not the movement or the organizations which they represented. Nevertheless, the study gives the environmental groups a central position in the course of the learning of the activists. The study investigated the process by which the women became activists and the impact that this process had upon their lives. The study took an adult learning approach in that all of the changes that the women reported in their lives to date were seen as an aspect of a learning experience. A learning experience was viewed as the acquisition of knowledge, attitudes and skills of an individual to achieve a particular objective toward the goal of an environmental value, organization or the movement.

In the course of the women's activism, they made personal changes in their knowledge, attitudes and skills. The study investigates these changes and how they were made.

Objectives of the Study

The Development of the Female Activist: How She Entered the Learning Mode of Environmentalism

The study investigated the source of the women's interest in the environment by starting with a statement of their prime environmental concerns. The study explored the reasons why the activists joined an environmental group or brought environmentalism to their group and the nature of their activity with the environmental movement, on their own as individuals or within the group

1. What environmental concerns they had.
2. How long they have been concerned about these issues.
3. Their purpose in joining the group.
4. How group membership helped them be active.
5. Own perception of being more active in a group or as an individual.
6. Activities as a group member/as an individual

How Adult Learning Happened and What was Learned

The study sought to identify how the activists learned; both what they set out to learn to accomplish their goals

and what they learned in the course of goal achievement that they had not anticipated learning. The study of how the activists learned was key to the study of the women activists as adult learners. The study investigated the preferred learning styles of the activists, how they had learned what they deemed most important to them and the sources of their learning. The study assessed the role of adult educators in the activists' learning. The study investigated:

1. What was learned
2. Types of knowledge
3. How most important knowledge learned
4. Most effective ways of learning
5. Most important sources of learning
6. Most helpful adult educators and their positions
7. What changed in living habits, beliefs, attitudes for environmentalism

Adult Educating as Part of Adult Learning

The study recognized that the activists were not only adult learners but also adult educators and that the process of adult learning in the case of environmental activists, also included educating. A section of the study addresses this phenomena.

1. Who have they influenced

2. How have they influenced

Personal Changes as a Result of Adult Learning

The activists experienced personal changes as a result of their involvement and learning in activism. The study investigates these personal changes in attitudes, personality traits, skills, and relationships as an impact of learning.

1. Attitude changes
2. Skills developed and improved
3. Personality trait changes
4. Changes in relationships

Perception of Women's and Men's Environmental Concern

The sample of the study included only women. The study sought the female activists' perceptions of differences between men's and women's concerns about the environment. The underlying assumption was that the women's concerns brought them into the movement and into a learning mode. The learning fostered a more articulated concern and resulting actions. The underlying question was whether men launched environmental activities from a different concern or a different kind of concern which might lead to a different interpretation of learning, despite agreement in actions.

5. Perception that men have same kind of environmental concern
6. Perception that men have different kind of concern
7. How might men's concern be different

World View

The study perused the foundations of learning interpretation, the world view, of the activists. World view is defined as the spiritual beliefs and principles in which a person functions in society. Maguire (1987:10 from Patton 1975:9) defines world view as a general perspective, a way of breaking down the complexity of the real world. Maguire (1987:10) equates world view to paradigm, a "place to stand" from which to view reality. Environmentalism to require a change in world view of its constituents from a more materialistic profit lead paradigm and the study investigated whether such a change had occurred in the activists as a result of their learning.

1. What changes would the women like to see in society.
2. What they would have done differently if started again.

The study took place in Ontario, the most populated province of Canada and the industrial heart of the country. It took place at a time of deep grassroots dissatisfaction

with policies and actions of the ruling provincial Liberal Government overthrown for a socialist leaning during the course of the research. The dissatisfaction was more accurately with all levels of government and its perceived lack of accountability to the populace. This malaise was the background atmosphere of the research and was reflected everywhere during the research. Events of the period bred environmental activists and they were ripe for learning. The study investigated individuals who were very much a part of making changes in themselves, their communities and in their society. The study sought to determine the role of adult learning in making these changes.

CHAPTER II

REVIEW OF LITERATURE

"CRUSADER MISSIONS AND VISIONS"

"Without a vision, the people will perish" (Israeli prophet)

Introduction

Polls in Canada of 1989 and 1990 indicated that environmental protection was the major concern of Canadians. They also indicated that citizens were willing to pay more for products that were environmentally friendly. This concern crosses political, regional, economic and religious lines and exists despite rising unemployment, poverty and economic recession (Harding, 1989:8).

It is mainly women who are the movers and shakers of the ecology movement in Canada and other countries such as the United States and Great Britain. What is it that is driving these women to the forefront of a current and very important wave that stands to influence and perhaps stem damaging effects of modernization in western countries and developing countries, but most specifically in Canada. This review of the literature begins a search for clues from three bodies of literature: environment/ecology, feminism and adult learning. This review shows that a common goal of

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social change can be found in the three main thrusts. It is a recurrent and uniting theme stressing the need to resist the excesses of modernization by suggesting a moderate lifestyle that implies a change in social structure that is yet imperfectly defined. Both environmentalism and feminism value the role of learning in their respective movements.

Environment/Ecology

A social movement has been defined as a group of people with a purpose which will bring about change and whose influence is spreading in spreading in opposition to the established order in which it originated (Gerlach & Hine, 1970:xvi in Rowland, 1984) a significant amount of power can be mobilized outside the power structure to exert upon the power structure. Both personal and social change can result from social movements (Rowland, 1984). Despite proven abilities at describing social phenomena, Cotgrove (1982:vi) reminds us that social scientists are not very good at anticipating change. Environmentalism as a movement had been advanced back in the early 1900s when Thoreau and John Muir intertwined the protection of nature and social activism with critique of industrial society (Tokar, 1987). In Canada, from the 1800s, natural science societies accumulated and published information relating to natural history. These were the continuation of a British tradition

that combined an appreciation for the utility of scientific knowledge with a gentle, almost reverential attitude to the natural world (Berger, 1982). In Britain, women's conservation societies of the 19th and 20th centuries, that became prototypes of present conservation societies, played a substantial part in bird protection (Nicholson, 1987).

The environmental movement rose in the 1960's and rapidly eclipsed the civil rights and antiwar movements (Gale, 1972; Morrison et al., 1972; Dunlap and Gale, 1972 in Humphrey, 1982). These two movements had achieved limited successes that caused them to become more radical in their ideologies and tactics and eventually focus energies upon human survival by raising issues of pollution, resources depletion and nuclear energy (Humphrey, 1982).

Environmentalism took on a new sense of urgency as the health hazards affecting millions of people from water and air pollution became widely recognized. Cotgrove (1982:vi) expounds that environmentalists do not share in the dominant faith in science and technology and in the economic individualism of the market place. There are Marxist environmentalists who accuse the exploitative nature of capitalism as the root cause of the current environmental crisis (Commoner, 1972; Rothnam, 1972; Enzenberger, 1974; Beresford, 1977 in Cotgrove, 1982:7) but they do not disagree with industrialization per se. There are environmentalists in their stance against industrialization

who condemn both left and right wing politics as being equally damaging. Some environmentalists regard technological improvements to limit pollution, to break down toxins etc. as the answer to problems created by damaging technology. They are prepared to work within and to maintain the present paradigm. There are growing numbers of environmentalists who call for a new paradigm that will limit growth, redefine standards of living and revere nature. This change represents the shift from a norm-oriented to a value-oriented paradigm (Smelser, 1962 in Cotgrove, 1982). The paradigm shift follows Thomas Kuhn's (1970) theory of paradigm shift that science periodically undergoes a revolutionary change. Paradigms are a world view. They provide a framework of meaning within which facts and experiences acquire significance and can be interpreted Cotgrove (1982:9). Cotgrove traces the shift from the initial 'personal transformation' of changing individual behavior through recycling and purchasing environmentally safe products. The shift continued in the form of societal manipulation with emphasis on legal action against polluters and in the form of direct action. The values of the environmental movement were in conflict with the dominant values of society. Environmentalists quarrel that society is driven to wealth production and for this end has the right to harness the natural environment.

In Canada organizations in the environmental movement proliferate with jungle fecundity (Mowat, 1990). Mowat divides environmental organizations in Canada into four major elements. Those dealing with safe issues such as conservation and wilderness institutions. Those organizations that are high pressure, high profile dealing with nuclear dangers, toxic wastes and ozone depletion. Those groups of animal rights and welfare protecting non-human life and lastly grassroots groups that spring up wherever the natural world is threatened by human stupidity, greed and arrogance.

The United States clearly has a world lead in the magnitude of their environmental program (Borelli, 1987). Borelli notes that in the 1970s there was considerably more harmony among environmental groups who had to cooperate to survive. Washington watchers would signal the environmentalists that a particular law was needed and groups would organize around the issue. Cotgrove reports that there was a messianic fervor to their message and early optimism that the goals of environmental quality would soon be met. But the movement lost much of its momentum. Its periods of growth, in the 1890s, the 1920s, the 1950s and the early 1970s marked the end of periods of sustained economic growth (Lowe et al., 1980 in Cotgrove, 1982:9). The antagonism between government and the agencies was reduced as the agencies hired leaders from outside the

movement for their management or lobbying ability and the Carter administration hired a number of environmentalist activists to high positions. The movement appeared to become more conservative. By the 1980s, environmentalists chose to focus upon specific issues to concentrate limited energies, funds, expertise, etc. The previous sense of common purpose was lost.

In the U.S., national agencies have replaced local or national concerns with international concerns: preservation of the rainforest, the ozone layer, food radiation etc. This type of focus of this type of agency precludes as much direct and personal involvement as past focuses did of more local groups (Marston in Borelli, 1987). In Canada, there are no agencies large enough to have branches throughout the country with powerful centralized structures probably due to the extraordinary funding difficulties encountered by Canadian groups (Mowat, 1990). Environmentalism is not all lobbying within bureaucracies. Agencies like Greenpeace and Earth First practice 'monkeywrenching' or 'ecotage', a Saul Alinsky style of protest that draws attention to a cause by pushing legal limits and often succeeds in its aims.

There are different views in environmentalism, though the movement is worldwide. Lester Brown of Worldwatch Institute (Borelli, 1987) explains that the movement in the U.S and Europe is the diametric opposite in view from that in the developing countries. In the West block

environmental problems are seen as due to adverse consequences of economic activity. The developing world sees them due to a lack of development (degraded ecosystems, unpotable water, malnutrition) associated with the lack of infrastructure (roads, sanitation services, hospitals) or capital investment. U.S. environmental agencies have reduced their effort, for lack of success, to influence the international bodies such as the United Nations. Better results have been achieved from encouraging the U.S. government to be more responsible through its AID program and other international programs where its voice is more proportional to its funding (Borelli, 1987).

In Canada, according to Cairns (1989), there are different perceptions of the environment in different parts of the country. British Columbia, the westernmost province, has the highest number of environmental groups in proportion to its population. It has a history of ultra right provincial politics. Environmental groups view themselves, by virtue, being in confrontation with the government. Most groups in B.C. are grassroots community based and they experience much support. There are few professional groups. In central Canada, in Ontario and Quebec, scores of professional groups are listed along with hundreds of community based groups. They serve as watchdog to government and industry, are supported in their communities. They do not have the antagonistic rapport with those they

attempt to influence as happens in B.C., but they also do not have ready access to government funding troughs either.

Environmental issues at the grassroots has been slower to take hold in eastern Canada. In fact, environmentalists are often seen as a threat to the resource based economy and area of high unemployment. Divisive issues in the last few years have been over the seal hunt and the spruce budworm. In northern Canada, environmental groups are, at present, equally or more concerned with land claims and native issues though the recent Goose Bay protest of airplanes disturbing caribou migration is evidence of Innu 'ecotage'.

Throughout Canada hundreds of citizens' environmental groups, the grassroots groups that Mowat refers to, have sprung up in response to environmental threats affecting their vicinity. Many members are taking leadership roles within their groups. Members are having to learn as much as possible about the scientific aspects of the problem and about the impact upon human health. They are becoming advocates for a safe environment in their community. This is the process of adult learning and it is mainly women who are the actors. The members driven by their sense of urgency are becoming empowered through their new knowledge and team work and are working toward social change. Perception of environmental threat is a prominent motive for formerly inactive persons to form or to join an organization and to take political action (Milbrath, 1984). Citizens who

are aware of environmental threats are often willing to act but do not know what they can meaningfully do, particularly if they acknowledge that major social change is required. Only a small proportion of people who are aware of the problem, actually do anything about it, representing the gap between belief and behavior (Milbrath, 1984).

Is it unfair to claim that women are more informed or more concerned about specific environmental problems? Arcury et al. (1987) in their gender comparison of concern and knowledge of acid rain found that men rated higher. They suggest that individual social characteristics be differentially correlated with different environmental issues. McStay and Dunlap (1983 in Arcury et al. 1987) lend modest support that women are more concerned about five out of the seven environmental issues they measured. According to Arcury et al., if concern is to be effective in changing behavior, consensus and policy, it must be supported with knowledge. They deduce that if the theories of sex role socialization are correct, sex differences should be apparent in knowledge as well as in concern. Recent research on learning styles need be referred to in order to bring this skepticism into focus.

There tend to be more women than men who become active and it is difficult to evade the question why (Farenthold in Garland, 1988). Women are more environmentally oriented than men (McStay & Dunlap, 1982; Jackson, 1980; Merchant,

1980; Honnold, 1981, Ray, 1975 in Milbrath, 1984).

Dankelman and Davidson (1988) claim that women have a remarkable ability to work together; that through childcare women have a powerful influence over changing attitudes to the environment; and that by restoring environmentally sound and sustainable development, the development of women in increased status and independence, will also be improved (Dankelman & Davidson, 1988). Is it that women have particular social group and role advantages as well as particular vested interests that make it more likely for women than men to be involved in the environmental movement. Why is it that women, and women in particular who have become committed to environmental protection?

Environmentalists lament the paucity of funds, space, paid staff etc. available to them. They assert realistically that it is women who will work the long hours for poor pay, if any, in less than optimum working conditions for lack of other options in addition to their social concern. It is the women, according to them, that one finds at the base and in legion, of almost any social movement.

Feminism

Feminism is a worldwide movement for the redefinition and redistribution of power (Maguire, 1987:79). In Canada, the feminist movement strives to gain equal status in

society for women as men. Women have a particular contribution to the ecology movement.

A school of thought implies that through the eons, the work of women as primary cultivators, preparers of food, and as child bearers and rearers has fashioned her to nurture. Across cultures there are similarities in the socializing of women but it is not due to biological determinism. Jaggar (1983) argues that nature and culture are not clearly separable; a chicken-egg dichotomy. Women have made valuable contributions to the building of civilization. Bookchin (1982) believes that "Woman's foraging activities helped awaken in humanity an acute sense of place, of oikos. Her nurturing sensibility helped create not only the origins of society but literally the roots of civilization - a terrain the male has arrogantly claimed for himself. Her stake in society was more domestic, more pacifying, and more caring." Bertell (1985) claims that women have also traditionally developed the reconciling arts which are not appreciated in a militaristic culture. These arts are relevant to living in harmony with the environment rather than subduing it for exploitation. Women's instinctive concern for environment is then expected by society. Griffen (1978:v.) laments that "I was concerned that the ecological movement had often placed the burden for solving its problems, those that this civilization has with nature, on women. ...women were always being asked to clean up."

In modern society, says Milbrath (1984), females are socialized to be more compassionate, nurturing and protective than males who are expected to be aggressive and competitive. Farenthold (in Garland, 1988) asserts that women's actions are natural extensions of their nurturing and parenting role.

Bertell (1980:373) states that "humans are flight animals not fight animals" and implies that both men and women have non-aggressive instincts to guide them in survival, not merely women, though some would argue that society has conditioned men to suppress passive or 'flight' instincts. In developing countries women still play pivotal roles in sustainable development through their family responsibility for food security and health, and thus they are directly linked to the environment. Brazil's Maria Jos Guazelli (in Dankelman & Davidson, 1987:120) adds "...it is usually women who have been the first to organize and lead ecological grassroots movements to press for change, perhaps because we are directly involved with family affairs." Others point to a more basic human drive, anger, as a principal motivator of women activists. Farenthold in Garland, 1988:xvi) "Anger is often at the center of their transformations from private actors in restricted universes to public leaders in universes encompassing all the important issues of the day."

It cannot be categorically accepted that women join the environmental movement because of women's biological differences, or that women are closer to nature than men. From the perspective of adult learning, it may be misleading to look at women's motives of participating in the learning process leading to specific social change as motives peculiar to women as biological beings. In other words, women may have motives different from men but it is not due only to their biological state. Jaggar (1983:111) assures us that "Human nature is both historical and biological, and the two aspects are inseparable." The socialization of women may provide the clues toward understanding their participation.

In reviewing the woman's movement and the ecology or environmental movement, Brooks et al. (1988:15) have noted that "women's involvement in environmental issues has paralleled the development of the women's movement." Among the many overlapping themes are concern for the impact of environmental degradation on health, the need for alternative forms of social and economic development not based upon domination and exploitation, and the need for holistic approaches to problem solving. Merchant, (1980) and Davies (1987) remind us that Betty Freiden's Feminine Mystique, (1963) groundwork for the modern women's liberation movement and Rachel Carson's Silent Spring, (1962) groundwork for the modern environmental movement

appeared almost simultaneously. Merchant (1980) indicates that both movements are critical of the costs of uncontrolled growth, competition, aggression and domination.

Freudenberg (1984) describes the contributions that feminists have made to the environmental movement. The women's movement has developed powerful techniques for helping people transform their personal feelings into political commitment and action such as the consciousness-raising group, the speak-out, street theater, to help people convert their emotional reactions to, say, toxic hazards into strategies for change (Freudenberg, 1984).

Elizabeth May in Mowat (1990:248) shows that women environmentalist leaders have given thought about why women are in the forefront of environmentalism in Nova Scotia. They say "men are worried about speaking out for fear of losing their jobs", "women are a little freer to take on these issues", "as mothers, we care about our children, and so we get involved". Freudenberg (1984) claims that while few female environmentalists may consider themselves feminists, the overlapping themes of environmentalism and feminism are reason for bonding and learning from one another.

There is a wave of popular feminism that deserves attention that is concerned with the ecology: eco-feminism. Its tenets are that both woman and nature have suffered at the hands of man (Firestone, 1970; d'Eaubonne, 1972; Daly,

1978 in Tuttle, 1986; Plumwood, 1981 in Stacey et al, 1981), that woman's mystical ties with natural cycles is basis of celebration and of return to the biological nature of the human existence that had been denied in socially imposed roles of a male dominated culture (Griffen, 1978; Merchant, 1980; Bookchin, 1982; Tokar, 1987, Bulbeck, 1988) that Nature is sacred, and raising children, comfortable habitats and cohesive communities are the most highly productive work of society rather than the most de-valued as under patriarchal values. (Henderson, 1983) This new feminism suggests that the survival of the earth is dependent on feminists who commit themselves to nurturance rather than conquest (Farenthold in Garland, 1988).

However, Segal (1987) and Gray (1982) balance this perspective by reminding us of the contemporary nature of notions that either man or woman is more in harmony with nature. "Each cultural period reworks the theme and redefines the problem." (Segal, 1987:7). For her part, Gray posits three myths: "that reality is hierarchical, i.e. that diversity can be ranked; that generic Man can be above nature in dominion; and that nature is feminine." (Gray, 1982:101). Both Segal and Gray present opinions that counter extremism without discounting the issue. It is a continuation of the argument and its rejection that women are closer to nature. Eco-feminism is small but growing in

Canada that links aspects of the feminist and environmental movements.

Eco-feminism is worldwide. The Chipko movement in India, the tree huggers, heralded by environmentalist Vandana Shiva, fought the conversion of native mixed forests to monoculture of imported eucalyptus to maintain their lifestyle that is dependent upon collection of firewood from the mixed forests for their cooking.

The Gaia hypothesis was first advanced by James Lovelock in 1972, a chemist working on the possibility of life on Mars. It holds that "the evolution of the species of living organisms is so closely coupled with the evolution of their physical and chemical environment that together they constitute a single and indivisible evolutionary process" (in Borelli, *ibid*). Lovelock observed that the components of the earth worked together as parts of a giant system and itself behaved like a living creature which he referred to as Gaia, the Greek goddess of the earth.

May (in Mowat 1990:248,249) articulates her perspective that "women are essentially different from men. The things that matter to us are different. We operate more from a left-brained intuitive thought process. We are biologically and spiritually connected to the cosmos, its planetary shifts, the earth's tides and the phases of the moon. We are more nurturing, more concerned with the flow and flux of life - people feel ourselves part of Gaia, part of a living,

planetary whole that nurtures all of us. It is to Gaia that we relate, to that universal life force which, given a chance, will heal itself from the wounds inflicted upon her by mankind. Women are, by nature, much more selfless than men. Although predominantly unpaid, or at least lower paid than their male counterparts, they tend to have the highest profile at the grass-roots where their most tireless labors are performed." May has found that through her environmentalism that women have sacrificed most for a healthy future for their children because of their link to the Earth and innate call to preserve it.

Gender sensitive research in human values leading to behavior was embarked upon by Carol Gilligan who as Kohlberg's assistant noticed that women were scoring lower in the values hierarchy than men. In reviewing and reinterpreting the data, supported by other studies she found that women's values (in the samples) differed from men's in the themes she used. This implies that if the hierarchy was based on values expressed by women, the men would not score as high in those themes. Gilligan (1982) humbly qualifies (unlike her predecessors) that her results neither generalize about either sex nor necessarily apply to a wider population, across cultures or through time. Nevertheless her results are a startlingly different mode of interpretation that had heretofore been neglected by

theorists searching for how people learn, and at what stage of learning or valuing, people decide to act.

The difference that Gilligan recorded had been noted by Freud (1927:257-258) but who provided a more disparaging analysis: "Women show less sense of justice than men, that they are less ready to submit to the great exigencies of life, that they are more often influenced in their judgements by feelings of affection or hostility" (in Gilligan, 1982:7). Lever, in the study of children playing, concluded that boys were more interested in the rules, the girls in the relationship. Virginia Woolf (1929) agrees that the values of women are different than the values of men, but, she reminds us, that it is the masculine values which prevail. This argument might have been the justification for gender omission if the values theorists of the 50s, 60s and 70s had been confronted.

Gilligan (1982) asserts that women see moral dilemmas in terms as conflicting responsibilities, not in terms of justice - society's rules, as men see them. Her moral problem solving hierarchy of values reveals three stages: initial concern with survival (individual), concern with goodness, and concern with care (other). The hierarchy becomes a cycle, with the realization that self and other are interdependent and that life can only be sustained by care in relationships. She calls for the need for an adult development theory that includes the "feminine voice".

Women have reached mid-life with a different psychological experience and social reality than men, but also with a different understanding of that reality, based on their knowledge of human relationships. She states that women regard the need for interdependence as a given and not something that is negotiable, thus limiting autonomy and control. She concludes, as would many feminists and eco-feminists though perhaps via different reasoning, that women's development delineates the path not only to a less violent life but also to a maturity realized through interdependence and taking care (Gilligan, 1982:172).

The work of Belenky et al. (1986); Martin (1985); Lyons (1983) and Melamed and Devine (1988) in Melamed & Devine (1988) reinforces Gilligan's call for recreating theories to include women's experience to account for their specificity in learning, knowing and valuing. Melamed and Devine (1988) applied a gender sensitive analysis to the Learning Style Inventory (LSI) developed by Kolb in 1976. The LSI is based on experiential learning theory of Dewey (1938) and Lewing (1951). Kolb describes a cycle of four stages that are integrated for learning to take place: immediate concrete experience, reflection and observation, abstract concepts, and generalizations and then around again as new experiences grow out of the old. Melamed and Devine found that women preferred a learning style that emphasized relationships over individualism, collaboration over competition,

experience over abstraction, connectedness over separation, and holistic over hierarchical approaches. These particularities were obscured if women were subsumed into categories that were not gender specific. These attributes reflect the descriptors for their approach to nature and humanity used by eco-feminists (Anderson, 1989) who claim to bring specifically female values to a vision of the future.

Social Change and Citizens Groups

The area of social change holds that environmental problems are rooted in social conditions. Proponents maintain a responsible human but human first attitude without the wholesale abandonment of technology. Nature needs to be developed and applied by humans.

Murray Bookchin and others harshly condemn the deep ecologists as espousing homilies from Taoism, Buddhism, reborn Christianity and some cases ecofascism (Borelli, 1988:38). The social ecologists take a leftist view of economics and would ride the old paradigm by revising existing technologies, regulations, and social structures. Hence a Red - Green debate.

Emergent analyses are at first represented by fringe groups but fringe groups do have impact on moderate groups in fuelling their philosophy and goals. The underlying philosophy of empowerment is an important commonality found in feminism, environmental groups and in adult learning. In

the movements, concepts of interconnectedness, holistic, egalitarianism, and regaining harmony with nature; rejection of dualism, ego-individualism and Cartesian science occur and reoccur. These concepts grounded in ecology are summed up by Henderson (1983) as eco-philosophy. She suggests that eco-philosophy may contribute to the ethics and value systems in preparation for, what she refers to as, the Solar Age.

Several movements have risen in tandem, and by no coincidence, in western industrialized nations: the environmental movement, the peace movement, the anti-nuclear movement and feminism. Bertell (1985) points out that citizen protests focus directly on the major obstacles to security and human growth in the global community. All of them represent a deep concern with the effects of a society that is dependent upon technology that represents short term material or military gain and long term environmental destruction, and that is reinforced by hierarchies of gender and race. All of them are striving toward social change.

Characteristics of the new society that should be present and absent are expressed. But, what the new society should look like or how political power will be gained to change society is not clearly defined by many groups. This means that most of the environmental groups, at least, will not go beyond fighting for their own backyards.

(Freudenberg, 1984) It is usually easier to identify the

problem, or at least its symptoms than its solution. Nevertheless, environmentalists, feminists and peace activists have begun to challenge the very foundations of modern industrial society. Cotgrove (1982:71) concludes that "The environmental movement has been forced to change from a consensual to a conflictual movement, from a concern with reform within a framework of consensual values to a radical challenge to societal values. The change from a norm-oriented to a value-oriented movement." The other movements have also experienced this need to adopt a confrontational approach to make their points. Their members are becoming 'citizen scientists' in order to be able to speak to experts, and to formulate educated opinions.

Environmentalists' and feminists' concern for society is illustrated by reflections upon history. Burch (1971) states "Many historical societies, when confronted with their own versions of a resource or environmental crisis have perished rather than adapt to the new constraints." Henderson (1983:207) explains that "historically, human development can be viewed as many local experiments at creating social orders of many varieties, but usually based on partial concepts: i.e. those social orders, based on the exploitation of nature, worked for some people at the expense of other people. Furthermore they worked in the short-term but have failed in the long-term. We now know

that such societies are impossible to maintain and that the destabilisations on which they have built themselves are affecting their internal, political stability and the global stability of the planet." She concludes that the challenge of using stress, evolution's tool, to develop an alternative viable society with limited resources, is good news.

Adult Learning

An old debate in education is whether education should reinforce the status quo or prepare for social change. Continuing education courses, for example, better equip individuals for a more successful participation in society and would be labelled as maintaining the dominant value system or the status quo. The individual aims to become a more productive member of the dominant social paradigm. Alternatively, education can represent a movement to reshape society. The individual aims to take a position of more control in resisting perceived negative aspects of society and a position of power to reshape society according to the individual's vision of a better world. These are goals of either psychological or sociological change, though neither need be mutually exclusive.

Education programs begin and are projected from within social contexts. Both majority and minority culture can promote self-realization in terms of social adjustment and economic improvement within themselves. There is a trend

toward programs that promote cultural change and socio-political change (Rivera, 1972). Adult education is organized learning activities in which participation is voluntary and the purpose is for individual or societal change (Mclaren, 1985). It is concerned with the process and the outcomes of learning. The process is how people learn and bring about the experiences and the environment in which they learn. The outcomes are the knowledge, skills and attitudes which are acquired in the process. Roberts (1979:37) expresses "...to start with states of tension and to examine them, look all around them, see them and test them in relation to others, and investigate alternative ways of bringing them to a resolution..." Adult education is a way of freeing the adult mind so that humanization becomes an integral part of the human condition. Self-awareness involves being critical of social, economic, and political conditions in an effort to change existing institutions so full humanization takes place (London, 1972). By introducing the concept of 'conscientization' Freire crystallized the social process by which people develop the ability to transform their society through understanding the socio-cultural reality which influences their lives. Conscientization is the awakening of consciousness, self-realization or self-awareness. Coady (1939), Freire (1971), Lovett (1975), Mclaren (1985), are among the adult educators

who recorded experiences of adults able to influence their society through their learning.

For adult educators directed to social change, action is a natural and intended part of the learning process. Some practitioners prefer to label social action as community development or draw a distinction between adult learning and community development. An example is Roberts (1979) who makes a neat continuum for the process of adult learning and community development. He lists the process components of learning, action, reflection, evaluation, revision of action, and so on. With the addition of action, according to Roberts (1979:37), to the learning process, community development takes place. He states "The relationship of learning to community development has to do with the relationship of learning to social change."

Motivation is clearly an issue in why and whether an individual becomes involved in an adult learning process. Motives dispose the individual for certain behavior and for seeking certain goals. Motivation leads to approaching or avoiding behavior (Kidd, 1959). Rivera (1972) expounds on motivation: External circumstances, social conflict or personal crisis could lead to motivation. Motivation is the first important step to learning and change. "Adults only change if they learn (consciously or unconsciously)." (Rivera, 1972:58). The understanding derived from the learning process involves new thought patterns, emotional

responses and interactive abilities. Following new insights, the individual experiences a new sense of clarity, confidence, and self-purpose. The degree of change depends on a number of factors such as the actors involved, the individual's personality, attitudes, commitment to a cause, reception by the environment of the new self, new attitudes or new behavior, social status and others. This refocusing of self may be in accord with a revitalized need for affiliation, power, or achievement. Rivera identifies three types of change in the adult learning process that may lead to social structure maintenance or reconstruction. He views the cultural identity change as the more radical as illustrated in the following (Rivera, 1972:60):

ADULT LEARNING PROCESS

**MOTIVATIONAL
CHANGE**
drive enhancement
(power achievement)

**DEVELOPMENTAL
CHANGE**
reduction in emotional
conflict

**CULTURAL
CHANGE**
1) rational
(cultural-political
awareness)
2) irrational
(religious experience)

**PERSONAL CHANGE
TENDING TO FOSTER
SOCIAL-STRUCTURE
MAINTENANCE**

**PERSONAL CHANGE
TENDING TO FOSTER
SOCIAL-STRUCTURE
RECONSTRUCTION**

Figure 1. Adult Learning Process

The cultural change is similar to the social change aspect in adult learning or the results of Freire's conscientization and praxis. Developmental change is reminiscent to Festinger's theory of cognitive dissonance. Once doubt or conflict is removed from the individual's state of mind, conviction takes place and action may take place if the individual is inclined.

Critics of adult learning appreciate the power of the process of learning but accuse the movement of being an anaemic ally in social change. The adult learning movement is absent from the forefront of local initiative and community action (Lovett, 1975). Adult educators may voice concern for social change but their concept of change focuses upon individual self-fulfillment rather than radical social change because adult educators have a 'trained incapacity' to serve the disadvantaged in our society (London, 1972). The field is accused of not understanding women's experience and aspirations and of being slow in responding to the interests of women as an oppressed group, though it is acknowledged to have contributed to the growth of the working class movement (Mclaren, 1985). Another criticism points to the lack of strong theory and, as a result, an inability to adequately serve the adult learner. Welton (1987:vii) asserts that "...it has become evident that the world has not been moving in an emancipatory direction. Our theoretical resources have not been adequate

to the task of comprehending the complexities of adult learning or of knowing how to change the world." Welton challenges that more heed should be paid to socio-historical modes of thought and the social construct of knowledge and less to psychologizing, to advance adult learning.

Adult learning clearly has a role to play in social change. In the environment movement, individuals and groups have been moved by circumstances to address a problem that has required them to seek knowledge, identify processes of learning and behaving, themselves changing while always keeping in mind the goal of making inroads on changing the social structure.

A host of researchers have tried to measure ecological beliefs and behaviors. Gray (1985) has done a massive job in compiling these works to bring attention to inventories and scales that have been developed for this task. Among these are Weigel's (1977) Environmental Concern Scale, Edgar's (1971) Science, Nature and Survival on Man (SNSM) Scale Form II, Dunlap and Van Liere's (1978) New Environmental Paradigm Scale, and Ramsey and Rickson's (1976) in Gray (1985) multiple topic measures. Many of these were attempts to correlate attitudes and behavior; to determine what attitude an environmentally active person might have. Different levels of attitude are measured against different environmental topics, most frequently pollution and conservation but also population and energy.

It is remarkable that none of the scales created and tested appeared to be gender sensitive. Gray (1985:58) notes that by the early 1970's behavioral scientists, disillusioned with inconsistencies in correlation, felt that the concept of attitudes was no longer quite useful. Langton (1984:188) also mentioned the paucity of evidence that a change in belief systems produces a change in behavior, with reference to environmental beliefs. A theory was needed to more fully accommodate the role of society in human development. Perhaps here commenced or recommenced the debate between personality and situation; which directs the individual. Many environmentalists turned to Festinger's (1957) cognitive dissonance theory. Cognitive dissonance theory suggests that behavior is changed in accordance with societal demands such as laws or level of public awareness and concern about environmental issues. Habitual behavior becomes internalized to attitude. Bem (1972 in Gray, 1985) claims that individuals come to know their attitudes by observing their own behavior in particular situations. If an original attitude held prior to a relevant behavior is dissonant to the behavior, then an attitude change would occur. He sums up that personality mediates, not directs, the effects of situational influences on behavior and experience. The debate whether personality or situation dominates human behavior continues on.

The molding of the individual by society is reflected in Swartz's norm activation model (1974, 1977 in Langton, 1984). He assumes that social expectations of society's perceived positive behaviors represents moral norms. Positive behavior is induced in individuals by the consequences of the act on others and the feeling of responsibility for the acts. Thus high consequences and high responsibility should lead to high pro-environmental behavior.

Langton (1984:165) asserts that except for attention focused on pollution and conservation, few attempts have been made to change specific ecological attitudes and behaviors using an informational approach. Indeed major efforts have been made in the last five years in environmental education at all levels of schooling and community and using assorted media. But, if this assertion is to be accepted, surely it is a gauntlet for adult learning to retrieve. Langton iterates the need for new structures and new roles to have impact on the total lifestyle. He reinforces the existing assumptions that solutions to environmental problems are both technical and social and that while the social may be a more determinant factor in determining the outcome, it has been more neglected (Burch, Cheek & Taylor, 1972; Ehrlich & Ehrlich, 1970; Leff, 1978; Maloney & Ward, 1973; Pirages & Ehrlich, 1974 in Langton, 1984). Kuhn's changing paradigm theory

that new knowledge, such as through direct experience or formal or nonformal education, causes conflict with old knowledge and may lead to acceptance of the new knowledge and rejection of the old or even provide a new vision or direction. While emotionally based conversion can be rapid, well informed change in knowledge is gradual. Using the New Environmental Paradigm as a case in point, the new dominant group values would emerge favoring ecology, including beliefs that affirm limited growth and living in harmony with nature (Dunlap & Van Liere, 1978 in Langton, 1984).

Langton has turned to education theorist taxonomies for evaluating environmental education. Bloom's hierarchy of learning, of 1956, gives environmentalists a six stage hierarchy for the process of learning: knowledge, comprehension, application, analysis, synthesis and evaluation. Overt behavior appears in the third level at 'application'. There has been little if any gender sensitive testing of this hierarchy. Krathwohl et al. (1964) established a taxonomy for the affective domain listing in order of hierarchy: awareness and receiving, responding, valuing, organizing of a value system, characterizing. Overt behavior or action has a primary position throughout the hierarchy. Another hierarchy, values clarification (Raths, Harmin & Simon, 1966, Superka, Ahrens, Hedstrom, Ford, & Johnson, 1976), action concludes the seven steps: discovering alternatives, choosing

thoughtfully, prizing one's choice, affirming one's choice, acting upon one's choice, acting repeatedly over time.

Again, gender sensitive testing of the hierarchies, however they have proven valuable, seems not to be in evidence.

In conclusion, adult learning has been analyzed according to steps, hierarchies and stages but has not been studied in depth according to gender. Its contribution to social change is acknowledged from a theoretical perspective, yet there remains a paucity of conceptual frameworks from which to launch research. The role of adult learning in environmentalism is a new field, particularly as it applies to women. This study uses a grounded theoretical basis to search for a conceptual framework appropriate to the three bases of knowledge.

CHAPTER III
METHODOLOGY
"CHARTING THE CRUSADE"

Introduction

The purpose of the study was to investigate the role of adult learning among women in the environmental movement in Ontario. The chapter begins with an orientation to principles of grounded theory methodology that provides guideposts to the study. Following is an account of the need for a grounded theory approach in the study. Lastly is a description of the methodology used in this study.

According to Strauss and Corbin (1991:24) grounded theory is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. The research findings constitute a theoretical formulation of the reality under investigation.

Glaser and Strauss claim that grounded theory meets the four essential criteria for a practical theory: a theory must have fit, relevance, must work (Glaser and Strauss, 1967) and be modifiable (Glaser, 1978). To have fit, the

categories or conceptual elements of the theory must be consistent with the data.

For a theory to work, it must provide an adequate explanation of what happened, predict what will happen and interpret what is happening in the area of the study. Systematic data gathering and analysis ensures that the theory will work.

A theory that is modifiable if it can evolve and change in response to expanded understanding of the problem area. Core concepts of the theory may be unchanged though qualifying aspects may change. Grounded Theory extends beyond the major area of study and the existing theories related to the focus of study.

To achieve grounded theory, Glaser (1978) has identified 10 steps:

1. Identify a general problem area. Research questions are generated in a problem area that serve as a basis for and a focus for the study.
2. Review the literature in areas related to the substantive area of study. The purpose is to broaden perspective and knowledge base. Glaser suggests reading in the substantive area of study when the emerging theory is sufficiently grounded by prior data collection. It becomes part of the emerging theoretical framework, but not upon which research is conducted as in deductive research.

3. Collect research data. Theoretical sampling is data collection for theory generation and is the process of jointly collecting, coding and analyzing data to then determine what data to collect next and where to find them. Constant comparisons of the data feeds more abstract levels of theoretical connections so that theory is built up inductively from progressive stages of analysis of data (Glaser, 1978:39). Initial decisions are made for the start of data collection but any leads for further data that support the purpose and relevance of the research may be followed. Theoretical sampling serves to monitor the emerging conceptual framework instead of verifying preconceived hypotheses. Data sources are selected that will help generate as many properties of the categories as possible and that will help relate the categories to each other and their properties. Data from groups that are not comparable, may be useful for creating ideas in behavioral or attitudinal patterns.

4. Concurrently with #3, code and analyze data. Coding links data and theory. Data are placed in the categories and properties that have emerged and these in turn provide the basis for a theoretical framework. Each indicator with the other and to the emerging conceptual code. Conceptual codes are compared to each

other. These codes, grounded in data make up the generated theory.

5. **Generate memos** with as much saturation as possible.

Memos are notes of ideas about codes and their relationships as they strike the analyst while coding.

6. **Decide what data to collect next.**

7. **Continue data collection, analysis, coding and memoing** while focusing on emerging core theory. As codes are generated, identify core categories or "main themes". Criteria for core categories are such as:

- categories must be related to several categories and their properties,
- reoccur frequently in the data.
- has clear implications for theory
- it is essential to the analysis of the data
- it is a highly dependent variable in degree, dimension and type. Conditions vary it easily.

8. **Write memos on data, memos on memos** until saturation is achieved.

9. **Sort memos to develop a theoretical framework.**

Sorting reassembles dissected data in the form of memos and is the basis for formulating theory. Sorting is completed when the problem under study is explained with the fewest number of concepts and the greatest possible scope including as much variation as possible.

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The theory that emerges will continue to be enriched and modified.

10. Write and rewrite the report.

The whole process serves to build theory rather than to confirm or negate existing theory. "Theory is built up inductively for the progressive stages of analysis of the data" (Glaser, 1978:39).

Strauss and Corbin explain (1991:104 - 112) that grounded theory is an action/interactional oriented method of theory building. Action/interaction is directed at managing, handling, carrying out, responding to a phenomenon as it exists in context or under a specific set of perceived conditions. It is processual, purposeful, and may be reflexive, has consequences and is verifiable.

Rationale for Research Methodology

The purpose of the investigation was to study women, as adult learners, in the environmental movement in Ontario. There was very little written about women as adult learners or about women in the environmental movement to produce any guiding hypotheses. The research was intended to probe the response of a particular population to a phenomenon to examine the emergent concepts. A descriptive qualitative research approach was selected with the purpose of producing grounded theory.

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The methodology is based on a constant comparative analysis of all the data and the conclusions of the study, the emergent hypotheses, are grounded in the data. The dearth of material on women as adult learners and, in particular, in the environmental movement contrasts to the rise of environmental awareness and activity in Ontario of women in environmental or more generally focused groups. The study explores their experience to present initial hypotheses to be further developed.

Problem Area

The problem area for the study was to explore the role of adult learning for women in the environmental movement in Ontario. Adult learning is critical to social change, implicitly and explicitly. Investigating adult learning and women in the environmental movement in Ontario is a means of monitoring characteristics of current social change.

Research Questions

Strauss and Corbin (1991:38) state that the research question in a grounded theory study is a statement that identifies the phenomenon to be studied. Grounded theory questions tend to be oriented toward action and process. Guiding the study were these research question:

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1. How do women in the environmental movement learn to be activists?
2. What are the implications of the learning of female environmental activists on their lives and the lives of others near them?

Research questions provided the bases for the interviews, data collected and the resultant hypotheses that form the conclusion.

Review of the Literature

The review of the literature was very important in providing a social and philosophical context for the study. It also provided a base of knowledge which was not always relevant to the respondents. Hypotheses did not percolate from the review. Feminism, adult learning and environmentalism rarely merge in the literature, in any combination, much less the three topics together. There are points of convergence. A merge between feminism and environmentalism does appear as ecofeminism, a specific view of women and interconnectedness with Nature. Principles of feminist pedagogy appear to be borrowed from or at least similar to andragogy. Environmentalism approached adult learning only in Finger's concept of "environmental transformation." The review indicated a paucity of the convergence.

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The literature could be considered "technical" in that it provided information about what has been written in the three fields. Literature on environmentalism and feminism is likely to be ideological and provided a discussion on social values. In fact it represented the substance of the research. Literature on adult learning is likely to be pragmatic and provided insights on means through education for achieving goals for social change. It represented guidance for analysis. Key to the environmental movement and women's participation in it is the existence of groups. They are the media of adult learning.

Data Sources

The data from the study were derived from personal interviews of the study participants. There were forty three respondents, members of nineteen groups, both environmental and women's groups, in seventeen locations in the province of Ontario. Only women were selected as respondents and members of groups involved in environmental activities. When the interview results began to repeat, the number of interviews was deemed to be sufficient.

The interview took from 45 to 60 minutes. The longer interviews included an extensive description by the respondent of the issue which stimulated the formation of the group. These descriptions assisted in understanding the context of the adult learning.

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All the interviews were conducted by the researcher. The interview format was semi-structured using open ended questions and predetermined probing questions. The respondents often chose to describe the waste management problems and dilemmas that the groups faced and handled. While their anecdotes were not always key to the research, they were key to the context of the adult learning of the respondents and key to the interviewer-respondent communication. Many respondents, keen to have their responses understood, felt that their replies were meaningful only in the context of the full story which they provided to the interviewer.

Anecdotes of the early interviews were particularly important. They pointed to new and important areas of investigation that were included in the research. The anecdotes also provided insights beyond the interview that indicated some of the negative aspects of the activism experience from a personal or societal perspective.

The issues that provided the experience from which the respondents based their answers had almost always been very intense for the respondent. It became apparent early on that directing questions to extract answers from such intensity required a particular approach. The issues were often political and had caused rifts in communities resulting in suspicion. A neutral academic investigation about adult learning was not regarded by the respondents as

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apart from the issues. The interviewer expressed interest and sympathy for the role and position of the respondent and in this way was not taken as a researcher representing a vested interest group opposing the efforts of the group. The interviewer was able to bring the issues and experiences from one group to the attention of another group to reinforce their commitment, effort and positions.

Open-ended questions were appropriate. Characteristics of open ended questions are described by Stewart and Cash (1974) and Borg and Gall (1979).

- they allow the respondent to do most of the talking while the interviewer listens and observes.
- they help put the respondent at ease because the respondent can determine the nature and amount of information to be given.
- they are more effective in learning about feelings and attitudes and the intensity of feelings and attitudes of the respondent.
- they are less likely to lead the respondent to respond in one way or another.
- they help enable the interviewer to determine the respondents frame of reference or stereotypes.

The disadvantages apply especially when there is more than one interviewer or one which is inexperienced. Neither was the case in this research.

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The interview atmosphere was interactive. The interviewer found that she had gained information about community experience from respondent's anecdotes that was relevant to the endeavor of subsequent respondents. The exchange of information allowed a dialogue between interviewer and respondent that was useful to both parties and not simply for the benefit of the interviewer.

With respondents' permission, copious interview notes were taken as the respondents spoke. These notes included the respondents' anecdotes. The notes were then entered in a format according to the questionnaire shortly after the interview and later compiled on tables according to response category.

Defining the Study Population

The study population was restricted to female members of groups active in environmentalism. The study was meant to derive women's points of view about women's involvement in environmentalism from the perspective of adult learning, hence only women were selected. Environmental groups were a convenient source of respondents. It turned out that the groups the respondents belonged to were important references to the experience of the respondents. The interview questions and answers were adjusted to further acknowledge the role of the group. It became evident that literature on

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No age limits were placed upon respondents. The study allowed as respondent any female environmentalist. It accepted the wide variation of experience, learning and perspective that is derived from respondents of not only a wide age grouping but also from differences in education levels, ethnic backgrounds, family size and income activities. This open policy was upheld because the interest in the particular environmental issue of waste management was considered a strong enough factor among the respondents to provide the common denominator linking the women respondents.

Most respondents were found through the listing of environmental groups in the Ontario Environmental Network catalogue. Some were found through local contacts and through the Eastern Ontario Review Committee on Waste Management, a coalition of municipalities active in waste management. Only waste management groups were selected. They were contacted by telephone and by letter of introduction. The contact person generally suggested other prospective respondents active in the group. The research was done in the summer months and the number of available respondents was reduced as many were out of town.

Almost everyone contacted was enthusiastic about participating in the study. Some felt that this was another

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way to contribute to the environmental movement. For most, participating in the study was a positive reinforcement of their commitment. Two were unwilling to participate because of "issue fatigue" and one other felt that the questionnaire was irrelevant to her approach to environmentalism. The interview schedule was determined by telephone calls in advance. Respondents were, in every case but two, interviewed in their own home.

Interview Protocol

The first three interviews were used to adjust the questionnaire (Appendix I). The sequence of the questions was rearranged to provide a more logical flow for the respondents.

Respondents were visited per location in central, western and eastern Ontario in four trips out of Ottawa.

Respondents were generally interviewed in their homes at prearranged times. This was a convenient arrangement especially for the majority of female respondents who were minding children during the summer. This arrangement also added to the ease felt by the respondents during the interview.

The interviewer presented herself to the respondent with a self introduction and a statement of the purpose of the interview. Very often in the course of the interview, a discussion would ensue with probing questions by the

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interviewer to gain a broader understanding of the context of the adult learning in environmentalism experienced by the respondents. The interviewer was able to enrich the discussion with the experience of other environmental groups struggling with similar issues, although, of course, individual experience that had been entrusted to the researcher was kept confidential. This contribution to the groups provided a more macro context for the groups that helped verify that their activism was part of a larger movement of like-minded groups struggling for similar goals.

The opening and closing questions were to enable respondent reflection upon her initiation into environmentalism and upon her projections where the movement might lead. These questions touched upon the context of environmentalism in which the adult learning took place.

In the course of the interview discussion, it became apparent in the first interview that the interview guide had focused only upon women as adult learners, but not as adult educators themselves. Questions were quickly formulated to probe this important phenomenon.

Interview Follow-up

Thank you letters were sent to the key persons in each location who assisted with the selection of respondents and places of the interviews. The letter often included relevant articles and contacts for the individuals and for

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the groups. The researcher had not previously known any of the respondents. The researcher continued as part of the respondents network after the interview with the discovery of interests in common and information mutually beneficial.

Management of Interview Data

Within a week of the interview and if possible, from one location to another, the contents of the interview was input on computer disk according to a format that was to assist with later analysis. Useful quotations were flagged for later use.

Memos were written to cite particular phenomena arising from the data. Memos were also written to record the issues of the activists that were peripheral to the study, yet which provided a social context for the interviews.

Coding

Coding, according to Strauss and Corbin (1991:61) is the process of analyzing data and open coding is the process of breaking down, examining, comparing, conceptualizing, and categorizing data. Open coding pertains to the naming and categorizing of phenomena through close examination of the data. In this research open coding was done first sentence analysis to search for major ideas and then by perusing the whole questionnaire for phenomenon. During the early course of data collection and discourse with the respondents,

certain phenomenon became evident that had not been directly sought in the questionnaire. The questionnaire was revised to include them. These phenomenon were named and categories to include relevant data were established. The categories took on dimensions and properties as they became more clearly defined throughout the research.

Axial coding is reassembling data in new ways by making connections between a category and its subcategories to make a main category (Strauss & Corbin, 1991:97). In axial coding, patterns appear that give grounded theory specificity (Strauss & Corbin, 1991:131). Both inductive and deductive thinking systematize and solidify connections between categories.

Then, once the emergent categories and subcategories are identified, a core category is systematically selected and related to the other categories. Strauss and Corbin (1991:116) refer to this process as selective coding.

The data are not only related at a broad conceptual level but at a more detailed level of dimension and property for each major category for the rudiments of theory (Strauss and Corbin, 1991:133). Validating the theory against the data, through diagrammatic or narrative memos, completes the grounding. (Strauss and Corbin, 1991:133)

Data Worksheets

No preordained categories were assigned for data compilation. Instead, each interview was reworked into a data worksheet using a table format. This method allowed a perspective on adult learning of the environmental activists to emerge and to direct the data analysis.

The data worksheets were studied and then the tables were selected. Those tables that lead the study in what was judged to be a less significant direction were set aside for separate analysis. Some of the tables were combined according to relevance and subject so that the most relevant tables were used to further the immediate analysis.

Validity of Data

Validity concerns the accuracy of the data collected. In most ethnographic research, the researcher attempts to meet subjective adequacy as is found in Homan's indices (1950) and cited by Janesick (1977):

1. Spending as much time as possible with the persons being studied.
2. Conducting the research in the same place the persons being studied live and work.
3. Observing the subject in as many social contexts as possible.
4. Speaking the same language as the subjects.

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5. Achieving as great a degree of intimacy with the subjects as possible through multiple contacts.

6. Obtaining a confirmation of the meanings of the observations from the subjects being observed.

The respondents were met in their locality and often hosted the researcher as a guest, for meals, tea or overnight. The researcher attended group meetings, town council meetings and informal meetings of respondents that occurred during the time of the research.

The research was conducted in the same place as the respondents lived, in most cases their homes, in two cases, in a place identified by them in their towns.

The respondents were observed in several social contexts - as a member of the group, as a member of the community and as a member of a family.

The English language was used in every case. All respondents were fluent in English, though English was not always their first tongue.

Intimacy was achieved with the respondents by meeting them in their homes. The interviewer, who was travelling long distances to meet with the respondents, was often invited to share meals with the respondents' families, spend the night in their homes or attend group or town council meetings with them. The interviewer's interest in the community context of the environmental issues encouraged respondents' anecdotes. The interviewer progressively found

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that she could offer experience of other communities that was relevant to the respondents. For many of the respondents, a trust had to be established for them to be willing to be interviewed. The interviewer's sympathy and supportive information assisted in building this trust. In several cases, including cases where trust had to be created, the respondents invited the researcher to attend workshops or meetings or even to participate in a conference call. In two locations a landfill contractor bore a name similar to the researcher which sparked suspicion among the respondents. A letter from the university allayed doubt and the interviews could proceed well. Sufficient intimacy was achieved.

Confirmation of meanings was raised at informal meetings of the respondents and the respondents concurred with the interviewer's understanding of meanings. This understanding was then recorded in a memo.

Reliability of Data

Reliability concerns the replicability and consistency of the findings. Qualitative studies do not depend upon the conventional tools that impose reliability. Reliability was safeguarded in this study by the conducting of all the interviews by the same experienced interviewer. The consistent interview format was a factor in reliability as it gathered the information in the same areas of inquiry.

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An understanding of the environmental issues was sought in each case so that the information was provided with a context to prevent misunderstanding of the information received. Careful documentation of the interviews and their transposition into common tables on data worksheets supported reliability. Similar data would be derived in another study following procedures outlined in the study's methodology.

Analysis of Data

Data Collection and data analysis in grounded theory formulation are tightly interwoven processes and must occur alternately because the analysis directs the sampling (Strauss & Corbin, 1991, p.58). Analysis of data began with the reformulation of the data from the interview record onto the tables of the data worksheet, followed by the combining of tables and then with the precursory summaries of the tables. Memos articulated meanings that emerged from this process. Each interview or data worksheet was inspected for its individuality and for similarities that occurred with other interviews that were indications for main themes. Dated memos recorded the progression of thought as the worksheets were reviewed.

As no other study of this nature had been located, no predetermined categories had been identified that could direct the study. Comparing and contrasting the interview

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data seemed ineffectual and meaningless. Thus these methods of data manipulation were unsuitable for this study. These methods restricted the meaning of the study. The recognition of main themes directed the study toward the most meaningful use of the data.

Limitations

Limitations of the research methodology are these. The integration of the gender questions in the research was weakened by not including men into the sample. If the research had included male environmentalists in the sample, more conclusive evidence could be given in stating possibilities of differences in learning styles, selection of material or interpretation of learning.

A data profile of the respondents would have provided more description of the learners. The data profile would have supported emergent hypotheses that the learning and changes the respondents experienced may have, in part, been due to respondents' characteristics.

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CHAPTER IV
FINDINGS
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Introduction

The data illuminated several categories which will be discussed separately: Development of Activism; What was Learned; Method of Learning, Personal Changes and Adult Learning; Gender and the Environment. The first category, Development of Activism, turned out to be the most significant finding of the study. It is described at length. The last category, Gender and the Environment, was an exploratory topic in the study and the results are presented in that light.

Except for the first category, the categories followed the structure of the questionnaire and the data sought. The first category emerged throughout the course of the questionnaire and throughout the course of the interviews.

The Development of Activism category describes characteristics found in the activists interviewed. The What was Learned category relates what items of learning the respondents found significant in supporting their activism. The Way of Learning category describes how the respondents learned best. The Personal Changes and Adult Learning

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category shows in what way the respondents feel they have changed as a result of their participation as activists in the environmental movement. Gender and the Environment, the exploratory category, presents the perceptions of the respondents of how men and women differ, and their reasons for this difference, or do not differ in their concern for the environment.

Categories of Findings

Category 1: Development of Activism

The survey was, in part, designed to investigate the chronology of experiences and events describing how the respondent became an activist. It revealed not a chronology of experiences, but, instead, the many similar characteristics in the respondents' development of activism that could not be arranged chronologically as stages or phases. Some characteristics appear to occur simultaneously or in conjunction with one another. For example, feeling or interest sometimes occurred as a reaction to the event or leading to or as a result of indirect action. Or the event and indirect action intensified the feeling or interest. The characteristics in the development of activism category are stated in subcategories. The subcategories are presented in Table 1 below.

The Development of Activism subcategories are given descriptors that are referred to as properties to help with

Table 1: Characteristics of Development of Activism

SUBCATEGORY (not in chronological order)	PROPERTY IN ACTIVISM DEVELOPMENT	ADULT LEARNING ANALYSIS
A. Feeling or Interest	Awareness Conscientization	Predisposition to activism and to focused learning
B. Reaction to Event	Sense of Injustice Anger, Indignance	Shaking of moral equilibrium, Cognitive dissonance
C. Individual Action	Rooting commitment Efforts for impact	Knowledge, practice
D. Group Action	Strong commitment Mobilization for overcoming injustice	Praxis (Freire)
E. Lifestyle Change	Internalization Commitment/values in practice	Empowerment
F. Sphere of Influence	Positive Contact with others	Extension of ideals
G. Introspection	Reflection	Evaluation Revision of ideals, practice
H. Change in Mode of Action, in Attitude, in Overall Approach	Commitment measured for demands of life	Synthesis (Bloom) of experience, knowledge to other aspects of life
I. World View	Incorporation of Spiritual Values	Environmental Transformation (Finger)

the interpretation of the subcategories in the context of the respondents' actual situations. The properties are an elaboration of the subcategories. The adult learning analysis is an effort to translate the phenomena in the subcategories in more conventional adult learning terminology as much as possible.

Feeling or Interest. Most of the respondents had developed an interest in Nature or in the Environment at an early age. This interest was due to, for example, farm backgrounds, parental occupation or interest. This provided a foundation for later active and fervent interest. For some, environmentalism was a growing awareness or a feeling that seeped into their consciousness over time. The awareness may have been or nurtured by such as living on a farm, parents' influence, or raising children, or stimulated by media, consumerism, or a news release or living locality or family situation. "I have been interested for a long time, since the 60's and 70's, but not hugely active, as a student, at work, beginning a family, in small town rural Ontario." The interest whether passive, general or fervent pointed to a predisposition for activism and focused adult learning.

Reaction to an Event. Many respondents became activists as a result of an event that impacted upon their local environment that triggered a reaction in the respondent. The event disturbed the respondents' sense of justice or rights as a citizen. Respondents related such disturbing events in their immediate locale as: " The prospect of 3000 tonnes of unsorted garbage per day to be burned here every day." or "In 1985, I looked out the window facing the river and saw the Blob (perchloroethylene) from a Dow Chemical

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spill and learned there was no chemical testing of private water." or "A landfill site on my in-laws first class farmland."

These sorts of events have been labelled Nimbyism, the "not in my backyard" syndrome, whereby individuals become activists due to the disinclination to have a facility built near their homes. One respondent stated her reaction as: "Extreme Nimbyism to the plan to build a toxic waste dump right behind our ten acre lot." The insinuation is that if the facility were to be planned further away from them, they would not be involved or less concerned. In some cases the respondents stated that Nimbyism was the cause of their initial involvement but as their knowledge and awareness grew, they realized the interconnectedness of environmental problems and the necessity to become involved wherever they were.

Others reacted to a situation less immediately threatening to their community but to a situation that for them was an indicator of a wrong in today's society. "It was garbage. I felt guilty about everything I was throwing away. I had nightmares. I had to do something about it." or "The Beluga whale washed up dead full of hazardous wastes." The perceived injustices caused moral discomfort and cognitive dissonance in the respondents. They were motivated to action and learning.

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Individual Action. Many respondent activists conducted their activities by themselves at their own initiative rather than devote time and energy to activities done in the context of a group. Some preferred to work alone, outside a group: "As an individual I can do what I want rather than get permission from the others" or "I was hindered by groups, their stalling techniques, other agendas and infiltrators of people who want to make political mileage." Others took on tasks alone on behalf of a group. Most respondents preferred to engage in both individual and group activities. Individuals once started on a cause, tried to have influence wherever they could. They realized that they needed information to strengthen their position, hence their efforts to gain a knowledge base.

The activities listed in Table 2 were done by activists on their own. However these sorts of activities were also done by others in the context of a group. They are listed to illustrate the sorts of activities environmental activists engaged in and the purpose the activities achieved.

Individual actions included communications such as letter writing or telephoning politicians, government, media, businesses or networking with residents in other localities with a problem similar to the one they were experiencing. Individual activities included learning through taking courses or workshops or buying books and

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Table 2: Types

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2. Learning
3. Public Meeting
4. Domestic Hab

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Table 2: Types of Individual Actions of Activists

Action Type	Specific Actions	Purpose in Activism
1. Communications	telephoning, writing letters, articles	Influence community level decisions Extension
2. Learning	courses, workshops	Knowledge increase
3. Public Meetings	town council, hearings	Influence policy, Action, Decisions
4. Domestic Habits	recycling, reduction composting	Application at personal level

Here is the experience of some respondents who preferred to be more active on their own. Some of these, however, were or had been active in a group.

One respondent iterated "I phoned all over the U.S., and B.C. to talk to people who lived next to an incinerator. I read books and formed opinions on my own." Another one stated "I bugged aldermen by phone or letter. I made a presentation to city council. I observed waste management advisory meetings. I established a local community association. I fought management at condominiums to stop spraying. I was in the *Ottawa Citizen* twice."

Another individual activist claimed: "I educate myself by reading and taking subscriptions. I write a lot of letters to different people - to the editor of the *Packet*

and Times. I made a request to make a deputation at Council meeting but was turned down. I go to every council meeting. I answer phone calls. I copy and fax things for people. I picketed Peterson's constituency in London during the election. I went to the Indian Camp Kayuga to discuss hydro issues." Another activist stated that "I wrote a column for the local newspaper. I participated in public meetings. I wrote the Prime Minister, my MP and industries. I sent all my junk mail to the Federal Environment Minister." For others working alone meant tasks such as composting and recycling.

The respondents all claimed to be active at their own initiative and by themselves though they varied in the extent of their individual activities. Some of the respondents described the same activities as individual activities as others described as group activities. Some acted by themselves on their own initiative while others acted on their own on behalf of others in a group.

Group Action. Burdened with a growing concern, often bordering impatience, frustration and self righteousness, respondents sought the likeminded. They formed issue oriented groups, or they sought out existing groups which were focused upon their concerns. Or, they brought their concerns to groups in which they were already active.

Group membership assisted the advancement of the respondents' activism. Their purpose in participating in groups was to alleviate problems that the respondents had perceived. Once the respondents became active in the groups, they found that the groups far exceeded their initial purpose of merely to do something about the problem. Through group membership, they discovered particular needs fulfilled; needs the respondents had that they had not anticipated. The activists found that group membership helped them in their cause through many functions. These functions are identified in Table 3 with a description of the effect of the function on the development of the activists and on the achievement of group goals.

Not all respondents experienced all four functions. Very often one or two of the functions dominated. One respondent found that she was better off working alone to achieve her environmental goals but she still needed the personal support of the group. Did group membership help her in her purpose? "Not at all. It is a lot of talk but it keeps me going and helps in the long haul. It is necessary to have a reference group. It is supportive and you need to identify with other environmentalists. Some group has to think you are normal."

Table 3: Functions of Group Action: Effect on Activist Development and on Activist Goals

Function of Group Action	Effect of Aspect on Activist	Effect of Aspect on Goal of Activist
1. Personal Support	Uplifts activist isolated by her concern & effort. Reduces stress of facing broad issues.	Validates individual effort & concern. Focus of reference for activist within the issue
2. Goals Achievement	Better defines issue and action in group than alone. Group voice more credible & heard in community & network than individual.	Activists more likely to achieve goals in group effort rather than in individual effort
3. Personal Opportunity	Raises self esteem of activist To give a chance to learn & network. Refreshes activists. Encourages them to continue.	Activist receives more credible profile in home, community and in network.
4. Source of Learning	Understands technical and social functions of problem so action can be defined. Strengthens activists' position	Activist has basis for discussion & debate with private sector experts, elected officials, media, community.

Personal Support. A very gratifying function of group membership was the personal support afforded to the individual activist by her group members. This personal support took several forms.

Bonding. While it was the environmental issue or problem that drew the respondents to the groups, it was the personal support that the group members experienced that kept the group together over time. Statements like these illustrate the personal support the respondents felt: "I feel that I am not alone." "I

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have people to talk to and share with; people to touch base with and meet needs." "I have the support of others, knowing that I'm not alone." "With more support to carry on, I have more enthusiasm."

Stress Alleviation. Respondents had been deeply troubled by the problems of environmental degradation that had been increasingly called to their attention. They felt everyone was implicated in the degradation but an individual objection was of little significance. The more they understood of the problems the more stressed they became. But, once they were members of the group, the stress was allayed by the group defining the problems and conducting particular activities to deal with them. Respondents noted that they then experienced a feeling of empowerment. Understanding the situation is stressful and the group helps to alleviate the stress. It is part of the solution, not part of the problem." They found the group useful in: "relieving personal stress. There are others to talk to about the issues. I am not alone. I can exchange information with group members." "The group puts information into perspective so problems don't seem overwhelming. They are manageable if there is a will."

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Friendship. A retired respondent did not find much personal support among her fellow seniors. Instead, through her involvement with an environmental group, she found a friendships with likeminded from a younger generation. She felt group membership helped her through friendships made. "I have respect for the stimulating dedication of the young people who stick to the principles that every little thing helps." Another senior respondent less struck by the lack of fellow seniors but more with the mix and familiarity of people in her group expressed: "I feel at home with the group. It is like a family."

Goals Achievement. The respondents' were driven to join an environmental group to achieve a particular goal, usually to deal with an environmental problem. The respondents stated their goals in joining groups in broad and more specific terms. One respondent stated her purpose in joining as: "To bring about social change." Another with a more defined focus said: "To protect the environment in my community." Still others more focused said: "To fight logging in Temagami.", "To preserve fruitlands in Niagara.", "To prevent a county landfill."

Some of the groups had achieved their original goals, if it was a particular focused goal. The group membership then decreased (many were exhausted) and those members

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remaining redefined the groups goals usually toward educational extension purposes, much like the groups that had formed around broader issues and not around a specific community environmental threat. "Our group formed to do something about cleaning up the St. Clair River but that group has lost its goal. Now the goal is to make an impact, though small." Particularly for those whose goal was broader, group membership was one part of their activism, a part motivated by their sense of goal achievement and that occupied differing amounts of time and effort among the respondents. Environmental goal achievement via group membership for the activists is discussed from two points of view: the activists' group at work in the community and the activists at work within their groups.

Activists' Groups at Work in the Community. Goal achievement as a purpose of group membership was accomplished by the group in its outreach to the community, or with other groups. The respondents discovered the power of a team and compared it to the efforts of an individual: "One can only be effective in a group. There is a need for a network and support systems of a group. We couldn't do it without it." "I am convinced that we can only do something if we do it together."

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A respondent described her experience working with the group: "I could get things done as a group. An individual does not influence town council with a phone call the way a group does. There is more power in a group. There is more support from individuals for a group. There is empowerment to do things I want to, especially with others' ideas on things can be accomplished. I could get speakers. I learned how to do things with speakers, readers and put them into a larger network with the credibility of a communal voice to request help from larger environmental groups like FOE and Pollution Probe." Almost all the respondents echoed that there was: "More support to have a network of people with similar ideas. We can get more done as a group."

The profile of a group gave more chance of outreach for and clout to the message: "People are more inclined to help, if there is a group or committee, if they know you've gone to the trouble of forming a group. The political appeal is more impressive if your name is next to the name of a community group." From a group there was more opportunity to: "dialogue between group and community, agencies and government." "It gives a chance to liaise with other community groups and schools."

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Activists At Work Within the Groups. The group first mustered its power from among its members. In other words, the group members interacted to establish a knowledge base and a strategy to become more than the sum of its parts. One said there is "strength in numbers. People give you strength." Members were astonished to find the diversity of skills, knowledge and expertise within the group. "There is power in numbers. Everyone has different contacts and resources." Another found that: "I am more effective working through others." One felt that the group activities were easing her conscience: "To be able to say I had done something, not just complaining. In a group meant to be part of it, instead of just sending money to Pollution Probe."

For one, the group and its members represented an ecological macrocosm, and stated that the group has helped her "Given a larger view of the picture of interconnectedness of problems and the realization that the individual is the focus of action."

Personal Opportunities. Group membership afforded growth through Personal Opportunities to represent the group in conferences, hearings, seminars, international or regional meetings. Respondents could network with other groups, experts, media and such. They shared their

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experience, learned of others, and expanded their knowledge. These opportunities reinforced the respondents' purpose for activism, reinforced their loyalty to the group and their commitment to her community. A professional said: "Through a group, I qualify to be on other committees like BPAC, CIL, etc. and go to conferences. I have more clout with a title and group backing."

These opportunities raised the respondents' self esteem and ability to contribute to their cause. One older homemaker respondent stated that: "I gained more knowledge and confidence in myself after opportunities to speak at conferences, to mind displays, to speak to university students and adults."

Sources of Learning. Members so very goal oriented were faced with learning the technical and philosophical side of the environmental problem. The group provided a forum for this purpose: "Being involved on committees is the easiest way to learn because if there is a problem that has to be solved, there is a variety of people invited." Group membership provided a focus for learning: "It kept me focused on the issues. It forced me into a position that people expect me to have answers and to know what is going on. Now I can choose the tasks I can handle." "A group is a point to relate to. We can't work in a vacuum. The group opened doors. I learned more than otherwise." Another

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Lifestyle Change

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Lifestyle Changes. Lifestyle refers to mode of living, the daily tasks in and of a household, the values, customs and habits found therein. The environmental movement shook many habits, redefined values and customs of the respondents. Respondents made significant changes in the their homes as a part of their activism. They practiced what they were preaching. The most frequent changes were found to be such as recycling, selective consumerism, composting, avoiding toxic cleaners and pesticides. Some households had adopted a vegetarian diet in response to their commitment while others were already vegetarian. The changes had been purposeful and done with a sense of self righteousness. Taking out the garbage, for example, was no longer a mundane task of trash disposal. Instead they recycled glass, tins and, when possible, plastics. They composted kitchen waste for gardening. They reduced material bound for the landfill. They changed their buying habits. They bought products in recyclable or returnable containers to reduce need for packaging and reduce the waste.

Until the changes became habitual, they complicated household routines. The respondents, fitting to their domestic roles, had significant impact on household management and led the innovations. The last to convert,

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very often, was the husband. The respondents' dedication was revealed in her persistence in the face of resistance. Lifestyle changes involved the whole family. It took extra time to sort garbage, remember the cloth bags on shopping trips, buy the right brands and often it took extra money.

Nevertheless, the lifestyle changes were perhaps the among the most meaningful application of the new knowledge and value system of the respondents. These changes internalized what the respondents were learning and reinforced the knowledge. They gave them a sense of contribution to the cause that they were doing their part and that it was meaningful. The question is whether the changes were sustained over time or whether corrupting compromises kicked in.

Sphere of Influence. All of the respondents found themselves in positions as educators. They carried influence within their circle of family, friends and neighbors. It extended into the community to churches and schools and to local politicians by "denting their armor". Respondents taught by example, conversations, discussions, presentations, and by writing articles. While the respondents had not anticipated this role, they enthusiastically adopted it and quickly saw its importance to their cause. Some admitted that at first they alienated

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Table 4: Acti
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Group Influence Activists
1. Immediate
2. Neighborhood
3. Environment
4. Community
5. Schools
6. Town council
7. Whole community
8. Provincial

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people if they were perceived to be crusading. "You have to set an example. Preaching doesn't get anywhere!"

In Table 4 the subject groupings, influenced by the activists, are presented with methods the activists used to influence them.

Table 4: Activists as Educators: Those Influenced by Activists

Group Influenced by Activists	Methods Used to Influence
1. Immediate family	Example, discussion
2. Neighborhood	Example, discussion, sharing articles
3. Environmental group	Discussion, sharing of new learning/ideas, speakers
4. Community groups	Presentations, displays
5. Schools	Presentations, displays
6. Town council	Hearings, delegation, presentation, telephone calls, lobbying, polls, letters
7. Whole community	Newspaper articles, fair displays, posters, recycling depots, radio, TV
8. Provincial leaders	Picketing, letters, telephone calls, delegations

Influencing others was intentional and unintentional. The activist realizing the influence she had was reinforced in her motivation to pursue her goals. The influence was activist induced, or induced by the community who had noticed the activists and invited them to meet with them. Table 5 illustrates this point.

Table 5: Activist
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Table 5: Activists as Educators: Influence Induced by or from Activist

Activist Initiated Impact upon	Activist Invited for Impact by
Family	
Neighbors	Neighbors
Town council	Environmental group
Whole community	Community groups
Provincial leaders	Schools

A respondent said that as a result of their talks, people in the community are "more aware of issues and how they can take action and their responsibility". I am a crusader for cloth diapers. "Another said: "I have many friends and neighbors in the community so I am a resource for them. We have casual conversation over lunches." One respondent surprised by the extent of her influence said: "Citizens on the street stop me with questions. People read my contribution to the local paper."

Some respondents identified particular things they had done which appeared later to have had significant impact. "I spoke to a church group and shocked them about the process we had been forced to go through." "I wrote a letter to the editor of the newspaper on Mother's Day against incineration just after it was announced. Many said it influenced them. It was the right cord at the right time." One teacher respondent launched a campaign and

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influenced "the whole school! I got people to stop and think what they are doing and where their purchases come from."

A grandmother respondent who took seriously her educator role in her family declared: "I give my children boxes of baking soda for diaper pails and show them how to use it. I explained things and challenged them. It shows them what makes sense."

A respondent described her influencing activities in her environmental group: "Discussions, passing around articles, giving direction, recycling, teaching them how to write letters". Another said: "I find giving information, debating issues, offering alternatives, reading, communicating" were how she had influence.

A very dedicated activist listed ways of spreading influence: "Advertising recycling depot in newspaper, radio, bulletin, occasional articles in paper, giving out brochures, TV interview, skit for recycling week, talks to - the elementary school, the Women's Institute, Cubs, the Young and Restless, Dental Assistants Association, Perth 4-H Club".

The outreach that the respondents conducted became a major factor in her participation in the movement. It validated her efforts to educate herself and her espousal of her cause.

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Introspection. The respondents thought back over their period as an activist and made a judgement about themselves. All were pleased with their success as an activist. Almost all of the respondents would change nothing that they had done and many stated that they wished they had started sooner. They stated that they wished they had "moved on the issue sooner. We were too slow off the mark. Some wished "to be more informed before starting", that they had had a better background, such as computer literacy or science, to more adequately tackle the challenges.

Changes in Mode of Action, in Attitude , in Overall

Approach. Despite respondents being satisfied with the result of their actions, many found that given a chance to change the way they achieved their results through their attitude or approach, they would do things differently.

One reviewed what she had been through and decided: "I would not try to do head to head method with consultants and government. I would just use pickets and placards. Those who went through the process are still fighting. I would be more forceful. Don't be afraid to say the truth. Don't hold in what's right. We all have a right to water and air. Don't stick to process." Another, in that vein said that she would: "be street smarter. Be more obnoxious. Direct to find out real gain where pressure points. Use the system in a positive sense to advantage. Use less time to it."

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Her group, if they went through the process again would attend more to the: "packaging of presentations and bringing legal people earlier. The steering committee wasn't taking our group as seriously as needed."

Respondents would handle themselves in a different way. One would "Be more tolerant. I have learned from my mistakes." Another would: "Share the power circle. It is a mistake to use a way where people are not used to it". Several stated that they: "wouldn't try to tackle so many things at once. Try to share group leadership more. Try to gain more group participation as group evolves though this is happening. People are starting to feel that responsibility." or "not get so fanatical and take on so much at once." One found that next time she would: "not be so naive in trusting people."

In their responses, activists found themselves providing advice. Wrapped up in their cause, the respondents knew that other communities would be facing similar problems and they were anxious to share their paths to progress and their pitfalls.

World View. The respondents shared an understanding of any change in world view they may have experienced. Respondents found that they had profoundly changed during the experience of their involvement in the environmental movement as activists. Time will tell whether the change was temporary,

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a step to another change or changed permanently to another paradigm. Their view on how the world should be was transformed. It was very much influenced by their activism in the environmental movement. Their activism on a personal or community level had lead to an environmentally focused world view.

Harmony with Nature had become part of their awareness. Their view on how to improve the world, in other words, to change society to conform to their view held threads of commonality in each response. The common words and meanings throughout almost all the responses were grassroots, political system, education, change in way of life. Table 6 provides a summary of the categories they touched upon and a breakdown of the components.

Respondent wisdom for change is this: "Relate how each of us has a role as a contributor to the problems and are the solution. Each can make a difference." Here are their words:

Grassroots.

"Community action through grassroots. Empowerment of people. Break through apathy so people feel changes can be made. Don't look to the government."

"There has to be strong grass roots movements, media, advertising legislation, political will, financial backing"

Table 6: Categories

Topic	
Grassroots	a. b. most En ch
Political System	Pe Ne ad
Education	E i s e I w e
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Table 6: Categories of World View

Topic	Community Aspect	Government Aspect
Grassroots	a. Community action b. Grassroots with media, money and politics. Encourages people that changes can be made	Cut dependency on government
Political System	People need honest facts; Need for a citizen's advisory committee	Too big and dishonest; Little honesty if money concerned; Gov't must admit env problems are bad; Push from bottom and top; Need more women in gov't
Education	Everyone must participate in education; People speak out & do; Modify educ as people adjust; Info sharing; Curb wasteful habits; More energy into alternatives	Laws to be made; Politicians to regulate emissions
Change in Way of Life	Change attitude to people; Not be profit oriented; Society's priorities to change; More importance to personal relations and less status on wealth	

Political System.

"People have to start getting honest facts. There is a need for recurrence in honesty. There is little in business where money is concerned. Common sense has to play a role. Every government agency should deal with a citizen's advisory committee. Government is too big and dishonest."

"Government has to acknowledge that the problems are as bad as they are. Environmental groups are still

seen as fringe. Things would go faster if government admitted the seriousness of the problem. Laws must be stronger. People must be made to see that it is in their best interests to do what is right. Government admits environmental groups should push it. Government needs to take risks about not being popular. The push must be from the bottom but also from the top too. Some will learn. Others need to be told what to do. Many don't want to know. Many are in power."

"We need more women in politics and government. The political structure is wrong. The Indians say that we don't have democracy since we only vote every four years. With the Indians, it is the women who are responsible for elective chiefs. If they don't represent well, they're replaced. Whites have learned some techniques but have abused them."

Education.

"Start with the educational system. Environmentalism is part of every aspect of society."

"Education. Everyone has to participate. People concerned have to speak out and do. Laws have to be made. Politicians have to regulate emissions. People won't change until they are forced to."

"Expand public education. Modify the system as people adjust through education."

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"Continuation of information sharing. More accurate information. Must be willing to change. Curb wasteful habits. More research into alternatives. More energies directed to alternatives."

Change in Way of Life.

"Total shift and rearrangement of our economy."

"Change our attitude to people and not to be of a profit orientation."

"Priorities in society must change. No more bigger and better. Indians taught us that we are part of Mother Nature."

"Change society's values to be less materialistic and less into a consumer economy. Attach more importance to personal relations and less status on wealth."

The above are the characteristics respondents were found to have exhibited in their development as activists. In every case and in every characteristic adult education had significance in the respondent arriving at that characteristic.

Category 2: What was Learned

The respondents were asked what they had learned in the course of their activism in the environmental movement.

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While it was expected that there would be much more reference to the substance of the issues which concerned them, most of the respondents interpreted the question using maxims to describe their experience. Some also mentioned specific topics they had to learn to support their activism. The description of their experience reflected what was most deeply significant to them. They learned through a combination of events, personal and group experience, discussion and sources of information.

The learning was transferrable to other projects or causes they may tackle. Through their experience, the respondents could transfer their learning to other people by describing what had been done. The learning, as they expressed it, was the point of view that they had adopted in the course of their activism. It was the learning that would be carried with them long after the events of the activism.

Much of the learning expressed was not subject matter that could be translated into adult education curriculum. It was the essence left once the curriculum, of the respondents own making had been learned and applied. It was their evaluation of the whole process of their adult learning that would be applied to other relevant learning experiences.

The learning is expanded in Table 7. It is categorized as follows:

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- B. Env
- C. Gov
- D. Hum
- E. Ind
- F. Per
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Table 7: Type

Learning Types
A. Technical Subject Matter
B. Environmental Issues
C. Government Process
D. Human Nat
E. Individual Involvement
F. Personal Attributes and Achievements
G. Group Dynamics
H. Advocacy

- A. Technical subject matter
- B. Environmental issues
- C. Government process
- D. Human nature
- E. Individual involvement
- F. Personal attributes or achievements
- G. Group dynamics
- H. Advocacy

Table 7: Types of Learning Reported by Activists

Learning Types	Description of Learning Types	Relevance to Activists
A. Technical Subject Matter	Specific terms in waste management	Communicate with experts, Understand technical reports
B. Environmental Issues	Broad context of environmental problems	View local concern from global point of view
C. Government Process	Political procedure for obtaining environmental change	Facilitating change for local problems at suitable electoral levels
D. Human Nature	Characteristics relevant to society pertaining to involvement in the movement	Understanding what can be expected of people's involvement in local concern
E. Individual Involvement	Single efforts in relation to an environmental problem	To encourage any individual effort
F. Personal Attributes and Achievements	Individual characteristics that assist in handling the environmental problem	Develop personal traits to facilitate the environmental goal
G. Group Dynamics	Traits for operating in an environmental group	To make group effort worthwhile to purpose of local concerns
H. Advocacy	Points in making environmental issues known in society	Education of elements of society who have bearing on local concern

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Technical Subject Matter. Respondents had to learn technical terms used in waste management. They needed this vocabulary in their advocacy efforts for when they pored through technical consultants' reports line by line to look for inconsistencies. They attended hearings where technical witnesses gave statements that respondents needed to comprehend. They needed to use the vocabulary to respond to the reports and to question the witnesses. One stated that she had to learn "the jargon of organic and inorganic chemistry". Another learned the "BPAC process and a glossary of terms" in order to participate in the discussion. Another took it upon herself to learn the zoning laws.

Environmental Issues. Respondents reflected upon what they learned of the issues beyond their immediate community concern. One found that "the issues are far broader than I ever imagined. The implications are at the roots of an economic and political system. The short term of all our aims is profoundly depressing." Another discovered that the issues are "harder than I thought. The issues are more serious" while another concluded that "everything is interconnected". One felt she had learned about farmers problems.

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Government Process. Many respondents commented that they had learned about the government during their experience as activists. Most of the comments were of constituents who were discouraged, disillusioned with their elected officials. They felt that they had been fighting their tax dollars in their campaign to counter what was usually a government supported or lead initiative. It was a battle they had not expected with opponents they never suspected, hence the negative nature of their words.

Comments such as these were frequent: "The government is not protecting the people." "The MOE (Ministry of the Environment) is not protecting the environment." "MOE gives lip service to public involvement, but it must be pushed." "I learned not to trust government process." "You cannot count on politicians." "Government pretends to be concerned." "There is little common sense in government." "The more one knows about government, the more one is disillusioned." "The poor quality of township government." "How complicated the issue was since it was controlled by three to four different levels of government." "Bureaucracy exists to maintain itself." "Change won't come from the top."

Others took a more positive tack with "You must persist with the government. You have to know your rights". One concluded simply that: "the root problems are in political economic systems".

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The respondents' activism often brought them in contact with levels of both elected government and regular officials in ways they had never before experienced. In the past they had trusted that government was working on their behalf as they interpreted it. Once elections were finished, they had paid little attention to elected officials who they expected to represent their best interests. There was implicit trust. When the citizens brought their strong environmental concerns to their elected officers and found themselves branded as emotional radicals, they felt both betrayed and cheated.

They discovered that citizen's groups were far ahead in knowledge and awareness of environmental issues than the government and that pushing the government was necessary and difficult. They found that to push the government to action, they had to be more knowledgeable and proficient than the elected officials themselves in government procedure. Very often the procedure used by the officials was flawed. At times citizen's groups were excluded from meetings, committees or voting because of either flawed understanding or misuse of due procedure. The groups turned to the Dept. of Municipal Affairs for information. Insisting upon correct procedure, the citizens groups could be heard and their recommendations acted upon.

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Human Nature. When asked what they had learned, most respondents took on an air of advising those coming into activism after them, based upon their hard won experience. Their comments resemble maxims or statements on human nature. Here are a few: "People have to be scared to act. Little steps help. Many people don't do anything." "People need direction." "People everywhere are willing to help." "Don't compromise." "Issues divide but unite the community". "If you are concerned about an issue, write about it and talk." "You need to balance time and energy to be effective and maintain enthusiasm."

Individual Involvement. Respondents learned that their contribution to activism was important: "The importance of personal involvement", "One person can make a difference" and "Start locally and work your way along".

Some of the groups had achieved their original goals, if it was a particular focused goal. The group membership then decreased (many were exhausted) and those members remaining redefined the groups goals usually toward educational extension purposes, much like the groups that had formed around broader issues and not around a specific community environmental threat. "Our group formed to do something about cleaning up the St. Clair River but that group has lost its goal. Now the goal is to make an impact, though small." Particularly for those whose goal was

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broader, group membership was one part of their activism, a part motivated by their sense of goal achievement that occupied differing amounts of time and effort among the respondents.

Personal Attributes and Achievements. Many respondents reflected on what they had learned that directed their approach to their activism. "To be tough." "I was naive." "I have a more realistic view of what can be done. It is not easy." "If I am discouraged about an issue, someone else is full of ideas to continue." "You need to have your facts straight so you know you are right." "I have learned to integrate business and personal life for the environment." "I learned how to write strategies succinctly." "I learned to keep reading."

Group Dynamics. The respondents felt that an important part of their learning was how to function in a group. They expressed this with these statements: "The need for a sense of humor." "The importance of communication." "How to be part of a group and to work with people." "The value of participation and the need to voice an opinion." "Everyone has their own expertise." "How to get along with one another."

They learned the need to be involved in issues that affect them and not to co-opt them to politicians or others

to look after their interests. I learned "the value of participation" said one, and "the importance of personal involvement and to speak out" said others when they realized that "change won't come from the top" and that "government follows". "It is not the driving force or source of information", was one respondent's observation. To learn, they had to be driven. They were driven by their anger, desperation and commitment to win their cause and to do their part in a group held together by the common drive. It was often a conflicting relationship with municipal governments that fuelled the fire, a common and tangible enemy.

Advocacy. The respondents learned about the need and the way to advocate. They learned: "Lobbying in House of Parliament to use and change legal system." "How to deal with municipal government." "More power in advocacy groups than in politicians." "Working together can accomplish much." "Government is not the driving force or source of information." "NGOs (nongovernmental organizations) are ahead and are the best source of information." "How to influence real process with data." "What data is important and what arguments are needed to win."

Municipal governments hired, using tax money, very expensive consultants who made recommendations counter to the interests, desires and values of the citizen's groups.

Citizens, despite their personal qualifications, which may have been such as lawyers, environmental researchers or bacteriologists, were not heard by municipal committees when they criticized consultants reports' that they had painstakingly read. The citizen's groups had to hire their own consultants or lawyers to counter the recommendations of the municipal and sometimes provincially hired consultants. With persistence and strategy they usually won.

To win the municipal politicians to their side, the activists had to learn. They learned about the issue through familiarizing themselves with municipal committee process, hearings, delegations, reading consultants' reports, listening to speakers, sharing information and written material, hiring consultants and through working together.

Learning was usually intense and diverse. After a landfill site dispute, a respondent listed what she learned with: "How to direct energies for a positive outcome. About municipal government, politics in municipal level, more about community, sense of community. To insist environment be considered in planning, how to juggle meetings, work and family. My priority is family. To dwell on the positive to get more done. How to be part of a community group with neighbors. Hydrogeological data collection. Trial and error. How to present information to best advantage of the

group. Better understanding of process of landfilling and building and building monitoring criteria for one."

Category 3: Method of Learning

The respondents were asked how they learned what they learned and what was the most effective method of learning for them. All of the respondents expressed that they had learned in several complementary ways and from several sources. A typical response might be that the respondent learned from articles in newspapers and magazines, from the television, from meetings attended and discussions with a friend.

Reading figured in the responses of all of the respondents and in many as the most effective way of learning for them that they had experienced. Another most effective way of learning was from one another. Dialogues with information sources, through telephone calls or through other group members was important to many of the respondents.

Media was frequently mentioned and not always singled out as to which one was meant or which was most important. Television and newspapers were the ones mentioned when any were specifically stated.

Several groups had arranged speaker experts to educate them on particular topics and lead discussions or had arranged to attend workshops and conferences. Often the

respondents were motivated to take courses on their own at community colleges or university. These sessions were always valuable in the opinion of the respondents and led to leaps in learning and confidence in what was learned through the presentations, handouts, and exchanges. Courses, conferences and workshops led to networks and intergroup reinforcement and to reinforcement of not only knowledge but also of beliefs and values which internalized the knowledge.

Table 8 indicates the many methods that respondents used for learning. Most learning took place in groups, little took place individually.

Category 4: Personal Changes and Adult Learning

This question queried whether activists had undergone personal changes as a result of their activism. The research found that changes had indeed occurred and that the respondents were proud to relate them. Respondents were questioned about these changes using built-in probing questions in the interview to inquire about changes. The personal changes probed were changes in attitude, in relationships, changes as a person, and in skills. The nature of the responses to the questions on changes in attitude and changes as a person were similar. The major difference was that all of the respondents recorded changes

Table 8: Method of Learning for Activists

Method of Learning	How Learning Was Conducted	Importance for Adult Learning for Activists
A. Reading	consultants' reports, articles, books, newspapers	Individual learning to become competent in field for credibility
B. Discussions	idea exchange with friends, group members, conferees	Informal group learning. Expanding knowledge, networks, validity
C. Courses	high school, university, MOE	Formal learning. Resource persons, reading, discussions, writing
D. Conferences	NGO, environment, religious camps	Presentations, reading, discussions
E. Networking	with resource persons	Discussions, exchange of resources & sources
F. Media	videos, TV, radio	Informal learning, coverage of local and outside issues
G. Experience	being yelled at, responses to situations	Handling of situations. Knowledge of what can happen and how people react.
H. Meetings	watching the conducting of, hearings, steering committees	Formal encounters, learning of political process
I. Group Resource Persons	Experts, speakers, spouse, parents, politicians	Extension of knowledge: ecology technical, political philosophical
J. Groups	Environmental groups, women's healing groups	Ecological, Spiritual Perspective
K. Letter writing	To newspapers, industries, experts	Expressing oneself on paper
L. Research	Study of topic	Focusing on topic and organizing knowledge
M. Thinking	Concentration on issue	Expansion of mind
N. Presentations	Preparation of	Articulating ideas to educate and persuade
O. Activities	Learning by doing	Building experience

in attitudes, while several replied that they did not feel that they had changed as a person.

Personal changes were unplanned and unanticipated. While the respondents planned to change a local decision, they had not anticipated the changes in themselves. Often these changes affected decisions in lifestyle and world view. The respondents directed their adult learning toward social change thereby reinforcing the process of personal change. The personal changes the participants made in themselves assisted them in achieving their activist goals. Table 9 shows the changes that activists found they had made.

Table 9: Personal Changes and Adult Learning

Personal Changes	Characteristics of Changes
Attitudes	a.intense reactions b.dissipating intensity over time c.change in perspective
Relationships with others: public, friends, family	a. community/public b. friends c. family
Skills	a. in group operation b. in group activities
As a Person	a. personal characteristics b. priorities c. interconnectedness

Changes in Attitude. Many activists experienced intense emotions in response to situations and attitudes of others that they found when they began to probe the problem or issue that concerned them. They felt the fervor of the converted with the energy of those making up for lost time. They spoke with exuberance. "I am fanatical since the problem is so serious." "I am more adamant about issues. It is not as difficult to change habits. There is more and more that one can do." "I am more fervent. It is the most important thing in life." "I am more convinced it is the right course of action." "I am more angry and radical." "I am more obnoxious." "I am proud to be an environmental activist." These activists clung to a new found purpose which changed their lives.

Others, who had experienced such intense emotions, found that the intensity dissipated with time. Maintaining the burning commitment took energy that had to be shared in other aspects of life. Some comments were: "I became more angry, and more disillusioned. I was outspoken but I am now more mellow." "I feel less immediate tense fear. I am not naive. The bureaucracies are workable." "I am not so hard on myself for not being environmentally pure. I try to be consistent." "I am more tolerant of citizens' reluctance to move after seeing what's involved." "I am more committed and less defensive." and "I have toned down from being an ardent crusader." "I have taken a more moderate approach.

I am selective in channelling my energy. Political process is avenue for change." Activists channelled their commitment to a more balanced attitude that permitted them to act with respect to others.

Nevertheless, the activists grew disillusioned with power holders whom they heretofore had trusted. They said: "I am distrusting. I don't talk to reporters. I am cynical about the government." "I am disappointed with government and people in power." "I am now stronger. I am not shy to talk at meetings of the town council." "I am cynical of government." Disillusionment often preceded action.

Still others while continuing to focus upon environmentalism articulated a perspective changed from when they began. "I try to find more ways to improve." "I am more committed to recycling." "I am more sure of myself." and "I have grown in depth." One found that with environmentalism, "I am more conscious and actively trying to make a difference." "I am more optimistic." "I am less humble about taking leadership. I think more about where things come from than about the financial cost." "I am more responsible towards the environment." "I am very conserving now." "I am more aware, more willing to act and more worried about it." "I now realize that the environment is not taken care of. I have a religious commitment to it." "I am more aware, a more ardent environmentalist. I believe

in the power of the group to change political will." The power of learning from experience is evident.

Changes in Relationships. Given the changes the respondents reported in themselves, another impact of activism explored was the impact upon respondents' relationships. Respondents were asked if they had detected any change in their relationships with others as a result of their activism. Many said that their relationships were as before and they had not changed. More respondents, however, had indeed experienced some change. Their perception of how others now perceived them appeared to change their self perception.

Some respondents had reported a general change in their approach to others as a result of the change in themselves: "I have met new people but I am not pushy." "I am more respected, taken more seriously." "I am a better listener." "I realize how important everybody is. I am tolerant of people not on the band wagon. I have to have patience to let people find their own pathway. People even view me as insensitive to garbage issues." Activists experienced an expanding tolerance to others. However a senior respondent commiserated in sympathy with her fellow seniors that: "I am bored with people my age. They live a life lacking in fulfillment with meaningless activities."

Others had taken on a new community profile. They became well known in their community, a public figure. One

asserted that: "Friendships became colleagues. I became a public figure and a community authority. My family was self conscious about my image." Another said that she was: "acknowledged as an expert." "I am more of a community person. I am more concerned and I feel more part of it." "I know more people and am more known." A public profile was a change due to their activism

Many found that friendships had changed, particularly with those in the movement: "Working with my neighbors has changed our relationship." "It created new and strengthened old friendships. I learned more respect for the older generation. It tightened up the community." "I see people differently, especially those with no desire to change. I am more likely to speak my mind to friends who then become conscious of the issues." "I feel a kinship with likeminded." Another who found that environmentalism has boundaries said: "I have many new friends across Ontario but I now distrust people. I used to be open." Others with fewer reservations said: "I have met many interesting people who will remain friends." In some cases old friends were alienated: "My circle has changed. I don't see much of old friends." The movement had become all consuming and it had redefined them and their social circle.

Some, in their initial enthusiasm, learned that they were being perceived less favorably than previously. "My friends find me too radical and they left the group." "I

have a reputation as a garbage fanatic." "I put some people off." "Some strained, some strengthened." Others made amends: "I have bonded with the like minded. I don't bring up controversy." "I am more vocal and active, but less inclined to talk." "I can avoid touchy subjects."

Some found change in their relationships right at home with their families: "It widens my basis of discussion. I am closer to friends. I have a sense of purpose to share with my husband."

Others found that they sacrificed family time for the time their activism took: "I gave up full time mothering for meetings. I am more known to the community." "I found that my intelligence was acknowledged, but I distanced my family and my siblings. "One with older children claimed that: "my children are impressed and proud."

"My children regard me with more respect." "My family is proud of me." Another experienced the opposite with: "I am growing away from my husband." The activists role at home changed.

Skills Used and Improved. The respondents were asked which of their skills that they had used, improved or developed in their activism. Their comments were very similar. The most common were these:

Organizational

Public speaking

Networking

Communication

Leadership

Research

Writing

Letter writing

Debating

Approaching anyone

Voicing ideas and opinions

These skills were important to the operation of the group in the advancement of the environmental campaign. Computer literacy, desk top publishing, and use of office equipment were mentioned. One found that she could explain problems to children and challenge them. Another was introduced to the art of telephone interviewing in her activism. A couple found that they could excite and motivate individuals, another said she could listen and support them. One said that she could: "Keep the group going because people get very tired." All these skills require clear thinking, a set goal and a systematic plan to achieve the goal. The women interviewed were likely to be the prominent members of their group. However, few of the women had much experience with public speaking, for example, prior to their activism.

The environmentalists were pleased with the development or enhancement of their skills. They realized that such skills would be useful in activities beyond environmentalism.

Changes as a Person. The respondents were asked if they felt that they had changed as a person as a result of their activism. Most agreed unequivocally that they had. A few felt that they had not. Of those who reported that they had changed as a person, their comments were almost always all positive. Activism had sharpened their senses. They were: "more aware, not so lazy, very enthusiastic.", "more knowledgeable, self confident, open to different ideas." "more outgoing." "more assertive, more nerve, obnoxious." "more optimistic, happier. I have control and am living life as best as I can." "I challenge myself." "I find myself looking long range. I am conscious of finding ways to make things happen. I am not afraid to initiate." "I have self confidence. I am less emotional, more assertive and selfish in how I use time."

Many commented, in particular, on their self confidence. "I am more assertive and diplomatic." "I am tougher in fighting for what I believe in. I am more persistent." "My values have changed. I am now more assertive." "I have stronger values." "I now have the self confidence as a leader. I question authority. I am more aware of barriers." "I am growing fast. I am willing to be challenged and willing to take a risk." "I am not as idealistic. I became a leader."

Others said that their activism had made them: "A better listener." "More sensitive to single issue

fighters." "More committed to the environment as a person."
 "Mellower, not so fanatical, cynical. "Others found that
 they became "Skeptical because I don't trust process. I am
 hardened, disillusioned and less patient." "I can make
 changes more easily." and "My priorities are different. I
 am not devoted to housekeeping and I don't see much of the
 family."

They had a new appreciation for their part on earth;
 that they were "involved in the whole ecosystem." or "future
 oriented and concentrating on social changes." and "the
 earth seems more precious with all systems working
 together." "I am more sensitive to and appreciative of
 Nature. I view it differently." "I am more conscious of
 the ecosystem." "I feel more guilty about what is thrown
 away." "I am more aware of the earth and where we fit." "I
 have broader horizons and broader personal knowledge. Every
 blade of grass has a job to do." "I am more concerned about
 the environment and about world events." "I have a more
 integrated view of knowledge and its interconnectedness. I
 am more political." The activists were living their vision
 of connectedness.

They stated in many ways that they felt more
 responsible to and for others. "I am more worried about my
 grandchildren and my children." "I am less materialistic
 and more open to people's ideas. I am more likely to be
 enthusiastic." "I am more open minded." "I feel better as

if I were making a contribution. I feel more confident and no longer like a weirdo." "I am more of a community person. I am more concerned and feel more part of it."

The respondents had become more alive, concerned, active contributors to society passionately drawn toward a common goal.

Category 5: Gender and the Environment

This section of the research was exploratory. As the respondent selection was female only, the research pursued the respondents reactions and perceptions to women and men in the movement. The purpose was to provide any insights that may have impact upon adult education within the environmental movement. The research sought to learn from the respondents their perceptions of gender based differences about concern for the environment. This question set was based upon reading in feminism and the environment and women in adult learning. This question set proved to be the most controversial of the interview. Two respondents, who found no difference in concern, stated that they preferred the question not to be included and debated the interviewer at length before responding.

The responses may shed light on how women see themselves different from men in the environmental movement. The reference points for the responses of the women appeared to be men in their families and community and men in their

group if the group were mixed. The built-in probing questions for this topic were first to inquire whether women were more concerned about the environment than men, then to ask why the respondent felt that way and to probe further the differences that the women would identify, or whether and how men might be as concerned though in a different way.

Women's Concern for the Environment. Twice as many respondents (30) replied that women were more concerned than those who replied that men were equally concerned (15). This answer was rooted in their experience and in their outlook. Reasons why women were more concerned or men as concerned were explored. Two stated that they didn't know if there were any difference.

Those respondents who found that women were more concerned about the environment than men felt that there were fundamental differences between men and women. The following subtitles explore those differences identified by the respondents. Table 10 is a summary of the distinctions the respondents drew of the reasons why women were more concerned for the environment.

Women as Nurturers. The activists who ascertained that there was a difference between the concern of men and women for the environment perceived women as being naturally drawn to environmental concerns. Their role in child birth and

child care was an automatic link to caring for the Earth. They took a passionate interest in the intertwining of the future of their children and the Earth. They were articulate in voicing this passion.

Table 10: Women's and Men's Concern for the Environment

Reasons Women More Concerned	Reasons Men Less Concerned
1. Women are nurturers	Men are into corporate world
2. Women concerned for Future	Men concerned about Present
3. Women have more time to volunteer	Men have less time to volunteer
4. Women are willing to work for free	Men are wage oriented
5. Women are doers	Men are talkers
6. Women open to new ideas	Men view change in economic terms
7. Exception noted: New age men of 90's are changing	

"Women are more concerned and active in nurturing and environment is nurturing." "Women are more humanitarian, emotional, closer to life and responsible." "Women are caretakers of children and environment by nature." "Childbirth experience. There is a link among women and Preservation of nature. "Women are nurturers. Men are concerned with livelihood at the expense of health." "Women are more concerned with peace issues and future generations. They are in touch with life and birth in general." "Women are more caring and active. They are the childbearers, the nurturers. They care for the land and provide food. It's

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the women in environmental NGOs leading and causing change."

"Women are more in touch with intuition and spirituality."

"Women are child givers. Men are protectors."

Women Concerned for the Future. Respondents saw that in considering the environment, men in their mindset for economic gains were shortsighted while they, the women, had their children's future in mind. "Motherhood issue. Women are looking after the future generation, and are not into the corporate world. Women have different logic bases. Men have short term bases and women have long term." "Women are more active and are more concerned for their offspring. They want the earth for their children."

Women Have Time to Volunteer. Respondents viewed that one reason women were more active was because they had time to volunteer. Their time was more flexible than their husbands who were supportive and also concerned, albeit usually in a different way.

Homemakers are willing to be environmentally friendly. Perhaps women have time to think about it." "Women have more time and patience to work something through." "Men are too busy with economic concerns, career climbing, different mindset." "More women are getting involved. Men have time and career constraints." "Men don't take time because they are more achievement oriented." "Women turn out for

meetings. Husbands are doing other work." "It is easier for women to be active as they have more time." These comments indicate that the split in the respondents' family roles allow women the option of active environmentalism more than the men. There is a hint that perhaps women are more inclined, capable and suited for activism in environmentalism than men anyway.

Women are Willing to Work for Free. Women were perceived as being the ones who strove for change. They were more willing to be active because they placed more value on community work even though it was unpaid. "Women are willing to work with no pay. Women react with more emotion. Men are more practical, they want to be paid." "Men are trained for business, jobs. Male satisfaction is from jobs. Women are involved with children and home surroundings. Men are more concerned about the future of the children only when things deteriorate." "Environment is an issue for women. If the issue is not seen as an economic issue, men do not deem it as important. Women think more of the future."

Women are Doers. Despite men being perceived as more wage oriented with no time to volunteer, the women implied that they were better at the job of activism in any case. "Women are more thorough." "Women are more active." "Women

are doers. Men are talkers. Women are pushing government and industry that are male dominated." "The hardest workers in the group are the women." "Women are just more likely to act." "Women have been more active in community awareness and action." "Women are more vocal and willing to put themselves out."

The women's comments insinuated that if society placed a sufficient value, using assumed male values of prestige and remuneration, that men would also be more involved.

Women Open to New Ideas. Many respondents saw that women were open to new ideas whereas men seemed less open as they considered change in economic terms. "Women seem to be more open towards new things. Many men think that there is only one way to do things." "Women operate more by gut feeling and sensitivity. Men operate by economics and judge things by the cost." "More women are involved. Men are afraid of the financial sacrifice." "Men are more interested in convenience." One respondent saw that women's openness lead to less practicality. They were ready to change the little things in life without considering the context. "Women have to be practical. Men see things in an economic or wider scope. Women want to change the dish soap. Men want to change the economy."

New Age Man. Two of the older activists had another perspective. They had found a marked change in today's young man. They felt he was different from his forbearers in that he was more sensitive, involved in childcaring and therefore more involved in the environmental movement. They found that involvement of men was not a gender role issue but a generational issue and they held out hope for a gender merge in coming generations.

"Men are changing. Women initiate contacts. There is now a 50/50 attendance at meetings. Two years ago, I would have said women are more concerned, but not anymore."

Gender Difference in Concern for the Environment. The number of respondents who stated that men and women were concerned about the environment in a different way (17) was just slightly more than those who stated that men and women had the same concern for the environment (15). Some of those who said that women were more concerned about the environment than men, said that those men who were concerned, were concerned in the same way. Their comments were based on their perception that there were more women in the environmental movement as they knew it. They were comparing the number of women and men involved. However once the men were involved, they did not draw a distinction. Several said they did not know if there was a difference in concern.

A respondent stated that, "Men and women think differently. The movement needs men to strengthen it. In Mitchell, men are still more listened to, though the situation is still changing." She recognized a social situation in her community and her strategy was to make use of it to advance her group while biding the time for it to change. Others who saw no difference in level of concern, claimed that, "There are just as many men as women in my community who are concerned." and "I know more women through the groups, but of those concerned, it is a 50/50 split." One respondent paralleled feminist thinking and environment with "Environment is an issue of power and oppression."

The study addressed these questions but did not answer them conclusively. That they were not conclusive indicates that women's concern about the environment, the extent or nature, is unlikely equal either.

Are men who are concerned about the environment just as concerned as women are?

Is the substance of the concern between men and women different?

Do men and women think differently?

Table 11: Gender Difference in Environmental Concern

Men and Women Concerned about Environment in Different Way	Men and Women Concerned about Environment in Same Way	Uncertain about Difference in Concern of Men and Women
17 Responses	15 Responses	9 Responses

Fewer Men but Same Concern. Several women were adamant that there were no differences between environmental concern of men and women. "If men are involved, they care, unless they are in it to find out marketing advantages." "Men who are concerned are concerned in the same way." "Men are concerned in the same way. There are just fewer men." "Men involved in the environmental movement are not mainstream men." One responded that she had "Not observed" a less or different concern. "One third of the group are men." Another said that she found men had the same concern as women. Attendance in the group was equal: "In our group there is a 50/50 split."

Men with a Different Agenda. The respondents were asked whether they felt men and women might both be equally concerned for the environment but in a different way. Many felt that this was the case. "Men are more concerned for environment in a technical way. Men and women are basically different." "Men and women have opposite points of view. Men are interested in production and profits. The environment is to be exploited. Women are into the quality of life and children's health." "Men tend to look for economic gains. Women look at effects of situation." "Men and women perceive issues differently. Women connect home and globe and view on an emotional level. Men tend to have technical expertise. Rational level." "Depends on

individual and what they are in it for. It is easier to get women concerned." "Men are disconnected." "Men tend to put economics ahead." "Women are interested in the quality of life, men in the economics." "Women are more practical. They ignore economics for health and welfare of children. Not so concerned for power. Support one another." "More women behind major non partisan issues. Men are more political." "Men don't have time. They feel someone else will take care of it."

Respondents who felt there was a difference in the type of environmental concern exhibited by men and women, felt that women were more humanistic, naturalistic, child centered while men were more focused on their jobs, their ego, the economy or technical aspects. If the respondents' comments represent perceptions of fundamental differences between men and women, then indeed adult learning must take note. First conclusive studies must be conducted to identify gender based differences that affect learning, then to raise awareness of these differences between men and women, and then to design programs according to preferred gender based learning priorities and styles.

Men Adopting a Feminine Perspective. Other comments that reinforced respondent impression that generation not gender that was a deciding influence on the concern of men and women in the environmental movement. "Men are learning

from women about how to appreciate Nature. Women preserve and sustain life. Women follow along." "Older men in industry are condescending to the public. The younger ones are informed." "Men would react more if it concerned their business or life."

Some respondents seemed to think that the younger generation of men hold more promise for the environment than the older generation. If so, gender based differences are a function of nurture not nature. Our present state of social values in Ontario are reducing the gender based differences, despite lack of gender based education (which if implemented may serve to keep the genders apart) then the importance is less of gender based programs or at least awareness of gender based differences in learning.

Group Thinking. One respondent saw beyond a gender dividing analyses. She said that: "If you grow as a group, all the members have the same concern." Her reflection emphasized the members, comprising men and women, merging in their perspective on the environment. Men and women did not, in her experience, exhibit particularly different sorts of environmental concerns.

Conclusions

Adult learning figured throughout the findings of the study. In the development of the activists, once the activists had identified a cause or a goal, they were highly motivated to learn. Their learning took many directions and many methods. They learned how to handle the stress of a weighing global concern, they learned subject matter, they learned political process and disillusionment with it. Learning from their peers as resource persons was a significant learning method. Activists' commitment and growing expertise became known and they took on a public profile. They, in turn, became educators within their community.

Activists were touched in their personal lives by their new role. Their commitment caused introspection and change in their domestic habits. Friendships were changed. Relationships with likeminded were deepened and in some cases added a collegial dimension. Activists developed and deepened skills that were useful in their work that would be useful beyond their environmental activities.

Some of the activists observed gender differences in the environmental movement, others refuted them. A study of gender perspectives would be useful for a systematic approach of adult learning for environmental change.

CHAPTER V
SUMMARY OF FINDINGS, DRAWING MEANING AND NEXT STEPS
"FROM SWORDS TO PLOUGHSHARES"

The research findings point to the vital role that adult learning has had for women activists in the environmental movement. Women, through growing awareness, either through a latent-become-active interest or through a particular event, were thrust into activism. They found themselves fueled with energy that they directed with arguments, information, study, evidence, documents and experience. This learning took place individually, with friends, in groups, in conferences and in classrooms. It was adult learning in process.

Summary of Findings

This section draws meaning from the findings that relates to adult learning and to activism.

Adult Learning and the Development of the Female Activist

Adult learning appears in almost every identified aspect of the development of the female activist. This learning guided her development towards commitment to

environmentalism and prepared her to make the changes she would strive for.

A predisposition for activism in the women made them likely to be motivated to pursue an environmental issue when they became aware of it. The predisposition for activism helped them to focus adult learning. Women without a predisposition for activism may be less likely to pursue an issue with the same intensity.

Adult learning was stimulated when there was an event that stirred the women to activism. Intellectual and emotional dander's raised, the women were fired with direction, energy and a clarity of thinking. The women set out on an ardent knowledge search to study the issue at hand to equip themselves with understanding they needed.

The tasks that activists set for themselves to advance their activism involved adult learning because almost all of the tasks activists embarked upon were new to them. Activism stretched them.

In search of adult learning, the activists joined groups. There they were among both the educatees and the educators as they searched for and shared information.

Adult learning facilitated activists to make significant changes. Through learning, they changed their lifestyle. In some cases their circle of friends changed. Their attitudes and approach to others often changed. Their values changed. Their world view changed. Most of these

changes were unanticipated by the activists. They set out to right a wrong and in studying the circumstances they found that to enforce the right way in their community, they had to change and change they did.

The activists directed and redirected their adult learning as their knowledge and awareness increased. The environmental issues tackled by the activists were in every case far more complicated than the activists had anticipated. The more they learned, the more they realized there was to learn. The activists adopted a notion of interconnectedness as a conceptual framework to accommodate the interlocking nature of all the aspects of an environmental problem.

Activists became community educators as they became known for their growing expertise in their community. Another unexpected impact of activism was their community profile as environmental experts. A dividend of their investment in adult learning and public activities was the recognition by the community of their knowledgeability. They became resource persons for the community.

Spurred by their own quest for knowledge, activists felt the need to share their findings with their community. They felt the excitement of learning and the desire to pass it on to others who they hoped would adopt their position on the environmental issues.

Approaches to Adult Learning

Many approaches to adult learning were identified in the course of the respondents' activism. Activists were receptive to what they heard on or read in the media pertaining to environmental topics. Because of the concern of the activists the media items were made use of, particularly when they directly advanced their causes. In many cases the activists used the media to educate the public.

Activists selected topics for individual study and actively sought information by reading, taking courses or attending meetings with expert speakers. Once they were well informed about the topic, they became the experts and facilitated others in these topics.

Group Membership and Adult Learning

Membership in a group was important to the adult learning process of the activists. It was the most important basis of learning for most of the activists.

The group provided a forum for learning for activists in that they felt the bond of having and working toward the same goal. Positive group dynamics contributed an atmosphere conducive to sharing and learning within it.

The group provided a source of friends that supported both the personal and environmental activities of the activists. The positive dynamics found in the group backed

the members not only in their learning but also in their activities applying the learning. The group offered its members a sense of community.

The goal orientation of the group kept the group focused in their learning and in their activities. As the members discovered the convolutions of the issue they were addressing, the group assisted them in maintaining a perspective that the issue was manageable and not to lose hope that the problem could be successfully addressed and not to lose focus. It encouraged members to continue learning and exploring the many facets of the issue.

The group supported members in their changes in values, lifestyle, circle of friends, attitude, activities, world view. While the members were in the process of learning so that they could achieve group goals, they themselves were experiencing change. Within the group were members who had experienced changes, who could provide guidance or share their own experiences to those being introduced to new concepts. The sharing for personal growth led to further bonding within the group.

An organized group with deliberate goals to make change in a community soon gained a profile within the community. The group provided a known backing of commitment that lent credibility and clout to the position of the individual activist when she represented the group. Activists felt

responsible to the group. Learning they did while representing the group was shared with their fellow members.

The group provided personal opportunities to the individual activist to continue learning in formal settings where she represented the group. These opportunities would not have been available had she not been a group member and thus reinforced her interest in membership in the group. Learning took place in meetings, courses and in conferences. Learning was in the form of material, presentations and networking.

The group provided opportunities to the individual activist to be an adult educator when she represented the group. A knowledgeable individual may not have had the same opportunity to share knowledge as would a knowledgeable member of a known group. Such opportunities reinforced her interest in membership in the group.

The group provided personal opportunities for the individual activist to learn while representing the group. These activities were learning opportunities. They raised self esteem, awareness and expertise of the individual activist.

Activists learned in groups. The groups hosted resource persons and shared materials. They encouraged discussion of issues. The groups enabled the members to become both educators and learners.

Lifestyle Changes

Activists changed their lifestyle through an adult learning process. By practicing environmentalism in the home they internalized a theoretical commitment to environmentalism.

Activists felt a need to practice what they were preaching to show a good example. Their commitment to solve a community environmental problem led them to ensure that they were not contributing to the problem or its circumstances as they encouraged others to be aware of the problem and not to exacerbate it.

Activists felt compelled to make environmentally friendly changes to their consumer, disposal and sometimes dietary habits. Branching from their learning about an environmental issue, the activists saw importance to the environment in everything they did. Their commitment drove them to incorporate environmentalism into their lifestyle to the extent they could.

Practicing environmentalism in the home, an application of their learning, assured activists that they were living their commitment. Despite how successfully their group goals were being achieved, activists could gain a sense of satisfaction that they were contributing to the good of the environment.

Changes in the World View of the Activists

Activists' view of the world, based upon an underlying set of assumptions, changed. Activists continued to learn through experience and example of others. Many found that to be effective they themselves had to change. They were adapting their mode of action, attitude and approach to be more suitable to their commitment and their perception of what had to be done and how it should be done. They perceived that change also had to be made in society's institutions. This change that was to have an affect from individual values to social institutions reinforced for the activists the concept, new to them, of interconnectedness. How everything in life affects something else; how nothing acts in isolation of anything else.

Activists adopted a world view that revered the role of Nature. They viewed humanity's membership in Nature and a special responsibility of stewardship in preserving Nature. They saw the destruction of Nature as the destruction of humanity.

Activists' world view included the experience of the role of grassroots action to direct change in Canadian society as an integral part and the hope of democracy. Activists were disillusioned by the present political system's inability to preserve the environment. They saw organized community energy as a tremendous power in making change in Canada.

Activists' view of institutionalizing change on behalf of the environment was to build environmentalism into the education system. They saw that the schools had an opportunity to teach values and knowledge to children that will equip them to live an environmentally conscious lifestyle.

What was Learned

Activists through adult learning in the course of their activism were able to make substantial increases in learning. They learned technical subject matter such as chemical compounds, their reactions, side effects, industrial processes. Activists learned the broader context of environmental problems such as role of industry in politics and economics. Activists gained insights into human behavior through their environmental groups, town council meetings, reaction to their environmentalism from friends, neighbors and family. Activists learned the value of individual effort in the movement whether it be on behalf of their household, group or community. Activists learned about themselves and what characteristics and skills they had, developed or improved, or needed to contribute to the movement. They looked to themselves as a primary resource to be developed toward a goal they were intent upon accomplishing.

Activists learned about groups, how groups operated and how to operate within them. Activists saw groups as organisms with interdependent parts, each strengthening the other and the whole. The group was the strength of the environmental movement, the key vehicle through which progress could be made. The group was as strong as its members and the members learned to function in a group that made an impact. Activists learned about advocacy. Orchestrated advocacy was the main tool of the movement. Garnering support for their point of view to overcome an opposition was the key to activism.

Activists learned how to learn and how to manage learning. They learned how to tackle material from heretofore unknown fields, how to analyze it, critique it, discuss it and present it. They learned how to apply their and other's experience. They became streetwise with politicians and consultants. They learned how to organize information, experience and strategy into a campaign and how to carry their successes to the next step.

Learning Methods

Activists conducted adult learning through assorted ways of learning. Activists found learning in many different ways fulfilled their learning needs. While they may have had a preferred way of learning, they learned using several methods. Activists found that learning was enhanced

by mutually supporting ways of learning and that all ways could be mutually supporting.

Personal Changes and Adult Learning

Activists found that through adult learning in environmentalism that they were making personal changes that had been completely unanticipated. Activists became very intense in their commitment to environmentalism. This intensity was often all consuming and occupied much of the time and energy of the activists, at least over a short period of time until the activist was able to balance the environmental agenda with other aspects of her life. Nevertheless, environmentalism did influence other aspects of life as it settled into a way of thinking.

Activists found that they related to people differently as a result of their activism experience. Activists bonded with the like-minded and withdrew from those who were skeptical or critical. Many were initially quite outspoken on the issues and later took a more balanced point of view that the people they came into contact with would find more palatable.

Activists found that they were using, improving and developing skills to advance their activism. The activities undertaken by the activists stretched them and each found her skills and talents employed. Activists reported changes in their character that reflected greater self esteem,

confidence and strength of commitment. Their sense of purpose within the community and positive recognition for their efforts within family and community gave them a new outlook on themselves.

Activists incorporated a spiritual perspective in their environmentalism. Those who were religious viewed environmentalism as part of their religious obligations. They had a renewed appreciation of Nature, their part in it and their obligation to protect it.

Activists Perception of Differences in Environmentalism Between Female and Male Activists

Activists had observed that women in community groups engaged in environmental issues outnumbered men. The perception of many female activists was that women are more concerned about the environment than men. But female activists who feel that women are more concerned about the environment than men feel that women are fundamentally different in their approach to life than men and that is the reason there is a gender difference in the approach to environmentalism.

Female activists who believe that there is a difference in men and women's approaches to the environment feel that women are closer to and more in touch with Nature. For female activists, the women's role of childminding is perceived as a task related to Nature. Women are more

concerned with protecting the young, planning for their safe future and thus more interested in a safe environment.

Female activists perceive men to be task and wage oriented and less focused upon preserving Nature as upon making economic, technical and career gains. Some female activists see that younger men, under 40 years old, are more likely to have similar ideas and outlook on environmentalism as women than older men.

Sources of Influence Upon Activists' Adult Learning in Environmentalism

There were several sources of influence upon the activists that stimulated, directed and supported their adult learning. They were: environmental group, family background, immediate family, community, specific events, nature of the environmental issue, extent of the commitment of and time available to the activist, the types of activities the activist is involved in, perceived urgency of the issue by the activist and the abilities and character of the activist.

Activists in turn influenced environmental learning and application of learning in their families, in their environmental group, and in their community through their group.

Drawing Meaning

Drawing Meaning from the Findings

This section reviews the major findings of the study and analyses them in an attempt to draw meaning about adult learning in the context of this study that can be applied by adult educators.

The Group is Important to Individual Learning. The group provided the ambiance conducive for learning. The purpose of the group was to achieve particular goals. Each activist was encouraged by the members to pursue learning about the issue of concern to further inform them. This learning was enhanced by the opportunity in the group to share, to actively contribute as an educator to the learning of other members. By sharing, it helped the individual to articulate knowledge for her own understanding. In this way her learning was reinforced. She would read books, articles, view television programs, listen to radio broadcasts, speakers, go to courses and conferences. She brought the knowledge and experience back to the group. Other group members likewise brought their learning to the group and shared it. In this way the individuals developed new insights and understandings as a function of their role in the group as a co-teacher. All individuals contributed to their own and others learning through this alternating role as contributor and receiver. The group allowed supportive

conditions for learning exchange among the members. The dynamic of contributing to the learning of others is a powerful tool for developing one's own learning.

Becoming an "Expert" as a Way to Enhance One's Own Learning.

The activists became known in their communities for their acquired knowledge and expertise and for their commitment to their cause. They were invited as speakers to community groups and schools, asked to write articles for local newspapers, were interviewed for local television productions and were asked advice by fellow citizens. They became community educators.

The activists became community educators at the behest of the community because they had become educated in topics that were of the concern of the community at large which had not adopted the same intensive approach to learning as the activists.

The expert role followed by individuals in the group set off a chain of other processes within the individual that eventually led to enhanced learning. The responsibility of serving the community increased in the individual the responsibility of increasing learning.

The Potential of a Learning Group Evolves from the Differences of its Members. For a group to be truly a learning unit, the members need not only have to have common

goals or learning needs. They must also accept and respect each person as a source of knowledge and inspiration different from the other. They must celebrate the differences and understand that the complementarity of differences in personality, expertise, and experience among the members is the strength of the group. It is the complementarity of differences that forms the learning unit into a learning organism whereby the whole is greater than the sum of its parts. If the acceptance of differences is not found, learning may happen, but it will be hampered by mental blocks set up by individuals resisting others because of bias against their persons or their points of view. And group cohesion will suffer.

Understanding the complementarity often takes the strength of a good facilitator to bring tolerance to the group to mesh personalities. This role adult educators may play. A harmonious atmosphere of mutual appreciation for the unique things that each individual brings to the group enhances learning.

Learning Intensity Can Only be Maintained for a Limited Time. Activists began their activism with stress caused by the concern they felt. Once in a group bound to others of the same concern, their energy that once was stress was harnessed and their attention was turned to learning about the concern and making strategies for their campaign. The

activists felt relief and bonding with their fellow activists. In the group, however, the level of energy was not at the same intensity among members. It ebbed and flowed among them. The advantage of this phenomenon was that there was always someone in the group who was at a higher energy level to carry on the goal orientation of the group. When one person was down, there seemed to be someone else who was up to encourage those experiencing an ebb of energy. The person experiencing higher energy at the time would stimulate the others by new information, experiences or ideas or just encouragement. This mutual support would continue until the achievement of the goals of the group.

Once the goals were achieved, the group experienced a lull in energy as a group. The question of the future of the group was raised. Some groups that had been focused upon community action, turned their efforts to supporting environmental education in the community.

Groups are dynamic and the energy intensity varies with their goals. Intense drive usually cannot be sustained by one person throughout the course of the group. The intensity is shared until the goals of the group are accomplished. However, once the goals are achieved, the members may be unwilling to experience such an intensity again. They need time to recover and regain the balance of their lives, their out-of-group activities with their jobs and families. Adult educators may be able to tap groups of

high energy but realize that it may not be sustainable. There needs to be periods of cooling off.

Learners with Set Outward Goals do not Anticipate the Changes that They Make in Themselves. The impact of learning may extend to aspects of life unanticipated by the learner. The achievement of learning goals for a change in society may also effect changes in self, though the self was not the intention in learning. The individuals focused their learning upon the goals of their campaign. The course of the learning was intended to help them understand the nature of the problem they were intent upon solving. Through their analysis of the cause of the problem, they saw themselves implicated and as a result they made changes in themselves. They made changes in their lifestyles: domestic habits, consumer choices, diet. They made changes in their attitudes toward Nature, waste. They became closer to people who thought like they did and more distant to those uninvolved. Their whole frame of reference, their world view, encompassed a view of Nature that they had never really thought of before their learning. They also developed new skills or improved skills they had. Goal oriented learners may adjust their attitudes, their relationships, their skills, even their world view to accomplish their goals, despite it never having been their original intention.

The individuals internalized the learning that they had intended for external application. The meaning of the learning was applied to themselves. And, this application or internalization of learning had been unanticipated by the learner who had set out to accomplish other and external goals. Adult educators may find that the impact of learning for an external purpose extends to more personal aspects of life and that this application is unexpected. Adult educators may assist learners to better anticipate these changes or help learners understand the value of unanticipated learning.

Motivated Individuals Extend Their Learning to Related Topics. Individuals who are in an intensive learning pattern are ready to absorb as much information as they can on any topic they decide is relevant to their cause. The individuals in this study set out to understand the problem, such as a landfill, and its technicalities. They found themselves also reviewing the dominant paradigm of a consumer industrial society with all its waste products and disposable mentality. They learned that the issues were far more complicated than they had imagined. The learning touched on not only environmental issues but also ecological issues or philosophy.

It is essential for adult educators to understand this phenomena. We can not be short sighted in how we assist

learners in their pursuit of new ideas. The unanticipated learnings that can accrue from learning groups can be most significant for the learner. The adult educator must learn to be sensitive to the potentiality of unanticipated learning and provide a setting by which it can occur. Learning may be directly related to information, but it can also evolve to concerns surrounding the social, economic and philosophical context of the information.

Individuals Become Learning Managers So That They Can Process the Amount of Material to be Learned. Individuals learn how to learn. They read technical reports in fields foreign to them. They attend hearings, presentations and conferences where new concepts are presented that they have to provide input. They are inundated with new material that they have to make sense of to support their campaign. To do so, they have to select what is relevant, find resource persons to assist with material that is difficult and understand it in a framework that is relevant to them. Individuals organize their learning to reduce the stress of confusion over the material and the confusion they otherwise would feel if they could not see a path to doing something to resolve the social problem that has given rise to their learning. Learning management is essential to effective learning, particularly if the learner is under duress. Adult educators can assist learners in developing their

learning management capability. This can be especially helpful for learners who can define a goal but perhaps are unable to define a learning path to the goal.

The Learning Cycle of a Learning Group. The activists experienced a learning path of four identifiable parts or segments. These parts were learning preparation, learning acquisition, goal achievement and social change. These parts appear to be sequential but dynamic. It appears that a learner always passes through the parts in the same sequence yet the point of entry can be different each time. In addition, the length of time a learner spends in one of the parts and the difficulty the learner has in moving through the part is conditioned on the prior experiences of the learner. However, it can be expected that a learner, as a part of a group learning experience, will work through all four of the parts. Once the four parts have been experienced, the learner may work through them again, but, with greater efficiency. There would be less time lost in searching for information, peers, or in coping with the stress of the event that stimulated the learning. The learning cycle of a learning group is shown in Figure 2.

Learning preparation can be characterized by the learning readiness of an individual. This can include the individual's predisposition toward the learning, awareness of the learning task or the event, the information that is

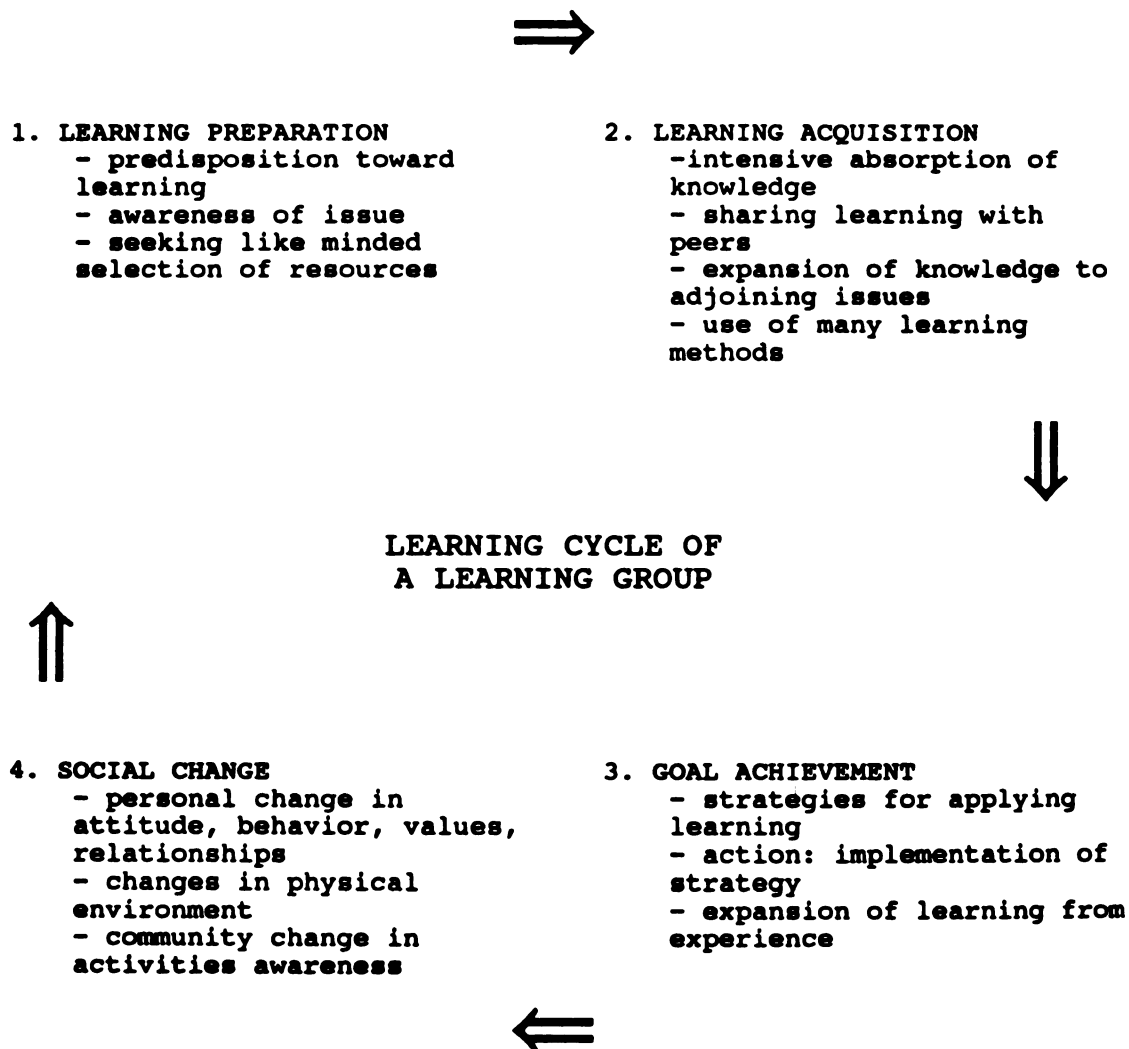


Figure 2. The Learning Cycle of a Learning Group

needed for effective learning or whatever it was that stimulated the desire to learn. Learning preparation includes the seeking out of others with similar learning desires, and the selection of learning resources or materials that support the learning.

Learning acquisition is characterized by intensive individual learning to absorb as much as possible to understand the concern that is focused upon. It can entail the sharing of the learning with peers, such as fellow group members, to reinforce understanding. And in the sharing, an expansion of learning can occur whereby other group members share their learning and understanding. The group, as a major learning organism, is essential during the learning acquisition stage due to the potential contribution of the many group members toward each individual's acquisition of learning.

Goal achievement, the third part of this schema, is characterized by learners preparing strategies for putting into action what they have been learning. Unlike classroom settings where learners are content to talk about the possibility of action, the members of activist learning groups have the unique potential to actually apply what they have been trying to learn. And, once applied, the learning takes on new qualities born out of the reality of the action. Words take on meaning and concepts define actions.

The learning acquisition stage has led to the implementation of ideas.

The fourth component of the learning path is social change which is characterized by personal changes being made by the learners. The achievement of specific learning goals leads to major shifts in the quality of the physical environment surrounding the learner. And, of course, in an activist setting this is the desired end. Often community change is the ultimate recognition of learning that has progressed through all four segments of the learning path. Begun as a challenge to be prepared for (preparation stage), then learned in an academic sense (learning acquisition), followed by putting it into action (goal achievement), the ideas and concepts that have brought the learners together in a group have now moved beyond the group and into the community.

Drawing Meaning From the Research Methodology

The focus of this section is on the research methodology that was used in this study. It is felt that the ground theory methodology contributed significantly to the process of uncovering the dynamics of learning in a group setting and also served to further enhance the learning of the activists in the groups.

Research methodology shapes the findings. The methodology of this research is addressed as an integral

part of the findings. Not only a tool for seeking data, the methodology became a process within and reinforcing the respondents activism. The research stems from the researcher's commitment to understand the processes of adult learning undergone by activists in handling circumstances causing and institutions sustaining environmental injustice or exploitation.

The research is feminist research. It is about women's experience, through adult learning, in handling in what they assessed was injustice and exploitation of the environment. The sample included only women so that inferences from the research would be directly applicable to women, having been derived from the experience of women.

The Concept of Supportive Research. The methodology was supportive research. Supportive research identifies a phenomenon and while investigating it, supports it without actively directing change through it. Supportive research combines three activities: investigation, education and possibly action. In contrast, participatory research is focused on action. The purpose of participatory research is not only to describe and interpret social reality but to actively engage in the changing of it (Maguire, 1987:28).

The research method for this study was a social investigation of adult learning used by activists in the posing and solving of environmental problems. It was an

educational process for both researcher and participants. The activists had formed an analysis of the structural causes of the environmental threats through their own discussion and interaction and had individually verbalized and shared their analysis during the research. The analysis was not facilitated by the research; instead sought and probed through the research. The researcher and the activists took collective short and long term action for social change. Action following investigation and education was not a planned part of the research. In participatory research, action is a planned consequence of inquiry (Hall, 1979, 1981: PR Network, 1982 in Maguire, 1987:29).

The activists agreed to participate in the research as part of their activism. It was, some said, one way of contributing to the movement. The researcher was obligated to contribute to their knowledge by sharing relevant experience of other environmental groups encountered. The sharing extended to providing contacts, references, meetings, and media that the researcher had become aware of during the course of the research. Subsequent action for the researcher was becoming a member of one of the groups, joining a network of groups, attending a workshop organized by activists of several of the groups visited, and in general, a new and ongoing commitment to the movement for the researcher. Interaction between the researcher and the respondents based on environmental issues began during the

research and continued long after the research had concluded.

Supportive research is useful to adult learning for these reasons. It allows a perspective of the process of learning by adults. It allows the researcher to contribute to the interests of the respondents without being heavily involved with them by such as directing or facilitating action with the respondents. As qualitative and descriptive research, it allows the respondents to provide the societal context of their learning for the understanding of the learning milieu. And, it is relevant to the respondent's immediate concerns so that they are both willing to participate and the research adds to their learning.

Knowledge Creation and Action in Supportive Research.

Supportive research combines the creation of knowledge about social reality paving the way for action on reality. It provides a roadmap for knowing and doing. Participatory research on the other hand, removes the dichotomy between knowing and doing (Tandon, 1981b; Hall, 1981 in Maguire, 1987: 29). Participatory research aims at three types of change (Maguire, 1987: 29). Supportive research assists in a preview of these changes without launching into them:

- development of critical consciousness of both
researcher and participants

- improvement of the lives of those involved in the research process
- transformation of fundamental societal structures and relationships

This supportive research addressed these three types of change in the body of the study. It did not facilitate these changes, the process of conducting the research became a part of all three changes. The emergent idea of interconnectedness of the environment extended to include the research, hence the activists willingness to participate. Those activists who did not perceive any relevance of the research to their lives declined to participate.

Knowledge Inquiry Processes. Habermas (1971) distinguishes between three knowledge inquiry processes that generate three types of knowledge: technical, interpretive and critical. Maguire (1987) insinuates that different types of research produce different types of knowledge. This research is qualitative and was designed to produce grounded theory about adult learning in the lives of activists. The intent of the research was to study a process not to facilitate it. However, the activist respondents incorporated their participation in the research into their environmental activities as part of their process of actions directed toward change. From the point of view of adult

learning, technical and interpretive knowledge in the study are explicit and critical knowledge is implicit. Critical knowledge of the respondents, in their own context outside the research, was explicit and that knowledge they reported, making it implicit within the research.

Table 12 reviews these types of knowledge with a description, use of each type, and how the study has produced each type.

Technical knowledge generated through empirical research where the researcher is independent of the respondents generates laws and theories to account for

Table 12: Types of Knowledge Generated by the Study

Knowledge Type	Description of Knowledge Type	Use of Knowledge Type	Knowledge Type in Study
Technical (explicit in the study)	Study of actions to formulate laws and theories to account for social behavior	To predict behavior. To exert control over people and environment	To understand social change through adult learning process of activists
Interpretive (explicit in the study)	Study of social interactions as described by those involved to assess how interaction produces rules for social life	To create conditions for mutual understanding between members of different social orders	To understand activists' exchange of knowledge to achieve social change
Critical (implicit in the study, but explicit in lives of activists)	Study of social systems to understand tensions & conflicts thru reflection, analysis & action	To stimulate action from perceptions & contribute to social change	To facilitate activists' understanding of adult learning process for social change

(based on three divisions of knowledge by Habermas, 1971)

observable social behavior (Fay, 1975). Technical knowledge may be used to predict behavior or perhaps to exert control over people and their environment. Technical knowledge in the research was generated to understand the adult learning process of activists. It could be used perhaps by activists to plan their campaigns or perhaps by the activists' antagonists in planning a counter campaign. Adult educators may gain insights into the process of learning experienced by activists as adult learners to determine if and where there may be an entry point for them. Technical knowledge will guide the adult educator in assessing the learner and making estimates about what type of learning may be appropriate at what stage of need of the learner.

Interpretive knowledge was generated through the research. This is the understanding of meanings given to social interactions by those involved (Maguire, 1987:14) Interpretive inquiry uncovers how individual and group interpretations of reality influence both social actions and the intentions which social actors have in doing whatever they do. The focus is on understanding how human interaction produces rules governing social life rather than on discovering universal laws of human interaction. Interpretive inquiry is used to create the conditions for mutual understanding and consensus between members of different social orders as well as producing knowledge. This research records the learning of the activists as they

themselves have described it. It interprets the reality of the activists and the position they have taken to change attitudes and policies that affect environment. Adult educators can use interpretive knowledge to understand how the nature of learning of the individual skews their interpretation of reality and hence the social actions taken.

Critical knowledge produced by critical inquiry was also generated. It explores social systems and the contradictions which underlie social tensions and conflicts. The activists, through self-reflection, analysis of social systems, and actions, came to understand and tried to change the injustices they had identified. The activist respondents, through critical inquiry in the research, vocalized their perceptions, in seeing themselves and social situations in a new way. "Their perceptions led to further action for self-determined emancipation from counter productive social systems and relationships. Action informs reflection and people see themselves and their social conditions more clearly. The dialectical relationship between inquiry and action or theory and practice is explicit." (Maguire, 1987:14). This research examines the activists perceptions of the social systemic origin of environmental problems and what should be done to rectify the social system. Their perceptions are derived from their activities. Adult educators engaged in supportive research

or participatory research gain from critical knowledge and can contribute to the process of self-reflection.

Research Paradigms That Emerged From The Activists.

Research paradigms shape the form and purpose of investigating social reality. They are based upon different sets of assumptions about the nature of society, the ways in which society should be investigated and the kinds of knowledge that it is possible to acquire about the world (Popkewitz, 1984). In this study, aiming to produce grounded theory resulting from qualitative research, research paradigms emerged from the respondents values, attitudes, and changes in world view. The research paradigm was the activists' paradigm. Table 13 exposes the activists' paradigm and its components that emerged by comparing the activists view with the status quo or dominant paradigm that the environmentalists found themselves in conflict. The activists' view is verified with evidence of the changes they wished to make to the dominant paradigm.

The activists' alternative paradigm is indicative of the basis of grounded theory. Qualitative research for grounded theory by nature signifies value laden research and is in contradiction to the concept of positivism or empirical value free research. Table 13 articulates the activists' values portrayed in the research as an alternative paradigm. It is to be noted that widespread

acceptance of the alternative paradigm would make it a dominant one.

Table 13: Key Concerns of Dominant and Activists' Alternative Paradigm Views of Society and Evidence of Activists' View

Concerns of Dominant View of Society	Concerns of Activists' View of Society	Evidence of Activists' View
1. Maintenance of evolutionary change of status quo	1. Radical change	1. Change in policy, laws, education, attitude
2. Maintaining social order, existing systems unquestioned	2. Transforming social systems analyzing structural conflicts and contradictions	2. Social systems based on energy and environment rather than on economics
3. Greater efficiency of current systems	3. Creating more just and equitable systems from a perspective of the environment	3. More input in government from environmentally inclined people
4. Harmony, integration and cohesion of social groups	4. Contradictions between social ideals and reality	4. Elected officials working against electorate for environment.
5. Ways to maintain cohesion and consensus	5. Ways to dismantle systems that reinforce status quo	5. Ways to reformulate values to embrace environmentalism
6. Solidarity	6. Emancipation from model of economics/profit driven social structure	6. Interconnectedness within realm of environmentalism
7. Identifying and meeting individual needs within existing social system	7. Current systems incapable of equitably meeting basic human needs for a healthy environment	7. Current system unwilling to factor in environmentalism for public decision due to economic pressures
8. Actually discovering and understanding "what is"	8. Potentiality: providing vision of "what could be"	8. New vision of environmental economics "what should and could be if there is a will"

(Adapted from Maguire, 1987:12 adapted from Burrell and Morgan, 1979:18, Paulston, 1976)

Adult educators may trace learning needs that correspond to the emergence of an alternative paradigm view of society developed by activist learners. Particular learning needs of such learners can be met by adult educators.

Next Steps

The research could be continued and verified in a number of ways. The learning cycle in learning groups described above in Chapter V could be tested in other environmental groups and other types of groups that are organized around particular social issues. Such research would test the validity and generalizability of the learning cycle in learning groups. It would also assist adult educators who may work with learning groups to better understand and plan the learning that occurs among members of the learning groups.

The age, education, employment, marital status, dependents and income of the learners should be recorded and tested as variables to a hypothesis that would assert that learners of particular characteristics and circumstances were more likely to choose to join groups in which they could learn. Such a hypothesis would give a more complete profile to the learners which may lead to a more accurate description of learning according to particular learners.

The learning characteristics of both men and women should be compared. Learning style and material preferences should be gender aggregated. The field of adult learning would be greatly enhanced by research documentation of gender based learning differences and preferences. Women in this research felt that there were intrinsic differences between the way men and women reacted to environmental problems and handled activism. Learning methods, applications and meanings drawn from the learning may be gender specific. Such knowledge is essential for adult educators to tailor their programs to meet learning styles and needs. It is also essential for adult educators to know differences in interpretation of learning. Men may tend to interpret and use learning in a different way than women.

The role of adult education in social change should be pursued further. It is most commonly activated in popular education and participatory research. However its appearance in social movements is apparent as a central focus and in supportive roles as well. Active members of the movement undergo a specific learning experience. The mindset of the learner who is experiencing the discomfort of an injustice and the driving motivation to change it should be studied further.

The phenomenon of selective learning should be studied further. Activists often take a stand and then look for evidence to support their position. The truth of the

position is driven by a value, a feeling, a belief that the activists are forced by rational society to ground in present knowledge. How this process occurs in society and its importance in social change should be documented.

APPENDIX

APPENDIX

Interview Instrument

OPEN INDIVIDUAL INTERVIEW GUIDE - KEY STIMULUS QUESTIONS

Adult Learning in Environmental Issues

1. What are the environmental issues that you think are critical?
2. What was the environmental issue that moved you to action in your community?
3. When did you first become interested in these issues?

AGE

FAMILY SITUATION

LIVING ACCOMODATION

4. What was the purpose of your joining the group that is concerned with environmental problems.
5. How has being a group member helped you to address the environmental issues that you think are important?
6. Would you say that you are more active as an individual or in the context of a group?
7. Why is this your choice?
8. Please explain how you are more active (as an individual) or (in the context of a group).

9. What are the main things you have learned about these issues since you became involved with the environmental movement?

<u>ISSUE</u>	<u>WHAT LEARNED</u>	<u>SOURCE</u>	<u>LEARNING METHOD</u>
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10. What, for you, were the most important sources of learning about these issues?

11. What, for you, were the most effective ways of learning about these issues.

12. As for the most valuable sources of learning, who were they, their positions and how did you come into contact with them?

<u>NAME</u>	<u>POSITION</u>	<u>DESCRIBE YOUR CONTACT</u>
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13. What sources of learning originated from your immediate community?

14. How could these and other sources be encouraged or improved in your community?

15. How have your attitudes changed over time about these issues?

<u>FORMER ATTITUDE</u>	<u>PRESENT ATTITUDE</u>	<u>MOTIVE FOR CHANGE</u>
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16. What specific action have you taken to advance these issues?

17. What have you done in your own living habits on behalf of these issues.

<u>ISSUE</u>	<u>ACTIVITY</u>	<u>CONTEXT</u>	<u>LENGTH OF TIME</u>
eg. garbage	compost	family	1985 to present

18. What were the key factors motivating you to take such action in your home?

19. Who would you say you have influenced? (family, students, neighbours, readers)

20. How would you say that you have influenced them?

21. What must be done so that these environmental issues are more widely dealt with and accepted in our society? (List steps)

Women in the Environmental Movement

22. Do you think that, in general, women are more concerned about these issues than men?

23. What is it that makes you think that women are/are not more concerned about the environment than men?

24. Do you think that women are concerned about the environment in a different way than men?

25. Would you explain how women are concerned and how men are concerned?

26. How might these differences affect how men and women might react to the problems?

27. Which of your skills are improved since you became active?

28. How do you think you have changed as a person since becoming active?

29. How have your relationships with others changed since becoming active?

30. What would you do differently if you were to start again?

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