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Pacific Association for
Continuing Education
Presents

Rethinking Community for the 21st Century

A new video for educators



Social and economic self-reliance depends on regenerating the community spirit

Explores innovative ideas about the nature of community involvement in building social and economic self-reliance, highlighting the role of technology, the environment, aboriginal issues, education, and educators. Featuring **John McKnight** - Professor of communications at Northwestern University - Chicago; **Joy Leach** - Major of Nanaimo B.C. and long time community development activist; **Rosalee Tiyza** - Native educator; **Willem Vanderburg** - Director of the Centre for Technology and Social Development at the University of Toronto; Literacy expert **Darrell McLeod** and Southam Inc. CEO **William Ardell**. This program is a valuable tool for educators who are teaching about issues in community development in a post-secondary or continuing education setting. Reading list and background facilitator's notes included. **Length:** 38 minutes (available on VHS)
Cost: \$149.00 plus applicable taxes.
To order/preview contact: Designed Learning Inc.
4491 Marine Drive, West Vancouver, British Columbia, Canada V7W 2N8
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COOPERATIVE LEARNING

Creating an *Inclusive* Learning Environment
through

TRAINING FOR EDUCATORS

Cooperative Learning is a teaching strategy in which students work together in mixed-ability groups. Learners are trained to work cooperatively in order to master curriculum content and to develop collaborative skills. Using this model, educators can work together to create classrooms which are both socially inclusive and academically challenging.

This experiential workshop will:

- present an overview of Cooperative Learning—theory and practice
- provide practical experience in cooperative learning structures
- provide "Transition Years" teachers with practical strategies for creating an inclusive and challenging learning environment.

Facilitator: Elizabeth Wright, M.Ed., Learning Consultant

Locations: Guelph Aug 24-25, 1993
Toronto Aug 30-31, 1993
Sudbury Oct 1-2, 1993

Fee: \$125 includes materials and refreshments
(\$100 before July 15, 1993)

Information: Cooperative Learning
PO Box 23013, 437 Spadina Road
Toronto, ON M5P 2W0
Phone (416) 653-2693, Fax (416) 653-6704

Why Edges Keeps Mum

BILL STAPLES

*You can accomplish anything—
as long as you don't care who gets the credit.*

People who read *Edges* often call or write to find out more about the parent organization—The Canadian Institute of Cultural Affairs. After hearing about our community development programs, international networks and leadership training programs they often ask, "Why haven't I heard about you folks before? The ICA is a very well-kept secret." The Board of Directors regularly asks *Edges* to put more about ICA's work in the pages of *Edges*. So why does *Edges* keep mum?

Why not write about all those small success stories that keep getting told in our leadership training programs? What about the women who feel safer at their women's shelter because we trained the leaders to listen more carefully? Or the children who can get protection in court because we helped devise a courtroom method of conversing with them at their level? What about the potential farm suicides averted because we found a way to help farmers, bankers and other institutions work cooperatively? There are dozens more examples but, in many cases, we train consultants who must take the primary credit for implementation.

Edges doesn't want to keep mum about the catalytic nature of ICA's human development work, but catalysts tend to work best when invisible. Our work with the Alkali Lake Indian Band in British Columbia in 1977 launched them on their plan to completely dry out. And our work with them in 1984 helped put them on the international stage as a demonstration of success. Although we played a role, they were the ones who made the hard decisions. In the field of human development, the growth of self-worth is directly proportional to steady personal achievement. In another example, if we had based our own funding campaigns on our success in helping the Heart and Stroke Foundation, we could have been in competition with the Foundation itself, and undone our own work. When a catalyst's work is done, it totally disap-

pears from the equation, until brought back to help again. Thousands of people across Canada know that, when their community or organization is in a survival crunch, they can depend upon ICA Canada to help. In the meantime, our role in their current success remains invisible.

The consultative work of ICA in the private sector requires a good deal of client confidentiality. Ten years after the fact it doesn't hurt to tell anyone that ICA helped the Alberta Mortgage and Housing Corporation to consolidate its divisional operations, or that we helped energize management-employee relations with Graham Fibre Glass Co.; or that our work with McDonalds in the United States, Massey Ferguson in North America, and Citibank overseas helped them all focus their plans to become more service-oriented and profitable. Most of what is to tell about ICA's success with thousands of private and public sector companies around the world will remain an inside story, sometimes told within our own worldwide Organizational Transformation Network.

The following event has happened dozens of times. A town meeting is held to discuss what to do about a plant that will soon close in a small town. If ICA does not lead the meeting, the newspaper next day may run the headline "Mass Layoffs Anger Mayor." Anger is genuine and sometimes such events just can't be turned around. However, if the town meeting is facilitated by ICA, the residents will spend their time deciding what alternatives they have for the future. When ICA leads the town meeting, the result is often consensus and a new sense of direction in which everyone participates. The next day the city newspaper would have to write, "New Consensus Might Work." You have probably never seen such a headline, because cub reporters and city editors know that such headlines don't sell newspapers, and the unfortunate thing about ICA projects is that they read like a well-thought-through plan of action—definitely not headline or op-ed material. Once the vi-

sion is established and a plan built, it will take broad-based concerted effort to make it happen.

Alive, historically alert, persons or organizations do not spend much time lamenting (or glorifying) the past. They learn from their own and others' experiences—and mistakes—but their roots are in the future. We are interested in the past primarily to leverage the future. Thoughtfulness and sensitivity is our main guide, which also doesn't make for galvanizing copy.

As you can see, inasmuch as I would like to write more about our work in *Edges* magazine, there are a number of reasons it's not very feasible. It has nothing to do with hiding our light under a bushel. Besides, it's far more interesting to read about a variety of approaches and perspectives to the questions we all face.

Finally, in response to those who say that ICA staffers never blow their own horn, I wish to go on record. I think the Institute of Cultural Affairs is the most effective group of human resource development consultants in the world. We invented this use of the term human development in the sixties and popularized it throughout the seventies. Although we do not engage in relief work, we have directly helped thousands of communities and organizations around the world and have inspired millions of people. The exploits and stories of staff and volunteers are legendary, and are the grist for twenty-first century mythology. Our consensus methods leave many other professional methods at the starting gate.

But for those of you who want to work with us, you have to remember an important motto, "You can accomplish anything—as long as you don't care who gets the credit." ♦

Bill Staples is the publisher of Edges. With ICA for the last 25 years on staff and as a volunteer, he has implemented programs all across Canada and overseas.

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