

WISDOM

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– Dr. Kazam Mashkournia,
Chair GPRC
Environment
Committee

Grande Prairie
Regional
College has stated its goal to become carbon

neutral by 2020. Many members of the college community have already taken major steps to consume responsibly and use the available resources wisely, and we daily see evidence that attitudes and behaviours are changing.

We know that to achieve carbon neutrality is a goal reachable only by education. It is our responsibility as educators to research, to gather knowledge, and to share that knowledge with our community. It is our responsibility to provide leadership in environmentally sound attitudes and behaviours.

The environment initiative is based in education to guide responsible action, and education, in any form, is an investment for the future of our children. The only way we can make progress in the field of the environment and secure the life of the next generations is by raising awareness. At GPRC that education is happening person-to-person, in our offices and hallways and at meeting tables, as well as in the research laboratories and in the classrooms.

The increase of the world population is staggering and consequently the rate of consumption of our resources is proportionately high. We need to ask ourselves the following important questions:

- Do we want our children to enjoy the same life style as ours?
- Should not we leave them one of the resources that we enjoyed in our life span?
- We all have saved for their education; should not we do the same for their environment and the air they breathe?

- continued on page 4

inside

THIS ISSUE

- 3 In Our Wisdom:
GPRC Steps to Greater Environmental Sustainability
– Dr. Kazam Mashkournia
- 5 Peace Country Students Benefit from the Kindness of Willie Janssen
- 6 GPRC Homecoming 2010
– Joanne Ballance
- 8 Collin's Recital Hall Dedication
– Carmen Gorgichuk
- 10 Elder in Residence: Enriching Lives of Our Students
– Kelly Benning
- 14 In Conversation: Senator Dennis Patterson
– Lynne Ness
- 20 Nursing Inquiry in Action: Bridging Education and Research
– Melanie Hamilton and Louise Rawluk
- 24 Recent Achievements
- 26 Research: Unmanned Vehicle at GPRC Fairview Campus
- 28 Alumni Updates
- 29 In Memoriam: Bill McCracken

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GPRC needs to take seriously its responsibility for leadership in this field and be an example in the City of

Grande Prairie and Peace Region. If we can achieve our goal by 2020, the impact of such an action on our community will be gigantic.

As a society we must wake up and do something to preserve our planet for the sake of those whom we love.

Working toward our goal to become carbon neutral by 2020, GPRC has:

Reduced paper consumption

- "Paperless" meetings have been instituted for the Executive Team, Board of Governors and many departments. Agendas and attachments are projected on a screen or viewed on individual laptops rather than duplicated and distributed.
- Student handouts and assignments are posted electronically when possible
- Copiers and printers throughout the building prompt users to consider the environment before deciding on hard copies which may be optional.

Reduced electricity consumption

Many classrooms have been equipped with occupancy sensors to ensure lights are off when rooms are not in use. Lighting has been gradually replaced throughout the institution to further reduce electricity consumption.

Reduced waste volume

In 2010, GPRC produced a total 6.51 tonnes waste, essentially half of the 12.175 tonnes produced in 2008.

Increased recycling volume

Bins for the collection of paper, drink

containers, plastic and tin and household batteries have been placed at locations throughout the GP campus and residence. The bins are maintained weekly with revenue used to partially fund paper shredding.

Alternative energy sources

Solar panels have now been installed as part of a renovation to the Trades and Technology building on Grande Prairie campus, and are a first step to both utilizing and teaching the technology.

Tree-planting

Campus development plans for the future include significant planting of trees and enhanced green space to further offset carbon emissions. The City of Grande Prairie has agreed to donate 300 trees for this purpose once locations of future infrastructure has been determined.

Website information

A GPRC Going Green web landing page has been developed as part of gprc.ab.ca which provides information and tips for visitors, and provides GPRC employees with an opportunity to submit suggestions to the Environment Committee.

Idle Reduction Campaign

GPRC was the first organization to join the City of Grande Prairie Idle

Reduction awareness campaign. Signs have been posted in parking lots to remind drivers to avoid unnecessary idling, and information is regularly circulated to the GPRC community.

Recruited volunteers from throughout the institution to serve on "Green Team."

Members include: John Agak, Marcia Aldred, Cindy Carter, Allison Chisholm, Catherine Dean, George Ding, Dot Dooley, Jim Dunn, Suzanne Dunn, Linda Duval, Tom Enders, Ann Gish, Beth Goldie, Karen Gordon, Laura Hancharuk, Jennifer Hatala, Bonnie Hessler, Doris Hoveland, Bob Howey, Sally Jones, Lynnette Klien, Terry Kosowan, Shawn Lagore, Colleen MacKinnon, Tina Martel, Kazem Mashkournia, Dianne McDonald, Dorothy McIntyre, Eden Murray-Black, Lorna Perry, Nicole Prediger, Louise Rawluk, Brian Redmond, Louis Roy, Tanvir Sadiz, Sukhvir Sandhu, Dalyce Sather McNabb, Tamara VanTassell, Elaine White and Andrea Wilkinson.

Established Environment Committee

The GPRC Environment Committee, chaired by Dr. Kazem Mashkournia, Dean of Arts and Education, brings recommendations of action and policy to the Executive team for decision.

GPRC – Steps to Greater Environmental Sustainability



Peace Country students benefit from the kindness of Willie Janssen



Willie Janssen

The Peace Country may have lost a proud pioneer in June with the passing of long-time farmer Willie Janssen, but this self-educated man will be remembered long into the future by the Peace Country students who will benefit from his generosity.

GPRC was one of several organizations which benefited from Willie's kindness; his bequest to the College established a \$150,000.00 scholarship fund to support the educational hopes and dreams of Peace Country students

attending GPRC.

"Students from the Peace Country make up 74.8% of our student base," according to Carmen Haakstad, Vice-President of External Relations at GPRC. "This thoughtful and generous gift that Willie created through his estate will go a very long way to supporting the hopes and dreams of students in our region." The fund will generate approximately \$7,500 in annual scholarships every year for students.

Willie was a longtime resident of Woking, Alberta, and passed away in Beaverlodge on June 15, 2010, at the age of 85 years.

It was in March 1937 that his family arrived in Woking, AB, and their homesteading days began in Westmark. Although his formal education ended in a small one-room schoolhouse, Willie's friends remember him as self-educated man who was knowledgeable, well-read and well-spoken. Willie was involved in community affairs and development – often at an executive level. His leadership saw the construction of the Westmark Hall, and he helped bring power and phone service to his farming community. In 1971 Willie was elected trustee for the Spirit River School Division Board and served in that capacity for nearly 10 years. In 1980 he was the recipient of the Citizen of the Year Award presented by the Spirit River Chamber of Commerce, in recognition of his contributions to the community.

Willie was a man with high principles, a sense of humor, and one who loved children. He enjoyed a life-long passion for learning, was an avid amateur photographer, and the ultimate community man.

The Willie Janssen Scholarship Fund at GPRC will generate approximately \$7,500 in annual scholarships for Peace Country Students every year.

Emily Schuett
Grande Prairie AB

Thursday, December 23, 2010

Good afternoon, my name is Emily Schuett. I am 11 years old and in Grade Six at Aspen Grove Elementary School. I have known Willie Janssen for 9 years. I met Willie through my dad Ken. My dad was raised on the farm beside Willie's and my Grandpa Bernie has known Willie since he was a child. Willie really liked it when my mom Krista helped him with stuff and that is how I got to know him so well.

I think Willie wanted kids to have a proper education because his family didn't have the money to send him to school to learn, so Willie learned by reading books. He had a great passion for reading, and he always persuaded me and my family to read more. Willie was a HUGE supporter of reading and books. Since I started school he always asked me the same questions. "How's school?" and "What subjects re you learning?" and so I would tell him; we would always have long conversations about it. Willie always loved coming over for Christmas dinner, Easter dinner, Thanksgiving dinner and more with the family. The last couple of years we threw him special family parties for his birthday and he really enjoyed those. Willie was really interested in his Planet Earth movies and when he would watch them with his blu-ray DVD player he would say that everything looks bluer.

The last few years my school has been having a fundraiser called the spellathon. Willie was always happy to sponsor me and in exchange he asked me to write him about my school and my learning just like the questions he had always asked me when he came over.

It makes me very happy and proud that I get to carry out Willie's wishes and I am sad that he was not able to give the gift himself if he were alive.

Thank you.

Emily



GPRC Homecoming 2010

By Joanne Ballance

From the opening reception entertainment by the talented GPRC Alumni Choir, local singer songwriter Tenille, and current music students, to the sold out President's Ball – the Homecoming 2010 event will be remembered for reconnecting the College to hundreds and hundreds of alumni and friends.

"We estimate over 1,000 people came back to campus between October 15-24, 2010. It was exciting to see alumni connect with former faculty and friends; there were a lot of hugs and laughs to be had," said Joanne Ballance, Alumni Development Manager, who oversaw the event. "Hosting an event of this magnitude was no small task and relied on the cooperation and coordination of virtually every College department. It was this coming together as a campus that helped make Homecoming a success, and it showed."

Homecoming Week included:

- Fine Arts concert series launch featuring Dalla – the Juno award winning female duo
- GPRC President's Council reception and naming of the L106 recital hall in honour of Muriel and Clem Collins, featuring a recital by Carmen Gorgichuk on piano and Josephine van Lier on cello, performing selections by Chopin, one of Clem's favorite musicians.
- Alumni and Friends art exhibit in the Glass Gallery
- Alumni receptions for nursing, business, human services, and science
- The 10th anniversary reception of the Teacher Education North (TEN) program
- Wolves double header basketball and cross country running events
- Office Administration's wall of honour reception
- College open house
- The launch of the "Backpack to Briefcase" seminar series for young alumni
- Wolves Wall of Fame dinner, at which three members of the sporting community were honoured
- Alumni reception for the Grande Prairie Junior College, including a tour of the Prairie Art Gallery currently under construction on the site of the Junior College as GPRC was then known.
- Grand re-opening of the L and K Wing expansion and renovations.

At the core of the success were the volunteers. GPRC would like to give a hearty and very special thank you to Gail Sherman who coordinated our database; alumni choir members Mary-Ann Lynch, Erin Lynch, Alison Dalgleish, Monica Littleton, Vanesa Maaren, Eileen Lewis and Faye Bredeson; singer Tenille; Carmen Gorgichuk, and students from the Music, Hospitality & Tourism, and Office Administration Programs.

We look forward to keeping our alumni connected through the launch of the new Alumni and Friends e-newsletter coming to your in-box in the spring. Please help us keep your alumni records current by completing the form located at www.gprc.ab.ca/alumni/update/.



Academic Upgrading Staff



Tenille performs at the opening reception.

Opening Mike an

A Success!



L-R- Chris Warkentin, Pete Merlo, Wayne Drysdale, Don Gnatriuk, Marie Buck



Reception
and Debbie Reid



Robert Steven, curator, provided tours of the Prairie Art Gallery construction site to alumni



Instructor Chris McIntyre demonstrates equipment while donors Bethe Sheehan and Dr. Curtis Smith look on.



The Muriel and Clem Collins Recital Hall, dedicated October 16, 2010, honours Muriel and Clement Collins, generous supporters of the arts, education and literacy, for their lifetime contributions for the benefit of our College and our community.

Their quiet support encouraged numerous young people to pursue advanced education, and their philanthropic gifts brought countless performances and speakers to our community over the decades.

Muriel Collins (d. 2004) served as Chair of the GPRC Board of Governors in 1975-1976 and as co-chair of the 25th Anniversary Committee for GPRC in 1991-1992. Clement Collins (d. 2008), a Chartered Accountant, was the inaugural Chair of the GPRC Foundation. In 2004 they were presented with the GPRC Board of Governors Award of Distinction.

Muriel and Clem Collins were long-standing members of the GPRC President's Council, and were always available to share their wisdom. Many Presidents have called upon the Collins' for their highly respected opinion on matters of the College. It is with great humility that the College and the GPRC President's Council honour the memory of Muriel and Clem Collins by the dedication of this recital hall.



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Left: Carmen Gorgichuk, piano, and Josephine van Lier, cello, performed selections by Chopin and Rachmaninoff, to the delight of President's Council guests attending the dedication.

With Gratitude to Clem Collins

From Carmen Gorgichuk

It was a great privilege to be part of the President's Council reception to honour Clem and Muriel Collins. We are forever grateful to Clem for his generous donations of the piano scholarships for college students, and the beautiful grand piano in the college theatre.

The first year that the piano scholarships were awarded at our Fine Arts yearend celebration, Clem spoke passionately to the students. His message to them was the need to reach high, to be the best in their field, as they were the new generation that all will look up to. As well, he spoke of his love of Chopin and nicknamed the new grand piano "Frederic". His wish was that the piano would be played and enjoyed by the whole community. Since the college has received "Frederic" the impact has been far-reaching. Our stage has been graced with concerts ranging from community events to visiting artists of international stature.

When I was asked to participate in the dedication of the Clem and Muriel Collins Recital Hall, I wondered how I could honor the Collins's legacy. Clem and Muriel were in essence collaborators to the community, always asking the community what they needed and then providing the resources to make it come true. Choosing Chopin for the program seemed appropriate, as coincidentally it is Chopin's 200th birthday celebration, but I also wanted music that showed partnership and collaboration.

It was our great pleasure to perform the cello sonata of Chopin as well as a piece of Rachmaninoff that was originally written for voice and piano; later Rachmaninoff rewrote this for cello, the instrument he thought was most like the voice. The Collins' generosity and kindness will never be forgotten and may the joy of music continue to resound because of their vision.



Collins RECITAL HALL *Dedication*

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Elder in Residence *Enriching Lives of our Students*

By Kelly Benning

GPRC's first Elder in Residence, Miriam Youngchief, has brought to us many gifts and teachings, assuring that not only our Aboriginal Students are walking in balance, but our College community as well. Through Miriam's work on campus coupled with her work with the Grande Prairie Friendship Centre, positive change is happening for the community as a whole.

During my time here at GPRC, I have focused a considerable amount of time and effort into stocking up the Room of Plenty, because it struck me that most every student I worked with was hungry. While I am confident that this was the right thing to do, and that it made positive change for our student body, I have now come to see, that yes, our students are hungry, but spiritually more than physically. It has been amazing and life-changing for me to watch these starved students walk into the on-campus Friendship Centre feeling lost and alone, not knowing which way to turn, meet Miriam, and be fed. As a result many of our students are nourished and well-fed; what a gift for all of us.

In September the Circle of Aboriginal Students (CAS) hosted the Student Welcoming Celebration and the welcome to

the Elder in Residence, Miriam Youngchief; since then we have had much to celebrate. In October the Circle of Aboriginal Students along with the Grande Prairie Friendship Centre hosted our annual Sisters in Spirit Vigil. Miriam was the host Elder and shared with us her stories, inspirational prayers and drumming.

Miriam spends Mondays and Wednesdays at the on-campus Friendship Centre, offering teachings and visiting with students, staff and faculty. Shortly before she came she dreamt of a Pipe for the Circle of Aboriginal Students; that dream was also had by the CAS president, Ashley Walker. Miriam put out prayers for a pipe. A man showed up with a community pipe that he had carved and offered it up to Miriam and the Circle of Aboriginal Students. It was the pipe from Ashley's dream and in November the Circle of Aboriginal Students hosted a feast for their pipe and Miriam shared her teachings.

Miriam facilitates a women's circle every Tuesday night for the College community and the community as a whole. The circle is very well attended and the women of the circle have shared that they feel the comfort and support of the circle and it helps to carry them into the next week. As well Miriam



has held a full moon ceremony each month for all women of the community. The ceremony is full of teachings and brings women together to shed negativity in our lives and welcome another month of life. On Saturdays she hosts a drum group at her home that is made up primarily of students and women of the community.


In January the Circle of Aboriginal Students made hand drums that they will be gifting to the Grande Prairie Aboriginal Headstart Children. The drum is sacred and is believed to carry the heartbeat of the mother. Cree people traditionally believe that the first drum one makes should be gifted. Who better to trade drums with than the Aboriginal Headstart Children! The children represent the beginning of formal education and the Circle of Aboriginal Students represents the completion of education.

Miriam has opened up her home on campus to students and their families. Her home is a revolving door full of visitors who come to pray, visit, receive teaching or just share. She has been adopted by the student's children who will knock on her door when they are outside playing asking for mitts, drinks or hugs. She has become their Kokum. Miriam has brought richness to our students' lives that cannot be fully appreciated with words, but rather it is felt in our hearts, warming us and supporting us in moving forward to build good lives for us and our children.




Photo (l-r): Kelly Benning, GPRC Aboriginal Liaison Coordinator; Joe Beaverho, Tlicho First Nation Education Coordinator; Susan Bangsgrove, VP Academics and Research; Don Gnatiuk, President and CEO; James Rabesca, Interpreter; Grand Chief Alphonse Apples, Tlicho First Nation; Mark Mackenzie, driver; Leona Lynn Mantia, Tlicho First Nation; and Carmen Haakstad, VP External Relations.

Tlicho First Nation Leaders visited GPRC February 4th, and expressed their amazement to see the beautiful college and students. "On behalf of Tlicho Government and Tlicho Community Services Agency, I would like to say Masi Cho, means thank you very much for all the support with students and helping them when it is needed the most, when they are far away from their communities." Grand Chief Alphonse Apples, Tlicho First Nation (second from the right in front) and his administrative assistant Leona Lynn Mantia, who is an alumna of GPRC, (far right) were part of a contingent who visited GPRC as part of a tour to explore educational opportunities for the youth of their community. Tlicho traditional lands are a vast area of boreal forests, waterways, and tundra stretching from the northern shores of Great Slave Lake to near the southern shores of Great Bear Lake in the Northwest Territories of Canada.



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- Fred Gardner
- Low Net Women
- Angie Burt



Organizing Committee

Brody Thomson, Chair, Kevin Chrenek, Randy Glenn, Jason Lainchbury, Sheila Lock, Bob Martens, Serge Martin, Lynne Ness, Ian Perry, Debbie Rose and Ron Thomson. Missing: Mike Hussey, Lydell Torgerson and Lorrie Quinn

Classic Team Results

- | | |
|---------------|-------------------|
| 1st Place | Missing Links |
| 2nd Place | The Shanks |
| 3rd Place | Rusty Irons |
| 4th Place | Menzies Mulligans |
| 5th Place | Dream Team |
| Random Winner | Rim Rock Green |



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The President's Ball
Harvest Moon

IN CONVERSATION

By Lynne Ness

with Senator Dennis Patterson

The political and public career of Senator Dennis Patterson is an illustrious one, rich with “firsts” and filled with accomplishments that have changed our country, our culture – even our map! His history-making decades of political leadership in the Northwest Territories and Nunavut are only the beginning – the recently appointed Senator is now helping to guide Canada into a rapidly changing future.

In 1966, Dennis Patterson was among the charter students of the brave new Grande Prairie Junior College. His father, a forester with Northern Canadian Forest Industries (Canfor), had moved the family here a few years previously, and welcomed the opportunity to save expenses for first-year university by keeping his son at home to take advantage of the new college. “Many of my grade 12 friends were going off to the UofA, and I certainly thought I should go with them,

but my father had other ideas. So I was in the first class of the new college, and of course it turned out to be a fabulous experience.” The year at GPJC not only prepared young Patterson well for further academic studies, but would provide a basis for many of his landmark actions later when he was working to improve education and to achieve constitutional reform for the people of Canada’s far north.

The first class of GPJC were very conscious of being pioneers. “That first year, there was no magnificent Cardinal building. We were in the Central Park School, an old former elementary school built in 1929. It was an abandoned building when the College took it over and spruced it up. Classes were small, and of course that is a huge advantage in any learning situation. We used the high school lab for any biology or chemistry labs; we shared high school facilities for gym and phys

ed. Certainly we had a sense of being part of something that was new and developing and maybe even a bit makeshift at times. But there was a great spirit in the class and the staff; Dean Henry Anderson was a very enthusiastic guy. The beautiful thing about it was the classes were small, and we had quite a delightful mix of rural and town students – we had students from all over the Peace Country at the College. We had wonderful social activities, and we had an active student’s union. I was the first President.”

As the first ever President of the GPJC Student Council, Patterson worked to draft a constitution for the council. “I have no idea whether it lasted, but somebody had to do it and I ended up being that somebody. It’s sort of interesting, because in my later years I became quite involved with the repatriation of the Canadian Constitution, and getting involved in actually drafting the new Constitution. There were a charter of rights and some other clauses added to the repatriated constitution. I was involved in some of the key clauses, including Section 35 which defined Aboriginal rights, including them in the constitution. I guess I got some early training in constitutions at Grande Prairie Junior College.”



Reshaping Education in the Northwest Territories

"That year at Grande Prairie College has strongly shaped my views on education. I had a real chance to apply those when I was elected to the NWT legislature and was selected to be Minister of Education in 1981. I was very fortunate; I held that job continuously for eight years. Ministers don't always last as long, so I had quite a good opportunity to make changes in our education system in the NWT, which at that time included Nunavut. This is very huge territory, one third of Canada geographically, and it had a high proportion of Aboriginal students, whose parents often had not even been to school at all! There was

the Hudson's Bay, from the tip of the McKenzie Delta to those bordering Saskatchewan and Manitoba - and we had tremendous challenges of attendance and dropout rates.

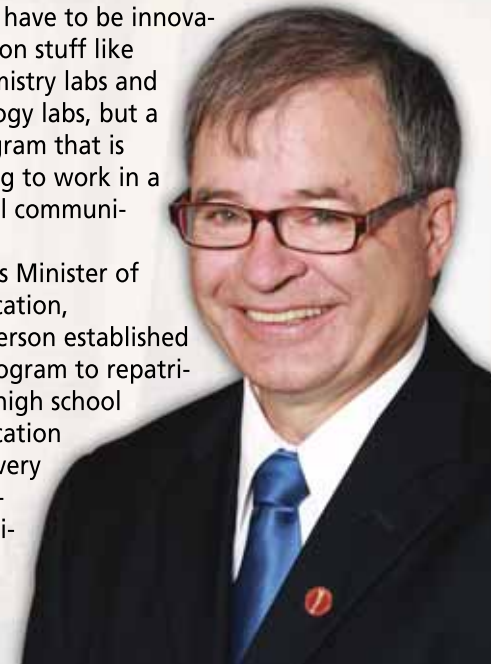
"I want to tell you exactly how the College influenced me in two major initiatives.

"The first had to do with high school. Because we had all these tiny, isolated communities, there was a feeling on the part of the territorial government that students would have to be sent away from home at grade nine to finish high school. When I became Minister there was a system of residential schools in the various regions of

staff who were abusing students - the whole residential schools story included the North, and I inherited the tail end of that.

"So I said to myself, based on my experience in Grande Prairie, we don't need elaborate facilities to have a good quality high school education in our communities. What matters is that we have good teachers - and by the way we sure had excellent teachers at the college - what matters is that we have good teachers, that we have some kind of a facility, and that we design a program which may have to be innovative on stuff like chemistry labs and biology labs, but a program that is going to work in a small community."

As Minister of Education, Patterson established a program to repatriate high school education to every community, and



"I learned to explore the beautiful land of the North, and it kept my sanity."

quite a challenge to get students to attend school in their communities, and there was certainly a challenge to get students into post-secondary education beyond grade twelve. These were some sixty isolated communities - from Canada's northernmost community near the North Pole to James Bay in

the territory and students were sent away from home to live in dormitories and attend high school in larger centres. It wasn't working very well at all. The students would get homesick. The parents were never satisfied with the care they were getting and of course later it came out that there were some



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Marc Fowler



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Mone Cheng*

shut down the regional residential schools.

“We accomplished that over time. Attendance improved, graduation rates improved, it was a success. And in some cases we did exactly what we did in the Grande Prairie Junior College. We found an empty classroom in an existing middle school, or elementary school, or we found another building that was available – and we made it a high school. And of course these were

small classes – again the magic formula that worked so well for me at the College – small classes where the teacher knows whether you are in class or not, knows your name, knows your family, knows where to get you if you didn’t show up – and I think it transformed the education system in the NWT in a good way. It was certainly very popular with parents.

“The trend over the longer period showed that it was the right thing to

do because we started to realize later that there were some very unhealthy things happening in some of these residential schools due to some abusive staff. The small high schools program that I established when I was Minister, of which I am very proud, certainly was inspired by my experience in Grande Prairie, which was basically “you can take a condemned elementary school where the heating system makes funny noises, where the desks are too small and where you have to go somewhere else to do your labs and it isn’t some great ivory tower campus in a city somewhere – and still produce a good quality education.”

The second influence Patterson took from GPJC was applied to the issue of post-secondary education in NWT. Students were being sent out to “southern” colleges and universities, with less than satisfactory results. “You know, northern kids are from small communities. They have very strong connections to family and community, and strong cultural connections with their Aboriginal heritage. They have a diet that prefers what we call country food – caribou, local fish. The loss of all those kinds of supports were barriers to students succeeding in the south. Even though we had generous programs to send them and finance them, there was a very high attrition rate.”

Building on his experience with the college in Grande Prairie, Patterson noticed that adult educators were already in place in every NWT community, qualified instructors, who were placed there to educate adults and people who were beyond school age in each community. Virtually every community had an adult educator, and virtually every community had an adult education centre, which contained classrooms, and basic teaching materials. There was one centre in NWT, Fort Smith near the Alberta border, where students could come from all across the territory and take college-level and trades courses.

“But it was a huge distance, not just geographically but culturally, for a lot of students to travel, and traveling to Fort Smith, despite people doing their best to support the students, proved to be problematic for many students.

They didn't last; they didn't succeed.

"So, again, I said to myself, what can we do about this. Well, bring the college to the community. As Minister, I created the Arctic College (now Aurora College in NWT and Nunavut Arctic College in Nunavut), by transforming the adult education centres into community college campuses, and by transferring the adult educators to the staff of the Arctic College, and creating legislation and a Board of Governors. By taking advantage of the existing resources in every one of our

The system has a very high quotient of Aboriginal students which still represent the majority of our population.

"It was inspired by my experience in Grande Prairie: not only can you make a good learning atmosphere in a small community with only rudimentary facilities, but it can be a higher quality education, especially for students who are in their early years and might not be comfortable moving too far from home. A local college system can create a very strong learning atmosphere in one's community that will give stu-

dition at southern universities or colleges.

"Students are often able to go on, and certainly much more likely to succeed at the southern university, just like I did. I went on to the UofA from Grande Prairie Junior College, but I was armed with confidence, because of the small classes and the very close relationship I had with my professors. When I got to UofA I had good marks and self-confidence and I was on my way.

"Of course there are always naysayers. The naysayers say no, we can't, we don't have the facilities, we need the economies of scale, it won't work. I very often evoke my experience in Grande Prairie – and I probably wouldn't have gone there if it had not been for my father's strong views about it, but I ended up being so glad I did because I saw friends fall by the wayside at UofA and when I did end up in one of those 300-seat classes, I realized what a running start the College had given me. I still experienced that alienation, and a campus that is a sea of strangers in the morning – but by the time I got to UofA I was really confident and had a great experience there. I even got involved with student council at UofA, which probably was also inspired by my experience at Grande Prairie.

"I give my father a lot of credit for my having that opportunity – it may have been motivated by cost, but whatever the reason it was very fortuitous for me."



"It was kind of a big deal, you know, dividing the Northwest Territories."

communities we were able to create a college which had a campus and an instructor in every community.

The project developed its own momentum. Regional campuses in all six regions of the NWT were developed to administer and oversee programs in the small communities. "In Inuvik we were able to acquire (for \$1) a military base that was being shut down by National Defense, and we created a regional college campus there. I am happy to say that the college model is thriving now and is operating, I think very successfully, in NWT and Nunavut.

dents the foundation and the confidence to go on. The College model – You can't put a price on that. It is invaluable, for you to know your prof and for them to know you on a first name basis – it's priceless. So I applied that model in the NWT, with, I think, good results.

"And of course the colleges still traditionally prepare people for university transfer. By the time they have spent a year or two in the community college at home, they have developed confidence and skills, and they are able to go on to complete their university edu-

Redrawing the Map of Canada

When Dennis Patterson was in law school at Dalhousie in Halifax, he had the opportunity to work with a group of students to establish a legal aid clinic in the north end of the city. He and some fellow students felt that the legal aid system was not accessible to the people who needed it most, so they came up with the idea of using students to provide legal assistance to people with landlord-tenant problems and other poverty law issues.

"There were a lot of people who needed our services, and we were proud of our initiative. I am telling you

this because after I graduated from law school and had gone on to work in some law firms in Halifax and Vancouver, a professor of mine from Dalhousie who was working in the Department of Justice in Ottawa called me one day and said 'Hey there is a legal aid pilot project being established on Baffin Island to bring legal services to the Inuit for the first time – locally-based legal aid services; based on your experience helping start the clinic in Halifax, would you be interested in this job?' I was in Vancouver at that time working for a big law firm, and I wasn't

really sure what I was getting into, but my firm agreed to give me a one-year leave of absence, so I said sure, I'd love to see the Arctic and this sounds like an interesting project. I was hired over the phone and the next thing I knew I was in Frobisher Bay."

One of the sponsors of the Inuit legal aid project in addition to the federal Department of Justice was the national Inuit organization, and Patterson found the work fascinating. Before long he had the legal aid clinic set up, had hired all Inuit staff, and was working for an Inuit Board of Directors.



"I soon realized that it was going to be a much bigger job than just one year. I very quickly decided that I would have to tell my firm that I was not coming back. I stayed in the Arctic.

"The Baffin Island project gave me a close connection with the Inuit through their national organization, because they were a sponsor. I would go to their annual general meetings and give my reports, and they wanted the model to be a success so that it could be applied elsewhere. It replaced the circuit court system where judges and lawyers and prosecutors would all fly into a community one day and out the next – a colonial kind of justice system – and they wanted something on the ground involving people who would get to know their community, work with Inuit paralegals and the like. The job allowed me to get connected with the Inuit.

"I then learned about this dream they had of not only settling a land claim, but of getting their own government, their own homeland north of the tree-line. I thought it was an incredibly visionary, exciting idea. I like the Inuit people - their approach to life, their values and their closeness to the land.

"The idea of Nunavut, which means "Our Land" in Inuktitut, captured me from the first time I heard about it. Fast-forward a few years: I had established the clinic, I had persuaded the powers that be that it should be more than a one-year pilot project, and I was helping teach people about the law and also law reform. We worked on a wildlife act that was being considered by the NWT at that time, and we worked with members of the community to point out that some of the provisions in the proposed legislation were

actually working against Inuit traditions and customs. For example, they were going to put an age limit on the age a person would be allowed to hunt – which went directly against the traditional way of families teaching young boys and girls how to hunt.

"We came up with some recommendations of changes to the law, the Bill in the NWT legislature, and our MLA at the time skipped the session that the Bill was to be discussed at, then was not able to present the amendments that we had recommended to him. I became kind of concerned that he didn't take his job seriously enough, and he was also quite opposed to the idea of the Inuit settling a land claim, let alone establishing a new government in Nunavut, and for all those reasons I decided the man should be replaced. I tried to recruit someone to run against him, and in the process sort of got drafted myself. I ended up in the privileged position - having not been in the territory very long - of being elected to the NWT legislature."

Patterson soon found that there were a number of new members elected at that time who shared his view that settling land claims would be a good thing for the territories. They agreed that settling land claims would create a stable investment climate, allowing the Inuit to be participants in the development of their land and resources rather than bystanders. They agreed that it was an exciting idea to create a new government in Nunavut, because the territory was far too big to administer especially from a western capital in Yellowknife. He and his colleagues saw an opportunity to make things happen.

"We formed a Nunavut caucus in 1979, and this was a 20-year project. Nunavut was not established until 1999. We worked very hard and consistently on that project, all the while worrying about dogs and water and housing and schools. We were running a territorial government, but we had this vision of a new regime where Inuit would have their homeland, they would be able to protect their language and their culture, and there would be a land claim settled in the same area and the land claim would be implemented alongside a territorial government that would be supportive and respectful of the Inuit, would work in partnership in the developing of resources and the culture of the Inuit of Nunavut."

They passed legislation to allow for a vote, and in 1983 territorial citizens had the chance to express their views on the creation of this new territory. "It was kind of a big deal, you know, dividing the Northwest Territories. Some of the people in Yellowknife and some of the larger centres were opposed, because they were going to lose their jobs and the government was going to get smaller. They were very apprehensive about the implications of this change. But the Inuit communities all voted very heavily in favour of the concept of creating a new territory. It was sort of a plebiscite "in principle do you agree". We won the plebiscite by 54% which was a narrow but adequate victory and allowed us to take the next step."

Patterson was in cabinet as Minister of Education, but also got the job of Aboriginal Rights and Constitutional Development. "It gave me a seat at the tables that were negotiating the various land claims with the Government of Canada on behalf of the Northwest Territories, so I was able to participate in the settlement of the Inuit land claim - the largest land claim settlement ever in Canada and one of the largest ever in the world - and we were able to persuade the federal government to include the creation of a new territory as part of the land claims deal.

"I must say that it was a daunting challenge, because the territories only had a small population. A lot of people said 'are you crazy? Do you really think you are going to be able to establish a new territory for 20,000 people? They

wouldn't even fill up the average hockey in southern Canada.' There were lots of naysayers. There were also some people in the NWT who were nervous or doubtful about the idea of dividing up the territory. But between the momentum for the settlement of the land claim, and the demand for the rich resources of the Arctic, and the work I was able to do inside the Legislature of the NWT with many colleagues who were likeminded, it started to look like it was going to happen."

More and more things began to align as some federal Cabinet Ministers and eventually Prime Minister Mulroney got excited about the idea. The political climate was correct: the country had just been through the Oka crisis when the army was sent in to settle an issue involving the rights of an Aboriginal minority; there was pressure from Quebec to separate from Canada; and the Government of Canada saw the creation of Nunavut as an opportunity to show that the Canadian confederation could work, that minorities like the Inuit could be accommodated and could even thrive within the framework of Confederation. "The stars lined up on us and we were able to capitalize on the opportunity presented by a government that wanted to show that it was enlightened on Aboriginal rights."

After two decades, the dream was realized and Nunavut was established. "The dream was there from the beginning – and it was the dream of the Inuit people, that I thought was wonderful. I knew it would be a huge challenge – this was redrawing the map of Canada. It was going to cost money, for sure, to create a new government in an area that doesn't have a large tax base. But it seemed to me a very worthwhile project. It was sort of something to always work on amidst the day-to-day minutiae of government and budgets and elections – it was something to inspire. It was a theme of my election campaigns from the beginning, and you know it is amazing – I believe people actually welcome politicians who have some broader vision than the next year or the next construction project. I think the public welcomes people who have goals and visions that are inspiring. It was a marvelous privilege to be involved in all of that.

- continued on page 30

Learning to Love the (GOLD) North

"You know, it is a funny thing," says Dennis Patterson, "I was brought up in a home where I was taught to love the outdoors, camping, the wilderness, all of that. But I was told if I was going to shoot something, do it with a camera. Hunting was not part of the outdoor life in my family.

"I got up north, and I wanted to go out on the land. I didn't want to just stay in the communities all the time – it is nice to get out of the community once in a while to keep your perspective. There is a beautiful wilderness out there. I started asking Inuit if I could go out on the land with them, to see what was outside the community. Well, the Inuit go out on the land, and yes they admire nature, the beauty, the serenity - but they also go out on the land instead of going to the supermarket. They are out there "to shop," to get food to feed their families, and there is abundant wildlife. So as I started to go out on the land, first of all I learned about clothing. Leather boots do not work. I wore a pair of leather boots once on a snowmobile just fifteen miles across the bay and I just about froze to death – leather boots get hard and stiff and they just don't work. By trial and error, I quickly learned about wearing the right clothing. That is the key to surviving in the cold. If you have the right clothes, you can stay warm in a blizzard. And the best clothing is fur clothing – like a caribou skin parka – so I picked that up from the Inuit and began to learn that you can be comfortable in the cold. You can build an igloo in a blizzard, and there is no wind. You can take your parka off inside the igloo and play cards and be warm and comfortable with the wind howling outside.

"The Inuit were very good at teaching me to get on friendly terms with winter – and then gradually I began to get a whole new perspective on hunting. They respect the animals, they use every part of the animal from the skin to the bones – I started to realize there is another angle on this – and to make a long story short, I became a hunter. A guy who had never shot a shot in my life and thought it was bad, I became a hunter, an enthusiastic hunter. I learned how to build an igloo. I learned that sealskin and caribou skin can keep you warm in the worst kind of weather. I learned the satisfaction of providing for my family and elders and others who can't go out and hunt. I learned to explore the beautiful land of the North, and it kept my sanity. I could come home for a weekend after a heavy week of meetings in Ottawa or Yellowknife, and get out where there is only silence and there are no distractions other than the challenge of survival. Going out on the land, and hunting with the Inuit really helped me to survive, mentally, physically, and spiritually; it allowed me to put the stresses and strains of political life in perspective and be healthy, be outdoors.

"I think if I had not done that, it would have been difficult to keep going as long as I did. I think it was very sustaining. The land does sustain the Aboriginal people. It is their identity, what is all-meaningful and all-powerful to them. I got a bit of a taste of that traveling, hunting, living on the land with the Inuit, and it changed me. It added a dimension to my life that hadn't been there before. I learned to be on friendly terms with winter."

Nursing Inquiry in Action: Bridging Education and Research

By Melanie Hamilton, RN, BN, MN
and Louise Rawluk, RN, BScN, MN

We developed this assignment because The Millennial generation learns by doing, participating, networking, communicating, experiencing and constructing their knowledge. Computers and technology are imbedded into their world and they all speak a digital language. They like immediate results and expect quick responses. They like peer-to-peer collaboration.

The assignment is research – a word that in itself is enough to elicit groans from a class. “Research is easier than you think!” we tell our students – and then just when their eyes start to glaze over, we encourage them to approach their inquiry from the perspective of a favourite television program or movie. Rather than using nursing examples, we encourage students to use examples that are entertaining and memorable, and then let them make the connection to nursing on their own. The results have been gratifying; we have evolved the assignment over a number of years, and our



teaching tools have evolved from posters to PowerPoint presentations. This year our assignment featuring Johnny Depp as a pirate is the most popular to date!

In October of 2010 we were among the presenters at a national conference in Montreal. Our topic “Nursing Inquiry in Action: Bridging Education

and Research” filled the room for the breakout session – and our presentation and stories of classroom experiences struck a chord with other members of the Association of Women’s Health, Obstetric and Neonatal Nurses. We got a lot of positive feedback.

The subject of research is of importance to the Nursing profession – and



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Example

- Johnny Depp is very interested in researching the lived experience of pirates on a pirate ship



Example-Choosing your sample population

- Inclusion:
 - Pirates who live on pirate ships for at least two years
 - Male
 - Ages 20-52
 - Professional pirate
- Exclusion:
 - Females
 - Previous head injury
 - Arrested and convicted for pirating



to the educators and health care providers at this conference. Every nurse should be able to understand the purpose and process of evidence-based practice, and be able to ask pertinent questions regarding research. Patient care is evolving with the advent of the internet and other sources of information. "With the advances in information technology and reporting of research findings in the media, patients armed with 'facts' they have read on the Internet or in the newspaper, are beginning to ask their care providers about the applicability of research findings to their particular health problems" (DiCenso, 2003, pg. 21-22)

During the past decade, nursing education has focused components of the curriculum on evidenced based practice particularity in the clinical setting. However, while it was widely discussed, students continued to have difficulty applying it to practice. Therefore, in order to integrate evidenced based practice into the clinical setting, we developed a nursing inquiry based assignment while exposing second year nursing students to concepts in perinatal and women's health issues through evidence informed practice. "Evidence-based nursing (EBN) means using the best

Example: More quantitative questions

- Have you ever been injured on a pirate ship? Yes _____ or No _____ (if answer yes please go to next question)
- How have you been injured? Please check all that apply:
 - Falling off ship
 - Bitten by shark
 - Hit by cannon ball
 - Slipped on ship's deck
 - Stabbed by another pirate
 - Bitten by a parrot
 - Other (explain)

available evidence from research, along with patient preferences and clinical experience, when making nursing decisions." (Cullum, 2000)

It has been our observation that Nursing students may have negative attitudes towards learning and using nursing research in the practice setting, and that students are sometimes overwhelmed with the process of nursing research. We have worked to overcome that in this assignment. Students are given a three-hour presentation on the beginning concepts of nursing research: we have used a variety of humorous topics over the years to emphasize research concepts and ideas.

Within the assignment we have developed, students are expected to select an area of interest that pertains to their nursing practice in their clinical practicum of perinatal and

women's health. Students develop a research question, hypothesis and method to obtain the data that is related to their specific area of interest. Students must identify whether their method of inquiry is qualitative, quantitative or both. Students must interpret the data they have collected in their study and compare the results to current literature and research on the same topic they have chosen.

In order to accomplish this assignment students find themselves interviewing patients, talking with family members of patients, and networking with health professionals on a meaningful level.

Finally, students are expected to compile their findings into a PowerPoint format and present it to their peers in a formal oral presentation, similar to that of a conference presentation. The results of this assignment introduce students to nursing research, thereby allowing students to draw on previously learned nursing knowledge, expand their knowledge regarding women's health issues and create new nursing knowledge.

The overall outcome has been to ignite a passion in students for the nursing profession and the unlimited possibilities in our scope of practice.



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RECENT GIFTS



Marianne Haugli of ConocoPhillips presents a cheque in the amount of \$32,000 to Joanne Ballance. The donation represents gifts to GPRC in support of Aboriginal Programming, the Student Life Campaign and the CRI Greenhouse Project.



Alan Segal, GPRC Instructor and member of the Grande Prairie Lion's Club, presents a cheque in the amount of \$2,000 to Joanne Ballance, GPRC Alumni Development Manager. The funds will be used for two endowed student bursaries at GPRC.



The GPRC on-campus Friendship Centre has recently been renovated thanks to a generous donation of \$4000 from ConocoPhillips Canada. Two representatives from the Head Office in Calgary visited the Friendship Centre to take a tour and view the renovations. Their donation was matched by the Access to the Future Fund. Left to right are: Cleo Howe, External Affairs, ConocoPhillips; Kelly Gordon, Circle of Aboriginal Students Executive member and GPRC Bachelor of Education student; and Jason Veness, former Aboriginal & Community Engagement Coordinator, ConocoPhillips.



The Community Foundation of Greater Grande Prairie recently approved a grant in the amount of \$2500 from the Come Fly With Me Foundation Fund to assist with the Alberta Sport Development Centre NW Winning Edge Seminar Series. Left to right: Tracey Vavrek, Executive Director of the Community Foundation; Ryan Blais, Founder of the Come Fly With Me Foundation; Miranda Sallis, Director of Alberta Sport Development Centre NW at GPRC; Carmen Haakstad, VP External Relations.

There are many ways you can make a donation to GPRC

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Encana donated 380 hard hats to the Power Engineering program at GPRC Fairview campus. Don Rowan, Community Relations advisor for Encana was on campus January 26, 2011 to present these new hard hats to Brent Boutlier, Instructor for Power Engineering.



Lawyers Lyle Carlstrom, Todd Strang, Ian Kay and Harry Byers present Don Gnatiuk with a cheque in the amount of \$6,500. The donation established annual entrance awards to GPRC at 13 High Schools throughout the Peace Country. The Kay McVey Smith and Carlstrom Access to Success Award was created to honour retiring lawyer Harry Byers of Fairview.



Just before Christmas, GPRC received a very generous donation from the estate of Willie Janssen. Emily Schuett, a family friend of the late Willie Janssen, presented the cheque in the amount of \$150,000 to Carmen Haakstad, VP External Relations. The funds will create new student awards at GPRC for Peace Country students.



RBC donated \$2500 to the GPRC Foundation: \$1500 was donated by the RBC Foundation and \$1000 was donated by RBC Global Asset Management. Accepting on behalf of GPRC are Carmen Haakstad and Joanne Ballance. Representing RBC Dominion Securities are Kathy Dion and Kevin Chrenek.



Rob Petrone, District Superintendent for Devon Canada presented a cheque in the amount of \$12,500 to Carmen Haakstad and Joanne Ballance, to support the purchase of equipment for science students.

On-line:

CanadaHelps is an easy, safe and secure method of donating to GPRC through your credit card, or to make a gift of securities. Visit www.gprc.ab.ca/alumni/donations and click on the 'Donate Now' button.

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RECENT ACHIEVEMENTS

ATHLETIC ACHIEVEMENT

Wolves Women's Basketball player **Andria Carlyon** was a featured player on the ACAC web site in January. At that point in the season she had scored 224 points (the next highest being 186) and had 144 rebounds compared to the next highest at 109. Andria was also ranked the highest in shooting percentage. In February she was named ACAC Player of the Week.



Wolves athlete **Fiona Benson** won first-place Gold in Cross Country Running at the Canadian Colleges Athletics Association Nationals in November 2010 with a time of 18:22.6 for 5 Km. Her performance earned her a place

on the Canadian National Junior Cross Country Running Team. In February, Fiona Benson won the silver medal at the North America, Central America and Caribbean XC Championships in Port of Spain, Trinidad and led the Canadian Junior women's team to the Gold medal.

Five GPRC student-athletes were named to the ACAC All Conference North Soccer team; it is a first for GPRC to have this many players named. The players are: **Danielle Gillard, Katie Furlong, Katie Spencer, Kyle German, and Geoff Berg.**

Wolves Men's Coach, **Chris Spaidal**, was selected as the ACAC North Coach of the Year for Men's Soccer. This is a tremendous tribute to Chris as he also coaches our Women's Team. Both teams placed 4th in their divisions and are well respected by all other programs in the ACAC.

APPOINTMENTS

Kelly Benning, GPRC Aboriginal Liaison Coordinator, has been appointed to National Steering Committee on Aboriginal Literacy. The National Steering committee has expressed interest in the GPRC on-campus Friendship Centre, the first of its kind

in Canada. Kelly was nominated by Alberta Native Friendship Centres.

Carmen Haakstad was appointed GPRC Vice President, External Relations, effective January 1, 2011.

Ray Kardas, GPRC Science instructor, is the new President of the Sports Medicine Council of Alberta (SMCA.) The Sport Medicine Council of Alberta (SMCA) is comprised of sport medicine physicians, sport physiotherapists, athletic therapists and sport scientists who provide their services to assist in making Alberta a healthy and safe environment for sport and recreational activities.

PUBLISHED WORKS and EXHIBITIONS

An *Urban Vernacular*, an exhibit of large format photographs depicting urban spaces by artist and instructor **Laura St. Pierre**, was presented in fall 2010 in the RBC New Works Gallery, Calgary, a space dedicated to the presentation of new works by Alberta artists.

Laura St. Pierre and **Tina Martel** were widely profiled in the media for their respective exhibits *Evolve* and *Autopark* at The Works Art & Design Festival, Edmonton in July 2010. Tina Martel cast Smart cars with handmade paper, while Laura St. Pierre converted four outdated, gas-guzzling cars into earth-friendly terrariums.

Lesley Doell, French Language Consultant/Consultante de langue française, French Language Resource Centre /Centre de ressources de la langue française was published in Canadian Association of Second Language Teachers journal 'Réflexions' for February (Vol. 29 No. 1). The article is entitled: *DELFL Implementation: Why and How?*

GPRC Fairview Campus instructor **Wally Besler** is featured on Biker TV on Access Television in a six-week series, "Tech Tips with Wally".

CREDENTIALS, AWARDS and RECOGNITIONS

Victoria Abboud English instructor Arts & Education department received her doctorate from Michigan State U.

Dianne McDonald completed a UNBC Masters in Education.

Craig Rode was nominated for the Alberta Apprenticeship and Industry Training Board's 2010 Top Instructor Award.

Cheryl Bereziuk achieved the designation "Registered Provisional Psychologist with the College of Alberta Psychologists" and now adding private practice with David Fast to her GPRC teaching load.

Laura Hancharuk has achieved the Master of Applied Sport Science from the University of Queensland. She is an instructor in the Physical Education, Athletics and Kinesiology department at GPRC.

MaryHelen and Jim Boccioletti were honoured among 300 Canadian Tire dealers across Canada for their positive impact on our community. At the 2010 Canadian Tire convention in Toronto, they received the 2010 Community Involvement Award.

GPRC Distinguished Employee Awards 2010 were presented to **Chris Fentie**, Fairview Campus, and **Lynne Ness**, Grande Prairie Campus at the annual recognition events in May.

Melanie Hamilton Alberta Nursing Education Administrators (ANEA) 2010 Award for Leadership in Registered Nurse Education.

Melanie was nominated by one of her peers for this award and was selected by the ANEA group this year.

This is an award that is presented annually by ANEA to "individuals who exemplify leadership in nursing education in one or more of the following areas:

- Advancement of nursing education
- Educational program development and delivery
- Educational organizational involvement
- Scholarship in teaching & learning
- Focus on enhancing development of nursing students and creating effective practice environment for learning."

Wolves Wall of Fame Inductees

Three new portraits and bios were added to the GPRC Wolves Athletics Wall of Fame during Homecoming 2010. The Wolves Wall of Fame recognizes both athletes who have excelled in sport and personal leadership, and those "builders" who have made an outstanding contribution through coaching, administration, management or Booster Club involvement.

The 2010 inductees are players **Derek Nicoll** and **Ryan Pomeroy**, both alumni of Wolves Volleyball, and recently retired coach, instructor and administrator **Harry Stevens**.

Harry Stevens retired from a career of over 30 years at GPRC. His involvement included everything from coaching to chairing the department, and his accomplishments include founding the Wolf Pac Booster Club, the Minor Basketball Program, and the first Multi-Sport Development centre in Alberta.

"Harry has provided outstanding leadership to the

Wolves Program in all his roles," says Leigh Goldie, Chair of Physical Education, Athletics and Kinesiology (PEAK.) "His passion and dedication have resulted in the successes Wolves Athletics has experienced over the years."

Both Derek Nicoll and Ryan Pomeroy have had very successful careers with the Wolves and beyond. Nicoll was an ACAC All Star three times, and an All Canadian while he was with the Wolves. He then continued to enjoy success with the University of Alberta Golden Bears, winning a CIS National Championship.

Pomeroy was part of the Wolves Volleyball success while they captured one CCAA Bronze medal and two CCAA Silver medals. He also had stellar careers with the University of Manitoba, the Canadian Junior National Team, and professional teams in Europe.

"We are very proud of the accomplishments that Derek and Ryan

have achieved both on and off the field of play," says Leigh Goldie. "It will be a pleasure to recognize them for these successes."

"It is our great honour to have these three individuals as part of the proud history of Grande Prairie Regional College," says Don Gnatiuk, President and CEO. "Our Wolves athletes such as Derek Nicoll and Ryan Pomeroy have regularly brought our College recognition across the country and beyond, and we know them to be great ambassadors for GPRC. Harry Stevens has left a legacy of enthusiasm for "healthy minds in healthy bodies" that will endure in both academic programs and community programs at the College for years to come. We are very pleased to induct them to the Wolves Athletics Wall of Fame."

The induction ceremony for Builder Harry Stevens and Athletes Derek Nicoll and Ryan Pomeroy took place on Thursday, October 21 at the College.



Aboriginal Rewarding Partnership Award

GPRC has been providing various employment programs for Aboriginal Youth over the past two years, through funding partnerships with government and industry. These partnerships have provided several cohorts of young students with employability skills, job shadowing and work experience – and have resulted ultimately in meaningful job opportunities for many.

At GPRC we are proud of our commitment to collaboration, and we benefit these partnerships provide to our students. We are proud to coordinate this project on behalf of our communi-

ty partners, and the regular addition of new partners is evidence of the strength of this project. Last year we were joined by employers Alberta Health Services, PetroWest Energy Services, and Weyerhaeuser Canada Ltd., - and by Peace Wapiti School Division whose students are able to earn Continuing Education credits through this program.

Together, we are working to remove barriers to employment which may be

faced by these students. The enhancement of employability for Aboriginal workers has always been a focus of the College, which is an active participant in the Aboriginal Work Place Initiative.

It is our mission to "create connections to knowledge, experience and community, one life at a time."

This program is an important fulfillment of that mission – and the **Aboriginal Rewarding Partnership Award** is a very meaningful recognition of our accomplishments.



Wayne Drysdale, MLA

Grande Prairie - Wapiti

We live in a competitive world, and in order to stay competitive, our province will increasingly depend on knowledgeable, educated and innovative workers. As the MLA for Grande Prairie-Wapiti, I am committed to working with my colleagues in the Alberta Government to ensure that we have one of the most accessible, affordable and effective post-secondary education systems in the country.



Ph 780.538.1800 • grandeprairie.wapiti@assembly.ab.ca



Unmanned vehicle at GPRC Fairview Campus heralds new era of research, development and training

The delivery of an unmanned vehicle system to GPRC Fairview Campus in January is an exciting step toward future research, development, and training programs in our region. Progress toward these goals has been rapid in recent months, and the arrival of the robotic equipment marks the change from planning to actualization.

The signing of a Memorandum of Understanding in late 2010 established a partnership between the Canadian Centre for Unmanned Vehicle Systems (CCUVS), Peace Region Economic Development Alliance (PREDA) and Grande Prairie Regional College (GPRC) and recognizes their mutual interest in the future of Unmanned Vehicle Systems within the region.

"GPRC is very pleased to be a signatory to this MOU," says Don Gnatiuk, President and CEO. "This project has enormous potential for the advancement of research in the field of robotics, and we are alert to the numerous educational directions which this initiative opens for learners in our region."

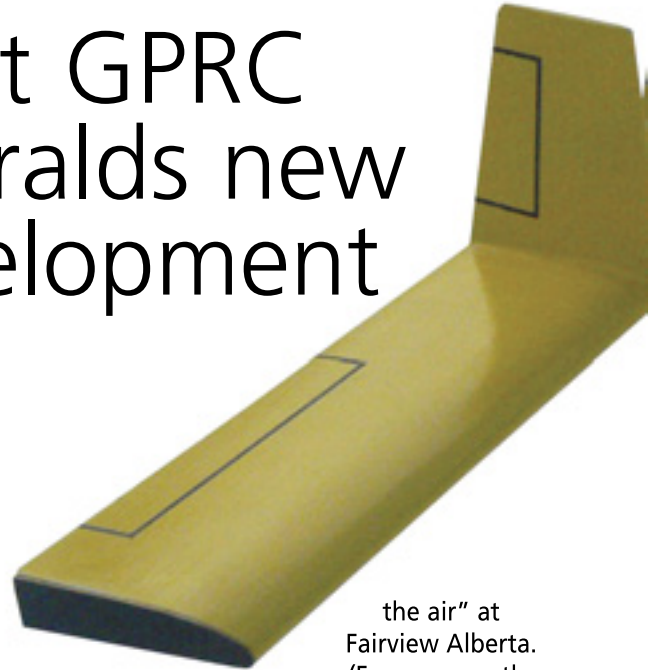
In the weeks since the MOU was signed, a northwestern office of CCUVS has been established on GPRC Fairview campus, and project coordinator Lloyd Sherk has been busy laying the groundwork for subsequent phases of this initiative. Sherk is a mechanical engineer and former military pilot who is managing the unmanned vehicle systems project on behalf of the

GPRC Centre for Research and Innovation (CRI).

"This partnership is a natural fit with the facilities of our Fairview campus," says Bruce Rutley, who is Director of the GPRC Centre for Research and Innovation. "The community of Fairview is equipped with an airport which is off commercial airspace, which means it is readily available for training and testing use, and the facilities of the GPRC campus in Fairview are well suited to any office or shop needs as the project progresses."

Test flights, test of ground vehicles, and the training of people for the growing needs of this industry, are among the goals of this project. Canada is a leader in the unmanned vehicle industry in the world, and a high percentage of that activity is taking place in Canada. CCUVS head office in Medicine Hat was officially opened in 2006, and has quickly established itself as a leader in the unmanned vehicle and robotics sector. The CCUVS approach is unique for its not-for-profit status and its affiliation with academia.

All of this activity is aimed at getting the College positioned so that it is ready when the time comes, Sherk says. He is enthusiastic about the potential for the future – and thrilled to be on the road to pick up the first (albeit older and well-used) unmanned air system to get this project truly "in

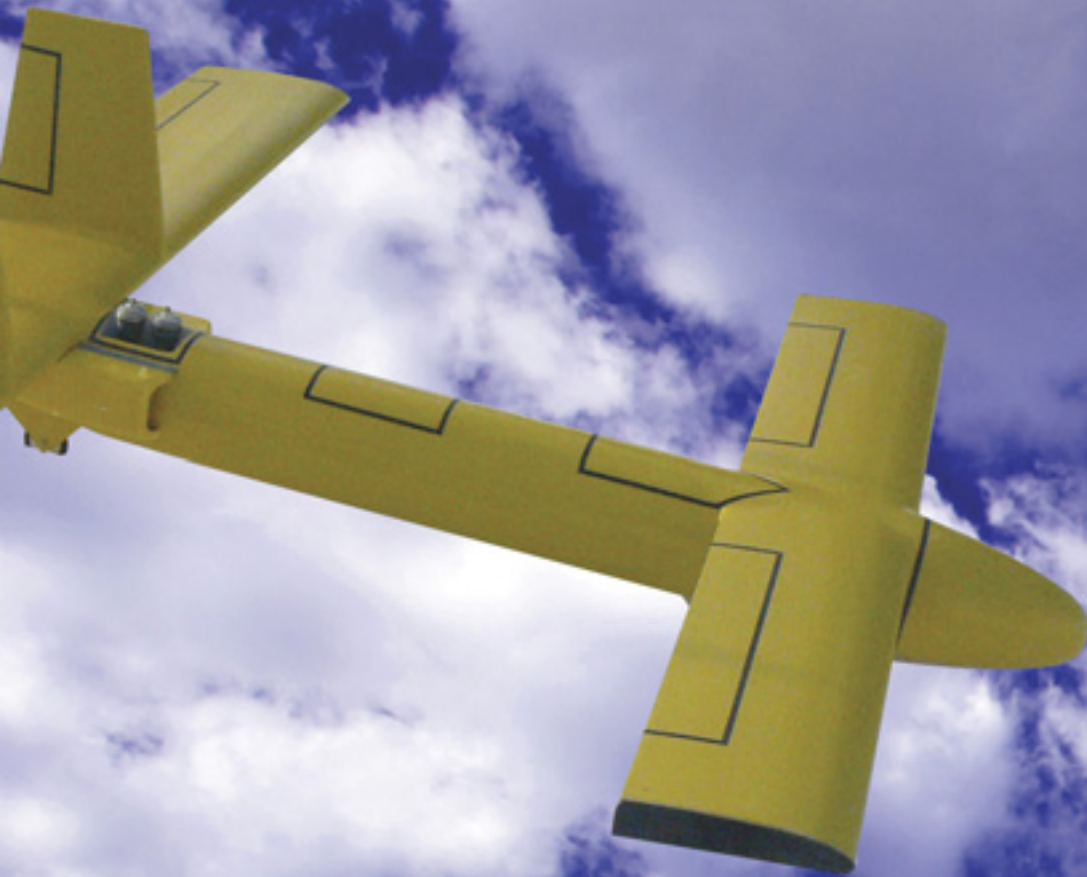


the air" at Fairview Alberta. (For more on the

CCUVS project, see the archives of the Fairview Post for the series penned by Craig Baird: www.fairviewpost.com)



- WING SPAN: 4.0m
- FUSELAGE LENGTH: 3.0m
- FUSELAGE DIAMETER: 0.3m
- WING PLANFORM AREA: 2.05 m²
- PAYLOAD: 45KG
- GROSS WEIGHT: 114KG
- MAXIMUM AIRSPEED: 57 m/s



It's official! The new 2010 FLSTSB Softail® Cross Bones is the motorcycle selected for the 23rd Annual Harley-Davidson® Raffle at GPRC Fairview College Campus. Tickets will soon be available at \$100 each and this year, only 499 tickets will be sold. So your odds of winning are amazing!

Speaking of amazing, that's just what this motorcycle is... from the mini "ape-hanger" handle-bars to the leather braid on the sprung seat to the vintage "hardtail" styling...plus all the comforts you'd expect in a modern ride! Done up in an opalescent finish called "black ice denim," this bike shimmers from deep purple to midnight blue. A real head-turner!

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23rd ANNUAL HARLEY RAFFLE

ALUMNI UPDATES

84-87 Donna G. Friesen Business Administration

I graduated from GPRC in 1987 and attained my CMA in 1990. I was employed by GPRC as an accounting instructor for the departments of Business Administration, Office Administration, and Computer Systems Technology from 1990-1994. I then worked for the Isley Group of companies as the Financial Controller for 13 years until my retirement in 2009 when I moved to Medicine Hat to enjoy life with my grandchildren.

85-87 Keith D. Lemay Science/Pre-Medical

Occupation: Radiologist at QEII Hospital. Favourite memory is \$1.10 beer and burgers at the Bomb Shelter on Friday nights.

91-93 Debbie L. (Parsons) Reid Business Administration

I am self-employed and own Media Links Marketing Strategies and The UPS Store franchise in Grande Prairie. I have recently been involved in several volunteer roles as the President of the Arctic Winter Games held in Grande Prairie in March 2010; as a Board member of the G.P. Chamber of Commerce; and as a Board Member, Economic Development Committee for the City of Grande Prairie.

93-97 Kimberly D. (Nicholls) Kimpfe Nursing

I have been a registered nurse since 1996. I have worked in Obstetrics for 13 years the last two of which have been as the Unit Manager of Women's Health at the QEII Hospital. I have been married for over 17 years with three children aged 12, 10 and 7. We live on a cattle farm outside of Grande Prairie and with both my husband and I working full-time, plus farming and kids activities, we are kept quite busy!

94-97 Teresa D. Antonio-Martin Business Administration

After completing my education at GPRC I transferred to the University of Lethbridge and graduated in 2000 with a Bachelor of Management with Distinction, majoring in Human Resources and Organizational Studies. My favourite memory of GPRC is all the friends I made there.

95-03 Kelly L. (McNaught) Socha Department of Nursing & Health Studies

I originally began my studies at the GPRC in 1995 and received a certificate in Office Administration in 1996. I took a few years off to decide on a career path and subsequently returned to GPRC in 1998 for a year of upgrading. Then in 1999, I began my studies in the Bachelor of Science in Nursing program and graduated in 2003. I was employed as a registered nurse on the acute psychiatric unit at the QEII Hospital in Grande Prairie for seven years. During my employment at the hospital I had the pleasure of being a mentor and preceptor for nursing students from GPRC. I am currently employed as a nursing instructor for the Department of Nursing & Health Studies at GPRC and received a full-time permanent position this year. I have many fond memories of GPRC. But, what I appreciated the most was the warm, welcoming atmosphere of the entire college community and the dedication of the faculty that inspired me to return. GPRC's Mission Statement and Core Values speak for themselves and I am truly honored to be a part of the college in delivering higher education to others.

97-99 Tina Strasbourg University Transfer

I earned my Ph.D in Philosophy from the University of Calgary in November 2010. I have also been teaching in Philosophy and Women's Studies for the past four years at the University of Calgary, the University of Lethbridge (Main Campus and Calgary Campus) and Mount Royal University. I have recently moved back to the Grande Prairie area.

97-01 Laurie M. Shofner Nursing, Wolves (98-98)

After graduation in 2001, I worked at the QEII hospital in Grande Prairie for 5 years, obtaining nursing experience in several different departments. In 2006, I went to Rwanda, Africa to supervise the construction of an orphanage project. Then in 2008, I acquired work at Kigali Health Institute in Rwanda as a nursing instructor. I married a Rwandan and we have a baby boy. We have recently returned from Rwanda and are currently living in Spirit River.

03-07 Caryl B. (Bryan) Swallows Office Administration, Wolves 93-95

I have been working at GPRC since graduating from the Office Administration program in 1995. I work as the Administrative Assistant to the Department of Business and Office Administration. I also coach the GPRC Wolves Curling teams. I am married to Reg and have two children, Thomas and Cary-Anne. My favourite memories of GPRC are the wonderful instructors that taught me through my program and winning the ACAC Women's Curling Gold at ACAC Provincials in 1994 and 1995.

03-08 Jennifer Fisher Business Administration and Hospitality & Tourism

I am currently employed at the Prairie Art Gallery as the Visitor Experience Manager. I have volunteered for several different committees in Grande Prairie including The Street Performers Festival, Summer Slam, The Abilities Center, and Alberta Arts Days. I love event planning and people are my passion! My favorite memory of GPRC was actually meeting and working with the staff, faculty and fellow students on various new innovative and enterprising projects.

04-05 Jacynthia Rabesca Office Administration

After completing my education at GPRC I transferred to the University of Lethbridge and graduated in 2000 with a Bachelor of Management with Distinction, majoring in Human Resources and Organizational Studies. My favourite memory of GPRC is all the friends I made there.

Send us your news! Update your info with current career news etc., and we will include you in an upcoming edition of Wisdom magazine.

Contact us at www.gprc.ab.ca



Alumni Association

In Memoriam: Bill McCracken

05-07 Megan Larson Bachelor of Arts - Music

I transferred from GPRC to Westminster Choir College in Princeton, NJ, and received my B.A. in Music in May 2010. I am now singing professionally in New York City and New Jersey. I played soccer and ran cross-country at GPRC; now I run to catch trains and buses!

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Many readers will fondly remember former GPRC President, Bill McCracken, who died November 2, 2010.

William (Bill) McCracken, the third President of Grande Prairie Regional College, was appointed in April of 1991, succeeding Dorothy Rowles. Mr. McCracken guided GPRC until his early retirement in 1995, after which he re-focused his professional interests as a private contractor for post-secondary institutions. He and his wife Wendy spent the past 15 years living in Kelowna, BC.

Bill McCracken was noted for having dramatically changed the administrative style of the College, resulting in a flatter structure and more collegial decision-making. He also instituted the Policy Governance (Carver) model at the College, and in doing so set a standard for others to follow. He was in great demand as a speaker on this subject. Upon his retirement in 1995 the GPRC community created the Bill and Wendy McCracken Visual Arts Award in recognition of their involvement and support in the arts.

An alumnus of the University of Toronto and the University of Western Ontario, Mr. McCracken held a BA in Psychology and an MEd in Applied Psychology. He had 22 years experience in College administration at institutions in Ontario and Manitoba prior to his appointment at GPRC.

It is with sadness and great respect that GPRC marks the passing of former President Bill McCracken.

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WWW.GPTOURISM.CA

A Life in Politics

- continued from page 19

Senator Dennis Patterson is a true Canadian statesman, whose life work has had enormous impact on our country and its people. His interest in politics began in boyhood, and although the Senate appointment two years ago brought him out of “political retirement”, he has always been politically active.

“I have always been fascinated by politics. I remember getting excited about the 1958 election when John Diefenbaker, who was a bit of a hero of mine, swept the country – I was ten years old.

“In my experience, some people don’t really know why they get into politics. I have actually heard people say, “well, it looked like a good job”, or “I thought it would be fun to try.” I do believe that if you are holding yourself for elected office, you should have a pretty clear idea of why you want to do it. You need a lot of fire in the belly. It’s a pretty difficult job. You’re sort of on call 24-7 and you get deluged with sometimes very mundane problems and you are supposed to listen politely to everybody – it’s a grind. But if you have a higher goal, a goal that you can work toward, then it becomes immensely rewarding. That was my inspiration, I suppose, to keep me at it for 16 years – which was a pretty good run.

“I thought I was done, until I got the call from the Prime Minister. Now I am back at it – with great enthusiasm. Now I am at the federal level – it is different.

“I must admit I have really had my eyes opened about the Senate since my appointment. I know that many people think of the Senate as either in need of reform or that it should be abolished – that Senators sleep in their red seats in the Chamber, or that they at least have a pretty easy job. But the truth is, I found, that Senate committees do very good work. There is a need in government to examine very complex subjects, and make recommendations on programs and policies.

“You can’t just govern, you’ve got to look at issues and try and solve them, and think ahead to what should

change. Our Senate committees are effective, I think, partly because we are not elected. We are independent of the government, and that independence creates an atmosphere that is less partisan; I think we do very good work. We can focus on our work without being driven apart by partisan politics, distracted by elections. The Senate truly is an atmosphere of what John A. MacDonald envisioned, which is ‘sober second thought.’

“I am finding that I am extremely busy with committee work. We are



Library of Parliament / Bibliothèque du Parlement / Gordon King

doing a study on First Nations education in the Aboriginal Peoples committee that is a huge and very important topic. There are great challenges in First Nations education across the country. In our Defense and Security committee we are working to complete a report on Arctic sovereignty; I have thought a lot about Arctic sovereignty over the years and am very happy to have input into that. The Fisheries and Oceans committee is studying lighthouses, on the question of whether lighthouses should be de-staffed, or automated, and I found that while some people may not think it is an important subject in the scheme of things, there are a lot of people on both coasts who care deeply about lighthouses. They have huge heritage value, and we submitted a report in December which basically challenged our government – and I am a Conservative – to slow down or stop the process of de-staffing, pointing out the value of having people on the coast, eyes on the coast, the value of having a presence for sovereignty and public safety reasons.

“The work is fascinating, demanding, rewarding and on top of that I get

to work with our MP, the Honourable Leona Aglukak, whom I have known since she was a high school student. She is the Minister of Health, but she is also the political minister for the North, which means she has a hand in all the major decisions that are made by the federal government in Yukon, NWT and Nunavut. She relies on me often for advice, we work closely together, so through her I have quite a bit of potential influence on the workings of the Government of Canada on the highest levels. In addition to the committee work, I have this close working relationship with my long time friend and now colleague in a senior position in the cabinet. That is another dimension I am finding worthwhile.

“I think the public welcomes people who have goals and visions that are inspiring.”

“Based upon what I have learned in my career so far, my advice to any student today would be “Follow your Passions.” College is a chance to explore a number of areas and find what you like. If you find something you are good at and love to do – go for it! There are always influences in life – people who are cautious, and who urge caution on others. My own father didn’t want me to go to the Arctic – he thought was a bad move, that I would be isolated from my profession – but something told me that this was an opportunity. I was excited about it, and sort of threw caution to the wind.

“From the beginning I knew I did love politics. Lots of my friends thought it was a sickness and would say ‘what’s wrong with you? How can you be interested in such boring stuff?’ But for some reason it was always something I found fascinating.

“Go where your heart takes you. This great country is a land of opportunity. We are a young country. We have all these resources available to people who want to do stuff here or around the world – but it is important to follow your heart.”

Globally Recognized Diploma Program at GPRC Fairview College Campus: ThinkBIG



Being responsive to the needs of industry is integral to Alberta Apprenticeship and Industry Training – and the demand for heavy equipment technicians is starting to pick up again. The ThinkBIG program, a unique part-

nership between Finning, Caterpillar and GPRC, is expanding this year in preparation for increasing need for technicians, and the number of students accepted will be increased from 24 in the autumn of 2011.

Two groups of 16 students will be accepted for this globally recognized program at GPRC Fairview College Campus in the fall. GPRC is the only post-secondary institution in Canada to offer this program designed specifically for Caterpillar, world leader in the manufacture of heavy equipment, and Finning, Caterpillar's largest dealership worldwide. Students gain highly technical knowledge and hands-on skills which are in demand wherever Caterpillar equipment is in use.

Student selection for this program is very competitive, and students must pass all selection criteria before being

admitted – but the rewards are exceptional.

Finning supports a program which encourages academic achievement, and includes a \$1,000 acceptance award during the first semester of study for successful applicants. Tools are provided for the technical training of the program – and if a student achieves an average of 80% or higher and is subsequently hired by Finning after completion of the program, he or she will be presented with a valuable, fully-stocked toolbox after a full year of employment.

The training is part theory and part practical learning. The practical placements are completed at a Finning location.

GPRC is very proud to be a partner in this unique and globally recognized program.

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