THIS ISSUE

The Man in the Red Suit
An Interview with Douglas Cardinal

The Unrecognized Epidemic: Preventable Injuries

Celebrating Our Past; Building Our Future - Cardinal Dinner
Montréal, February 14, 2003

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Re: Opening Reception, Cardinal Exhibition

Dear Friends, Faculty, Students and Alumni of GPRC:

I would like to express my regret that I am not able to attend the opening reception for the Cardinal Exhibition, celebrating the architectural achievement of Douglas Cardinal and honouring the late Dr. Henry Anderson.

I had the honour of serving on the Board of Governors as student representative during the 1972-73 session at the college. It was there that I had the pleasure of working with and getting to know Dr. Anderson. I remember his intelligence, his good humour, his devotion to the students and his drive and dedication to Grande Prairie Regional College. The passion that Dr. Anderson felt for the development of the college was only matched by his passion for the new campus that was soon to be. I remember looking over the working drawings of the building with him, as he explained the functions of the spaces and the details of the forms. He even asked for my opinion on certain elements. Of course, I was thoroughly impressed. For an 18-year-old farm kid whose most significant architectural experience had been going to the grain elevators in Sexsmith, these flowing shapes were the most fantastic, the most exciting thing imaginable. I already had a certain interest in architecture, and looking at these remarkable plans and elevations only strengthened it. I guess I must have told Dr. Anderson about my interest because he took the time to show me a model and some of the preliminary sketches and plans. I remember Dr. Anderson’s unwavering support for the architect of those plans, Douglas Cardinal.

I met Douglas Cardinal at the signing of the contract for the construction of the college. Tall, handsome, hair past his shoulders, he wore a bright red suit. Cardinal red, I guess you could say. My meeting with him was brief, but my budding interest in architecture was now confirmed. That was what I wanted to be. I wanted to be an architect. My path to that goal took a couple of turns after leaving GPRC, but I eventually got my Bachelor of Architecture from the Université de Montréal. I met Mr. Cardinal a second time at a conference on computer-assisted design while attending school here. His was one of the very few offices at the time that were producing all their work on computers. His ground-breaking work in architectural form also extends to the technology of its making. I decided to stay in Montréal and went into partnership, shortly after graduating and articling, with a colleague from school. And I still often think of those two men who first inspired me.

Thank you Douglas Cardinal. Thank you Dr. Anderson.

My best wishes to Mr. Cardinal, to the family and friends of Dr. Anderson and to all at Grande Prairie Regional College.

Yours truly,

Wade Eide, Architect
In Our Wisdom

Curves, Contours and Curiosities

In the early 1980’s I had the privilege of representing Alberta on the Historic Sites and Monuments Board of Canada. We would meet in Ottawa biannually to receive and consider recommendations respecting the commemoration of people and places of national significance. As it happened, one of the first individuals that I got to know on the Board was Dr. George Macdonald, renowned archaeologist and Director of the Canadian Museum of Civilization.

Curiously, our conversations always seemed to come back to one subject – Grande Prairie Regional College. Dr. Macdonald was intrigued by the ‘Cardinal Building’ both as a functioning construct and as an aesthetic work of art. He had a multitude of questions about the structure – from its spatial characteristics, and the physical and psychological environment it created, to issues of maintenance and heating!

At the time I didn’t ponder too deeply the reason for Dr. Macdonald’s solicitous inquiries but in retrospect his probing questions have taken on a sharpened clarity and meaning. I was unaware then that plans were being developed for a new Museum of Man to showcase the Canadian experience and that Douglas Cardinal was a prime candidate for the job. Only later did it dawn on me that GPRC was viewed as a model, perhaps even a template for the proposed museum.

It was obvious that Dr. Macdonald clearly saw our building as an archetype, a micro progenitor of a larger national endeavour (one with international impact). In this sense, GPRC is an artifact of notable importance to Canada’s heritage. Thus, some day in the not too distant future, I wouldn’t be surprised to see a Government of Canada plaque located prominently on one of our crooked brick walls proclaiming the College a national historic site.

— Dr. Jaroslav (Jerry) Petryshyn

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Above: Brenda Quinn joined Douglas Cardinal for the unveiling of a portrait honouring her father, Dr. Henry Anderson, as first President of Grande Prairie Regional College. Ms. Quinn travelled from Texas to attend the Cardinal Dinner and to accept the tributes to her father. “I hope this building will always stand as a tribute to my Dad, to his commitment to his vision, and his commitment to education for its own sake.”

Right: Hoop dancer Petie Chalifoux.

Recent Gifts

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New Brenwood Bursary
Beginning in January 2003, Brenwood Master Builder announced a generous bursary program for GPRC students. Brenwood has pledged to contribute $100 from every new home sold in Grande Prairie towards this bursary.
Left: Board of Governors Chair Fletcher Bootle chats with Mayor Wayne Ayling and MLA Gord Graydon at the Opening Reception of the Cardinal Exhibit.

Above Right: Emily Carlstrom, 11 years, sang O Canada to a sold-out crowd of over 270 guests who assembled for dinner at the event. Community friends, former administrators and retired faculty returned to GPRC to help us Celebrate Our Past. Sukumar Nayar spoke in touching tribute to the late Dr. Henry Anderson, who he called “a true visionary.”

Below: Alumni/Foundation Board Chair Lyle Carlstrom introduced architect Douglas J. Cardinal to guests at the Cardinal Dinner held at Grande Prairie Regional College, February 15.

Above: (l-r) Jim Henderson, President, Douglas J. Cardinal, and Carmen Haakstad, Executive Director Advancement. Douglas Cardinal was pleased to be inaugurated as an honourary member of the President’s Council of Grande Prairie Regional College. Pictured at far right is Herb Wyness, former Vice President College Services, who returned to Grande Prairie for the event.

President Jim Henderson welcomed Douglas Cardinal on behalf of the community. Douglas Cardinal told dinner guests that “I owe everything to the people of this community, and particularly to Henry Anderson, because this was his vision.”

Below: Sukumar and Nalini Nayar, former GPRC faculty.

Alliance Pipeline Gift Announced at Dinner
Alliance Pipeline has pledged $100,000 to GPRC $50,000 to the Alliance Pipeline Bursary, and the other $50,000 to the Dr. Henry Anderson Innovation Fund. The announcement of this exciting gift was made during the Cardinal Dinner.

Wayne Wood of Brenwood Homes presents the first proceeds of his new bursary program to Sharifi Houssain, accepted on behalf of GPRC.

GPRC President Jim Henderson was pleased to accept the cheque announcing the $100,000 gift from Alliance Pipeline.
Generations of the Carlstrom-Nelson family have demonstrated their strong belief in education as the essential additive to improve the future. Shannon Nelson’s grandmother worked very hard, fighting the odds, to ensure that her children emerged from the poverty of their childhood with an education and an opportunity for a better life. Lyle Carlstrom’s grandparents, immigrant farmers, believed strongly in education for their children and grandchildren, even though it usually meant departure from the rural lifestyle and the farming communities – often forever.

Lyle Carlstrom and Shannon Nelson are among the Diamond Legacy planned gift donors to Grande Prairie Regional College, and with their three young children are closely involved with the College as part of their community lives.

“It has always been compelling to me to encourage education,” says Shannon Nelson. “I encourage learning every day because I think that is what makes us so unique as human beings. My motivation began with my grandmother, who enabled my mother, my aunts and uncle to graduate high school and go on to higher education.

“I strongly believe in the college and university system - I believe in studying liberal arts – this is so important because it opens our eyes to so many things, makes us better people and more able to understand how other people think and behave.”

Lyle Carlstrom, a Grande Prairie lawyer who is now Chair of the GPRC Alumni/Foundation Board, came to GPRC from schools in Bear Canyon and Fairview. He is vocal about the importance of post-secondary education in general, and about the benefits of a College in the Peace Country in particular.

“Growing up in a remote community, we were very aware that you either made the decision to stay and work the land or in the oil industry, or you got an education and left. I guess that gradual departure was part of the culture. Having to stay away in Fairview for high school, coming here for College – each step in my education was farther away. Interestingly, those steps sort of brought me back full circle.”

Two years at GPRC in liberal education has always been compelling to me to encourage education,” says Shannon Nelson. “I encourage learning every day because I think that is what makes us so unique as human beings. My motivation began with my grandmother, who enabled my mother, my aunts and uncle to graduate high school and go on to higher education.

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Lyle Carlstrom agrees. “All three of our children understand this is a big part of our lives, and they have made it part of theirs, too,” he says. “It works both ways.

“My personal tie to GPRC was strengthened by the other educational experiences I had, because though U of A and McGill are fine universities, I found them big and pretty impersonal. I didn’t feel that I had had any better education there than I had had at GPRC. When I came back to Grande Prairie to practice law, I had an opportunity to teach for Athabasca University and ultimately for the College. That was an experience that many professionals don’t have, and that experience, because I was teaching in the area of my profession, kept me sharp and on top of everything I needed to know. I think the ultimate test of knowledge is conveying it to others.

“That experience is one I highly value”, says Lyle Carlstrom, “and I feel I owe it to the College and higher education to become involved, to volunteer and give time and money back to the system.”

– Lynne Ness

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The radical, activist young Canadian native who was hired to design and build Grande Prairie Regional College in the early 70s stood out in the board room where the contracts were signed. He did not blend in. He was a native; he was an artist; his black hair fell beyond his shoulders; he wore a red suit. And he had just designed a spectacular building, which would be built on the banks of the Bear Creek reservoir, a building architectural critics have described as “a giant earth sculpture.”

Architect Douglas Cardinal says not fitting in is part of the price which must be paid in order to reveal one’s creativity. He has strong ideas about the source and the strength of creativity – and he has found his own unique path as an architect, one which draws deeply on his ancestry.

“Creativity by its nature is not a group experience, it is an individual experience. Creative people in this hierarchical Western system in which we live have a tough time. Creativity is the force of change, it upsets us, it rocks the boat. It doesn’t come from reason and logic, it comes from feeling and intuition, and is beyond that which is already known. It comes from looking within.”

As an architect, Douglas Cardinal may find his creativity within himself, but his buildings are also the realized dreams of his clients, and the artist’s response to the location. “When you go to the site, the building is already there. You just have to un-conceal it.”

The buildings of Douglas Cardinal are recognizable worldwide. Each of them has exceeded the boundaries of what was “known” and drawn its engineers, bricklayers, and computer technology over the edge of secure knowledge into the realm of the “impossible.” His buildings are a stunning balance of an age-old oneness with nature and the most modern technology. “You don’t operate from reality on something like this; you operate from commitment.” Cardinal designs have necessitated their own technologies, their own building methods.

Most of all, they have required creative response from all disciplines involved.

“All of man’s creativity was the result of people looking inward into themselves,” Cardinal points out. “They never got it from textbooks. Like Einstein, for example, lived in a Newton’s world. He had to ignore what everyone else around him knew and believed. He looked inward, and there he discovered all these theories of relativity, which changed forever our whole way of looking at the world.”

The native elders teach that all knowledge is within yourself, that an individual is the product of all those who have gone before, the outcome of millions of years of life, so within you is all of the past. But you are also the grandparent of all the generations that will
them, listening to them, hearing what they said resonated in me. They awakened the knowledge that is already there in me. I do not look at learning as something that you pour into your ear and eventually you are completely filled up with knowledge. I have never looked at it that way. I think all knowledge is within yourself. And some people awaken that knowledge within you."

"It is a different way of knowledge. I appreciate the different world views – the hierarchical, the western world view, and the indigenous world view that is quite different, as expressed in language, culture and philosophy."

"My profession has me operate in a hierarchical world view which is very left sided – based on logic and reason. It is fine for me, carrying out architecture and working within the structures that are there, but I have affinity more to the indigenous way of thinking which is based on the belief that every person is noble, everyone, every thing is to be respected."

Cardinal firmly believes that buildings affect us, that we are products of our environment. "If..."
you create an environment like New York or Detroit you will create brutal people because that is a brutal environment. I believe we are products of our environment because that is how we have evolved. If you created an environment of boxes, you will start thinking like boxes, and categorizing. I think it is a responsibility to create an environment that is more natural for people.”

The building he created as Grande Prairie Regional College has now inspired learning and teaching for three decades. It is a building that fulfilled the dream of a community, a dream led by the first President of the College, Dr. Henry Anderson, who insisted that “An educational institution must have a soul.” It is a building that fulfills the architectural vision of Douglas Cardinal, whose belief that “people should celebrate life and nature, and enjoy its forms” has resulted in a career of buildings which celebrate those forms.

The important teachers, the mentors in Douglas Cardinal’s life, as well as native elders, include those who have awakened the buildings within Douglas Cardinal - his clients. “I learned so much from each of these clients – and particularly from this community (Grande Prairie.) The trust they had in such a young ‘character’, with radical ideas. Without their trust, I really doubt I would be doing the work I am doing, you see.”

What Canadian architect Douglas Cardinal is doing, what he has been doing in the 30 years since he signed those documents committing his creativity to the building of Grande Prairie Regional College, is changing modern architecture world-wide, challenging accepted boundaries of what is possible. He is exploring that unlimited possibility of what we do not know; he has learned the secret of creativity.

“I think my greatest building is still inside me.”

– Lynne Ness

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Nancy Campbell thinks teaching may be genetic. It’s not something she discusses with her students during bio lab, but she has good reason to contemplate the fact that despite having at one time made a conscious decision not to follow the family tradition, she is, it seems, a “born teacher.”

“I absolutely love teaching. It is a dream job to be paid for something you love to do," says Nancy. “You know how children play nurse or store – I used to pretend I was a teacher, play with chalk and a blackboard! My grandparents were teachers. My mom taught at UBC, my dad taught at NAIT. Maybe it was inevitable that I would teach too. When I started out though, I said, no, I’m not going to be a teacher. I enrolled in the medical lab program at UofA – and then immediately got special permission to take education courses as options!”

Once she got to GPRC, the inevitability factor seemed to be at work again. The College hired Nancy Campbell as chemistry lab technician 18 years ago in August – but just before the September long weekend, she was asked to teach Chemistry 20 as well. “I've gone from washing test tubes to being department head (early 1990s) – and I am now teaching Biology high school equivalent.”

One of the things Nancy’s students say they like about her is that she is a student too, so she knows what they’re going through. Nancy Campbell is taking a degree in Adult Education. For the past three years she has enrolled in spring and summer session, taken courses by distance, and one sabbatical year became a full-time student again.

“I was really scared to go back to school,” Nancy admits. “First I spent a whole year thinking about it. Finally, I enrolled in a distance education course, where I could be just a faceless entity. I needed to get my own confidence back before I could put myself out there to be graded by someone who didn’t know me. By the end of that course, I began to believe, yes, I can learn. Yes, my brain cells still work. I got my confidence up.

“Many of our students in Academic Upgrading are in exactly that space. I can definitely relate to people who are taking the risk to make another life for themselves. Over the past years I have deliberately taken courses via different methods, so that I would know what our students experience. I’ve done the distance course, the modular course, the small classroom and the large lecture hall. One thing about the lecture hall – I still went up to the front and introduced myself to the instructor – I made sure I was a real person to him. I really recommend that to any students. (But no, I would never have dared do that as an undergrad.)

“These past years have definitely helped me to understand what my students go through. I think every instructor should take a course for credit every now and then, put themselves through the experience of assignments, and being evaluated by someone else. I appreciated those instructors who gave me a clear idea of their expectations – what they needed from me in a particular assignment. I realized how much I appreciate a timely response from my instructors when I have completed an assignment or an exam. I like to give my students immediate feedback if I can. I am very aware that it is their life goals that are at stake. I don’t take it lightly.”

Nancy Campbell also knows from personal experience that things happen in life that are beyond a student’s control.

“Students have lives and families and challenges outside of the College too. I think it is very important to be flexible enough to give students every opportunity to be successful. My advice to all students is to make sure your instructor knows you, thinks of you as an individual. In my own case, a per-
sonal situation made it impossible for me to write a final exam on the scheduled date. Because my instructor knew who I was, I was able to discuss the situation with him and gain permission to write at a later date."

Her personal experiences have helped to make Nancy Campbell very aware of the emotional needs of her students. “I keep in my mind that I am teaching someone’s child; somebody loves that student sitting there in my class,” she says. “That thought helps me to treat each and every student as an individual, as a person, not just part of a group. One thing this second degree has done for me – I have really learned to be reflective. Now, everything I do, I stop and ask myself ‘Okay, what will this mean to my students? To their understanding?’ I have become really student focused.”

It is an attitude that is a great benefit to Nancy Campbell’s students. “Quite often people have been told ‘You’re a slow learner.’ You can’t learn.’ I try to collapse that whole thinking and get students to feel differently about themselves and about what they need to learn,” she says. “I love the ‘aha’ moments when I’ve been explaining chromosomes until I am blue in the face and suddenly they look in the microscope and they see chromosomes! I love the moments when I open up a new world to them.”

“I occasionally get calls from people who have been my students. One student called me and said “Thanks for putting us on Web CT – I am doing Nursing now and was able to step right in to this course because you taught us a course using Web CT.” Another just left a note on my desk one day “Sorry I missed you – I’ve now got my own physiotherapy clinic in BC...” it is truly humbling to see how much some of these students are able to achieve.

Nancy Campbell’s students say ‘I’ll never look at life again the same way.’”

– Lynne Ness
For many years, the population of Alberta has been exposed to a health problem that has largely gone unidentified or been ignored. It is a problem of epidemic proportions, resulting in more than 6,700 deaths, 140,000 hospitalizations and 1.5 million emergency department visits between 1993 and 1997 with a subsequent cost to Albertans of many billions of dollars.

Each year this disease is the leading killer of Albertans aged 1-44 years, and results in more childhood deaths than all other diseases combined.

The fight against this epidemic has been undertaken by only a few people and organizations within this province, and minimum funding and resources have been provided by legislative bodies. Given the current Government phi-
losophy regarding health care costs in Alberta it is difficult to understand its lack of effort in combating the problem. It is generally accepted that almost all cases of this disease can be prevented, therefore a relatively small financial investment in prevention and control would, without doubt, result in major reductions of health care costs.

In comparison, the recent epidemic of meningitis was recognized within weeks of its appearance, and mass vaccinations were organized for the population at risk from the disease. It was understood that the financial cost of this prevention campaign was a sound investment in terms of improving health and easing the fears of Albertans.

The unrecognized epidemic is that of injuries, and the difference between this and meningitis is simply one of perception. Injuries are perceived as being the result of ‘Accidents’, and as such are thought to be unpredictable and unpreventable. In fact, injuries need to be considered as a disease, but one with multiple causes. Just like an infectious disease, when a particular type of event becomes identified or associated with injuries, measures can be developed and implemented to prevent more of the same injuries from occurring. Introduction of the child-proof cap on medications has reduced the number of unintentional poisonings among children by 85-90%. However, whereas an infectious disease outbreak can be identified and effectively eliminated in a matter of months, the fight against injuries is a long-term effort of many years and requires a combination of introducing safer products, legislation, and behavioural change.

The problem that has faced persons working in the field of injury prevention has been one of information. It is essential for any prevention program, be it for injuries or infectious disease, to have timely data on which to base a response. Because injuries have been a low priority for many authorities, mechanisms of tracking injuries have been unable to provide relevant and up-to-date information. This has meant that many prevention programs have been based on data that is a number of years old, and may not represent the current situation, thus reducing the effectiveness of the program. Imagine the effectiveness of the meningitis vaccination campaign if it had begun three years after the initial outbreak.

It is for this reason that I, on behalf of Grande Prairie and Area Safe Communities, have been working with the Mistahia Health Authority to organize a system of tracking injuries in this region, and to provide that information to interested parties in a timely manner. It is now possible to quantify the types and causes of injuries in the Mistahia within months of their occurrence rather than years, and it is likely that the time between injury-causing events and their reporting will be reduced even further in the near future. As far as is known, this surveillance system is the most expedient in Alberta and possibly Canada, and will allow the Health Region and other local organizations to identify and respond to local problematic issues in an effective and efficient manner.

A database has been established which contains information on all injury-related hospitalizations and emergency department visits within the Mistahia Health Region, but at present does not contain data on injury fatalities. The absence of fatality data is due to a number of reasons. Firstly, the data is compiled by Alberta Health and Wellness and is not available as soon as non-fatal data. Secondly, the number of injury fatalities within this region is relatively small (approximately 50 per year) and therefore yields little significant information that could be used to prioritize prevention targets. Use of hospitalizations and emergency department visits provides sufficient numbers to draw conclusions, and does not present any disadvantages. For the development of an effective prevention campaign, it is the causative event and not the severity of the injury which is important. A single traffic fatality on a stretch of highway will not alert anyone to potential safety hazards, but twenty non-fatal collisions in the same location will be noticed and establish the location as probably presenting dangers to motorists.

To establish the injury database, a computing specialist of Mistahia developed a program that extracts records of injured patients, omitting any personal information which could be used for the purpose of identification. These records contain details of gender, age, injury diagnosis and treatment, location where the injury occurred, reported cause of the injury, and the hospital where treatment took place. These records are extracted on a regular basis by Health Records personnel, and after slight modification are then compiled into a second, injury-related database which can be used for analysis.

Currently there is information available on injuries that occurred during the period April to September 2002, with more recent data to be added in the near future. The objective is to have a full year of information by June 2003, with a comprehensive report being released soon after. In the meantime, the available data can be analyzed and provided to interested persons.

Because the information in the database is local and can be provided not only for the Health Region as a whole but for each hospital, relevant data can be provided for a number of individual communities so that they can respond to issues which are affecting their residents. This is especially important for smaller rural communities with fewer resources for development and implementation of programs. The data is directly relevant to residents of these communities and can be used to increase awareness of the injury issues that are arising. These injury-causing events have happened to them, their

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"...caring for our Communities"
Richard Podsada

“...I think life as a working artist is still as much fun as being a student – now I can do the same things all day long and get paid for it!”

The manner in which GPRC alumnus Richard Podsada spends his days has really not changed much over the past few years – whether he is working for a client or for his own enjoyment, he is busy at his computer, designing for the Web, writing programs, trying new things.

“People ask ‘How can you spend 10 hours straight in front of a computer? I guess if you can’t see yourself doing that, you should never consider a career in digital design.’"

Years before Richard Podsada enrolled in the Digital Design program at Grande Prairie Regional College, he would daydream about some day redesigning the GPRC website. Only weeks after graduating with his Fine Arts diploma, he was busy doing just that, as a special consultant to the development project, a recommendation from Fine Arts Chair Lane Borstad.

The Advancement department at GPRC, having assumed responsibility for the redevelopment of website content, had been exploring the idea of hiring an external consultant when they were introduced to Richard Podsada. A preliminary project was so satisfactory, that all thoughts of looking outside the region for expertise vanished.

Richard was born in Poland, in a city called Zielona Góra, and came to Canada with his parents when he was a child of four years. While he was still a student at Grande Prairie Composite High School he began doing web pages for friends, and took on some small contracts.

“When I got into high school my parents got me a new computer – it was powerful enough to use Adobe Photoshop, had a colour monitor. That’s when I really started to get into digital design. I was in grade 11 when I really started focussing on art as a possible career. I took art 10, 20, and 30 from Mr. Henderson, took a marketing course, and learned mechanical drafting, introductory design, and lots of other great stuff from Mr. Barton.

“I took a lot of classes in high school that related to design. During those years I learned the process, everything from sitting down to meet with the client to the final product.

In 1998 I met Delvin Kosik. He was a programmer, but didn’t have any artistic background. We paired up and started Internet Concepts Ltd. and GrandePrairieOnline.Com. Recently we helped SUN FM redevelop their web site.”

Once he was a GPRC student in Fine Arts, Richard was interested to find that most of his fellow students weren’t programmers or “techno-geeks,” but artists. “At College you’re going to learn whether you really are an artist, a scientist, a techno-junkie. Before coming to College I had not realized that there was so much traditional art in the digital design program. It was a good foundation – strengthened my whole love for graphic design and two-dimensional art.

“All the stuff about personal contact with instructors here is true. I still drop by just to talk with my instructors. You wouldn’t get the same learning experience...”
without that personal contact. I enjoyed it a lot. My favourite class was Ed Bader’s print media class. We learned so much good information that applies to any graphic medium, not just print.

“I feel the most important thing that will determine your success in this industry is how much you love what you do. You’ll hear very often that traditional art skills are #1, or a BFA, or a strong portfolio, or lots of technical experience. I believe that if you start out loving what you are doing, everything else will naturally follow. You just have to give it perseverance and time. Be prepared for long hours!

“Going to school, or reading a book alone, will not teach you everything you need to know about this job (but they can definitely help). Many of the best designers in this field are self-taught and rely solely on their past experience when problems and challenges arise. The technology underlying this medium is about as stable as a corn-flake in a tornado, and you’re teachers aren’t always going to be there to help you. So don’t go and learn web design – learn how to learn!

“What I like most about this profession is that you never stop learning new things. In this profession you can be at the top of your game one day, and then the next day new software comes along and you have to start learning all over again.”

– Lynne Ness

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Charter Member
family members and neighbours, and as such take on a greater degree of importance and significance.

The database has already yielded some interesting and important information. For example, it has been known for many years that the Mistahia Health Region has an inordinately high number of injuries related to motor vehicle collisions, and many traffic safety programs have been implemented in response to this. However, we now know that between April and September 2002, more people were hospitalized due to incidents involving all-terrain vehicles than motor vehicles. We also know that a large proportion of these injuries were to children under the age of 15 years. This reveals not only an activity that is resulting in a large number of injuries but also identifies a target age group where prevention and education programs could be directed to have the greatest overall effect.

In motor vehicle collisions in Alberta, male drivers are more often involved than are female drivers, especially among the younger age groups. Interestingly, our data indicates that, in this region, among the 14 to 29 year age group, almost 60% of the injured drivers were female. It was initially assumed that this was a reflection of gender differences in attitudes towards seeking health care. However, when looking at the severity and types of injury, it was found that there was no difference between those incurred by males and females. A slightly higher percentage of female drivers received treatment for injuries to the head, face or neck (62% vs. 56%).

Not only can injury-causing events be identified, but very specific actions by the patient can be revealed. For example, self-inflicted injuries are amongst the leading causes of hospitalization in our region. Not only is it possible to identify that segment of the population which is most likely to attempt suicide, but the most likely method can be ascertained, again allowing development of a cost-effective awareness and prevention program with a specific target, increasing the likelihood of prevention success. In the six month period under study, there were a total of 73 patients treated in emergency departments and 38 persons admitted to hospital as a result of attempted suicide. In terms of emergency visits alone, this is the equivalent of one attempted suicide every 2-3 days in the Mistahia Health Region. More than 80% of the attempts were by the use of poison or excess medications.

It is the intention to continue updating the database so that not only annual reports can be issued but trends in injury causation will be identifiable. This will provide the information required for the future development of proactive programs rather than having to react to events which have already taken place.
BOOKS
Duff Crerar, Instructor, Arts, Commerce Education

ARTICLES
George Ding, Instructor, Science
G.L. Ding, and S.N. Tewari, Dendritic morphologies of directionally solidified single crystals along different crystallographic orientations, J. Crystal Growth, 2002; Vol. 236: 420-428

Louise Saldanha, Instructor, Arts, Commerce, Education

CONFERENCE PRESENTATIONS
Chris Nicol, Men’s Basketball Coach and Instructor, Physical Education, Athletics and Kinesiology
Basketball Skills, Drills and Strategies session for coaches and teachers Health and Physical Education Conference (HPEC) held in Banff in May 2002
North Central Alberta Teachers Convention held in Edmonton in February 2003

Aum Nicol, Instructor, Teacher Assistant, Human Services

EXHIBITIONS
Ed Bader, Instructor, Fine Arts
Visiting Artist
University of Lethbridge, Lethbridge, Alberta January 27th
McMaster University, Hamilton, Ontario February 13th

Tina Martel, Instructor, Fine Arts
Solo Exhibitions:
Frieze, Prairie Art Gallery, Grande Prairie, Alberta, March 2003
"Build with a Leader."

Selected builder of the Queen Elizabeth II Hospital 2002 and 2003 Dream Homes

Brad Jones - 831-6990
12517-100 St., Grande Prairie T8V 4H2

(from left to right): Lionel Jones, Martene Jones, Brad Jones

awards pictured (from left to right):
2001 Customer Choice Award
2002 Alberta Award of Merit in Housing