



LIVING HERITAGE
@ WORK

VOLUME ONE

A report for Heritage Saskatchewan
prepared by S. L. Massey

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LIVING HERITAGE, HERITAGE WORKERS AND THE NATIONAL OCCUPATION CLASSIFICATION (NOC) SYSTEM

In 2003 the United Nations Educational, Scientific, and Cultural Organization, (UNESCO) passed the Convention for the Safeguarding of the Intangible Cultural Heritage (ICH). Despite the name, the convention was clearly written to recognize and support all aspects of cultural heritage, both tangible and intangible as Article 2 states:

The “intangible cultural heritage” means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage.

The convention goes on to describe how ICH is passed from one generation to the next and how it informs the present in terms of our relationships with the natural world around us and with each other.

This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

Article 2 also makes reference to some of the most pressing issues of our time: diversity, social justice and sustainability.

For the purposes of this Convention, consideration will be given solely to such intangible cultural heritage as is compatible with existing international human rights instruments, as well as with the requirements of mutual respect among communities, groups and individuals, and of sustainable development.

Heritage, broadly defined in this way is *Living Heritage*. Recognizing the power and persistence of the past to shape and inform present circumstances, underscores the need to understand different perspectives and interpretations of the past. Everyone has a role to play in a pluralistic world; a responsibility

to actively participate in the ongoing negotiation of values (as in morals, principles, or other ideas that serve as guides to action). Only then can individuals and groups create sustainable, inclusive, vibrant communities.

Understanding *Living Heritage* as the values, beliefs, and ways of life that inform daily activities and decisions naturally leads to reconsidering what heritage work is and who does it?

In consultation with a small group of advisors from Heritage Saskatchewan and Doug Elliot of *Sask Trends Monitor*, a review of the National Occupation Classification (NOC) system used by Statistics Canada to track labour force activity was conducted in 2013. The ten broad occupational categories of the NOC are:

- 0 - Management
- 1 - Business, finance and administration
- 2 - Natural and applied sciences and related occupations
- 3 - Health
- 4 - Education, law, and social community and government services
- 5 - Art, culture [heritage], recreation and sport
- 6 - Sales and service
- 7 - Trades, transport and equipment operators and related occupations
- 8 - Natural resources, agriculture and related production occupations
- 9 - Manufacturing and utilities

The Heritage Saskatchewan advisory group identified occupations within four categories:

1. Those in which almost all workers would require an understanding of heritage;
2. Those in which almost none of the workers would require an understanding of heritage;
3. Those in which workers could require an understanding of heritage; and finally
4. Those occupations that fall within health and education where at least some level of understanding of heritage would be required formed a separate group.

Elliot's subsequent report was based on "Statistics Canada's 2011 National Household Survey (NHS) which is the name for the "voluntary census"

conducted in 2011. Respondents who were employed were asked to describe the kind of work performed during the week of May 1 to May 7, 2011. These descriptions were coded to the NOC by Statistics Canada.” The findings speak for themselves.

In 2011, employment in heritage occupations was 7% of the total employment in the province – the equivalent of just under 37,000 individuals working in 64 different occupations. Another 25% of those employed were classified as working in an occupation that was “partly” a heritage occupation. The “partly a heritage occupation” group were almost equally divided between those working in health and education and those who were working in other industry groups. In summary, approximately a third of those employed in Saskatchewan are working in an occupation where an understanding of heritage would be important.

Occupations informed by *Living Heritage* are in fact, found throughout the National Occupational Classification system under each of the ten occupational categories; based on skill type and the North American Industry Classification System (NAICS).

A heritage worker is someone who understands and uses aspects of *Living Heritage* in their work, to address present-day concerns/ social issues and supports individual and community development in the process.

The following individual profiles are based on interviews conducted between 2013 and 2016. Individuals were chosen to demonstrate the connection between *Living Heritage* and quality of life within the context of: health and wellbeing, citizenship and social cohesion, and education and employment. Each provides an example of how professional practice is informed by an understanding of *Living Heritage*; how the past has shaped the present and how people use the past when confronted with challenges and opportunities for growth.

NENITA ANONAS

TEACHER

Though small in stature Nenita Anonas has a big heart. Her dedication to her family, her students, and her community knows no bounds. She is more than willing to help out whenever and wherever she is needed. Nenita immigrated to Regina, Saskatchewan in December 2001; leaving the Philippines with three small children (Marie, Rey, and Mariz) to join her husband, Sam, who had arrived three months earlier. A fourth child, Anthony, was born in Regina. Regina is home now; the place where she has raised her family and where she is an active member of the community.

Nenita originally thought she wanted to be a doctor but after she joined the Sisters of Mary School in Talisay, Cebu she realized teaching was her calling. The Sisters of Mary School, founded by Father Al in 1990, is dedicated to teaching the poorest of the poor. There she witnessed both, debilitating poverty and the power of education to change lives. As the science teacher, she taught general science, biology and chemistry. She was much loved and appreciated by her students and her colleagues. She was promoted to department head and then to assistant principal. It was then; at the peak of her career that the family received their visa to come to Canada under the Skilled Worker Program of the Federal Government.

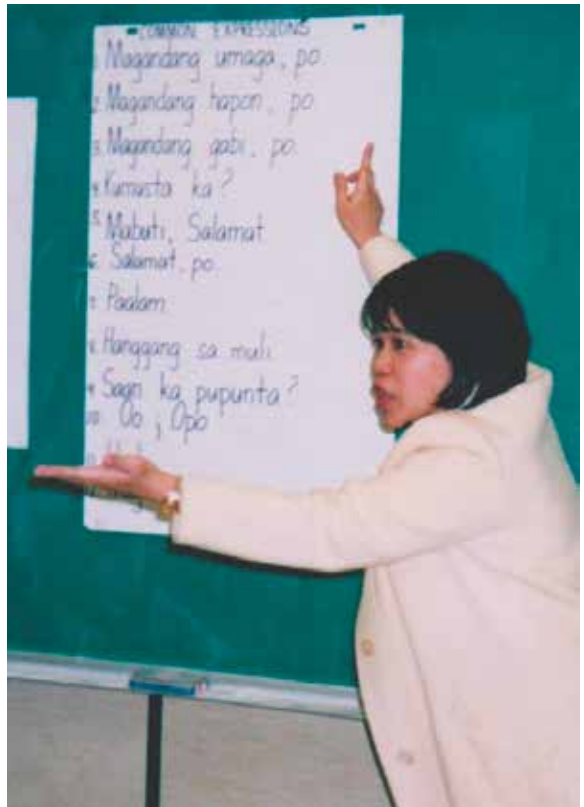
Her devotion to family and her belief in the importance of education led Nenita to embrace this new challenge. She also finds strength and support through her faith. She credits her parents and extended family as well as the Catholic schools she attended as a student and later where she taught, with instilling the Catholic values that guide her efforts. She is justly proud of her *living heritage* and is passing these same values on to her children and students.

Nenita decided to return to university after coming to Regina. She wanted to earn Canadian credentials and graduated from the University of Regina with a B. A. in Education in 2006. She hopes to teach science again in the future. Currently she is teaching English as an Additional Language at Dr. Martin

LeBoldus Catholic High School. She is an advisor of the Multicultural Club and the Peer Leaders Club. She also works closely with the Settlement Support Worker in School (SSWIS) to assist newcomers with integration to the Canadian school system.

She relates well with her students because she can still remember what it was like to be a newcomer. She hopes her work will enable her students to be successful, not only in the classroom but in society as well.

Nenita also volunteers her time and energy to several community organizations.



Nenita teaching Filipino in one of the schools in Regina when she volunteered for the Saskatchewan Organization of Heritage Languages (SOHL)

BONNIE CHAPMAN, ARTIST / EDUCATOR / RESEARCHER / HEALER

Everyone has the capacity to be creative; in stillness, in quiet places, in nature, in community. Bonnie Chapman's awareness of the 'other' in society brings depth and meaning to her work as an artist, educator, researcher and healer. Behind her warm, gentle demeanour is a conviction and compassion for others that betrays enormous strength and courage. She is committed to community arts that focus on the power of social history as it emerges through the creative process, bringing with it individual and collective healing.

They draw on their heritage to discover strength and courage to cope with adversity.

For the past ten years she has worked with cancer and terminally ill patients at the Bird's Eye Community Hospital Art Studio which she founded as a pilot project. The studio became a sacred space where "memory of identity construction, heritage, and

other significant life events . . . emerge through the creative process and bring transformative healing," benefiting the "health of the patient, health-care staff and the wider community."

Born in Prince Albert, she moved with her parents and three sisters to Saskatoon when she was 2 years old. She achieved her B. Ed. from the University of Saskatchewan with a double major in arts and special education. Since then she has travelled extensively and studied with painter, Otto Rogers, and at the international Pilchuck School of Glass in Washington State. She has also completed post-graduate studies in spiritual caregiving and is pursuing a "M.Ed. in curriculum studies with a focus on the compassionate arts as a spiritual care technology and social justice, in which *Living Heritage* is embedded." Bonnie's master's research won the Behavioral Science Research Award of Excellence (student category) at the 8th annual RQHR/RHIS Research Showcase.

“If memory were treated as an object of historical analysis,” Bonnie suggests, “oral history could be a powerful tool for discovering, exploring, and evaluating the nature of the process of historical memory; in how I make sense of my past, in how I connect individual experience and its social context, how the past becomes part of the present, and how I use it to interpret my life and the world around me.”

Creativity is in fact a “survival mechanism” ... a means of expressing our deepest values and aspirations.

Her openness to an acceptance of the ‘other’ without reservation or judgement is a welcome change for patients subject to a healthcare system focused on treating disease rather than people. Within the sacred space of the art studio, patients affirm their own sense of identity, belonging and place as they draw on their heritage to discover strength and courage to cope with adversity. Bonnie believes, creativity is in fact a “survival mechanism” that provides individuals and communities with a means of expressing our deepest values and aspirations.

Bonnie’s own art practice has come to be influenced by the cancer and palliative patients she has met at the hospital studio. Recent works include the Prayer Paintings, a series that speak to “an enlarged perspective of human flourishing, you might say *Living Heritage*...



Bonnie Chapman in front of her Prayer Paintings - courtesy of the artist

CHRYSTENE ELLS, INTERDISCIPLINARY ARTIST

Chrystene's love of life has grown from her personal experiences with death and loss. Chrystene knows that art making can help people cope with adversity and find meaning in their lives. Her work is grounded in helping others, sharing life experiences, and finding ways to share our stories. For Chrystene, art is the bridge for empathy and healing. She embraces life and encourages others to do the same.

Her father was a dreamer; her mother was a realist. Born in California, Chrystene grew up on a ranch in the foothills of Alberta. She returned to San Francisco in her late teens where she spent 20 years producing and directing theatre and working with marginalized communities. At the same time, she was learning her filmmaking craft working in George Lucas' special effects shop and on Tim Burton's film *The Nightmare Before Christmas*, among others. She also earned a BA in Animation and Visual Effects from California's Expression College of Digital Arts and served as the Director of Fine Arts there. She has also worked with youth at risk, people living with AIDS, seniors, and most recently with a group of Deaf and Hard of Hearing students at Regina's Thom Collegiate.

Following the illness and death of her father, Chrystene was ready for some open space. She returned to Canada, coming to Regina in 2006. She had heard the story of Tom Sukanen and his Depression-era ship building project on the prairies and was intrigued. She decided to make a film about him; a feature film called *Sisu*. The project also became her MFA thesis project at the University of Regina.

Chrystene feels at home in a rural environment; the heat and the wind, the sound of the grass rustling in the breeze and the agricultural way of life takes

her back to her childhood. She finds prairie people warm and generous with a playfulness she enjoys. She may be known as the American in Canada, but she appreciates the welcome and recognition she has received from the arts community in Saskatchewan.

Chrystene has been involved in many projects, too numerous to mention, all of which are based on her intuitive understanding of *Living Heritage*. For example: as the Artist-in-Residence with Common Weal, she began the Memory Box project. Working with seniors in long-term care homes, Chrystene encouraged participants to make a memory tangible and share it with others (using both visual and verbal means), including their own families, some of whom were not aware of the life experiences of those they love.

Chrystene's sense of adventure and playfulness has endeared her to many. She doesn't worry much about success. She knows from the stories individuals share with her that she has made a difference in their lives. Her plans for the future are to do more, since as she put it, "I'm not sure how much of this I'll be able to do when I'm dead."



Chrystene with one of her elderly friends.

KRISTIN ENNS-KAVANAGH, PUBLIC ENGAGEMENT SPECIALIST

Kristin is dedicated to community development, in whatever form it may take. Inspired by the early settlers of Cannington Manor, whom she studied as part of attaining a Master's degree in archaeology from the University of Saskatchewan, she came to appreciate the role of community as a sustaining system that ensured everyone would be taken care of throughout their life cycle, from birth to old age. In such early agrarian societies, neighbourliness and kinship are more important than pursuing individual goals. Kristin was also influenced by her maternal grandmother who was a wonderful storyteller. As a child she read a lot and found a role model in the stories of Laura Ingalls Wilder, kindling her interest in the past. Although Saskatoon is home, she has travelled throughout Saskatchewan exploring the hummocky native prairie in search of stone circles and homestead sites, as well as the forested area around Hudson Bay.

Kristin's father held high expectations for both his children. He instilled a strong work ethic and encouraged the pursuit of excellence. Those lessons have paid off in her work and in her life in general. Archaeology requires



Photograph courtesy of Kristin Enns-Kavanagh

a methodical, systematic approach to collecting artifacts buried in the earth, a person could so easily miss something, so the process becomes very important in ensuring she has all the all the pieces before drawing any conclusions. She readily admits it is a control thing. This reliance on science can make you a bit of a snob when it comes to consulting the community, however Kristin soon came to recognize the value of community consultation and set aside any notion of being the expert.

Not surprising, it was a great professor that brought Kristin to pursue an anthropological approach to her work. Encouraged to develop critical thinking skills, she came to understand different ethnocentric perspectives and how people piece together their life to explain their choices. Kristin's course of study fed her interests, linking anthropology to social justice and women's issues. She learned the importance of questioning every and all assumptions.

In communities, traditions are woven into everyday life. Heritage lives in place and the meaning people give to a place.

Community planning involves the whole community and understanding the language of *Living Heritage* is a first step in understanding what a community values. Planning grows out of the values identified and Kristin wants to ensure that heritage grows in tandem with other aspects of the community. Mapping heritage assets demonstrates the milestones in a communities' development and establishes the starting point for strategic planning. In her experience, communities intuitively understand the need to know how they came to be where they are before they can move forward.

In communities, traditions are woven into everyday life. Heritage lives in place and the meaning people give to a place. This shared history begins at the municipal level, but resonates at provincial and national levels as well. Kristin believes that if you have to prove the value of heritage you are asking the wrong questions. She wants Saskatchewan communities to feel good about the planning process and the results. She is keen to see communities succeed and grow into sustaining environments that meet the needs of residents.

MURRAY GIESBRECHT, DIRECTOR - ACERT

Murray Giesbrecht is Director of the Adult Centre for Employment Readiness & Training; a program of the Regina Food Bank. He credits his parents for teaching him the value of work and community; they were always willing to help others and provided a stable home, encouraged his curiosity (he spent a lot of time at the library) and his sense of independence (if he wasn't at the library he was in the gym). Although he was born in Humboldt, Saskatchewan, Murray grew up in Swift Current and still calls the city 'home'. According to Murray, "you couldn't ask for a better place to grow up" and he still has old school friends there. Murray however, moved to Regina to study history and anthropology at the University of Regina.

Murray has worked in the manufacturing and construction industries but found the not-for-profit sector allowed him to really develop himself as a person. He is not shy about questioning his own assumptions and likes the hands-on, real life situations that working within the not-for-profit sector presents. For example: while working with the North Central Community Organization he met some great people; individuals willing to teach and learn from each other. When the opportunity arose to work with the Regina Food Bank he met another group of great people and a new challenge.

Much of his work focusses on the needs of recent immigrants and aboriginal people, and requires a respect for cultural values. While he aims to foster a sense of belonging; encouraging those that participate in the programs offered by the centre to see themselves as part of the ongoing story of Saskatchewan, he allows each of them to choose their own path. He is a front line worker in the negotiation of cultural, social and economic values that will serve the needs of the present - *Living Heritage* in action.

His work also requires him to build relationships with employers. Communication skills are central to this aspect of his work as well. Murray believes most problems can be solved by bringing people together to talk the issues through. He credits the small town Saskatchewan experience for teaching him how to talk to anybody about just about anything; a skill he puts to good use every day. As a life-long learner he knows he can always benefit from the wisdom of others.

Murray Giesbrecht is a physical presence, confident yet humble; a man who makes a difference in his community every day.



Murray with Lieutenant Governor Vaughn Solomon Schofield, 2014 Literacy Awards of Merit ACERT won the 2014 Project of the Year Award for the Workplace Literacy for Newcomers Program.

JACQUELINE HELMAN, TEACHER/LIBRARIAN AND EDUCATIONAL TECHNOLOGIST

As a teacher/librarian Jacqueline Helman knows how to engage students in learning; skills she now applies as a consultant to help other teachers actualize the Saskatchewan school curriculum. Her method is based on inquiry and storytelling. If you ask a really good question, you are very likely to discover a very good story. Her curiosity and inquisitive nature lends itself well to her chosen profession.

Raised on a farm in the hills near Beechy on Diefenbaker Lake, Jacqueline knew she wanted to be a teacher when she was in Grade 3. A note in her journal from that time reflects her vision of the future and an intuitive

If you ask a really good question, you are very likely to discover a very good story.

understanding of the importance of recording personal stories. She continues to nurture and honour her creativity by collecting various natural materials and making something new with them.

Jacqueline's interest in the past was nurtured at a very young age. She credits her love of the past and the land to her father's influence. He was a history buff and an avid reader who shared his interests and knowledge of grassland plants with his five daughters. Her mother on the other hand, instilled in her daughters, the value of family and community connections. These values are also translated into Jacqueline's work.

She acknowledges that her experiences on the family farm shaped her character and continue to influence her choices in life. It wasn't always easy and she worked hard but the lessons learned stay with her. She actually preferred to work indoors and eventually worked out an arrangement with her mother that she would see to the cooking and cleaning inside, leaving her mother free to work on the land; a deal that suited them both. As a result, she understands well the importance of helping her students to understand their own heritage, and how it influences the way they negotiate the present.

And she is not afraid of using whatever technologies will best serve her purpose. Sometimes that means using the variety of web tools available on the internet, but not necessarily. It depends on the learner's needs, their interests and abilities. Jacqueline has been involved in several projects, all of which begin with a really interesting question; working with youth at risk, culturally diverse students, and seniors, creating intergenerational and intercultural projects that engage students in learning and sharing; connecting them to and building a strong sense of belonging and place.



Photos courtesy of Jacqueline Helman

BERNADETTE HOLZER, SOCIAL WORKER

Bernie Holzer's sense of place has been shaped by the prairie landscape, particularly southeast Saskatchewan where she grew up on a farm with three brothers and three sisters. Her parents were second generation Canadians of German background although they came to America from Russia/Ukraine, moving because of discriminatory religious laws. This too shaped her thinking as she was always aware of the family's history. The Holzer family recently celebrated the centennial of their homestead near Estevan with four generations living and working on the land.

A summer job as a Ward Aid at the Weyburn mental hospital in 1968 followed by studies at the University of Saskatchewan led her to Calgary where Holy Cross Hospital was opening an acute care psychiatric unit. Bernie was hired as a social worker although she had no experience. Fortunately her supervisor provided her with the training and support she needed to succeed. Bernie remembers her fondly as a good social worker, a good administrator and a bit of a mother hen, all qualities her young staff needed at the time.

Bernie returned to Saskatchewan in 1973, and to school, pursuing a degree in social work. Working in Estevan in social services and taking classes she received her degree from the University of Regina in 1983. Her experience in Calgary shaped Bernie's style of social work which she describes as supportive: "doing or being helpful without telling people what to do, but helping them to get there on their own." Nowadays this style of work is called anti-oppressive practice but Bernie has always worked this way.

Individually, social workers use *Living Heritage* to help people build on their strengths. Bernie has spent much time with new immigrants and reflects on the challenges of entering a new group. A conscious understanding of where they have come from, their heritage and a very real sense of 'culture shock' is essential to helping newcomers navigate unfamiliar institutional systems. Generally speaking we expect others to adjust to our group ways. But this only perpetuates the idea of the 'other' when we should acknowledge that

we are now different because the 'other' is now part of the group. She has worked with many different clients over the years and gained insights from their life circumstances that she then applies moving forward. Their stories have taught her about what works and what doesn't.

Their stories have taught her about what works and what doesn't.

Bernie's ability to empathize with clients has earned her the respect of her peers as well. In 2012 she received the Canadian Association of Social Workers (CASW) Distinguished Service Award. Bernie is close to retirement age now but has no plans to stop contributing to her community. Her calm, gentle manner suggests a sense of satisfaction with life and with her career. She is grateful for the mentors who helped her along the way and she in turn, has been a mentor to many.

OLAYINKA JARIKRE

LAWYER

Yinka is a graduate of Campbell Collegiate and the University of Regina. Both her parents are professionals in the medical field who have high expectations for all their children. As many children do, Yinka originally hoped to follow in her parent's footsteps graduating first with a B. A. (Hons.) in Psychology with a focus on women's health. Plans to further her studies related to women's issues in Canada and worldwide took a turn when she was accepted into law school. Following graduation she was hired by Willows, Wellsch, Orr & Brundige LLP where she focusses on family law, wills and estates, and real estate.

Her work in family law, wills and estates, and real estate are all connected to *Living Heritage* because as Yinka explains, her clients are a very diverse group of individuals from various backgrounds. "People want to feel like they are understood; that you know where they are coming from." Her psychology degree also proves useful as she knows that people use many non-verbal cues that reflect their expectations and values; what they consider appropriate behaviour and what is not acceptable. While the law is very clear, human behaviours are complex and variable, depending on life experiences and the situation that brings an individual to her office. Yinka also volunteers with Pro Bono Law Saskatchewan and provides free legal advice to people who cannot afford to pay a lawyer.

In addition, she has served as a Board Member with the Daughters of Africa International; an organization dedicated to empowering women, providing education and support for women to become independent. Yinka began volunteering in high school and has also devoted her time and talents to the Regina Open Door Society, Regina Immigrant Women and the Nigerian Association.

Her commitment to women and women's issues also remains strong. To stay in touch with current issues and concerns she likes to travel choosing a new country to visit every year. She has traveled extensively and experienced *Living Heritage* in many diverse forms. Yinka is also an avid reader and enjoys a good mystery novel, watching movies and working out the stresses of the job by exercising regularly. She credits her parents for her strong family values and work ethic. Family, friends, and her faith keep her focused on the things that really matter.



**Home is where they
understand you.**

Yinka Jarikre

MICHAEL LINKLATER, SPORT & RECREATION COORDINATOR, WHITE BUFFALO YOUTH LODGE

Michael Linklater is a mild-mannered young man with a calm confidence about him. He knows where he comes from and where he is going; his priorities are clear; he is after all the father of five children. His dedication to family, home, and community is evident in all he does. Raised by an aunt and uncle involved in the Indigenous revitalization movement, Michael learned to be proud of his heritage which has given him the confidence to pursue his own goals and give back to the community. As a young boy growing up in Saskatoon he benefited from the programs and services offered by the White Buffalo Youth Lodge and now, is providing support and encouragement to other young children in similar circumstances.

Finding his own cultural identity has inspired him to bring culture into the lives of others.

His early success on the basketball court also helped to build his confidence. He played for the University of Saskatchewan Huskies in 2010 when they won the National Championship. He went on to play professional basketball, travelling around the world to compete.

However, starting a family brought him home and his concern for all children has informed his work ever since.

Michael enjoys working with children and has served in a number of positions beginning with SaskSport as a Dreambroker. He was also a youth coordinator for summer camps before securing his current position with the Saskatoon Tribal Council at the White Buffalo Youth Lodge. Finding his own cultural identity has inspired him to bring culture into the lives of others. He knows the community and the community knows him. He has compassion

for the struggles the children encounter on a daily basis and is proud to be part of a holistic approach to community service that the Lodge provides. As a coach and mentor Linklater understands the powerful role of *Living Heritage* and has inspired young minds through his work.

Linklater willingly shares his life experiences as a motivational speaker, something he began at the young age of 16 and takes his responsibility as a role model seriously. But he doesn't stop there. Linklater is also a young entrepreneur. Through his business, Prime Basketball Development, he provides clinics and camps for those wanting to improve their basketball skills and continues to play the game; his competitive side serves him well on the court.

The future holds much promise for Linklater. His children are healthy and happy. At the end of the day, he knows he is blessed with meaningful work that makes a difference in the lives of many, not only the children he works/ plays with directly but their families and all those that love them.

LARRY MIKULCIK, TEACHER

A prairie boy, Larry Mikulcik graduated from the University of Saskatchewan and began his teaching career in Viscount, although Saskatoon has been home for some time now. His second home is Strasbourg where he currently teaches, is involved in the local theatre company, and serves on the museum board. He is also an associate member of the local legion and has been instrumental in developing memorials to fallen soldiers both in Strasbourg and abroad, at the Juno Beach Centre in France. He teaches students research and interpretive skills as they learn about the men from their own hometown who went to war. He has augmented this learning with tours of the actual battlefields in France. Learning about and writing stories about these service men nurtures a strong connection to the community within each student.

His interest in history is something he shared with his father who often took Larry and his brother on family holidays to historical sites, particularly military sites or battlefields. While still in high school Larry began to share what he had learned from his father and family trips with his fellow students. Thus a teacher was born. Larry understands the importance of the past. He believes that understanding where we come from, our roots and what has made us who we are gives us the power to affect positive change in society.

A trip to the Canadian (Vimy and Juno Beach, Dieppe) battlefields in France in 2004 was followed by another in the summer of 2010 when he took part in the March of the Living for Educators; a trip that proved to be a life changing experience.

Starting in Berlin he visited five different concentration camps. In 2012 he visited Israel where he found inspiration in the celebration of survival. Larry shares these personal experiences with students in the classroom, as he encourages them to think about the holocaust, about what was lost. The lessons learned from these experiences have brought him to the conclusion that he owes it to veterans and those that came before to remember and carry on their legacy.

Larry understands the importance of the past. He believes that understanding where we come from, our roots and what has made us who we are gives us the power to affect positive change in society.

LINDA OSTRYZNIUK, RECREATION THERAPIST

Linda Ostryzniuk was born to serve within the healthcare field. Her mother and grandmother were both nurses and her grandfather was a doctor. And her brother, he is an ICU nurse. Although Linda has pursued a slightly different path, she is dedicated to making life better for others.

A city girl, she grew up in Edmonton and the family lived in Vancouver for a time as well. She came to Saskatchewan with her family when she was in grade 10. She is a fast learner, only seventeen when she began university classes in education. It didn't take her long to realize she was too young to be teaching school and since she enjoyed athletics she decided to pursue kinesiology. She graduated from the University of Regina, worked for a time in northern Saskatchewan and then in Weyburn. Opportunity brought her back to Regina where she has been working for the past sixteen years at the William Booth Special Care Home.

In her current position, Linda acknowledges that she will only know the residents for a short period of their lives and respects the vast amount of living they have done before coming to stay at the Care Home. Her respect for each resident as an individual with a full life informs the programming she implements. She tries to put herself in each resident's position. Activities must be age-appropriate, of interest to the resident, and enjoyable. They are not designed to fit the routine of the staff or for the convenience of the staff, but rather to ensure that the resident's leisure time is spent in a meaningful way. People like to know what their choices are so she offers a range of options, depending on their interests and abilities.

Linda acknowledges that she will only know the residents for a short period of their lives and respects the vast amount of living they have done before coming to stay at the Care Home.

For example, reminiscence is part of therapeutic recreation and Linda provides opportunities for residents in her programming schedule. As a therapeutic intervention, reminiscence necessitates an understanding of past events and the particular experiences of the individual resident in order to engage them in a meaningful exchange. In order to spend quality time with residents, Linda believes she needs to get to know them and the people she works with feel the same way.

Given the broad definition of *Living Heritage*, Linda believes “everyone here is a heritage worker, everyone, from the cook to the housekeeper, the nursing staff, all are heritage workers.” With staff members from many different backgrounds as well, everyone benefits from the rich heritage of both the residents and the staff at the William Booth Special Care Home.



Linda Ostryzniuk with resident Joe Dorosh

CHARLIE PIRIE, STONEMASON

They say people who love their work, never have to. Nothing could be truer of Charlie Pirie. His passion is readily apparent when he starts talking about stonemasonry. He is not shy about knocking on anyone's door to chat with them about their home or a building in their community if stonework is involved, especially if it appears to need some tender loving care. His genuine interest in the stories of others is coupled with a memory that allows him to recall people and places with surprising ease. He is a natural storyteller.

Charlie Pirie is a man who navigates life with a strong moral compass and work ethic.

Charlie was introduced to the centuries old trade of stonemasonry in the Kingston, Ontario area when he took a job with a group of Portuguese Canadians, well-known for their skill and craftsmanship. There he learned how to use heritage lime mortars and developed an

understanding of the importance of the geological composition of the substrate. He has worked on numerous heritage projects across the country since then including: The Library of Parliament, The Governor General's Residence (Rideau Hall), Saskatchewan Legislative Building, and the Victoria Memorial Museum Building.

Charlie Pirie is a man who navigates life with a strong moral compass and work ethic, learned no doubt from his parents and grandparents. Open and generous with his time, he has brought both seasoned craftsmen and young apprentices to the province to work with him and learn from each other. Charlie and his staff at CAP Masonry, the business he established since deciding to stay in Saskatchewan, are kept very busy. In fact, business is flourishing. Charlie is actually in a position to choose which jobs he wants

to pursue and has declined work when he got the sense the owner was not really committed to the building. His energy and knowledge of stonework are a powerful combination; making any heritage restoration project possible, especially when the community believes in it as well. And Charlie's dedication to the job at hand is hard to resist.

Not surprising, CAP Masonry, has received recognition for the quality of their work. The Saskatchewan Architectural Heritage Award (SAHA) for Interior Conservation was presented by Her Honour, the Honourable Vaughn Solomon Schofield, for work on the stone foundation of Judith Venas' home in Moosomin, and a Municipal Heritage Award was presented to the staff of Cap Masonry and to Aaron and Naomi Lynn, for work done on their heritage home in Regina. More recently, CAP Masonry received the SAHA award for the exterior restoration of the Wishart Stone Church.

Charlie Pirie's commitment to an environmentally friendly approach extends not only to his craft but to life in general. He and his wife Susan, along with their network of friends and acquaintances are engaged in life; making Saskatchewan their home, nurturing a sense of belonging and building community in the process.



Wishart Stone Church - Photo courtesy of Charlie Pirie

HAVEN SETO COMMUNITY SERVICES COORDINATOR, ST. JOHN AMBULANCE AND WUSHU INSTRUCTOR

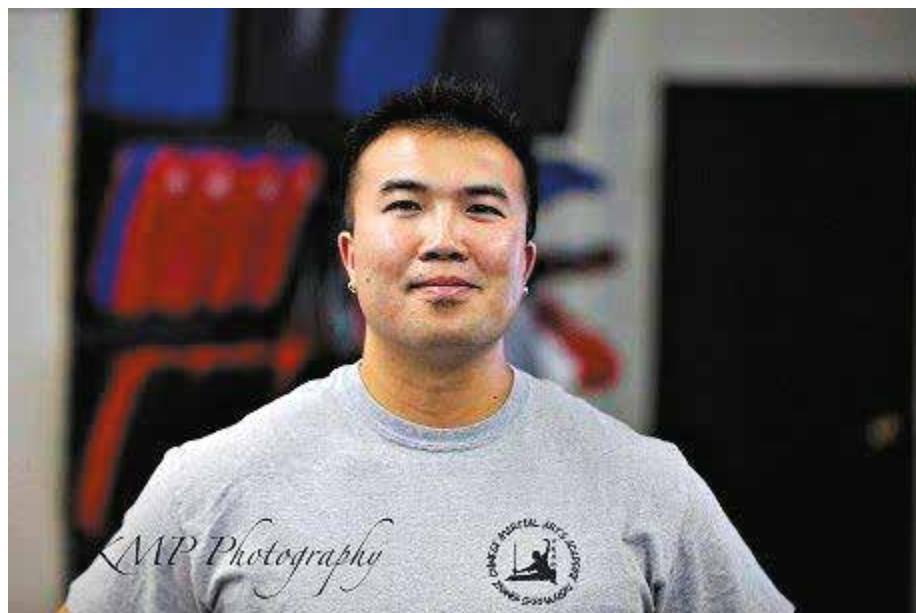
Haven Seto wears many hats. His energy and enthusiasm for life and community is evident in the way he talks about his family and his work. Born in Prince Albert, Saskatchewan his parents moved the family to Saskatoon when Haven was just 10 years old. He attended Walter Murray Collegiate and went on to graduate from the University of Saskatchewan with a degree in psychology. This educational background informs his work with community, making connections and creating a sense of belonging.

Haven has worked in both the for-profit and the not-for-profit sectors however the importance of the latter has a strong draw for him. His work has consistently involved him in some aspect of community. After graduating he worked for the Saskatoon Housing Authority in Community Services. He has also worked at the Saskatchewan Intercultural Association as a Workplacement Coordinator, helping newcomers with language training and finding employment. Currently he works with St. John Ambulance as the Community Services Coordinator. This dedication to community was inspired by his parents and grandparents, and his Chinese cultural heritage where seniors/elders are mentors, teachers, instructors and coaches.

Carrying on this tradition, Haven also opened his own business, the Chinese Martial Arts Academy in 2000. The school has grown over the years. He began with a group of adults but branched out to include classes for children and families. Fortunately Haven's wife Lindsay is also a coach at the school so she understands the amount of time and energy it takes to keep it going.

Haven began his own study of martial arts when he was a teenager. He has fond memories of watching Kung Fu (which means hard work/great skill in Mandarin) movies with his father. He was taught in a very traditional way developing the basics and a strong foundation, and learning at his own pace. As it turned out, he was pretty good at it and decided to compete. He wanted to test his skills and meet others who shared his interests. He found himself in good company and this strengthened his sense of belonging and community.

Haven's involvement with community takes many forms. In addition to his day job and his martial arts school, he teaches marital arts at the Heritage Chinese Language School and provides IT advice when asked as well. He likes shifting gears because it keeps him sharp. Haven is living his cultural heritage each and every day. As he says, "you can learn something from anyone" and as a coach he is always learning from his students. It keeps him active, physically and emotionally. Through his commitment to community, Haven Seto is passing on his *living heritage* to the next generation.



SARAH TURNBULL, INTERIOR DESIGNER

Sarah Turnbull is following her passion. Growing up in Regina, she always knew she wanted to do something creative and meaningful. She first considered becoming an art teacher but decided on Interior Design and has not looked back. After completing Ryerson University's Interior Design program in Toronto she worked in Edmonton for a few years but was drawn back to Saskatchewan by her strong connection to the people who live here. She has worked on several successful projects including the Saskatchewan Hockey Hall of Fame in Swift Current and the Arcola Community School in Regina; both award winning projects.

Sarah's definition of success is a project based on a good relationship with the client; that exceeds their expectations and provides them with the best possible space to fit their needs. As she says, "interior design is heritage work because it is about renovation - modifying a space that already exists and respecting the shape, form and purpose of the space." Therefore, "every project involves history: built history, community history and cultural history." She believes the past must be acknowledged and respected but Sarah goes beyond recognition and respect, she finds inspiration in the vintage features of a space and works to give them new life whenever possible. She is also inspired by the history and the landscape of Saskatchewan.

She has taken on something like a mission to show that excellence in design can be achieved here in Saskatchewan. Recently she established her own Interior Design company through which she hopes to be a part of positive change in the province aligning her work with her own values and establishing her own benchmarks for success; evidence of her independence and entrepreneurial spirit.

P3 Architects with Sarah as the Lead Interior Designer was recognized by the Design Council of Saskatchewan winning the Premier's Award for Excellence in Design in 2013 for The Saskatchewan Hockey Hall of Fame project. More recently, they were chosen one of the top institutional projects in the country in the Best of Canada Design Competition hosted by Canadian Interiors for the Arcola Community School project.



CLIVE WEIGHILL, CHIEF OF POLICE, SASKATOON POLICE SERVICE

As Chief of Police for the Saskatoon Police Service, Clive Weighill understands the importance community. As a prairie boy he was raised to value hard work and self-reliance. His interest in the past was instilled at an early age as well, not surprisingly, by a well-respected teacher at Thompson School in Regina. A single woman who never married, she took a genuine interest in her students and made sure they understood the importance of the past; how it shaped the future and Canada in particular.

Chief Weighill speaks with pride about the Saskatoon Police Service and what has been achieved since assuming his responsibilities there in 2006. A new headquarters will be opened in the very near future. The building has been designed to create a sense of community and will accommodate a variety of activities. For example, the new facility will incorporate a cultural room where aboriginal pipe services can be held and a garden area where people can gather. The idea is to create a facility that welcomes the community and engages them in actively participating in the development of a safe and healthy community. Weighill also looks forward to the establishment of a memorial to missing aboriginal women which will have a prominent position



Photo - courtesy of Saskatoon Police Service

in front of the new building. As Weighill explains, people need a place where they can come together to share their grief; a place for reflection and healing.

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Weighill often speaks at public gatherings of the need to address social issues facing the large marginalized population in Saskatoon and throughout the province. He acknowledges that we are all shaped by our environment and we live in a culturally diverse society so we need to understand the people we live and work with. That means police officers receive special training related to culture and diversity and understand that there are different ways of knowing and interpreting the world. In other words, *living heritage* is a significant aspect of day to day life and informs individual behaviours and choices. New recruits are university graduates who already understand something about human nature as well; we all need to develop a sense of identity, belonging and place before we can become productive members of a community.

Chief Weighill understands that the best way to fight crime is to address the social issues of those at risk groups that are most likely to resort to crime. This requires community engagement in creating a safe community and building partnerships. He points to the recent work by the province's nine human services ministries, (Corrections Public Safety and Policing, Justice and Attorney General, Social Services, Advanced Education, Employment and Immigration, Education, First Nations and Métis Relations, Health, Municipal Affairs, and last but not least, Tourism, Parks, Culture and Sport) and eight largest police services that, working together developed a strategy to address crime rates in Saskatchewan. The report *Building Partnerships to Reduce Crime*, September, 2011 recognizes that "many of the issues facing children, youth and families at risk are interconnected and common across different ministries, agencies and mandates."

Clive Weighill knows he is making a difference, and this in turn inspires him to go even further. With family roots in Saskatchewan and an understanding of how the past has shaped the present, Weighill has a genuine interest in serving others. When dealing with others, he tries to put himself in their shoes and consider how he might feel if he was on the other side of the law.

DEBRA WISZNIAK, SOCIAL WORKER

Debra Wiszniak is a bundle of energy, enthusiasm, and determination. She grew up in rural Saskatchewan with her grandparents, parents and siblings. A Polish immigrant, her paternal grandfather was a very frugal man who modeled the value of self-sufficiency. He was not an easy man to live with, domineering and strict; however, she learned how to cope with adversity from the strong women around her. Her Baba was the matriarch of the house overseeing the women's domestic domain. This meant that Debra spent most of her time doing outdoor chores which she loved. She developed a strong bond with animals and connection to nature. It was hard work but it made her strong. She laughs readily and recalls how she could beat all the boys at arm wrestling. Not only did her childhood build her character, it also influenced her choice of profession. Indeed, the powerful women in her life continue to inspire her.

Debra's entire career as a social worker has been in healthcare. Her early experiences on the farm enable Debra to empathize with many of her clients since in many ways she has shared a similar journey. She has a deep and genuine compassion for those that are going through difficult times. Her own life is a model of resiliency and she credits her mother and her grandmothers, as well as, her strong connection to nature for her unshakeable belief in the future, that things will be alright in the end. She explains a level of comfort around human suffering and considers her work in palliative care for over a decade as a gift. In her own words, "sitting at the bedside of the dying, at the end of life everything is about relationships, the world slowly diminishes, to the point of the bedside, working through grief, regret, guilt - it will be the most important work I will ever do." She has learned a lot about life and living from people who are dying.

Palliative care involves legacy work; helping people to tell their story or write letters to family members, coming to terms with past mistakes and celebrating successes with family and friends.

Much of this work is necessarily related to personal heritage and the client's past experiences; their sense of identity, belonging and place in the world that informs how they feel about their life. Her work in palliative care has taught Debra many lessons, not the least of which is not to leave things unsaid, even after death.

People don't care what you know, until they know that you care.

Now as an advocate and voice for people who have had a difficult experience within the healthcare system, Debra is witness to many different cultural experiences, different expectations and perceptions. She often speaks with people whose mother tongue is not English, whose traditions and customs and ideas about medicine and healing are very different from western medicine whose rules don't always meet the needs of families. She has come to the conclusion that it is all about relationships and communication making *Living Heritage* a significant factor in her work. She is fond of the saying, "people don't care what you know, until they know that you care."



Heritage Saskatchewan

200 - 2020 11th Avenue

REGINA SK S4P 0J3

Phone (306) 780-9191

Fax (306) 780-9190

info@heritagesask.ca

Follow us on Facebook and Twitter

www.heritagesask.ca

