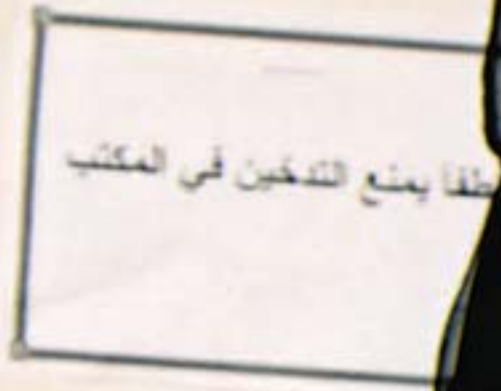


FALL
2004



Wisdom

Grande Prairie Regional College Magazine



THIS ISSUE

Louise Lambert in the
United Arab Emirates

Gearing Up for High
Performance

Pipestone Digs: A Personal
Perspective

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Pipestone – A Personal Perspective on a Not-So Terrible Lizard

The word dinosaur, meaning “terrible lizard,” was first coined by Richard Owen in 1842 to describe the fossils of what appeared to be reptiles that were being discovered in England.

“Autumn leaves drift by my window...”

Dinosaurs were the furthest thought from my mind that Labour Day weekend in 1972 when my wife Doreen and I took visiting Calgary friends Ernest and Louise to Pipestone Creek for a last autumn picnic. Ernest was a science teacher, as was I, and I thought he might enjoy seeing some of the interesting plant fossils that I had previously found along the creek. I had previously walked many streambeds in the Grande Prairie area to find fossil locations to which I could take my science classes from Montrose Junior High School. Students love field trips: a break from the books into the fascinating world of fossils.

– continued on page 4



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Above: Pachyrhinosaurus at GPRC installed 2002
Left: Bert Hunt examining skull cast
Above: Dr. Desh Mittra and Doreen Lakusta, first year of the dig conducted by the Tyrell team.

“Dem bones, dem bones, dem dry bones...”

First the plant fossils, then a walk upstream. After several hundred meters, we spotted what looked like dark brown fossilized rib fragments in the creekbed. Where did they come from? Being quick-witted, I knew this couldn't be the Garden of Eden, and those bones. There was a steep slope on the east side of the creek, so not unlike Spiderman, I scaled it and, at a

height of about 10 to 12 meters spotted what appeared to be several sun-bleached fossilized bones lying on a small bench in the rock – one a vertebra about 10 centimetres in diameter. Aha! There were more rib fragments, and a larger bone protruding from the slope. They were weathering out from the rock slope in a seam which was about 15 to 20 cm thick. Ernest and I both thought that they had to be dinosaur bones. This was not “Elementary, my dear Watson”

because any previous research indicated that there were no dinosaur bone beds in this part of Alberta, except some bones that were previously found in some glacial debris.

“Only the good die young ...”

In the next few weeks, whenever I could, I cajoled, bribed and intimidated friends and colleagues for assistance. We drove out when school was done and began some exploratory excavating. We eventu-



Above: Dr. Darren Tanke at Pipestone dig, checks a skull partially wrapped in burlap and plaster

ally removed hundreds of bones weighing thousands of kilograms, the location of which I carefully mapped in my trusty science go-everywhere notebook. I cleaned them and laid them out in a basement room which Doreen labeled as the "Early Cretaceous Room." She was a "blonde" and dead wrong. They turned out to be Late Cretaceous. I took some of them to the Provincial Museum in Edmonton for identification, and they were identified as authentic dinosaur bones but misidentified as hadrosaur or duck-billed dinosaur remains.

"It's been a hard day's night..."

Then began the inevitable bureaucratic red tape: an 18-month process of obtaining the proper authorization to allow me to legally conduct a dig. In the meantime, I would head out to Pipestone Creek, with volunteers or not, sometimes with my blonde wife or son Shane. We would dig for several hours, and when it was beginning to get dark I would call "time, gentlemen, please." Invariably the response was "just another fifteen minutes." Such was the almost reverent "awe" factor for those who were quite taken with being the first to touch/uncover something that had been hidden for over seventy million years.

"Memories, all alone in the moonlight..."

However, after working for more than three years, everything came to a halt when official notification arrived that my permit to excavate had been revoked. It had taken more than a year of writing dozens of letters to obtain the right to excavate, but when the Alberta

Historical Resources Act was amended, I didn't qualify. Everything was crated, and transferred to the Grande Prairie Museum where it all rested and gathered much dust for several years. In 1983, Darren Tanke, a technician at the Tyrrell Museum of Paleontology, examined some field notes made by Dr. Philip Currie, head of dinosaur research at the Tyrrell, that described the bones as some form of horned dinosaur. I can still hear the excitement in his voice when he called me to see if he could come 'way up north to Grande Prairie' to examine the bones, which he believed to be that of a rare pachyrhinosaurus.

"You load sixteen tons and what do you get..."

It wasn't long before excavation was begun again on what has turned out to be the second-largest dinosaur site in North America, and, it seems, a new, still-unnamed species. The process involved a semi-permanent camp, picks, shovels, crowbars, pry-bars, dental picks, screwdrivers, burlap, plaster, and even a quad – and yes, even a tow-truck.

"Pretty woman, you look lovely as can be..."

It has been three decades since the first bones were discovered, and now I can actually visit a complete life-size specimen at Grande Prairie Regional College and she is lovely to behold. In addition, there are several skull casts, one of which is at Crystal Park School, my last teaching position.

And the rest, as they say, is history.

– Al Lakusta (and his ghostwriter)

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Photo: Carmen Haakstad

A Sense of Community

It was a beautiful, unusually mild evening as the elegantly attired guests streamed into Bowes Family Crystal Gardens to participate in the 2004 President's Ball. They were greeted with a beautifully decorated room, a champagne reception and live guitar music. After a wonderful meal, Edmonton's premier dance band, The Urbanites, packed the dance floor by playing music from all decades.

Volunteer Chair Janet Longmate echoed many sentiments when she said "This is absolutely the best event of the year!"

Our kilt-clad President, Jim Henderson, welcomed the crowd and introduced members of the Board of Governors as well as attendees from the Alumni/Foundation Board. He also introduced our honorary chairs, Bill and Margaret Bowes and paid tribute to their years of tireless contributions to the Grande Prairie community and to the Grande Prairie Regional College. In the end, the generosity of our attendees raised over \$35,000 for our students.



Recent Gifts

The Lake Saskatoon Community Club established the Francis Ramsden Memorial Scholarship in memory of artist and environmentalist Francis Ramsden. The \$50,000 donation ensures 2 yearly awards of \$1250 each. Mrs. Ethel Hogg from the Lake Saskatoon Community Club presents the cheque to Carmen Haakstad and Hazel Liley.



Elmer Borstad and Executive Director of Advancement Carmen Haakstad accept a cheque for \$100,000 from Bob Normandeau, President of Swan City Rotary. The funds, donated by Swan City Rotary will be directed toward the GPRC Theatre Heritage Project."

On February 12, 2005 the GPRC Alumni/Foundation will hold an event to officially dedicate the restored GPRC Theatre. At this time we will officially rename the theatre The Douglas J. Cardinal Performing Arts Centre in honour of our world famous architect. There will be a reception followed

by a ribbon cutting ceremony. Also at this time we will be acknowledging the generous sponsors and donors who made this \$500,000 project a reality. We are thrilled to announce that Douglas Cardinal and Senator Tommy Banks will be on hand to help us celebrate this major achievement.



GPRC Theatre Heritage Project

\$100,000 Gift Boosts GPRC Theatre Heritage Project

In August of this year the Grande Prairie Regional College Alumni/Foundation received final confirmation that they were the beneficiary of a \$100,000 donation from the Swan City Rotary Club. This money went directly to the Theatre Heritage Project and ensured that all stages of the renovation could be completed on schedule. It is through the generosity and hard work of our community and organizations like the Swan City Rotary that projects of this magnitude can be realized.

GPRC Theatre Heritage Project

Funds received to date in support of the GPRC Theatre Heritage Project include the following significant gifts.

Great Northern Casino & Service Plus Inns	\$10,000	Myers Norris Penny	\$10,000
Windsor Ford	\$10,000	Investors Group	\$10,000
Ken Sergeant	\$10,000	Ainsworth Lumber/Community Foundation	\$20,000
County of Grande Prairie	\$10,000	Seat Sales & Donations	
City of Grande Prairie	\$10,000	Current	\$26,287
Northern Sound		Heritage Canada	\$41,000
Hearing Clinic	\$10,000	Seat Sales 1994 – 2003	\$ 97,775
Alliance Pipeline	\$10,000	Swan City Rotary Club	\$100,000

Adam, Liley, a filmmaker and former resident of Grande Prairie, was in town to show his film *Come On Down... Searching for the American Dream*.

Over 170 people attended the November 4 showing and were treated to a question and answer session after with Adam. All proceeds from the showing were generously donated to the Theatre Heritage Project.

Grande Prairie was the third audience to view the film, which depicts Liley's journey through the United States trying to define the American Dream. In his travels he meets many memorable and controversial characters ranging from a Wall Street mogul to a brothel owner.

Come On Down was premiered at the Atlantic Film Festival in Halifax, and also featured at the Calgary International Film Festival, prior to the Grande Prairie screening.



November 15 is officially World Philanthropy Day and GPRC marked the occasion by hosting the 3rd Annual Giving From the Heart Conference. Other sponsors of the event were Community Foundation of Greater Grande Prairie, Estate and Financial Planning Institute and Volunteer Services Bureau.

Over 40 representatives from various non-profit groups in the Peace Region attended a full day of informative workshops centred around Ethical Fundraising. Knowledgeable speakers from the community generously donated their time to bring everyone up to date on the latest developments in the fundraising world.

"I have always been attracted to places where things are happening in the moment."

In Conversation

Louise Lambert

Father to the United Arab Emirates



es
oment.”



When Louise Lambert dressed for her presentations to the Rotary Clubs of Peace River and Grande Prairie in the summer of 2004, she was especially careful to cover her femininity – in full Islamic hijab. Her job as a counselor for young women at a college in the United Arab Emirates does not require the hijab, but Louise has occasionally chosen to wear it in deference to local custom and tradition, and to travel in certain parts of the Middle East. In Northern Alberta during her summer break, she chose to wear hijab to make a point about stereotypes, assumptions and fears when she was invited to be guest speaker to various Rotary groups.

“People learn when they are uncomfortable,” Louise says. “Seeing me in hijab left people squirming and embarrassed at first – but in the end it gave us all the opportunity to address the real problem: the stereotyping which prevents us from really seeing each other. I talked about why I was covered up, and what I had seen in their reactions to me.” The experience has helped Louise identify even more closely with the Muslim women in the UAE who are her students and friends. In the company of fellow Canadians, among people whom she had met frequently in her adult life, Louise found herself being judged (and avoided) because of her apparent difference of culture – judgements based solely on an article of clothing.

Growing up in a small rural

Francophone community in Northern Alberta may not on the surface seem to be preparation for life as a world citizen, but Louise Lambert says that on some level she thinks the experience set her free. “Being a Francophone, growing up in Falher, I was aware very early in life that there were differences in people, differences in culture. My own origins are French and some Métis. I have always felt pride in my rich cultural heritage. I think that in many ways, that freed me from the frequent teenage need to go with the mainstream.” As a teenager, Louise says she read anything and everything she could get her hands on. “I knew there was something else. More than I could see in my own community.”

Not yet 30, Louise Lambert has lived and worked and studied on 3 continents. “I have always been attracted to places where things are happening at the moment,” she says. She spent a full year in South Africa between grades 10 & 11. “I think that was the first time I was able to match all the things I had read and thought about with what I wanted to do,” she explains. She came back to finish high school and to attend Grande Prairie Regional College, completing the four-year Bachelor of Arts degree through Athabasca University.

Next, Louise earned the prestigious Rotary Ambassadorial Scholarship, and went to France to study ethnology and archaeology and to do more traveling. While in France, she became interested in



Traditional ceremony before the camel races

the Middle East. "I looked for a job there for two years," she explains. "In August of 2003, I accepted this job in Al Ain in the desert on the border of Oman."

Today, Louise teaches life skills and provides counseling at Women's Campus, Higher Colleges of Technology in Al Ain. Education is never co-ed in the UAE, she explains. She is now in the second year of a 3-year teaching contract, and at the same time is working on her doctoral thesis for her PhD from the University of Warnborough in England.

The city of Al Ain, with its population of 300,000, is far different from the cosmopolitan city of Dubai some hour and a half away. "We might as well be in another country!" Al Ain is conservative and traditional, Louise says. "Men's and women's education is separate – and so is almost everything else. There are separate waiting rooms at the doctor's offices and banks, and there are separate lines for men and women in the



Editor's Note: On November 2nd, when this issue of Wisdom was already in production, Louise sent this message. "The Sheikh died last night at 8:30. Telephones rang immediately within minutes of the news, everyone knew in the country within about 40 minutes. The shops were closed by 9:30, lights out. And then the prayers began and the mosques filled. All night long there were prayers, I didn't get to sleep until 1:30 am, and when I awoke at 6 am they were still praying. There was no traffic this morning. Not one student. Not one Emirati came to work. No Emiratis on the road."

grocery stores. One day when I first arrived I went into the bank to open a checking account. I was told to wait. Without knowing, I sat on the men's couch – there are no labels, you are just expected to know – and was quickly gestured at to move 'over there.' I kept thinking the gesture meant I was next to be seen, but they kept waving me back. Finally I was firmly directed to 'sit there.' Then I understood.

"There are not many expatriates here. This is a country in development. UAE became a country in 1971. Prior to that the population was mostly transient tribes. Sheikh Zayed had the vision of turning his land into a modern country – with modern infrastructure, information technologies, schools, and health care. To do that, it was necessary to bring in Western expertise. Now the process intends that every time an Emirate is trained, an expat leaves. It is not really happening in quite such an orderly manner, but that is the basic intent."

With an aging and ailing



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President, (see editors note) the expats are sure to see some changes locally and in the region quite soon. The definite possibility of leadership change will surely deliver a new phase of development in the region that no one is yet quite certain of how this will look. The possibilities, Louise explains, range from status quo to the expulsion of all expatriates, depending upon who takes control. "After all, we are in a region of the world known for instability, and our neighbors to the north have made a good example of what can happen, despite the financial benefits of expatriate labor."

The culture of Al Ain does not provide much social outlet for a single, young, Western Woman. Inter-racial relationships are fraught with cultural misunderstandings and expectations, and different gender relationships outside of the family or marital unit are not approved of. There are only a few coffee houses in the city that are mixed (men and women), and if she goes there Louise must sit in the family section. Her personal friends – from all over the world – are in Dubai, and she visits there some weekends for entertainment and social contact.

Meanwhile, Louise is busy with her students, writing new curriculum material, and with her own projects tackling issues she observes around her. Louise is working on a plan for HIV awareness education in Yemen to help stem the growing problem of HIV – a problem the government is in a difficult position to address. She is developing course material to teach a unit on globalization in her college, and has plans for several more teaching units. She organizes health and wellness conferences for her students. She travels in the Middle East, and writes about her travels for *The Lonely Planet*. She is writing her doctoral thesis. Louise also regularly sends emails describing her day-to-day experiences to a large group of friends, family and former instructors, sharing the news and attitudes of the UAE

from the inside. She has begun running in the desert, and has set herself the goal of 1000 kilometers by the end of the year. "I have to keep busy," says Louise. "I get too bored otherwise."

At the Women's Campus, there are 1400 students, and 80 staff – mostly Western. The students are all dressed in black hijab. They all speak in Arabic. "It is supposed to be an English school, but I have first year students – so I draw a lot of pictures, and use sign language. Louise's students enter her classes with little knowledge of the world and world issues.

"When it is just me in the hallway, the girls might still cover up, but if there is a male in the hallway, the students who don't have their faces covered will put their folders or books up in front of their faces so the men won't see them. They act differently around males than females – either very shy or nervous and giggly.

"The very strict girls will also cover with me, but I can't tell who they are and I ask them to at least uncover their faces. Many will also wear gloves, and socks in their sandals, a long dress (abaya) and pants almost like a pair of long johns under that. It is very hot, but they choose not to remove the hijab even when they can uncover their faces. They accept that this is their reality.

"Male teachers must knock before entering the classroom to give the girls time to cover up if they need to. A male teacher is not allowed to touch a female ever. You can imagine the difficulties when one of our students trips and falls down the stairs because her abaya is too long or she had her face covered and missed a step, or if there is an epileptic attack or fainting spell (which happens a lot because they wear so many clothes in the heat.) The administration's stance is 'let them fall – the repercussions from that are less than touching her and having to deal with her family later.'"

Louise Lambert has come to identify closely with Islam and

Muslim women. "Some people are surprised that I do not perceive the treatment of women in ultra-conservative UAE as a feminist issue," says Lambert, whose feminist views are well known here at home." In my reading of the Qu'ran, I have been very surprised how strong the rights of women are in the religion of Islam. It is in the interpretations of specific Qu'ranic passages coupled with tribal traditions that at times, the rights of women are compromised. Problems occur mostly when tradition over-rides religion."

Western approaches to counseling have not been of much use to Louise with the young women of her college. "I have learned from the Qu'ran, and I have learned to use it in my work," she says. "The most frequent problems are arranged marriages or family pressure to leave school. When a girl has a problem, I say "What does it say in the Qu'ran. What would Mohammed say?"

Relationships are very important in the culture of the Middle East. "The people are very social, very family oriented. The basic social unit is the family, not the individual. It was kind of shocking to me at first. I suppose that culture shock is always mutual. Their reaction to me was first sympathy – it is incomprehensible to them that I am a woman alone, not married, no children – very different!"

Students frequently ask about Louise's marital status and are astonished to learn she is single. Some students have even tried to marry her off to uncles or cousins, and are deeply offended at her refusal, which is dishonour to their family name. "Being single is beyond their comprehension – in fact, having a lot of fun is beyond their comprehension. They cannot imagine that I can enjoy living alone, playing my music etc."

Many of the young women in the college are married, and often their responsibilities at home conflict with the ability to attend classes.

The following is an excerpt from an email Louise sent to her news list:

September 12, 2004

"First real week back in classes, and as is typical, first year students are withdrawing from college. One withdrew because her husband made her. The other was "allowed" to come to school, but her husband would not help her with the house work or childcare and refuses to allow her to get a nanny, so that's that. And the other has to stay home because her parents are in Saudi for a month and she is the only girl, therefore must be home by 2:00 pm to cook lunch for her three brothers all over the age of 25. When I suggested that they cook their own meals so that she could attend her classes, there were gasps of air all around. "No miss, you don't understand – this is a girl's job!" I tried to explain that this had nothing to do with being a girl's job or not, but that if she quit college she would compromise her chances of being admitted next year and then what would she do, sit at home all day and cook? I get frustrated when the girls refuse their own education before anyone can demand it of them because it's easier than causing trouble. So, off she went, even to the disapproval of some of the other girls who shouted that this was "haram", not acceptable in Islam, but culture won out and off she went."

It is a rarity if one of Louise's students works during the summer break – even those women who complete advanced education rarely seek or find employment outside of the home.. "One girl worked at the electricity company – with men – and she said the for-

eign men were fine but the Emirati men gave her a hard time since she knew more than they did, and harassed her regularly, stealing her projects, undermining her presentations and so on. When I asked her what she did about it, she said 'Miss, he is a man. I be nice to him and he will be nice to me, with much time.' Development at its own pace, but the student's confidence has grown as a result, she sits upright, looked me in the eye, laughed and was beaming with pride because she had worked and had seen proof that she was capable."

Louise has learned to respect the religion, despite some frustration with the prevalent culture or gendered social organization in the Middle East. "Women actually have a lot of rights in the Qu'ran. The more I started to learn about it, the more I understand. Islam is considered the final chapters of God's message to His people as told by the Angel Gabriel to the Prophet Mohammed. It is the continuation of Judaism and Christianity that forms a comprehensive code of behavior, morality, beliefs and guidance for daily life all laid out in the Qur'an. Muslims do believe in Jesus and all of the other prophets before him. They also believe in the Bible and the Torah, but since the Qu'ran is the continuation of these texts, they do not refer to the latter texts as they are assumed to be subsumed into the Qu'ran. It is considered a comprehensive religion and has clear answers for all experiences, events, problems, or situations that humanity faces now and in the future. There is no need to look elsewhere for answers to problems, all can be found in the

Qu'ran.

"Islam is a way of life, not merely a set of beliefs. A good Muslim has a relationship with Allah at every moment of the day and in all that he does. There is no aspect of his life that has not been covered by the Qur'an or the Prophet Mohammed. Spirituality and day to day activities are the same in Islam, all revolves around fulfilling the will of Allah. This is a crucial point to remember as we progress in our understanding of Islam, as it differs so significantly from the West and its secular view of religion and everyday life. Secularity does not exist in Islam, any move towards it is a direct affront to Allah and the Islamic faith itself. The Qu'ran and Sunnah together cover all topics known to humanity, such as eating, sleeping, sexual practices, theft, murder, lying, feelings, family feuds and conflicts, famine, war, jihad, role of women, i.e. how to walk, dress, talk, hair removal, hajj, - everything."

Now that she is living in the Arabian Gulf, Louise has also become interested in a new social development: government and national responses to HIV outbreaks. Recently, she was invited to Yemen to see local community response for herself, and to provide training for the Yemen Mental Health Association and for University of Aden Medicine students.

Louise is, as one friend observes, tackling issues that are not meant to be addressed by foreigners, by women, or even at all in the Middle East.

She has been working on a paper describing the health issues in Yemen, where women still face a high death rate related to materni-



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ty, and where traditions continue to keep women at a lower status and deprive them of access to and control over resources and assets.

"More than twice as many Yemeni women than men are illiterate, especially in rural areas. The low enrolment of women in education is the result of social stigma, and poor understanding of Islamic teaching," she says. "False information is rampant. In my workshops and also confirmed by a UN AIDS study, an overwhelming number of people still think that HIV can be acquired from mosquitoes, toilets, and from an infected person's clothing. A disturbing and frequent response to the HIV situation is to "block the borders and kill the HIV infected!"

"Although contraceptive supplies can be obtained from a pharmacy without a prescription, those provided in public health facilities

still require a husband's consent. Sixty-seven percent of all health care personnel have had no training on HIV/AIDS. As a result of this, fear and stigma, health personnel inform the National Lab, the National AIDS Program, relatives of the patient, and the police in the case of finding an HIV positive case – without the consent of the patient.

"If a victim is 'innocently' infected as via blood transfusion, they are judged less harshly, but still isolated through the community. If a victim is infected through immoral means – synonymous with illegal – such as sex outside of marriage, they are chased and banned from the community and at times denied medical attention.

Louise Lambert is conducting a series of workshops providing HIV training to health personnel and others in the Yemen. "Through my

workshops, continuing efforts on the part of the University of Aden to educate itself and its students on HIV, and through previous international efforts, thoughts and practices are changing, but change is small and slow."

By the time Louise Lambert has run her thousand kilometers in the desert sand, she will have only one year remaining in her contract to teach at the Women's Campus in Al Ain. Her Yemeni AIDS project will be well under way, and her PhD projects will be nearly complete. It will be time to think about what is next. "I plan to apply to work with international health organizations," Louise says, "and I want to write. I want to write about what I have learned and what I have observed." But, she also observes, God's will might determine her future better than she.

– Lynne Ness



Need new info from Jason as per email Nov 9. Emailed again Nov 16 asking about content. Received email from Clayton Nov 17. Will put together new info.

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The Vavrek family is unified in their commitment to Grande Prairie Regional College, and their awareness of the importance a post-secondary institution is to its community.



Diamond Legacy Donors:

Vince and Tracey Vavrek and family

“The new Cardinal building had just opened, and with new facilities in a beautiful new building, it was a great place to be.” – Vince Vavrek

Vince and Tracey Vavrek and their three sons Justin, Stefen and Nicholas, all have a personal interest in the role GPRC has played in their lives through athletics, education or as a community resource.

“My history with the College goes back an awfully long way,” says Vince Vavrek. “First and foremost, I have lived in the area most of my life. I grew up, one of seven children, on a farm near Sexsmith, went to school in Sexsmith, and came to GPRC right after high school.” Vince speaks of a high school accounting teacher who made a big impression on him, and of his early awareness that this was something he might like to do with his life. With six siblings, he knew there was not enough farm to go around. Then a recruitment team visited his high school – among them GPRC business instructor Bill Fletcher – and their presentation influenced Vince to come to the College.

“It was an exciting time,” he says. “The new Cardinal building had just opened, and with new facilities in a beautiful new building, it was a great place to be.” Vince completed the Business

Administration diploma program, while serving on student council, and playing on Wolves Athletic teams in curling, volleyball and cross-country running. “I made wonderful friends during my time as a student, many of whom are friends to this day. Some of the instructors who made an impression on me then are still at the college today – including Bill Fletcher and Leigh Goldie.”

“Team sports has always been a real passion of mine,” Vince says. “I am really pleased to know that that passion has been passed on to our three boys.” All three are active in volleyball and basketball – Nicholas plays volleyball for Montrose, Stefen is on the Comp Tomahawks volleyball team and played Wolves club volleyball, and Justin played on the Comp basketball team.

“All along I have always stayed in contact with the College,” says Vince. “For many years I worked closely with the Wolf Pac Booster Club program, and we raised a great deal of money for the Wolves program. Later I became a member of the Alumni/Foundation Board of Directors, and have just

completed my term of service.”

Close contact with GPRC has also extended into Vince’s firm of chartered accountants, Fletcher Mudryk & Co. LLP Chartered Accountants. “We made the commitment four or five years ago to hire people who are educated locally. One of the challenges for all firms in the area is the shortage of trained workforce. Since we made that decision, we have hired 12 graduates of GPRC, both Business Administration diploma grads and those who have completed the Bachelor of Administration degree offered at GPRC in collaboration with Athabasca University.

“The quality of these students has been top notch,” Vince says. “The best part of all is that it is our new staff members who are now actually doing the recruiting for us. They have been in contact with successive years of students, encouraging them – the pipeline is in place and we have not had a shortage of trained manpower since. We are well set.”

Tracey Vavrek’s connection to the College is also strong, if more recent. As Executive Director of the

Community Foundation she has many opportunities to work closely with the College Foundation, and appreciates the opportunities provided by her work to offer support to projects which benefit us all. "The College has been a fabulous partner, and understand the role of a Community Foundation, which makes my job easier. My work is a true pleasure. It is a blessing to be able to help someone who is trying to attain further education, and the scholarships managed by the Community Foundation complement those offered at the College."

"There is a tremendous synergy between the GPRC Foundation and the Community Foundation," Vince points out. "It is good to see the ability of the two foundations to work effectively together. Recently, the Community Foundation provided a significant contribution to the GPRC Theatre Heritage Project."

Tracey, who grew up in a large farm family in southern Alberta, has now lived in Grande Prairie for some 13 years. She has strong feel-

ings about the give and take of life in a community. "It is important to both Vince and me that we find ways in which we can give back to this community which has provided so much support to us," says Tracey. "Without the strong support of this community, we would not be in the position we are, able to give the gifts we do."

The Vavrek family have given a planned gift to Grande Prairie Regional College, and are recognized for that gift on the Sense of Community Honour Wall in the GPRC concourse. "It is really important," says Vince. "I have derived so much personal joy and satisfaction from my association with the College - I have a lot of background with the College. Our whole family philosophy is to give back to the community which does so much for us."

Vince also feels strongly about future directions of GPRC. "I have seen the changes over the years and I am interested in where the College is going to be down the road. I know that it is a stable, strong organization. GPRC is a very

viable part of the community - looking at the changing times I would really like to see the college go forward and get degree-granting status. The main reason is when you take a look at the whole development of the north region - we're growing. In order for Grande Prairie to be considered a full service city we need a university. Lethbridge, for example, has both a community college and a university.

"Grande Prairie is perfectly suited and situated to have a university. I think there has to be a very strong voice from the business community, interested citizens, and the College itself to really lobby government for university status. We have a lot of brilliant talent in this area, but while they still have to go to Edmonton or Calgary to take university degrees, the chances of them coming back here are greatly reduced."

"I think it is really important for the future of our community to retain this talent resource."

- Lynne Ness

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Gearing up for High Performance

By Dr. Howie Wenger

Dr. Howie Wenger is said to be North America's premier hockey exercise physiologist, with numerous published books and articles to his credit. He is a professor of physiology at the University of Victoria, and for the past three decades has worked with numerous NHL teams, the Canadian Olympic team and the 1991 Canada Cup Team. On November 1, 2004, Dr. Howie Wenger was in Grande Prairie as guest speaker for the first Fitness and Nutrition Conference hosted by the Physical Education, Athletics and Kinesiology department at GPRC. Some 300 young athletes with their coaches and parents were in the GPRC Theatre to hear Dr. Wenger's keynote message, a sample of which is offered here.

"High performance is not just of interest to athletes. A high level of performance is important to us as business people, as parents, as teachers, as friends. For all of us, in whatever our field of endeavour, it is important to be as fit as we possibly can be. We've got to be as healthy as we can be.

There are some physicians who work with national teams say they don't even know a healthy elite athlete! They have injuries, a flu or cold, a minor infection, bruises – but these things dictate whether or not we are going to be able to perform.

I use gears as the symbol to make the factors affecting high performance easily understood. Gears, like the various components of performance, do not work alone, but in synchrony with each other.

In my model, the performance gear is at the centre of the picture. Our task is to identify the gears which surround and drive the performance gear. Those drivers include things such as skill, strategies, emotion, character, environment, physiology and psychology. In my diagram, the skills gear is the largest, because that gear is usually the most highly developed




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when we begin any training program. The more we examine the process, the clearer it becomes that each of the driver gears has other gears, factors which influence and drive them – and those gears have gears, and so on.

I would like to emphasize the complexity of this whole thing and why taking the elite athletes to the point of ultimate performance is really almost a magical event. Here's just the physiology gear. If we pull it out of the mesh, where it has to function so that it can turn the performance gear, we see that it has a whole series of gears that drive the physiology gear. Which ones play more or less of a role in your particular sport or activity? Coaches are doing that all the time, talking about which parts of physiology are most necessary to a particular sport.

Strength, power, energy systems, oxygen transport system (heart and lungs and the way they go about supplying oxygen and getting rid of waste), all of these are gears driving our physiology. Our health is another gear – how can you possibly do your best physical performance if you are not healthy? How can you be healthy if you are not eating properly? How can you be healthy if you are not resting properly – the right kind of rest, the right kind of sleep.

Now in the national hockey league I am spending more time with athletes dealing with issues of rest and physical fatigue than I do with physical preparation. The players know what to do for physi-



cal preparation in most cases, but how can they get the right kind and amount of rest? How can they recover after training and after travel and after doing all of those kind of things? That has to be fundamental to whether or not you can physically perform. How can you train as well, never mind perform, if you are not resting and restoring your body? Rest influences everything from recovery to repair to replacing fluids to replacing fuels afterwards so we can go about doing that effectively. All those gears have to be looked at, considered, evaluated, and then developed to the right extent. It is essential to know where it is that we are weak. So that when we

think we are going to cut corners – cut corners in nutrition, cut corners in sleep, looking after an injury . . . what it is ultimately going to do is cost us, in our physical performance, and then ultimately in our overall performance.

Nutrition can be a gear unto itself. Nutrition is primarily a fundamental gear for our physical preparation, driving that, and then driving our performance gear. All of these have to be able to turn together in order to get the ultimate performance. How do we go about getting the right kinds of fuel? What are the patterns. How do I deal with this whole nutrition



well developed, whether one needs more help than the other, whether we have to consider one or the other in order to

make the whole thing move and mesh together.

I had the chance in my career to work with Wayne Gretzky. I had him with the Oilers in the late 70s and early 80s, and I had him with the LA Kings and then I had him again in New York. He is a great example of a guy who brings a huge skill gear and a huge strategy gear to the game. And those

are really well developed, and they drive his performance gear to a great extent – mostly because they are bigger than anybody else's! But his physiology gear for much of the time, the stuff he did with me, maybe wasn't as well developed as we could have had it. And at the end of his career he was fitter than he ever was – he used to tell me "Boy, I wish I could have had that kind of devotion to my physical preparation earlier in my career. Imaging what I could have done!" But in those days they didn't do that. They didn't spend as much time...

All of us as we are sitting here can say how much it is that we are bringing to a particular sport or endeavour, what is our big skill, and how good is that. And we have to use that big strength, it would be silly not to, but we have not only got to use it, but we have got to stop and ask ourselves, which ones are not well developed. Which gears have stopped or are a little rusty So we have to stop and pull away and put our attention on some other places so that we can (get performance readiness up) and then when we've got it there, we've got to maintain it.

I used to find it interesting

when I was in New York – we would set up stations around the rink after practice, and people would go to these stations to work on things they thought they could improve at. We would have a shooting station, a face-off station, a strength-building station, a place to do board work, cycling, – it was amazing to me when that was optional how the good shooters would go to the shooting station, how the people who were great on face-offs went to the face-off station, the guys who were the strongest guys on our team, where did they go? They pumped the weights. They went to where they were most comfortable. Gretzky always went to the place of his weakness. He wanted to do something about that. That's a good lesson for all of us. It is really easy to rest on our strengths. It is easy to say that's what I do well, and push it and push it and push it. It's important to value it, but let's train it and hone it, then go and offset it by improving a weakness area.

I want to spend a minute or two on the character gear. In professional sport issues are coming out, like the use of performance enhancing drugs, things like people thinking they are above the laws of the land, and that they can perform in whatever way they want. You know, if you got down to asking what the character gear is all about, I would say, having been in all these dressing rooms with all these captains (Stanley Cup winning team, Canada Cup winning team) I got to see what it was that they were all about. In the team setting, what the character gear is, is that you make the overall team performance better than the sum of its parts – because you are there, the team is better. It is not about you. It is not what you are contributing and your own self-interest, but it is about what you are contributing to make the team better. In our society it is about what we are doing to make the community better. What we're doing about giving back, and

idea when I am bombarded in the news with different kinds of diets that in fact are going to help me not only lose weight but become an ultimate performer. We have got to be able to make the right decisions, and have the right kind of information available to us. It's not just I need something to eat, but I have to eat the right thing at the right time in the right place to ensure that my physiology works effectively, and then that all of those gears turn appropriately.

And that's just the physiology gear! We can go around all these gears on the performance gear and ask ourselves what has to happen to make all that work together. Usually when you see someone walk up to the podium, when you see a team walk away with gold medals, you know that most of those things have been looked after.

If you look at the skill gear, or the physiology gear, or the psychology gear, we all bring different parts of these to the theatre where we are going to be asked to perform, whether that be business, parenting, athletics, teaching, friendship. We have to be able to assess whether or not these are all

being good citizens. When you look at this character gear, things as simple as fair play – fundamentally important for us as coaches, parents, teachers, players, – it is important.

I am talking about respect here. I cannot believe that we don't have this, or that we are losing it at times, this idea of respect for the rules. How many times do you see in professional sports, athletes calling penalties on themselves? We don't see it often. We see people whining and complaining and swearing at officials because they have been called, because the rules of the game are being enforced. You don't have a game if you don't have rules! You don't have a game if you don't have an official who is trying to call that. You don't have a game if you don't have an opponent.

I heard about a peewee tournament somewhere – they were having trouble because there were fights in the lineup where they were shaking hands after the

game. The organizers decided to ban the handshake as a solution to the problem. What are we doing in terms of building the character of these people? We need strategies to do it. We can't just hope it is going to happen. We need to think in our practices: what are we doing to build good character? What are we modeling? What kinds of things are we doing with our drills to ensure that things like fair play and respect and integrity are being developed? Sport builds character. There is no doubt about it. The question is, what kind of character? A shoddy one? A character that we want to reject, that does not contribute back to the sport or to the community that created it? Or are we going to build character that has a lasting impact on where it is we are going.

Every place I've been I have seen that teams need those people that have character, sound character, character that makes the team

– continued on page 26



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GPRC Profile

Kathy Harper

At the Employee Recognition Awards ceremonies in May of 2004, Kathy Harper was the first ever recipient of the GPRC Distinguished Employee Award.

A standing ovation by her colleagues accompanied the announcement that Kathy Harper is the recipient of the first ever GPRC Distinguished Employee Award.

The Distinguished Employee

Award has been established to honour a GPRC employee "who exhibits energy, integrity, excellence, initiative and dedication, and who exemplifies commitment to the College and its community." Ms. Harper was nominated for the award by her peers.

Kathy Harper's dedication, creativity, and professionalism were warmly recognized by her nominators, but it is her commitment to the students

of GPRC which particularly shines through. "Kathy's dedication to students has been a constant measure of her success. She always has the best interests of the students in her mind while also interpreting/explaining department policies and procedures," wrote one. "Kathy treats each student with kindness and genuine caring. She has helped them achieve their educational goals," submitted another.

Kathy Harper's relationship with Grande Prairie Regional College goes way back – reaching even into the reasons that she and husband Don Harper moved here from Edmonton in 1969. Now, in the final year of her work as Assistant Registrar of Admissions at GPRC, she has had occasion for reflection on the events which have been markers along the way.

Kathy's first Grande Prairie job was teaching band, strings and choral music to grades 5 through 9 in the public school system. "Then one fateful night," she says, "Sukumar Nayar showed up and said 'I teach at the College and am going to do a play called "Hedda Gabler". Then he asked if I would be interested in doing the role. I would not have to audition, he said, the part was mine – a mere 800 or so lines.

"I was a musician; I would not

lower myself to do theatre!

However, Sukumar has always had a way of getting people to do things they had no intention of doing, and the next thing I knew I was on stage. I really didn't know what I was getting in for, but I'll tell you, when the curtains opened that night for "Hedda Gabler," and I first experienced the audience which has been described as that "velvety black warmth" – at their first response I thought "I can do this!" I had an immediate affinity for it." Now, with over 80 local theatre productions later, Kathy Harper is an undisputed doyenne of the Grande Prairie stage, with experience in the orchestra pit, on stage as musician and actor, behind the scenes as director.

In 1976, when the late Louise Adrain was developing the Early Childhood Development program at GPRC, she hired Kathy as an

instructional assistant in the model children's centre which had been established as an aid in program development even before the first intake of students. "That was my first job at GPRC," she says. "I did a lot of music and storytelling, Many of the faculty had enrolled their children – I remember Bert Hunt's two children were among them."

It was at about that time that Kathy started taking drama courses at the College, and in 1980 Sukumar Nayar hired her as an instructional assistant in drama. When Sukumar Nayar later went on sabbatical, Kathy assisted traveling instructor Brian Paisley (who went on to start the Edmonton Fringe Festival) with the instruction of the drama classes.

"We started a College children's theatre group Theatrix, which toured around the region perform-



President Jim Henderson, Distinguished Employee Kathy Harper and Chair Fletcher Bootle, May 27, 2004.

ing in classrooms. In years past in Grande Prairie, if something didn't exist, we built it. We actually made quite a bit of money for the College."

"One thing I particularly appreciated at the college was the outreach in the school system that Sukumar initiated. One year when creative dramatics was going to be made part of the elementary curriculum many teachers were panicking because they did not know what they were going to do. We actually piloted a project with 16 classrooms in the public and separate systems from kindergarten to grade six and I actually began going out into the classrooms – I had a teaching certificate so teachers felt comfortable – a lot of good things happened between the school jurisdictions and the college – an invaluable resource to our community, sharing expertise and

providing encouragement and resources for teachers in the school system."

The Harpers' lives continued to be entwined with the College. Don was employed here first as a sociology instructor, then Registrar, and later as Dean. The list of Kathy's positions at the college grew to include Production Coordinator in Fine Arts, Student Recruitment, Student Activities Coordinator, and finally Assistant Registrar.

"We always had siblings, nieces or nephews here as students. We were great recruiters in our personal lives! Don had two nephews who came and lived with us to attend College and my sister Laurie attended prior to moving on to a professional theatre career, so our lives were connected to the college. While I didn't have a clue what a recruiter did, I thought I

would be a good spokesperson for the college. To me it was just like theatre: I would just put on my recruiter mask . . ."

"I am not one of those people who resorts to wistfully looking at the past – but something happened the other day. I met a faculty member for the first time – and that person had been here for two years! That struck me. I am a little wistful about that – the sense of community is different. I think we are a very different community – there were only 9500 people here when we moved here in 1969!

By June 2005, Kathy and Don Harper expect to have completed their move to Qualicum Beach on Vancouver Island. There, Kathy will enjoy the ocean, have more time to play her piano – and likely get involved with theatre!

Jaime (Jim) Santiago
 Dec 30, 1949 - Nov 15, 2004



Grande Prairie Regional College is deeply saddened by the loss of valued colleague and treasured friend, Dr. Jaime Santiago.

For fifteen years, Jaime Santiago taught engineering at GPRC, profoundly influencing the lives of his students, and becoming closely involved with his colleagues and with the community. His warmth and enthusiasm extended far beyond the classroom, to the music he so deeply enjoyed and the choir in which he joyfully sang. He was a strong member of the multicultural community in Grande Prairie, and recently also pursued an interest in the SPCA.

Dr. Jaime Maria Pascual Santiago received his Bachelor of Science (cum laude) and his Master of Science in Physics from the University of the Philippines and his Doctor of Philosophy in Electrical Engineering from the University of Alberta. In the early years of his career, he was a research assistant and also taught at the University of the Philippines, Rutgers University and the University of Alberta. In 1990, he became an instructor at Grande Prairie Regional College.

Devonne Catherine Norman (nee Sorenson)
 May 27, 1958 – July 24, 2004

Devonne Norman attended GPRC for two years in the early 1980s in pre-law studies.

Excerpts from a Tribute given by Lyle D. Carlstrom

I have been asked to pay tribute to Devonne on behalf of the lawyers and staff of our firm. I expect what I say may be representative of the thoughts of many in our legal family, and maybe the whole community.

Lord Blackstone is thought to have said 'A lawyer who is only a lawyer isn't much of a lawyer.' All who knew Devonne as a colleague, wife, mother, daughter, friend and so on, recognize her as so much more than a job title – as one great individual we have been blessed to know, and to have shared in the 'life lessons' Devonne taught and lived.

Devonne was an accomplished scholar and legal practitioner, who gave back to the community that she worked with. Devonne was a

founding member and counsel to Habitat for Humanity South Peace Society. Through her efforts, that organization has grown to be an important part of our community, providing houses for numerous families who couldn't have otherwise been able to own their own homes. Additionally, Devonne eventually let the Stepping Stones Daycare Society as President.

Devonne served on the Board of Directors of the Victorian Order of Nurses, an organization that in many ways reflects the qualities we loved about Devonne: a caring, quiet, effective part of our society, with a quiet grace and strength that carries the sick and disadvantaged through times of great personal test and trial.

The lesson that Devonne taught that is probably the most important is, in typical Devonne fashion, not immediately obvious. She showed each of us how to live and die in quiet dignity.

– Lyle Carlstrom

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Recent Faculty Achievements

Dr Elizabeth Hood, Elizabeth Hood, instructor of Nursing at GPRC, successfully defended her doctoral dissertation Friday September 24, 2004. Elizabeth has completed research about nurses who nurse in the spiritual domain. Grande Prairie Regional College is very proud of the contribution she has made to advancing nursing knowledge.

Colleen Holler, GPRC instructor Colleen Holler was a successful candidate in recent civic elections, and has been elected Councillor in the Town of Wembley.

ACAC Gold Medal - Wolves

The GPRC cross-country women's running team earned the Alberta Colleges Athletic Conference gold medal on October 30th, 2004. This is the second provincial cross-country running title in three years. The Wolves edged out Lethbridge Community College by three points for the gold, with SAIT finishing in third place. The team members, Penny Thompson, Jamey Olson, Angela Hallaert, Karen Miller, Melissa Shultz and Sydney Spencer, are coached by Rick Scott and Bill Corcoran. Penny Thomson also captured the individual Bronze Medal at the race.

ACAC Bronze Medal - Wolves

GPRC cross country men earned the Alberta Colleges Athletic Conference bronze medal on October 30th, 2004. Kyle Reynolds led the way for the Wolves by also earning the individual Bronze medal.

ACAC Coach of the Year

Bill Corcoran and Rick Scott

Coaches Rick Scott and Bill Corcoran have built the GPRC Wolves cross-country running program from "also-ran" to perennial contenders. Over the past 14 seasons Wolves runners have produced a total of 19 individual and team ACAC medals, including both of the individual gold medals in 1999 and women's team gold medals in 2002 and 2004.

Rick Scott came to GPRC in 1990 and is employed as Lab Technologist with the Science Department. He is a Level 1 NCCP Track and Field Coach, and a Level 1 youth soccer coach active with the GP Minor Soccer Association.

Bill Corcoran has been an instructor in the Business Administration depart-

ment since 1992, and was chair of the department from 1998 – 2003. Corcoran is a Level 3 NCCP Distance Running coach, and currently sits on the Board of Athletics Alberta.

Lesley Lockhart-Doell

Lesley Lockhart-Doell, French instructor, has successfully completed her Master's in French Education (Maîtrise en curriculum) through the University of Toronto. Her dissertation examined the choices between French Immersion and French language schooling for the minority French population in Alberta.

Dr. Weixing Tan

GPRC forestry instructor, Dr. Weixing Tan, presented a paper "are hardier seedlings better for summer planting? – a two year field trial for white spruce" at the Canadian Institute of Forestry/Society of American Foresters Joint 2004 Annual General Meeting and Convention, Edmonton, Alberta, October 2-6, 2004.

Dolly McArthur

Dolly McArthur received a post-graduate certificate in Special Education from Monash University, Melbourne, Australia.

ACIFA Achievement Award

Dr. Elroy Deimert

Dr. Elroy Deimert, instructor of English at GPRC, is the recipient of the 2004 Morgex Award for Innovation in Teaching, presented at the ACIFA Conference 2004. "From a large number of entries received this year, the Awards Committee singled out Dr. Elroy Deimert's innovatory approach to fostering aspiring local and student writers by publishing their work, together with that of nationally-known and award-winning authors, in anthologies under the imprint of his own Smoky Peace Press, and by presenting highly successful series of writer's readings and literary events, featuring established authors, through the Wordspinner Writers Festival and Humanities Coffee House." – ACIFA Newsletter, September 2004.

Dr. Louise Saldanha

Dr. Louise Saldanha was awarded her PhD in English, Canadian children's literature on March 25, 2004 at the University of Calgary.

Dr. Saldanha presented a paper in Sydney, Australia in July, 2004. This paper was part of a larger national

research project concerning representations of home and Canadian children's literature in which she is presently involved. This research project is the first of its kind in Canada and consists of about 10 English literature scholars from academic institutions across Canada who are approaching this subject from a variety of perspectives (Aboriginal, feminist, anti-racist, post-colonial, semiotics, etc.) that currently characterise Canadian studies in literature, in general. The project is funded by SSHRCC (Social Sciences and Humanities Research Council of Canada).

President Jim Henderson, MBA, FCA

GPRC President Jim Henderson has been awarded the FCA, the most prestigious designation of the Institute of Chartered Accountants of Alberta. Jim received his CA in 1974, and was previously honoured as an FCA by the Institution of Chartered Accountants in Manitoba in 1989. For rendering meritorious service to his community and profession, Jim is highly deserving of recognition as an Alberta FCA.

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GPRC alumni

'88 Margaret A. Schellenberg

Nursing, 1986-1988
Worked mostly in pediatrics in Grande Prairie from 1989 to 1998, and is now a stay-at-home mom with four little girls.

'99 Jade Brown

Office Administration, 1998/99
"I took the Office Administration program in 1998/99 and am currently working as an Office Administrator with Midwest Surveys Inc. I have been working in the surveying industry for just over 5 years and started with Midwest a few months after they opened their Grande Prairie Branch in 2002. Midwest Surveys is a professional land surveying firm, mainly providing geomatics services for oil and gas industry and has several branches throughout Alberta and Saskatchewan."

'01 Teresa L. Grayson

Bachelor of Science UT, 1999-2001
I have so many great memories of GPRC! From the friendly, superb profs to the experience of living in Anderson Hall, it was all so memorable. But by far my greatest memory is the year I played on the Wolves badminton team. We were like a family and we worked so hard together. I made lifelong friendships on that team. GPRC – the best times of my life. Now living in Edmonton AB.

'01 Laura L. Tangen

Early Childhood Development, 1999-2001
Living and working in Grande Prairie.

'04 Devon G. Wardley

BComm
Working at Fletcher Mudryk and Co. LLP
CAs articling towards a CA certification. Graduated from Athabasca University's B.Comm. program delivered on campus at GPRC with distinction in April, 2004, and have completed 2 of 6 CASB modules and am currently enrolled in the third. Job duties range from personal and corporate taxation to corporate year-end file completion to auditing engagements.

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AlumniProfile

Trish Beckley

Trish Beckley comes back to GPRC each year to speak with the first-year students in the Disability and Community Support program. In fact, Trish has been closely involved with the College ever since her graduation, also serving on the advisory committee to the program.

"I am involved with this program, and with each new group of students, because I absolutely love what I do," she says. "I love to work with people. I love the constant challenges. I love being in contact with such a diverse group of people. I enjoy sitting on a variety of provincial committees – and being involved in broader issues with provincial and national scope."

The Advisory board, which Trish currently chairs, gives advice to the instructional department at GPRC, bringing information and feedback from groups and agencies in the

region. "This advisory board system benefits both ways," says Trish. "Agencies are able to have input to the skills taught to people they will later hire. Students have a source of employers confident in the value of the diploma."

Trish Beckley is a GPRC Community Rehabilitation graduate. The name of the GPRC program (now Disability and Community Support) has changed several times over the years. "The name issue is a challenge throughout the field in general," she explains. "As practitioners and advisors, we are always trying to find the perfect term – the wording which is inclusive, non-labelling, and reveals the vast extent of what our profession encompasses."

As part of GPRC Diploma studies, Trish did her final practicum at Accredited Supportive Living Society in Peace River – and was hired there immediately following

Nominations Now Invited GPRC DISTINGUISHED ALUMNI AWARD 2005

The purpose of this award is to recognize GPRC alumni for outstanding accomplishments in their profession, and/or in service to the community, society, or GPRC. The Distinguished Alumni is an example of alumni success for GPRC.

The candidate has demonstrated outstanding excellence in his or her profession, community or society and is therefore, an example of alumni excellence for GPRC. The nominee must be an alumni of GPRC. Alumni currently serving the College as board members are not eligible.

Your nomination must include:

- Full name and contact information for the nominee.
- Statements supporting your nomination:
 - 1 In what way has the candidate demonstrated him or herself to be a distinguished alumni as described above?
 - 2 How will the recognition of these achievements serve to inspire others?
 - 3 Program of study while at GPRC; years of attendance (if known)

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graduation. "I knew I had a job before I even finished my program – and I have been there ever since." She is now assistant executive director of agency, which is active in communities throughout the Peace region.

"The Accredited Supportive Living Society promotes community inclusion of people facing barriers of many kinds," Trish explains. "Residences, in-home support, child/family support, brain injury contracts, fetal alcohol programs . . . the idea is to establish those programs necessary to promote inclusion wherever possible." The agency now always takes practicum students from the GPRC program when they are available – not everyone is able to take a placement outside of Grande Prairie.

Some years after her graduation Trish began a Community Rehabilitation degree program

through UofC, which she has now nearly completed. "There is a good bridging process in place to do this – I was able to apply all the courses I had taken at GPRC to my degree – and the value of the GPRC diploma was well-recognized."

"I don't think I had imagined the scope of my current job when I first began – I like to work with people. Through my job I have learned so much about supervision and leadership – I think I am a better parent, a better spouse, because of my work in community rehabilitation.

"This is such an exciting field to be in because it is about the future – we are constantly looking at ways that we can make the future better. That's very exciting to me as a person."

– Lynne Ness



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- continued from page 19

or the group better. And without it you don't win. The teams that have the character ultimately beat the teams that don't - oftentimes regardless of the skill level of those teams. So it is a challenge - as players, as adults or whatever - that character can't be left to chance. We can't just hope it gets done. It's got to be planned in, just like the



other gears on the performance gear, and we've got to have a strategy to get it done in order to evaluate whether it's getting done. Because that character gear is important to ensure that the high performance gear actually gets supported effectively.

Ultimately our goal is getting all of the gears to work together so that you get the ultimate results. The goal is to open your mind to the whole development of the elite athlete - it is not just hoping this performance is going to happen. It requires the ability to plan, the ability to assess where you are at any given time, to make that work so that each has the oppor-

tunity to perform at best.

I have a similar set of gears that drive me to be an elite performer as a university professor. If I am not paying attention to all of these performance gears, my performance is likely to suffer. All of us can take this model, change the gears to those that drive our own performance, and use it as a tool to ask ourselves what things we need to do to get better.

All of us can do a lot more, to make our high performance gear as good as can be. We can do a lot better job. We just need to sit down and figure out what it is that is driving our performance.

- Howie Wenger

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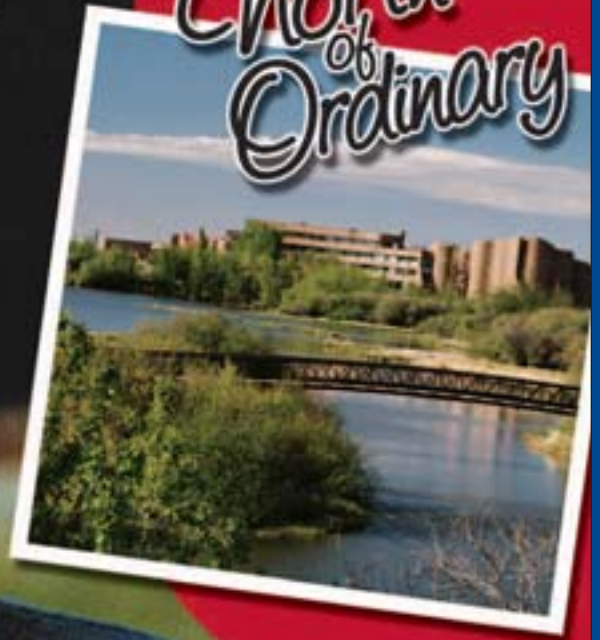
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