

GREBEL NOW

Conrad Grebel University College Magazine

NOURISHING THE ARTS IN THE 21ST CENTURY

*Recognizing Wisdom Beyond
Our Own Traditions*

***The Arts Remind Us to Ask
What It Means to Be Human***

SPRING 2019



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PeaceTech - 8 | PACS Beyond the Classroom - 10 | #ChurchToo - 16
Grebel Has Broken Ground - 18 | Convocation 2019 - 22

In this Issue

Spring 2019 | Volume 35 Number 2

The Limits of Measurement	3
Recognizing Wisdom Beyond Our Own Traditions	4
Listening for Wisdom	6
Embracing Uncomfortable Ideas	6
The Arts Remind Us to Ask What It Means to Be Human	7
PeaceTech at Grebel	8
Thinking Critically: Map the System Challenge	9
PACS Beyond the Classroom	10
New Fraktur Exhibit Aims to Create Space for New Histories	11
The Power of Music to Include—or Not	13
Baptism, Commitment, and the Church	14
#ChurchToo	14
An Impossible Task: Trinitarian Theology for a Radical Church?	15
The Art of Mindful Mediation	16
Record Donor Support Directly Benefits Students	17
Grebel has Broken Ground for New Kitchen and Dining Room	18
The Secret Ingredient in Grebel Food	19
Serving Together Builds Relationships	20
Seeking Balance, Shalom, and Community for the Road Ahead	22
A Sampling of Scholarship	26
Growing Family: Design & Desire in Mennonite Genealogy	27
Neufeld Appointed Visiting Assistant Professor of History	28
People	30

Nourishing the Arts

Grebel is a college community that nourishes body, mind, and spirit on many levels! On the surface, our kitchen and dining room project clearly illustrates our commitment to physical nourishment, celebrating Grebel's tradition of having students in all academic disciplines and years live and eat together. As you'll soon discover, this intentional mix of students is one reason why Grebel teams do so well in hackathons and pitch competitions. Bringing students with different backgrounds together strengthens the team—and Grebel's community.

This edition of *Grebel Now* also tells stories of how the Arts at Grebel nourish the mind in our commitment to Theology, Religious Studies, PACS, History, Mennonite

Studies, and Sociology.

And our spirits are fed through talented musicians, student passion for drama, and creating a place for visual arts in our Grebel Gallery.

Bon appétit! Dig in!

*Front Cover:
Grebel students
celebrate at the ground
breaking for the new
kitchen and dining room
expansion project!*

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GREBEL NOW

Conrad Grebel University College Magazine

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FROM THE PRESIDENT'S DESK

The Limits of Measurement

BY MARCUS SHANTZ, PRESIDENT

Measurement is a constant in the daily life of a university. It's a basic feature of the student-teacher relationship: Professors assess student performance by grading exams, essays, and lab assignments. And at the end of a course, students "grade" their professors by completing a course satisfaction survey.

The university itself is constantly measured against a wide variety of metrics. For example, how successful are graduates in finding jobs and careers in particular fields? What is the average salary of a graduate after five years? How productive are faculty in producing research, and what impact does their research have? How does the university rank against its peers around the world?

On the whole, metrics are good, because they create accountability. Universities are costly enterprises—students pay tuition, governments invest heavily in universities, and donors make charitable gifts. All of them have an obvious interest in knowing that their investments are worthwhile and put to good use.

Although we need these metrics, they are a limited tool. Much of what happens at a university is hard to measure—and if we only focus on what's easy to assess, we may not recognize the full value of what we do. In his article on page 7, Grebel's Dean, Troy Osborne, makes the case that the value obtained from a liberal arts education has been overlooked in recent years. Skills such as persuasive written communication, critical thinking, and the capacity to ask good ethical questions are hard to capture in a simple metric—but they are valuable and vital.

The most important things we do at Grebel might be beyond our ability to measure. If we want to be true to our roots, then we must uphold the idea that education is more than the transmission of assessable skills, or the assignment of grades. As Mennonite professor John D. Roth suggests, education is more like planting a tree:

"When we meet students for the first time, we agree to participate in small gestures of planting, watering, pruning or nurturing. We do so as an expression of hope that at some point in the future—perhaps long after our direct contact with these students has ended—this time together will matter in ways that we can scarcely imagine."¹

This edition of *Grebel Now* brims with stories of learning that elude easy measurement, including:



- Theo Wiederkehr's report on a course called *The Violence of the Bible*, taught by Derek Suderman, in which he reflects on his efforts to listen more closely to people of other faiths, particularly Indigenous peoples.
- Kim Rempel's comments on Dr. Ysaye Barnwell's visit to Grebel, and the power of musical traditions to both include and exclude.
- Plans for a new "PeaceTech" community in the Grebel residence, to explore questions of technology, ethics, justice, and peace.
- A lecture by John Rempel, followed by a lively discussion, at Toronto Mennonite Theological Centre.

What will grow from these seeds? The results are not instantly apparent, and the outcomes are a mystery for now. In the end, our work here at Grebel requires a measure of faith and hope.

¹ Roth, John D. *Teaching That Transforms: Why Anabaptist-Mennonite Education Matters*, Scottdale: Herald Press, 2011. p.126.



Recognizing Wisdom Beyond Our Own Tradition(s)

BY DEREK SUDERMAN, ASSOCIATE PROFESSOR OF RELIGIOUS STUDIES AND THEOLOGICAL STUDIES

A few years ago I was standing on the very spot where Christopher Columbus landed in the “New World” in 1492. Looking out into the bay, I imagined three tall ships floating on the waves and a rowboat coming ashore. As a Bible professor, I was also thinking about the theological perspective(s) they brought with them.

There is little doubt that my European forebears had a sense of superiority when they ‘discovered’ the Americas and its peoples; they saw themselves as a ‘civilizing’ force in an unfolding, divine drama. Was this perspective inevitable? While some claim that the Christian gospel is inherently imperial and colonial, I don’t believe this to be the case. In fact, in my view the most compelling critique of this domineering perspective may well emerge from an attentive reinterpretation of the Christian tradition from within, drawing on its original orientation as a minority reform movement opposed to imperial aspirations.

While Europeans saw their role to “Christianize” as mandated by the Great Commission (Matthew 28:18-20), they merged this instruction to “make disciples” (followers) of Jesus with the idea of a ‘Christian nation.’ Thus, a call to follow Jesus as a counter-cultural way of life became a mandate to ‘convert’ the nations (sometimes at the point of a sword), tending to conflate being Christian with their nationality or loyalty to a particular ruler in the process.

Looking back, perhaps the problem lay not so much in seeking to follow the Great Commission, but not following it enough. What would have happened if Christians had taken Jesus’ call to “teach them to obey everything that I have commanded you” seriously, and then modelled Jesus’ instruction to “turn the other cheek,” “love your enemies,” and serve God rather than wealth (Matthew 5-7)? What would have happened with a focus on attracting voluntary adherents instead of coercing ‘conversion’ through residential schools?

I hope the irony isn’t lost on us: where Matthew addresses a minority group without social, military, or political clout and calls them to follow a Messiah who consistently rejected the trappings of such power, European explorers tied the gospel to the military might and economic interests of kings. A gospel that sought to lift the downtrodden and redistribute wealth (cf. Jesus’ description of evangelism in Luke 4:18-19) morphed into a divine duty and royal mandate to claim land and subordinate peoples. My students are right to critique the Church’s history as an arm of this imperial project, used to pacify Indigenous populations and aid colonial exploitation.

REDISCOVERING BIBLICAL WISDOM

If the European explorers’ overarching mental framework for encountering Indigenous peoples was one of superiority, how might we re-envision this relationship? Are we forced either to adopt this perspective or leave the Christian tradition behind?

The biblical wisdom tradition provides a helpful alternative framework for reconsidering this encounter and its ongoing potential. Recall the biblical story of the Queen of Sheba, in which she arrives to “test” Solomon (I Kings 10). The Queen is so impressed by his wisdom, described with a laundry list of categories—architecture, cuisine, administration, fashion, and more—that she is left speechless, marveling as she returns home.

Given our topic, three things stand out as particularly relevant here. First, the Queen recognizes Solomon’s wisdom as an outsider. She comes from a far away place and a different cultural context, but is open to seeing wisdom in the strange new world she encounters. Second, there is no indication that she converts to worshipping the LORD, since she exclaims, “Blessed be the LORD your God” (not “our” or “my” God; I Kings. 10:9); i.e., wisdom can be recognized beyond kinship, ethnic, cultural, and national boundaries. Third, the list of types of wisdom here ends with “and his burnt offerings that he offered at the house of the LORD.” In effect, even religious ritual can be recognized as a type of wisdom, without needing conversion to that religious perspective.

A second biblical example of recognizing wisdom proves even more intriguing. The book of Proverbs contains a collection of sayings meant to provide guidance for life. Though not commonly known, scholars are virtually unanimous that one section of this book actually draws upon an older Egyptian document, the “Instruction of Amenemope” (Proverbs 22:17-24:22). This passage is not a simple cut-and-paste job (multiple Egyptian gods are omitted in Proverbs, etc.), but reflects a process of selecting, shaping, and reorienting this material to fit within the Israelite tradition. Just imagine, this example reflects the incorporation of wisdom from a profoundly different culture (and polytheistic religious tradition!) into the Bible itself.



Derek Suderman teaches in both the undergraduate Religious Studies and graduate Master of Theological Studies programs. A Hebrew Bible/Old Testament specialist, his current research focuses on individual lament psalms.

In sum, the biblical wisdom tradition reflects an international, intercultural, and interreligious exchange over what it means to live well in the world. This was not, and is not, a one-way street, where everyone recognizes the wisdom of my tradition but no revelation lies outside of it. I don't think we should be surprised by this. If I truly believe that all people are created in the image of God, then I should expect to see reflections of the divine in the different people(s) I encounter, as well as within their social, cultural, and even religious understandings.

DIGGING DEEPER INTO FAITH

If you think of wisdom as an aura around particular beliefs, stories, and convictions, then various religious traditions and their wisdom reflect something like the intersecting circles of a Venn diagram, with some elements that are very different but others that overlap. In other words, it is possible to recognize wisdom in a different tradition, and even agree with and cooperate on areas of mutual interest and concern, without 'converting' to that tradition.

For instance, learning from Indigenous perspectives:

- I recognize the wisdom of making decisions today based on how these would affect people seven generations down the line.
- I resonate strongly with an emphasis on care for the land and the conviction that humans and our activities are part of the natural world, not hovering over it.
- I am inspired by the wisdom of making decisions or dealing with problems in a circle process, where everyone has a voice.

Rather than either defending or rejecting my Christian faith, encountering these convictions has helped me to recognize, reconsider, and recover aspects of my own tradition; they have deepened my faith, not threatened it. Like the ancient Israelites, contemporary Christians are also part of an international, intercultural, and interreligious exchange about what it means to live well in the world. It is not the case that God's wisdom flows through only one particular group to everyone else, but a mutually challenging and reinforcing dynamic. Christians certainly have much to contribute, but also a great deal to learn.

The irony may be that freeing Christians from the expectation that everyone will adopt our tradition (or that ensuring this happens represents our primary calling) allows us to dig deeper into our faith and ponder what could (even should) make us strange or stand out as Christians. How does my life and our life together embody

a unique wisdom that can be recognized and even attractive to someone beyond my tradition?

At the end of the day, am I willing to:

- give up a sense of control and the assumption that everyone should think or believe as I do?
- recognize wisdom that emerges from and lies beyond my own tradition?
- look for the 'image of God' in others, instead of seeking a mirror reflection of myself?

While engineering, architecture, and science reflect some of the wisdom categories associated with Solomon, these disciplines can't really address the basic ideological struggle reflected in the colonial project. As Romans 12:2 puts it: "Do not be conformed to this world, but be transformed (metamorphicized) by the renewing of your minds..."; the most difficult task lies in decolonizing our minds. The urgent task of decolonization goes beyond reconciliation or even reparations. And I believe engaging the Arts, in which we explore and question the history, foundational assumptions, and biblical/theological justification for colonization, provides a crucial way to engage this profound struggle—and if we don't, who will?

After all, being part of a living religious tradition does not prompt me to defend the past, but rather pushes me to consider where it has gone wrong and to search for new understandings that refuse to justify violence and coercion in the present.

Imagining three ships floating in that bay, I felt a sense of sorrow and shame for the trajectory that Columbus's voyage, emboldened by my faith tradition, set into motion. Yet I also wondered: What might be possible if, for the next 500 years, interaction between Indigenous and Settler peoples was characterized by mutual respect and a desire to encounter divine wisdom through each other's traditions?

This article is a modified version of "Conversion to Wisdom" in Quest for Respect: The Church and Indigenous Spirituality, Intotemak 46 (2017): 109-113.



Listening for Wisdom

BY THEO WIEDERKEHR, 3RD YEAR PEACE AND CONFLICT STUDIES STUDENT

I've taken several courses in Religious Studies which have helped to shape my faith as a Mennonite while at university. One of these courses, *The Violence of the Bible* taught by Derek Suderman, continues to be one of the most influential courses I have taken, for several reasons. In that course, I received a new understanding for how I can value the perspectives of people from other traditions. In my first year at Grebel, I became involved with the work of reconciliation between Settler people (with whom I would identify) and Indigenous people who were here before us and are still here. I have struggled with how to value and recognize their different faith and way of seeing the world, allowing myself to be changed by it while remaining true to my

faith and not appropriating what is theirs.

In our class, Derek gave me a way to better navigate this. He pointed to examples from the Bible where wisdom is recognized and valued across cultures, while the people in those cultures remain distinct from each other. For example, a section of the book of Proverbs is borrowed from an older Egyptian document, modified to fit Jewish theology. As did the author of Proverbs, we can see the wisdom of different religions overlapping with ours, and can adopt wisdom from other traditions into our own.¹ We can do this while remaining distinct. They do not have to join our religion; neither do we have to abandon it. I think it is crucial, in our time, that we be able to

recognize that God has given wisdom to all peoples, and be willing to listen for that wisdom which they offer.

And so I am trying to learn to listen.



¹. Suderman, Derek, "Conversion to Wisdom," in *Quest for Respect: The Church and Indigenous Spirituality*, eds. Jeffrey Friesen and Steve Heinrichs (Winnipeg: Mennonite Church Canada, 2017).

Embracing Uncomfortable Ideas

BY YEABSRA AGONFER, 4TH YEAR RELIGIOUS STUDIES STUDENT

I don't think I have ever found a course to be as thought-provoking as *The Violence of The Bible*. I think a lot of it has to do with the course content, but it wouldn't be the same without THE DEREK SUDERMAN himself. Topics we discussed included slavery, reconciliation, civil disobedience, and the European conquests. We explored

how people's interpretation of the Bible has influenced and justified a lot of the actions

that took place in the past, despite how differently we understand the Bible now.

What I especially liked about this course is that we didn't begin by critiquing people's opinions. Instead, we tried to understand different ways of thinking. This included understanding how others came to certain conclusions. I had never approached the Bible this way before. My responses to a lot of the issues raised were "of course slavery is wrong," and "of course the things that took place in residential schools were inhumane." I originally thought that there was no point of even trying to understand something that seems so fundamentally wrong.

This course helped me realize the importance of engaging with opinions that I would rather disregard, and how to have conversations with other Christians who read the same Bible but understand it differently. Moreover, I learned how it is important to wrestle with scripture alongside people who don't have the same understandings as we do. It is something that many of us shy away from because we don't like the discomfort it brings.

This course has pushed me to grow in the way I think and understand, and who I choose to understand things with. It is an uncomfortable process, but it is a good kind of discomfort.





The Arts Remind Us to Ask What It Means to Be Human

BY TROY OSBORNE, DEAN, ASSOCIATE PROFESSOR OF HISTORY

Since the financial crisis of 2008, I have read a growing number of articles describing a crisis in the Arts, as disciplines like history, English, philosophy, and foreign languages have had to address declining enrolments. Students have increasingly focused on in Science, Technology, Engineering, and Math (STEM) subjects, which they perceive to have better job prospects. If you teach or study the Arts, you become used to hearing jibes about Arts degrees only qualifying their graduates to pour coffee or flip burgers. The fundamental worth of the Arts, which have been at the heart of universities since their medieval origins, has come under threat in a world swept up in rapid technological change.

In response to these threats, defenders of the Arts have pointed to their development of students' critical thinking skills and encouraging self-examination, while generally forgoing their practical benefits. In recent years, the sheen has worn off the utopian promises of technology, and I have seen a renewed appreciation for the practical benefits of Arts disciplines.

At a basic level, Arts students immerse themselves in questions central to the human experience: how to compose a moving work of music, understand the Bible in the twenty-first century, or effect peaceful social change. They learn skills in analysis and communication that are valued in the workplace. Students who study the Arts become well-rounded graduates who can communicate intelligently and persuasively—skills which employers report wanting in new university graduates.

In addition to cultivating fundamental communication skills, the Arts foster social innovation, examine ethical standards, and propose alternative models for the future by questioning the status quo. This mindset has become all the more critical in light of the numerous scandals facing the tech world, including election tampering, climate change, the spread of hate speech in public forums, and the unknown potentials of Artificial Intelligence (AI). Going forward, it will become increasingly important for those in

STEM fields to be exposed to the Arts and for students in the Arts to become involved with the development of technology.

Since beginning my time as Grebel's Dean, I have been excited to see the ways that Arts and Sciences already come together in our programming to draw from each other's traditional strengths. In addition to our majors, Grebel classes and music ensembles are open to students in other disciplines, including those in STEM fields. Taking courses in other fields exposes students to new ways of thinking, analyzing, and asking questions. When STEM students and Arts students share a classroom together, they stretch each other to reconsider fundamental questions. For example, recent innovations in AI and robotics raise questions about free will and what it is that makes us human. Students interested in justice and social change can take advantage of the vast amount of information that technologies collect from us every day to guide policies and influence political decisions.

The Arts help us move beyond what is pragmatic or possible towards engaging the complex moral and aesthetic questions that lay at the heart of life today. When students ask questions about the impact of AI on society in a PACS course or what speech can be tolerated on a social media platform in an ethics course, they are working at questions that lie at the intersection of Arts and STEM fields. At Grebel, conversations and questions of ultimate meaning that start in the classroom are often carried back into the cafeteria and residence room. In addition to late-night conversations, Grebel provides opportunities for students from a variety disciplines to engage in traditional Arts activities like Chapel Choir, Peace Society, Bible studies, sports, or dance.

In a world dominated by technology and science, the Arts remind us to ask what it means to be human, to appreciate beauty, and to seek wisdom alongside innovation. There is no doubt that the Arts and Sciences will need to draw from each other into the future.

PeaceTech at Grebel: Nurturing a Home for Creators, Innovators, and Collaborators

BY CENTRE FOR PEACE ADVANCEMENT STAFF

At the Kindred Credit Union Centre for Peace Advancement, we have been asking: How can technology be positively used to create a more peaceful and just world? PeaceTech has become a convenient shorthand for many of the initiatives and innovations that call our Centre home.

In our Epp Peace Incubator, new ventures such as Demine Robotics, EPOCH, SheLeads, and WorldVuze are creating technologies that contribute to realizing a more peaceful world. At the same time, core collaborating organizations such as Project Ploughshares are critically reflecting on the implications of technology on humanity. The Centre for Peace Advancement has created fertile ground for students at Grebel—and beyond—to engage with these participants.

Furthermore, since 2016, Director Paul Heidebrecht has taught a class called Engineering and Peace, motivated by the conviction that Peace and Conflict Studies has an important contribution to make to the practice of engineering, and that engineers

have an important role to play in advancing peace. Last year, two Capstone Design Teams in the Faculty of Engineering focused their efforts on addressing technical challenges faced by incubator ventures.

Expanding this vision, Grebel is excited to launch a new PeaceTech Living-Learning Community in fall 2019. Open to Grebel students in any academic program and in any year of their undergraduate degree, this community will explore the intersection of peacebuilding and technology—critically reflecting on the social impact of technology, and fostering the creation of “tech for good.”

The Centre for Peace Advancement will provide mentorship and guidance to the student Peer Leaders who will organize events and activities for the program and build relationships with students in the group. This spring, Peer Leaders Neil Brubacher and Jonathan Smith are tasked with developing the program. When students arrive in the fall of 2019, Hannah Bernstein and Grace Wright will lead them, followed

by Neil Brubacher and Hannah Brubacher Kaethler in the winter.

“When the right people are equipped with the right tools and knowledge, we have the capacity to build a culture of peace between



individuals, in our communities, among nations and around the world,” noted Paul Heidebrecht, who is eager to launch this initiative. “We can’t wait to see all the ways students connect to the peace entrepreneurs, activists, and researchers who call our centre home, and help us elevate peace as a priority at the University of Waterloo and throughout our region’s vibrant innovation ecosystem!”



PEACETECH IN ACTION

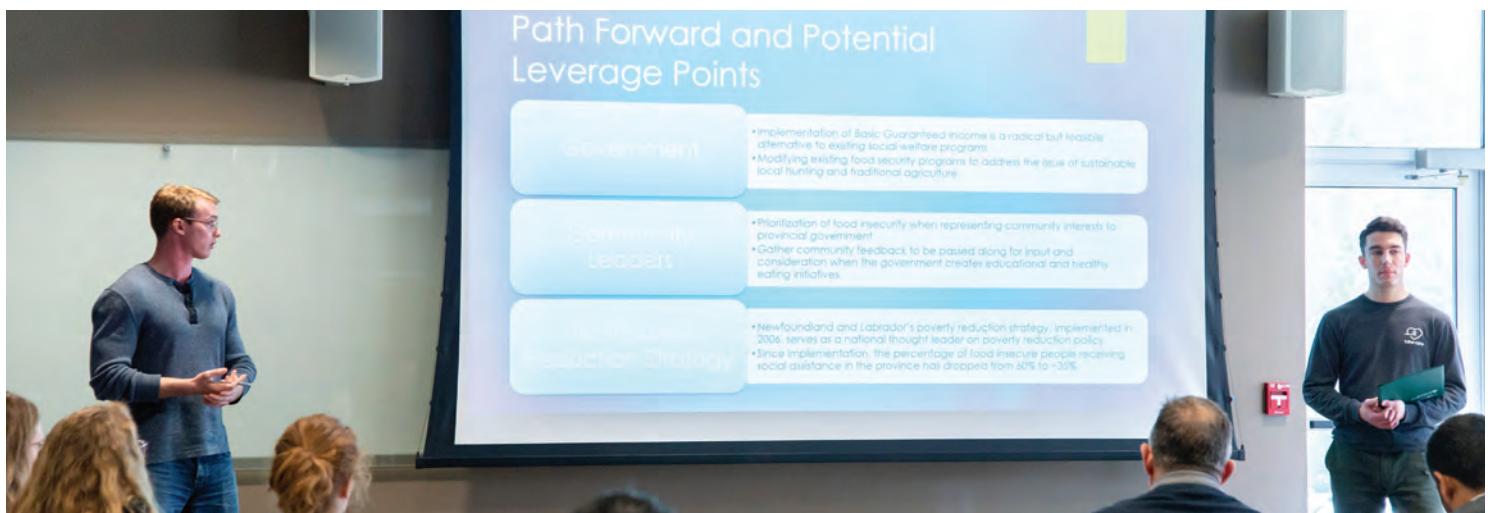
SHELEADS: Peace and Conflict Studies graduate **Cassie Myers** (BA 2018) has combined her passion for issues affecting women with technology through her business, SheLeads. This initiative is creating assessment software to help non-profits working with young women accurately measure the impact of their work. SheLeads opens new avenues for social impact in the tech space, acting as an example for peacebuilders looking to create change through tech.



DEMINE ROBOTICS: Creating a world free of landmines requires more than a functioning robot. Co-founder and CEO **Richard Yim** explained. “It’s not just about building the right technology, it’s about knowing the right people, understanding the social problem, and understanding the organizational pain-points that we need to solve.” Richard participated in Paul Heidebrecht’s “Engineering and Peace” class to learn more about the value that peacebuilding frameworks have to offer technological development. **Jared Baribeau** (BASC 2018) took a later iteration of the class, and is now working as a systems engineer for Demine in Cambodia.



PROJECT PLOUGHSHARES: As part of the Campaign to Stop Killer Robots, Project Ploughshares conducts research and advocates on ethical concerns regarding the development of autonomous weapons systems—weapons that can act without meaningful human control. Program Officer **Branka Marijan** has been working to humanize this growing concern, noting that “we should worry that tech is outpacing law. In our modern world, this is a common concern. With autonomous weapons the risks are acute.”



Thinking Critically: Map the System Challenge

BY KATRINA STECKLE, COMMUNICATIONS ASSISTANT, CENTRE FOR PEACE ADVANCEMENT

Since its creation nearly five years ago, the mission of the Kindred Credit Union Centre for Peace Advancement has been to advance peace locally and globally by catalyzing collaboration among partners and participants. This winter, the Centre facilitated a new opportunity for students at Waterloo to advance peace through a global competition called “Map the System.” On April 8, the Map the System University of Waterloo Campus Final was held at Grebel, and an interdisciplinary team of Grebel students was selected to represent Waterloo at the Canadian Finals at Ryerson University.

Initiated by the Skoll Centre for Social Entrepreneurship at Oxford University, Map the System is a global challenge that encourages students to focus on exploring and understanding the underlying problem and solution landscape of a social or environmental issue. Now in its fifth year, more than 1,000 teams from over 30 universities in eight countries applied to the competition, more than ever before.

Map the System was open to students from every faculty at the University of Waterloo, and was integrated into the curriculum of courses in Peace and Conflict Studies and International Development Studies. Campus partners who joined the Centre for Peace Advancement in organizing and promoting this opportunity included the Conrad School for Entrepreneurship and Business, the Faculty of Environment, and St. Paul’s GreenHouse. A total of 46 teams applied—an impressive turn out, given the abundance

of entrepreneurship competitions available every semester at Waterloo—and five were chosen to pitch at the campus final.

The winning team, made up of Stefan Hogg (Peace and Conflict Studies, pictured above left) and Nicolas Werschler (Applied Health Sciences, pictured above right), focused on the challenge of food insecurity in Northern Ontario. They both participated in a new course on peacebuilding and social innovation taught by Centre for Peace Advancement Director Paul Heidebrecht, and have been involved in the Grebel residence program.

Stefan and Nicolas now have the opportunity to represent the University of Waterloo at the Canadian Final at Ryerson University in Toronto in early May. In addition to competing against other student teams from a dozen universities for the chance to be one of two teams to represent Canada at the Global Final at Oxford University in June, they are eligible to apply for up to \$10,000 in “Apprenticing with a Problem” funding in order to continue with their research.

Beyond the competition and the possibility of sparking social innovations, Paul stressed that Map the System equips participants for high-impact careers. “Students have enhanced their research and communication skills, made connections with experts in the community, and are now prepared to be systems leaders as well as systems thinkers.”

GREBEL STUDENTS EXPLORE IMPLICATIONS OF ARTIFICIAL INTELLIGENCE

On April 4, three Grebel students took part in the University of Waterloo’s 2019 Artificial Intelligence Summit. Facilitated by Waterloo’s Global Engagement Seminar Program, the summit showcased student research with the goal to spark important conversations about the socio-cultural and political implications of artificial intelligence (AI). Grebel students Jonathan Smith (Computer Science and Business Administration), Grace Wright (Political Science and Business), and Andrew Welsh (Biomedical Engineering) explored a broad range of topics, including bias, explained through music recommendation engines and issues surrounding global AI policies. “The project helped me learn about the serious need for AI policy discussions to be at the forefront of international policy. AI has such immense potential to be harmful but also to be used as a tool for positive change,” said Grace.

Grace and Jonathan will be Peer Leaders of Grebel’s new PeaceTech Living-Learning Community along with three other Grebel students for the 2019–2020 academic year.

PACS Beyond the Classroom

BY HANNAH HAIGHT, PACS COMMUNICATIONS ASSISTANT

The Peace and Conflict Studies (PACS) department at Grebel gives students a working knowledge of why conflict and violence occur, as well as the transformative power that conflict can hold. Through PACS, students have the opportunity to apply the skills and tools they learn in the classroom to conflicts occurring around the world, allowing them to test their abilities. This past year, many students took advantage of experiential learning opportunities, including Peace and Conflict Studies student Cassidy Wagler and Masters of Peace and Conflict Studies student Leanna Feltham.

CASSIDY WAGLER had a life-changing experience while she applied the skills and values learned in PACS classes.

Cassidy completed a PACS Internship through the Beyond Borders program. She lived in Ternopil, Ukraine for three months, volunteering at a local orphanage for girls with developmental disabilities.

“Now, when talking about theories or tools in PACS courses,” Cassidy reflected, “I feel like I have a new lens from my experience abroad that I can use to be more of a critical thinker when it comes



to dealing with challenging conflict and peace initiatives.” The internship also sparked her interest in serving those who have been marginalized by society because of perceived disabilities or differences. This interest led to her current co-op placement with L’Arche, an organization dedicated to creating support networks for those with intellectual disabilities.

LEANNA FELTHAM also realized her goals while completing an internship locally. “I was struggling to pinpoint my ‘forte’ relevant to the field of peace and conflict studies. It wasn’t until I began my internship at Mennonite Coalition for Refugee Support (MCRS) as a Client Support Caseworker that I found confidence in my abilities, and my academic and professional interests began to narrow,” she noted. One of the ways in which her MPACS studies aided her in this position was in giving her an understanding of the importance of civil society in the overall experience of refugee claimants. As well, the interpersonal communication skills she developed in the MPACS program helped her not only to connect and create

trusting relationships with clients, but also to emphasize the safety and support they had with MCRS. Building on her internship experience, Leanna plans to continue working with refugees in the future.

Both of these PACS students applied tools from the classroom in situations where they made a direct impact on those in need. Their experiences have helped inform the way they now learn and have impacted their goals for the future. PACS internships are truly an experience in learning beyond the classroom. They give students the opportunity to become educated about new issues, to collaborate with people to address those issues, and to realize their dreams.





New Fraktur Exhibit Aims to Create Space for New Histories

The Grebel Gallery, located in the heart of the Kindred Credit Union Centre for Peace Advancement, is pleased to showcase “New Fraktur,” an art exhibit by alumnus Meg Harder (BA 2013). Until October 25, visitors will be treated to works that draw on fraktur folk art, an imaginative and densely detailed illuminated calligraphy, historically produced by early Mennonite settlers. Fraktur was traditionally made to venerate important religious and cultural texts and was displayed in everyday contexts like the walls of homes and on the covers of Bibles and hymnals.



As an interdisciplinary artist, Meg works and lives in the Grand River Watershed. Her present research focuses on artistic practices that expand and disrupt canonized art forms and narrative genres to express emerging realities and revisionist histories. In recognition of her ancestral traditions, her ink and gouache drawings carry forward the aesthetic sensibilities of fraktur and biblical myth, while reframing their contents with a queer, feminine, and bioregional optic. She aims to disarm exploitative narratives and create space for new histories and futures.

Meg graduated with a BA in Fine Arts from the University of Waterloo, which included a six-month exchange at Bezalel Academy of Art in Jerusalem. She studied in Maine under Paula Wilson at Haystack Mountain School of Crafts in 2018. She was the 2015 Eastern Comma Artist in Residence at Rare Charitable Research Reserve in Cambridge, Ontario and resident at Vermont Studio Centre in 2018. She has exhibited at the Kitchener-Waterloo Art Gallery, Contemporary Art Forum of Kitchener and Area, and The Museum, Kitchener. She is a recent recipient of the Ontario Arts Council Emerging Artist Project Grant.

The Centre for Peace Advancement gratefully acknowledges the financial support of the Region of Waterloo Arts Fund.





MUSIC TOUCHES THE SOUL

The University of Waterloo is a rigorous academic institution and our students are incredibly dedicated to their studies. How fortunate then, that each term, Grebel's Music Department offers hundreds of students a way to connect to others, a way to express emotion and passion, and a way to take a break from their studies. Whether joining a music ensemble for credit or for pure enjoyment, students relish the opportunity to participate in the communal experience of making music.



GREBEL GAMELAN STARS IN VIRAL VIDEO

Over the last two years, Grebel's YouTube channel has become a go-to source for quality gamelan videos. This moderate internet fame is spurred on by one performance in particular—a piece called *Hujan Mas* performed by the UWATERLOO Balinese Gamelan at their end-of-term concert in March 2017. This video has garnered almost 125,000 views and continues to pick up momentum, now approaching nearly 1000 additional views per day. *Hujan Mas* is a fun, energetic, instrumental piece composed for gamelan gong kebyar—a new musical style that developed in North Bali in the early part of the twentieth century. It is characterized by shifting dynamics, shimmering unison attacks, and energetic kotekan (interlocking) rhythms. Among the first pieces a gamelan player will learn in Bali, it functions well as a practice piece for musicians to develop their technical skills and build group cohesion. In the last year, the Music Department's gamelan videos have occupied all top ten slots and pull in 75 percent of its viewers from Indonesia. See what all the excitement is about and visit Grebel's YouTube channel!

[youtube.com/ConradGrebelUC](https://www.youtube.com/ConradGrebelUC)



The Power of Music to Include—or Not

BY KIM REMPEL, RELIGIOUS STUDIES AND CHURCH MUSIC & WORSHIP STUDENT

"The force of the human voice is unmatched." On March 8 and 9, Grebel welcomed an extraordinary musician as the 2019 Rodney and Lorna Sawatsky Visiting Scholar, Dr. Ysaëe M. Barnwell. Barnwell is a commissioned composer, arranger, author, actress, and former member of the African American female a cappella ensemble Sweet Honey In The Rock.[®]

Her lecture focused on the power of music—particularly singing—to create inclusive communities. Rather than just explaining inclusion to us, she demonstrated it. Many in the audience were experienced singers—but not everyone was. How do you create an inclusive singing space when there are people of diverse singing abilities? You level the playing field. Barnwell did not begin by teaching us a four-part hymn; she began by teaching us a West African chant. The words were not in English and the melody did not move in simple steps. It felt uncomfortable to sing. She could hear that many of us were self-conscious and were not singing full-voice, so she said that if we felt like we were yodeling, then we were doing it right. And we all laughed and relaxed into the song.

As Barnwell shared about how singing together can create inclusive communities, I reflected on how it can also do just the opposite. Growing up in Mennonite congregations of Swiss and Russian origin, I learned early on that harmony singing was the mark of Mennonite worship and a point of pride. As a camper at Ontario Mennonite Music Camp, I remember the implicit message that good Mennonites are those who sing in perfect harmony. But not all Mennonite congregations sing 606 ("Praise God from whom"), or even understand what that refers to. Not everyone who attends Mennonite churches grew up in a worship culture where they were taught to sing in parts. And I sometimes wonder if four-part singing becomes a way for us to create exclusive communities.

The ancient Greeks believed that music was powerful and could affect us deeply, and so it was important to use music wisely. Singing in harmony is powerful. It can unify us by creating something greater than any one of us, or it can divide us into "those who sing well" and "those who do not." So, how can we use music wisely to build inclusive communities?



MUSIC & CULTURE IN BALI INDONESIA

MAY 31 TO JUNE 20, 2020

(approximate dates)

Experience the rich music and cultural life of Bali, Indonesia through workshops, concerts, ceremonies, festivals, site visits, and local cuisine.

This trip may be taken for enjoyment or course credit as MUSIC 355.

Interested?

Contact Professor Maisie Sum at 519-885-0220 ext. 24219 or msum@uwaterloo.ca for more details.

uwaterloo.ca/music/bali



**ONTARIO MENNONITE
MUSIC CAMP**

AUGUST 11-23
2019

OMMC is an exciting summer opportunity for youth ages 12-16, pairing exceptional musical instruction with traditional camp activities!

grebel.ca/ommc



Baptism, Commitment, and the Church

BY COLIN FRIESEN, MASTER OF THEOLOGICAL STUDIES STUDENT

Grebel's 2019 Bechtel Lectures in Anabaptist-Mennonite Studies snuck up on me. Dr. Irma Fast Dueck's topic "Take me to the Waters: Baptism, Commitment, and the Church" did not initially pique my interest or engage the relevant parts of my psyche until I was already immersed in the subject. It was not until Dueck started sharing her research around the newfound hesitance Christians have towards participating in the ordinance of baptism, that the voice of curiosity within me rose up in unison with the concerns she brought forward.

As an Anabaptist, I find my convictions regarding baptism place me in an uncomfortable juxtaposition. With a name like "Anabaptist," how could baptism not be important to me? But at the same time, what role did baptism actually play in the Christian life? Is baptism akin to merely taking your vitamins, a good thing to do but ultimately unnecessary? If so, what does that say about Christian identity and the church's role in shaping that Christian identity? Are we ready to accept a Christianity where the rich symbolic traditions of the church have less of a say in how this Christianity is formed in the western church?

The night following her feature lecture, I was fortunate to be chosen to sit on a panel of young adults sharing our insights about young people's church engagement. The connections between the concerns raised on both nights were felt immediately, as the same types of questions came up. Why are young people seemingly less engaged with the church (and by proxy, its ordinances), and where do young people think church fits in the life of a Christian, if at all?

I was thankful for my fellow panelists' vulnerability, and I learned that despite popular opinion not all hope is lost. There are still young people who love the church and see great value in it. But I am still worried when our rhetoric about what constitutes salvation or an authentic Christianity continues to be reductionistic, as if the goal is to find the bare minimum required to be a Christian. If we truly profess to love God with everything that we are, as the church, should we not find as many ways as possible to express that love and devotion? Is baptism merely water? Is the church merely a gathering on Sunday mornings? If we really love God, perhaps these symbols and institutions should mean more than what we give them.

As Bechtel Lecturer in Anabaptist-Mennonite Studies, Irma Fast Dueck (BA 1983) was a guest in several classes, offered a public lecture, facilitated a panel of young adults, gave a faculty forum, and reconnected with friends from her days in residence. She is Associate Professor of Practical Theology at Canadian Mennonite University, and her research focuses on themes connected to the practices of the church and the theology conveyed by those practices.



#ChurchToo

BY MATTHEW BAILEY-DICK, COORDINATOR, ALW

How do we prevent harassment and abuse in our churches? How do we respond when abuse happens? What needs to change in our churches so that victims feel safer to share their stories?

More than 160 people engaged these questions as part of the annual Mennonite Church Eastern Canada (MCEC) Pastors, Chaplains, and Congregational Leaders event organized by the Anabaptist Learning Workshop (ALW) in January 2019.

Trainers Marie Fortune and Emily Cohen (pictured above)—both from FaithTrust Institute—shared stories, theological resources, and practical curricula designed to help everyone in the church to be proactive in the face of sexual harassment and abuse. A primary goal of the day was to encourage an overall shift in church culture so that everyone sees #MeToo as their agenda.

Participant Scott Morton Ninomiya commented, "We cannot go back to the days of ignorance, denial, and suppression—though there is undoubtedly inertia still to be overcome. It is clear that each of us has a part to play in addressing sexual violence in our churches and that we can no longer leave sexual violence survivors and their closest allies to push things forward alone."

The Anabaptist Learning Workshop is a program of Mennonite Church Eastern Canada in cooperation with Conrad Grebel University College.

mcec.ca/alw



Bechtel Panelists (l-r): Irma Fast Dueck, Colin Friesen, Emily Hunsberger, Maria Klassen, Yeabsra Agonfer, and Matthew Klassen.

An Impossible Task: Trinitarian Theology for a Radical Church?

BY ZAC KLASSEN (MTS 2015), TMTC ASSOCIATE AND PHD CANDIDATE AT MCMASTER UNIVERSITY

“Our task this evening is to go in pursuit of a mystery and its implications for how we believe and how we live our lives.”

It is with these words that Dr. John D. Rempel (BA 1966, PhD 1996) began his lecture, “An Impossible Task: Trinitarian Theology for a Radical Church?” in front of a packed audience at the Toronto Mennonite Theological Centre (TMTC). In his wide-ranging lecture, Rempel explored Trinitarian thinking from the 4th to the 20th century, noting the consistent challenges brought against it from “un-Trinitarian expressions of belief.”

Trinitarian thinking, according to Rempel, represents the church’s primal symbols and

constitutes the foundational “grammar” or “first principles” of belief. That Western Christians often approach the gospel apart from such symbols and grammar constitutes a crisis in our time, said Rempel, a crisis of incoherence in the church’s witness to the God revealed in the Bible. An example of this incoherence, Rempel suggested, is put on display when considering a central ecclesial practice: the Eucharist or the Lord’s supper. Un-Trinitarian thinking results in an account of the drama of the Lord’s Supper that ultimately involves only one actor: us.

More than just a rich historical and theological analysis, the lecture was offered equally as admonition. Addressing the next generation, the speaker said:

“Take the torch, those of you who are in the generation that is now taking over. Meet us at the center-point of the gospel and then trace out faithful ways of thinking and living that speak out of and into your generation.”

Following the lecture, Dr. P. Travis Kroeker (McMaster University) responded. A robust and appreciative Q&A session followed. The full lecture is available on Grebel’s YouTube channel.

youtube.com/ConradGrebelUC



JUNE
13-14
2019

AGING AND SPIRITUALITY: FINDING COURAGE AND RESILIENCE



Spiritual directors, healthcare workers, seniors, chaplains, caregivers, clergy, counsellors, and others will come together at Grebel June 13-14 for a rich offering of workshops, initiated by Schlegel

Specialist in Spirituality and Aging Jane Kuepfer.

Topics include: “Life-Review: A Practice for Cultivating Gratitude and Recognizing Grace,” “Nearing the Shore: Important Conversations for Befriending Death,” “The Struggle of Prayer,” “The Art of Sacred Story Listening,” and “Self-care for the Caregiver.”

The group will be led by spiritual companions from a variety of faith traditions who work in long-term care, hospices, and the community.

These retreat days will be meaningful and helpful for anyone navigating the challenges of aging—their own or with others. Take time to discover wisdom, rest, and strength for the journey. Register and find more information online.

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Enhancing Life

grebel.ca/spirituality



The Art of Mindful Mediation: A “New” Approach to Conflict Transformation

BY SUE BAKER, MANAGER, CERTIFICATE PROGRAM IN CONFLICT MANAGEMENT

Mindfulness has been defined as “the basic human ability to be fully present, aware of where we are and what we’re doing, and not overly reactive or overwhelmed by what’s going on around us.” And while it is not a new concept, it has become a popular buzzword of the 21st century that is more often associated with meditation than with conflict and mediation.

One of the distinctive qualities of the Conflict Management Certificate Program at Grebel is the spectrum of models taught—from Circles to Transformative to Evaluative to Facilitation to Conflict Coaching—all led by experts in the field. This year we added a new topic to our program, “The Art of Mindful Mediation.” Betty Pries (MTS 2005), who has

spent many years reflecting, developing, and sharing her understanding of mindfulness and the nature of selfhood, created and leads the workshop.

The Art of Mindful Mediation is designed to help conflict practitioners look at the conflict they are presented with and then determine which conflict resolution model is best suited to the situation. Workshop participants are inspired to develop practices that allow these mindfulness principles to drive the mediation process.

The Art of Mindful Mediation also draws from an understanding of selfhood that recognizes that deep within, beyond the uniquenesses with which each is born (over which we have little, if any, control), lie

the nuggets of goodness, generosity, and grace. All of these aspects are needed to accept ourselves, uncover our best selves, and find a point of unity with others. When workshop participants find this core within themselves, they can help others find their core, allowing the conflict conversations they facilitate to deeply transform the relationships between those involved.

The practice of mindful mediation is a growing field, and Grebel’s Conflict Management Certificate Program organizers are excited to offer a workshop led by a trainer who has been quietly practicing this approach for many years.

uwaterloo.ca/conflict-management

SCHOOL FOR MINISTERS

The annual MCEC School for Ministers is an opportunity for pastors and ministers to fellowship, reflect, and learn together. This year, 85 participants, including many Grebel Master of Theological Studies students and graduates, gathered at Grebel on February 20-21 to reflect on “The Audacious Preacher” with keynote speaker Rev. Dr. Anthony D. Bailey of Parkdale United Church in Ottawa. MCEC School for Ministers was hosted by Anabaptist Learning Workshop.



Above: Danielle Raimbault (MTS 2017) and Zach Charbonneau (MTS 2017) facilitate a workshop on “Gender in the Pulpit.”

Left: School for Ministers participants engage in a preaching exercise led by Allan Rudy-Froese.

Record Donor Support Directly Benefits Students

This has been a record setting year for donations at Grebel. April 30 is our fiscal year-end, and the total number of donations of \$2.8m has eclipsed the previous high water mark of \$2,288,645 set in 2012-13 during our last capital campaign. This year, donors established three new endowed scholarship awards in addition to adding thousands to existing scholarship award funds. Donors also funded Epp Peace Incubator projects in the Kindred Credit Union Centre for Peace Advancement. These included a grant of \$210,000 over three years for The Ripple Effect Education (TREE) and its founder Katie Gingrich (BA 2015), as well as donations to the Peace Incubator Fund that are matched 1:1. A few donors designated gifts to support extra teaching in the area of Anabaptist-Mennonite History as History Professor Troy Osborne took over the role as Dean.

Over \$300,000 was received as part of the annual Grebel Fund campaign, which was \$45,000 short of the budgeted goal. “Grebel relies on these donations to fund departmental budgets, especially the residence and academic programs so they can provide award funding to students,” noted Director of Finance Sara Cressman.

These gifts provide important resources for our chapel program, leadership development, Noon Hour Concerts, PACS internships, and other program elements that are not funded by tuition or government funds. Each year approximately 10 percent of Grebel’s operating budget is provided by donations and funding from Mennonite Church Eastern Canada.

“During a capital campaign, it is crucial that we do not lose sight of our students and programs,” President Marcus Shantz remarked. “The fiscal environment for education is becoming more challenging, and having annual donations and endowment revenue for scholarships, bursaries, and other core programs is more important than ever.”

A full listing of donors and financial results will be included in the fall issue of *Grebel Now*.

grebel.ca/donate



Legacy Gifts

“We were pleased to receive a special bequest from an estate this past year that was used to set up an endowed scholarship award for Pastoral Training in our Master of Theological Studies program,” reported Fred W. Martin, Director of Advancement. Bequests from estate gifts are used for capital, and the college administration directs these donations to endowments or current building projects.

“I’m always happy to discuss planning these estate gifts,” added Fred. “It helps us document the wishes of donors who may want to establish a new scholarship or want to add their estate gift to an existing endowment.” For example, program endowments include the Bowman Endowment, that supports the operation of the Mennonite Archives of Ontario, and the Ralph and Eileen Lebold Endowment to support pastoral training. A full list of program endowments is included on our website: uwaterloo.ca/grebel/endowments

We also provide information for establishing a scholarship award: uwaterloo.ca/grebel/legacygiving. Each year we give approximately \$200,000 in scholarship awards from endowment earnings.



Grebel Has Broken Ground for New Kitchen and Dining Room

On April 23, Student Council president Madeleine Neufeld was one of the participants putting a silver spade in the ground to officially start the next building project at Grebel, which will expand and enhance the kitchen and dining room. Her participation is part of a long family tradition of building projects at Grebel. In 1963 her Grandfather John Neufeld was part of the building committee for the original college building (pictured top right, right of the datestone).

"The College has grown since 1963, but the kitchen is largely the same size," explained President Marcus Shantz. "A new kitchen is required to continue providing the great hospitality that Grebel is known for."

"Putting Off-Campus Associate students on a waiting list for weekly Community Suppers doesn't send an inviting message," said Mary Brubaker-Zehr, Director of Student Services. The expanded dining room capacity will seat up to 300 people, a vast improvement from the current capacity of 220 for term-end banquets.

"This has been a challenging project from a design and constructability perspective," observed Director of Operations Paul

Penner, who chairs the Building Committee. "We are tying in to two sides of a 56-year-old building, so we will probably find surprises. We also need to keep our students fed during construction, so coordinating schedules with the Nith Valley Construction team will be critical."

The project is phased in order to keep Food Services in operation. This means that the existing kitchen will remain in use while the new one is under construction. The plan is to have students eat in the Atrium during the summer term while the dining room ceiling space is fireproofed and the floor drains are replaced. The last phase of the project includes renovating the existing kitchen space to expand the dining room and create storage, staff washrooms, a student pantry, and a small private dining room for meetings. This is scheduled to be completed by December 2020.

Brian Rudy (BES 1989) is the lead architect at Moriyama and Teshima Architects. "This kitchen design is bright and efficient as it expands the capacity for staff to provide specialized diets and host larger groups," he has said. "The dining room will include

more space for students to gather, and a gracious stairway and elevator will create a new interconnection between the dining room and Chapel spaces."

"Students are thrilled that their request for a pantry will be realized," added Hannah Hill, a student

who serves on the Fundraising Advisory. "This will be a space for Associates to store and prepare their meals and for residents to make late-night snacks."

This project follows the completion of the academic building expansion that opened in 2014.

**PROJECT COST
\$7.8 MILLION**

**REVENUE
Capital Reserves**

**\$1 MILLION
Fundraising Target
\$4 MILLION+**

**Balance to Finance
\$2.8 MILLION**

**Total Revenue
\$7.8 MILLION**

**Raised to Date
\$3.54 MILLION**

uwaterloo.ca/grebel-fill-the-table



"Our Fill the Table campaign has resonated with many alumni, parents, and friends who have been very generous. It's neat to see groups going together to fund a 'Table' as part of this 3-year campaign." Over \$3.54 million has been given or pledged on a target of \$4m.

~ RUTH-ANN SHANTZ, FUNDRAISING ADVISORY CHAIR AND GREBEL PARENT



The Secret Ingredient in Grebel Food

BY HANNAH HILL, ENVIRONMENT AND BUSINESS STUDENT

This winter, the University of Waterloo declared not one, but two, campus closures due to inclement weather. While most staff enjoyed a day off, it was business as usual for the Food Services staff at Grebel. Their efforts weren't taken for granted as students sang to the staff at dinner time and presented them with a thank-you sign (pictured right). In a conversation with the kitchen staff, many of them noted how being thanked for their work makes them feel valued. They recalled a similar instance when a Grebel student, more than a decade ago, wrote a poem called "Heroes in Aprons of White" which also highlighted student appreciation for the staff.

As Grebel gears up for a kitchen and dining room expansion, it's easy for me as a student to see all the benefits—the addition of an elevator, more dining capacity, and a new pantry—to name a few. I often lose sight of how our dedicated kitchen staff are the ones needing space and benefiting the most. Over the years, they've adapted to sharing tight workspaces and making do around the kitchen. Pam Renaud described to me "a high degree of stress that we don't realize because we've adjusted to congestion in the kitchen." Loretta Martin echoed, "Getting from the fridge back to a counter takes more time and many different routes than it used to."

More space will be a game-changer for the kitchen staff. Food Services Manager Cheri Otterbein noted that everyone's input has been welcomed throughout the design process to make a kitchen that is functional, safe, and conducive to their needs. This project has given the staff an opportunity to give back to Grebel in meaningful ways, with some choosing to support Grebel's Fill the Table campaign together.

As Annette Farwell reminded me, "happy cooks make good food!" With that comes a not-so-secret ingredient in all of the recipes at Grebel—love. Watching the kitchen staff work alongside each other, even when campus is closed, is a daily reminder of it.



HEROES IN APRONS OF WHITE

It was Friday morn and the sun crept in
But outside all I could hear was the snow and the wind
I hoped out of bed and walked into the hall
I couldn't believe just what I saw

The bathroom door said "no school today!" Yippee Yi Ki Yah!

In my excitement I ran down stairs
There ain't no school but my stomach didn't care
I was hungry and breakfast sounded great
I could take my time to eat no worry bout being late
But on the way down I was hit with a thought
If the driving was bad my breakfast would have to be bought

The cooks would be stuck at home behind the snow
They are only human they can't defeat THIS cold
But as I entered the caf I saw what I was hoping
The glorious kitchen door was open

Cautiously I entered in search for a snack
And there were the cooks I couldn't help but clap

There they were, our heroes in aprons of white
They'd braved the snow they'd put up the good fight
With their great courage they faced the icy streets
They paid the sacrifice so that we all could eat
So if you don't mind give the kitchen a look
And put your hands together for our great cooks

Thanks For Everything, Kitchen Staff
Love From Grebel

Poem by an unknown student
Did you write this? Send us a note at grebel@uwaterloo.ca





Serving Together Builds Relationships



In keeping with the long tradition of Reading Week service trips, 14 Grebel students used their February study break to help repair flood-damaged homes, learn skills, and build relationships through Mennonite Disaster Service (MDS). The group traveled to Conway, South Carolina, where they worked with talented crew leaders to repair several homes. Katie Goerzen Sheard appreciated that “despite common gender biases that exist in the field of construction work, crew leaders helped to empower the team by not assigning tasks to people based on gender or assumed skill level or capability.” She also noted that her crew leader was “excellent at making us feel capable—until he would leave to go get things from the hardware store and we realized that we were useless without him!”

A highlight of serving with MDS is the opportunity to connect with homeowners—to hear their stories, experience hospitality, and understand the impact of the volunteer work. Students noted the importance of those relationships.

“The great thing about this trip was that we were an unlikely bunch made up of students from different years and different programs, brought together to serve and have a lot of fun,” Charlotte Baker reminisced. “One of my favourite things was that I spent almost zero time on my phone or computer because there was always something to do. We played volleyball, built community through singing hymns until way past curfew, played Codenames 10,000 times, visited museums, and spent about 24 hours driving, listening to music, testing each other’s jelly-belly tasting skills, and getting to know each other.”



GREBEL'S INTERDISCIPLINARY NATURE LEADS TO HACKATHON SUCCESS

Grebel students won the CBC Digital Products award at a CBC hackathon in February! They developed a better way to engage Canadians with the news by personalizing CBC/Radio-Canada's offerings. The team, made up of Angela Krone (Nanotechnology Engineering), Charlotte Baker (Global Business and Digital Arts), Margie McCloskey (Peace and Conflict Studies), Jonathan Smith (Computer Science and Business), and Waterloo classmate Zi Kai Chen, developed their winning prototype in 48 hours. “All News for All People” encourages discussion about the same issues from different perspectives, tackling the issue of news

recommendations systems which often create an echo chamber. Students each won \$1000 and a PS4 for their efforts. This is an excellent example of how living and learning with students in a variety of disciplines can lead to some amazing collaborations!



Last November, a team of Grebel students competed in the MEDAX pitch competition with their idea for a product called SheCycle—an antimicrobial reusable sanitary pad that can be locally sourced and distributed in Uganda. This February, three students from that same team competed in the “World’s Challenge Challenge” which is based on the United Nations’ Sustainability Development Goals. Abby Loewen, Anna Kuepfer, and Leah Wouda won first place at the University of Waterloo final with SheCycle and will head to the Global Finals in London, Ontario in June. “We were searching for solutions to menstrual health management in developing countries,” the team shared. “In Uganda, one out of every ten girls stops going to school because of their periods. Infection rates for women in Uganda are skyrocketing as a result of poor menstrual health management. Our solution opens a world of possible opportunities for women.”



#Grebelife



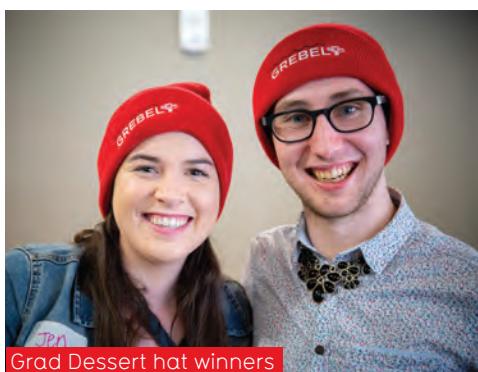
Staff and faculty vs students hockey game on a student-built rink



Grebel vs Grebel hockey game



The last Commie Supper in our old dining room space



Grad Dessert hat winners



End-of-Term Banquet



Chapel Committee meeting



Graduate reflections at End-of-Term Chapel



Women's March in Kitchener



Talent Show antics

Convocation 2019: Seeking Balance, Shalom, and Community for the Road Ahead

A treasured tradition at Grebel centres on the celebration of all students who have been connected to the College over their university career. Whether these students lived in residence or associated, took courses in Music or Peace and Conflict Studies, or achieved master's degrees in Theological Studies or Peace and Conflict Studies, the Grebel Convocation Celebration is a time to acknowledge the achievements and connections of each individual. On April 14, a crowd of around 400 friends and family members marked the end of a journey and the beginning of a new path for about 55 undergraduates and 20 graduates in attendance.

"All of us are impressed by you and by the community you've created here at Grebel these past few years," announced President Marcus Shantz as he welcomed everyone to the service. "We're impressed by your academic accomplishments, by how you've supported and welcomed each other, and by the various ways you've expressed faith, created community, and made room for differences." Marcus advised the new graduates to "explore the backroads—metaphorically and literally. Don't assume that you're lost—maybe you're supposed to be there. The backroads could be where you discover how to offer your best to a world that needs you; where you find your calling, your vocation, and your home."



Angela Krone, who is graduating with a Bachelor of Applied Science in Nanotechnology, was nominated by her classmates to speak as undergraduate valedictorian. "Balance is one of the hardest lessons to learn in life, and we certainly have had many opportunities to practice," Angela reflected, referencing the many areas of student life that require give-and-take

and constant adjustment. "The idea of balance sounds so simple and scientific—too much or too little on one side of a scale and it will fall. But the thing about life, is it's not a simple scale. There are more than two sides to fill, and it's not always a this-or-that decision. And the analogy doesn't warn you of the dangers of filling both sides of your scale with more than you can handle."

"As we prepare to leave this place," she continued, "I hope we all take a small piece of Grebel wherever we go next. We have had such a privilege to live together, learn together, grow together, and make memories together. As life goes on, I hope we all continue to find our balance and stick to it, make every today worth remembering, and embrace the changes that are to come."

As part of the service, students shared about their future plans. Next steps ranged from pursuing further studies, searching for work, starting new jobs, traveling, and a few weddings. Several people mentioned the "backroads" previously touched on by the President.

Following the recognition of the Master of Peace and Conflict Studies graduates and the Master of Theological Studies graduates, MTS graduand **Rachel Wallace** offered the graduate valedictory address, focusing on the idea of shalom.

"As I've been reflecting on Grebel and the intersection of Theology and Peace and Conflict studies, the concept of shalom is one I keep returning to," she noted. "Shalom is a Hebrew word which encompasses peace, harmony, well-being, wholeness, completeness, prosperity, welfare, and tranquility. My Grebel experience has encompassed many of these qualities. The pursuit of peace is



the obvious starting point here, as named in “peace” and conflict studies, and as a primary tenet of Mennonite theology. I have experienced shalom in the diversity of people and ideas that are accepted and celebrated here, coming together harmoniously in classrooms and around dining tables. I have experienced shalom as staff, students, and faculty gather together for delicious and nourishing fresh-baked bread, singing grace in harmony at community suppers. I’ve experienced shalom as professors and fellow students have expressed genuine care and concern for me as a person. As I reflect on my time at Grebel, it has planted within me an imagination and desire to participate as best I can in cultivating shalom as I move on to what is next. As you step out into whatever is ahead for you, remember the spirit of shalom that we have experienced here and cultivate it in the places you go.”

Dorothy Nyambi, President and CEO of Mennonite Economic Development Associates (MEDA) gave this year’s convocation address, focusing on the importance of community. She is an advocate for blended financial initiatives in the international development sector and a champion of women’s rights around the world, and in her speech she emphasized the benefits of values-



CLASS OF 2019 (NOT ALL GRADUATES ARE PICTURED)

Ghasem Nailovich Ali, Bai, Lilian Banh, Kristopher Barber, Talamon Bechard, Katie Bentz, Joseph Bergin, Michael Timothy Epp Born, Victoria Lynn Borys, Amanda Nettie Botts, David Brebenea, Jackson Brown, Nathan Bush, Candace Bustard, Kai Butterfield, Chelsea Campbell, Sara Camplin, Scott Carere, Praanee Chandrasegaram, Ashley Chaves, Miranda A Chicoyne, Alexandra Daley, Ryan Dunham, Andrew Dyck, Sarah Dyck, Jessie James Estwick, Jennifer Farlow, Sara Fontes, Jesse Friesen, Luke Froese, Alyssa Nicole Gee, Mary Gopanchuk, Victoria Greening, Julia Hall, Taylor Katie Ann Hendry, Megan Hiebert, Jessica Ho, Allison Hopper, Mackenzie Huber, Hannah Madeleine Sadouski James, Noah Janzen, Lynea B Kaethler, Amal Cyriac Kappen, Misha Khorramshahi, Lydia Kim, Kieran Klassen, Marie Koechl, Stefany Kraft, Angela Krone, Alexandra Katharina Rose Langwieder, Brooklyn Lester, Stephanie Leung, Andrea Linke Driedger, Emily Loewen, Miguel Louisy, David Loukidelis, Edgar Hon-Lam Ma, Sebastian Malton, David Mamujee, Chantal Martel, Daniel Isaiah Martin, Mikayla Grace Dorothy McCrory, Veronika E. Mikolajewski, Tyler Misener, Megan Moore, Farzeen Naqvi, Lucia Ostache, Alison So-young Park, Rebecca Joy Persoon, Tessa Plakidas, Keren Rashish, Peter Reesor, Kimberly Rempel, Joseph Reusing, Rebecca Rossi, Mikhaila Rowaan, Alex Rudy, Brandon Sanders, Emily Jean Savoy, Daniel Schuurman, Kenneth William Schwartzel, Anneke Sears-Stryker, Devin Skolud, Jonathan Smith, Jordan Snyder, Matt Steinman, Sage Streight, Zachary Strike, Janet Swarts, Andrew Tran, Elisa Umohoza, Chelsea VanderMeer, Andrew Welsh, Nicolas Werschler, Mark Whyte, Nathan Wiebe Neufeldt, Tyrone Allan Jordan Winfield, Isaac Winterfeld, Kayla Dawn Wright, Sarah Wright, Sonia Olivia Zettle



MTS Graduates with faculty: Sarah Brnjas, Samantha Coelho, Kyung Young Kim, Peter Kranenburg, Joshua Luke Kuehnel, Bruno Siqueria Peitl, Seanna Lynn Sheffield, Rachel Wallace



MPACS Graduates with faculty: Kristina Bartold, Rhea Kristi Daniels, Leanna Beverly Feltham, Katelynn Folkerts, Kelsey Gallagher, Catherine Garacho, Jacob Andrew Gaudaur, Boon Khoo, Catherine Leblond, Apolline Montoya, Katie Noonan, Laurel Spring O’Gorman, Kanisia Mensah, Rizwan, Jamal Rohani, Tanveer Hussain Tiwana, Elena Tkacheva, Volpe de Carvalho Ferreira

based decisions. “As you leave Grebel today, make connections that matter,” she advised students. “Form community that inspires knowledge, leadership, creativity, generosity and responsible citizenship. Be intentional about how you form community. Seek out new friends. Foster and root yourself in community. One of the most vital ways to sustain ourselves is by building a community where we know we are not alone.”

“Along your journey,” she continued, “take the time to consider what values you want to inform your choices. Live with purpose. Ultimately, living with purpose and intentionality is what will give you the greatest satisfaction in life. If you organize your life around your passion, you can turn your passion into your story, and turn your story into something bigger—something bigger than you, and something that really matters.”

And to our students, Marcus offered these parting words: “Wherever your paths lead you, we’re glad they brought you to Grebel for the past few years. We’re here to say goodbye, and to wish you God’s blessing for the roads ahead.”

2018-2019 Award Recipients

Congratulations to our scholarship and award winners! Thank you to all those who have set up memorial scholarships and awards to honour family members, as well as friends who have donated.

MUSIC

Jean Caya Music Award

Panashe Kimberly Madume,
Sonia Zettle

Clemens Scholarships in Music

Amanda Botts, Sarah Brown,
Stephanie Collings, Yiting (Anita)
Chen

Judy Dyck Music

Volunteerism Award
Candace Bustard, Natalka
Zurakowsky

Evanov Radio Group

Music Award
Amanda Botts, David Mamujee

Ford-Harrison

Church Music Award

Hannah Chan, Matthias Mostert,
Mykayla Turner

Agnes Giesbrecht

Choral Music Scholarship

Mykayla Turner

Rudolf and Hedwig Rempel

Music Award

Alexis (Lexi) Plante, Gabriel Guerra,
Mykayla Turner

PEACE AND CONFLICT STUDIES

Becky Frey Student Scholarship

Rhonda Belous, Janet Swarts

Walter and Mary Hougham PACS Award

Rhonda Belous, Sarah Lukaszczuk,
Janet Swarts

Vic and Rita Krueger Family PACS Award

Amani Amstutz, Victoria Lumax

PACS Internship Award

Sarah Cowan, Devina Lookman,
Sarah Lukaszczuk

William Dick PACS

Field Study Award

Cassidy Wagler

Elliot C. McLoughry

Fund Scholarship

Sarah Lukaszczuk

Peter C. and Elisabeth

Williams Memorial Fund

Scholarship

Cassidy Wagler

Lina Wohlgemut Award

Khadijah Gumah

RESIDENCE

Alice Eisen Leadership Award

Amy McClelland, Justin Wagler

College Anniversary

Legacy Award

Katrin Bender, Hannah Bernstein,
Mason Carroll, Connie Chong,
Emily Cross, Anna-Mae Dean,
Bryn Friesen, Megan Gallagher,
Meg Kish, Ben Klassen, Hannah
Klassen, Owen Lailey, Cathleen

Leone, Leon Li, Rebekah Lindsay,
Victoria Lumax, Stuart Matthews,
Alexis Minniti, Elaina Mohr, Isaac
Painting, David Peterman, Erica
Pietroniro, Sid Roth, Leah Schilstra,

Daniel Schuurman, Alex Skipper,
Josiah Vandewetering, Michael
Veenstra, Niki Wibisono, Esther
Wonder, Matthew Wright

David Regier Student Award

Zoe Andres, Angela Krone, Abigail
Loewen, Amy Reimer, Jonathan
Smith, Katrina Steckle

Dorothy Bechtel

Entrance Award

Jasmin Yaromich

Eby Leadership Award

Leah Drost, Hannah Hill

George E. and Louise

Schroeder Residence Award

Jaclyn McDougall, Piper Treadwell

Good Foundation Scholarship

Max Chute, Margaret McCloskie,
Aaron Silver, Mykayla Turner

Grebel Student Award

Matthew Chase, Meg Kish, Brandon
McMurray, Natalka Zurakowsky

Hildebrand Family Award

Abigail Amstutz, Amani Amstutz,
Sarah Martin, Adam Neufeld,
Gemma Ricker, Tim Sarkar

Jacob Andres Achievement

Scholarship

Andrew Welsh

Joan Weber Award

Caleb Lainez, Sarah Martin, Sage
Straight, Rachel Wu

Klaassen Religious Studies Award

Yeabsra Agonfer

Lucinda Robertson Scholarship

Abigail Klassen, Claire Vander Hoek

Marpeck Leadership Award

Simon Frew, Ben Martin, Erik Mohr

Mennonite Diversity Award

Yeabsra Agonfer

Mennonite Matching Funds

Abigail Amstutz, Zoe Andres, Micah
Beech, James Carr-Pries, Andrew
Cullar, Nathan Diller Harder, Katie
Goerzen Sheard, Hannah Kaethler,
Stuart Matthews, Kira Peters,



Spirit of Generosity Award
Winner Serena Laverty

Lily Roth, Ben Thiessen, Jonah
Thiessen, Justin Wagler

Merv and Mary Ellen Good Award

Elora Deering

Nathan Paul Krueger Wiebe Award

Boushra Fanous

Out-of-Province Mennonite Entrance Award

Hannah Kaethler, Marcus Kruger,
Abby Rudy-Frose, Allison Weber

Peaceworks Technology Solutions Award

Joseph Tafese, Andrew Welsh

Richard and Betty Dyck Volunteerism Entrance Award

James Carr-Pries, Zara Pachiorka

Robin Coupland Jutzi Award

Chelsea Campbell, Nico Werschler

Rockway Mennonite Collegiate Diploma Scholarship

Micah Beech, James Carr-Pries,
Nathan Diller-Harder, Katie
Goerzen Sheard, Rachel Kehl, Kira
Peters

Sauer Family Award

Rebecca Koole, William Losin

Spirit of Generosity Award

Serena Laverty

Stauffer Entrance Award

Katie Goerzen Sheard, Andre
Wiederkehr

Student Council Award

Lynea Kaethler, Rebecca Koole,
Madeleine Neufeld

Upper Year Residence Award

Robyn Martens, Julianna Suderman,
Cassidy Wagler, Theo Wiederkehr



MCEC's Brent Charrette, Zoe Andres, Boushra Fanous, and winners of the Mennonite Diversity Award: Yeabsra Agonfer and Kyung Young Kim with donor Mary Groh

MASTER OF PEACE AND CONFLICT STUDIES

Global Conflict Management and Transformation Award

Peter Kariuki, Rizwan, Moffat Sithole

Lina Wohlgemut Award

Catherine Garacho

MPACS Internship

Leanna Feltham, Katelynn Folkerts, Kelsey Gallagher, Catherine Garacho, Katie Noonan, Laurel O'Gorman, Elena Tkacheva, Laura Volpe de Carvalho Ferreira

Rotary Peace Scholarship Award

Katelynn Folkerts, Rizwan, Elena Tkacheva

Schultz Huxman MPACS Award

Elena Tkacheva, Laura Volpe de Carvalho Ferreira

MPACS Student Support

SeyedehSareh Aghamiri, Kristina Bartold, Sydnee Belford, Sarah Bott, Rebecca Cheskes, Chidinma Ewelike, Leanna Feltham, Katelynn Folkerts, Kelsey Gallagher, Catherine Garacho, Simmi Hansra, Peter Kariuki, Nathalie Kroeker, Heidi Lamb, Catherine LeBlond, Emily Litster, Katherine MacGregor, Apolline Montoya, Ivonne Morales, Stella Mozin, Katie Noonan, Laurel O'Gorman, Kanishia Owusu-Mensah, Thomas Pestell, Rizwan, Jamal Rohani, Obaidullah Said, Stephanie Schreunders, Emily Singh, Moffat Sithole, Tanveer Tiwana, Elena Tkacheva, Laura Volpe de Carvalho Ferreira

MPACS Impact Award

Rizwan

Vic and Rita Krueger Family MPACS Award

Kelsey Gallagher, Stephanie Schreunders

CONFLICT MANAGEMENT CERTIFICATE PROGRAM

Landau Family Scholarship

Muhammad Zeeshan Adhi, Laurel O'Gorman, Stephen Pointer, Lois Wood

Rotary Peace Scholarship Award

Kristina Bartold, Jessie Castello, Margaret Smart Wheaton

THEOLOGICAL STUDIES

Clifford Snyder Memorial Bursary

Bruno Peitl

Full Time TS Tuition Award

Amelia Baker, Jonathan Boerger, Rebecca Booker, Sarah Brnjas, Zachary Charbonneau, Samantha Coelho, Sandy Conrad, Carlo De Vito, Timothy Elliott, Taryn Ferrede, Colin Friesen, Alex (Peter) Hoffmann, Heather Homewood, KyongJung Kim, Frank Kiss, Peter Kranenburg, Joshua Kuehnel, Lily Maryo, Cynthia Noel, Paulinus Okoye, Paul Plato, Lindsay Ralph, Lesley-Ann Reed, Seanna Sheffield, Colin Wallace, Rachel Wallace

MCEC Ministerial Leadership Award

Craig Frere, Megan Lennox, Mollee Moua, Glenda Ribey Rozomiaik

Graduate Student Support Fund

Amelia Baker, Sarah Brnjas, Samantha Coelho, KyongJung Kim, Frank Kiss, Peter Kranenburg, Joshua Kuehnel, Bruno Peitl

J.H. Janzen Award

Samantha Coelho, Rachel Wallace

Jane Plas Scholarship

Rachel Wallace

Magdalena Coffman Scholarship

Amelia Baker

Mennonite Diversity Award

Kyung Young Kim

Reimer Scholarship in Theological Studies

Carlo De Vito, Colin Friesen

Stephen Family Theological Studies Entrance Award

Brad Bauer

TS Qualifying Scholarship

Colin Wallace

A. James Reimer Award for MTS

Rebecca Booker, Peter Kranenburg, Joshua Kuehnel, Seanna Sheffield

TORONTO MENNONITE THEOLOGICAL CENTRE

A. James Reimer at Toronto Mennonite Theological Centre Award

Allison Murray



Winners of the Lina Wohlgemut Award: Catherine Garacho and Khadijah Gumah, with Chidiarma Ewelike and donors Horst and Sharon Wohlgemut

C. HENRY SMITH ORATORICAL CONTEST WINNER ANNOUNCED

The C. Henry Smith Oratorical Contest, also known as the Peace Speech competition, happens every Spring at Grebel. The contest poses a call to students at Mennonite affiliated universities in Canada and the USA to think about peace and Christianity as it applies to current issues.

On March 13, 2019, two PACS students gave speeches to the Grebel community. Matthias Mostert (left) spoke on "A Relational Response to Homelessness," inviting listeners to think about a relational pursuit of justice, and how God can give us a burst of energy to jolt us out of complacency.

Theo Wiederkehr (right) spoke on "Subsistence and the Roots of Peace," which prompted the audience to reflect on the need to transform the world in rethinking our relationships with ourselves, fellow humans, fellow species, and our environment.

In a close competition, Matthias Mostert won first place and will go on to compete in the bi-national competition in May held by MCC US Peace and Justice Ministries, with the chance to win prize money and a scholarship to attend a peace conference.





A Sampling of Scholarship

In addition to classroom teaching, faculty and other academic personnel at Grebel accomplish a wide range of scholarship and service in the academy, church, and community. Here is just a sampling of recent activities and achievements:

JENNIFER BALL published a peer-reviewed book, *Women, Development, and Peacebuilding: Stories from Uganda* with Palgrave Macmillan. In November, she co-facilitated a Circle session entitled “Embracing the Paradigm Shift to ‘We are Enough’” at the Parliament of the World’s Religions in Toronto.

ALICIA BATTEN published “The Epistle of James” in the *Brill Encyclopedia of Early Christianity Online*, edited by David G. Hunter, Paul J.J. van Geest, and Bert Jan Lietaert Peerbolte. (Brill, 2018.)

JEREMY BERGEN published, “Theology as Interpretive, Critical, and Constructive: Presidential Addresses to the Canadian Theological Society, 1990-2016,” in *Studies in Religion/Sciences Religieuses* 48 (2019): 77-96.

NATHAN FUNK’s chapter, “Just Peacemaking as a Bridge to Ecumenical and Interfaith Solidarity for Peace,” has been published in *Pacifism’s Appeal: Ethos, History, Politics*, ed. Jorg Kustermans, Tom Sauer, Dominiek Lootens, and Barbara Segaeart (Palgrave Macmillan, 2019).

JANE KUEPFER co-led a webinar series for Spiritual Directors International entitled “Eldering—A Webinar Series for Spiritual Companions & Seekers.” She has also opened up conversation in congregations and community groups with topics such as “Faith, Friendship & Dementia,” “Wrestling with Aging: Jacob’s Story & Ours,” and “Aging Well: What are your spiritual resources?”

REINA NEUFELDT conducted research in Haiti in November 2018, and participated in an invited panel discussion on “Development Responses in Conflict Zones” at the University of Toronto, Scarborough in February. She also co-presented two papers at the International Studies Association Convention in Toronto in March 2019.

TROY OSBORNE’S book review of Bruening, Michael, ed. *A Reformation Sourcebook: Documents from an Age of Debate* (University of Toronto Press, 2017) was published in *Renaissance and Reformation / Renaissance et Réforme* 41.3, Summer 2018, 205-206.

CAROL PENNER is working on a collaborative project called “Together in Worship,” a worship resource website serving Mennonite Church Canada and Mennonite Church USA. She was awarded a US\$15,000 Teacher/Scholar Grant from the Calvin Institute of Christian Worship to develop the website, which will be launched in 2020.

MAISIE SUM will give two scholarly presentations this spring – the first at the BFE “Collaborative Ethnomusicology” Conference, where she will discuss the potential of integrating wearable technology (like heart rate monitors) into current fieldwork practices in ethnomusicology; and the second at the Canadian Society for Traditional Music Conference, where she will present “Guembri Music and Gnawa Spirits: Resilience and Sustainability in a Commodified World.”

DEREK SUDERMAN and **JEREMY BERGEN** were invited to co-teach a session on “Water and Theology” in an interdisciplinary Master’s/PhD course on water at the University of Waterloo. They challenged the 60 students (engineers, biologists, and planners), to delve beyond water management and into the symbolism of water. Derek facilitated a study of the role of water as both a source of life and a sign of chaos in the Bible. Jeremy explored water as an image for drowning and rebirth in the practice of baptism, and discussed Christian ethical frameworks for addressing environmental issues. The class enjoyed this opportunity to think outside the box and the course professors indicated that a return invitation should be expected!

Photo from The Sophia Society of Tyndale



In January, **JEREMY BERGEN** participated in an “Ethics of War” panel at Tyndale University College in, along with Craig Carter, Bruxy Cavey, Brad Faught, and Paul Franks. The panel discussed the question of whether or not war is ever just. A full video of the discussion is available on Facebook.

KAREN SUNABACKA composed *I will Praise the Lord as Long as I Live: Psalm 146* for the Choir of St. John the Evangelist in Kitchener to commemorate the Induction of her husband, the Reverend Dr. Preston Parsons on January 20, 2019. She also recently completed a work for viola and cello, and will be completing a work for viola d’amore and percussion by the end of April.

Growing Family: Design & Desire in Mennonite Genealogy

BY LAUREEN HARDER-GISSLING, ARCHIVIST-LIBRARIAN

"My grandfather had a little yellow piece of paper with a list of names and birthdates. The names were written in an unintelligible Gothic script, but my grandfather was familiar enough with it to interpret them.... I recognized that there was a great deal of information hidden in that little list."

Somewhere, teenager Lorraine Roth had heard about family trees, so she drew one up and took it to a family reunion. Later she learned that her grandfather had been wrong about one of the names—his grandmother was actually Irish! This was a surprise to Lorraine's Amish Mennonite family.

It is easy to understand the lure of the family tree; trees are symbols of growth and knowledge. Yet trees are a relatively new way of describing family relationships. Well-heeled Roman families placed illustrious ancestors at the top of illustrations, from which their descendants flowed downwards connected by vines or garlands. By the 16th-century, however, noble families and even the emerging middle class were placing ancestors at the bottoms of charts, from

which their descendants flowed upwards in tree form representing growth and progress.

In our current exhibit, *Growing Family: Design & Desire in Mennonite Genealogy*, the Mennonite Archives of Ontario celebrates the various ways Mennonites have chosen to visually represent family. Designing a family tree may seem like a simple act, but each tree requires the compiler, scribe, or artist to make choices: Who is in and out? What do we do when genealogy fails to represent our particular understanding of family? How do we account for loss? Behind each design are deeper desires for legitimacy, identity, and connection: Who are we? Where have we come from? Where are we going? How are we related, to the living and the dead? How will we remember, and be remembered?



John Brubacher's *fraktur* birth certificate. Brubacher probably purchased this form himself about the time he moved from Pennsylvania to Canada, about 1815. Since Mennonites did not practice infant baptism, he replaced the preprinted phrase "was baptized with the name" with "he was called Johannes Brubacher."

uwaterloo.ca/grebel/growingfamily

COMMUNITY QUILT

Grebel staff, faculty, students, and visitors created this beautiful and bright "3 Dudes" pattern quilt over the fall and winter terms. At the beginning of the winter term, it was set up in the library to be quilted by whoever stopped and had time to put in stitches. In stressful times, it was calming to sit alongside others in our community and focus on stitching. All were welcome to participate in the process—beginners who had never touched a sewing machine or threaded a needle and experts alike. Affectionately called the "X's and O's Quilt," it will be auctioned off at the New Hamburg Mennonite Relief Sale quilt auction on May 25. The project was spearheaded by Director of Finance Sara Cressman and Library Clerk Mandy MacFie.

Neufeld Appointed Visiting Assistant Professor of History

It is always a delight to welcome Grebel alumni back to the College as employees. Beginning July 1, 2019, David Y. Neufeld will serve at Grebel as Visiting Assistant Professor of History for two years. He will also hold a research fellowship during his first year.

David comes to Grebel as a highly-regarded and accomplished teacher of European and world history from the University of Arizona, where he completed a master's degree, followed by a doctorate in 2018. He received a BA in History from the University of Waterloo in 2009 with a minor in Peace and Conflict Studies.

"We are looking forward to David's arrival," said Dean Troy Osborne. "This appointment will allow us to maintain Grebel's tradition of offering courses in History and Mennonite Studies. Next year, David will be teaching histories of Christianity, the Reformation, and a general history of modern Europe. In the second year, we hope that he will offer some exciting, new courses in Latin American history or Games and Play in Medieval and Early Modern Europe." David's approach to teaching encourages students to go beyond simply learning dates and facts to examine critically how historians tell the story of the past.

"Opportunities for an early-career historian to find an institutional home where they can teach and conduct research are increasingly uncommon," explained David. "It is a special privilege for me to be able to do these things at a school with a long-standing commitment to studies in my field of expertise—Anabaptist history. I am looking forward to regularly engaging with students and colleagues around a question we have much difficulty answering: How do we understand the past and what is our relationship to it?"

The Institute for Anabaptist Mennonite Studies (IAMS) at Grebel has also named David the 2019-20 J. Winfield Fretz Visiting Research Scholar in Mennonite Studies.



He will spend time researching Anabaptist archival cultures and practices, as well as investigating a new archival turn in early modern European historiography that recasts archives as the products of historical processes, not neutral bodies. He proposes to apply this archival turn to Anabaptist archival sources, which has the potential to reopen questions long thought settled in Anabaptist historiography. As the Fretz Scholar, David will offer a public lecture, collaborate with IAMS colleagues and the archives, and use the unique resources of the Milton Good Library.

"The College's strengths in the area of Anabaptist-Mennonite Studies, represented by Grebel's faculty and the resources available in the Milton Good Library and Mennonite Archives of Ontario, align perfectly with my own teaching and research interests," said David. "With the support of the Fretz Fellowship, I intend to expand an existing project on early Anabaptist archival practices and cultures and their impact on shaping what we can know about these nonconformists. I will continue to prepare my doctoral dissertation, which explores dynamics of coexistence and conflict between Anabaptists and Reformed in seventeenth-century Zurich, for publication."

GREBEL JOURNAL IS FLOURISHING

BY STEPHEN A. JONES, CGR MANAGING EDITOR

The digital revolution has penetrated every area of life in recent decades, including the arts and humanities. Indeed, a few years ago cries of lamentation poured forth from editors of daily newspapers, monthly magazines, books, and scholarly journals alike, forecasting the imminent demise of their corner of the market.

Yet here we are today, and the sky has not fallen! In this admittedly challenging period of uncertainty, *The Conrad Grebel Review* (CGR) is flourishing. As well as maintaining a robust print presence, the journal is now fully available online—and is attracting a larger audience than ever before!

CGR AT A GLANCE

CGR is a multi-disciplinary peer-reviewed journal of Christian inquiry devoted to advancing thoughtful, sustained discussions of theology, peace, society, and culture from broadly-based Anabaptist/Mennonite perspectives. Editor: Professor W. Derek Suderman

ONLINE

Via Grebel website

- 22,000 unique page views (2018-2019)

Via Atla Religion Database (A digital indexing and cataloguing service) www.atla.com

- 10,263 users accessed articles (2017-2018)



REUNION 2019 | 2005-2010 ERA

Join us for an informal afternoon BBQ and reunion!
Pay-what-you-can

SATURDAY, JUNE 1, 2019, 3:30-7:00PM

Grebel Courtyard

**BBQ • VOLLEYBALL • MEMORIES •
ULTIMATE FRISBEE • BOARD GAMES**

This is your time to meet up with old friends, remember the good old days, lament the demise of the skybunk, and share a meal together.

YOUR ALUMNI ERA REPS ARE
AMANDA ZEHR (BA 2009)
AND MICHAEL SHUM (BASC 2011)

*Register online or email Alison Enns
at aenns@uwaterloo.ca*

grebel.ca/reunion



PAST ALUMNI GATHERINGS

For Grebel alumni who are unable to make it to the College for events, Director of Advancement Fred W. Martin takes care to plan smaller alumni gatherings in various cities. Events over the past six months included the Doon Lantern tour in Kitchener, a Raptors game in Toronto, a Senators game in Ottawa, and a discussion after John Rempel's lecture at TMTC in Toronto.



CRAFT BEER & BITES TOUR

**THURSDAY
AUG
15
7-9PM**

The four University Colleges at Waterloo are getting together to host an epic alumni evening of craft beer and snacks. This progressive tasting will end at Grebel for coffee and dessert. Register online.



grebel.ca/events

**FRIDAY
JUNE
21**

Wendy Cressman Zehr (BSC 1989) and her husband Don are hosting a Fill the Table campaign fundraising event for alumni and friends at their home on June 21. For details, see Wendy's Facebook page.

*Fill
the Table*



People

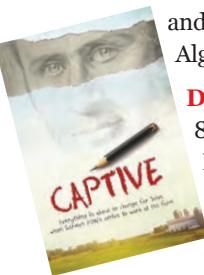
Mimi (Hollinger-Janzen) (BA 2011)

and **Sean Browne** welcomed Quinn Robert Browne on July 28, 2018. Quinn enjoys long walks in his carrier or stroller, hanging out with the family dog, Harrison, and eating mashed sweet potato. Mimi is



recently back to work at Grebel in a new role of HR Manager & Operations Assistant. Sean is currently on parental leave from his work in sales at Sleep Country Canada. The family is looking

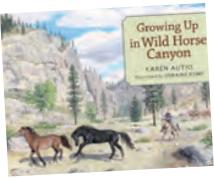
forward to their summer plans, which include Quinn's first plane trip to visit family in Saskatchewan and Alberta and his first canoe camping trip in Algonquin Park.



Donna J. Stoltzfus (1982-83) lives in Lancaster County, Pennsylvania and works as a freelance writer. She recently published *Captive*, a middle grade historical novel for kids.

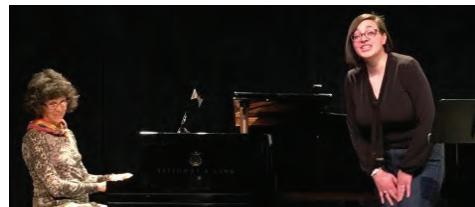
The book details the life of John, a 13-year-old boy who goes to live and work on a Mennonite neighbour's farm during WW II. When she is not writing, she works at Ten Thousand Villages, the fair-trade retail organization, which inspired her to author a picture book, *In the Trunk of Grandma's Car: The Story of Edna Ruth Byler and Ten Thousand Villages*.

Karen (Lange) Autio (BMATH 1981) is pleased to announce the publication by Crwth Press of her book, *Growing Up in Wild Horse Canyon*, illustrated by Loraine Kemp. This narrative nonfiction picture book depicts over two centuries of history in the Okanagan Valley, BC, and is appropriate for ages 7-10. Including maps, historical images, a timeline,



and historical notes, the book weaves First Nations history with European settlement and natural history. By following the thread of one tree growing in one sheltered

and sacred space, this book gently explores patterns of colonization that will resonate with readers all over North America. Karen lives with her husband **Will** (MMATH 1980), a software developer with i-Trax Solutions, in Kelowna, BC.



Music Professor Emerita **Carol Ann Weaver** and jazz-classical singer **Mary-Catherine Pazzano** (BA 2010) performed in New York City at the end of March at a tribute concert in honour of Carol Ann's late composition professor, John Eaton. The duo presented several of Carol Ann's "Songs for my Mother," including Feedsack Curtains, Hard Shell, Lately Sprung, and To the End. These pieces were lauded for their story-telling, unassuming nature.

Kathleen Cleland Moyer (BA 1981)

and husband **John Moyer** (BA 1983) have mounted many original theatre productions in their backyard on Homewood Avenue in Kitchener. Their most recent production is based on a true story from the Niagara region and follows the plight of three families (American, Canadian, Mohawk) during back-to-back wars in North America. It shows ordinary people forced into extraordinary circumstances, making impossible choices between loyalty to family and loyalty to nation. Kathleen wrote the script in collaboration with three consultants from Six Nations of the Grand River Territory. The cast features **Johnny Wideman** (BA 2006), who is also a theatre creator extraordinaire. The show, produced in collaboration with Inter-Arts Matrix, will be premiering at UWaterloo's Theatre of the Arts October 3-6, 2019. www.backyardtheatre.ca



Roveena Gnanabakthan (BA 2003)

studied psychology and music, going on to pursue a career in human resources. But after a YouTube video caught CityTV's attention, Roveena was convinced to pursue her passion for music with total commitment. With her covers approaching one million plays on Spotify and shattering over 15 million views on YouTube through video collaborations, Roveena has released two albums so far: *Fearless* and *Perfect World*. She was given the title of 'Best Pop Artist' in the 2017 Toronto Independent Music Awards and 'Best Female Artist 2017' at the Anokhi Media Awards.



At Grebel's recent groundbreaking, **Sharon (Huber) Black** (pictured left) and **Florence (Gingrich) Bolander** (centre) returned to the College and stopped by to meet Food Services Manager **Cheri Otterbein**. Sharon worked in the kitchen in the mid '70s and Florence was Food Services Supervisor in 1966-68 and 1973-76. It was lovely to hear their stories of snowstorms, banquet mishaps, and shoofly pies!

Paul Born (BA 1987) was quoted in a *New York Times* article, "Winning the War on Poverty" by David Brooks. Paul is the president of Tamarack Institute for Community Engagement, located at Grebel in the Kindred Credit Union Centre for Peace Advancement. Tamarack is a charity that develops and supports learning communities that help people to collaborate, co-generate knowledge, and achieve collective impact on complex community issues.

Melanie Kampen

(MTS 2014) successfully defended her PhD dissertation entitled, "The Spectre of Reconciliation: Mennonite Theology and Indigenous Cultural Genocide in Canada," at the Toronto School of Theology on March 4. As a Toronto Mennonite Theological Centre Associate, Melanie has been an active part of the TMTTC community.



Senator **Peter Harder** (BA 1975) stopped at Grebel while he was in Waterloo on April 25, to learn more about the Centre for Peace Advancement. Peter, who served as Student Council president, and recalled that he cooked a meal of spaghetti and meatballs for the entire college after he suggested improvements to the menu.

KEEP IN TOUCH!

Send us a note to share about your life since graduation. We'd love to hear about adventures, career, family, retirement, babies, weddings, or general updates. Email grebel@uwaterloo.ca

IN MEMORIAM



Tim Wiebe (MTS 1990) passed away in March after a two-year battle with brain cancer. Married to Marlene Wiebe and living in Gretna, Manitoba, he was a musician and gifted teacher at

Mennonite Collegiate Institute. He integrated his love for Christ into his teaching with innovative assignments, extensive knowledge, wisdom, and a homespun style. He loved his students and was a memorable teacher. He was the recipient of Grebel's Distinguished Alumni Service award in 2005.

Arno Schortinghuis (BMATH 1968, MMath 1969) fell from his bike while travelling through Vancouver in November

2018. His cause of death, linked to the fall, is unclear. Arno was passionate about cycling, and worked tirelessly in his city to ensure that cycling was accessible and safe for everyone.

His efforts were described as "advocating for and promoting cycling safety, accessibility, urban commuting and touring—to decision-makers, planning and engineering staff at all levels of government, in meetings, at public events, and across all forms of media—always with a characteristic twinkle in his eye."

John Koop (BA 1970) passed away in November 2018, surrounded by his family.



John forged diverse life pathways, from model Mennonite child, student, and star athlete at Virgil Ontario Public School, to political radical during his University of Waterloo days.

John went on to be a drifting hippie, finally finding his nirvana in St. John's. His love of local music, arts, and community flourished on the Rock. His seasons were defined by the sports he played, baseball and curling. Winters he travelled to Arizona to be with Edna—his beloved camper van—and made trips to Ontario to visit family.

DEDICATED CUSTODIAN RETIRES AFTER 20 YEARS

Marinko Franjic, Grebel's Academic Building Custodian, retired on April 30, 2019 after more than 20 years of service. Marinko began working at Grebel in 1998



after coming to Canada with his family from Bosnia. Grebel has changed a lot in the time Marinko has spent with us—when he started, the residence only had 116 beds

(now it has 142) and the library was half of its current size, and the apartment building, Atrium, and Centre for Peace Advancement didn't exist at all! Marinko loves Grebel and appreciates the steady employment and security it has provided for him and his family. Nothing is more important to him than his family, and he extends this same care to helping his friends and coworkers as well. Marinko's friendly, good-natured presence will be missed at Grebel. We wish him well in his retirement and hope he gets in many trips to see family in Europe, many sun-filled holidays in Cuba, and many happy hours cheering on the Croatian soccer team.

Congratulations to Grebel Staff and Faculty



who received service awards this year! **Levi Flaming**—5 years, **Marinko Franjic**—20 years, **Tyler Allen**—5 years, **Laureen Harder-Gissing**—10 years, **Ed Janzen**—20 years, **Judy Dyck**—35 years, **Milly Vargas**—15 years, and **Nathan Funk**—15 years. Grebel wouldn't be the same without them!

Gissing—10 years, **Ed Janzen**—20 years, **Judy Dyck**—35 years, **Milly Vargas**—15 years, and **Nathan Funk**—15 years. Grebel wouldn't be the same without them!

Calendar

Starting May 6, 2019

Growing Family: Design & Desire in Mennonite Genealogy archival exhibit

May 6–October 25, 2019

New Fraktur | Grebel Gallery Exhibit

May 25, 2019

You @ Waterloo Day

May 30, 2019

Feeding the Colony,

The Nation and the Market

Fretz Lecture with Ben Nobbs-Thiessen

June 1, 2019

'05-'10 Era Reunion

June 13–14, 2019

Aging and Spirituality Conference:
Finding Courage and Resilience

June 14, 2019

Balinese Gamelan Ensemble Concert

July 20, 2019

University Choir Concert

July 25, 2019

orchestra@uwaterloo Concert

July 28, 2019

Instrumental Chamber Ensemble Concert

August 11–23, 2019

Ontario Mennonite Music Camp

August 15, 2019

Across the Creek Alumni Event:
Craft Beer & Bites Tour

October 10, 2019

Eby Lecture with Mark Vuorinen

uwaterloo.ca/grebel/events

BE OUR GUEST

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Conrad Grebel University College offers comfortable and affordable accommodation in the College's residence and apartments.

Rooms start at \$55.00/night

For more details, visit uwaterloo.ca/grebel/stay or contact summconf@uwaterloo.ca

FRETZ VISITING SCHOLAR LECTURE FEEDING THE COLONY, THE NATION AND THE MARKET: TRANSPORTED FOODWAYS AND NEW CROPS IN LATIN AMERICAN MENNONITE COMMUNITIES

THURS
**MAY
30**

7:30 PM | GREBEL CHAPEL

BEN NOBBS-THIESSEN
J. Winfield Fretz Visiting Research Scholar in Mennonite Studies



A GREBEL STUDENT COUNCIL PRODUCTION OF DISNEY'S BEAUTY AND THE BEAST

Over 100 talented and dedicated Grebel students mounted a highly successful, student-driven, completely sold-out musical over a fun-filled March weekend. The crowds loved Disney's Beauty and the Beast, and so did our students. Congratulations to all involved!

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