

SAFETY FILM



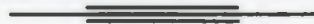
UMEI

'55-56



THE SPECTRUM

1955 - 1956



A Student Publication
of the
United Mennonite Educational Institute
Leamington, Ontario

JOHN J. ENNS
10 POPLAR ST.
LEAMINGTON, ONT.

The Dedication

TO THOSE WITHOUT WHOM THE U.M.E.I.
WOULD NOT BE A REALITY,
ITS FOUNDERS, BUILDERS, AND "PIONEER" TEACHERS,
WE GRATEFULLY DEDICATE THIS EDITION
OF THE SPECTRUM.

EDITORIAL

With this, the sixth edition of the Spectrum, we the editors are endeavouring to maintain and perhaps renew your interest in the U.M.E.I.

With the various articles, character sketches and poems we hope to give you an idea of the activities of each individual in the school.

We as the editors take this opportunity to thank those who have made this edition of the Spectrum possible — the staff and the students, whether they contributed articles, advice, or only helped in spirit.

We also wish to thank our many friends who bought boosters and the merchants who helped with the monetary side of the publication.

Much thought and effort has been spent in the production of this our '55-'56 Spectrum, and we hope it will achieve its purpose.

The Editors,

Hilda Neufeld

Martha Thiessen



Seated: Annie Enns, Helga Dyck, Hilda Neufeld, Martha Thiessen, Alice Krueger.
 Standing: Henry Regier, Albert Rempel, Willie Janzen, John Reimer, Jake Froese, Mr. J. N. Driedger, Victor Huebert, John Dirksen, David Neufeld, Henry Epp, Hans Meyn.

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MR. PETER C. SAWATZKY, B.A.
(Sixth Year at U.M.E.I.)

PRINCIPAL'S MESSAGE

This message is aimed at the graduating class, although I hope that it will be of inspiration to all of the readers of "The Spectrum".

You, the graduates of 1956, have spent four years now at the U.M.E.I. When you look back, the time does not seem so long as it did when you were in Grade 9 looking forward. You entered Grade 9 filled with mingled feelings - hopes and fears of what the future at the U.M.E.I. would bring. Now that you are near the end of your stay at the U.M.E.I. you look back with regret at your failings, and satisfaction over your successes. And yet the record has been written and it cannot be changed no matter how you would like it.

So it is with life. (I hope that I do not sound too aged here.) You who are young see a long future ahead — lot's of time for everything. But when you become older you will look back at those same years and they will have shrunk to a short time. You have not had so much time as it seemed.

Make wise use of your future life. Take time to make your important decisions — to change your ways, to do better — but do not wait too long, for life is short. Do not wait for "tomorrow" to do the things you should. You are concerned with "today".

PETER C. SAWATZKY

REV. J. P. PENNER, B.A.

(Seventh Year at U.M.E.I.)

"Denn keiner unser lebt sich selber . . .
Wir leben oder sterben, so sind wir des Herrn."
Roem. 14, 8.

"Interdependence and Social Responsibility" ist die Ueberschrift eines Kapitels in unserem Leitfaden fuer Geschichte. Es belehrt uns, dass keine Nation, keine Volksgruppe "sich selber leben kann", kein Mensch sich von der Gesellschaft und den Verpflichtungen ihr gegeneber befreien kann, ohne groben Schaden zu leiden und schwere Probleme zu schaffen.

Paulus hat diese Tatsache vor etwa zweitausend Jahren erkannt, als in sein Leben das Licht von Damaskus geschienen. Nun leuchtet dieses Licht auch in die menschlichen Probleme, die individuellen und gesellschaftlichen; auch gerade in die, welche durch Selbstsucht und Eigenliebe erstehen. Seit Jesus in die Welt gekommen, "leuchtet das Licht in der Finsternis" des Sich-selber-Lebens.

Auch ihr austretenden Schueler werdet nicht euch selber leben koennen. Was immer euer Broterwerb oder eure Arbeit sein wird: eure hoechste Loyalitaet gehoert Jesum Christum. Wer sich, von seinem Geist geleitet, in den Dienst fuer die Menschheit stellt, anstatt sich selber zu leben, wird in Ihm "Leben und volles Genuege" haben.

J. P. PENNER



MR. J. N. DRIEDGER, B.A.

(Sixth Year at U.M.E.I.)

This year marks the eleventh anniversary of the school's existence. We are exactly one-third of a generation old. That is a relatively short history when we consider that some similar institutes trace their beginning to the preceding century. Nonetheless, we of the yearbook committee deemed this a suitable time to acknowledge those that have been instrumental in transforming the U.M.E.I. from a dream to a reality; consequently, this dedication to the founders of the school.

In retrospect the first eleven years of our existence could be characterized as adventures in charity and faith - great material sacrifices and an unrelenting conviction in the cause of Christian education. Even at this moment of writing men are doing gratuitous labour in the auditorium. Other recent acts of good-will are the installation of a new heating system in the auditorium and a complete renovation colour wise of the same building. These acts of interest and friendship foretell a favourable immediate future for our school. As a matter of fact it is no secret that this very spirit of unity, co-operation, and unselfishness will determine the ultimate survival of the school and Mennonite institutions in general.

JAC. N. DRIEDGER





MR. H. ENNS, B.A.

(First Year at U.M.E.I.)

Alles, was ihr tut, das tut von Herzen als dem Herrn und nicht den Menschen, und wisset, dass ihr von dem Herrn empfangen werdet die Vergeltung des Erbes; denn ihr dient dem Herrn Christus. Kol. 3:23.

Wohl niemand wuerde behaupten koennen, dass er nicht zu irgend einer Zeit jemandem einen Dank schuldig geblieben ist. Wir als Menschen belohnen schlecht, sogar wenn wir nichts Arges im Sinn haben. Es ist ermutigend, dass der eigentliche Lohn nicht von Menschen sondern von Gott zu erwarten ist; von einem Gott, der seine Verheissungen haelt — verspricht Er Frieden oder Kraft, so erhalten wir Frieden im Herzen und Kraft, wenn wir Ihn darum bitten. Wir duerfen auch die gewisse Zuversicht in uns tragen, dass seine Verheissung des Lohnes gueltig ist.

Es versteht sich aber dann auch von selbst, dass unsere Arbeit in Seinem Sinn, den Er uns durch Chritus offenbart hat, geschehen wird muessen. Sein Ziel wird auch unser Ziel sein muessen. So wie Er der Menschheit den Weg gezeigt hat, nachdem Er ihn selber geoeffnet hatte, so wird es auch unsere Aufgabe, Wegweiser zu sein zu einem vollen Leben, einem Leben im Einklang mit dem Willen Gottes. Wenn wir den Ernst und die Wichtigkeit der Sache erkennen, wird es uns auch nicht schwer fallen, mit ganzem Herzen dabei zu sein.

Wir sind nicht von der Welt, aber Gott hat uns in die Welt hineingestellt, und auch hier ist es unsere Pflicht, die Grenzen der Wissenschaft zu erweitern, so weit es unsere Faehigkeiten erlauben. Nicht nur durch grosse Wunder sondern auch durch treue, fleissige Arbeit kann Gottes Name geehrt und verherrlicht werden. Darum ist es notwendig, dass auch diese Arbeit mit ganzem Herzen getan wird.

Niemandem wollen wir zur Last fallen. Es ist unser Bestreben, solche Menschen zu sein, die da helfen und heben.

HERMAN ENNS

MEMBERS OF THE BOARD



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NOT SHOWN: MR. CORNELIUS DIRKSEN, Vice-Chairman; Mr. J. Dick, Waterloo



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MESSAGE OF THE BOARD

2. Tim. 3, 14: Du aber bleibe in dem, das du gelernt hast und dir vertrauet ist, sintemal du weisst, von wem du gelernt hast."

Ein anderes Schuljahr geht wiederum seinem Ende entgegen, und ein neues Spectrum tritt seinen Weg an, um unter die Menschen zu kommen. Es wird in verschiedene Haende geraten und auch in verschiednene Haeuser kommen. Viele werden es lesen, aber viele vielleicht auch nur durchblaettern, die Bilder betrachten und dann weglegen.

An diesem Spectrum arbeiten Studenten, die in diesem Jahre graduieren. Vier Jahre sind sie in dieser Anstalt gewesen und haben sich vorbereitet fuer einen Beruf in ihrem Leben. Viele werden noch weiter studieren muessen, um den gewaehlten Beruf ausfuellen zu koennen, anderen genuegt wuelleicht das, was sie sich an Kenntnissen in dieser Schule erworben haben. Viele von den Ausscheidenden entziehen sich mit dem Austritt auch dem guten Einfluss, dem sie in dieser Schule unterstellt waren. Die Religionsstunden werden dort nicht mehr sein; der Waechter, der ueber die Schueler wacht, ist dort nicht; die Ermahnungen, Warnungen, werden dort fehlen. Aber die Studenten gehen nicht leer aus. Sie sind im Worte Gottes unterrichtet worden, das sie in den Versuchungen und Anfechtungen des Lebens behueten soll. Es ist ihre Waffe, mit der sie den Feind besiegen koennen. Es ist ein Licht, das ihren Lebensweg beleuchtet, so dass sie nicht im Finstern zu gehen brauchen und das Ziel verfehlen. Es ist eine Kraft, bei dem Herrn auszuharren und ihm treu zu bleiben, bis ans Lebensende.

Darum: "Ihr aber bleibet in dem, das ihr gelernt habt und euch vertrauet ist, sintemal ihr wisset, von wem ihr gelernt habt . . ."

GEO. THIESSEN

EIN WORT DER ANERKENNUNG

Mit dem Abschlusse dieses Schuljahres beschliesst die Schule ihr elftes Lebensjahr (das erste, kurze Bibelschuljahr von drei Monaten eingeschlossen). Im Rahmen des grossen Weltlaufes gesehen ist das nur eine kurze Spanne Zeit und auch nur ein kleines Werk. Im Vergleich aber zu der noch kurzen Geschichte der Vereinigten Mennonitengemeinden in Ontario ist das elfjaehrige Bestehen dieser Schule doch eine bedeutende Sache.

Es bedurfte viel Optimismus, eine Schule dieser Art zu eroeffnen in einer Zeit, da der zweite Weltkrieg noch nicht beendet war. Sie hat sich daher durch viele Vorurteile von Seiten der englisch sprechenden Nachbarschaft durchsetzen muessen. Heute ist die Schule fuer die Umgebung eine Selbstverstaendlichkeit geworden.

Viel Arbeit und Muehe sind angewandt worden, die Schule zu bauen und auszustatten, und doch ist die Ausstattung auch heute noch nicht ganz zufriedenstellend. Was aber die eigentliche Schularbeit betrifft, den Unterricht der Lehrer und die Ausbildung der Schueler, da hat die Schule von Anfang an auf gebuehrender Hoehe gestanden und steht heute noch. Das beweisen die Auszeichnungen, mit welchen unsere Schueler Grad 13 in der Staats-Hochschule machen und ueberhaupt ihr erfolgreiches Weiterstudium, wo immer sie es nach Beendigung unserer Schule aufnehmen.

Was die religioese Belehrung und Erziehung und die Erfolge im geistlichen Leben betreffen, so lassen sich diese viel schwerer beurteilen als die Resultate in akademischer Bildung. Und doch liegt fuer uns alle gerade hier der bedeutendste Punkt. Man muss dabei an zweierlei denken. Erstens an den Segen der Bewahrung. Manches wird von den Schuelern ferngehalten, das auf ihr Gemuet schaedlich einwirken koennte. Zum Beispiel: Verbindung mit schlechter Gesellschaft, Geringschaetzung der Religion, Missachtung unserer mennonitischen Lebensauffassung und anderes. Es ist schon dieses allein ein Plus, wenn junge Menschen in den empfindlichsten Jahren ihres Lebens von solchen Einflussen bewahrt bleiben.

Dann zweitens denken wir an die geistlichen Gueter, die dargeboten werden. Unsere Schule versucht nicht allein, das Negative wegzuhalten, sie bemueht sich auch, das Positive zu geben. Es wird in einer werbenden Weise mit den Schuelern der Heilsplan Gottes und der Weg zur Seligkeit durchgenommen. Es finden seelsorgerliche Einzelgespraeche mit den Schuelern statt. Es verlaesst kaum ein Schueler die Schule (wenigstens nicht die Taufkandidaten aus Grad 12 und manche anderen), mit denen der Religionslehrer nicht privat gesprochen oder gebetet haette. Dankbare Bezeugungen sind von den Schuelern gemacht worden, dass die ersten Erfahrungen des Glaubens in der Schule gemacht worden seien.

“Heiland, deine groessten Dinge
Beginnst du stille und geringe,
Was sind wir Armen, Herr, vor dir.” (Albert Knapp)

Wie bei andern Schulen und Anstalten Geduld notwendig ist, so ist sie auch bei unserer Schule notwendig. Vielleicht wird erst die zweite Generation den vollen Wert dieser Schule sehn und ihr Fruechte geniessen. Gott erhalte in seiner Gnade dieses Werk und foerdere es ihm zur Ehre und uns zum Heil.

N. N. DRIEDGER

Grads

motto:

Die

Weisheit

ist nur in der

Wahrheit



GRADE XII CHARACTER SKETCHES

HELGA DYCK:

"Heggs" is the petite girl with the wide belt. She hopes to become a future Florence Nightingale. She is constantly arguing with John Reimer about her driving abilities.



VICTOR KRUEGER:

His booming bass voice is an asset to our choir and is heard in discussion periods. He has learned this year that a line which touches a circle is a tangent. He recently found himself \$22.50 short.

HENRY EPP:

Our favourite president has the honour of occupying a back seat. His favourite possession is the picture in the front of his binder. Hank hails from Virgil and finds pleasure in sports, singing and bookkeeping (?)



RUDY LEHN:

This quiet mannerly, young man, who drives a two-tone Plymouth, enjoys pondering over difficult geometry questions.



HILDA NEUFELD:

Is still determined to be a teacher in spite of many efforts to persuade her otherwise. She enjoys arguing with Hans during literature discussions. She has had the honour of washing party dishes for four years.

HANS MEYN:

Our budding genius from Toronto enjoys Bach, Beethoven, and reading. He is trying desperately to beat Martha's average.





HENRY REGIER:

Our basketball star has the highest scoring average in the senior league. His interest lies on the other side of the Grade 11-12 classroom.

ALBERT REMPEL:

Our school joker, finds great pleasure in annoying EVERYONE. He is still trying to fix his dilapidated compass with a hammer. He is quite fond of his toothbrush, and he carries it with him at all times.



JOHN SAWATZKY:

Our debating genius's voice usually can be heard above the rest of the din during spares, so teachers claim. He is very proud of the fact that he owns his own car.

GEORGE SCHATNER:

His most striking feature is his deep blue eyes. He takes his studies seriously and is hoping to get out early. We hope he succeeds.



MARTHA THIESEN:

This red-headed girl leads the class and gains her knowledge in a front seat. Her ambition is to accompany Higgs in the nursing field. Her favourite possessions are Hilda and Helga

GRADE XI CHARACTER SKETCHES



HILDA KONRAD

Nickname - "Hildie"
 Ambition - To be a teacher
 Prize Possession - Her Bulova
 Pet Peeve - Having somebody tell her that
 her sister is older

ERNA KONRAD

Weakness - Talking in class
 Ambition - To graduate
 Prize Possession - Eleanor

RITA KRAHN

Nickname - Kronsche
 Ambition - To become a teacher
 Prize Possession - Her hopper
 Pet Peeve - Low weight

ALICE KRUEGER

Nickname - Lietze
 Ambition - To be a teacher
 Prize Possession - School books
 Pet Peeve - No homework



ROBERT JANZEN

Nickname - Gracy
 Ambition - To take over his father's
 machine shop
 Prize Possession - His M.G.
 Pet Peeve - German

JAKE FROESE

Nickname - Nosey
 Ambition - To be a farmer
 Prize Possession - Big shoes and big nose

JOHN DRIEDGER

Nickname - Hedgy
 Ambition - To be agreeable
 Prize Possession - His curly hair
 Pet Peeve - Chemistry formulae

WALTER DERKSEN

Nickname - Chilche
 Ambition - To be an educated farmer
 Prize Possession - His ONE wave
 Pet Peeve - His sister



DAVID NEUFELD

Nickname - Kosse
Ambition - To get out early
Prize Possession - The matter under the
 cranium
Pastime - Throwing his weight around



HENRY PAULS

Nickname - Heinz
Ambition - To be a farmer
Pet Peeve - Spelling



RITA KLASSEN

Nickname - Pee Wee
Ambition - To be a secretary
Prize Possession - Brown eyes
Pet Peeve - Her nickname

ELEANOR KONRAD

Weakness - Not doing homework
Ambition - To be a pro-basketball player
Prize Possession - Height for basketball
Pet Peeve - Jake Thun

ARTHUR UNGER

Nickname - Art
Ambition - Take over father's farm
Prize Possession - Long wavy hair
Pet Peeve - Shaving



HENRY WARKENTIN

Nickname - Hank
Ambition - To make the grade
Prize Possession - Strong back and weak
 mind
Pet Peeve - High marks??



DENNIS CORNIES

Ambition - To become a professional base-
 ball player
Where Found - In Gymnasium
Prize Possession - His height for basketball

JOHN H. CORNIES

Nickname - Affe
Ambition - To make the first string on the
 school basketball team
Prize Possession - Wise Cracks
Pet Peeve - Not shaving



JOHN REIMER

Nickname - Slobby
 Ambition - To get a new car
 Pet Peeve - Being head of boys' sports committee

JAKE THUN

Pastime - Discussing last night's hockey game
 Prize Possession - Pink shoes
 Pet Peeve - School in general

ANNIE ENNS

Prize Possession - Her typewriter
 Ambition - To bring up her marks
 Pet Peeve - No Curls

MARY FROESE

Nickname - Poesy
 Ambition - To get a dorm partner
 Pet Peeve - Affe



WILLIE JANZEN

Ambition - To get a car
 Prize Possession - Brown wavy hair
 Weakness - History

RICHARD KLASSEN

Nickname - Goofy
 Ambition - To own a car
 Prize Possession - His Texas shirt
 Pet Peeve - Hitch hiking

MARY ANNE KRUEGER

Nickname - Mac
 Ambition - To be a nurse
 Prize Possession - Her new wrist watch
 Pet Peeve - Jake Thun

ELIZABETH SCHATNER

Nickname - Liesel
 Ambition - To be a nurse
 Prize Possession - Her blue eyes
 Pet Peeve - History



GRADE X CHARACTER SKETCHES

ANITA JANZEN:

Anita is the young lady with the slightly bored look on her face. This is misleading, however, for she enjoys life. She travels to school with the renowned Kingsville gang.



ERNA DERKSEN:

Erna is in the top half of the students both in sport and studies. She especially enjoys basketball. We are frequently amused by her stories about her little sister.



HELEN KONRAD:

Helen shines on the basketball floor. She has a job as receptionist at Leamington District Hospital, but her ambition is to be a school teacher.

ELVIRA A. JANZEN:

is the pianist for our junior choir. She usually has something new to tell at grade ten girls' meetings during noon hours. She shines during German periods.

ANITA NEUFELD:

Anita gave "Ewalt" some competition in marks during the Christmas Examinations but, much to the disappointment of the girls, she lost. She enjoys music and hopes to become a teacher.

ELFRIEDA PAULS:

Elfrieda usually takes the position of guard on the basketball floor. She missed the Easter term exams this year because of an appendix operation.



IRENE THIESSEN:

Irene is usually seen with a smile on her face. Her pet peeve is "reffing" in P.T. periods. She spends a great deal of her time reading books and listening to records.

GERHARD WIEBE:

"Ewalt" has the honour of standing first in the class. He has the distinction of being the only U.M.E.I. student to ride to school on the L.D.H.S. bus.



KLAUS JANZEN:

Klaus can be recognized by his very German speech and his high German marks. He is known to his friends as "Limburger" and is often seen with Bill Martens.

BILL MARTENS:

"Weak Eyes" is usually seen with Ewalt and Limburger. His favourite possession is his hat. His desk is always overflowing with scribblers.

VICTOR HUEBERT:

Victor is the only dormite in the class and hails from Riverside. His favourite pastimes are teasing and asking questions. He takes pride in his blonde hair.

KURT GOSSEN:

When during a teacherless spare a loud voice is heard, it is sure to be the well-known voice of Kurt Gossen. He enjoys arguing with Jake about last night's hockey game.



NICK TIESSEN:

Nick was a new addition to grade ten this year. He takes great pride in his clean glasses and the fact that he occupies a back seat.

JAKE UNGER:

Jake's crowning glory is his dark curly hair. He is an avid hockey fan for the Montreal Canadiens. He is one of the more clever students in grade ten.

WALTER DICK:

Walter suprised us several times this year by suddenly falling out of his desk. He does much better in basketball than in studies, but his glasses suffer from this.

HARRY ENNS:

Harry always has a clever remark to make and brightens up the class considerably. He has been dubbed with the nickname "Hairless".



ARTHUR MATHIES:

Art can be spotted a great distance away by his black hair, yellow shirt and loud voice. He is found with Kurt and Walter Dick.



RONALD REGEHR:

Ronald's pet peeve is homework. He is usually seen with Nick and Rudy. At noon hour he can be found comparing his business practice notes with others.



RUDY DERKSEN:

Rudy, who is known to his classmates as "Shaver", sometimes gets carried away during basketball and forgets to dribble. His constant smile implies that he enjoys U.M.E.I. life.

ROBERT CORNIES:

Bob's aim is to be a farmer but he hopes that everything will be controlled by buttons by then. Monday is always a blue day for him.

GRADE IX CHARACTER SKETCHES



MARTHA CORNIES:

The quiet girl from Blytheswood is studious and gets quite high marks. On the basketball floor she plays the position of guard.

RITA BARKOVSKY:

Her height is ideal for playing basketball. She is frequently seen with Irene Krahn. Both of them hail from Kingsville.

IRENE KRAHN:

She hails from the great metropolis of Kingsville and is very proud of it. Her witty remarks brighten up the atmosphere on the long ride to school each morning.

IRENE KONRAD:

Her friendly disposition and happy smile makes her a friend of everyone. She has those big brown Konrad eyes.



MARTHA DICK:

She would delight in being a hairdresser or astronomer. She can be found with Ingrid and Louise as they sing the latest hit-songs.

RUTH DICK:

Her future ambition is to make a trip around the world with Anita Neufeld. She has the privilege of walking home for the noon meals.

JUTTA FROESE:

This clever student is head of the German department. She enjoys all sports and excels in basketball.

AGNES KLASSEN:

Her future occupation lies in the field of hairdressing. Her odd laughter may be heard throughout the school.



LOUISE ENNS:

This cheerful dark-haired girl is constantly with someone across the room. She takes interest in music and sports.



KATHERINE DIRKSEN:

This quiet little lady has the privilege of sitting in the front desk directly in front of the teacher. Her chum is Martha Cornies.



JACOB KLASSEN:

Commonly known as just plain "Jake". He may be seen anywhere from the dorm to the gym. He has the privilege of staying up after ten.

ERNST KONRAD:

He is known by his friends as "Smiley" or "Ernie". His main ambition as yet is to get a perfect score in a German dictation.

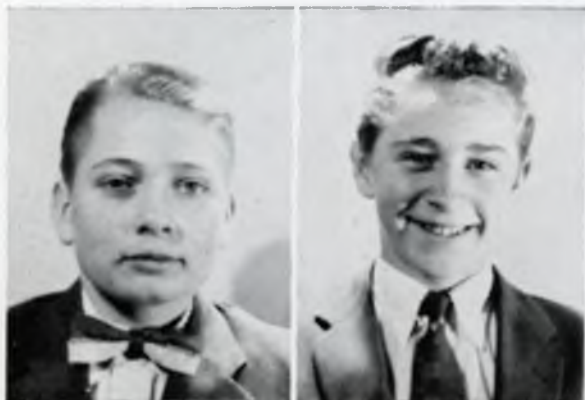
JOHN DICK:

He is one boy who is able to sit at the back and still remain clever. He was chosen class representative for the second term.



JOHN DIRKSEN:

He may be caught daydreaming and suddenly brought into reality by a shrewd teacher. He is constantly boasting about his home town — Grimsby.



DAVID NEUFELD:

"Heinie's" future probably lies in farming. He is constantly trying to improve his marks. (Keep trying!)

EDGAR ROGALSKI:

He comes from Beamsville and has successfully made it known. He is generally very friendly except when he is having a debate with John Dick.



WILLIAM TIESSEN:

Willy has succeeded in remaining in the back seat all year. He is an active member of the Junior Boys' Basketball team.

BILL TOEWS:

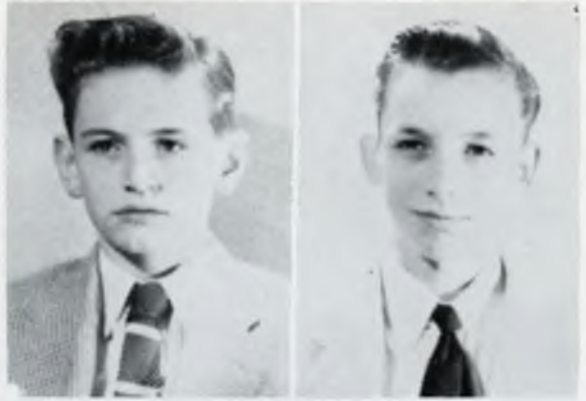
His bright smile shows off the big dimple in each of his cheeks. In the first school term he served on the religious committee.

BILL KONRAD:

He keeps striving for highest marks as he already stands second. He finds great pleasure in telling his sister how to drive their car.

VICTOR MARTENS:

His ability as an art student has obtained for him the highest marks in this subject. He is one of the privileged members of the gang that drives in Arthur Mathies' "car".



EDGAR BROWN:

This quiet student is quite clever even though he is small. He was voted in as class representative for the second term. Poesy claims that he is a good dishwasher as she was on kitchen duty with him.

EDDY DERKSEN:

This is a quiet young lad and a good football player. His companions in his car-load say that he is slow at getting his books together.

INGRID WIEBE:

"Inky" as she is sometimes known takes a great satisfaction in discussing politics. She is an active participant in all sports and her strong alto voice is an asset to the choir.



1954-1955 GRADUATES



BACK ROW: Frank Bergman, Eleanor Regehr, Daniel Untch, Agatha Thun, Ronald Derksen, Rudy Penner, Elvira Woelk, Ernie Brown, Margaret Toews, Menno Froese.
FRONT ROW: Eleanor Tiessen, Marion Enns, Katie Froese, Frieda Epp, Elizabeth Mathies, Eleanor Neufeld, Elizabeth Sawatzky.

1954-1955 GRADUATES

Since a year book was not published in the 1954-55 school term, we have dedicated several pages to the graduates of that term.

- RUDY PENNER** was an active member on the basketball team at U.M.E.I. At the present time he is working in the Toronto-Dominion Bank. His future is still undecided.
- MARGARET TOEWS** served on the social committee in the last year at U.M.E.I. She is now taking the Special Commercial course at L.D.H.S.
- ELEANOR REGEHR** was secretary-treasurer for the student body during the last year. She is also taking Special Commercial at Leamington District High School.
- ELEANOR NEUFELD** took the commercial course in grades eleven and twelve at U.M.E.I. She is now working at the Royal Bank in Kingsville.
- KATIE FROESE** who made the halls of U.M.E.I. ring with her laughter, is now working at Bowman and Carson in Leamington.
- ERNIE BROWN** was leading student and president of the student body during the last year here. He is at home now and his future is, as yet, undecided.
- FRIEDA EPP** was an active member in all sports during her school days at U.M.E.I. She returned recently from a trip to the West.
- MARION ENNS** was a member of the social committee during the last year at U.M.E.I. During the Christmas rush she helped at the T. Eaton order office.
- FRANK BERGMAN** was a member of the literary committee and top scorer in basketball during his last year with us. He has chosen the building trade as his profession.
- ELIZABETH MATHIES:** Liesbet was top student and pianist at the U.M.E.I. for four years. She is now taking grade 13 at L.D.H.S. and plays for the Glee Club there.
- MENNO FROESE** served as typist for the last edition of the Spectrum. He was active in sports and now plays on the "Mennos".
- DAN UNTCH** is at present employed with farming on his father's farm. He is remembered by us for his more or less English accent when speaking German.
- RON DERKSEN** is mostly remembered for his joyous bound out of school when he heard he was getting out early. He plays on the newly organized church basketball team — "Mennos".
- ELIZABETH SAWATZKY'S** soprano voice was an asset to the U.M.E.I. choir. She is taking the general course at L.D.H.S.
- AGATHA THUN** is remembered for her ability in the sewing class. Her future is as yet undecided.
- ELEANOR TIESSEN** still retains the record of being the fastest typist the school has known. She is employed at the Toronto-Dominion Bank.
- ELVIRA WOELK'S** ambition has been realized — she is working in the Heinz office and recently received her first raise.

Dorm Life





Mrs. Klassen — Cook

REMEMBER DORMITES - - - ?

When we had a full dorm?

Our pyjama party in Johnny's room?

Our autumn night excursions?

The "shoe polish episode" before the Valentine party?

Mr. Enns coming down the hall and informing us to continue our conversation tomorrow?

The expression on the face of Rogaliski IV as he came crashing through the ceiling, just as his three brothers had done?

The time dormites prepared supper when the cook was away?

CAN YOU IMAGINE - - - :

Hank Regier in on time on Saturday nights?

Johnny Dirksen entering a room without saying, "Would you like my charming company?"

Hans changing his sheets without a comment of some kind from Mr. Driedger?

A dorm without a fire-escape?

DORMITORY LIFE FROM THE SOLITARY GIRL'S POINT OF VIEW

Life for a girl in the dormitory, with only mice for her room-mates, can get pretty trying at times. Do not get the idea that I'm afraid of mice — no, indeed! I think mice are better than nothing. But sometimes I wish I had something better than those loving little animals to keep me company and to help me with my homework.

One disadvantage of this life is that it is very difficult to get up in the morning when there is no one to awaken you. If you happen to forget to set your alarm clock the night before, (which is quite often), the result may be disastrous.

I often think to myself how lucky it is that I am not one of those girls who get frightened easily, since I certainly have reason to be afraid at times. When the wind is rattling the whole building and all the doors are slamming open and shut, I sit calmly in my room doing my history homework. Sometimes at night I am suddenly awakened by something coming down the hall. It makes a tremendous sound in the stillness of the night. The next morning I find it is just a few marbles that have accidentally rolled into the hall from the boys' dorm.

An advantage of boarding alone is that you have lots of time for studying if you should happen to have the will-power to study at all, which is very seldom. However, this is not always an advantage. When your homework is not done, you have no excuse which you can give the teacher.

My boarding all alone brings various comments from my friends. Some frankly think that being a hermit will drive me stark, raving mad and say as much. And then, others actually envy me. As for myself, I think things could be a lot worse. I am always occupied with something. I have the habit of reading one book an evening, and this is where my schoolwork sometimes suffers.

Through all the time that I have boarded here, however, I have never completely given up the hope that I will sometime find another girl who will be my room-mate.

MARY FROESE,

Grade 11

SIEBEN DORMITES

Es schneit und weht am Straussenrand;
Auto auf Auto ein langes Band.
Ein Junge auf dem Heimweg ist.
Ob ihn die Mutter wohl vermisst?
Er denkt an sie. Der Weg ist weit.
Ein Dormite.

Ping, Pong! Ping, Pong! Ping, Pong!
Es fliegt der Ball dem Aug' davon.
Ohn' Unterlass; hin, her und hin
Als haett' das Spiel einen tief'ren Sinn.
Ein Junge diesseits, ein Junge jenseits.
Zwei Dormites.

Des Samstags Nachts zum Essen
Die Schar ist kurz bemessen.
Die einen sind bei den Bekannten,
Die andern sind bei den Verwandten.
Ein Junge diesseits, zwei Jungen jenseits.
Drei Dormites.

Wie gebant sitzen die Jungen und hoeren
Was der Ansager ihnen zu sagen haett'
Bei Todesstrafe darf man nicht stoeren.
"It's Snider on third and Worts at bat."
Ewei Jungen diesseits, zwei Jungen jenseits.
Vier Dormites.

Unsere Mannschaft spielt begeistert Ball,
Aber leider kommt Hochmut vor dem Fall.
"Haushoch gewinnen wir!" schrien sie begeistert;
Haushoch verloren sie, gaenzlich entgeistert.
Fuenf Jungen diesseits, fuenf Jungen jenseits.
Fuenf Dormites.

Die Sonne blitzt und funkelt
Auf dem Eis.
Es ist heiss.
Sechs Jungen spielen Hockey bis es dunkelt.
Drei Jungen diesseits, drei Jungen jenseits.
Sechs Dormites.

Es ist nach zehn:
Der Mond taucht Wald und Feld in sein geheimnis-
volles Licht;
"Hoerst du sie gehn?"
Sei still! Ssssst! Still! Hoerst du noch immer nichts?
Zwei sind noch oben, fuenf warten bereits.

HANS MEYN, Grade XII

LIFE IN THE DORM

If seven is still the lucky number, then the dormites are a lucky group, for there are now exactly seven male dormites boarding at the school. Perhaps it would be interesting to follow the activities of the dormites for one day. Although no two days are the same, they all start off alike.

At 7.30 the bell rings for everyone to get up for breakfast. At about 7.42 everyone gets up and rushes to the washroom. Before, when there were more dormites in the dormitory, everyone used to crowd around the two mirrors in the washroom to comb. Now that there are fewer of us, this custom was in danger of being lost. The problem was solved, however. One of the mirrors has been removed.

At 7.45 breakfast starts and everyone (nearly) is downstairs ready to "dig in". Then the rumble of a straggler running down the stairs halts the procedure. Finally when all are ready Mrs. Klassen, our cook, says grace. Breakfast is hurriedly consumed. Following breakfast, the beds are made and the floors are swept (usually). At about this time Archie Greene, the Windsor sportcaster harps in on Epp's radio. We have to find out how the St. Catherines T.P.'s are faring. Mr. Greene has barely had his say when at 8.30 classes start. The day usually is uneventful except for an interesting dinner period.

After four o'clock the spare time is filled in by various activities. Some boys go to town, others play basketball. Usually two of the boys can be found wrestling.

At 5.30 it is time for supper. Supper sometimes turns out to be dinner warmed up. The meals on the whole are good, though, at least there have been no fatalities from food poisoning reported.

After supper some of the more studious dormites begin to study (this rarely happens). The time is more often spent with additional basketball and wrestling.

At 7.00 there is a short devotional period and after that the study hall begins. A teacher is usually present to see that the dormites really study. Of course this really shouldn't be necessary because the dormites always study hard!

At 9.15 study hall is officially ended although the unofficial

(Continued on next Page)

ending may have been sooner. A little snack has been prepared for us by Mrs. Klassen. The cookies and apples are made short work of. Then until ten o'clock a conference is usually held in one of the rooms and the day's activities are discussed. Hockey games and anything else of interest usually comes under discussion at this time. These discussions usually break out into little free-or-alls or, at least, parliamentary procedure isn't strongly observed. Then the ten o'clock bell rings and the lights all flash out. Then the dormites finally fall asleep and dream of summer holidays.

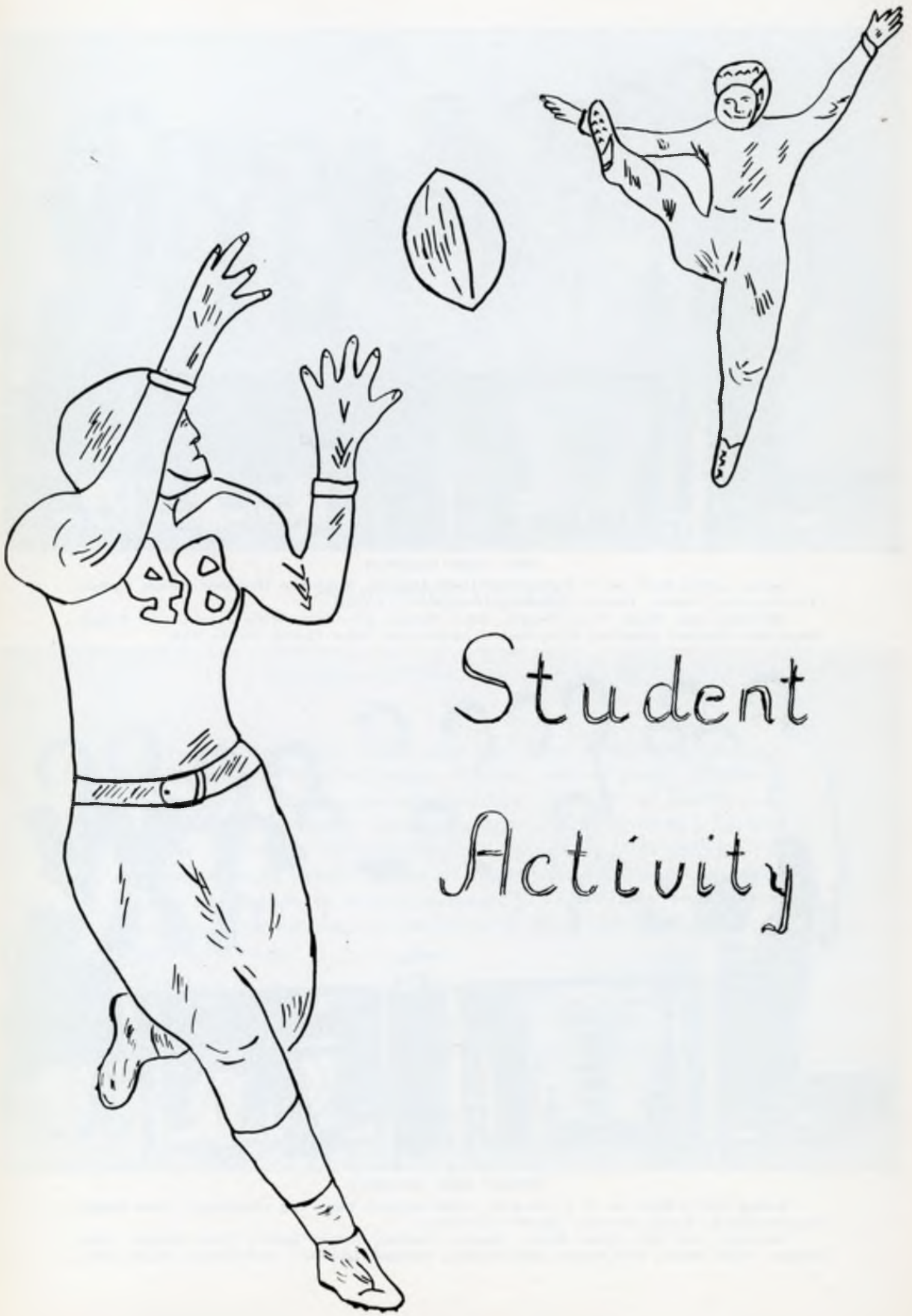
ALBERT REMPEL

WARUM SMOKEN!

Es iss doch crazy wie people tun acten
 Um selfish attention so zu attracten.
 Ich to net often so loudly complaineh,
 Drum will ich euch das auch explaineh:
 In mein travels von near and Reise afar
 Immer smoked jemand cigarette or cigar.
 Der Lord has uns alle a mouth gegived
 For purposes, die heisen noble gelived.
 Aber never tut Er es so intendeh
 Dass soll vom mouth a "smokeweed" extendeh.
 A toothpick kann nur Emily Post net useh;
 But a "smokeweed" kann der Lord net excuseh.
 First tun sie ihren smoke so ganz swallowen
 Biss er mit halitosis gemixed tut wallowen.
 So filth in them tut mich net hurteh.
 But then tun sie a stinking "blowout" exerteh.
 Und dass iss too much for a sane man zu taketh—
 Why, a g'floode Ford tut so "smoke-stink" net maketh.
 Ob im bus or train—da immer stinkt es terrible;
 Fer moths, mice, und fleas iss es unbearable.
 Ich denk, "A plane im fresh air hoch tut flyeh."
 So traveleh muss ich doch next time tryeh."
 Nine thousand Fuss up, aber to my despair
 Da is auch upgestinkt the Lord's fresh air.
 Dear men und ladies, alle dis smoken tun,
 Warum so stinken wie ein old spittoon?
 Naemen mein advice und taken such heed—
TOBACCO IS DEM DEVIL'S MAIN CROP VOM WEED!
 Haet God fuer uns so stinkweeds gedacht
 Then haet Er vom mouth sie groweth gemacht.

—der wandering Will.

—Taken from the Canadian Mennonite



Student
Activity



FIRST TERM EXECUTIVE

Seated, Left to Right: Mr. P. C. Sawatzky (Staff Adviser), Henry Epp (President), Hilda Neufeld (Vice-President), Martha Thiessen (Secretary-Treasurer).

Standing: Jake Unger, Victor Krueger, Albert Rempel, Bill Toews, Willie Janzen, John Reimer, Helga Dyck, Elizabeth Schartner, Anita Neufeld, Louise Enns, Helen Konrad, Martha Dick.



SECOND TERM EXECUTIVE

Seated, Left to Right: Mr. P. C. Sawatzky (Staff Adviser), Henry Epp (President), Albert Rempel (Vice-President), Martha Thiessen (Secretary-Treasurer).

Standing: John Dick, Edgar Brown, George Schartner, Ronald Regehr, Victor Krueger, Victor Huebert, Willie Janzen, John Reimer, Hilda Neufeld, Elizabeth Schartner, Irene Thiessen, Martha Dick.



SEWING CLASS

Und haette der Liebe nicht. (Kor. 12, 1)

Zu einer Sache Liebe haben heisst von dieser Befriedigung erlangen. Die Liebe ist Geber und Empfaenger. Hier steht das bestimmte Geschlechtswort vor Liebe; also ein gewisses Ding das, wenn wir es besitzen, uns persoelichen Segen bringt und von Nutzen ist. Die Handarbeit hat eine Art dem weiblichen Geschlechte das Leben die Gesichtszuege zu verschoenern. Viele Faeden werden mit Sorgfalt durch den geduldigen Stoff gezogen oder Masche an Masche geknuepft. Es entsteht unter den Haenden etwas Neues, Individuelles, von persoelicher Liebe erfunden: Hand made, ist die Abzeichnung.

Das Spinnen zeigt uns, wie der Faden entstanden ist und stimmt uns sicherlich dankbar gegen unsere vorgeschrittene mechanisierte Art, die uns mehr Zeit zum Genuss und Studium der Erfindungen der Jetztzeit eruebrigen laest.

MRS. MATHIES



U.M.E.I. CAMERA CLUB

This is the fourth year that the U.M.E.I. Camera Club has been operating and each year it has progressed greatly. This year, we are happy to say, the Camera Club has again progressed. At the beginning of the year a mixette and a portable radio were raffled off in order to build a new darkroom. Since the laboratory had been enlarged we had to do our work elsewhere. It was decided to build a room with the necessary requirements in the dormitory. Thanks to our carpenter, Henry Regier and his fellow dormites, we now have a very fine darkroom.

Since the raffle was such a success, we were also able to purchase the necessary equipment because the Camera Club is expanding.

There are also several projects that have been undertaken: the members were divided into four groups under the leadership of Mr. Sawatzky, Henry Regier, Albert Rempel and Henry Epp. The groups have agreed to do all the necessary photography for the school Spectrum. They also do developing of films and picture printing for anyone in or out of the school.

This activity is not only work, but also enjoyment. The team that sells the most tickets for the raffle is given a set amount of money to use for any activity which they choose. Then there are also two outings to Point Pelee. One is in the fall and the other in the spring. These outings are to thank the members for their services and co-operation during the year.

All members sincerely hope that the Camera Club will progress in the future.

HILDA KONRAD, Grade 11

SENIOR CHOIR



GIRLS' CHOIR



JUNIOR CHOIR



SENIOR SCHOOL BASKETBALL TEAM



First Row: (Left to Right) Victor Krueger, Art Unger, Henry Regier, Willy Janzen, Albert Rempel.
 Second Row: Mr. Driedger (coach), Dennis Cornies, John Sawatzky, Henry Epp, George Schartner, Henry Pauls.

JUNIOR SCHOOL BASKETBALL TEAM



First Row: (Left to Right) Jake Unger, Victor Huebert, Walter Derksen, Jake Klassen, John Cornies.
 Second Row: Mr. P. C. Sawatzky (coach), Gerhard Wiebe, Willie Tiessen, Walter Dick, Arthur Mathies, Bob Cornies.

BOYS' SPORTS AT U.M.E.I.

After a few periods of hard work and brain twisting, everyone is happy to rush out to the gym or playing field as soon as the bell rings. In a little while we can hear the familiar voice of Mr. Sawatzky shout, "Marker". At this all the noise stops and up walks the marker while the rest fall in line. As soon as everyone is in position we go through the usual arm movements, push-ups, etc., until the teacher is satisfied. Now our other sports start.

In the fall senior and junior football teams are chosen which compete with each other for a schedule of twelve games. After this the third place team plays the second in a sudden death game. The winner of this plays the first place team for the championship. The All-stars of the other two team now play the champions.

After the exams we chose basketball teams which competed in a schedule of eighteen games. These are played in P.T. periods and in Activity Period which is the last period of the day. This period was introduced last year so that we would not have to play right after the noon meal. So far it has proved to be a good arrangement. The champion is similarly decided as in football. Besides the regular schedule the school teams compete against other teams. These are Tilbury, Belle River, and the "Mennos". So far they have been very successful. We wish them the best of luck.

When the basketball is put in the closet, the ping-pong bats are removed from the cupboard, elbows greased and away we go until finally a champion emerges.

The warmer weather drives us to get down our spikes and baseball equipment and compete in a tough schedule since the teams are well balanced.

All these activities help to build a healthy mind in a healthy body.

JOHN REIMER

GIRLS' SPORTS AT U.M.E.I.

The whistle blows. Mr. Driedger points his finger at Mary. "On you". He doesn't even have to say it anymore because Mary already knows it is a foul on her. This is girls' basketball. Never a dull moment. Someone is always throwing the ball too far, not far enough, to the wrong team, or into the wrong basket. Basketball, however, is only one of our three athletic activities.

During the first term, before Christmas, we played volleyball. All the girls from grade nine to grade twelve were chosen into teams which competed during the Activity Period.

Right now we are battling it out in basketball and after the Easter examinations when the clouds roll away and the weather and baseball fields become dry, we will play baseball with the same arrangements as in volleyball.

We, the senior girls, have been hoping to compete against the Alumni girls in basketball some day. It looks as if our wish has come true. Three weeks after the Easter examinations is the big day. We wish ourselves luck!

Our P.T. periods are the most interesting and entertaining. We start off by marching around the gym floor until Mr. Driedger commands, "Up the floor in fours". When we are settled we do exercises — six of them. After this vigorous work the grade eleven girls and twelve girls test their ability at shooting for the basket. The grade twelves ALWAYS win.

HELGA DYCK, Grade XII



(1) Sr. Football Champs.
(4) Line Up.
(7) Tagged.

(2) Jr. Football Champs.
(5) Catch It.
(8) Kick-off.

(3) Rear View.
(6) Boot That Ball.



(1) 1st Place Seniors.
(4) Foul Shot.
(7) Spectators.

(2) 1st Place Juniors.
(5) What's Up.
(8) Where's the Ball.

(3) The Jump.
(6) Set Shot.

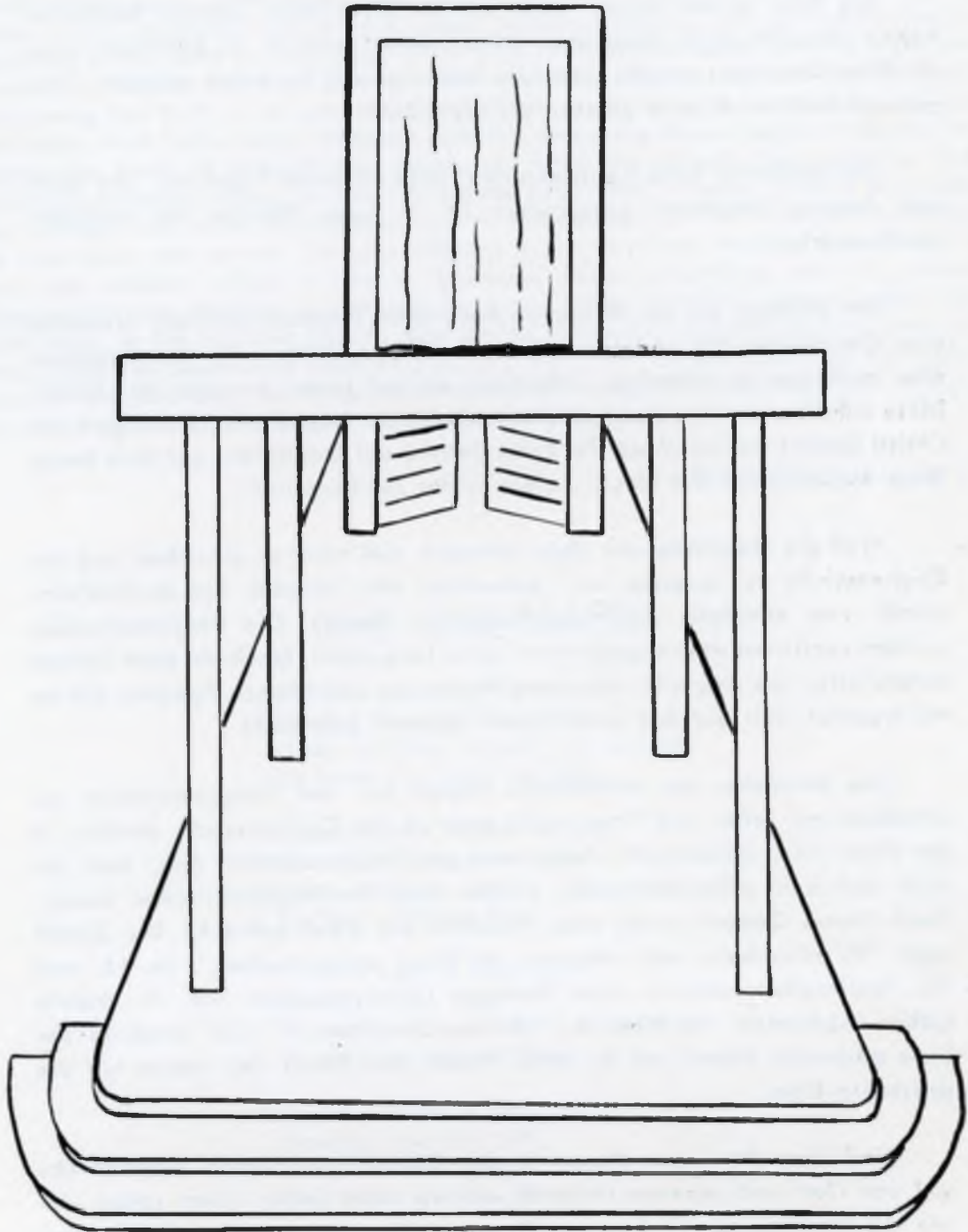


(1) Basketball Champs.
 (4) Boys 49, Girls 9.
 (7) Before.

(2) Volleyball Champs.
 (5) Look Out Girls.
 (8) After.

(3) Basketball.
 (6) All Hands up to London.

Literary



A Shakespearian Theatre

DIE ENTSTEHUNG UND DIE ENTWICKLUNG DER BIBEL

Die Bibel ist vor vielen, vielen Jahren geschrieben worden. Menschen haben versucht sie zu vernichten. Viele haben versucht, zu beweisen, dass die Bibel Unwahres spricht. Aber die Bibel hat sich bis heute erhalten. Kein anderes Buch wird mehr gelesen als die Bibel.

Die Gelehrten haben ausgefunden, dass die Bibel ungefaehr von sechs und dreissig Schreibern geschrieben ist, in einer Periode von sechzehn Jahrhunderten.

Am Anfang, als die Menschen noch nicht schreiben konnten, erzaelte eine Generation der anderen ueber die Werke Gottes. Als die Menschen aber anfangen zu schreiben, schreiben sie auf Lehm — oder Steintafeln. Diese Schriften konnten lange behalten werden. Ungefaehr 1500 Jahre vor Christi Geburt schrieb Mose die Zehn Gebote auf Steintafeln auf dem Berge Sinai. Moses schrieb auf diesen Tafeln in der Zeichenschrift.

Weil die Menschen nun aber anfangen, viel mehr zu schreiben und die Zeichenschrift zu langsam war, entwickelt sich langsam die Buchstabenschrift, und ebenfalls die Herstellung des Papiers. Die Pergamentrollen wurden zuerst aus duenn gegerbtem Leder hergestellt. Nach ein paar Jahren entwickelten die Aegypter das erste Papier aus der Pflanze Papyrus, die im Nil waechst. Seit der Zeit wird Papier ueberall gebraucht.

Die Moenche des Mittelalters fingen an, auf Pergamentrollen zu schreiben mit Feder und Tinte, nicht mehr in der Zeichenschrift sondern in der Form einer Handschrift. Zuerst war das Papier ziemlich dick, aber als mehr und mehr erfunden wurde, wurden auch die Pergamentrollen besser. Nach Christi Geburt wurde eine Abschrift der Bibel gemacht. Die Schrift sagt: "Es edforderte zehn Monate, die Bibel abzuschreiben." Im 15. und 16. Jahrhundert nahmen viele Maenner Uebersetzungen vor. Dr. Martin Luther uebersetzte die Bibel in 1534 ins Deutsche. In 1450 entstand die erste gedruckte Bibel und die erste Presse. Seit dieser Zeit haben wir die gedruckte Bibel.

Und diese Bibel, aus der wir in den Bibelstunden lernen, erzaelt uns viel von Gott und unserem Heiland; wie wir unser Leben leben sollen und wie wir ins Himmelreich kommen koennen. Aber, ist es nicht ein Wunder, dass sie vor 300 Jahren auch schon bestanden hat?

JUTTA FROESE, Grade IX

SUNRISE

The golden sun was just topping the horizon on a clear and early summer morning. The darkness of night had disappeared and in its place was left a beautiful and magical world which had turned to gold. In the country everything was peaceful and quiet. Farmhouses and farmyards were sleeping in a bed of gold. Pastures were equipped with a thick, green velvety covering. The old apple tree in the centre of the field was changed from a gnarled broken down tree to a picture of beauty. Toward the east distant trees were the choruses of millions of birds proclaiming the birth of a new day. Woodland creatures and insects also awoke and began their daily chorus. Flowers growing along the mossy bank on bushes, or hugging the earth all opened their petals and filled the air with their perfume. The tiny brook bubbling along its familiar course over rocks, around corners and past quiet villages was also transformed into a wonderland. In the village everything too was quiet and serene. The sun entered every tiny crag making the village a warm and pleasant place to live in. Towering above everything was the church steeple which was chiming a morning hymn. In these moments Nature ruled the world. Now, as the sun rose higher, man awoke in country and city and resumed his duties. Soon the peace and quiet of early morning had disappeared and the noisy bustle of life continued. But in another twenty-four hours this magical world of sunrise would again return and Nature would again dominate.

RITA KRAHN, Grade XI

THE DREAMER

I wish I were a little cloud
Gliding through the sky.
Then, oh then would I be proud
To have my home so high.

I wish I were a little breeze
Floating through the air.
Then, oh then would I be proud
To live a life so fair.

I wish I were a little bird
Sitting in the tree.
Then, Oh then would I be proud
To sing a song for Thee.

I wish I were a little spring
Flowing from the hill.
Then, oh then would I be proud
Your little well to fill.

Though none of these I'll ever be,
A cloud, a breeze, a bird,
a spring,
How proud, How proud, am I to
see
Wonders that God's creations
bring.

JAKE UNGER, Grade X

VERSPUERST DU DEN WERT UNSERER SCHULE?

Es sind nun schon zehn Schuljahre verflossen, und das elfte zieht auch schnell dahin, seit diese Schule ihren Dienst anfang. Viel Muehe und Arbeit bedeutet solch ein Unternehmen. Man hat sich vielleicht schon oft gefragt: "Lohnt es sich, dass wir diese Schule aufrecht halten? Ist da ein Beweis, dass unsere Schule zum Guten besonders nuetzlich ist?" Es sind wohl schon oft Probleme gewesen, die man in einer sehr umstaendlichen und schwierigen Weise loesen hat muessen. Man hat dennoch immer den Mut nicht sinken lassen, wie uns die jetztige Schule ein Beweis davon ist.

Der Wert all dieser Arbeit und dieses Opfers fuer die Schule ist teilweise schon zum Vorschein gekommen. Es sind aus unserer Schule Schueler, die schon als Lehrer, Krankenschwestern, Sonntagschullehrer u.s.w. ausgebildet worden sind. Unsere Schule hat ihnen einen guten christlichen Grund dargeboten. Auf ihrem weiteren Studium haben sie koennen, sich auf den festen Grund berufen und sind dadurch in religioeser Ansicht fortgeschritten.

Wir koennen nicht alle dem selben Beruf folgen. Es muessen allerlei Berufe sein, damit man von vielen Seiten in verschiedenen Arten die allgemeinen Aufgaben loesen helfen kann.

So koennen wir doch alle Missionare sein, indem wir unser christliches Leben in unseren taeglichen Taten beweisen. Wir sind ein Volk, die Kinder Gottes, und haben eine Aufgabe, naemlich, Gottes Wahrheit allen Menschen auf Erden kund zu tun.

Man lobt oft nur denjenigen, dessen Taten oeffentlich sichtbar sind. Wir duerfen aber nicht vergessen, dass ein stiller, aber tuechtiger Unterstuetzer der Gemeinde in vielen Faellen ebensoviel im Wert ist.

Ein Ziel unserer Schule ist, tuechtige Gemeindeglieder heranzubilden, die in der Zukunft die Grundsaeetze der mennonitischen Gemeinde vollstaendig verstehen auch ausfuehren werden. Wenn man diese Schule nicht haette, wuerden sehr viele zu der Regierungs-Hochschule gehen, die auch nicht zu verachten ist, aber Gemeindebau wuerde darunter leiden.

Das andere, und noch wertvollers, Ziel unserer Schule ist, eine Gemeinde Christi zu bauen. Wir beschaeftigen uns von der neunten Klasse an, um mit dem Worte Gottes viel mehr bekannt zu werden. So wie die Stufen der Klassen immer hoeher steigen, so soll auch die Stufe in unserer Erkenntnis Jesu Christi, als unseres Heilandes und Seligmachers, steigen. Der Unterricht des Katechismus, in der zwelften Klasse, hat eine grosse Wirkung, besonders auf die jaerlichen Taeuflinge. Im Grossen und Ganzen werden die Schueler, und auch die Lehrer, durch den biblischen Unterricht und die taeglichen Gottesdienste reichlich gesegnet.

So kann man sehen, dass die Schule doch einen besondern Zweck oder auch besondere Zwecke hat, die mit Gottes Hilfe erreicht werden sollen. Es ist nicht vergebens, dass man die Schule unterstuetzt und ihre Existenz foerdert.

GEORGE SCHATNER, Grade 12

HAPPINESS IN OUR CHRISTIAN FAITH

Ever since the beginning of time man has been searching for happiness. What is happiness? In the English language happiness is defined as — a state of joy, a feeling of pleasure. Throughout the past centuries, or even decades, various definitions and concepts of happiness have arisen in hope to satisfy man's unending hunger for happiness.

Epicurus, the famous Greek philosopher, taught that the highest good in life was happiness. He believed that one should take the world as it came; that is, get the maximum of pleasure while it was possible. Epicurus had many followers who believed and practised this concept of happiness, and yet **true** happiness was never achieved.

Confucianism, the religion of China, teaches that unhappiness is caused by disobeying the Golden Rule — "Do unto others as thou would have them do unto you."

Buddhism, the religion of India, teaches that unhappiness is a result of selfishness. Both of these religions come very close to determining the cause of unhappiness, yet both lack that one essential key or clue to **true** happiness.

The Atheist, one who believes in no God, believes that happiness can be found in possessions or in amusements and therefore he takes pleasure in gathering possessions and seeks amusements in various ways. However, has man truly found happiness in possessions and amusement? The fact that man is constantly struggling and fighting to gain possessions; the fact that mental institutions are crammed full with people who in their search for worldly happiness suffered complete mental break-downs; the fact that strong young men as well as older and wiser men take their own lives while in utter despair for failing to find happiness, proves that man is not happy and never will be happy with wealth and amusement.

If happiness cannot be found in worldly wealth and possessions, then how can **true** happiness be found? What then is true happiness? Christ came into the world and brought with him the **true** meaning of happiness. God has given us through Christ, the key to **true** happiness. Christ taught that true happiness can never be found in the world but **true** happiness, true joy, can be found in serving Him. He taught that happiness is found in doing good unto others; in making others happy. He taught that happiness is found in love; loving others even if they do not show love to you; even if they show hatred toward you. Simon Peter, one of Christ's disciples, speaks comfort or reassurance to those who are reproached for the name of Christ, in saying, "if ye be reproached in the name of Christ, happy are ye, for the spirit of God resteth upon you." In saying this he does not mean to say one should be happy because there are those who reproach the name of Christ but we should be **happy** that the spirit of God is in us.

Only when man comes to the realization that happiness is found in Christ, then and only then, can he find **true** happiness.

HENRY EPP, Grade XII

DER PHILIPPERBRIEF

In der Stadt Philippi hatte Paulus die erste Gemeinde in Europa gegründet. Mit diesen Leuten fühlte Paulus sich enge verbunden, denn sie liebten ihn alle und waren auch untereinander einig. In der Zeit, da Paulus in Philippi im Gefaengnis gewesen war, hatte er den Kerkermeister bekehrt.

Etliche Male schon hatten die Phillipper Paulus Geldunterstützungen zukommen lassen und auch sonst viel Liebe erwiesen. Jahre nachher finden wir Paulus schwer krank im roemischen Gefaengnis. Als die Philipper dieses hoerten, schickten sie ihm wieder eine Geldsumme, die er fuer seine Gesundheit brauchen sollte. Um die Philipper ueber seinen Zustand zu beruhigen und sich auch zugleich fuer das Geld zu bedanken, schrieb Paulus diesen Brief. Aber zugleich ermahnte er sie auch und staerkte ihren Glauben.

Der Brief selbst ist nur kurz. Es sind nur vier Kapitel, in welchen Paulus seine Ratschlaege und Ermahnungen gibt. Paulus ermahnt die Philipper im Glauben zu bleiben und sich nicht von den Irrlehren verwirren zu lassen. Paulus freut sich, dass sie alle eines Sinnes seien und ermahnt sie aber auch zugleich, dass sie nichts mit Zank oder eitel Ehre beschliessen sollen. Es soll einer den andern hoeher achten als sich selbst und sie sollen alles in Demut tun. Paulus raet ihnen, Gott gehorsam zu sein, wenn er, Paulus, auch nicht da ist. Sie sollen alles ohne Zweifel und ohne Murren tun, auf dass sie als Lichter in der Welt scheinen. Epaphroditus, der die Geldsumme nach Rom gebracht hatte, wurde daselbst schwer krank. Paulus schreibt, dass Epaphroditus um Gottes Willen krank gewesen ist. Paulus ermahnt sie, dass sie sich nicht der aeusseren Zeichen ruehmen sollen. Mit solchen Ermahnungen belehrt Paulus die Philipper waehrend er im Gefaengnis ist.

WILLIE JANZEN

A THRILLING EXPERIENCE

All the luggage was packed in the car, everybody was ready, and we were off to Kentucky. After travelling several days, we finally reached the beautiful, scenic country. All around us lay green hills, deep beautiful valleys, and in the distance could be seen the hazy outline of the Blue Ridge Mountains.

As we drove up the winding hills we could look down to see the buildings and grazing cattle which looked like tiny specks.

As we drove on we soon came upon some caverns which are called the Mammoth Caves. Here we hired a guide to show us through these dark mysterious underground caverns. When I first entered, I found the caverns very cold, damp and dark. Suddenly bright coloured lights appeared from behind the beautifully-shaped rocks, making the entire cave glow in splendour. The cave now looked like a gigantic palace studded with gorgeous jewels. Sometimes soft blue or green rays of light shone from behind the jagged rocks and mysterious shadows could be seen dancing on the walls of the cave.

When we came out of the cave, after being accustomed to the cold temperature one could scarcely breathe because of the sweltering heat outside.

The venture into the caverns had proved to be exciting, and I do not think that the experience shall soon be forgotten.

MARTHA DICK, Grade 9

DIE MORNING RUSH

At quarter bis acht wir stehen up;
No time fuer Breakfast bloss grab ein Cup
And drink die Coffee and just don't gab
For eight O'clock geht die Cab.

An goes der Coat and grab die Books
And take the kerchiefs from the hooks.
Dann laufen schnell die Street entlang,
Und now schon sind wir past der Bank.

Das light ist rot wir laufen doch;
Die Traffic steht ya immer noch:
Boy das sure war the closest Shave
Seit Yestern when we war so brave.

Wir running weiter und sind schon nah
Und kommen hin. There's no one da!
We stopped die Karren we sure did run;
Well anyhow wir hatten fun.

HILDA KONRAD, Grade XI

A SCHOOL DAY IN GRADE TEN

Let us observe the grade ten activities on a certain Monday morning. Monday morning is a morning that always seems to arrive very soon. At eight-thirty the bell rings and the student body assembles in the basement for morning devotion. After this the students file into their classrooms and await their first period teachers. The grade tens have history first and so Mr. Driedger enters the room. He writes out the attendance record and looks over the yawning faces. Soon he has some of these students at the board busily writing what they can remember of Friday's lesson and indeed it is very little, for from Friday to Monday is a long time to remember history. The teacher then takes up the new lesson and assigns our homework. He then leaves and Mr. Enns comes in and from Canadian History we move on to *der, die und das* — German of course. The homework is corrected, mistakes listed and then Mr. Enns leaves and Mr. Driedger again takes the stand. He gives a small test on "Short Stories" and does not forget to remark that anyone failing to get five out of ten will receive a minus. After this literature period we have recess. Recess is used by us to catch up on the math. homework you didn't get or just plain talking. The bell rings again, too soon it seems, and Mrs. Sawatzky enters to give us a lesson in algebra. After this Mr. Enns comes in again and this time he teaches us science. This period is one of the longest, for most of us have a growing appetite now and as the smell of "mennische Worscht" or "Borscht" reaches our nostrils we become very impatient. Finally the bell does ring and we go downstairs as fast as teachers will permit and satisfy our appetites with what I think is some very good food. The few minutes we have at noon also pass very quickly and now we move on into music period and study of Schubert's Unfinished Symphony. Church History, taught by Mr. Enns comes next and here we are studying the Hutterischen Brueder in Moravia and Southern Germany. Business is next on the schedule and it is also taught by Mr. Enns. In this period we take up our homework and he notes the errors in his book and then he assigns the new lesson which we do partly, if not all, in the same period. We have a weakness of comparing business notes and Mr. Enns is trying hard to break it. Finally recess arrives again after which the boys have a spare and the girls have P.T. This spare is spent in the grade nine room and if conditions permit the boys have some time for talking although we also do some of our homework. Next the boys have P.T. and we go marching around the gym floor making left turns and right turns and doing exercises. If we behave and do our exercises right we get some time for playing basketball. Closing Devotion comes next; then Activity Period, where the basketball teams compete, and then at four o'clock ends another Monday for the grade ten students.

GERHARD WIEBE, Grade X

DRIVING A VEHICLE FOR THE FIRST TIME

I suppose you've all heard of the saying there is a first time for everything. I have also had an experience which I shall never forget. The first time I stepped into our truck was a few years ago during the summer. All the tomatoes had been picked and were now ready to be loaded on the truck. With nobody else around I had to step in and drive. I stepped in and much to my surprise I got it started. At first I started out very slowly and kept up this speed until Dad told me to stop. Then something happened and shocked me greatly, instead of stepping on the clutch I, being so inexperienced, stepped on the gas. The truck sped about very fast and Dad was running and yelling at the top of his lungs trying to tell me to stop. Since I was frightened I just kept on going and stepped on the gas more than ever. The few tomato baskets that had been on there had now fallen off and had been run over by the truck. Much to my relief the truck went straight ahead into some tall weeds, choked and stopped. I stepped out and was glad I was standing on the ground again.

I received a long lecture from my Dad and decided that I would never try to drive any vehicle again.

ERNA KONRAD, Grade 11

THE ALLEY CAT

Marching down the alley comes nobody's friend, the alley cat. With head high and sagging back it walks through the maze of garbage and rubbish that clutters the alley. It seems proud with itself and its environment but no one knows why.

It certainly isn't a thing of beauty. Tawny grey in colour it looks like it could use a shave to get rid of its whiskers. Its emerald green eyes bulge out and look like glistening headlights in the dark. Its sides are hollow and the fur covering its wretched bones is ruffled, making it look like it went through a lawn mower. Its legs are bowed and its tail droops sadly.

In the evening when its spirits really become afire it persuades some of its tomcat friends to join it in the forming of a quartet on a rickety fence. Here they howl and make a general nuisance of themselves until interrupted by a flying shoe from a man sleeping in a nearby house. Thus our pal the alley cat spends its time.

JOHN DICK, Grade IX

'NUR EINS'

Some evenings when I have my stack of homework done I bring out the old typewriter and start typing. The machine makes a clicking sound which can be heard through the whole house. It isn't one of those new noiseless machines. I dread typing at night because it is seldom that I don't have a visitor. I get the machine adjusted, paper put in straight, and my book open to the right page. I start typing. Everything is fine. So far only one mistake. The typewriter seems to be a call to some one in the other room who has been playing hockey with her father. Suddenly who should arrive just in time to help me finish my exercise in typing but my little friend who happens to be my sister. I give her a pencil and a piece of paper and tell her to sit down and write. This takes up a few minutes and suddenly, I see my little friend beside me with a twinkle in her eye. "Oh! Oh! now be careful!" I keep her away but not for long. Before I know it she asks, "Nur Eins?" Bang! Then everything is done. Typing done, exercise ruined. From now on I am careful that my little friend is either in bed or not around before I begin typing.

ERNA DERKSEN, Grade 10

IN DEFENCE OF DAY-DREAMING

Day-dreaming is a talent that must be carefully cultivated if it is to flourish. Unfortunately, the art is becoming almost extinct in the present workaday world.

Day-dreaming takes you out of the dull and monotonous present and transfers you to the ever interesting past or future. This is really a very pleasant pastime and certainly those who have never indulged in this sport are truly unimaginative and don't know what they are missing.

Among the many other useful things day-dreaming is learned in school. If it is not encouraged from first grade, however, it may be difficult to train the older mind in this particular phase of school life. It must not be misunderstood that anyone, given a chance, can become a professional dreamer. Oh no! This is a special talent, as has been mentioned before, and must be born into the blood. Fortunate are the children whose parents have this great virtue,

for they must undoubtedly have inherited it also.

A day-dreamer can be spotted almost anywhere, although they are becoming fewer in number, by his friendliness and the intelligent faraway look in his eyes. Incidentally, day-dreamers make wonderful professors, you know, the absent-minded type.

But thus far we have dwelt only on the pleasant phases of the day-dreamer's life. Let us now turn to the practical for just one moment. Just think of all the worries you can put off to another day if you have the power of mind to dream of pleasanter things.

I'm sure if you too could learn how to day-dream, you would have to admit that you had never known what pleasure meant.

Alice Krueger, Grade XI

A DAY ON THE FARM

It was a glorious morning and I knew this would be a memorable as well as an enjoyable day — my day on the farm. After a heaping plateful of steaming pancakes hidden by creamy, brown syrup accompanied by a glass of cool, foaming milk, I was ready to face the great outdoors. I was going to make a round of the farm.

First on the list was the henhouse — a long low building with feeding troughs and cackling, noisy chickens. Next came the barn — a towering building painted bright red with a pitch black roof. Inside were many stalls for horses and cows. Bales of hay were strewn throughout the barn. Inside could be seen a few lost chickens wandering aimlessly about and the playful kittens chasing the mice which inhabited the empty stalls.

Next was the meadow. The horses were standing under the shady trees by the fence calmly watching the lambs frolicking to and fro and the ducks paddling along in the shallow pond. The cows were quietly chewing their cud and everything was peaceful.

As I sauntered back to the farmhouse I could see the smoke lazily curling out of the brick-red chimney. I felt good inside to know and see that everyone and everything was happy. This thought combined with the beautiful weather made my day a complete success.

Louise Enns, Grade IX

SWAT THAT FLY

Ever since a prehistoric fly first stung a caveman, man and the fly have been mortal enemies. At a quick glance these two contestants would seem poorly matched but a good look would show otherwise. The fly has two great secret weapons: its great numbers and its fast rate of reproduction. At first man lagged far behind. Then came the great discovery of D.D.T. This poison could kill off all the flies and man was supposed to be free of the pest. The first fly died, the second had severe stomach cramps, the third felt a little upset and now the fly is affected by D.D.T. as a person is by cod-liver oil. Since the fly had so successfully overcome the D.D.T., new poisons and methods of extermination were produced. The effect was the same as with D.D.T. Even the guillotine used so effectively in the French Revolution was useless against this foe. With the new inventions came a device which could wipe out a large number of flies. This device is the atomic weapon. However for a very obvious reason, man is reluctant to use it. When one has examined all the possibilities, there is only one method which shows, if not too good, at least continued results. It is the method used by man from the beginning. One must simply swat the fly.

ALBERT REMPEL, Grade 12

THE MONSTER

One hot summer night as I was coming home from a midnight swim, I heard a slight noise behind me. With amazing dexterity I shifted my bicycle into high gear. Twice I risked a glance behind me to see what horrible monster was following, waiting for the right chance to subdue me . . . and twice I saw nothing! My lungs seemed ready to burst, my heart kept battering at my body like a relentless hammer and still I kept peddling! It seemed certain that the horrible monster would soon reach out and devour me, for I was nearing a dark, dismal place in the road. With my heart almost pounding my body senseless, I gave a last desperate push on the peddles as I passed under two trees. The noise disappeared suddenly! Then I was home!

The next day I decided to see what kind of monster had followed me. I could find no tracks, and my mouth became as dry as the soot from an old pipe as I meditated over a monster that left no tracks! At hearing a slight noise above, I peered into the tree. There hung my fishing rod that I had taken along the night before. This was the monster! The line had broken loose and the reel was the culprit that had caused my discomfort. Thus the mystery was solved.

JAKE UNGER Grade 10

DER 90 PSALM

Als Moses acht und dreissig Jahre lang mit dem Volke in der Wueste gewesen war, schaute er zurueck auf sein vergangenes Leben. Er erinnerte sich noch gut seiner Jugend. Er war nicht immer demuetig und gehorsam gewesen. In seiner Jugend hatte er auch Suenden begangen, besonders als er den Aegypter ermordete. Er erinnerte sich auch seiner ganz fruehen Jugend als er immer im Versteck leben musste; der Geschichte erinnerte er sich, die seine Mutter ihm erzaehlte, wie seine Schwester auf ihn aufpasste, als er in dem Korbe im Nil lag. Er erinnerte sich, wie Gott ihn ueberall, durch alles hindurch beschuetzt hatte und bei ihm gewesen war.

Wie er so auf dieses alles zurueckschaut, schreibt er: "Herr, Gott, Du bist unsere Zuflucht fuer und fuer." Weiter denkt er an der Welt Anfang; wie vergaenglich auch alles andere war, Gott war immer da gewesen. "Ehe denn die Berge wurden und die Erde und die Welt geschaffen wurden, bist du, Gott, von Ewigkeit zu Ewigkeit."

Erinnerungen an seine Vorfahren; wie sie Gott gedient haben, aber auch gesuendigt haben; wie das Volk immer wieder gemurrt hat; und wie Gott sie gestraft und ihnen geholfen; wie Generation nach Generation gestorben und nur er, Kaleb und Josua von den Ersten noch am Leben sind; wie er gesuendigt und jetzt nicht in das verheissene Land darf. All dieses verursacht ihn solche Verse zu schreiben wie "der du die Menschen laessest sterben" bis Vers 11:

"Wer glaubt's aber dass du so sehr zuernest, und wer fuerchtet sich vor solchem dienem Grimm?" und "Lehre uns bedenken, dass wir sterben muessen, auf dass wir klug werden."

Er schaut jetzt auf das Volk und legt Fuerbitte fuer sie ein "Herr, kehre dich doch wieder zu uns, sei deinen Knechten gnaedig!"

Und jetzt schaut er in die Zukunft. Das verheissene Land; alles was Gott ihnen versprochen hat, wenn sie ihm dienen und gehorchen. Er denkt auch daran, dass das Volk sehr leicht von Gott abfaellt, wenn es nicht so gut geht, und dass sie sich oft undankbar von Ihm abwenden. So bittet er: "Zeige deinen Knechten deine Werke und deine Ehre ihren Kindern. Und der Herr, unser Gott, sei uns freundlich und foedere das Werk unserer Haende bei uns; ja, das Werk unserer Haende wolle er foedern!"

ELVIRA JANZEN, Grade 10

NEW YORK

MAY 29 1921

The first thing I did when I got up this morning was to go to the window and look out at the city. The sun was shining brightly and the air was fresh and cool. I felt like I had been sleeping in a cocoon and was now waking up to a new world. The city was beautiful and I loved every minute of it. I had never seen anything like this before and I was so happy to be here. I had heard so much about New York and now I was finally seeing it for myself. It was everything I needed and more. I was so lucky to be here and I was going to make the most of it. I was going to have a great time and I was going to love every minute of it. I was going to be happy and I was going to be here for a long time. I was going to be a part of this city and I was going to love it for the rest of my life. I was going to be a New Yorker and I was going to be proud of it. I was going to be a part of this city and I was going to love it for the rest of my life. I was going to be a New Yorker and I was going to be proud of it.

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Mr. Penner and George Schartner's lengthy argument on which was right: "Ich kuesste sie auf die Backe" or "Ich kuesste sie auf der Backe".

Our carbon experiment when the room was rather smoky and John Reimer cried out in despair, "Hey, Willy, where are you?"

When Edgar Rogalski, hitchhiking to school from a visit home, was asked by a friendly policeman if he was running away from home.

Mr. Driedger: "Mary, what is Old Faithful?"
Mary: "It's a geezer."

Mr. Driedger threatened to subtract marks from Henry Epp's speech for mispronouncing his name.

Mr. Driedger: "Albert, what is an idiom?"
Albert: (After deep thought) "A female idiot."

(Albert was exiled to the dorm steps for the rest of the period.)

When Albert held his salt solution in Hilda's face and it exploded?

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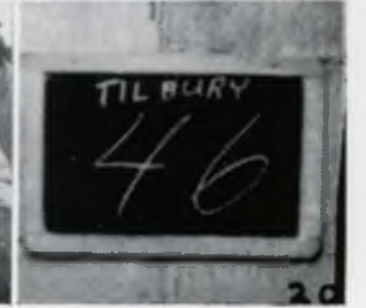
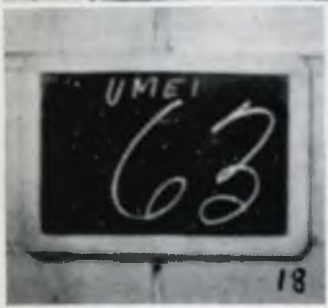
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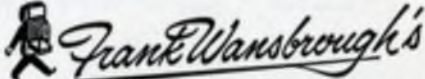
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