

SPECTRUM

'51-52



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JOHN S. ERNS
-16 POPLAR ST.
LEAMINGTON, ONT.



THE SPECTRUM

1951 - 1952



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

**JOHN J. ENNS
110 POPLAR ST.
LEAMINGTON, ONT.**



Mr. and Mrs. Peter Epp

THE DEDICATION

*To Mr. and Mrs. Peter Epp, who were our "Hauseltern"
for five years, this issue of the Spectrum
is gratefully dedicated.*

EDITORIAL

With the passing of another school year we present to you another issue of the Spectrum. With this publication the student body would like to give you a bird's-eye view of school life at the U.M.E.I. We wish this Spectrum to be a lifting of a curtain for you, our friends, and a peep into our curricular, literary and social activities.

To the students it will be a Treasure Island of memories; to the ex-students it will probably serve as a reminder of their days at the U.M.E.I. On the other hand, we hope the questions regarding various phases of our life at school will be answered.

The editors and staff of the Spectrum express a hearty "Thank you" to the students and teaching staff for their co-operation and for their contribution to this year-book. We are grateful to the supporting merchant's whose monetary provisions have assisted in the publishing of the Spectrum.

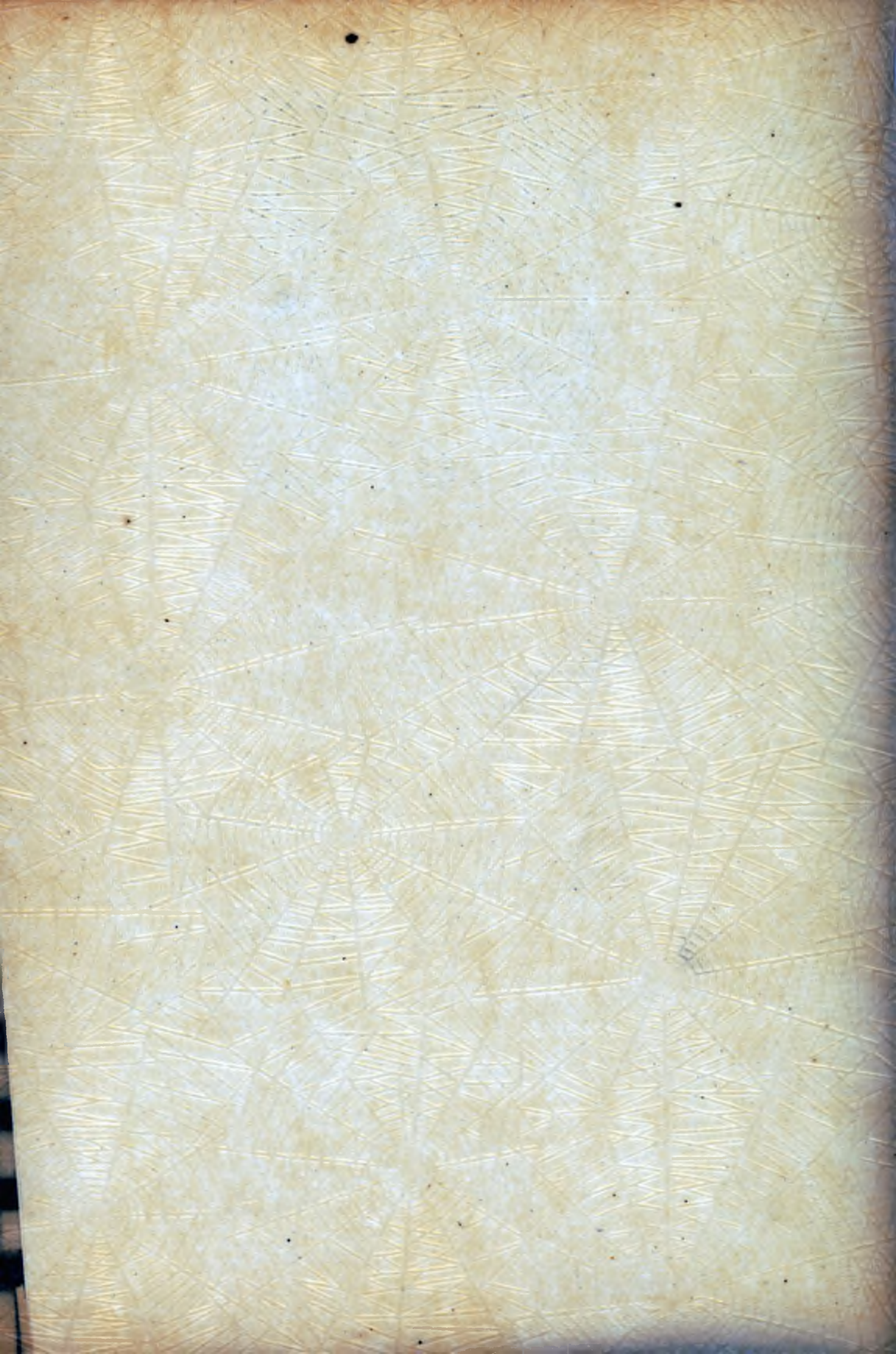
The Editors.



Seated, left to right: Henry Isaac, Marie Schmitt, Elsie Tiessen, Mr. J. Driedger, Elsie Janzen, Kristina Penner, Edith Isaak.
 Standing: Verner Willms, Bert Dueck, Rudy Brown, Henry Flaming, George Loewen, Arthur Harder.

SPECTRUM STAFF

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A. J. SAWATZKY

PRINCIPAL'S MESSAGE

A final message seems to require a summary of the meaning of all that has been done over a number of years. This, dear editors, I would hesitate to do. It would be difficult to express such an overall meaning concisely and effectively. Let me, however, restate a useful thought the class arrived at during a recent Modern History period.

A modern student must acquire the power of critical selection and rejection. From a great mass of information and thought he must go to great pains sorting the significant from the insignificant, the desirable from the undesirable. Such a procedure may not have been so vital in the lives of our grandparents to whom was offered not a fraction of the reading, broadcasting, and advertising of new gadgets that is being forced on us today with such high pressure. Our great concern, if our thinking would be as "modern" as our mechanical world, is to look for functional and lasting values in a maze of equipment offered to us every minute of our lives.

The foundations on which we base our selections is our belief in God and His Word. This is unchanging. The immediate practical advantage of accepting this basis is to relieve us of the necessity of depending on the ever-changing sands of public opinion or the upsetting advent of new eras. From the solid rock foundation of the Will of God let us wisely and consciously put to our service such innovations as can be put to use for the benefit of Man and for the glory of His Kingdom in Man.

ARMIN SAWATZKY, B.A.

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



REV. J. P. PENNER
(Third Year at U.M.E.I.)

"Alles ist euer, Ihr aber seid Christi".
I Kor., 22-23

So vieles schenkt Gott: Kunst, Wissenschaft, Kenntnis, Fertigkeit; oder im gesellschaftlichen Leben: Treue, Freundschaft, Kameradschaft, gemeinsames Arbeiten und Spielen und damit Gelegenheit, unsere geistigen und koerperlichen Kraefte zu entwickeln; und vieles, vieles mehr. "Machet euch die Erde untertan." Was fuer ein Geschenk!

Gottes Wort haengt eine Mahnung daran: "Ihr aber seid Christi." Da kommen wir des Morgens zur Schule den Kopf voller Dinge, die wir in der Physicstunde wissen muessen; zuerst aber haben wir Andachtsstunde: "Ihr aber seid Christi".

Arbeit in Laboratorium; Chemie; das ist die letzte Stunde und dann nach Hause; jedoch ehe wir uns auf den Heimweg begeben, noch einmal alle zusammen kommen, singen, beten: "Ihr aber seid Christi". Morgen spielen unsere Jungen Korbball; es ist ein feiner Sport. Aber auf dem Stundenplan steht Religionsunterricht, die Bergpredigt: "Ihr aber seid Christi". Die Pruefung, die wir in Mathematik haben sollten, wird auf zwei Tage aufgeschoben: Rev. W. Dyck kommt Montag: Math. 5, 6 und 7: "Ihr aber seid Christi."

Es gibt Situationen des Spielens, Lernens und der Arbeit, in denen von dieser Mahnung in keiner Form zu hoeren ist; wo man den Sinn dieses Lebens nur in die ersten drei Worte unseres Spruches kleiden wuerde.

Wir wollen uns ermahnen lassen und dankbar aus der Hand Gottes nehmen was er beschert aber uns auch zur Pflicht und Verantwortung rufen lassen: "Ihr aber seid Christi."

MISS L. I. BRAUN

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

Geometry develops an appreciation of the intellectual achievements of men of other ages. It develops a critical attitude in our thinking. It teaches us to make a meticulous analysis of our own thought and to be less credulous in accepting opinions of others. Precision, accuracy and intellectual honesty assist in the molding of a fine personality and Christian character.

The beauty and scrupulous exactness of geometric forms in nature reveal to us the greatness of God's infinite love and infallible care. If He is concerned with the minutest details of a snowflake, how much greater is His concern for an immortal soul!

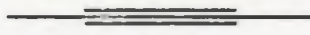


MR. P. C. SAWATZKY, B.A.

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

Let us view the activities of the science classes of the U.M.E.I. on a day late in February. The Grade XIII students are making ammonia gas. The Grade XI and XII students are writing out chemical formulae. The students of Grade X are proving that it takes 80 calories of heat to melt one gram of ice. That much heat would raise the temperature of one gram of water from room temperature to the boiling point. In Grade IX the students are busy watching some coloured water in a glass tube. It's behaviour seems odd. When it is cooled from 4 degrees C to 0 degrees C the water goes up in the tube.

Why are the students busy with these tasks? What are they learning from them? Let us turn to Psalm 19 for our answer to these questions. There it is stated that "the heavens declare the glory of God; and the firmament sheweth His handywork. And that is what we study in science—the handiwork of God.



MR. J. DRIEDGER, B.A.

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

Geography is a description of our universe. As such, it borrows information from many of the other scientific studies but revamps this collection of facts and figures into a systematic pattern. Our earth has also been miraculously created according to a definite pattern and is subject to divine laws. The task of the geographer then is to manipulate his own scientific interpretations so that they are guided into the magnificent model of God.

LEAMINGTON



RUDY BROWN — Leamington, Ont.

Rudy started school on January 3rd with a huge artificial wave in his hair, causing several students to get seasick. He is good in all sports but favours a wild throw to second base in softball. Rudy will probably turn out to be a farmer and we're sure it will be a good one. He is one of those lucky (?) advertisers.

EDITH BERG — Leamington, Ont.

Edith was an addition to our class this year and an addition to Canada a few years ago. Her night school studies in previous years have made it possible for her to join us. Her pet peeve is Gerdy, who frequently experiences her double-whammy. Her aim in life is nursing.



GERHARD DYCK — Leamington, Ont.

Address — 7th Concession; Nicknamed Gerdy; Signs his John Henry as Gerhard J. Van Dyck; Disposition Happy-go-lucky; Excels in chemistry and geometry; Ambition, nuclear physicist. To sum it all up —when Gerdy comes to school in the morning he always takes the corner on two wheels because he rides a bicycle.





HARRY FISCHER — Ruthven, Ont.

Fischer's quiet contributions to class jokes have won him the regard of all. Next to his shoes, his roller skates are his favourite possession. His successful experiments in chemistry will no doubt help him scientifically on his father's "Beans" Farm. Besides school work Fischer enjoys sports.

ELSIE JANZEN — St. Catharines, Ont.

Jazzy shows great patriotism for her native St. Kitts. She is one of our prominent pianists, has been active in preparing literary programmes and has served as the first term secretary-treasurer. Although she enjoys roller skating immensely, her pride and joy are the figure eight's she doesn't cut on ice. Her ambition is to be a second Florence Nightingale.



HENRY FLAMING — Leamington, Ont.

"Flaming", as he is dubbed by us, lives in the sticks on the third concession. In the first term he served as vice-president of the Student Council, and now takes an active part in the photography department of the Spectrum. He enjoys playing basketball, driving Woelk's Mercury to school and teasing fellow students.

CHARLOTTE JANZEN — Ruthven, Ont.

She is known to all her friends as Lottie. She has blonde hair and blue eyes and the distinction of being the smallest girl in Grade Twelve. Her adventures in driving have recently given her quite a thrill. Lottie's hobby is reading and her ambition is to become a nurse—lucky patients!





HENRY GOSSEN — Leamington, Ont.

Henry's pet aversion is his nickname, "Chester Coolie". He is our chemistry instructor's de-light, for he generally "lights up" during chemistry periods. But fate seems to be against him, because when he is ready to go home his limousine (a model A) is wearing stilts. Chester's interest lies in mission work.

HELENE SAWATZKY — Ruthven, Ont.

"Beans" possesses an eveready smile. Her blonde waves coupled with her dark eyes would be anyone's pride and joy. We hear that she will soon accompany her lusty soprano voice on the piano. She has experienced the privilege of being a member of the Social Committee—doing party dishes. Beans is another one of us that can happily say, "This is my fourth year here!"



HENRY ISAAC — Niagara-on-the-Lake, Ont.

"A Man of the Future". He spends much of his time singing the praises of Loblaws where he has spent his last two years. His understanding for geometry is the envy of his fellow students. During the first term he was our class representative and served on the Literary Committee. Through all the years of our acquaintance we still know him as "Hoogy". His ambition—to be a competitor of Loblaws.



MARIE SCHMITT — Niagara-on-the Lake, Ont.

"Mika" is a very brilliant student, ranking first in class. She has already set one definite aim in life and that is to some day be a millionaire. She has not as yet decided on her life's work. Marie has already accomplished something this year—she has learned to roller skate. Can you imagine?





VICTOR REMPEL — Beamsville, Ont.

Vic, the winner of last year's intermediate sports trophy, is still kicking—on the football field, and dribbling—in basketball. His cello has been forgotten in his efforts to further develop his promising baritone. He is also active on the Student Council of the second term, and has shown himself capable of handling outstanding roles on the stage.

ELSIE TIESSEN — Blytheswood, Ont.

(Tiesiki) Hailing from that booming town two miles north of the school, Elsie is a petite, quiet, studious girl. As secretary of the Spectrum she is confronted by many problems but she solves them all successfully. We recently experienced her good exhibition of public speaking. She wishes to become principal of the U.M.E.I. in later life.



DAVID TIESSEN — Leamington, Ont.

David has spent all his high school days at the U.M.E.I. He is one of our bright geometry students. In his leisure time he may be found deep in thought, enjoying a game of chess. His future is as yet undecided, but we are sure that whatever it will be, Dave will do his best.



ELSIE WARKENTIN — Leamington, Ont.

She is one of the three girls honoured with the name Elsie, who have been going to the U.M.E.I. for the past four years. We have found from past experience that she is one of our fellow-sufferers when it comes to geometry. As of yet she has no definite future but we wish her luck in whichever field she chooses.





WERNER TOEWS — Leamington, Ont.

Werner can be spotted in a group by his orange-coloured shoes and his smiling face. He enjoys correcting the chemistry teacher at intervals. He is one of the three boys taking music. His expression "Did you get your geometry?" takes the place of "Good morning". Lots of luck in whatever future he chooses.

ERICKA WARKENTIN — West Lorne, Ont.

"Eeks'" happy chatter can be heard throughout the dormitory. Her piano practice takes up much of her leisure time. Her favourite topic is her father's tobacco farm at Eagle. We wish her all the luck in her intensified study of German.



"No worthy enterprize can be done by us without continued plodding and wearisomeness to our faint and sensitive abilities."

—Milton

"Can you think of a gift more appropriate than to invest in the future of our church in terms of persons who are preparing themselves in our own church schools?"

—THE MENNONITE



Front row, left to right: Frances Klassen, Mathilde Wichert, Katie Penner, Kristina Penner.
Back row, left to right: Mr. P. C. Sawatzky, Rudy Huebert, Jake Dick, Arthur A. Harder.

CHARACTER SKETCHES OF GRADE XIII

Jake Dick: Yappy is a conglomeration of tentacles, sandy-haired brush cut and a sensitive funny bone. His tenor voice has a brilliance all of its own. Ambition—to be an educated farmer.

Arthur Harder: Art finds homework most oppressive over the week-end. He has tasted the sweets of prairie life for two years. Aim is teaching.

Rudy Huebert: Hubbard's last three years at the U.M.E.I. have attached him to Leamington. The junior basketball league finds in him a competent and willing coach.

Frances Klassen: After a few week's absence Frances was warmly welcomed back to the halls of U.M.E.I. For five successive years she has climbed the ladder of knowledge under the guidance of our instructors.

Katie Penner: Penner's boundless energy thrives to the rhythm of roller skating. In her future teaching career we hope that she will enjoy success in as full a measure as her father has.

Kristina Penner: Kristina or "Kristi", by which she is often addressed, has the distinction of being the smallest person in Grade 13. As a consolation she uses the biggest words.

Mathilde Wichert: "Well begun is half done" is her motto when confronted with long homework assignments. Tillie's homemade bread on week-ends is welcomed by all dormites.



Front row, left to right: Hildegard Dirksen, Anna Siemens, Eleanor Willms, Agnes Neufeld, Mary Thiessen.

Second row, left to right: Mr. Penner, Helen Klassen, Elsie Unger, Katie Woelk, Agnes Hamm, Melita Goerzen, Irma Wiens, Marion Dick, Edith Isaak, Elvera Neufeld.

Back row, left to right: Henry Krueger, Verner Willms, Herman Dick.

THE ROAD OF LIFE

When we look back upon the years
 They seem as yesterday,
 Smiling back on all the tears
 And laughing at our foolish ways.

We think about the boogy man
 Who frightened us at night;
 And that our fear was gone again
 With the beam of bright sunlight.

Recalling how we broke a door,
 Or worst of all a nose,
 And how in our agony
 We did receive a rose.

We look upon the many Mays
 When we said our good-byes;
 And how in fall returned again
 To meet with many sighs.

But yet through all the pain and tears
 Encountered on our way,
 Our life more full of smiles appears
 Until this very day

And so about the close of year
 Our hearts again grow light;
 For we shall meet in twelve again
 The future's clear and bright.

ELSIE UNGER—Grade XI

Hildegard Dirksen: Hilde hails from Grimsby's flower centre. Her pet aversion, History, takes up most of her study hours. Her favourite possession is her driver's license.

Marion Dick: She is privileged to sit at the front of the room beside the teacher's desk. Her feet are always intelligently stretched out toward the blackboard, grasping for knowledge.

Herman Dick: He leads the class. He digests his noon meals and geometry at the same time. Because chemistry and composition are puzzling, he will soon be editing new text books.

Melita Goertzen: Known to many as Mathilda, she occupies a seat in the midst of the class from where she flings out brilliant answers. Her voice often makes the music room vibrate.

Agnes Hamm: Her greatest ambition is studying, but she must watch or she'll have a nervous breakdown. Commonly known as Hammy. Her favourite expression is, "Who, me?"

Edith Isaak: Edith hails from St. Kitts. Her resonance in singing, as well as everyone else's has been greatly affected of late due to the many peanuts and other nuts which Christmas brought with it.

Helen Klassen: Helen is the quiet, studious type who tackles her problems with determination. Her happy laugh brightens the atmosphere between classes

Henry Krueger: Kuga, for short, possesses a voice which is deep and masculine. His friendly manner and jolly smile contribute to the links of the Grade Eleven Class chain.

Agnes Neufeld: Nicknamed "Aggie". Dwells in the metropolis of Albana and her ambition is to be mayor thereof. Her strong alto is of great value to our choir.

Elvera Neufeld: Happy-go-lucky Elvera takes pride in driving their '49 Studebaker to and from school. Her leisure time is spent in watching television and listening to cowboy music.

Mary Thiessen: The young lady sitting in the front desk is commonly known as "Mitzi". She enjoys singing and finds great pleasure in playing the piano.

Anna Siemens: This new Canadian started grade nine this year and is now in grade eleven. Who knows, by the end of the year she'll likely be in university.

Elsie Unger: Her favourite pastimes are listening to Lux, singing, and just pondering over geometry deductions. Her future leads her to South America.

Irma Wiens: The quiet girl with the dreamy-looking eyes is none other than our friend Irma. Her musical abilities are expressed in her sweet soprano voice.

Eleanor Willms: "Willy's" neat appearance and admirable personality make her a friend of everyone. Her ambition is to become a nurse and later to go to South America to nurse the natives

Verner Willms: As one of the three brave enough to attempt grade eleven this year, he has one ambition—to become a man, and we are sure he will succeed.

Katie Woelk: She is usually seen talking over the latest occurrences with Elsie. Her favourite pastimes are going to choir practice Saturday nights and looking out of the school window to see the trucks go by.



Front row, left to right: Betty Barkovsky, Louise Driedger, Sophie Tiessen, Gerda Enns, Ruth Klassen, Nettie Unger.

Second row, left to right: Pete Mathies, Walter Enns, Verner Toews, Henry Toews, Henry Wichert, John Klassen, Mr. J. Driedger.

Back row, left to right: Otto Dirks, Helen Heinrichs, Irene Neufeld, Louise Mathies, Bertha Tiessen, Ellen Driedger, Justina Froese, Victor Neufeld.

Absent: Fred Berg.

WE, THE GRADE TEN

Betty Barkovsky: Betty is one of the better students for she usually achieves marks that range in the honorary section. She is intelligent, mannerly, and of a friendly disposition.

Fred Berg: Berg is an enthusiastic sports fan. Physically he is sturdy and active, burning up his energy in ping pong and basketball. His ambition is to fly an aeroplane.

Otto Dirks: Otto is carrying a double burden this year for he is taking Grade 10 plus several subjects from the Grade 11 course. He finds pleasure in playing hymns by ear.

Irmgard Driedger: "Ellen" is the girl who consistently talks about Kingsville. It would be extremely difficult to find her without a smile from "ear to ear."

Louise Driedger: Louise represented our class in the Sports Committee. Her sparkling blue eyes and big dimples are her outstanding characteristics. Her pride and joy is her music.

Gerda Enns: Gerda hails from the renowned metropolis of Peanut Centre. She makes frequent visits to the blackboard during Mr. Driedger's History classes. Her shoe laces are her favourite possession.

Walter Enns: Despite his good nature he finds grounds for complaints—strange disturbances from the girls' dormitory at 6 A.M. daily. He responds to the call of Poncho.

Justina Froese: Justina, who was re-christened Nosy Rosy on her arrival at the U.M.E.I., shines during German periods and flickers during geometry.

Helen Heinrichs: She was a temporary dormite. Helen, who is of a quiet nature, is an exceptionally bright student whose treasure is her well-taken-care-of notebook.

John Klassen: On Saturdays "Shadow" sweetens his life by working behind Siedman's candy counter. His high English marks are the result of extensive reading.

Ruth Klassen: The girls' award for athletic achievements was won by Ruth last year. Her ability is shown not only on the sports field but also in scholarly work.

Louise Mathies: She occupies the front seat by the window. Louise is jovial and likes borrowing rulers, etc., from her neighbours. She always has an answer ready.

Peter Mathies: Pete, who generally answers to the call of Mathies, is profoundly interested in sports and his main ambition is to be promoted at the end of the year.

Irene Neufeld: Irene is one of the few students who may enjoy her mother's cooking at noon hour. Dark glasses add sophistication to her reserved demeanour. A good teacher she would make.

Victor Neufeld: "Cousin Vic" works on his father's fruit farm during the summer vacation but in September he hurries back to the U.M.E.I. to resume his studies.

Bertha Tiessen: "Myrph" arrives at school too late for breakfast and usually leaves too early for supper. When reading aloud she emphasizes the last words with skill.

Sophie Tiessen: Sophie's unique laugh is her constant companion. Her pet peeve is German reading. She has been fortunate or unfortunate in being the sole inhabitant of room 14 in the Girls' Dormitory.

Henry Toews: Our one and only Henry Toews massages his curly top for knowledge during exams. He won the Junior Championship Cup last year at our field meet.

Verner Toews: Vern's greatest ambition is to be the proud owner of the Point Pelee Apple Orchards. He was one of the Grade 10 representatives on the Student Council of Term One.

Nettie Unger: We were all pleasantly surprised when she exchanged her straight feathers for curly locks, shortly after New Year's. A merry heart makes lively company.

Henry Wichert: A happy-go-lucky yodelling Westerner from Fiske, Saskatchewan. Sitting at the back of the room, his main ambition is to be the winner of a laughing contest. (We hope you win.)



Front row, left to right: Eleanor Neufeld, Katie Froese, Annie Tiessen, Freda Epp, Anita Pankratz, Elizabeth Mathies, Marion Enns, Elfrieda Gossen, Anita Dick, Martha Wiens.

Second row, left to right: George Loewen, Menno Froese, Harold Sawadsky, Frank Bergman, Rudy Penner, Edward Hamm, Ronald Derksen, Daniel Untch, Ernest Brown, Victor Rogalski, Art Tiessen.

Back row, left to right: Miss L. I. Braun, Eleanor Tiessen, Margaret Toews, Elizabeth Sawatzky, Agatha Thun, Eleanor Regehr, Bert Dueck, Irene Andres, Anna Dick, Elsie Regehr, Irene Paetkau, Elvera Woelk.

CHARACTER SKETCHES OF GRADE NINE

Irene Andres: To counteract her height she has been dubbed "Shorty." Her innocent jokes have often sent us into fits of laughter. Irene has set herself a high goal—art.

Frank Bergman: Frank is a practised hand at art. He is one of the several new Canadians who are attending the U.M.E.I. this year. Often we see him at the ping-pong table.

Ernie Brown: The gleam in his eye can be discerned through a misplaced lock of hair. Mathematics is his favourite subject. He tells us, "I have no ambition, I take life as it comes."

Ronald Derksen: Ronald, with his curly hair, and his eyes so bright and fair; Has tough luck sitting still, (so) his ink does often spill.

Anita Dick: Because she possesses a happy disposition, she wins friends easily. Anita is alert and responsive in class and intends to continue her education.

Anna Dick: Although she is reserved she is an active sports fan. Her high marks foretell her success in the career of teaching. Her chum is Elfrieda Gossen.

Bert Dueck: The tall chap towering above the rest of his classmates is none other than Bert Dueck. To become a basketball captain is his immediate ambition.

Marion Enns: She is a flashy red-head and has been promoted to the front seat. She is commonly known as "Marianchen" and can be found anywhere from the dorm to the basement.

Freda Epp: Fritz gains most of her academic knowledge in the front seat. She usually manages to get to school on time although accidents do happen.

Katie Froese: "Kitty", for short, can be spotted by her extraordinary laugh ringing through the U.M.E.I. halls. Annie seems to be her right hand.

Menno Froese: Menno is a small fellow but strong and quick. He is not only spry but also brilliant. He is experiencing dorm life for the first time this year.

Elfrieda Gossen: Favourite expression "Giminy". Favourite sport—baseball. Ambition—teaching. Excels in English and studying.

Edward Hamm: He is known as just "Ed." His latest passion is the cello. There is always a brain-teaser for the teacher at the tip of his tongue. Ed spends his leisure time sleeping.

George Loewen: When the moon falls out of its orbit, we will know that George has reached his destination. His paintings in the future will probably portray scenes of distant planets.

Elizabeth Mathies: "Liz" plays the piano and was a member of the Social Committee in Term One. "Bartholemeow" and "Comelia" are her pet cats.

Eleanor Neufeld: Known as "Rusty", she occupies the back seat in the classroom. Her greatest ambition is to get her driver's license and drive her father's '51 Pontiac.

Irene Paetkau: The future sees blonde-haired Irene as a telegraph operator. She has a passion for geography and chocolate-coated cherries.

Anita Pankratz: Anita is rather tiny and has the distinction of being the only Port Rowan representative. Her favourite expression is "Oh for corn in the soup!"

Rudy Penner: He is one of the chosen few who have the privilege to go to school in the luxurious comforts of "The Model A". His skill at ping-pong was revealed in the tournament—"Junior Championship."

Eleanor Regehr: The shyness of her sweet smile draws her many friends. She keeps her fingers nimbly flying across the keyboard of her piano.

Elsie Regehr: To her close friends she is commonly known as "Frosty". Elsie has a particular fondness for horses and spends leisure devouring books on them.

Victor Rogalski: He is a quiet boy who enjoys such sports as basketball, ping-pong and roller-skating. He spends much time shining up his new wrist watch.

Harold Sawadsky: Harold comes here to work and play and his ambition is to get ahead in life. At the present his violin is giving him much concern.

Elizabeth Sawatzky: Better known as "Ho-bo", she is a blonde-haired girl whose ambition is to become a taxi-driver. Wherever the atmosphere is rather stuffy and dry, leave it to Ho-bo to change it.

Agatha Thun: Tall and dark, Agatha enjoys school, especially the infrequent spares. She has been blessed with the nickname "Oats". Her future will probably be spent in secretarial work.

Annie Tiessen: A lively, mischievous girl who can seldom be found without her extraordinary laugh which can be heard from one end of the school to the other.

Arthur Tiessen: Art claims his home town to be Blytheswood. To many he is known as "Tiessen". His future activity lies in the field of farming.

Eleanor Tiessen: Eleanor's greeting in the morning is just "Hi." But when she has something important she says, "Hey, you guys." Her ambition is to be private secretary in a large office.

Margaret Toews: She is commonly known as just plain Marg. Although she is the youngest in the school, her classwork is good. She spends her leisure time roller-skating.

Martha Wiens: Martha enjoys school and excels in German. Someday she hopes to ride a Cadillac. Her gentle manner is characteristic of her kind heart.

Elvera Woelk: This small dark-haired girl likes playing baseball. In the winter, reading and doing homework besides going to school, takes care of her time. Like most of the students she lives on a farm.

Daniel Untch: "Danny" shows great promise of becoming a sturdy farmer. His tendency for science will prove a definite asset in his fields. Lots of luck, Danny!



KITCHEN STAFF

Left to right: Mrs. Enns, Mr. Enns, Anna Neufeld

DORMITORY LIFE

At seven A.M. fifteen boys and fifteen girls are disturbed from their peaceful slumbers by the faint tinkling of a bell. The response, however, is not immediate; but after the 7:30 breakfast bell has rung, there is a mad rush to the washroom. Several stormy seconds later the sleepy-eyed dormites stumble down to breakfast. Our loyal latecomer comes bouncing down in syncopation five minutes late. After twenty minutes of dieting on bread, cereals, and coffee, we hurry back to tidy our rooms, which in the general confusion at the sound of the bell, have been left in spectacular disorder. There is also the last minute homework which has been left undone the night before.

Meanwhile there are many other chores to be done around the dormitory, including dish-washing and hall duty. The task of washing and drying dishes is the responsibility of one girl and one boy for an entire week. Hall monitors in each dormitory work in groups of two, each for one week. Their duties consists of sweeping the hall and the stairs.

By the time five-thirty arrives everyone is ready to enjoy a hearty meal! The teacher presiding during study hall generally is our supper guest. After supper we amuse ourselves with ping-pong, crokinole and with reading the Windsor Daily Star, until seven o'clock. At the same time we are serenaded by our musically-inclined students.

Our study hall is opened with a devotional period. The next two hours are spent in studying, but occasionally the sound of feet scampering across the hall is promptly hushed by the voice of a disapproving supervisor saying: "Girls (boys), have you all your homework done?"

Our recess at 9:15 finds us in the kitchen munching roasted "Zweebacks" or in the gym watching the antics of our local friends on roller skates. After ten we return to our nests where the girls prepare their feathers for the night. Ten-thirty brings with it scurrying slippers, creaking bunks, a few suppressed giggles and then at last those deep penetrating snores, contributed by all and heard by none.

Art Harder
Melita Goerzen

STUDENT ACTIVITIES



G.L.

CHRONICLES OF THE U.M.E.I.

Remember?

- Sept. 16—School doors were officially opened for another year with an "Eroef-
fnungs fest."
- Sept. 17—Scramble for back desks in the classroom.
- Sept. 25—Topsy, turvy half-holiday at the Leamington Fair.
- Oct. 3—A short farewell programme was rendered by students and teachers
in honour of Mr. and Mrs. Epp.
- Oct. 9—Elections for first term executive, three cheers for "Yappy"
- Oct. 12-14—A selected singing group participates in the "Peace Conference"
at St. Jacobs Church.
- Oct. 15—Joy reigned—we saw the Princess!
- Oct. 23—The auditorium hardwood floor is being laid.
- Oct. 26—A most successful Hallowe'en party!
- Nov. 1—Eltern Abend.
- Nov. 2—First snow!
- Nov. 9—We had the pleasure of having Rev. Enns of Winnipeg tell us about
the school life in a Danziger Mennonite High School.
- Nov. 18—The senior choir grandly marches up to the choir loft in church for
the first time in the new school term.
- Nov. 21—The first literary—Booming success.
- Nov. 25—"Einweihung" of Harrow Church during which the girls choir
rendered a few musical selections.
- Nov. 28-Dec. 4—Quietness reigned—Exams!
- Dec. 4—Dormitory students express relief by exploding into a dorm party!
- Dec. 5—Names were exchanged for the Christmas Box.
- Dec. 7—Rev. Harder from British Columbia favoured us with a sermon.
- Dec. 14—Roller-skating to music for the first time.
- Dec. 19—Our annual Christmas party.
- Dec. 21—Our Christmas concert ending the school year of 1951.
- Dec. 21-Jan. 3—Oh, these blissful holidays!
- Jan. 1—Watch those resolutions!!
- Jan. 3—Back to the old grind—school daze!
- Jan. 17—The boys compete in a ping-pong tournament. Results — Rudy
Huebert, grand champion (congratulations). Quoted — "A good
player plays 59 minutes, 59 seconds for one point."
- Jan. 22—Professor Shelly from the Chicago Bible Seminary together with Mr.
Glover preached to us in word and song.
- Jan. 23—Elections for second term executive with "Hubbard" elected as
President of Student Body.
- Jan. 25—Literary Programme (first one in new year).
- Jan. 29—Films by the Moody Bible Institute were enjoyed and appreciated
by all of us.
- Feb. 5—Senior choir sang for services held by Rev. Walter Dyck at our local
church.
- Feb. 6—Death of our King; King George VI.
- Feb. 7—School holiday.
- Feb. 8—To Rev. Dyck of Whitewater, Kansas, who gave us a clear illustration
of "The Sermon on the Mount", our heartiest thanks.
- Feb. 14—Hang on to your hearts — it's Valentine's Day!

- Feb. 14—A treat-film by the Massey Harris Company.
- Feb. 15—A day of mourning. The funeral of the King. Services held in Leamington United Church.
- Feb. 18—A Roller Skating Party with pie and ice-cream for refreshments.
- Feb. 20-21—Open House!
- Feb. 21—U.M.E.I. seniors display their skill at basketball by defeating the Leamington Young People's All Star Team (45-31).
- Feb. 29—Watch out — it's Leap Year!
- Mar. 4-7—Late to bed — early to rise — exams! again!
- Mar. 10—Rev. J. Nickel pays us a visit.
- Mar. 12—Our basketball team lost gallantly (51-43 in favour of Kingsville). Better luck next time, boys!
- Mar. 14—Basketball U.M.E.I. Juniors defeat "Jugend" subs (46-23). "Jugend" All Stars defeat the U.M.E.I. Seniors (37-33).
- Mar. 21—"Maedchenchor" shows their superiority over "das staerkere Geschlect" by presenting a literary programme by themselves.
- Mar. 30—First presentation of "Elijah" by senior choir and Alumni members.
- Apr. 10—A rush for home — Easter holidays.
- Apr. 25-27—"Elijah" group tours Ontario Mennonite churches.
- May 9—"Wilhelm Tell" presented by the dramatic group of Grades 11 and 12.
- May 5-10—"Musical Festival" in Windsor attracts music students.
- May 11—Representation of musicians who partook in "Music Festival" in the school auditorium.
- May 23—Whew! were they tough — final exams over!
- May 24—Students displayed their athletic ability on our Annual Field Day.
- May 25—"Schluss fest". Graduates in grand attire added to the success of the Closing Programme.
- May 25-June 14—Classes continue for those that wish to be more educated (Grade 13).
- June 14-28—Departmental exams for Grade 13 — (did we or didn't we?)

Katie Penner and Frances Klassen

THE FLYING DUTCHMAN

The headache of the U.M.E.I. basketball team is how to beat schools of adjoining districts. Some one has master-minded a basketball play, called the "cone-offence", which proves to be complicated, but is quite effective. The play follows this pattern: the players line up in cone-shape, our star player taking the lead. Closely following him is the ball-carrier and behind the ball-carrier, the two guards, rushing in with a stretcher. The attack is ready. Everyone rushes down the floor. Suddenly our star player stops and drops to his knees. The ball-carrier hugs the ball, trips over the aforementioned star player, and sails through the basket. The two guards rush in with a stretcher, catching the scorer underneath the basket. This is repeated until no players are left. This method proves to be all right until we get to our "larger" player. We are having difficulty getting him through the basket. We have contacted the rule makers in Toronto about changing the regulations for a bigger basket. but to no avail. I guess we'll just have to go back to the same old methods of playing. Fantastic, Eh!

Rudy Brown, Grade XII

P.T. PERIODS

"You'd better put your coats on, girls. It will be very cold in the auditorium." But not everyone heeds Miss Braun's warning as we go into the gym for P.T.

"We'll soon get warm. Hips firm! Bouncing balls to ten. Begin!" It must be amusing to watch us hopping up and down.

"All right now, arms circling and hand-clapping by numbers. 1, 2, 3, 4, 1, 2, 3, 4, 1,—. Let's try to do it altogether. It looks much better." A teacher wouldn't tell us it looked funny before.

"Which do you want to play — dodge-ball or end-ball?" the P.T. teacher asks. Some shout "Dodge-ball" and some "End-ball". At last we decide to play dodge-ball.

First one and then another of the girls is hit with the soft volley-ball and joins the throwers.

"Let's close in," suggests an impatient player. Everyone walks forward a step to make the circle smaller so that it will be more difficult for the few players left to dodge the ball.

At last only one lithe player is left. Those on her side are greatly excited for if she dodges ten throws, that side again can enter the circle and the first throwers are "it". Again they try to win over the dodgers and the second time they usually succeed. Then the dodgers become throwers and the throwers become dodgers.

In this way the period continues until recess-time, when we dash into the school for a few minutes of freedom before the next period.

Anita Dick, Grade IX

SPORTS

Sport is part of the curriculum at the U.M.E.I. The staff and the students believe the various sports are essential in keeping us physically fit, as well as for the pleasure of it. It also stimulates keen competition and develops our sportsmanship.

Our school term this year has been very successful as far as sports are concerned, very much due to the combined efforts of our two P.T. teachers, Mr. P. C. Sawatzky and Mr. J. Driedger. They have coached us and shown us the finer points of sports and have been our referees in the games. In the fall junior and senior football teams were chosen, and as cold weather set in, an All-Star game between the players of the dormitory and the students who drive to school every day, brought to a close a very successful football season.

With the completion of our new gymnasium, junior and senior basketball teams were chosen; and games were played at noon and in P.T. periods. The school has organized a senior team which hopes to compete with the teams of other schools. They are handicapped by the lack of a large student body from which to choose their players and therefore it is difficult to organize a strong team. However, they hope through hard practice to overcome this difficulty and become a potent team.

A very successful boy's ping-pong tournament was held in mid-winter and Rudy Huebert turned out to be the "School Champion" in wielding the ping-pong bat.

When spring sets in we hope to hold a field day and to open a soft-ball season. Thus sport has become an appealing item on our programme of education.

Verner Toews, Grade X



1. Rudy's team. 2. Remember their record? 3. Huddle. 4. '51 Senior Champions. 5. Kick off. 6. Junior victors. 7. Flaming and his kicking five. 8. The defeated Juniors. 9. Linesman off guard. 10. Surprised linesman.

BIBELUNTERRICHT IN DER 12 KLASSE

Es ist schon viel ueber den Wert dieser Schule debatiert worden. Es sind auch schwerwiegende Gedanken fuer und wider das Bestehen derselben ausgesprochen worden. Ich moechte einige Gedanken ueber den Hauptgrund das Bestehens dieser Schule aussprechen.

Der Beweggrund zum Bau dieser Schule war wohl der Wunsch der Eltern, die Jugend in einer Schule mit mennonitischen Grundsuetzen auszubilden. Es sollte eine Schule sein in welcher die Religionsfragen besprochen und beantwortet werden, und wo die Jungen und Maedchen zum Dienste der Menschheit vorzubereiten sind, sei es zum Dienste in unseren Gemeinden oder im Dienste der aeusseren Mission. Denn ueberall werden junge Menschen, die das Verlangen haben der Menschheit gute Ideale, christliche Grundsuetze zu lehren, benoetigt. In unserer Schule wird der Same ausgestreut, der sich auf fruchtbarem Boden zu einem Baum entwickeln wird, unter welchem viele muede Pilger Ruhe und Rast finden werden. Schon allein die Morgen- und Abendandachten bergen eine stille Kraft in sich, die uns durch den Tag geleitet. In diesen Andachten wird uns der Herr Jesus als ein Beispiel des taeglichen Lebens dargestellt, dem wir auch jeden Tag aufs neue folgen moechten, um nicht vom rechten Wege abzuirren. Aber diese Stunden sind nicht genuegend, um die vielen Fragen der Studenten zu beantworten. Um dieses zu ermoeeglichen, sind etliche Stunden in der Woche fuer den Bibelunterricht eingeraeumt worden. Diese Stunden werden von den Studenten auch redlich ausgenutzt, um die Fragen zu diskutieren und, wenn moeglich, sie auch zu beantworten.

In diesem Jahre wird in der 12. Klasse der Katechismus durchgenommen. Gerade dieses Material erweckt sehr viele Fragen. Bis jetzt haben wir schon die Schoepfung der Welt und der Menschheit, das Menschwerden Jesu Christi und seine Werke auf Erden, durchgenommen. Viele Fragen wurden in Bezug auf die Erbsuende und das Erloesungswerk Jesu Christi gestellt, diskutiert und nach bestem Vermoegen unseres Lehrers, Mr. Penner, beantwortet. Aber manche Fragen blieben auch unbeantwortet und wir wurden darauf hingewiesen, das es in der Bibel Stellen gaebe, deren Klaerung den Menschen vielleicht fuer immer von Gott vorenthalten werden wird, Z.B. die groesste Tat; das Menschwerden Jesu Christi. Wer kann diese Begebenheit in ihrem vollsten Masse ergruenden? Wohl niemand. Wir nehmen es im Glauben hin.

Durch diese Art Unterricht werden auch verschiedene Schriftabschnitte deutlich, die uns bis jetzt nicht deutlich waren. Es spornt an, in der Bibel nach der richtigen Antwort zu suchen.

Als ein Hauptfaktor steht bei all dem Unterricht die MENNONITISCHE Glaubenslehre. Folglich wird hier auch mennonitische Geschichte gelehrt, um uns die Kaempfe unserer Vorfahren um die Freiheit des Glaubens und die Verfolgungen, die dadurch entstanden, zu schildern, damit wir die Privilegien, die wir auf Grund unseres Glaubensbekenntnisses geniessen, in ihrem vollen Wert erkennen moegen. Dieser Unterricht behebt viele Fragen, die sonst zu Spaltungen fuehren. Durch diesen Unterricht werden uns die tiefliegenden Beweggruende zu unserem Glaubensbekenntniss klargelegt. Dieser Unterricht ist eine Saat, die sich im Leben der austretenden Studenten entwickeln und Frucht bringen soll.

Es ist unser letztes Jahr in dieser Schule und im Mai wird ein jeder seinem eigenen Ziele entgegengehen. Von welchem grossen Wert wird dann

ein gestaerkter Glaube sein? Ein jeder wird irgendeinen Gedanken mit ins Leben nehmen, an den er sich in schweren, oder auch in frohen Stunden klammern wird. Hier wird das Fundament gegossen. Ist das Fundament gut, dann, wird die Gemeinde, oder die Mission, in den spaeteren Jahren getrost auf das Fundament bauen koennen.

Wird der Same nicht in der Jugend gesaet, wird es schwer sein, ihn im Alter zu saeen, denn ein junger Baum fasst bessere Wurzeln und steht desto fester.

Wir austretenden Studenten wuenschen der Schule auch weiterhin guten Erfolg im Ausruesten der jungen Menschen zu ihrer Lebensaufgabe.

Ruestet Euch, ihr Christenleutel!
Die Feinde suchen Euch zur Beute,
Ja, Satan selbst hat Eu'r begehrt.
Wappnet Euch mit Gottes Worte,
Und kaempfet frisch an jedem Orte,
Damit Ihr bleibet unversehrt.
Ist euch der Feind zu schnell:
Hier ist Immanuel Hosianna!
Der Starke faellt durch diesen Held,
Und wir behalten mit das Feld.

Henry Gossen, Grade XII

DIE EXAMINA

Examinal! Sie sind nun hier
Und das Herz wird bang und schwer,
Ohne Schmuck und ohne Zier,
Denn die Koepfe sind ja leer.

Barmherzigkeit ist fern und weit;
Lehrer sind wie Stuecke Stein,
Aber doch tut's ihnen leid,
Denn sie wissen, es muss so sein.

Examinal! Sie sind so schwer,
Kompliziert und unaufhoerend;
Und im Kopf schwimmt's hin und her,
Die Fragen sind empoerend!

Als sie endlich fertig waren;
Haben wir uns dann gefreut!
Jetzt nur auf die Noten harren,
Und der eine schreit, "O Boy!"

John Tiessen, Grade XII



SENIOR CHOIR

Director: Mr. A. J. Sawatzky

MUSIC

Can anyone imagine the absence of music in the U.M.E.I.? Many of our classes are accompanied by the sound of music which can be heard from other classrooms.

The subject is compulsory in Grades Nine and Ten, and those who wish to extend their ability continue it in Grades Eleven and Twelve. There are many hours spent in hard work, practicing sight reading and vocal exercises. This all helps in the development of the voice.

Although all do not participate in these classes, everyone is required to contribute to the various choirs and singing groups.

Once a week we have two periods of Girls' Choir under the leadership of Mr. Penner. This choir served in the morning services in our church on "Totensonntag". In the evening of the same Sunday a group from this choir sang at the consecration of the Harrow Church. The Girls' Choir is also planning to present a programme at the end of March, which calls for much practice and willingness from the girls who will take part.

Although the boys do not have a choir, they do have an octette which has served in church and on various programmes a number of times.

Every Wednesday afternoon the Junior Choir can be heard practicing their vocal exercises and singing songs.

The Senior Choir practices on Thursday afternoon and meets on Wednesday evenings for Elijah practice with a number of ex-music students. We intend to tour with the "Oratorio Elijah" in various churches in the East.

A group of senior music students will present a music concert in the month of May. The programme consists of solos, duets, trios and group singing, and instrument playing.

One of the musical projects of a number of students from the Grades Nine and Ten is the string orchestra under the direction of Mr. A. J. Sawatzky. It will prove its accomplishment at the music concert in May.

It is plain to see that music takes up much of our time and requires much practice, but it is enjoyed by everyone.

Helene Sawatzky
Hildegard Dirksen

GIRLS' DOUBLE TRIO



Left to right: Hildegard Dirksen, Helene Sawatzky, Agnes Neufeld, Katie Penner, Mary Thiessen, Edith Berg.

BOYS' OCTET



Left to right: Henry Gossen, Henry Flaming, John Tiessen, Arthur Harder, Mr. J. Penner (Director), Victor Rempel, Mr. J. Driedger, Jake Dick, Rudy Brown.

ROLLER-SKATING

If you should come to U.M.E.I. on some Sunday, Wednesday or Friday night, you would be amazed at the large number of cars parked at all angles on the yard. You wouldn't go to the front door of the school because there seems to be no one inside; no, you would saunter in the direction of the other large building which is dark except for the bright windows ranged near the top of the high walls. Then you would stop, listen and hurry toward the narrow door on the end because, you see, you have just heard music, fast, lilting music that makes you hurry your steps toward the door.

On coming inside you stop, because the bright lights blind you for a moment. You realize, however, that the music has become louder and besides this you can hear the low, whirring sound of many small wheels. Then you see the smooth, wooden floor of the auditorium (for that is what the building is), is crowded with many skaters—roller-skaters that is. You notice that you are standing on a platform and on seeing some benches near by, you seat yourself and commence to watch the active performance.

While the record-player renders waltzes, polkas and other lively pieces of music, the skaters glide around in circles to the right until a shrill whistle is blown and the voice over the loud-speaker announces the order, "Skate the other way, please!" After a few minutes of this the whistle is again blown and the boys are requested to get their partners for the Grand March. You watch the skaters winding in and out and "building bridges" going under and over, and just when you are beginning to marvel at their skill you see the whole line collapse because a couple at the front didn't duck in time to go under a "bridge". When they are all skating again, you breathe more easily. As you watch the skill and ease of some of the more experienced skaters, you look around wondering if maybe you couldn't acquire a pair of skates quickly to experiment a little yourself.

Seeing there are no skates immediately available, you content yourself by asking some of the other onlookers a few questions. You learn that the sensational sport was introduced at the beginning of this 1951-52 school year and that since then old and young alike have become tremendously interested in it. Of course, certain arrangements have had to be made. A committee has been chosen to perform various duties such as collecting the twenty-five cent entrance fee, finding good records, and keeping the skating from becoming too rough. On Friday nights, only students are allowed to skate and already a few skating socials have been held.

When you leave you are resolved to return again because the merry music and the happy skaters are like a magnet drawing you into a circle of gaiety and laughter.

Elsie Tiessen, Grade XII

FIRST TERM EXECUTIVE



Seated, left to right: Eleanor Willms, Henry Fleming, Jake Dick (President), Mr. A. J. Sawatzky (Staff Advisor), Elsie Janzen (Secretary), Helene Sawatzky.

Standing, left to right: Arthur Harder, Henry Isaac, Kristina Penner, Bert Dueck, Louise Driedger, Elizabeth Mathies, Herman Dick, Verner Toews.

SECOND TERM EXECUTIVE



Seated, left to right: Elizabeth Sawatzky, Jake Dick, Rudy Huebert (President), Mr. A. J. Sawatzky (Staff Advisor), Eleanor Willms (Secretary), Helene Sawatzky.

Standing, left to right: Victor Rempel, Arthur Harder, Ruth Klassen, Katie Penner, Elsie Unger, Walter Enns, Henry Krueger, Ernest Brown.

UNSERE SCHULE

Vor mehreren Jahren wurde im Kellerraum der Kirche eine Bibelschule gegruendet. Es waren ein paar Lehrer und etliche Schueler, die sich an dem Unterricht beteiligten.

Dann fing der Gedanke "Ob wir nicht unsere eigene Schule bauen koennten?" in unseren Vaetern an zu wirken. Nach vielem Planen wurde dann am 21. Juli, 1946, der Eckstein unserer damaligen Mennonitischen Bibelschule gelegt.

Zuerst wurde meistens in Deutscher Sprache unterrichtet. Aber dann wollten unsere Eltern eine Fortbildungsschule einrichten, wo wir nicht nur die Bibel und Mennonitengeschichte studieren durften, sondern auch die Faecher, welche in den staatlichen Hochschulen vorgeschrieben sind. Der Name hat sich in den letzten Jahren geaendert. Unsere Schule heisst nicht mehr "Mennonitische Bibelschule", sondern "Mennonitische Fortbildungsschule".

Mit der Schule sind natuerlich viel Unkosten verbunden, und wenn sie jetzt nicht ganz schuldenfrei ist, wollen wir doch nicht unseren Mut sinken lassen, sondern freudig weiterarbeiten.

In diesem Jahre arbeiten fuef Lehrer und ungefaehr fuefundneunzig aufgeweckte Schueler in der Schule. Uns kommt es so vor, als ob die Jungens meinen, dass sie schon klug genug sind, denn in diesem Jahre sind viel mehr Maedchen als Jungen da. Dieses scheint aber niemanden an der Arbeit zu hindern.

In unserer Schule findet man nicht viele stille und dunkle Minuten. Es gibt gewoehnlich irgend etwas woran wir uns alle erfreuen koennen.

Unsere Bibliothek ist nicht das, was wir sie wuenschen zu sein, aber mit der Zeit gedenken wir sie zu vergroessern. Wenn irgend jemand Buecher hat und die zur Schule als Geschenk geben moechte, wuerden wir uns sehr freuen.

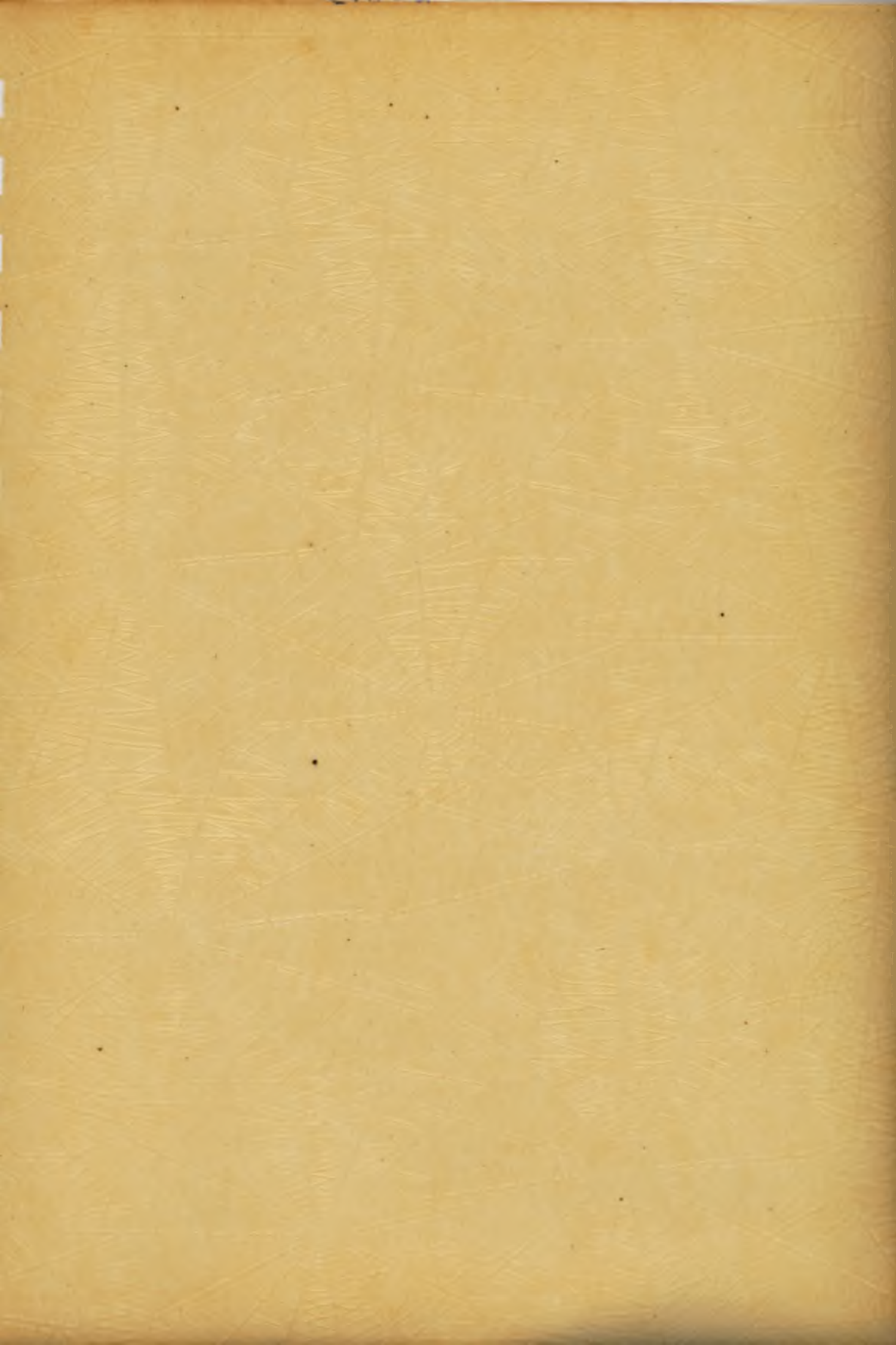
In jedem Jahr haben wir zwei Tage "Open House". Dann duerfen Eltern und Schulfreunde dem Unterricht beiwohnen und finden dadurch aus, was wir eigentlich in unserer Schule lernen.

Waehrend den Schulmonaten bieten wir auch etliche Literaturabende.

Das neue Auditorium ist jetzt auch fertig. Der Fussboden wird von Schuelern und auch von der Jugend zum Rollschuhlaufen gut benutzt.

Moechte es unser Bemuehen sein, der Schule wachsen zu helfen in allen Beziehungen.

Agnes Neufeld, Grade XI



LITERARY

"SEIZE THE GREAT
THOUGHT
'ERE YET ITS PO-
WER BE PASSED,
AND BIND IN
WORDS
THE FLEET
EMOTIONS FAST."

A PHASE OF SCHOOL LIFE

The one phase of school life which no one fails to enjoy is "spares". These most interesting periods occur, in the case of Grade IX's, four times a week.

During this time the atmosphere is filled with flying papers, rubbers and a dull murmur. The motto "Help others" is carried out to the fullest extent. If someone is in doubt as to how a 60 degree angle is constructed without a protractor, or fails to grasp the meaning of some literature, he just has to ask his next-door neighbour for the solution.

If there is no teacher in the room during spares the pupils all co-operate and settle down to work. There is only one puzzling thing about this co-operation. It is surprising how little work is done.

There is one thing about spares which we cannot find anywhere else. They are by some means the shortest periods.

But besides a little amusement quite a bit of work is really done. Spares provide time to prepare for other periods and so the other phases of school life profit greatly by them.

Elizabeth Mathies, Grade IX

SCHOOL LIFE

When during a dull period your thoughts did race
And out of the window you stared into space,
And all at once your name was said,
And you began to wish you were dead,
You stammered a weak little "pardon" out;
But the teacher already had begun to shout.
Then out of the room you had to go,
And you were ashamed your face to show.

Then toward you the teacher came
And gave you a lecture much the same
As the one before. He closed the door
And back in the room you went once more;
And then your face was very red.
The students wondered what he had said,
But out of the window you look no more
For fear that you'll have to go out the door.

An Anonymous Junior Student

WHAT I AM COMPARED TO WHAT I WANT TO BE

According to my mothers remembrance, which I believe is correct, my ambition as a lad of ten years was to be a store-keeper. When I reached the age of fifteen, and it was time I looked for employment of some kind, the grocery store was the first place where I enquired. Through the years which I spent there, my ambition which I had talked of in my childhood days became a fixed goal which was to be reached no matter what obstacles would appear. However, I want not only a store, not a place where there is swearing and cursing as is the case in many places, but a place where Christian fellowship is foremost. A place like that would be suitable for those young people who come from this school and desire to work in a store. By operating a place like that I could set a good example for others to follow, and it would also be an asset to the community.

At present I am still far from my goal, but a goal like that cannot be reached in a matter of a few years. One must prepare oneself for that, and an education is essential. Also, at the present time I am not financially fit to operate a business as I desire to do some day. I have been, and am now in my spare time working in a store, but here I am only one of the workers and not the owner or boss as my intentions are. However, that again is a position which one cannot take over immediately. One thing that I could do is to be a good example in my everyday life. Very often I must admit, I am not doing the right thing at the right time.

If a person is not exactly what he wants to be, he must simply strive for that particular position of his desires. In my case I intend not to let any obstacles distract my activities which will lead me to my distant goal. At times when I am in the wrong, I should and intend to be, willing to take the advice of others, and not regard myself as the only correct person. By doing that, one will learn their good characteristics and in the long run acquire those good characteristics oneself. To gain the required knowledge needed in the grocery business I intend to go back to the store as soon as I have been granted my Grade Twelve certificate. The saying, "Once begun, never leave it till it's done", is what I intend to live up to.

Henry Isaac, Grade XII

HOW TO BUY A USED CAR

Almost everybody is in need of a car, so why not purchase a good one? It is rather a difficult task to determine if an auto is in good condition or not. A car should have a good body, that is, the doors must close tightly, the trunk should be leak proof and the upholstery in fairly good condition. Once when a buyer noticed the roof of the inside of a car rather dirty, he became suspicious of it and didn't buy it; later he found out that it had been lying upside down in the Welland Canal for over a week. The tires should still have considerable tread and also good walls; no cracks or gouges. It is also essential that a car should have a good engine, so that it is not necessary to carry extra gallons of oil in the baggage compartment. The most important necessity is, that it has not been in a serious accident, warping the chassis, causing the car to "dog-trail".

There are exact methods how to detect all the previous essentials of a car. Take a broad-view look at the car from both sides, examining carefully the doors to see that they don't hang, but close snugly. To see if the car has been rolled, or if the roof has been damaged, look from the front and rear, noticing the uniform roundness of the roof; look to see if any paint ridges can be detected, or see if the water trough is even. Be certain to check the tires for uniformity of wear, and see if the tires are all the same make. If they aren't, then the car has probably had considerable mileage on it because the ordinary life of a tire is approximately thirty thousand miles. The seller should agree that the buyer could take it for a trial; if he doesn't, then it has a defect. A car should be driven in a minimum circle, first one way, then the other way, on the same tracks. If the tire marks do not coincide, then the body is warped or there is some defect of the steering mechanism. A car should be driven at least ten miles to check the oil pressure. Notice should be taken of the floor mats for wear. Notice the seat to see how much the springs are compressed. This will generally betray the amount of use the car has had. Lastly, take careful notice of the mileage; not so much of the amount, but whether the numbers are all in a straight, horizontal line. If not, the numbers have been changed.

The seller is usually equipped with the most modern and effective sales talk. He often says that it was a one-owner car, or that an old man drove it previously, always very slowly. That means that the engine has never been fully broken in, and it would then probably have to be repaired very soon. They sometimes say that another man was here who was also very interested, so that if not bought immediately, it might be gone tomorrow. Then let it go, there is always a better one.

If the buyer ignores this sales talk but takes the mentioned precautions into consideration, he will probably purchase a good used car that should give him many miles of carefree driving.

Henry Flaming, Grade XII

DER FORD KOENIG

Wer drived so spaet durch die Nacht wie a Blitz?
Das ist der Pa und sein kleinen Fritz.
Die Road ist lumpy, voll mud und Sand;
Die Car ist alt und second hand;
"Mein Sohn was haengst du so lang dein Gesicht?"
Siehst Vater du die Traintract dort nicht?
Und um die Curve da raced a train,
Die Engine chocked und die Car bleibt stehen.
"Ach lieber Fritz das ist alright,
Wir pushen die Car auf die andere Seit."
Der Papa schiebt und Fritz der steered,
Da ist auch weiter nichts passiert,
"Ach Daddy, mein Dad, und hoerst du nicht
Der cylinder rattled und die axel bricht?"
"Sei ruhig bleib ruhig mein liebes Kind
Das Windshield ist busted, da blaest rein der Wind,
Don't worry, nun gleich sind wir zu Haus
Und strecken uns auf den Sofa aus.
Nun Fritz sei a Sport, ich bet a dime
In twenty-five minutes sind wir daheim."
"Ach Papa, mein Papa nun guck mal den Steam."
Und unten laeuft raus das Gasoline,
"Was kracked da? Ob ich glaub am End
Die Bearings sind uns ausgebrennt."
"Ach Fritz, du machst mich schrecklich nervoes,
Und bist nicht bald still, so werd ich boes."
"Mein Vater, mein Vater, ach stop die Machinel!"
Ein puncture, ein Krach und das Rad ist dahin,
Dem Vater grausets, er macht was er kann,
Und inch bei inch sie rattled an,
Ereichen den Hof mit Muehe und Not,
Da puffet der Motor, der Engine ist Tot.

"Oh dear, es ist zum lachel
In vierzehn Tag vergisst der fool
Sei' eigne Muttersprache.
Wenn's net um uns old settlers waer
Gaeb's bald kei schoenste Lengevitsch mehr!

THE EFFECT OF AUTOMOBILES ON PEOPLE

Can you imagine a savage driving an automobile? Well, that is about the way automobiles have affected the manners of some people.

It is not the women who act as such wild creatures at the steering wheel either. Usually one sees young boys flashing past. These young men, as they term themselves, are allowed to get licenses at the age of fifteen or sixteen when they should barely be riding bicycles.

Their fathers naturally always trust them with the car. Of course, they drive slowly off the yard and down the road until they are out of their father's sight. "Here's a chance to have some fun," they think. So they press their foot down farther on the accelerator and fly along the road. Their motto must be—"A boy can never have an accident." The sign telling them how fast to go misses their eyes, they only see the other beautiful new cars driving along. These new cars only make them try to think of a way in which they can persuade their father that they need a new one. They soon will have to get one if they don't watch the road. Automobiles tend to make them unconscious of other people; they feel they have the road to themselves. These boys especially, swerve from side to side, acting smart, thinking they are showing their driving abilities. If they want to turn around and happen to see some ice on the road they casually apply the brakes and are suddenly travelling the other way. These are only a few of the effects of automobiles on people.

I believe we will either have to stop giving these young savages a license, or go back to the horse and buggy days.

Eleanor Willms, Grade XI

QUALITIES I ADMIRE IN OTHER PEOPLE

History tells us of many men and women who, by some means, raised themselves above the common people, and did something which allowed their names to be mentioned in a History book. The means they used to achieve this fame was undoubtedly some quality of character. If we look at Newton we see that he concentrated so intensely on one subject that he forgot to eat. In this modern day, when there is so much to divert our attention from studies, concentration is a quality to be admired.

Fearlessness to speak the truth is a quality which most people do not possess. However, a present-day example of a fearless man is Senator Kefauver, who began a house-cleaning of the crime found in many big cities, even though he was working against a strong underworld. In Napoleon's life ambition was a main driving force. He carried it too far; but kept under control it is an

admirable quality, for through it we strive to get ahead and do not plod along in the same rut, year after year, generation after generation. Observation is a quality which singles out many great men. James Watt as a boy observed a tea kettle and years later, out of this observation, came the steam engine. All work in chemistry and science is done by observation, a quality which scientists and chemists must undoubtedly have. Love for others and willingness to help is a quality which seems to be fast losing ground. It was stated in the parable of the Good Samaritan by Christ; Florence Nightingale also applied it when she turned to nursing in order to help many wounded and dying soldiers. The world would not be in such a bad state of affairs today if everyone would love his neighbour and try to help him instead of trying to get ahead of him.

Willingness to work is admirable in this day of shorter working hours. Most dictators who raised themselves from a humble beginning to rule over a nation, were not afraid of hard work or dirtying their hands. Many great men of today are willing to work in order to win for themselves the education which would help them achieve their goal. If we try to copy these qualities and acquire them for ourselves, we will become better persons.

Herman Dick, Grade XI

A USEFUL SUBJECT TO STUDY

A very interesting and useful subject to study is geography. It takes you to all parts of the earth. You study what the people are like in the different countries, what they eat and their occupation. You can almost imagine being among them if you study enough and let your mind roam.

You can learn the world trade, the products produced in each country, the main ports and harbours and where some products are shipped to.

In the study of geography there are some more interesting portions than others. For instance, some people like studying new names of places while others don't like to remember them. "Too hard," they say.

You get the study of the sources of wind and water. You can find out which way the water runs off certain levels, where most rain falls, how the wind controls the rainfall and many other interesting facts.

If you would have taken a trip fifty years ago, you wouldn't have known any countries; not as well as today anyway. It wouldn't have been so interesting. Taking a trip today is different. When you see a place, you remember having studied about it, how the teacher explained it, the picture you had in mind and now you are seeing the real picture.

Geography is very interesting and important in the course of study.

Agatha Thun, Grade IX

A JOURNEY IN AN ARM CHAIR

One summer day when exams were drawing near, I decided to begin my studies. The hot sun beat down on the roof of the house unendingly. As my study became unbearably hot, I decided to go onto the somewhat cooler porch. I dropped into a fine, soft easy chair and opened my History book on page two-hundred and fifty-three—the British North America Act. Up and down the screen several flies kept up their continuous buzz.

Not long after I found myself in my very own helicopter with my friend Sue beside me. I pushed several little buttons and before I knew what I had done the plane shot into the air. In a moment we were high above the earth with nothing but sky around us. The large front-view window made it possible for us to enjoy the landscape. Using only the control stick we felt quite safe. In less than an hour we had glided over the tossing Atlantic Ocean and were now flying over Russia. Viewing the Tundra, we saw nothing but large areas of glistening snow and ice. Here and there we saw small patches of forest and then large areas of waste. Next we came to the Forest area where nothing could be seen for all the trees and shrubs. When we reached the Steppes we saw many flocks of sheep and goats pasturing beside the glittering waters of the sea. We also viewed the small kolkhozes and the large sovkhoses in which we saw many of the wearied Great Russians work. Some were digging out potatoes, others reaping wheat and still others cutting flax. Farther south we went. Here and there we could see bands of horses moving slowly towards the big barns. Steadily we roared on. Passing the Caucasuses we came upon the warmer areas, where tropical fruits were grown. The rich green fields were covered with baskets of fruits ready for shipment. Gliding over Arabia we noticed nothing but the large oil refineries and then again the crystal clear appearance of an ocean. We next flew across many small islands and were busy spying the precious jewels and minerals when something suddenly boomed in front of us—the South Pole! As we had no experience with flying we could not turn aside in time and the helicopter smashed right into it with a tremendous crash.

Startled I found myself sitting on the floor with the chair behind me. The sun was showing its last rays of light behind the tree tops. The flies had disappeared and my history book, still clutched in my hand, was still open on page two-hundred and fifty-three.

Marion Dick, Grade XI

OPENING SUBJECT

Mathematics is a subject that can be divided into two parts—algebra and geometry.

Algebra is something which is impossible to understand. You will never know why a minus times a minus gives a plus, or a minus times a plus gives a minus. No, you will never understand it and only through careful drilling and memorizing will you get it. It seems to change from day to day. Sometimes the signs change and at other times they do not. But never guess, for that is sure to be wrong.

Geometry is at least possible to understand but impossible to do. Bisect a given line and if your pencil is dull it just won't be done properly. You can never let geometry rest or it will drain from your mind. You must be very careful in reading the question or you are apt to go wrong.

This is mathematics and the people that do it are also divided into two classes—the ones that know how, and the ones that do not. Very seldom is there a happy medium. Sometimes, of course, but very rarely, someone with one hundred per cent will appear.

Anita Pankratz, Grade IX

THAT'S SCHOOL

Bright and early every day
E're the sun peeps o'er the hill,
There we sit in grand display,
Looking dim and sleepy still.

Hark! A creaking of the door!
Silence rules the room once more.
With a Math Book in her hand
Miss Braun comes in to take the stand.

Of course, we all learn some big thing,
But, Oh how nice of the bell to ring,
Then Miss Braun does leave us all
'Cause Mr. Driedger is in the hall.

He comes walking through the door,
Glad to see us all once more.
Literature, Grammer, and Composition,
He got stuck with that position.

Mr. Penner comes in next,
Prepared for our new History text.
Up to the blackboard we all go
To write down the bit we know.

Now when we all need a rest
P. C. presents us with a test.
It's either French or Science today,
He never gives us time to play.

Then when the days seem to grow long,
A. J. comes in with a song.
With a fiddle and a bow
He plays the tune of "Old Black Joe".

In German we learn "der, die, das";
But really I dont know "fuer was".
"Au revoir", I now must say,
And so ends a glorious day.

Katie Froese, Grade IX

THE VALUE OF "USELESS KNOWLEDGE"

Is there such a thing as "useless knowledge"? Some of us may ask ourselves, "Why must we study this? Why must that be a compulsory subject on the school curriculum?" With all this why and wherefore, we are forgetting the aim of an education. An education is not so much that which qualifies us for well-paying positions later on, but that which seeks to build us mentally.

You may ask yourself, "Why literature, I'll never be a journalist and certainly never a writer." Remember, that literature might be the means of strengthening or encouraging you sometime, after a hard day on the farm. What do you call useless knowledge? Do you classify only that which will be of use to you in your occupation as useful knowledge? If so, then think of the film shown us recently by the Moody Bible Institute. It will dawn on you that, had we never touched the heavens in our course of study, had we never heard of planets, orbits and universes, the film could not have fascinated us so, for we would have been rather confused. How many of us are to become astronomers? I don't believe I will, yet I am glad for what I learned of the universe during my school years.

We may also learn things of interest, but which are not directly of material use to us through magazines or by listening to the radio. What is the value of this useless knowledge? I would say that it is this knowledge which enables us to lead a richer, fuller life.

Marie Schmitt, Grade XII

OUR SUBJECTS

I'm very fond of Geometry
And Health I like the best,
Whenever we have History
We always have a test.

In Science class we look at germs,
And study caterpillars,
We separate all kinds of worms
And other plant life killers.

In music class we learn to play
The violin and cello,
This class is always bright and gay,
With songs so clear and mellow.

I've learned of many wise explorers
Who found the cold Antarctic sea,
And crossed the Rockies, enduring horrors
That even would have frightened me.

We have five teachers in our school
Who help to give us knowledge,
They teach and sing and make the rules.
And help put us through college.

P.S.
The bell has rung, it's time to eat;
For dinner we have peas,
For breakfast we had shredded wheat,
For supper we'll have cheese.

Louise Mathies, Grade X

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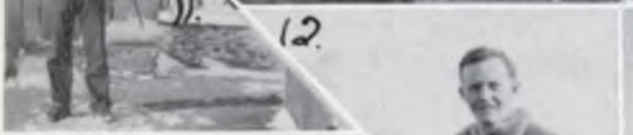
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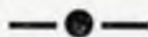
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Miss Braun's "compassless" circles and exact "finger measurements."

Mr. A. J. Sawatzky asking for the neuter gender and getting the answer, "Kindlich".

Mr. J. Driedger cautiously pulling down the map and then (calmly)? watched it crash to the floor.

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Eleanor Neufeld wearing her jumper?

Hank Toews shooting anything on his hunting trips?

Henry Krueger or Henry Gossen singing high tenor?

Edith Isaak without her camera?

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Marion Dick at the board, frantically trying to remember her History.
Mr. A. Sawatzky: "Well, what did you have in your notes?"
Marion: "Shall I go look?"



During a Grade XIII Physics period while working a problem involving the formula $v = u + at$:
Mr. P.C.: "What are we looking for, Frances?"
Frances: "U".



Remember the Grade XIII flame test; Harder's eventually turned black!

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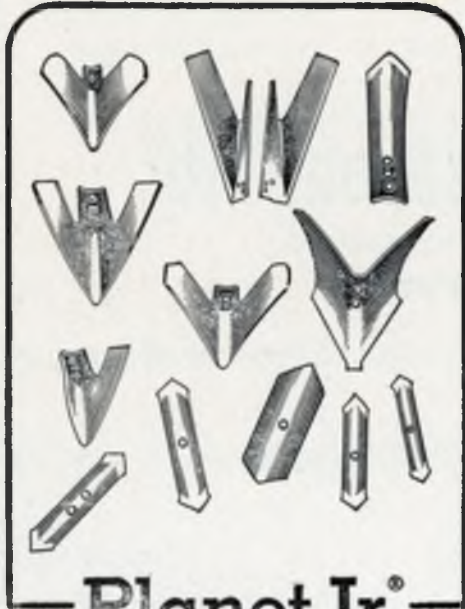
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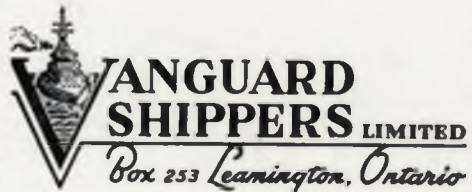
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