

The logo for 'Spectralum' features the word in a large, bold, 3D block font. The letters are arranged in a perspective that makes them appear to recede into the distance. From the top of the 'S', several parallel lines radiate outwards, creating a fan-like effect. At the top left, a small, wireframe cube is positioned as if it is the source of these lines. The entire design is rendered in a light, metallic color against a dark, textured background.

SPECTRUM

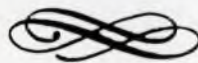
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THE SPECTRUM
AND
CATALOGUE
1965 - 66



PUBLISHED EVERY TWO YEARS
BY THE
UNITED MENNONITE EDUCATIONAL INSTITUTE
LEAMINGTON, ONTARIO

THE DEDICATION



In deepest gratitude for their continuous support and concern, and for their genuine interest in our welfare, we, the students, dedicate this edition of the **Spectrum** to our parents.

Editorial

Have you ever had even the merest shadow of doubt as to whether or not building a private high school has been worth the struggle? You may, parents and students alike, have shed sweat and tears to keep it going. It is under pressure like this that one searches desperately for some sort of sign or visible result to cling to. Can **you** see a fruitful result?

Are you still as enthusiastic about U. M. E. I. today as you were when it was only a dream in your mind? When someone asks you what U. M. E. I. really stands for, can you enlighten him — with firm conviction in your heart and voice?

— Wait a minute; don't answer yet. It is our wish that you read the following pages. Hopefully, the **Spectrum** may convey to you a small part of the visible proof of the value of our school. May we only be worthy of that happy dream that came true!

THE EDITORS

THE SPECTRUM STAFF



Seated (l. to r.): Ruth Driedger, Irene Driedger, Linda Konrad, Anita Warkentin, Linda Koop, Anita Toews, Vicky Schmidt, Linda Epp, Miss Friesen, Nick Driedger.
 Second Row: Miss Harder, Barbara Tiessen, Shirley Rempel, Doris Penner, Paul Krueger, Marlene Dick, Cheryl Masters, Betty-Jean Berg, Henry Konrad.
 Third Row: Walter Brown, Arthur Froese, Robert Tiessen, Fred Driedger, Robert Tiessen, Ken Schmidt, John Penner.

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Editor-in-Chief	Anita Toews
Assistant Editor	Anita Warkentin
Business Manager	Fred Driedger
Assistant Business Manager	Robert Tiessen
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2.	Barbara Tiessen
3.	Ruth Driedger
4.	Marlene Dick
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Editorial	Miss Friesen, Miss Harder,

PRINCIPAL'S MESSAGE . . .

Just before Jesus was taken up to heaven he said these parting words to his disciples: "It is not for you to know about dates or times, which the Father has set within His own control. But you will receive power when the Holy Spirit comes upon you; and you will bear witness for me in Jerusalem, and all over Judaea and Samaria, and away to the ends of the earth." (Acts 1: 7, 8. N.E.B.).

You who are going to graduate from our school this June have heard the teachers tell you that you are an example to all the younger students, especially those in Grade 9. No matter what you do, whether you wish it or not, you are an example for them to follow. You have been told that it is your responsibility to set a good example, for if you set a bad example, that too will be followed. If anything, the bad example is followed sooner than the good example.

You may think that when you leave the U.M.E.I. your responsibility as an example to others has ended. Yet this is not so; it is only beginning. The disciples went out to the ends of the earth witnessing for Jesus. You too are going out into the world. You too are going to be a witness, whether you want to or not. Will you be a witness for good or bad? Remember, if you are not for Jesus you are against Him.

The disciples were able to witness because they received power from the Holy Spirit. They needed his help, for their own power was quite insufficient. Our prayer for you as you go out into the world is that, wherever you find yourself, you will be a witness for Jesus. May you receive power from the Holy Spirit for this great and demanding task.



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DAS DIREKTORIUM DES VEREINS – 1966



Front (l. to r.): Rev. G. Thiessen, J. A. Dick, H. J. Brown,
N. Rempel, H. Fleming, J. H. Janzen.
Back: P. C. Sawatzky, J. P. Driedger, C. Driedger, G. Wiebe.



H. H. Epp, Vineland



H. Rogalski

EIN WORT VOM DIREKTORIUM

Hebr. 13, 8. Jesus Christus — gestern und heute und derselbe auch in Ewigkeit.

Alles auf dieser Welt ist dem Wechsel unterworfen. Es ist ein Kommen und Gehen, Geborenwerden und Sterben, ein Auferstehen zum Leben und dann wieder ein Dahinwelken und Verdorren. Es finden eine stete Veraenderung statt. Auch die Natur, die uns umgibt, ist davon nicht ausgeschlossen.

Auch in unserem U.M.E.I. sehen wir, dass es nicht immer beim Alten bleibt. Jaerhlich kommen neue Schueler und jaerhlich treten aeltere Jahrgaenge aus. Heute sind es andere Schueler, die das Spectrum zusammenstellen, wie vor etlichen Jahren. Fast jaerhlich verlassen uns etliche unserer Lehrer, die dann durch neue muessen ersetzt werden. Immer wieder gibt es Probleme zu loesen, ebenfalls auch auf wirtschaftlichem Gebiet.

Aber was hat unsere Lehranstalt erhalten jetzt schon ueber zwanzig Jahre? Warum besteht sie noch, ja, baut sich noch weiter aus? Warum kommen noch jeden Herbst neue Schueler, warum werden immer neue Lehrkraefte gefunden? — Jesus Christus gestern. Mit ihm haben wir dieses Werk angefangen. Zu ihm haben wir unser Glaubensauge emporgehoben — und nicht vergebens, — er hat geholfen. Auch heute erfahren wir seine Hilfe, — Jesus Christus heute. Und was in der Vergangenheit und Gegenwart uns gestaerkt hat, Mut gegeben das Werk weiter zu fuehren, das soll auch in Zukunft unsere Loesung sein — Jesus Christus auch in Ewigkeit. Der Herr Jesus soll der einzige Gegenstand unseres Glaubens und Lehrens sein und bleiben. Und ihr, die ihr dieses Spectrum zusammenstellt und die ihr hofft diese Schule in diesem Jahr zu verlassen, bleibet auf dem Grunde Jesus Christus und lasst euch durch keine Macht von demselben verdraengen. Und solltet ihr in Not und Anfechtung kommen, dann sprecht mit dem Psalmisten: "Ich hebe meine Augen auf zu den Bergen, von welchen mir Hilfe kommt. Meine Hilfe kommt von dem Herrn, der Himmel und Erde gemacht hat."

GERHARD THIESSEN

RUECKBLICK

Am 2. November 1947, an einem schoenen Sonntagnachmittag, wurde unser Schulhaus, U.M.E.I. genannt, feierlich eingeweiht. Als Lehranstalt hatte das Werk schon am 8. Januar 1945 angefangen, vorerst zwar nur als Bibelschule mit 12 Schuelern im Kellerraum der Kirche. Im folgenden Jahre kam zum Bibelunterricht auch der Hochschulkursus hinzu mit 29 Schuelern in 2 Klassen, auch wieder in der Kirche. Im dritten Jahre gab es schon drei Klassen mit ungefaehr 50 Schuelern. Bis Weihnachten auch noch wieder in der Kirche, nach Weihnachten aber schon im neugebauten Schulhause, welches uebrigens von innen noch nur half fertig war. Unter dem Getoese von Hammerschlaegen und Saegegeraesch wurde Schule gehalten. In den Klassenraeumen waren Kohlenoefen (Quebec Heaters) aufgestellt, von den Schuelern auch "cold reducers" genannt.

Den 15. September 1947 fing das vierte Schuljahr an mit 4 Klassen und 80 Schuelern, jetzt schon ganz normal in guteingerichteten Klassenraeumen. Vier Lehrer waren angestellt. Von dann an kam die Schularbeit und das Schulleben in geordnete und geregelte Bahnen.

Der Bau der Schule wurde im Fruehling 1946 angefangen. Eine Zeremonie mit Spatenstich kannten wir damals noch nicht, und so ging man kurzweg an die Arbeit auf dem neugekauften, sechs Acker grossen Schulkampus. Bis zum Juli war man nach viel Muehe mit den Kellerwaenden fertig. Die Arbeit wurde meistens von eigenen Leuten unbezahlt getan, nach heutigen Begriffen, mit primitiven Geraeten.

Am 21. Juli 1946 konnte die Feier der Ecksteinlegung unter groszer Teilnahme gehalten werden. Der Chor sang: "Die Sach ist dein Herr Jesus Christ . . ." N. N. Driedger sprach kurz u. hatte zum Text: 1. Kor. 3, 11 und Aelt. J. J. Wichert hielt das Weihegebet.

Mehr oder weniger fertig wurde das Schulgebauede erst zum Herbst 1947. Am 2. November 1947 war die Einweihung. Der verstorbene Aelteste J. H. Janzen hielt die Festrede. Er hatte zum Text: "Und er lehrte in ihren Schulen und ward von jedermann gepriesen." Luk. 4,15. Der Schuelerchor (80 Stimmen) sang unter Leitung von Frl. Helen Braun.

Mehr als 2 Jahrzehnte sind seit dem Anfang vergangen. Der Festredner von damals, Aelt. Janzen, ist gestorben, so auch der erste Prinzpal, Aelt. J. A. Dyck. Der erste Sekretaer des Direktoriums, Br. Jacob Hamm, ist auch durch den Tod abberufen worden. Manche andere treue Stuetzen der Schule sind weg. Viele sind alt geworden. Der heutige Prinzpal und der heutige Religionslehrer haben bereits eine lange Dienstzeit an unserer Schule hinter sich. Doch trotz vieler Veraenderungen und dank vieler treuer Arbeiter, Lehrer mit eingeschlossen, — die Schule ist da und hat heute mehr Schueler denn je. "Die Sach ist dein, Herr Jesus Christ . . ."

Dem Gedenken derer, die dabei waren und nicht mehr da sind; so auch als Danksagung den vielen Bruedern, Schwestern und Lehrern, die von Anfang an bis heute treu zu dem Werke der Schule gestanden haben, und auch den vielen, die neu hinzugekommen, — allen sind diese Zeilen als Widmung geschrieben worden.

Nur treu, nur treu,
Auf Treue warten Kronen,
Womit der Herr in Ewigkeit will lohnen.

AELT. N. N. DRIEDGER

WHAT IS IN THE NAME "U. M. E. I."

When someone, who does not know our school, asks you for an explanation of the name "United Mennonite Educational Institute", what has been your answer? Frequently, not to be bothered with too much explanation, we just say: It is the name of our Leamington Mennonite High School.

But let us look at the name a little more closely, to see why such a name was chosen in 1945 by the founders of the school. The first two words, "United Mennonite", state to which branch of the Mennonite Confession the school belongs. In the founding years of our Church (1925-28), our people, after the immigration from Russia, were settling in various places in the Province of Ontario. In order that we would not lose contact with each other, and as a starter for further organizational development, the scattered groups were united into one church. The organizer and spiritual advisor was its itinerant minister, the late Rev. J. H. Janzen of Waterloo. Thus by virtue of the concern to unite the various groups and keep them in touch with each other, the name "United Mennonite" was accepted at that time. And thus, later, when the groups of the original church became separate churches, the Conference of United Mennonite Churches of Ontario was organized and duly registered in the office of the Provincial Secretary in Toronto. Our school is an institution of this Conference.

Furthermore, it is called an educational institution. This does not only refer to the fact that it is a school offering an academic course on the secondary school level. This fact alone would hardly justify the great moral and financial effort needed to establish and promote such an undertaking. In addition to the academic high school course, subjects in the Mennonite tradition, such as Religion, Church History and German, are taught. A special emphasis is placed upon biblical instruction. Also the subjects required by the Department of Education are thoroughly taught by teachers who are concerned about the spiritual as well as the scholastic development of the student. A certain standard in dress and behavior is expected of the students. This is the deeper meaning of the term, "Educational Institute".

Thus we strive to place the student into an atmosphere that is conducive to good character development. Biblical knowledge, faith in God and Christian morality, are looked upon as absolute essentials for ideal character development.

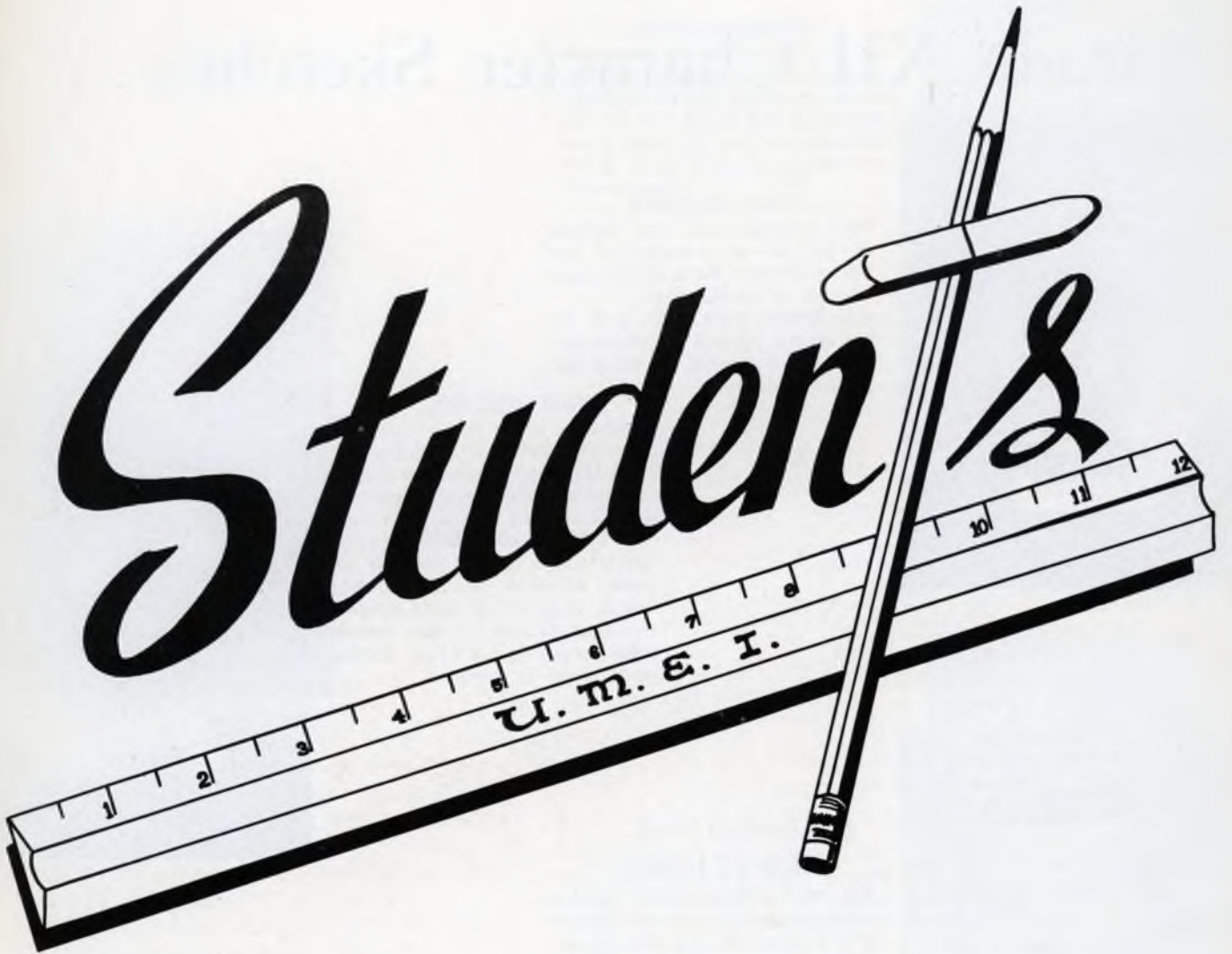
Of course, the founders of the school realized that each student subjected to the wholesome influence of such an institution can accept the influence or reject it. A school is no stamp machine. It is possible, under the best conditions, that degraded characters are the result of ideal circumstances. For from the same material one man builds palaces, while another builds hovels. In the company of Jesus, we do not only find a John, Peter and James, but also a Judas.

Thus, by establishing the "United Mennonite Educational Institute", the founders have attempted to create the condition for academic achievement, as well as development of christian characters.

Yes, it is a name, which places a challenge before all of us — supporters, teachers and students. May God help us that we all may live up to the expectations, which the founders saw in a name.

AELT. J. C. NEUFELD

Students



MY PURPOSE

To be a little kindlier
With the passing of each day;
To leave but happy memories
As I go along my way;
To use possessions that are mine
In service full and free;
To sacrifice the trivial things
For larger good to be;
To give of love in lavish way
That friendship true may live;
To be less quick to criticize,
More ready to forgive;
To use such talents as I have
That happiness may grow;
To take the bitter with the sweet,
Assured 'tis better so;
To be quite free from self-intent
Whate'er the task I do;
To help the world's faith stronger grow,
In all that's good and true;
To keep my faith in God and right
No matter how things run;
To work and play and pray and trust
Until the journey's done.
God grant to me the strength of heart,
Of motive and of will,
To do my part and falter not
His purpose to fulfill.

—Henrietta Heron

Grade XII Character Sketches . . .



FRED DRIEDGER

Fred is always very busy because of his job as president of the Student Council. He is also business manager of the **Spectrum**.

Nevertheless Fred finds time for the various social activities and manages to handle all his duties without complaint.



RUTH DRIEDGER

Ruth's future lies in the field of higher education. She is standing first in class for her fourth successive year at U.M.E.I. She participates actively in sports scoring many points in volleyball.



ROBERT TIESSEN

Bob has a certain knack of making seemingly innocent remarks that result in an uproar and often in confusion. He has writing talent and can usually be found with Walt, discussing current events. His future is undecided.



BARBARA SCHMIDT

Barb is a likeable, talkative person who is an avid Beatle fan. She takes interest in all school activities and is thinking of making teaching her future profession. Barb is often seen talking with Elfrieda.

ARTHUR FROESE

The class "Plato" spends 75% of his time brewing up impossible questions for the teachers to stumble over. Archie can always be found after four, scurrying from car to car in an attempt to acquire a ride to town.



MARLENE DICK

Marlene seems to be enjoying life as a grade 12 student. She is academically talented and takes part in all class discussions. Marlene plans to take grade 13 and may continue her education in university.



PAUL DRIEDGER

This year Paul has no brother to follow to school but he keeps in good shape by excelling in all sports. His marks are on an even level and higher education is definitely in his plans.



IRENE CORNIES

Irene has a certain talent for looking convincingly innocent at the most convenient times. Irene, along with many of us, always looks forward to the week-ends. At this time she is undecided as to whether she will take grade 13 or a special commercial course next year.





JOHN PENNER

John is an excellent basketball player and remains a diligent camera club member. By the end of the summer he is anxious to leave Pyramids and begin school; but now, even though the thrill of beginning school has worn off, he seems quite content.



LINDA KLASSEN

You may not recognize Linda at first because she has had her long, golden locks shortened, but otherwise she hasn't changed. Linda wishes to enter grade 13 after completing grade 12.



LARRY TIESSEN

This innocent looking chap groans at the thought of writing a composition or German test. He proves capable in most other subjects as well as P. E. Lawrence's present plans include his promotion from grade 12.



ANITA TOEWS

Anita is presently proving herself to be a very capable *Spectrum* editor, as well as being class representative. This does not hamper her high grades, however, or her lively personality. Anita will attend grade 13 next year.



BETTY JANZEN

Betty takes her school life in earnest, and as a result obtains good marks. She is an asset to the volleyball team. Her future is undecided but she is considering taking both grade 13 and Special Commercial at Leamington.



LINDA KOOP

Linda always finds time to converse with Anita during school, and can often be found participating in a lively discussion. At eight-fifteen and noon-time she can be seen scurrying to and from school. At the moment her future is undecided.

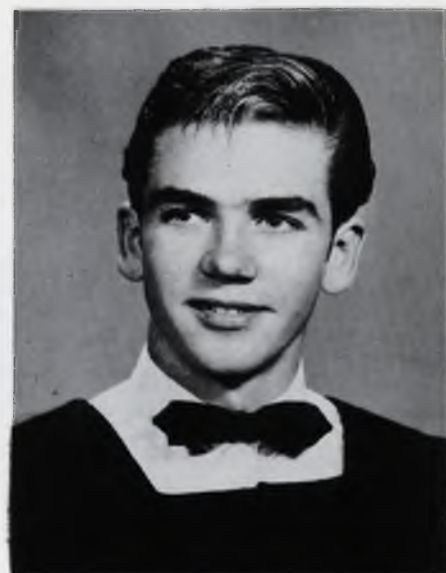
KEN SCHMIDT

Ken, who feels that a rolling stone gathers no moss, would like to keep the moss off his new Ford by driving it constantly. Ken enjoys chemistry period and awaits the day when he will graduate from U.M.E.I.



WALTER BROWN

Walter still enjoys the privilege of occupying a front seat as he has during his entire stay at U.M.E.I. One of his many abilities, that of writing German poetry and prose, has been a definite asset to the class. His future plans involve operating a farm.





PAUL KRUEGER

Paul, our only grade 12 student migrating from Wheatley, keeps the fellows up-to-date on the dragging news. His artistic abilities can be seen displayed in this book. Paul would like to get a job in the field of electronics.



ELFRIEDA KONRAD

Elfrieda takes full advantage of her back seat although she is comparatively quiet during class. She is quite talented in mathematics and bookkeeping and is secretary-treasurer of the school. Storekeeping appeals to her, but right now she is enjoying her life on the farm.



HAROLD FLAMING

"Curly", who discovered a trace of "Oklahomian" blood in his veins, feels if you must go, go to the woods. He may become a forest ranger but for the time being, Harold will remain in the Leamington area.

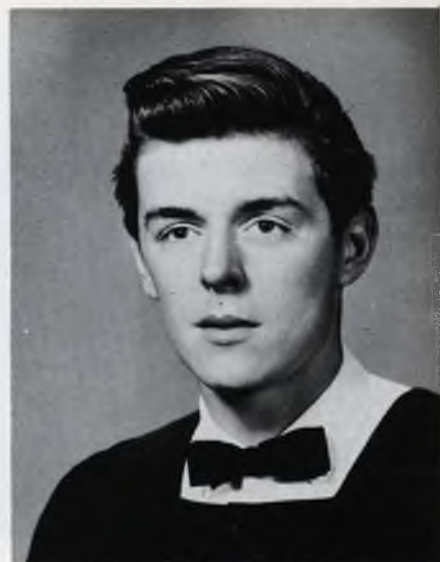


BARBARA TIESSEN

This lively girl is very proud of her newly acquired driver's license (chauffeur's at that)! Recently, being on the Spectrum staff, she was quite absorbed in her advertising duties. Grade 13 and a teaching career is her goal.

HENRY DYCK

"Stretch", now a front seat dweller, interjects many timely comments which tend to liven up the class. He has managed to overcome the temptation of tripping teachers as they enter the room. Henry can hold a very intelligent conversation in low German.



ROBERT KONRAD

Robert, an avid hunter, is anxiously awaiting the baseball season — he is an excellent player. Being blessed with the ability to crack his knuckles, he usually wins any such competition. His plans after grade 12 are undecided.



JOHN WIEBE

"Wieb" is a firm believer that dual wheels on tractors are a definite asset and that G.M. is the only brand of car to get. After completing his career of making weird sounds and falling out of seats, he plans to tackle university.



CHARACTERIZED BY

LINDA KLASSEN, ROBERT TIESSEN

Grade XI Character Sketches . . .



RON JANZEN: Ron, ordinarily peace loving, can sometimes be seen raging at the girl sitting beside him. Even though his academic standing is quite high, he never fails to have an exciting weekend. His ambition . . . ?

ANNA CORNIES: Anna is one of the few excelling in German. She has great force when it comes to hitting the volleyball over the net, and she is a great asset to her team. At the moment her main ambition is to pass Grade 11.

CHERYL MASTERS: "Charlie", everybody's friend, is always doing something wrong, (or so it seems). She also seems to have trouble controlling her desk. Otherwise she has no problems, except boys. To their teasing she simply says, "I feel like a pin-cushion".

DONALD NEUFELD: Don enjoys football and seems to work hard at his studies. He is also experienced in leaving Cheryl to answer for private "back of the room debates" in Literature periods.



BOB DICK: Bob, like many others, finds handing in six typing exercises a week, a problem. He is at present counting the days before his driver's test.

SHIRLEY REMPEL: Our class genius always stuns us with her soaring marks and the amount of fun she still seems to have on the side. In class she is usually quiet unless she talks to Linda or Irene about the weekend's activity.

ANNE DICK: Our favourite mathematician is usually seen ordering poor (?) Margaret and Laura around. She never gets her homework quite right, but this doesn't disturb her placid nature.

GERRY EDIGER: Gerry usually volunteers (??) to be Mr. Toews' lab assistant. He not only aids in the experiments, but also has his own theories about the results.



VICTOR KLASSEN: Vic takes pride in being able to kick a football farther than anyone else in grade 11. Another of his abilities is to frustrate Linda Epp.

LINDA EPP: Linda, one of our friendly dormites, has the honour of being the school choir's pianist. She always manages to get her homework done, but is quite often thrown into fits of anger by Raymond or Vic.

MARGARET MANTLER: Marg, another of our prospective teachers, is usually found with Anne and Laura. Her enjoyment of playing tricks on others has led to "soaping" Raymond's glasses and throwing pencil-cases out of the lab window.



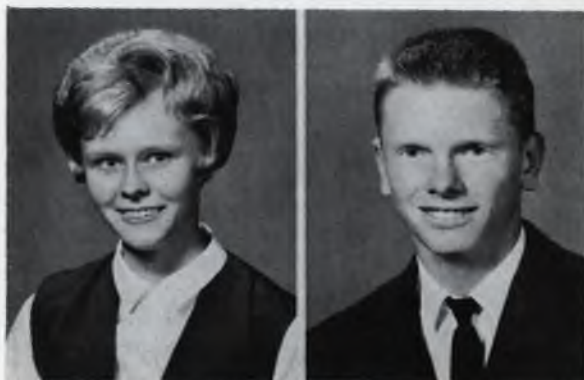
PHILIP CORNIES: Phil is usually quiet. He is however, quite often seen discussing his latest hunting experiences with Vic and Raymond.



JAKE MARTENS: Jake often forms his own scrimmage line on the football field — behind the rest of his team. His talents include typing and bothering Margaret and Cheryl.

LINDA KONRAD: This red-head, because of her position in the room (front seat), always gets her homework checked. She is usually seen talking to anyone around her. She keeps her average at 70% and is very good in sports and typing.

RUTH FROESE: Ruth quite often prevents a class disaster by answering long involved questions in Church History. She can often be seen aggravating Vic Klassen's friendly disposition. She seems to have no difficulty in any subjects and excels in all sports.



ALFRED WARKENTIN: Alf has not found the change from Grade 10 to 11 difficult. He enjoys reading and always has his homework done.



RAYMOND KOOP: Raymond's worst problem is that he sits at the front of the room in almost every class. His main ambitions are completing school and farming.

BETTY JEAN BERG: "B. J." has the privilege of sitting at the front of the room in most classes. One usually sees her talking to Linda Epp, a fellow dormite.

IRENE DRIEDGER: Being surrounded by boys, Irene is the centre of attraction in the back corner. She is good at sports and does quite well in all other subjects.

HENRY KONRAD: Henry does well in all sports. He is usually talking to Irene and as a result does not see the teacher enter the room.





JERRY SCHMIDT: To Jerry the most difficult part of grade 11 is memorizing acceleration formulas. He is often found hiding behind Vicky in Literature and History periods.

VICKY SCHMIDT: Vick, our "friendly foreigner," seems to have no problems. She is however the one to whom we tell all ours. She is usually seen with Cheryl.

LAURA KLASSEN: Laura is usually seen conversing with Anne or Margaret. Her most prized possessions are her driver's license and a picture that has a habit of disappearing. In Physics and Geography she aggravates many students by throwing things around.

JOHN DAVIS WOELK: John, who plans to become a teacher, is at present working hard at grade 11. On the football field he is a valuable blocker.



HENRY REIMER: Henry works hard at his studies. He apparently is very interested in ancient history, since he owns a priceless (?) 1951 Hudson.

DICK PENNER: Dick has the privilege of sitting in the front corner. He can usually be found laughing at Henry R.'s remarks, or trying to convince a certain Chrysler fan that Fords are the best.

DORIS PENNER: Doris, "our friendly giant killer" keeps saying her only concern is her studies. Front seat dwellers often hear comical anecdotes floating to the front. She excels in German and typing.

NICK DRIEDGER: Nick excels in all sports and also does well in his school work. He often finds answers to History questions which leave everyone baffled.



CHARACTERIZED BY--

MARGARET MANTLER, RON JANZEN

Grade X Character Sketches . . .

HENRY PENNER: Henry, the captain of the Junior Boys' basketball team, is the idol of anyone who would like to master the art of dribbling. Henry's amazing ability has fascinated the junior boys many times in P. E. period. Henry is a popular student in the class.



JANE REMPEL: Jane, our top typist, is often seen discussing her past weekend with Carol. This valuable player excels in all sports, especially on the basketball court. Her pet saying is "Brother"!



MARY KLASSEN: Mary is rather reserved and is usually seen talking to Kathy F. She is intelligent and usually has her homework done. She plans to become a nurse.

JOHN KONRAD: John is a credit to any class and is often involved in something he didn't do. According to Mr. Penner he has very good prospects of becoming a teacher. He is often an example to the class of a good student.

EDWARD WIENS: Ed also arrives at school in a taxi and can often be seen with Henry Neufeld. Ed. enjoys basketball and has mastered the skill well enough to make the team.



CAROL ANDRES: When asked about her weekend, Carol answers with a crimson blush. Who is it, Carol? As the captain of our volleyball team, she excels in sports. Her weakness is German.



ANITA WARKENTIN: Anita is often seen talking to Helen W. As well as being on the Spectrum staff, she stands first in our class. Her leisure time is spent in playing the piano.

ROBERT TIESSEN: Bob is the only dormite in the class and the most ardent student of the boys. His outstanding marks are achieved through studying and hard work.

JOHN DERKSEN: John, a very quiet student, is often found discussing his typing mark at noon. He is not always as lively in class discussions as he could be but any remark he does make holds much thought and sense.



LINDA BRAUN: Lynn is usually seen with Anita Brown. She is very faithful in her homework and seldom leaves it undone. Her main weakness is trying to make up her mind.



WILLIAM TIESSEN: Bill is known for excursions with his Olds, and his very fast '59 Ford. He is also known for his ingenious remarks in Science period. Nothing more can be said about him but that he is an all-around "nice guy".

MARLENE FLAMING: If you don't hear Mar's cheery "Good Morning" you know she isn't here. She is often heard on the volleyball floor egging her team on. She is our class representative for this term.

HELEN WIEBE: Helen is one of our top students when it comes to exam time. She is a very quiet, reserved girl and is usually seen in deep discussion with Anita Warkentin.

HENRY NEUFELD: Henry arrives at school each morning in a taxi. He is very proud of his '66 G. M.C. pick-up and is waiting anxiously to get his driver's license. He made the basketball team and is known for his long shots.

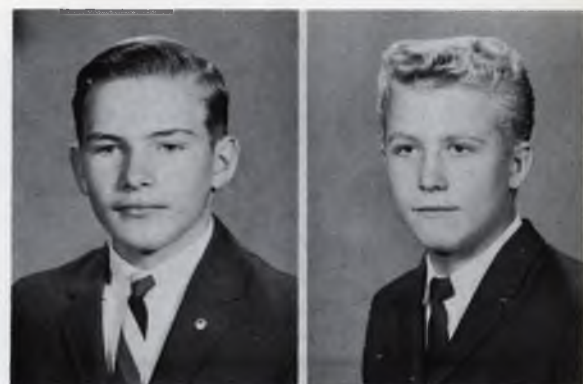


FRANK ANDRES: The flash of a fire red '63 Ford Galaxie XL tells us that "Andy" has arrived. This hard-working, industrious and rather quiet young man is a credit to the class.

ANITA BROWN: Anita takes pride in being the youngest one in the class. She is often heard making remarks during typing, and seen talking to the person behind her.

VICTOR PENNER: Vic has the distinction of being the most unfortunate boy in the class, since he will be the last to obtain his driver's license. This makes us "kid" him about it, but his good sense of humour enables him to take it all as a joke.

NICK PETERS: Nick, the only alien in our class, (from Manitoba), could be seen each morning coming to school in a burgundy sweater. The handicap of being a newcomer has not hindered him in making friends.



HENRY DYCK: Henry, who is centre on the basketball team, is very proud of making the team and his recently acquired chauffeur's license. Henry enjoys basketball, driving and "fooling around when the time is right".

JOHN DYCK: John, who also plays centre for the basketball team, often drives around in a gray pick-up. He is often seen arguing with his brother over "who gets to drive tonight". He also enjoys all other things enjoyed by his twin.

DENNIS ENNS: If you would walk into Grade 10 History you would probably find Dennis discussing the "pros" of Ford pick-ups, and the "cons" of GM products. The conclusion to this discussion remains unanswered but the fact remains that Dennis has one of the most pleasing characters in the class.



DAVID ENNS: Dave, the quieter half of the set, appears to be most interested in his school work although this might not always be the case. Dave has been very successful in his studies and in making friends.



JAKE GOSSEN: For awhile during the second term, "Goss" was frequently being teased about his new Chevrolet. The period of time it took to arrive amazed everyone. Jake makes friends easily and therefore has many.

CHARACTERIZED BY-

JANE REMPEL, JOHN DYCK

We would like to express our appreciation to Mr. Masters of Master's Studios, Leamington, for his help and photography.

Grade IX Character Sketches . . .



BILL BRAUN: If Bill isn't laughing and joking, he's working hard. He doesn't say too much in class, but out on the football field or in the gym he's loud and active.

IRENE BERG: Irene, our little pixie, is always happy. If you don't hear a friendly "Hi" in the morning, you'll know Irene isn't there. Her pet peeve is being called "Shorty".

RUTH DICK: This intelligent lass ranges high above the others in marks. She is always chipper and yet quiet which is probably the reason for her back seat position. Ruth excels in sports and is a very good volleyball player.

WERNER PENNER: "Vern" is a sports enthusiast and can always be seen in the centre of any sports event. When we stay in one room for more than one period, he can be seen doing the gentlemanly act of opening the door for the teacher.



JOHN PENNER: Here is another lucky boy who sits in front. If you spend a few minutes in a classroom and don't hear a laugh, Johnny isn't there. He, like Dennis, brightens up the day for everyone.

IRENE DYCK: Irene is fortunate enough to have a seat near the back. She is usually seen with her roommate Sue. She has shown her ability in sports and is good in volleyball and basketball.



VIRGINIA TIESSEN: What would our class be like without Ginn? She has a place of honour near the front of the classroom and rare is the class without: "V i r g i n i a, turn around!" But she is friendly and cheerful and is not often seen with a frown on her face.

HENRY DERKSEN: This little boy is a bundle of dynamite. On the football field or in the gym he explodes into action, making a touchdown or getting a basket before anyone knows what happened.



RON BROWN: Ron is practically surrounded by girls and talks with them during his spare time. He often goes hunting when he doesn't have to work at home.

HELEN HAMM: Helen is a very lively grade nine student. She is often heard giving her neighbours their daily ration of wisdom. Helen has acquired a back seat and has kept it, to the amazement of all; she behaves accordingly.



KATHERINE FROESE: Kathy is one of those few who are rather seen than heard (in class that is). Her craving for chewing gum sometimes gets the better of her and if a sharp "plunk" is heard from the direction of the waste basket, it is Kathy depositing her gum.



ROBERT DRIEDGER: Robert never fails to come up with the right answer but maybe his nearness to the front has something to do with this. He looks like a quiet boy, but sometimes he gets into a mischievous mood, and as they say, "Looks are deceiving."



DAVID JANZEN: "The Fugitive" claims he can make anyone laugh and so far no one has proved him wrong. He is generally a quiet boy in class but proves quite active in the gym and after school.

MARY UNRAU: This quiet girl is often seen doing her homework at noon or after school so she rarely has many books to carry home. She enjoys sports, especially basketball.

LINDA NEUFELD: Linda is one of the lucky few to manage to keep on with her piano studies besides doing her schoolwork. She is quiet in class, perhaps because of her front seat.



DENNIS ANDRES: This boy sits at the front of the room where he can turn around and shine his beaming smile at the rest of the class. You can count on Dennis to cheer up a blue Monday.



VICTOR TIESSEN: Vic constantly attracts disturbances in the class. Besides being a centre of attention in class, he is that way also on the basketball court, always scoring many points in the game.

SANDRA WOELK: Sandy, the class' official door opener and closer, secures a back seat. From this position she enjoys poking and teasing the boys around her. If a U.F.O. is seen floating through the air, it was probably launched by Sandy.

EVELYN KONRAD: This quiet (?) girl is often seen discussing with "Ginn" and Helen or arguing with a boy. She is gay and friendly and takes great pride in her imported "polo socks" and her Viennese "elephant seed".

TOM FROESE: Tom, a very privileged boy, has a seat right in front of the teacher. Mathematics seems to be his best subject and Tom's name will always be found near the top of the list when it comes to high Mathematics marks.





BEN WOELK: The back seat people are kept entertained by Ben's "sound", when he tries to "sing" a "song". He says he will someday become a great singing star. We all wish him lots of luck.

MARLIES HILDEBRAND: Although Marlies claims she does not study very hard, she manages to keep her marks up. Often she can be heard sending strange waves of laughter to the front.

ANNE PENNER: Anne, who sits near the back, claims that Ben gives her headaches though this does not stop her frequent conversations with him. She gets good marks in German, a subject mastered by few.

ROBERT TOEWS: Bob, who is lucky enough to have secured a back seat finds himself surrounded by girls. He enjoys sports, especially basketball and baseball.



HENRY KLASSEN: "Hein" is usually busy drawing pictures and cartoons during class. Henry is often with Robert C.

SUSANN WALL: Sue has a front seat (for obvious reasons) and can sometimes (?) be seen whispering in class. She is good in sports, especially basketball.

MARY DRIEDGER: "Muggs", our class representative, also finds her marks quite high. She is often seen with Ruth or Sandy and seems to take great interest in repairing broken pens. Mary is another one of our good volleyball players.

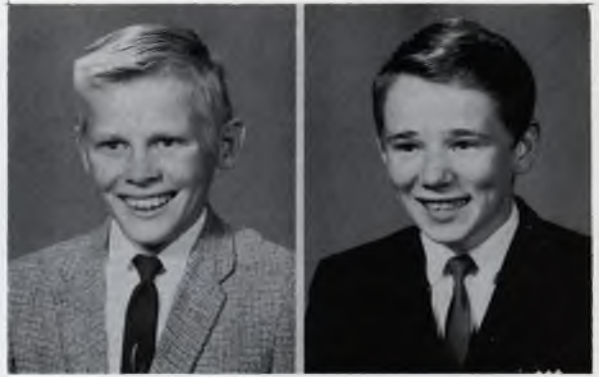
ROBERT CORNIES: He is continuously bothering people and can't seem to stop. It is all in fun, however, and not too many get angry with him. Rob is usually seen having a great time with Henry K.



HERBERT KLASSEN: "Herbie", like Ron, is practically surrounded and bothered by girls but he doesn't seem to mind. At noon you can always count on him playing basketball or talking with "Hein" or the girls.

PAUL CORNIES: Our debating expert is one to get high marks. Besides being good at schoolwork, he is very good on the football team and basketball court.

DON FROESE: There is one inquisitive person in every class and Don seems to be the one in grade 9. Though he is one of the shorter boys in the class, he enjoys basketball very much and is quite active in the gym.



ROBERT ENNS: Robert, our dormite from "up north", enjoys basketball and mechanical work. He was usually seen with Bob, Robert Cornies, or Arthur.



ERIC TIESSEN: Eric can be seen borrowing someone's Science or Business Practice homework because he didn't "understand" it. Besides being an expert on homework, he is expert at teasing and bothering people.

CHARACTERIZED BY:

HELEN HAMM, ROBERT TOEWS.

1964 Graduates



Seated (l. to r.): Anita Schmidt, Mary-Anne Driedger, Cheryl Woelk, Helen Konrad.
 Middle: Elizabeth Konrad, Marlene Koop, Alfred Block, John Toews, Ernest Dick, Robert Schmidt, Rita Konrad, Anita Konrad.
 Back: Ernest Epp, Werner Pauls, Robert Konrad, John Driedger, Guenter Huebert, Harry Driedger. (Photo by Master's)

1965 Graduates



Rear (l. to r.): Edward Stadler, Richard Froese, Ronald Tiessen, Edgar Warkentin, Edward Hildebrand, Harry Dick.
 Middle: Walter Dyck, Harvey Konrad, Carolyn Hildebrand, Mary Klassen, Hilda Epp, Erwin Tiessen, William Konrad.
 Front: Irene Warkentin, Linda Neufeld, Eleanor Neufeld, Erna Hildebrand.

GRADUATES OF 1965

MARY KAY KLASSEN: Mary Kay, who enjoyed dorm life in U.M.E.I. for four years, is our only graduate attending Harrow District High School. She hopes to enter Teacher's College after graduating from grade 13.

HARRY DICK: After finishing grade 12 in U.M.E.I., Harry began working in Wheatley.

ELEANOR NEUFELD: Eleanor, who is attending L.D.S.S., seems to find grade 13 quite interesting. She plans to enter nurses' training next year where we know she will be very happy.

ERWIN TIESSEN: He, along with many of our other graduates, is now in grade 13 at L.D.S.S. "Erv" is probably going to attend university in London next year.

EDGAR WARKENTIN: Edgar does not seem to mind the long halls of L.D.S.S. and is enjoying himself in grade 13. His future after grade 13 remains undecided.

LINDA NEUFELD: Linda, who is missed very much on the gym floor this year, is now enjoying Special Commercial at L.D.S.S.

IRENE WARKENTIN: Irene is also in L.D.S.S. taking Special Commercial. She, like Linda, is missed very much in sports and other school activities.

EDWARD HILDEBRAND: Edward seems to find grade 13 rather difficult and says he would like to be back at U.M.E.I. He plans to attend W.O.I.T. after graduating.

EDWARD STADLER: Edward, who is now attending grade 13 in L.D.S.S., hopes to go on to pre-medical school next year and eventually become a doctor.

WALTER DYCK: After four years in the dorm, Walter is attending grade 13 in Dunnville.

ERNA HILDEBRAND: Erna, like Linda and Irene, is taking Special Commercial in L.D.S.S. this year.

RON TIESSEN: Ron is enjoying himself in grade 13 at L.D.S.S. this year. He has no definite plans for the future.

CAROLYN HILDEBRAND: Carolyn is in L. D. S. S. taking grade 13. After graduating she hopes to attend the University of Waterloo.

HARVEY KONRAD: After grade 12 Harvey went to W. O. I. T. From here he intends to enter a career in technology.

RICHARD FROESE: Richard is in L.D.S.S. this year taking grade 13. He has not announced his plans for the future.

WILLIAM KONRAD: Bill, along with Harvey, is now in Windsor attending W.O.I.T.

HILDA EPP: Hilda is also kept busy in grade 13. Next year she hopes to go on to Teacher's College.

IN APPRECIATION OF THE U. M. E. I.

As I think back on my four years at U.M.E.I., I recall many experiences that occurred in those short and fleeting years. At that time my main aim was to graduate and leave the school behind me. Well, I have attained my goal and the question arises, "Were those years at U.M.E.I. four worthwhile years?" Without a doubt I can answer "Yes" to this question.

In my last year at the school, I wrote an article in the SPECTRUM in which I quoted a former graduate as saying, "Attending a religious institution is a privilege which one does not really appreciate until after graduation". This statement is becoming increasingly more meaningful as time progresses.

Our guidance at home coupled with our careful guidance at the school laid our foundation and basic principles for us. As we emerge into the complex world of today, we need a "steady rock on which to stand, or we will be washed away". The U.M.E.I. has given us this rock, but it remains for us to hold onto it.

In our study of the Bible and Church History, we came to understand and appreciate our faith and the endeavours of our forefathers much better. We must now try to build onto or at least preserve what they have constructed.

The atmosphere in the school was one of warmth, friendliness, and understanding. The friendships experienced there have carried on past our high-school days and many pleasant memories are brought to mind when we reminisce of basketball games, school programs, class picnics, trips to the Shakespearean Festival, and the Grade Twelve's trip to Toronto. These are only small reminders of the school spirit of which we were a part.

We have many things to be thankful for in that we could attend such a school. One of these is the understanding that we were given with which to face the future. We were not sent out into the world with only cold, scientific facts, but with understanding and hope to face what lies ahead.

ELIZABETH KONRAD, '64



Literary

Paul
L. S. G.

SI U. M. E. I.

De U.M.E.I., si have five teachers,
Dey keepa us calm and act like preachers.
Giva us detentions ven ve are bad.
Even dough ve never maka dem mad.

Si gives us de homework, in piles each day,
An if ve don't do it, si cries in dismay.
Ve goes to de Office, for de interview.
And da teachers he hollers, 'til his face tuns blue.

Ve gets a detention and takes home to sign,
Papa, he holler and mama she cries.
Ve go back to class, and ve live by si rule,
Ever' body is glad and ever' ding is cool.

Ten hours si day, ve sit in si class,
Oh, just waiting, for si hours, slowly to pass.
Some students de worka, most students de sleep
And si sit in deir desk, like a garbage heap.

In choir da students all singa so nice,
Da teacher throw some of us out vonce of twice.
Den our good principle, he gets so sore,
And maka us nice boys, sit after four.

So I does all mi homework and singa in choir,
And alla di time, mi marks goa higher.
Sometimes von ve graduate, vit tears in si eye,
Vi remember si wonderful U.M.E.I.

Walt Brown, Henry Dyck, Grade 12

JUST AFTER MIDNIGHT

Late one night I had a crazy notion to do something wild. My parents were having a party and the time was rapidly approaching midnight. I was supposed to be upstairs sleeping but, like all boys of ten, I couldn't fall asleep on such a night. I silently slinked downstairs and as soon as I turned the corner, a large chocolate cake with a one-inch creamy fudge frosting stood before me. I couldn't just take a piece because guests sat all around the room, so I went upstairs to devise a scheme.

I had been upstairs for less than half an hour when the thought struck me. I went to my closet and got out a mechano set. It was difficult but I finally rigged up an arm with which I could grab a piece of cake. Again I crept down the stairs and, staying on the stairs, I let my mechanical arm wander. Soon I had a plump piece of the appetizing cake in the claw. Triumphantly I went upstairs, thinking that nobody had seen me. I literally stuffed the slices of cake into my mouth. Since it was well after midnight, I immediately fell asleep.

I woke up with pride in my blood the next morning. But it soon left me when I found out that all the crumbs had been cleaned up and my hands and face had been washed.

Victor Penner, Grade 10

LIFE'S EDUCATION

When you are awakened each morning by your alarm clock or by your parents, and it first strikes you that today is just another school day, you feel like throwing the clock out the window and, as a figure of speech, shooting your parents.

You slowly crawl out of bed thinking "Education — who needs it?" and then jump back into bed only to be yelled at by that familiar voice repeating those familiar words "You'll be late for school!"

If you approach any student in any place and ask him what education is, most will reply in a rather discouraged tone that it is going to school.

This is true; at school we are getting an education which teaches us theory, or in other words, a theoretical education.

But what about our practical education? When does it come in? We don't really learn that at school, although now they have special courses which deal with mechanics and carpentry, but you must admit the greatest percentage of your practical education is gained at home or on the job. Here through experience, you learn to do things correctly.

The first time you attempt to take the engine of your car apart, I'm sure you don't get it back together again in proper working order without the help of someone who has done it before. He may have learned a lot at his school, and was told just how to do it, but talking about it is easier than actually performing the operation.

I have now outlined a theoretical education, and a practical education. Both are essential to man. Both play a major role in his modern existence.

But what about the education one receives through experiences in life? Life's education is probably the most useful and important phase of learning. It is an education of understanding, loving, and forgiving.

Often people will dislike others who are not as they are, who do not do the same things they do. Man's greatest fears lie in what he doesn't understand. Take death as an example. The main reason that a person is afraid to die is that he doesn't know what will happen to him after death. The world, with all its cruelties, is thought of as a better place because one understands it, and knows what to expect.

Life itself, if given the proper chance, can teach us to understand our fellow-man and many other things. By putting forth a real effort, you can learn to love and even forgive someone who you once thought of as the most repulsive person alive. With this understanding instinct born in you, which life has cultivated through numerous experiences, you can gain popularity and friends, and possibly one of the richest gifts possible, a secret to success.

Raymond Koop, Grade 11

Grade Nine View of the First Day at School . . .

The first day of school was a day of confusion and frustration for most of us grade nine students. No one knew where to go or what to do but, it was just a pleasure to know that from now on we could look back on our grade-school years and forward to our future education in the United Mennonite Educational Institute. We were flooded with introductions from the students, rules and regulations from the principal, our first homework assignments from the teachers, and numerous suggestions from sympathetic passers-by on how to keep our books on one neat pile instead of strewn in a path behind us. During our classes of that memorable first day, no matter in which direction of the room we looked, another baffled face returned our expression of despair. Many students found it helpful to sit on a portion of their books, hoping that this change in elevation might help them to peer over the remaining mountain of books before them, and perhaps to get a glance at the speaker at the front of the room. Finally, after a long struggle, the majority of the class became as organized as could be expected, when a bell would ring and we were informed it was time to pack up and go again! To many of us this morning seemed utterly hopeless, but we kept on and by the end of the morning we were able to look back and see that we had not done too badly, though it had seemed that everyone was against us.

In addition to the academic aspect of school we saw the religious emphasis. We were now entering the first of a possible four years at U.M.E.I. We had chosen to attend this school. Here we are privileged to study not only the standard academic subjects, but also Religion and Church History. Here we are given the opportunity to learn more of God's will and how to apply it to our daily living. Here, we knew we would not have to be cautious or doubtful of the friends we chose for we knew that everyone was honest and good and could be a true friend. We knew of our obligations to the school and were honoured and happy to fulfil them as best we knew how if the Lord so permitted.

At noon that first day we turned back for just a moment and saw behind us the first day of our life at the U.M.E.I. We had now officially become a member of the U.M.E.I. and we were very proud to be a part of it!

Virginia Tiessen, Grade 9

Grade Twelve View of the First Day of School

I remember the first morning I walked through these green halls, how my hands trembled and my voice shook. I remember too, how hard I tried to make friends with the teachers, but every time I looked at one, I froze. I was so proud to belong to this institution. I felt like I had broken the bonds of childhood. To be in grade nine seemed to add a few years to my age. The first day Mr. Sawatzky told us that we were entering a four year experience that we would cherish later in our lives. I couldn't imagine my future life; as it was I couldn't even imagine four years from then. Mr. Sawatzky told us the time would go very quickly, but I didn't really believe him.

But here we are, the last day of grade twelve. We are no longer the young, frightened grade nine students, but rather, the oldest students. Now we are the ones to whom the other three grades look as their example. Over four years, things haven't changed very much. The walls are still green, there are still a few fearful teachers, and the girls still wear jumpers. But, some things have changed. Where we once felt we were entering a unit, we now feel that we must leave it. Can it really be four years? The days have slipped past without a trace. No. It was just yesterday I started here. I can't be finished already. But yes, we have seen four opening services and four closing ceremonies. We have seen friendships begin and then fall apart. And we have seen them begin and grow stronger, one year after the next. We have seen one class after another come in and take our place, year after year, until we reached the last grade. We can go no farther here. We have experienced the pleasant and the unpleasant. I am sure each of us can remember our first detention, our first test, our first party and our first home room teacher. This school has been good to us, it has been like a parent who has adopted us. It has sheltered us from the great outside world till we were ready to cope with it. It has made it easy for us to find and make friends and it has led us unfailingly through every crisis. But, like a parent, it has given us many trials. There have been times when each of us has been so overburdened by responsibilities we have wanted to throw up our hands in despair.

However, here we are, standing in front of the door marked EXIT. I look behind me and my heart cries, "No, I don't want to leave. I have been so happy and contented here, I am not ready to leave!" But I take courage for I know I am ready. My four years here have taught me more than reading, writing and arithmetic. It has given me a foundation, a strength on which I can rely when I go out to face the world.

"Well, grade 12, the future lies ahead of you," I seem to hear.

Yes, the future does lie ahead of us and we will enter it with the same trembling hands and shaking voice with which we began grade nine. But this time, we have something more to lean upon; we have a stable background. We have been members of a family and have received all the care and understanding possible for a parent to give. We have been fed — not with material food, but rather, with love, patience, care and understanding. Our Church as well as our school has done this for us. Our ancestors could have bequeathed us nothing finer. For within these hallowed walls, we have been prepared physically, mentally and spiritually, to face the future and all its trials.

So, with a tear in our eye, and a lump in our throats we turn our heads and say farewell. Not good-bye, for it is not a good-bye. No matter where we go or what we do, we will never want, nor be able, to close out the memory of these four precious years.

Barbara Tiessen, Grade 12

IN THE SOUP . . .

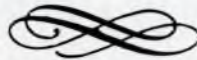
Life seemed abnormal on the fifth of December,
The house was vacant except for one member.
With pen in hand, I sat down to cast
My thoughts of the week-end, and how it had passed;
I began with the hope of not being discovered:

Dear Diary,

(O Mother, please don't open this, this time,
The memories of last week-end are to be only mine.)
With bygone thoughts, I recalled our plight:
The family had left me alone in the house
While they toured the states on their way down South.
My accomplice and I faced good times and bad;
The bad were the most eery we ever had;
Dishes heaped up to such a disgrace,
And to top it all off, we found at the base
A mouse, small in stature, but ugly to face.
It lay there, silently, not batting an eyelash,
And one look at its entrails, and a quick dash
To the telephone directory; what a smash!
The five-year old neighbour answered our call;
Came to our rescue without even a qualm.
The reluctant accomplice gave up her last quarter
As the lifeless body was dragged out the door.
The desire for subsistence awakened again,
And chance unearthed for us, another tin,
Which comprised our upkeep, except for our kin;
But, nevertheless, we kept ourselves trim.

Oh, Mother please don't open this, this time,
The memories of last week-end, are only to be mine.

Shirley Rempel, Grade 11



TO THE SEA . . .

I prefer the seashore to the mountains in vacation. There are so many more things to see and do there. You can go fishing, swimming or just hunt for shells along the shore.

Most of all, I like to walk along the beach early in the morning to see the coming of the bright new day. The salty water forms tiny waves which lap lazily on the sandy shore, only to return once more to the sea. The seagulls cry plaintively and circle above the waters in search of food for their young. The sun, just peeping over the horizon of water, sends a red tint over everything, making the whole world seem peaceful. In the quiet tranquility of this new day, I can forget my problems and go back home, refreshed and ready for anything. Suddenly a door slams and little children can be heard playing in the water, breaking the spell which the sea has so tightly woven around me, so I start back toward home.

Ruth Dick, Grade 9

QUIET MOMENTS

I can, from personal experience, say with firm conviction that sickness can, if one is willing to allow it, be one of the most enlightening experiences in one's life.

In the solitude and peace of my small garret I ponder the caves and canyons of my mind, reliving the past, enduring the present, and searching earnestly for an insight into the future. The outside bustling, crowded world is far-removed and the only noise is the soft, light whisper of a beckoning wind.

The quiet tread of distant footsteps echoes through the halls of my mind. The problems and heartbreaks, so numerous in the past, swell my thoughts and sadness, and sometimes scorn, as I remember those who have hurt me. But my heart says, "Stop! You cannot linger here! It is not right! You must forgive, forget and go on!" I obey, and my thoughts turn.

Happy things, things of the present, such as the birth of my youngest sister, the joy and sorrow shared with friends, companionship with my Creator whose love, grace and mercy surpasses all understanding — these are thoughts which cannot be overlooked or scanned lightly. Then, too, come the mixed emotions in response to the world situation. The starvation of millions of men, women and children due to lack of food and the lack of medical aid and public education would bring tears to any real human's eyes. When we think of the political imperialism and aggression which causes today's wars, we think, "Can this be God's will for the World? It cannot be! It must not be!"

Again the voice of the wind beckons, "Follow me! Fly with me from this day to a better day, the future!" I fly.

The future, that wide, untraversed sanctity of unknown space, glows bright with hope and dreams. There is a parliament of man, all men of the earth under one government interested only in the peace and welfare of all. There are no screams heard on the midnight air due to hunger or illness. There is no bad in this supernatural world. The serenity and the Peace of God shall prevail. Then I say to myself, "Beautiful dreamer, awake unto me . . ." and I return my turmoiled mind to my present situation on the sea of life.

What will my marks be like in school this year? Will I make 75% which I have been so studiously working and praying for? Would I like to go to college or university? Where? Why? How? All these questions compute themselves through my brain as though I were an IBM machine. How can I improve myself, my future life, and the future of those with whom I am in daily contact? I want to try to help people to first find, and then help themselves.

During these infrequent but welcome quiet moments, as my body is weak and idle, my mind is strong and active. A gentle breeze billows my curtains, caresses my pale cheek, and I begin to slumber sweetly, my last thoughts being, "Like sands through the hour-glass, so flow the days of our lives."

Doris Penner, Grade 11

AN UNWELCOME GUEST . . .

We were quietly enjoying our pancakes dripping with sweet maple sugar syrup when the phone rang. My father answered, annoyed at being interrupted from his breakfast. After his conversation he returned to the table and stared at his half-eaten food. After he told us the unexpected, unwelcome news, we all left the table.

In two days my Uncle Herman came. Living in the North West Territories, he knew little of our modern civilization. However, he was only to stay one week so we decided to make him comfortable, but it was more difficult than it seemed. "Hermit Herman", as he was called, was the most unmannerly, clumsy man I had ever seen.

Once at dinner we offered him a napkin which he used to wipe off his already cleanly licked dish. In the barn one evening he couldn't believe that such things as milking machines or automatic coolers and filters could do a good job. One cold evening he seemed to have disappeared. Soon we saw him clomping up the sidewalk with an arm full of wood. Thinking that he must have some type of wood hobby, we left him unquestioned. A little later the house became mysteriously cool. We ran to the basement to find a cause. Finding Herman with the automatic oil furnace open filled with logs which he was trying to light, we suggested that he go to bed after this long day. However, he decided to watch "Peyton Place" with us, talking back to the characters. After he went home we had a high bill for damages. He certainly was an unwelcome guest.

John Derksen, Grade 10

WHY?

Why don't people like me?
Why do they stop and stare?
Why don't they understand me?
Why does no one care?

Whenever I am friendly
They turn the other way;
I've tried to see their side of it,
Where does the trouble lay?

I'm just the same as everyone,
I like to laugh and sing,
I like to play as others do,
I like the flowers in Spring.

Why do they think they're better
Than I and all my kin?
Is it 'cause God gave me
A different colour skin?

Ruth Dick, Grade 9

SEEING WITHOUT OBSERVING

Twelve hundred miles from where you are now sitting, reading this essay, there is a man. This person is actually no different than you except that he lives in Littlerock, Arkansas. His body closely resembles that of any male if you ignore the three-inch scar on his right arm which he received in a train wreck. "Then what is it I am trying to bring across," you ask?

The person in question, Paul McKormick, owns a fairly thriving factory. This complex manufactures the small buttons you are now wearing and employs twenty-eight persons. It just so happened that an incompetent employee was disabled in a plant mishap and Mr. McKormick is in the process of acquiring another hand.

The door to the personnel department opens and Dale Jameson enters with a most inviting smile and seemingly bursting personality. His hair is kempt, his face shaven, his dress neat and his shoes polished. His oval face has an aura of friendliness radiating into all parts of the room. This man's perfectly erect stance implies energy and the will to succeed in any task placed before him.

Mr. McKormick is summoned and his well developed sense of human judgement senses all these traits in an instant. He sees the potential assets that the applicant has and his business instincts find only good in Mr. Jameson.

Then without further ado, Mr. McKormick explains that Mr. Jameson is not needed. The Negro's eyes close, his neck muscles twitch, his forehead contracts and his jaw drops. He feels a profound, yes unbearable sense of inferiority. Thoughts of complete remorse and degradation streak through his brain. He does not sob and yet strange powers rip away at his tears. Again he asks himself why his dark skin means he must be a human reject, why because God gave him Negroid parents, he must suffer such dreadful torment?

Unfortunately Mr. McKormick does not observe the stress and pressures now exerting themselves upon the applicant. He feels the foregone procedure is a normal occurrence and will think no more of it. Can such be allowed to exist? This is truly seeing without observing.

—Bob Tiessen, Grade 12

SEEING WITHOUT OBSERVING

Longingly I gazed through the window. I do this often. I see people! People see me! I observe these people! They don't observe me! Quickly they pass by. Their feelings come to a stand-still, for they detest forcing themselves to include me in any of their foolish thoughts of the day. For you see, I am a cripple. I am an outcast. I have forms on my legs and a wheelchair to sit in.

And there I sit at my window — day in day out — watching, waiting. I observe the world. The world of lust and joy, of good and bad. But it does not observe me even though it often sees me. A husband and his wife walk by. They are laughing about something. In spite of myself I laugh too. A quick glance toward my window is all I get — all I ever get. Then with rapid steps they walk back into the world. Similar experiences are numerous. And each time that canyon in my mind is cutting deeper. The canyon full of love — and hate, of admiration and scorn. And each day I can feel the tears of my mind flow rapidly down its river bed — eroding its bank in an ever deeper impression.

People don't know us cripples — because they don't observe us. They don't observe me or my neighbour. He is in the next room. He was in the Korean War. A bullet penetrated his hip and smashed his bone into a hundred pieces. At this moment I can hear his screams of pain for they are changing his bed sheets. Often they will give him a steel rod which, with the pain of being moved, he will twist in half. Moments like these make me feel lucky — for I see and I observe.

Or sometimes I visit my other neighbour. He can observe but he can't see, for he is blind. In his small world he gropes about to find — what? Love is far away! The world is gone forever. But he feels with me and laughs with me and we share whatever we have.

But I will tell all the world that I am proud. For we cripples have something very few people ever will have. We have courage! We have more courage than any speed driver or any explorer. We stand up to a life that demands more courage than the most daring-devil or the best tight-rope walker. We all share this fact with satisfaction, and — live on it.

My gaze drops back to the outer world. Three children are throwing snowballs. Ah! What fun! Will they, in observing me, ever really see me? Or will they just see and never observe? But I can daydream and I can hope and I will be courageous to the end — the very end.

Walter Brown, Grade 12

THE SOUNDS OF CHRISTMAS

Listen — Christmas is coming! Can't you hear its stealthy approach?

Do you hear the music hovering in the December air? Old favourites such as "Winter Wonderland" and "White Christmas" ring through the streets, reminding us of long ago Christmases. In the stores these songs form a festive background for the Yuletide decorations. Now, too, those immortal carols are sung by eager, expectant voices. Children practise them at home, preparing zealously for Christmas concerts. Those sweet harmonies remind us that the Christmas season is here again.

But there is a special type of music we hear at this time of the year. It is the ringing of the bells. They peal out their message of peace and good-will from church towers. On street corners the Salvation Army rings forth its cry for special help for the needy during this season of giving. As we enter the stores to do our Christmas shopping, tiny bells tinkle merrily on the doors. And there Santa sits, ringing his bell to invite the children to his knee. Do you hear the bells chiming? They are ringing for Christmas.

But listen more closely! Christmas also has its secret sounds. There is a rustle of packages from the closet that makes little children's eyes glow with eager anticipation. There are mysterious whispers about what Santa Claus will bring, and hints of surprises. How fascinating these reminders of Christmas are!

But the most beautiful sound of Christmas is the silence of the falling snow. In its hush, the other sounds of Christmas fade into a wonderful song of peace and joy and good-will to all . . . as we listen to the voice of the One whose birth we celebrate.

Listen — Christmas is coming!

Ruth Driedger, Grade 12

OUTWARDLY!

The ivy round the windows withering,
The eaves with oxides heavy crust;
All paint replaced with dull, brown dust,
The curtains slowly, sadly swinging.
In trees above, the birds not singing,
The wind sighs by in frail gusts.
The drooping flowers stand, but just;
All is quiet with nothing wavering.
But within the shouts of laughter,
Strains of music and notes of joy
Like the sun, bring cheer and smile,
The knowledge acquired brings now and after,
To the lives of girl and boy,
Success and pleasure along every mile.

Bob Tiessen, Grade 12

THE ENCHANTED HOUR

Do you know what happens when the clock strikes twelve? This is the bewitching hour, when fairies come out of nodding daisies, dwarfs step out from behind gloomy tree trunks, and elves appear from under forbidding stones.

The serene moon steps out majestically from behind the huge expanse of curtained clouds which roll slowly over each other.

Here and there an owl is heard hooting in the thick undergrowth of deciduous and coniferous tree. Sounds of summer magic enter the ear by varying pitches and tunes.

Sounds of music originate in the tall grass where singing crickets and chirping cicadas hide. Occasionally from the trees comes the sound of a feathered friend tucking her loved ones in for the night.

A fairy, clad in the garb of the wonders of the earth, appears in a beam of moonlight. Her dress is made of the fur of a mouse, the heroic act of some brave beast, her shoes are the dust of the earth, her hair is delicate strands of spider-webs, the effort of some worthy spider, her pouch contains moon-dust, the magic potion whereby the fairy-tale kingdom is put to sleep.

The fairy, unknown to the older people of the world, exists in the hearts and minds of small children. At some time all children have the urge to see a genuine fairy, to put out a hand and touch it, to prove that it is an honest-to-goodness fairy.

This fairy sang quaint songs in step to a unique dance known the world over by all creatures of this mysterious race. Elves, mice, and dwarfs gathered around her with interest. Soon all joined in this mad dance. Suddenly the music stopped. Fairies, elves and dwarfs jumped into their hiding places. The magical spell had worn off. Soon, all that was heard was the hooting of an owl from the darkness of the evergreens.

Jane Rempel, Grade 10

A NORMAL BOY'S ROOM

My younger brother's room is like a museum. Ed has his rock collection spread out all over his bed because he thinks it keeps him warm at night. Under the bed, Ed keeps his dog who keeps warm on Ed's socks after he's done wearing them for over a week. On the wall near the desk where Ed does his homework, is the artistic part of his museum where the ink spots resemble abstract art. Over his bed, Ed keeps a sheep's skull which he found after his visit to Uncle Jerry's farm. His two prize possessions are his petrified frog and his little flea which he calls Harry Horseface. These are both kept in a little box on top of his dresser. In his glass-doored closet, which is usually smeared with chocolate or candy, can be seen his sporting equipment, all neatly thrown on the floor for display. His wall is plastered full of all kinds of old signs such as stop signs, and even an old railroad sign which he salvaged out of the dump to decorate his room. If someone would happen to enter his room without permission, he would receive an unexpected shower, for above his door he keeps a full pail of water for unexpected visitors.

Victor Tiessen, Grade 9

WHALING . . .

The master gunman fixed his sights,
To kill a whale. During the fight
The water foamed, as the whales sped,
Over and under, till the small one fled.

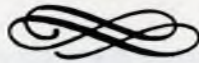
The victor alone was left to face
The whaling craft. With a quickening pace
The vessel veered from east to west,
Until the chance which would serve the best.

Then suddenly, from far below,
The whale struck with a sickening blow.
The timbers creaked and the beam bent,
But to our surprise, nothing was rent.

The gunman saw that his chance was here;
The whale was tired and extremely near.
Then, from his gun shot a sharp harpoon,
And the whale was dead before high noon.

They towed her home, with stately pride,
And told many how she had died.
The season was over, but now they knew,
That success had come, at that high noon.

Bob Tiessen, Grade 12



DAS HEIM?

Meine Zelle ist eng und kahl. Auf dem schmalen Tisch sind die Schulbuecher verstreut; im kleinen Schrank haengen unsre gruenen Schulkleider. Eine zerrissene Dose Waesche auf der Flur zerbricht und streut ihren Inhalt, unbeschaemt, auf den holzernen Fussboden. Auf der Pflaster Wand haengt ein lebloses Bild. Die Spinnen am Boden kriechen des Nachts aus ihre Ritzen; Tags gehen sie wieder 'rein. Die alte, verrostete Heizung arbeitet manchmal, aber dann laufen die Ratten in die warme Rohre herum. Wenn die Heizung ab ist, gehen die Ratten weg — dann kratzen die kleine, piepzige Maeuse in den Rohren. Des Nachts, wenn der Wind heult, klappern die Tueren als ob sie zum Musikanter Verein gehoeren. Am Fenster haengen die ausgereckte Gardinen die womoeglich durch den ersten Weld-Krieg gelebt haben. Das Heim ist ein typisches Ungluecksflaecheninhalt.

Marlies Hildebrand, Grade 9



ACTIVITIES



FIRST TERM EXECUTIVE



Front (l. to r.): Miss Harder, Cheryl Masters, Anita Toews, Elfrieda Konrad, Mr. Sawatzky, Mary Driedger, Marlene Flaming, Mr. Penner.
Back: Mr. Toews, Dennis Enns, Ben Woelk, Fred Driedger, Robert Tiessen, John Wiebe, Henry Reimer.

- PRESIDENT:** Fred Driedger
- VICE-PRESIDENT:** John Wiebe
- SECRETARY-TREASURER:** Elfrieda Konrad
- SOCIAL COMMITTEE:** Advisors - Miss Harder, Mr. Toews
Robert Tiessen, Henry Reimer, Marlene Flaming,
Ben Woelk
- RELIGION COMMITTEE:** Advisor - Mr. Penner
Anita Toews, Cheryl Masters, Dennis Enns,
Mary Driedger

SECOND TERM EXECUTIVE



Front (l. to r.): Barbara Schmidt, Mr. Sawatzky, Elfrieda Konrad, Linda Konrad, Miss Harder, Susann Wall, Mr. Toews, Jane Rempel, Henry Penner.
Back: Mr. Penner, Robert Tiessen, Walter Brown, Raymond Koop, Victor Tiessen, Fred Driedger.

- PRESIDENT:** Walter Brown
- VICE-PRESIDENT:** Robert Tiessen
- SECRETARY-TREASURER:** Elfrieda Konrad
- SOCIAL COMMITTEE:** Advisors - Miss Harder, Mr. Toews
Barbara Schmidt, Linda Konrad, Jane Rempel,
Victor Tiessen
- RELIGION COMMITTEE:** Advisor - Mr. Penner
Fred Driedger, Raymond Koop, Henry Penner,
Susann Wall

SENIOR BASKETBALL TEAM



Front (l. to r.): Walter Brown, John Penner (captain), Arthur Froese, Nick Driedger.
Back: Mr. Toews (coach), Frank Andres, Gerry Ediger, Paul Driedger, Henry Konrad,
Robert Tiessen.

JUNIOR BASKETBALL TEAM



Front (l. to r.): Ron Brown, John Konrad, Henry Penner (captain), Werner Penner, Victor
Penner, Edward Wiens.
Back: Henry Neufeld, Henry Dyck, Mr. Toews (coach), John Dyck, Victor Tiessen.

GIRLS' SPORTS

1:32 — Books close, lockers slam, running feet! What's happening? It's Physical Education period — as anyone can see by the stream of girls dashing to the gym! During first three months we are occupied by trying to master the art of gracefulness and talent in volleyball. So far our success is questionable!

The winter season is reserved for basketball. This is the time when anything goes. For example, at the end of the period the girls run to the dressing room to compare, not how many points they scored, but how many broken nails, scratches or skinned knees one has acquired during thirty minutes of "playing". The record was set this year with three sprained ankles, one sprained hand and, oh yes, one sprained little toe. During the game girls can be seen sitting in uncouth positions (result of someone's foot being in the way), or limping across the gym with one sneaker half off. But really, it's not as bad as all this. We enjoy ourselves and we also get a chance to run off our accumulating "flab".

Basketball season ends with the coming of spring. The first sunny day we are outside playing baseball. It's really quite refreshing to breathe the spring air again after being inside for six months. With the coming of baseball season the long awaited summer can also be seen. And thus ends our school year.

Elfrieda Konrad, Grade 12

BOYS' SPORTS'

What comes to your mind when you think of the rich, deep colours of Indian Summer, the cry of a pheasant far off in a field of corn ripe for harvest, or a group of eager, restless boys given thirty-six minutes away from the boredom of school life to relieve their tensions and release their pent-up feelings? Of course you think of football!

Touch football is played at the U.M.E.I. from the start of school to the fall exams. The juniors and seniors form two separate leagues consisting of four teams in each league. We play football five times a week, twice in Activity Period and three times in Physical Education period. To date, no other school has built up the courage to challenge us in a friendly little game.

After exams we are given the opportunity to romp about in the auditorium trying to throw a bouncing ball through an extremely small basket. Since the girls are also trying to master this same sport, we boys must be content to use only half the floor for our games. Again we have two separate leagues, juniors and seniors, with two games being played every period.

As in other years the school is represented by both a junior and senior basketball team. So far the senior team has played an "exceptionally" good Alumni team three times, winning two and losing the other one only after two overtime periods. The juniors have only been able to display their skills against a fearsome squad of "all-stars", which include some players who could not see fit to lower themselves to play on the school team, although they do help the members in an advisory capacity. Much credit must be given to Mr. Toews who has developed his raw material into two well-organized teams, although still of questionable calibre.

After Easter we are again set loose into the outdoors to try our hand at softball. Since this article is being written when snow is still on the ground, I am not able to give any candid facts about this year's action. In former years a school team has been organized to play counterparts from St. Joseph's in River Canard.

Two years ago Mr. George Janzen of Clark Seed Co. donated two large trophies and two smaller ones to the school to be awarded to a senior and junior boy who has proved himself to be outstanding in the field of sports and also in the academic field. This year's trophies have not yet been awarded, but the winners of former years were: Senior: John Driedger, Walter Dyck; Junior: John Penner, Henry Konrad.

Another aspect of sports life in the U.M.E.I. brought on by Spring is the treacherous and dangerous sport of frog catching in the school pond. Since this is not officially on the school's curriculum I will refrain from elaborating upon it.

Paul Driedger, Grade 12

SENIOR GIRLS' VOLLEYBALL



ABC's



JOLLY GREEN GIANTS



ROCKS



VALIDIAPETORIANS

JUNIOR GIRLS' BASKETBALL



TEAM A



TEAM B



TEAM C

SENIOR BOYS' BASKETBALL



TEAM A



TEAM B



TEAM C



TEAM D

JUNIOR BOYS' FOOTBALL



GALAXIES



LIONS



TIGERS



METS



Sewing is a class that we enjoy, not only because of the free discussions that take place, but also because of the satisfaction we receive when our articles are finished. We try to take this class seriously since we are told it will help us in later years.

Last term, the grade nine and ten girls made either skirts, jumpers or dresses for themselves.

This term, both classes will make articles for the annual sale which is held in March. The grade ten girls are learning to knit and the completed articles are to be sold at the sale.

We appreciate the patience and guidance that our teacher bestows on us.

Linda Braun, Grade 10

SHOP



On Friday afternoons, both grade nine and ten boys have two periods of shop.

In the first class, the boys are divided into groups of two or more, depending on the project. Each group goes to work with blueprints, striving to do a perfect job.

Above the din of the saws, lathes, and hammers, someone can always be heard yelling that he is doing all the work. Nevertheless, we walk eagerly to shop every Friday trying to turn out a perfect piece of work to be sold at the school auction.

John Konrad, Grade 10

CAMERA CLUB



LIBRARY



CAMERA CLUB

This year the Camera Club started off with Paul Krueger as its President and John Wiebe as its Secretary-Treasurer. We are glad to have new members from our new class and hope that work in the Club will be fun for them in further years.

The windows have again been covered to keep the room properly dark for the developing of pictures. The Camera Club has ten members who are split into groups. Each group works in the Camera Club on a certain day of the week. These groups then develop the film and pictures, which you now see in the Spectrum. This is one of the activities students can enjoy in the Activity Period.

Students who have their own cameras are able to develop their own pictures at little cost.

John Penner, Grade 12

OUR LIBRARY

Have you ever wondered which room in our school was the most interesting or popular? If asked this question I would probably answer, "the library". Although I'm sure all would agree that it is the most interesting, it might not be the most popular room. However, it is usually literally swarming with students anxious to obtain knowledge, or those desperate for a book from which to make a last minute report. This year, the book reports are given orally by each student to the class teacher.

Although the school library is quite compact and condensed, it is jammed and overflowing with adventure, excitement, mystery, and romance. This can all be ours if only we make good use of the privileges provided for us.

The travelling library supplies us with a selection of one hundred books three times a year. This adds greatly to the extent of the present supply of books contributing to a store of knowledge which no young person should pass up.

It is true that you "can't judge a book by its cover". The cover is only a door between ourselves and the wonderful world of knowledge which spreads before us, opening more doors which eventually lead to our future. If we don't take advantage of the stores of books available to us, we are shutting the doors of life, thereby limiting the fulness of our own being.

Through the printed pages we are able to learn more about ourselves and the world around us. If it weren't for books, the world would probably still be uncivilized because we wouldn't be able to study and learn from the example of past ages. Even the individual would live in a world orbiting around himself, knowing little about the thousands of other people experiencing his same problems and joys.

It has been said that the average book is a great stimulus to the brain because not only do we have to read the words, but we also have to understand them and create an image of it in our mind.

For these reasons, I think the library is the most interesting room and should be the most popular in any school.

Irene Cornies, Grade 12

MUSIC

All music has two things in common — sound and movement. It is the rhythmic beat of sounds which differentiates it from noise. Music always had rhythm or a regular beat. Rhythm was something that ancient people could understand and it was one way people could communicate.

Noise has sound and movement without a regular beat. Noise is disorganized sound. Music is sound and movement put in order; music is "organized noise". The melody of the carol "Joy to the World", for example, is merely arranged with the scale "do, ti, la, so . . ." set to a beat.

Music is a language written in notes instead of words. In this way the composer gives a message, whether it be joy, sorrow, beauty, or fun, to the world. Music is a universal language whereby people of all ages and countries may share their feelings.

At the U.M.E.I., the music is in the form of singing. Every morning in devotions and afternoon closing we all harmonize to sing a hymn. At times such as Monday morning or with unfamiliar hymns, our harmonizing is questionable. However, we always manage to "pull through".

In the fall of 1965, the school presented an evening of chorale singing. It consisted of numerous hymns of various church leaders during and after the Reformation.

Our Christmas programme presented a few carols along with the cantata "A Star in the Sky". A pageant accompanied this.

Every spring the school presents another programme either of praise or Easter songs. The spring atmosphere adds a great deal of realism to the praise songs making it easier for us to praise God's wonderful creation.

Betty Jean Berg, Grade 11

SENIOR CHOIR



JUNIOR CHOIR



Director: Miss Harder

CENTENNIAL TRAVELLER

For the past eight years, the Centennial Commission in Ottawa and the Federal Government have sponsored a travel program for high school students in Canada. Students, from areas surrounding most of the major cities, travel in groups of twenty-four to visit a different section of Canada for one week. Each group is accompanied by two escorts. Schools which will participate in this event are chosen by lot. The trip is expense-paid except for souvenirs and other personal items which may be purchased by the traveller. Students from each participating school are not only allowed to visit another part of Canada, but are also privileged to act as hosts to students from another area of Canada. The visiting student lives in the home of the host and both participate in any activities planned for the group. With this student exchange program, it is hoped that a growth of unity between different sections of Canada will result.

This past summer I was privileged to represent our school in one of these events. I was to travel to Steinbach, Manitoba and also to act as host for one student from Regina, Saskatchewan. Already in July activities began. On the twenty-second of that month, the Centennial group from Regina arrived in Windsor. That evening, students from the Windsor area, were introduced to their respective guests. Then came a busy week! The following evening the group met in Windsor. A chartered bus was taken to Tiger Stadium in Detroit where we all enjoyed a professional baseball game. The next day we toured downtown Windsor. This included a tour of Hiram Walker Museum, the Windsor Star, Cleary Auditorium and a radio station. After attending Church with my guest the next Sunday morning, we visited Point Pelee where we engaged in a beach party. The following Monday we visited the Windsor Salt Mines. This will probably not be forgotten by anyone. Then came a luncheon in the Prince Edward Hotel where we met the mayor of Windsor. After touring the University of Windsor, we passed over to Detroit and sailed to Boblo Island for the evening. The next day was spent in Greenfield Village and in the Henry Ford Museum. In the evening, after a swimming party in the pool at Riverside High School, we attended a good-bye party at the home of one of the hosts. The next morning we escorted our guests to the train station where we were forced to part. Then back to routine, but not for long!

On August 16, I was glad to leave the hot and dusty tomato field for the Windsor train station. I was off to Steinbach! We had been given distinctive hats, which looked like white "Robin Hood" hats, travelling bags, and name tags which stated that we were Centennial Travellers. These three items brought on long stares. The most frequent comment was, "Look at all the people with the funny hats!"

It was my first trip by train. From Windsor to Toronto, we spent most of our time getting used to the surroundings and, of course, getting acquainted. Another new experience for most of us was eating on a rocking train. However, there were no major catastrophes. After changing trains at Toronto we were all assigned bunks by our escorts and after a few hours of pillow fights and other excitement, there was quiet.

We awoke the next morning at Sudbury. Everyone spent the day playing games, singing, reading, or just talking.

The next morning everyone rose early to the Manitoba sunrise. At seven in the morning we arrived in Winnipeg. As we stepped from the train we were greeted by bagpipers who led us to a bus which hustled twenty-four hungry students to a pancake breakfast. While visiting the Manitoba Parliament Buildings we met another Centennial group from Quebec. (Unfortunately, I knew no French!) From there we were taken to Assiniboine Park and later to the University of Manitoba. Once more we boarded the bus and started for Steinbach which is approximately thirty miles from Winnipeg. As we neared the town we were greeted by a deluge of Mennonite names on stores and signs. Once at Steinbach (pronounced "Stineback" by residents) we were introduced to our host families, all Mennonites. I stayed at the home of a Mr. and Mrs. Henry Braun.

Steinbach is a town consisting of six thousand residents, mostly Mennonites. Very progressive and expanding rapidly, it is noted in that area for its automobile dealers. (As one looks along main street, one sees names such as Friesen Ford, Penner Dodge and so on.) The most common names are Reimer and Barkmann.

The next day we toured some of the local farms. We also visited a forest reserve where we were shown the towers and fire fighting equipment. Next we visited a Hutterite colony. Here we saw farming on a very large scale and a completely different way of life. Winnipeg was next on the agenda. We were allowed to explore the city for ourselves for a whole day. In the evening there was a hay ride and a wiener roast. On Sunday we attended church and later toured Fort Gary, a historical museum. A swimming outing at Falcon Lake kept us occupied on Monday. The following day we toured the places of industry of Steinbach. This included Barkmann Concrete and Loewen Mills, as well as other small factories. In the evening we were treated to a barbecue by the residents of Steinbach.

Everyone truly made us feel that they wished we could stay longer. The next day our visit was over. We all felt certain that we had been welcome in Steinbach.

During the trip home on the train we had opportunities to meet other Centennial groups from Sarnia, London, and Toronto, who were also returning from visits in the west. We all enjoyed sharing experiences. On August 27, I arrived home, tired but happy!

The summer had been wonderful. I will never forget the friendships and experiences of this summer. Being guest and host were probably equally exciting! I would like to thank anyone and everyone who made these events possible! And to those students who may some day have the same opportunity I did, don't pass it up!

Fred Driedger, Grade 12

DORM SKETCHES

SUSANN WALL:

Sue is the life of the dorm and usually has a generous supply of Ritz Crackers in her cupboard. Her weakness is getting up in the morning, early enough to make it down to breakfast on time.

VICKY SCHMIDT:

As oldest of the girls in the dorm, Vicky should set the example in every category. Does she or doesn't she? We'll leave that up to our readers.

IRENE DYCK:

Between jumping into bed like a tiger and laughing like a banshee, Irene's got it made. (?) Her supply of nuts, along with Sue's Ritz Crackers, keeps the dorm well supplied with extra energy.

IRENE BERG:

"Shorty" abhors getting up in the morning, especially if the alarm rings at six. Much to the "pleasure" of her roommate, "Shorty" is a very tidy and meticulous individual. (?)

MARLIES HILDEBRAND:

Each time you want to blow your nose and you're in Marlies' room, you have to wade through at least a dozen bottles before you come to the box of kleenex. It is these same bottles that release those strange odours that come from her room every morning.

BETTY JEAN BERG:

How's the foreign situation with you? Take a look at B.J. and you've got your answer. What with Tony and Twelfth Night sitting on her bed, we've got our share of foreign representatives living in the dorm. (Including Betty!?)

LINDA EPP:

Linda is usually finding her peace in Room 13 or 10, using up indispensable seating space and disturbing other's peace by gently summoning "SHORTY"! When in a playful mood (heaven forbid!), Linda exercises her immense vocabulary and the insults fly left and right.

ARTHUR FROESE:

"Arch" is a guy with lots of talents and various hobbies, whatever those may be. He's the oldest in the dorm and never lets anyone forget it, either!

ROBERT TIESSEN:

Robert is one of these "good guys" who never does anything bad. However, he simply "loves" drying dishes and therefore, is a valuable asset to the dorm.

ROBERT ENNS:

When Robert combined his brain power with Archie's, we all held our breath for the result. Our northern native could describe "Kap" winters so vividly that we'd all sit and shiver.

KITCHEN STAFF



Mrs. Klassen, Mrs. Berg.

A DAY IN THE DORM

At approximately 7:20 a.m. each morning, seven bodies can be seen stumbling in the general direction of Room 13 (excluding the boys, of course). After greeting each other with rather feeble good-mornings, it's back to our individual rooms to assemble ourselves for breakfast. From 8:00 till about 8:15, everybody goes through the general pre-school routine: "Zaehne buersten, Haare kaemen, Buecher sammeln, und dann geht's zur Schule!"

After school it's off with the jumper, on with the slacks and then everyone is found doing a hundred and one things. Some industrious souls can be found doing homework, while others shut their mind off to the problems of this world and enter the world of sleep. At 5:30 our activities are halted and we have supper, after which we have about an hour to prepare ourselves for two hours of study period. When 9 o'clock comes around, those who want to may go down for a snack, while the rest of us begin the nightly ritual of preparing for bed. At 10:30 lights are extinguished and a minute by minute account of the day's happenings usually begins. That's an illegal part of the life we lead, but then it's things like that that make life interesting.

Linda Epp, Grade 11

IN DISTRESS

R. R. No. 5

Leamington, Ontario

February 4, 1966

Dear Mother and Father:

It's been some time since I wrote because I've been ill the last few days. My roommate left the window open and I caught a bad cold. After asking him why he did such a thing it was found out that the window was not open in the first place. The old tale of air-conditioned windows was still holding true.

I am happy to report that on one of our last mid-term tests I had improved greatly over the previous one. If the improvement is of the same calibre I may pass by the end of the term.

Last week I had to pay four dollars for new transistor radio batteries. It had been confiscated during study period and the teacher had left it running for the remainder of the batteries' nine lives. I think it was a mean and rotten thing to do.

I have little time left to continue this letter since study period is running to a close. And since the cost of living has risen to a new all time high, I end with these few words of wisdom.

No money, no fun.

Your Son

P.S.—Please send my left shoe!

REFLECTIONS

To be able to discern that what is true is true, and that which is false is false, — this is the mark and character of intelligence.”

—Emerson.

The truth of the preceding statement cannot be denied. It is a truth which takes on added significance as the years of high school and other formal education are pushed further into the past.

It is now eleven years since the class of which I was a member graduated from U.M.E.I. As is always the case in any academic class in any generation, the “mark and character of intelligence” was something tangible, a high school graduation diploma. In our more idealistic moments we recognized the value of the added education we were getting, but this extra benefit had not yet had a chance to “gel”.

Reassurances that many of the facts we were studying would have significance in the coming years were accepted and filed for future reference. Having seen these predictions fulfilled, I now often find myself making similar reassurances.

As the graduates of this year and succeeding years enlarge their scope of experience, we who now watch them leave U.M.E.I. wish them success in making their way as intelligent people. The experience of a U.M.E.I. way of life during the formative and vulnerable years is unique in a calendar of past events.

Tennyson once said:

“Yet all experience is an arch wherethro’
Gleams that untravell’d world whose margin fades
For ever and for ever when I move”.

It is to make that “dim untravell’d world” valuable and worthwhile that you have attended U.M.E.I. and to help you, as Tennyson says further:

“To strive, to seek, to find, and not to yield”.

Elizabeth Brown.

Religion



RELIGIOUS OBSERVANCE WEEK, 1966



DR. HENRY POETTCKER

This year our annual religious observance week was held from February 21st to the 25th. Our guest speaker, Dr. Henry Poettcker, who is on a year's leave of absence from the C.M.B.C., was kept very busy by the heavy schedule prepared for him.

Dr. Poettcker spoke to the congregation every night of the week. In addition, he held afternoon meetings at the school and countless interviews.

The individual grades were given a chance to talk to Dr. Poettcker as a class. To the grade twelves, he spoke on making choices, and the possibilities available. We were warned to consider the context in which we made the choice, to test the values we were trying to satisfy, and to seek the counsel of others.

The seniors were given opportunities for personal interviews with Dr. Poettcker. Both those with specific problems and those who only wanted to visit went to see him.

The afternoon meetings were a little different this year than in other years. Besides giving two sermonettes in which Dr. Poettcker associated the Christian faith with History and Science two panel discussions and one question and answer period was held. The panel discussions were frank, open periods in which the panels discussed the bearing our traditions, ethics, and morals have on our faith, and how science affects our faith.

During this week we all grew in spiritual stature with Dr. Poettcker. As grade twelves, knowing that this will be our last such opportunity, we are especially grateful to Dr. Poettcker for answering so many of our questions.

MARLENE DICK, Grade 12

DIE LIEBE

“Nun aber bleibt Glaube, Hoffnung, Liebe, diese drei; aber die Liebe ist die groesste unter ihnen.” 1. Korinther 13:13.

Ja, die Liebe ist gross. Und wenn Jesus uns befiehlt, “Liebet euch untereinander,” weiss er, wieviel Probleme die Liebe loesen kann. Die Liebe umfasst alle andren Gesetze. Wenn wir lieben, werden wir weder toeten, noch stehlen. Wenn wir unsere Liebe zeigen wollen, sind wir nicht eifersuechtig und neidisch. “So ist nun die Liebe des Gesetzes Erfuellung.” Roemer 13:10(b).

Es gibt verschiedene Arten von Liebe. Wir koennen Dinge lieben — ein Auto, ein Haus, oder ein Geschaeft. Solche Liebe ist gewoehnlich nicht sehr gruendlich. Wir lieben auch unsere Freunde. Mit denen spielen und arbeiten wir. Dann koennen wir auch eine besondere Person lieben, die wir spaeter vielleicht heiraten. Aber es gibt noch eine andere Liebe — die Liebe fuer unsere Mitmenschen, ein Mitgefuehl fuer die, die arm und elend sind, und ein Verstaendnis fuer die, dessen Haut vielleicht dunkler als unsere ist. Diese Leute sind unsere Brueder, und wir, alle Christen, muessen daran denken, was Jesus sagte. “Was ihr getan habt einem unter diesen meinen geringsten Bruedern, das habt ihr mir getan.” Matt. 25:40 (b).

Die groesste Liebe, die je gewiesen worden ist, ist die Liebe Gottes zu den Menschen. Wie es in Johannes 3:16 sagt, hat Gott uns so sehr geliebt, dass er seinen Sohn fuer unsere Errettung gab. Gott opferte seinen Sohn, so dass wir Suender das ewige Leben haben koennten. Und weil Gott uns solche Liebe gewiesen hat, sind wir unausprechlich dankbar. Diese Dankbarkeit koennen wir am besten zeigen, wenn wir unser Leben fuer Gottes Sache geben. Das bedeutet nicht notwendig Missionar in fernen Laendern zu werden. Es bedeutet dass wir jeden Tag so leben muessen wie es Gott gefaellt. Wir muessen seinen Willen fuer unser Leben finden. Wir muessen willig sein, ihm alles zu geben. Und wir muessen lieben.

“Ich will, anstatt an mich zu denken,
Ins Mehr der Liebe mich versenken.”

Aber aus unsern eigenen Kraeften koennen wir nicht unsere Mitmenschen lieben. Manchmal koennen wir sogar nicht unseren Freunden vergeben wenn sie unwissend uns beleidigen. Nur mit Jesu Hilfe koennen wir Fortschritte machen. Wir muessen uns ihm ganz uebergeben und glauben dass “seine Kraft in den Schwachen maechtig” wird. Jeden Tag muessen wir unseren Kampf wieder beginnen. Sein Beispiel steht vor uns, und obwohl wir es niemals erreichen koennen, muessen wir danach streben. Er liebte die Suender, er bat fuer die, die ihn kreuzigten. Mit solch einem wunderbaren Beispiel koennen wir nicht anders, als mit allen Kraeften Ihm nachfolgen.

RUTH DRIEDGER, Grade 12

RELIGION IN GRADE NINE

"In the beginning was God". The Bible has presented this unparalleled claim since man drew pictures on the walls of caves. We have followed the development of the Bible down through the ages with this year's text, Getting Acquainted with the Old Testament. Through the many persecutions and struggles, it has endured, not as a relic of ancient time, but as the never changing word of God, spoken through the mouth of man.

To better acquaint us with the demands the Bible places on the modern world, Mr. Penner read to us from Teenager, Christ is for You. We learned that our God is beyond reason, full of endless wonders, and a God of ever-prevailing love.

A God who is beyond reason is also the source of all the earth's mysteries. Theories result, the products of minds that need a visible reason for every occurrence.

We devoted the most discussion time to the widely debatable "Theory of Evolution". Through these talks with Mr. Penner we learned of a frequently imperceptible relation between theory and fact, and how to distinguish between proven and assumed theories.

At the present time we are studying the creation of the earth. We just lately realized the precision and accuracy which governs this planet on which we live. The regularity governing it shows that our God is but many in one: a God of Order, a God of Purpose, a God of Wisdom; our God is a great God.

But the most important part of our Bible teachings is not just the knowledge, but the application of what we have learned.

MARLIES HILDEBRAND, Grade 9

It's Thy Will, Father

Slowly Shepherd, lead me on
Before Thy path of love is gone.
Hold Thy rod, as tight can be,
For my foot-steps may weary Thee.

Sacred Father, pray let me see
All the hardships Thou hast for me.
Rocky hill or grassy plain,
By Thy word, please make me tame.

Let my will be Thy will, Father,
That my heart may grow fonder.
And may Your loving kindness
Grow in me, more each day.

SUSAN WALL, Grade 9

A New Light

The world was filled with deadly sin-
Invaded by anger and pride;
The lights of the earth were dim in those days,
Love's candle had flickered and died.

But then a flame was lit once more-
A tiny flame, yet one so brave,
'Twas Luther who tried to bring light to the world,
The light which men's souls was to save.

For Luther believed that all should have faith,
A true faith, steadfast and sure;
He declared that one had to believe to be saved-
This belief was the light which could cure.

In darkness the people had lived for so long,
In gloom they had hoped for a way,
And now they came flocking to hear the great man
Who would show them the well-lighted way.

ANITA WARKENTIN, Grade 10

GRADE TEN RELIGION

The main purpose of our school is to give the students a religious education as well as the required academic courses. Our Bible study gives us a clearer knowledge and understanding of the Bible.

Our grade ten course deals with the New Testament. We begin with the importance of the New Testament. It is the only history book of Christ's life and the early church. It is the only guide book to heaven and instruction book of daily living. Many philosophers such as Socrates, Aristoteles and Epicurus wrote books on how to conduct oneself, but the Bible has out-lived them all.

We learned how daily devotions can be enjoyed. We should read selections suitable for our own age and have a system in Bible study. We should not hurry and should choose a time when our mind is fresh. These are only a few pointers that are given us.

Before understanding the New Testament we need to know the geography and government of Palestine. Without knowing these we cannot understand the life of the people and their longing for the King promised them in the Old Testament to free them from Roman rule.

The four Gospels show a fourfold picture of Christ. Each writes his own impression and knowledge of Christ in his own writing system. Matthew attempted to show that Jesus was the promised King of Israel. Mark was concerned with the power of Jesus as a servant and mighty wonder worker. Luke was concerned with Jesus as a great historical character, the ideal man, and His relation to sin and its consequences, and John was concerned with Jesus as a Divine Being, the Son of God.

Occasionally, the class has discussions of questions that bother the students. Mr. Penner answers these questions with references to the Bible.

Our Bible studies are not only beneficial to us now, but also in later years. We are grateful for this privilege to study religion.

MARY KLASSEN, Grade 10

GRADE TWELVE CATECHISM

This year the challenge of accepting Christ and learning to follow His ways faces us even more as we study the Mennonite Catechism. Here we seek the answers to many questions which are constantly on our minds. As questions, in addition to those in the Catechism, often arise, many periods are spent discussing the various meanings a question and its answer may hold.

The book called Mere Christianity by C. S. Lewis has discussions on many of the topics with which we are concerned, and Mr. Penner frequently refers to it. Another source of reference is a book by J. B. Phillips, Your God Is Too Small, and recently we read from J. C. Wenger's Introduction to Theology.

The first part of the Catechism deals with God and the loving way in which He created and cares for the world. Then came sin, and the downfall of man. The third section, God's plan for the salvation of man, is dealt with in more detail. In it we learn more of the suffering of Christ, the day of His triumphant return, and how we personally may find favour with God and become His children.

BETTY JANZEN, Grade 12

A Search For God

I walked across the hills and plains,
By rippling streams and rapids;
I sought God in the country lanes
In everything that happens.

I searched until my feet were weary
For countless, timeless days;
All through the nights, though they were eerie,
I walked the silent ways.

I heard God's voice upon the wind;
His hand — it touched my hand.
I tried to grasp it in my mind,
How God created every land.

As the last rays of the sunset gleamed
Upon the sparkling waters;
I believed that I was redeemed
By my God, the Father of fathers.

DORIS PENNER, Grade 11

THE ACTS OF THE APOSTLES

The Acts of the Apostles which we study in Grade 11 tell us mainly of the works of the Apostles and the basis of the Christian Church. Luke writes this letter to his friend Theophilus. He tells of Christ's ascension and of the Apostles' assignment to do missionary work.

After the ascension, the Apostles went back to Jerusalem and gathered together in the upper room of a house. Here they elected Mathias to join them in their work.

Ten days after Christ's ascension into heaven, the Holy Ghost came down upon the disciples. With this began their first missionary work without Christ's physical leadership. In the third chapter of Acts the story of the healing of the lame man is related to us. This was the first of many miracles performed by Peter and John. They were almost immediately taken captive and made to stand before the Sanhedrin. Through their steadfast faith in God they were freed after being severely warned not to preach again.

This is followed by the story of Annanias and Saphira and how, after trying to deceive Peter and John, they fell dead at the disciples' feet.

Peter and John were then again imprisoned, but were freed by an angel.

Their newly-formed church continued to grow. Stephen greatly helped the disciples in their missionary work. He was arrested and despite a brilliant speech was taken out of the city and stoned.

Here Saul is introduced to us since he was a persecutor of Christians. Later, on a trip to Damascus, he was stopped by a blinding light and converted. This conversion was a very radical one and in as much as he opposed Christ before, he became one of Christ's strongest followers and preachers.

Philip continued on to Samaria and through Christ's strength cast out unclean spirits.

The church in Jerusalem grew and became stronger. Many congregations were also formed in nearby lands. This was due largely to the journeys of Paul and other believers.

Peter, during one of his meditations saw a vision. It told him that the gospel was not just for Jews but also for the heathens. The captain Cornelius and his household came to know Peter and were baptized. Peter also journeyed on to Antioch.

King Herod killed James, and Peter was again captured but was rescued by an angel. Peter then left Jerusalem.

This outline of the Acts of the Apostles is very brief. But as Jesus left the world, He left believing men on earth to spread the word over the entire world. The disciples' work which resulted in much persecution and in some cases death, was by no means a failure. When the original disciples passed on, new leaders and members continued their work. This church is our church, the church led by God and the church open to all peoples of the earth.

VICTOR KLASSEN, Grade 11

"RIGHT OR WRONG"

As a part of our religious education in Grade 11 we have a book called Right or Wrong. In one chapter the different levels of living in society are discussed. The first and lowest level is the "instinctive level" on which all animals live. However, human beings only remain in this stage for several years. A baby will do as it pleases without regard for the consequences. Parents who truly love their children will not let them do anything which will harm them. Rather, they teach them by repeated admonitions.

When children have learned from these admonitions, they graduate to a level of living known as the "customary level". When children enter this level of living, they do things which are right only because custom, habit, or tradition desires it so. All human beings on earth live a great deal on this level. Every person in the world conforms to something; the modest conform to the custom of their group and even the wild, "way-out" group conforms to the customs of their group, whatever they may be. Just because people are different doesn't mean that they do not conform to some standard of behaviour.

The next level of living is the "conscience level" or the level where we begin to think through things of importance before accepting them. Although some people never reach this stage, most of us advance well in this level of living. Here one should form his own convictions but should be open-minded for other ideas and be ready to evaluate these ideas.

There is now one higher level of living left to strive for and this is the "religious level", living a life for Jesus Christ. Upon reaching this stage of life, a person forms his opinions of right or wrong while considering firstly the religious aspect of the question. This is the level all people should aim for. However, quite unfortunately, a very small percentage of the world's population attains this, the highest of all levels.

In such a way does life graduate from one level to the next, but only by achieving the highest level can a person say that his life has been completely fulfilled.

ALFRED WARKENTIN, Grade 11

CATALOGUE

CALENDAR

1966-67		1967 - 68
Aug. 22	Registration and Book Orders	Aug. 21
Sept. 18	Opening Services	Sept. 17
Sept. 19	First Day of Classes	Sept. 18
Sept. 26	First Devotional Period	Sept. 25
Oct. 10	Thanksgiving - Holiday	Oct. 9
October	Religious Observance Week	October
Nov. 11	Remembrance Day - Holiday	Nov. 11
Dec. 21	Christmas Program	Dec. 21
Dec. 22	Christmas Party	Dec. 22
Dec. 23 - Jan. 2	Christmas Vacation	Dec. 23 - Jan. 2
Jan. 23 - 27	Examinations	Jan. 22 - 26
March 24 - April 2	Easter Vacation	April 12 - 21
May 22	Victoria Day - Holiday	May 20
May 26	Class Skips	May 24
June 5 - 9	Examinations	June 3 - 7
June	Gr. XIII German Examinations	June
June 18	Closing Services	June 16

DER SCHULVEREIN

Die Schule wird vom Verein der Vereinigten Mennoniten von Ontario verwaltet.

DAS DIREKTORIUM DES VEREINS

Vorsitzender	H. J. Brown, Leamington
Vice-Vorsitzender	1. I. H. H. Epp, Vineland
	2. John A. Dick, Leamington
Schreiber	Rev. G. Thiessen, Leamington
Kassierer	Nick Rempel, Leamington
Mitglieder	H. D. Flaming, Leamington (A 1952 Graduate of the U. M. E. I.)
 J. H. Janzen, Leamington
 C. Driedger, Leamington
 G. Wiebe, Leamington (A 1958 Graduate of the U. M. E. I.)
 John P. Driedger, Leamington
 Herbert Rogalski, Vineland (A 1954 Graduate of the U. M. E. I.)
Vertreter der provinzialen Konferenz	Rev. Herman W. Enns, Hamilton (A former teacher of the U.M.E.I.)

TEACHERS

1. Peter C. Sawatzky, B.A., Principal
2. Rev. Jacob P. Penner, B.A.
3. William G. Toews, B.S.A.
(A 1959 Graduate of U. M. E. I.)
4. Miss Anna Isaac, B.A.
(A 1950 Graduate of the U. M. E. I.)
5. Miss Loretta Unger, B. Chr. Ed.

COURSES OF STUDIES

The first four years of the General Course (the first four years of the five-year program of the Arts and Science Branch) are taught. About one-quarter of the time is devoted to the study of Religion, Church History and German.

The following subjects will be taught (as prescribed by the Department of Education).

GRADE 9 — Bible (Old Testament) and Church History, German, English, History-Geography, Mathematics, Business Practice, Science, Physical and Health Education, Guidance, Shop or Sewing, Choir.

GRADE 10 — Bible (New Testament) and Church History, German, English, History-Geography, Mathematics, Typing, Science, Physical and Health Education, Shop or Sewing, Choir.

GRADE 11 — Bible (New Testament, Acts, Epistles) and Mennonite History, German (Gr. 12), English, World History 1, Physical and Health Education, Geography 1, Mathematics 1, Physics, Typing, Choir.

GRADE 12 — Catechism and Mennonite History, German (Gr. 13), English, World History II, Physical and Health Education, Geography II, Mathematics II, Chemistry, Bookkeeping, Choir.

THE SCHOOL YEAR

The school year comprises 8½ months (35 weeks). Registration is four weeks before classes begin. Opening day is the Sunday nearest September 15. Classes begin the next day and end the first week of June. Graduation Day is the Sunday nearest June 15.

PURPOSES AND AIMS

The United Mennonite Educational Institute at Leamington came to exist in answer to a definitely felt need of the Mennonite congregations in Ontario. It is to be an important factor in retaining and cultivating the religious life in our communities.

The school attempts not only to offer thorough instruction in academic subjects, but also to reach and cultivate our religious beliefs, as well as the fundamentals in Church and Mennonite History and also the German language.

Thus our institute aims not only at the promotion of intellectual growth and the acquisition of knowledge, but also at the development of a truly Christian character of the student, the cultivation of his spiritual and moral faculties. Its aim, therefore, is to help the student to attain in full measure a true faith in God, a faith based upon the eternally valid principles of the Bible.

RELIGIOUS LIFE

Sometime during the school year there shall be held, in co-operation with the local church, a Religious Observance Week with special emphasis upon a closer contact with, and a more intimate knowledge of Christ, our Saviour. The details, such as definite date, the name of the leading guest speaker, the central theme, shall be announced later.

In the past years our school has been served by preachers of our local church as well as by visiting preachers and missionaries. We are confident that this form of fellowship during the visits offer rich blessings for all. Special devotional periods shall be assigned, as they have been in the past, for the Monday afternoons.

PROGRAMS

Each year our school presents several programs, which are usually well attended. These programs are intended to show not only the academic side of our school, but also the Christian spirit which reigns in the school. The student is given the opportunity here to put his talents to good use. At the same time these programs keep the school in contact with the various congregations.

SCHULJAHR

Das Schuljahr umfasst 8½ Monate (35 Wochen). Die Registration findet vier Wochen vor der Eroeffnung der Schule statt. Die Eroeffnung der Schule findet an dem Sonntag statt der dem 15. September am naechsten steht. Der Unterricht beginnt den Tag nach der Eroeffnung. Die Schule schliesst Ende der ersten Woche im Juni. Graduationstag ist der dem 15. Juni naechst liegende Sonntag.

ZWECK UND ZIEL DER SCHULE

Die mennonitische Bibelschule zu Leamington ist aus einem ganz bestimmten Beduerfnis der Mennonitengemeinden von Ontario herausgewachsen. Diese Schule soll ein wichtiger Faktor in der Erhaltung und Hebung des religioesen Lebens in unseren Gemeinden sein.

Die Schule will ihren Zoeglingen nicht nur eine gruendliche allgemeine Bildung uebermitteln, sondern auch einen Unterricht in Religion, Kirchengeschichte, Mennonitengeschichte und deutscher Sprache bieten.

Die Schule zielt in ihrer Arbeit an den Zoeglingen nicht nur auf die Verstandesentwicklung hin, sondern sie will den Zoeglingen helfen, in den Besitz einer wahren Herzensbildung, eines christlichen Charakters und eines auf den ewigen Grundsuetzen der Bibel gegruendeten Gottesglaubens zu gelangen.

RELIGION

Waehrend des Jahres soll fuer die Schule in Verbindung mit der Gemeinde am Orte eine Woche besonderer religioeser Unterweisung veranstaltet werden, um junge Seelen zu Christum und in engere Verbindung mit Ihm zu fuehren, Naeheres, genaues Datum, Names des Gastredners, Thema u.s.w. — wird spaeter in den Blaettern bekannt gegeben werden.

In den letzten Schuljahren haben wir haeufigen Besuch von Predigern — entweder von denen am Ort oder Gastpredigern und Missionaren — gehabt. Wir sind der festen Zuversicht, dass die Pflege solcher Gemeinschaft uns allen zum Segen ist. "Andachtsstunde" fuer den Montagnachmittag soll auch auf dem Stundenplan stehen.

PROGRAMME

Jedes Jahr bietet unsere Schule mehrere Programme. Meistens werden sie auch gut besucht. Diese Programme sollen zeigen, was in unserer Schule in akademischer Hinsicht erreicht worden ist, aber sie sollen zugleich auch von dem Geist zeugen, welcher in unserer Schule herrscht. Hier wird dem einzelnen Schueler die Gelegenheit geboten, seine Individualitaet zu aeussern, und auch von seinen Talenten Gebrauch zu machen. Zur gleichen Zeit sollen diese Programme auch den sehr erwuenschten Kontakt mit den Gemeinden aufrecht erhalten.

DEPARTMENT OF



EDUCATION ACT

ONTARIO

SECONDARY SCHOOL

GRADUATION

Diploma

This secondary school GRADUATION
DIPLOMA of The General course
is Granted to

CHERYL A. WOELK

a Pupil of

UNITED MENNONITE EDUCATIONAL INSTITUTE

Who has completed successfully, in accordance with the regulations prescribed for the Department of Education of Ontario, the courses of study for Grades XI and XII in English, History, Physical Education, and the following **FIVE** optional subjects:—

GEOGRAPHY, MATHEMATICS, SCIENCE, GERMAN, COMMERCIAL WORK.

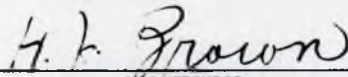
Dated at LEAMINGTON
the 3rd day of July, 1964.

William G. Davis
MINISTER OF EDUCATION
Peter C. Suwatzky
PRINCIPAL OF SCHOOL


Das Mennonitische Erziehungsinstitut der Vereinigten Mennonitengemeinden in Ontario

Zeugnis

Hiermit wird bescheinigt, dass RONALD HENRY TIESSEN
den vierjaehrigen Kursus in
BIBELKUNDE, GLAUBENSLEHRE, MENNONITISCHER GESCHICHTE, KIRCHENGESCHICHTE UND
DEUTSCHER SPRACHE
durchgearbeitet und die Pruefungen in den genannten Gegenstaenden
sehr gut bestanden hat.


VORSITZENDER


RELIGIONSLEHRER


SCHREIBER


PRINZIPAL

Leamington, Ontario, den 13. Juni , 1965.

DIPLOMA

The U.M.E.I. was founded as a high school in which the students would also receive an education in the German language, Religion, and Church History.

The U.M.E.I. is recognized by the Department of Education as a high school equal in status to the other high schools of the province.

The U.M.E.I. is inspected annually by an inspector from the Department of Education. When he reports that the work of the school is satisfactory, the school has the right to recommend to the Department the names of those students who have successfully completed the work of Grades 11 and 12. On this recommendation, the students receive their Grade 12 diploma from the department.

At the Graduation Service in church in June, the Grade 12 students receive their diploma for Religion and Church History.

DIPLOM

Die Schule wurde als eine Fortbildungsschule gegruendet, in welcher die Schueler einen Unterricht in deutscher Sprache wie auch in Religion und Kirchengeschichte erhalten sollten.

Die Schule wird vom provinzialen Erziehungsdepartment als gleichberechtigt mit den Hochschulen der Provinz anerkannt.

Die Schule wird jaehrlich vom Regierungsinspektor inspiziert. Wenn sein Bericht ueber die Schularbeit guenstig ist, wird unserer Schule das Recht eingeraeumt, dem Department of Education die Namen der Schueler des 11 und 12. Grades zu rekommendieren, die den fuer diese Grade vorgeschriebenen Kursus erfolgreich beendigt haben. Auf diese Rekommodation hin erhalten die Studenten ihr Grad 12 Diplom vom Department.

Auf dem Graduationsfest in der Kirche im Juni erhalten die Grad 12 Schueler ihre Zeugnisse fuer Religion und Kirchengeschichte.

ENTRANCE REQUIREMENTS AND REGULATIONS

Students will be accepted by the school without regard to their church affiliations. A limited number of non-Mennonite students will be accepted. For information, write to: U.M.E.I., R.R. 5, Leamington, Ontario.

Academic entrance requirements in our school are the same as those of other High Schools of the province (Grade 8 Certificate).

Registration Day will be held four weeks before classes begin. At the same time new books may be ordered from the school. Forms may be obtained by writing to U.M.E.I., R.R. 5, Leamington.

Local students will register and order new books in person on Registration Day. Distant students should register and order new books by mail before Registration Day. Late registrations will be accepted but any new books ordered will come late.

Students who intend to reside in the dormitory are under the supervision of the teachers and the house mother with whose arrangements and regulations the students must comply.

All students of the U.M.E.I. are required to conduct themselves in accord with the highest ideal of Christian character and to abstain from all practices that would not be tolerated in a truly Christian family.

Girls are required to wear a prescribed uniform. The material will be bought by the school where it can be had for cost price. A description of the pattern will accompany every order of material. Apply to the house mother.

Study hours for dormitory students are from 7:00 to 9:00 p.m. Monday to Friday. Bedtime is 10:30. Study hours for exam week and the week before are 6:30 to 8:30 and 9:00 to 10:00.

Grade 9 and 10 Students should expect to do from 1½ to 2 hours of homework and review EACH week night. For grade 11 and 12 students this time increases to 2 to 2½ hours EACH week night.

Students are expected to attend church regularly.

All students, boys as well as girls, are required to assist in the kitchen work for a certain time.

Dormitory students may not leave the school grounds without the consent of the principal. They must notify the house mother.

Dating (or "going steady") by the younger students should be discouraged. Dormitory students (boys and girls) are asked not to date until they are in Grade 11 (or 16). This does not restrict group activities.

AUFNAHMEBEDINGUNGEN UND REGELN

Die Schule nimmt Schueler und Schuelerinnen ohne Ruecksicht auf Gemeindeangehoerigkeit auf. Eine begrenzte Zahl nicht-Mennonitischer Schueler wird in unserer Schule angenommen. Um weitere Information hierueber schreibe man an: U.M.E.I., R.R. 5, Leamington, Ontario.

Als akademische Qualifikation gilt die entsprechende Vorbildung wie in den anderen Schulen der Provinz. (Grade 8 Certificate).

Vier Wochen vor Beginn des Unterrichts findet die Registration statt; zugleich koennen auch die erforderlichen neuen Buecher bestellt werden, und zwar von der Schule selbst, welche die Buecher dann an die Schueler verkauft. Einschreibeformulare kann man von dem Prinzipal der Schule erhalten. Anschrift: U.M.E.I., R.R. 5, Leamington, Ontario.

Die Schueler am Ort Kommen persoenlich zur Registration und bestellen ebenso auch die notwendigen Buecher. Schueler von auswaerts registrieren such schriftlich und machen auch die Buecherbestellung schriftlich, und zwar vor dem Registrationstage. Verspaetete Registration wird zwar angenommen werden, aber die zu spaet bestellten Buecher bleiben zu lange aus.

Alle Schueler, welche in der Anstalt logieren, sind der Aufsicht der Lehrer und der Hausmutter unterstellt und muessen sich ihren Anordnungen fuegen.

Alle Schueler, ob sie in der Anstalt oder ausserhalb derselben logieren, sind verpflichtet, sich gesittet und anstaendig zu betragen und sich keinerlei Freiheiten zu erlauben, die nicht in einer christlichen Familie gestattet sind.

Von den Maedchenschuelern wird verlangt, dass sie sich nach vorgeschriebener Form kleiden. Der Stoff zu Uniform wird von der Schule aus eingekauft werden, wo er dann fuer den Selbstkostenpreis zu haben sein wird. Jeder Bestellung wird die Beschreibung der Uniform beigegeben. Man wende sich an die Hausmutter.

Die Studierstunden fuer die Studenten des Dormitoriums sind taeglich von 7:00 bis 9:00 Uhr abends Montag bis Freitag, einschl. Um 10:30 Uhr begeben sich die Schueler zur Ruhe. Studierstunden fuer die Woche der Examina und die vorhergehende Woche sind: 6:30 bis 8:30 und 9:00 bis 10:00.

Von den Studenten des Neunten und Zehnten Grades wird erwartet, das sie 1½ bis 2 Stunden taeglich auf ihre Hausaufgaben und Wiederholung verwenden. Fuer die Studenten des Elften und Zwelften Grades wird diese Zeit bis auf 2 und 2½ Stunden jeden abend verlaengert.

Es wird von den Schuelern erwartet, dass sie sonntaeglich die Andachten in den Kirchen besuchen.

Auswaertige wie oertliche Schueler sind verpflichtet, gewisse Stunden bei der Kuechenarbeit zu helfen, Maedchen wie auch Knaben.

Schueler, die in der Anstalt der Schule logieren, duerfen ohne Erlaubnis vom leitenden Lehrer die Schule nicht verlassen und haben sich bei den Hauseltern abzumelden.

Den juengeren Schuelern sollte man von Stelldicheins abraten. Die Jungen und Maedchen, die in der Schule ihr quartier haben, werden gebeten, keine Verabredungen zu machen, ehe sie im Elften grad sind oder das Alter von 16 Jahren erreicht haben. Diese Verfuegung soll aber nicht das gesellschaftliche Leben beeinschraenken.

TUITION FEES

	Mennonite	*Non-Mennonite
Grade 9	\$130	\$300
Grade 10	\$140	\$300
Grade 11	\$150	\$300
Grade 12	\$160	\$300

*It costs over \$300 per student to maintain the school. The difference between expenses and income from tuition is met by donations from our church members. For this reason, it was decided that tuition for non-Mennonites should be higher.

Room and board is \$40 monthly. Hot meals for day students are 50c per meal or \$2.25 for a weekly meal ticket.

All payments are due half-yearly and in advance.

If a student should leave school during the year, his tuition fee will be calculated half-yearly.

Each dormitory student should bring sheets, blankets, pillow, pillow-cases, towels, soap, table cloth. There are no facilities at school for washing clothes. The house mother will make arrangements to have clothes sent out to be washed.

LOAN FUND

The school has a loan fund which at present is in the charge of P. J. Sawatzky, 1 Countess, Leamington and F. P. Tiessen, R.R. No. 4, Con. B., Leamington. For further information, write to them.

BURSARIES AND SCHOLARSHIPS

1. Elvira A. Janzen Memorial Bursary — \$50 — donated by the Alumni. It is awarded at Christmas to a Grade 9 student.
2. Konrad Bursary (Abram, Ben and George) — \$50 — for a Grade 9 student.
3. Alumni Bursary — \$50 — for a Grade 10 student.
4. Aelt. J. Janzen Memorial Bursaries — two \$50 bursaries — for two Grade 11 students.
5. J. Rempel Memorial Prize for Religion — \$10 to the student of each grade with the highest standing in Religion — \$5 to the student of each grade with the second highest standing in religion.
6. German Society Prize — \$10 to the student of each grade with the highest standing in German. Henry Krueger Prize — \$5 to the student of each grade with the second highest standing in German (and a pen set to the Grade 12 student with the highest standing in German).
7. 75% Pin — Awarded to each student who has an average of 75% or better for 3 years.
8. The Ladies Aid Prize — \$5 — to the student in each grade with the highest standing.
9. Gold Medal — to the student in each grade with the highest standing.
10. Dr. A. Froese Scholarships — to the student with the highest standing and to the student standing second in Grades 9, 10 and 11.

	Highest	Second
Grade 9	\$70	\$30
Grade 10	\$80	\$35
Grade 11	\$90	\$40

NOTE: Items 5, 6, 7, 8, 9 and 10 are awarded only if the student has an average of 75% or better.

11. Dr. A. Froese Scholarship for the study of medicine.

To encourage students from our Mennonite churches in Essex County (Leamington, Harrow and Faith) to enter the profession of medicine, the following scholarship will be awarded at the end of Grade 13 — \$750.

If there is no qualified candidate for this scholarship in a given year who plans to study to be a medical doctor, then the following scholarship will be awarded at the end of Grade 13 to a student entering university in another field — \$500.

For forms write to: The Principal, United Mennonite Educational Institute, R. R. 5, Leammington before May 15th.

REPORTS FROM THE U. M. E. I.

to the Ontario Conference — 1965

Bericht ueber Erziehung und Religionsunterricht

Ich werde heute nicht zu umstaendlich ueber den Unterrichtsstoff in den verschiedenen Graden unserer Anstalt berichten. Denn: Dass in den Graden Neun und Zehn das Alte und Neue Testament betrachtet werden, und zwar thematisch, habe ich wiederholt gesagt; auch, dass der Inhalt des Studiums im Elften Grad die Apostelgeschichte und eine paulinische Epistel ist, duerfte nicht neu sein. Der Unterricht des Katechismus im Zwoelften Grade bietet viel Gelegenheit. Vertiefungsstudien wie auch eine grosse Ausdehnung des Gespraechs-und Unterrichtsstoffes durch manch zusetzliches Material vorzunehmen.

Einige Beispiele: An der Hand des Schriftstueckes von O'Ray Graber ueber eine vernuenftigen und Gott wohlgefaelligen Gebrauch der Mussestunden und Feiertage fuehrten wir durch mehrere Unterrichtsstunden eine Unterhaltung anknuepfend an den Sabbat. Ein anderes Thema wurde geboten durch das Plakat: Die Kirche und der Verbrecher. Der Unterricht in der Naturwissenschaft bietet manche Fragen bezueglich der modernen Erfindungen und Erungenschaften einerseits und dem Glauben an Gott als den Schoepfer andererseits. Zeitschriften, Zeitungsartikel oder Neugehoertes am Radio u. s. w. bieten unendlich viel einschlaegiges Material.

Wir leben in einer Zeit, welche grosse Anforderungen an alle Erziehungs-und Bildungsanstalten stellt: an Familie, Kirche, Hochschule, College etc. Dank durch dem Fortschritt der Zeit und der Aenderung der Lebensumstaende werden wir immer wieder aufgefordert unsere Methoden wie auch unser Verhaeltnis zu den Zielen unserer Bildungsprogramme, zu den verschiedenen Aspekten des Unterrichts wie auch des Inhalts desselben zu ueberpruefen und hier und da zu aendern. Bewahrung vor Uebel? Gewiss! Aber nur Verteidigungsposition ist etwas Negatives: fuer den Christen gilt es positives zu leisten und zwar ausserhalb der Bildungsanstalt; das Pruefungs-und Betaetigungsfeld ist die Welt, und zwar wie sie heute ist, nicht wie sie gestern war.

Wir duerfen aber eines nicht unterlassen zu sagen: Wir muessen auch vor den falschen Goettern unserer modernen Zeit warnen und diese Goetter nicht auf den Thron in unserem Klassenzimmer setzen. Ein Beispiel: Wir stehen so oft in Gefahr, nicht nur die Methoden wissenschaftlicher Untersuchungen anzuwenden, sondern auch ihre Erzeugnisse wie alleinherrschende Wahrheiten zu achten. Mit den Grad Zwoelf Schuelern lasen wir in vergangener Woche einige Auszuege des Buches Glaube und Unglaube seit 1850. Ein Satz dieses Abschnittes lautet: "There are limitations to the knowledge to be obtained by the methods of natural science. Some forms of knowledge that matter most to us can only be won by spiritual adventure. . . . There are differing degrees and differing forms of knowledge, and not all of them come under the heading of natural science." Dieses bezieht sich auch auf die Methoden und Ergebnisse geschichtlicher oder anderer Disziplinen.

Ich schliesse mit den Worten aus dem 15. Kapitel des Evangelium Johannes: "Ich bin der Weinstock, ihr seid die Reben. Wer in mir bleibt und ich in ihm, der bringt viele Frucht, denn ohne mich koennt ihr nichts tun."

J. P. Penner.

PRINCIPAL'S REPORT

The U. M. E. I. opened its 22nd school year with services in the Leamington Oak Street Church on September 12. The guest speaker was Rev. Herman Enns, Hamilton, our former teacher and presently secretary of the Ontario Conference.

Our school has a staff of 5 for the second year now. This permits us to give classes for Grade 11 separate from Grade 12. Previously Grades 11 and 12 were combined for most subjects.

It has come to my attention that not everyone is aware of the fact that the teachers of the U.M.E.I. are as qualified as are the teachers of the public high schools. For this reason I am listing the academic and professional qualifications of each of our teachers. The following are the U.M.E.I. teachers for this year:

1. Miss Ruby Friesen (Halbstadt, Manitoba), B.Chr.Ed., from the C.M.B.C., B.A., from Bethel College. She is in her first year of teaching and replaces Mr. Victor Huebert who is continuing his education at the University of Western Ontario in London.
2. Miss Arlene Harder (Vineland), B.A. — Goshen College. Miss Harder has spent the past summer taking education courses towards the Indiana teacher's certificate at Goshen College. She is in her second year with us.
3. Jacob P. Penner, B.A. — Assumption University (Windsor), Ontario Permanent High School Assistant's teacher's certificate — Ontario College of Education (Toronto). He has been teaching here for 17 years.
4. Peter C. Sawatzky, B.A. — University of Western Ontario (Assumption College, Windsor), Ontario Permanent High School Assistant's teacher's certificate, endorsed for mathematics — Ontario College of Education (Toronto), in his 16th year at the U. M. E. I.
5. William G. Toews, B.S.A. — Ontario Agricultural College (Guelph), Temporary Teacher's Certificate — Ontario College of Education (London), in his first year. He replaces Mr. Henry W. Epp who has taken a teacher's position at Niagara-on-the-Lake. Mr. Toews will receive the Permanent High School Assistant's teacher's certificate, endorsed for Biology, as soon as he has completed his third year of teaching.

Our enrolment this year is 107, highest in the school's history. The previous high was 102 in 1963-64. There are 45 girls and 62 boys. There are 33 Grade 9 students. 96 students are from Leam-

ington, 5 from St. Catharines United Mennonite Church, 2 from Harrow, 1 from Vineland, 1 from Dunnville, and 2 non-Mennonite (1 Baptist and 1 United Church). There are 10 dormitory students.

Three new typewriters were bought in May. We now have 30 late-model machines. Typing is taught to all students in Grade 10 (23) and in Grade 11 (28). The Alumni Association has raised money in the past year through personal donations. We are using it to make drapes for the basement and to buy library books. The drapes will be used to darken the basement when visitors to the school show us their slides or films. The ladies of our church have just given a supper, the proceeds of which go to the school. This Conference is also helping the school financially with a grant. The school is conducting its annual drive for funds among our local church members. Since tuition fees cover only about one-third of our expenses we must continue to receive donations from these various sources. We appreciate the support that we are receiving.

In 1964 we had 18 graduates. One of these took Special Commercial, two are at the Institute of Technology in Windsor, 2 are farming, and 13 took Grade 13. One 1963 graduate took Grade 13 over again this past year. Of the 101 departmental Grade 13 examination papers written by these 14 students in June, 1965 there were 54 results above 66%, 45 results between 50 and 65% and 2 results were failures. This is a passing rate of 98%; the provincial average is about 81%. All of the 14 students received the department's diploma for Grade 13.

Sixteen of our 1965 Grade 12 students write the Departmental Grade 13 German examinations; one student did not write because of illness. There were 3 results above 66%, 10 results between 50 and 65%, and 3 results were failures. All 17 students received both the school's and the department's diploma for Grade 12.

Last March 31st 12 of our students from Grades 11, 10, and 9 wrote the examination for the Junior Mathematics Contest, sponsored by the University of Waterloo. The scores of the top three students from each school were totalled to give the team score for the school. In area 1 (Kent and Essex County, except Windsor), in competition with 8 schools from Chatham, Wallaceburg, Harrow, Ridgetown, Merlin, and Tecumseh, our school stood highest. One of our students, Marlene Dick, daughter of Mr. and Mrs. John H. Dick, had the highest individual score for this area.

It is our school's aim to give our young people a religious education, as well as an academic education, in a school with a Christian atmosphere. We are doing our part "to sow the seed". It is our duty, whether we are teachers or students or school supporters, to do our best in our work for the Kingdom of God. God expects nothing less than our best—a first-rate effort, a first-rate school. If we are doing our part, humble though it is, then we can look to God, confident that He will give the increase.

Peter C. Sawatzky.

REPORT ON CHURCH HISTORY

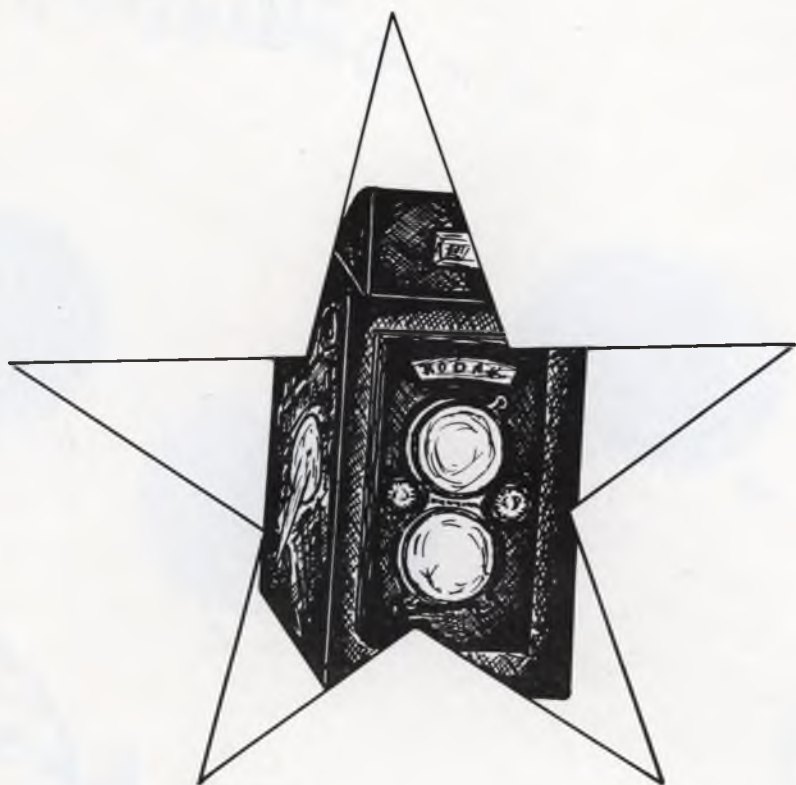
The vision we hold of our young people of today as the church of tomorrow is the essence of of the purpose in a study of church history. What will they need in order to fullfil this capacity in the future? What will be required of the church of to-morrow?

1. It will need to understand the necessity of its existence. Only by presenting to our youth the New Testament ideal of the church can they be made aware of the need for reform which inspired our forefathers in the 16th century.

2. It will need to be able to identify with the past. For our young people today the words 'suffering' and 'martyrdom' hold very little meaning. They cannot identify themselves with the death of a Felix Manz unless we help them to become personally involved in the progression of events, situations, and faith that led to the life and death struggle the church has faced in the past. They cannot appreciate the peculiar characteristics of a Mennonite people unless they understand the context in which these peculiar characteristics were brought about.

3. It will need to reach out into the future where conflicting ideas, differing peoples and a vast unknown confusion awaits it. In this uncertain future a stability brought about by an assurance in faith is imperative. A toleration for others, a respect for the right of individual choice is of utmost importance in an age where values must be clearly defined. It is through this heritage that our youth is given its values — let us not minimize its importance. It is upon established, tested values of the past that our church of tomorrow is built.

Arlene E. C. Harder.



Snapes!

Paul G. ...

History In



The Making. . . .



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Cam Keith
Service Manager



Peter Hildebrand
President



Jim Reive
Sales Manager



Wolf Winter
Parts Manager



Arvid Wiebe
Mechanic



George Christiansen
Mechanic



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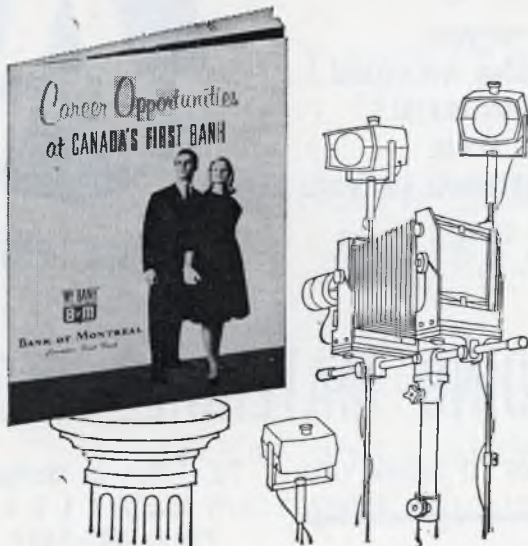
RUTHVEN

DO YOU REMEMBER . . . ?

— When Mr. Toews asked Henry Reimer what happened to his car and Henry commented that a tree had stepped out in front of it? *Page 84 — 7. FRED DRIEDGER

— When someone in the Grade 11 composition class began to laugh and Miss Friesen said, "This is laughing time: will everyone now please laugh".

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CAN YOU IMAGINE?

- ALL the Grade nines having their homework done?
 - Benny not having any comments to make about the teacher's last remark?
 - Ron not acting as a relay for articles on their way to the waste-paper basket?
 - Arthur Froese not saying: "I ain't fussy".
- *Page 84 — 8. BETTY JANZEN



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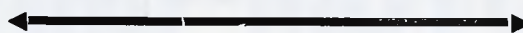


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to the

STAFF AND STUDENT BODY

of U. M. E. I.

It is our prayer that "all may grow up into
Him in all things, which is the head even
Christ". (Eph. 4:15)

— ● —
Student: Miss Marlies Hildebrandt

Pastor: J. K. Klassen

DO YOU REMEMBER . . . ?

— When the Grade 11's used their persuasive touch and had two geography matches,
one period after another?

— The day Vic Klassen walked about with Christmas Seals on the back of his sweat
shirt? *Page 84 — 9. BARBARA SCHMIDT

Die Niagara Vereinigte Mennoniten Gemeinde

WUENSCHT DER SCHULE GESUNDE
WEITERENTWICKELUNG

UND GRUESST RECHT HERZLICH MIT

HEBR. 13:9 "DENN ES IST EIN KOESTLICH DING, DASS DAS HERZ
FEST WERDE, WELCHES GESCHIEHT DURCH GNADE.

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CAN YOU IMAGINE?

- Sandy without her favourite companions — a shredded rubber, paper wads, and a ruler?
*Page 84 — 10. MARLENE DICK
- Mr. Penner making a perfect circle without a blackboard compass?
- A quiet spare?

GOD'S BLESSING TO

Graduates, Faculty, Staff, Board, Students

and Supporters of

U. M. E. I.

IN THE LORD YOUR WORK IS NOT IN VAIN

St. Catharines United Mennonite Church



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15

- | | | | |
|--------------------------|------------------------------|-------------------------|--------------------|
| 1. U. F. O. | 5. CAREFUL NOW! | 9. ENTHUSIASTIC GR. 9's | 13. LIBRARY DUTY |
| 2. TWO TIMES !! | 6. TAKING HEED ?? | 10. CHAIN GANG | 14. RUN, BOY RUN ! |
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CAN YOU IMAGINE?

- Everyone doing homework during studying period.
- Hot water coming from the showers.
- Dennis A. saying his memory work without trying to make a bargain with the teachers as to how it could be made much simpler for everyone.

*Page 84 — 11. HENRY DYCK

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DO YOU REMEMBER . . . ?

— When a few Grade 11 boys pleasantly greeted each Grade 10 girl as she walked to the next class? They were determined to find Saturday night company.

— Miss Friesen's comments to the class after a student had read her essay: "Are you impressed?" Henry Reimer: "Oh yes, deeply".

*Page 85 — 12. BARBARA TIESSEN

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CAN YOU IMAGINE?

- Bob T. and Art F. not communicating behind the teacher's back.
 - Art F. at a loss of words. *Page 84 — 1. PAUL KRUEGER
 - Confronting Grade 11 boys with the problem of buying diamond rings.
- Mr. Toews did it.

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11



12



13



14

- 1. OVERDUE?
- 2. KEEP WORKING
- 3. WHERE IS IT?
- 4. CAUGHT RED-HANDED

- 5. PASS THE?
- 6. SANTA AND HIS HELPER
- 7. GENIUS AT WORK
- 8. POOPED

- 9. THE STAR
- 10. PARTNERS IN VICTORY
- 11. STATUS SYMBOLS
- 12. LEANING TOWER OF PISA

- 13. SHORTY
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DO YOU REMEMBER . . . ?

— The joy and exultation of Miss Harder after the realization that she had finally found something the grade nines cou'd do, they could sing !!! . . . Well on second thought.

— The time Ev's elephant seed got stuck in the floor-board of the lab! Don't fret! We got it out before it began to grow!

*Page 85 — 13. HAROLD FLAMING

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DO YOU REMEMBER . . . ?

— The time Miss Friesen was debating on whether or not "long-johns" had gone out of style? *Page 85 — 14. JOHN WIEBE

— The time a baffled Eric (after being told to dispose of his gum) proudly exclaimed that gum was frozen water.(?) Come again Eric? *Page 85 — 15. ARTHUR FROESE



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- Do you remember the time Mr. Toew's hand began smoking in Chemistry Class?
- How the Grade 11's cheered when Mr. Toews entered instead of the expected teacher for that class.
- Mr. Toews question: "What is an air mass?" Vic Klassen's reply: "A mass of air"

*Page 84 — 2. ELFRIEDA KONRAD

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13

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2. HERCULES
3. STRIKE 3!

4. CLOSE UP
5. THINK FAST
6. HOOTENANNY TIME

7. CHAR WOMAN
8. CHECK ---
9. --- MATE

10. HUDDLE
11. PASSING THE HAT!
12. I WONDER?
13. KICK OFF!

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DO YOU REMEMBER . . . ?

—The time Miss Friesen said that the sacred cows of the Hindus probably didn't give milk because they were so skinny.

*Page 85 — 16. BOB TIESSEN

— The time in current events we were discussing the fact that you get \$25 for shooting a wolf.

*Page 85 — 17. KEN SCHMIDT

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DO YOU REMEMBER . . . ?

— The time Mr. Toews proved by logic that the heat of a match can gradually turn into rain which can fall and put out the match. *Page 85 — 18. LINDA KLASSEN

— The day our industrious science teacher was pleading with Ev. to let him have her treasured Elephant Seed. *Page 85 — 19. PAUL DRIEDGER



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CAN YOU IMAGINE?

- President Driedger using a ruler in bookkeeping?
- Ken Schmidt and Robert Konrad not complimenting each other on how good the other is? *Page 84 — 5. JOHN PENNER
- Miss Friesen not running a "Post Office" up in the girls' dorm?



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12

1. SHOP
2. IN THE DARK ROOM
3. VIC AND SANTA

4. FOOTBALL
5. BORSCHT
6. CONFUSED?

7. BACK TO CLASS!
8. CAMERA CLUB
9. SEWING

10. CLEAN-UP
11. SEAMSTRESS
12. HAPPY GANG

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DO YOU REMEMBER . . . ?

— Mr. Toews confronting Raymond with the fact that his ancestors were immediate descendants of the ape-man, Raymond's remarks to this were, "Not mine, maybe his", pointing directly to Gerry Ediger. *Page 85 — 20. ANITA TOEWS

— The day Robert Konrad speared a fly in class.

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DO YOU REMEMBER . . . ?

— The day Elfrieda Konrad stuffed her garbage into a test-tube instead of the waste basket.
*Page 85 — 21. LARRY TIESSEN

— Mr. Sawatzky telling us that if we fail, we weren't to give him any of the credit; we did it all on our own.

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DO YOU REMEMBER . . . ?

— When Mr. Toews gave his comments on the University of Guelph and Henry Konrad asked if this was a paid political announcement? *Page 84 — 6. IRENE CORNIES

— When Miss Friesen wanted to know whether the noise in the Grade 11 room was invited or had entered unawares?

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DO YOU REMEMBER . . . ?

— The day Sue had her hair piled on top of her head, and a pencil dropped from nowhere onto her paper? *Page 85 — 22. LINDA KOOP

— When a Grade 11 student was so anxious to reach his next class that he ran. Unfortunately he tripped and fell down a flight of stairs.

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CAN YOU IMAGINE?

- Anyone studying the week-end after exams.
- Henry Reimer without his Hudson?
- Can you imagine the Grade 9 and 10 girls not standing on the landing by the boys' door?

*Page 84 — 3. ROBERT KONRAD

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DO YOU REMEMBER . . . ?

— When a Grade 11 student enjoyed Composition class so very much that he used a kleenex to try to stop the bell from ringing. Miss Friesen, anxious for the class to end, kept ringing till finally the kleenex fell out.

*Page 84 — 4. RUTH DRIEDGER

— When Mr. Toews gave the Grade 11's a lesson how to fool the inspector?

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 - The many whistles received from the panting audience as "Pocahontus" edged her way "femininely" across the stage. (Pocahontus was deceivingly played by the all-time great, Henry Reimer).
- *Page 85 — 23. WALTER BROWN

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