

# SPECIALS



**U.M.E.I.**

57-58



THE SPECTRUM  
1957 - 58  
AND  
CATALOGUE



A STUDENT PUBLICATION  
OF THE  
UNITED MENNONITE EDUCATIONAL INSTITUTE  
LEAMINGTON, ONTARIO

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



Jacob C. Hamm

## *The Dedication*

In deepest gratitude for the many years of faithful service as member of the school board, for the sincere interest shown in the welfare of our institution, and for the kind assistance given to it, we dedicate this edition of the spectrum to the late Jacob C. Hamm.

## EDITORIAL

We, the students of the U.M.E.I., have again endeavoured to give parents and friends a picture of our school activities through this publication of '57-'58 Spectrum.

The catalogue has been included in this edition in an effort to produce a clearer picture of our study programme. The photographs and character sketches of the students are both to amuse and acquaint you with the many different students which make each day more pleasant. The various poems and essays bring to light the talent which is housed in our school and which, we hope, will in the near future be used to its full capacity for the glory of God.

We, the editors, wish to express our sincere appreciation to the following: The Spectrum staff for its kind co-operation and vital assistance; teachers and friends for their advice and encouragement; merchants and friends who bought boosters, for their financial aid; all those who contributed articles and the entire student body for its moral support.

The Editors.



Seated: Helen Konrad, Victor Huebert, Elvira Janzen, Mr. Driedger, Betty Tiessen, Edgar Rogalski, Louise Enns.  
 Standing: Hilda Tiessen, Gerhard Wiebe, Jacob Unger, John Dick, Bill Toews, Victor Martens, Richard Hildebrand, Martha Dick,  
 Anita Neufeld, Irene Thiessen, John Braun.

## SPECTRUM STAFF – 1957-58

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Editorial Advisor .....	Mr. J. N. Driedger



**MR. PETER C. SAWATZKY**

Science, Mathematics, Typing

Assumption University B.A.

Wayne State University

Ontario College of Education

(Eight Years at U.M.E.I.)

## PRINCIPAL'S MESSAGE

"Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven."

May these words serve as a guiding principle to our readers, especially the graduates, of this issue of the Spectrum.

You who are graduating this year will go out into various world situations. What will be your reaction to these situations? Will you take your place as a follower of Jesus' teachings? Will your light so shine before men that they may see your good works? Or will your light be hidden under a bushel?

Each of us has a station in life—high or low. Each of us has been given talents—many or few. Let us make the best use of our talents in whatever station we find ourselves that our example may encourage others to follow Jesus. Let us not hide our light but rather let it shine bright for all to see.



**MR. JACOB PENNER**

History, Religion, German

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Ontario College of Education  
(Nine Years at U.M.E.I.)



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**MR. HERMAN ENNS**

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(Three years at U.M.E.I.)

MESSAGE OF THE BOARD



Seated, left to right: Mr. P. Janzen, Mr. H. Warkentin, Mr. E. Wiebe, Mr. J. Enns, Mr. P. Sawatzky.  
 Standing, left to right: Mr. J. Martens, Mr. C. Toews, Mr. J. Epp, Mr. H. Neufeld, Mr. F. Klassen. (Not shown: Mr. J. Dick, Waterloo)

- Vorsitzender ..... Ewald Wiebe, Staples
- Vice-Vorsitzender ..... Peter Janzen, Vineland
- Schreiber ..... John Enns, Leamington
- Kassierer ..... Henry Warkentin, Leamington
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- ..... F. Klassen, Vineland
- ..... J. Dick, Waterloo
- ..... C. Toews, Wheatley
- ..... John Martens, Wheatley
- ..... Henry C. Neufeld, Leamington



## MESSAGE OF THE BOARD

“Werfet euer Vertrauen nicht weg, welches eine grosse Belohnung hat!  
—Hebr. 10, 35.”

Wie schnell verlieren wir Menschen so oft das Vertrauen—das Vertrauen in eine Sache oder in ein Unternehmen, oder gar zu Menschen. Der Schreiber des Hebraeer-Briefes spricht hier von dem grossten und schoensten Vertrauen, das wir haben koennen: dem Vertrauen zu Gott und Jesus Christus. Er sagt: “Werfet dieses Vertrauen nicht weg, denn es hat eine grosse Belohnung!”—Das Vertrauen hat schon im taeglichen Leben meistens eine Belohnung. Ganz sicher hat es aber eine grosse Belohnung, wenn es um das Vertrauen zu Gott und Jesus Christus geht, zu seinem Wort und Werk!

Und wenn wir heute einen Blick auf unsere Schule werfen, muessen wir uns dann nicht auch alle immer wieder dieses Gotteswort zurufen: “Werfet euer Vertrauen nicht weg, welches eine grosse Belohnung hat!”

Ihr lieben Schulfreunde, die ihr im Vertrauen auf Gott diese Schule einmal gebaut habt, ihr habt euer Vertrauen bis heute noch nicht weggeworfen und die Belohnung ist heute schon gross. Werfet euer Vertrauen auch in Zukunft nicht weg, denn die Belohnung wird noch groesser werden. - Ihr lieben Eltern, die ihr eure Kinder in diese Schule schickt, ihr bringt ein grosses Opfer, aber werfet euer Vertrauen nicht weg, denn es hat eine grosse Belohnung! - Ihr lieben Lehrer, die ihr einen grossen Missionsdienst tut, der auch mit einem Opfer verbunden ist, werfet auch ihr euer Vertrauen nicht weg, denn es hat eine grosse Belohnung! - Ihr lieben Studenten alle, die ihr diese Schule besucht oder besucht habt, werfet euer Vertrauen nicht weg, denn es wird schon eine grosse Belohnung in diesem Leben haben. - Und ihr alle, die ihr in der Schule und fuer die Schule arbeitet, opfert und betet, werfet euer Vertrauen nicht weg, denn es hat eine grosse Belohnung! -

Lasset uns alle einig im Geist, im Vertrauen, in der Liebe und Hoffnung arbeiten, beten, hoffen und opfern, denn zu seiner Zeit werden wir ernten ohne aufhoeren!

C. J. TOEWS

## 'BLUEHENDE JUGEND, DU HOFFNUNG DER KUENFTIGEN ZEITEN''

Auch in diesem Schuljahre sind die Raeume unserer Schule, der U.M.E.I., wieder gefuellt mit jungen Leuten, die ihre fruehen Jahre ausnutzen, um geistige und geistliche Gueter zu sammeln fuers Leben. Ohne dass sie es selbst wissen, stehen diese jungen Leute in der Bluetezeit ihrer Lebensjahre; denn was spaeter aus ihnen werden soll, das setzt jetzt schon an. Vielleicht ist es gut so, dass der Mensch durch diese Periode geht, ohne zu ahnen, wie schoen und fruchtbar sie ist. Doch in den aelteren Jahren wird es manch einem doch recht schade, dass er damals es nicht besser sehen konnte, wie kostbar die fruehen Jahre eigentlich waren.

Und so schauen wir aelteren Leute auf euch, die ihr jetzt Schueler seid, als auf solche, die ihre Haende voll Gold haben. Die gerade jetzt Moeglichkeiten besitzen, die nicht noch einmal im Leben kommen werden.

Schulzeit ist Saatzeit. Gesaet wird im Fruehling. Die Ernte kommt erst im Sommer oder im Herbst. Wer im Herbst etwas zu ernten hat, der braucht nicht zu klagen, dass er im Fruehling die Aussaat versauemt hat. "Fruehe saee deinen Samen, was getan ist, ist getan." Erst spaeter, wenn die Jugendzeit vorbei ist, wird man immer mehr dankbar dafuer, dass man in der Jugend viel Gutes gelernt hat.

Das Reich Gottes ist einem Saemanne gleich, der ausging zu saeen, sagt der Herr Jesus. Der Same ist das Wort Gottes. Der Same ist rein und gut und keimfaehig. Doch manchmal liegt der Same lange ohne Leben, weil das Herz ihn nicht tief genug aufgenommen hat. Daher geschieht es, dass in vielen Faellen die Worte und das Vorbild frommer Lehrer erst nach Jahren ihre Kraft bekommen und eine Frucht hervorbringen. Viele Menschen verdanken die Frucht eines segensreichen Lebens naechst Gott dem Einflusse der Erziehung, die glaeubige Eltern und Lehrer ihnen gaben.

Dieses neue Jahrbuch, Spectrum genannt, geht mit den Schuelern hinaus ins weitere Leben. Wie ein Zeuge wird es da sein in zukuenftigen Zeiten und die Schueler daran erinnern, dass im U.M.E.I. vier Jahre ihres Lebens liegen, die ihnen das Notwendigste haben geben wollen, wonach ein Mensch in diesem Leben trachten soll, naemlich: in Gottes Gemeinschaft und Gnade zu leben und nachmals das ewige Leben zu empfangen. Gott segne reichlich Schueler, Lehrer, Eltern und Gemeinden. Moege der Herr, unser Gott, unsere Schulanstalt weiter gedeihen lassen zum zeitlichen und ewigen Wohle vieler.

AELT. N. N. DRIEDGER

## THE BLESSING OF KNOWLEDGE

On the question, "Wherein does man's likeness to God consist " The catechism gives the following answer: "God created man a living, immortal soul, endued with knowledge, righteousness and true holiness." Even after the fall of man, the human being is able to obtain knowledge. But real knowledge, like everything else of value, is not to be obtained easily. It must be worked for, studied for, thought for, and more than all, it must be prayed for. And knowledge thus obtained, can be a great blessing.

Someone has said, "Knowledge is power." And Solomon says in the Proverbs that a wise man is strong; yea a man of knowledge increaseth in strength. A speaker who is indefinite in his statements and not sure in his assertions will not be effective; but he who is able to speak as an authority on a subject, and bring forth facts will convince his hearers. But accurate knowledge does not only give strength to the speaker, but to every individual in every walk of life. There is power in correct opinions. But the foundation of correct opinions is accurate knowledge, and the want of it makes the opinions of some people of little value.

Knowledge is also a blessing, for it gives light to the individual. Helen Keller in her book, "Let us have Faith", tells of her happiness, when through the untiring efforts of Annie Sullivan, the world of knowledge opened up for her, and entered through the only gate, the gate of touch. She felt as though she stepped out of a dark dungeon into the wonderful sunlight.

Knowledge has a similar effect on every individual. It quickens the interest, widens the mental horizon, and it deepens the insight . . . . God first created light . . . . Let us in youth first seek the light of knowledge, and especially the knowledge of God.

Then knowledge will also mean life to the individual. We urge you, young people, to accumulate secular knowledge in the years ahead, for it will give you power and light; but let me assure you that the tree of secular knowledge is not the tree of life. That which makes life worth while, that which makes life beautiful, the eternal life, can only be found in the knowledge of the Scriptures. Milton has said, "The end of all learning is to know God, and out of that knowledge to love and imitate Him."

We are grateful for our U.M.E.I., and the biblical emphasis given there. Our wish is the one expressed by Paul to Timothy, that the knowledge of God received through instruction in Scripture, may become the wing wherewith our youth will fly to heaven. The knowledge will be a special blessing. Then truly the U.M.E.I. is a rich storehouse to the glory of the Creator.

Aeltester Jac. C. Neufeld

## BRIEF FACTS ABOUT U.M.E.I.

**History:** The United Mennonite Educational Institute was conceived with the formation of the United Mennonite Church and School Association in 1944.

**Aim:** Generally, to offer a solid academic education which is an excellent foundation for all the professions; specifically, to draw the student heavenward by the renewing of his mind—to make him a follower of Christ.

**Accreditation:** Upon satisfactory completion of the four year course the student is presented with the Secondary School Graduation Diploma granted by the Ontario Department of Education.

**Equipment:** The U.M.E.I. consists of two main buildings—the administration building and the gymnasium-auditorium. In these buildings there are ample facilities to promote academic, vocational, and recreational development. To promote academic excellence the U.M.E.I. has a well equipped scientific laboratory, an adequate library (about one hundred new books were added last fall), a movie projector, slide projector, and opaque projector, etc.; vocationally, the typing room contains standard typing desks which bear fifteen typewriters; recreational equipment includes the appropriate necessities for football, softball, volleyball, basketball, ping-pong; For the student who is less active in sports there is a photographic studio with all the latest accessories.

**Religious Life:** In addition to the religious atmosphere that pervades the school generally, each student receives about five periods of formal religious instruction per week. Then during the Religious Emphasis Week a concerted effort is made to bring home to the student the basic scriptural verities.

**Graduates:** Our graduates are found in the various professions including teaching, nursing, engineering, ministry, office, bank, farming, Sunday School, missionary.

## TO THE GRADS

We came to this school four years ago  
With our eyes to a definite goal—  
To graduate from U.M.E.I.,  
No matter how hard the role.  
We started with hope and ambition,  
We started with fear and doubt;  
Somehow we'd get to the finish;  
Somehow we'd have to make out.  
We struggled with determination,  
With hope and with silent tears;  
The way wasn't always so easy,  
But we didn't give in to our fears;  
Four years of struggles and hardships,  
Four years of laughter and fun.  
We weathered the storms of exam-time  
And finally we've won.  
Now that we're at the threshold,  
We've reached the goal at last,  
Let's go on with a Christian heart  
Whatever may be our task.

Irene Thiessen, Gr. XII

## GOOD LOOKING

Beauty doesn't come by chance  
Or hinge upon a mood.  
If you would be good-looking,  
Keep looking for the good.  
There's nothing like good humor  
And eagerness and truth  
To give your lips a happy curve,  
Your eyes the shine of youth.  
Don't fret about your wrinkles—  
Erase them with a smile.  
It isn't sun: it's shadows  
That put marks upon the dial!

## CHARACTER SKETCHES – GRADE XII

### ERNA DERKSEN:

This dark-haired, brown-eyed grade twelve student takes pleasure in giving the wrong answer in Book-keeping class so that it will be easier for the next person to answer correctly. Her prize possession is her newly acquired driver's licence.



### ELVIRA JANZEN:

Secretary-treasurer, editor, pianist—what isn't she? She spends most of her spare time at the piano or at meetings. When Elvi speaks of "my little car", we know she means her father's Volkswagen.

### ANITA NEUFELD:

The shortest, youngest, grade twelve student is, of course, Anita. She is one of the few lucky girls with "ready-curl" hair. Her prize possession is her "suitcase."



**ELFRIEDA PAULS:**

Is the only lucky girl to be able to occupy a front seat. She hails from the up and coming centre of Blytheswood. Her prize possession is her little sister.



**HELEN KONRAD:**

Giggling in P.T. or in Bookkeeping period? It's Helen. But this weakness is no hindrance to her being our student president or grade twelve's top typist.

**ANITA JANZEN:**

Our lone Kingsvillite this year is also the only grade twelve girl that buys a hot meal at school each day. She enjoys travelling eastward since she used to live in Caledonia.



**BILL MARTENS:**

"Weakeyes" is usually called upon first to recite his memory work in class. Although he is usually seen in a huddle with Klaus, he finds it interesting to compare his Book-keeping answers with Ronald's.



**IRENE THIESSEN:**

Do you hear someone laughing up or down the scale? — It's Renee." She is especially talented at saying the right thing at the right time in order to make everyone laugh. She is still patiently waiting for her Kuder Preference test to decide her future.

**JACOB UNGER:**

He is privileged to occupy the front seat. His curly brown hair is his prize possession and his favorite pas-time is cheering for the Montreal Canadiens.





**RUDY DERKSEN:**

"Shaver", because he is a geography student, takes pleasure in rubbing it into Ronald when we have much Bookkeeping homework. His prize possession is the keys to his father's '55 Chev.



**RONALD REGEHR:**

"Sam" is frequently seen discussing last night's hockey game with Weak-eyes. He loves to pay compliments (?) to everybody.

**VICTOR HUEBERT:**

He has the distinction of being the class's only Dormouse and the tallest grade twelve student. His weaknesses are talking and German.



**JOHN DRIEDGER:**

Although John excels in ping pong, he is weak in German. He takes pride in his wavy hair and his deep bass voice. He is rather quiet.



**BOB CORNIES:**

He enjoys talking and bothering people during an unsupervised spare. His main ambition is to graduate from grade twelve and then build more greenhouses on his father's farm.

**GERHARD WIEBE:**

"Ewalt" has the distinction of standing first in the grade. He is commonly seen bothering Klaus. His prize possession is his '56 Buick. He takes immense pleasure in keeping his feet in the aisle.



**KLAUS JANZEN:**

"Limburger" is frequently seen with Bill Martens. He has the class distinction of being the only one in the grade who has a brush cut. His main trouble is getting along with Ewalt.



**WALTER DERKSEN:**

"Chilche" as he is sometimes called takes great pleasure in driving his father's Meteor. When transportation to the East is scarce he usually appears with it. His weakness is literature—especially Shakespeare.

Characterized by:

Irene Thiessen

William Martens

## CHARACTER SKETCHES – GRADE XI



### JAKE KLASSEN:

His long legs add to the scenery in the front of the room, and his brown eyes can often be observed dreamily gazing out of the window. Jake is to basketball as "The Rocket" is to hockey.

### RITA BARKOVSKY:

Her height makes her particularly suitable for her position as guard in basketball. She is well known for her sarcastic remarks which she frequently utters (at the wrong time).

### EDGAR ROGALSKI:

He is our only "Easterner" and makes it well known by his frequent boasting of the St. Catherine Teepees. Writing letters "home" takes up most of his leisure time.

### DAVID NEUFELD:

"Heinie" is a quiet member of our group who makes his home in the back of the room. He is always accused by Smiley, if anything happens to go wrong.



### EDGAR BROWN:

"Brownie" pleases Mr. Driedger by asking "interesting" questions in composition but irritates the students by lengthening the period. His odd laugh is his prime characteristic.

### BILL KONRAD:

He was referred to by Mr. Sawatzky as still being "a bachelor". He has, however, lately shown some interest in the Juniors. "Shorty" is always ready to assist someone in his scholastic troubles.

### RUTH DICK:

She is unique in the fact that she is the only girl in the grade with red hair. She suddenly found herself without a laboratory partner in November. She, like Martha, is also tired of school.

### MARTHA CORNIES:

When one hears a series of giggles in a spare (or anytime) they can usually be found to originate in Martha. She is one of the victims of Rita's sarcasm.



### BILL TOEWS:

He is equally efficient in sports and the scholastic phases of school environment. He has lately been seen flashing around in his car and displaying his driving abilities.



**JOHN DICK:**

"Big John" as he is known to his affectionate friends has been giving the height of the basketball basket some competition. His deep bass voice is Mr. Penner's pride and joy.

**LOUISE ENNS:**

Constantly trying to perfect her scholastic supremacy; in other words—trying to beat Shorty. She and Martha may often be found arguing over some unimportant little thing.

**VICTOR MARTENS:**

"Vic" is usually arguing with Smiley about cars in typing period. He is a Plymouth fan, (of all things!) and declares vehemently that it is absolutely the best!

**JOHN DIRKSEN:**

Johnny was vice-president of the school and president of the camera club, but had to be replaced when he left us at Christmas. He takes great delight in annoying and insulting people, but is well liked by everyone.



**ERNST KONRAD:**

"Smiley" thinks Vic is all wrong about cars, since he is a "Chev" fan. He is quite distraught about the cost of the typing paper he uses and is threatening to make trouble for the author of the typing book.

**MARTHA DICK**

She does not let a day go by without reminding us that she is quite tired and sleepy, as well as disgusted with school. Her witty remarks usually emit at the wrong time — consequently her pink colour.

**KATHERINE DIRKSEN:**

She, sitting behind Irene, is kept entertained and is always laughing at Irene's jokes. (To humour her, of course!) She is always a week ahead in her typing.

**IRENE KONRAD:**

In the morning she is at the foot of the stairs greeting all the sleepy students as they stumble into school. She has many jokes to tell and her "pony tail" is quite a novelty.



Characterized by:

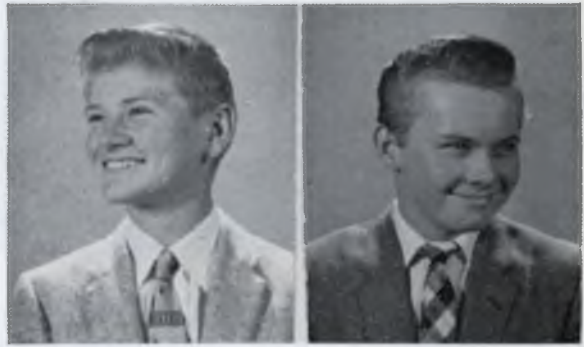
Louise Enns

John Dick

# CHARACTER SKETCHES - GRADE X

## VICTOR THIESSEN:

Generally called "Elvis" this chap is kept busy teasing girls and trapping muskrats. He has a difficult time with his studies but hasn't given up trying. His prize possession is his Father's Plymouth.



## CORNELIUS LEHN:

"Corny" enjoys all sports and excels in them. He is ceaselessly trying to improve his marks, and has high hopes of passing. His false teeth are his prize possession.



## MARLENE JANZEN:

She is usually daydreaming (about whom Marlene?) She is a one man gossip column and can be heard right after the teacher's exit.

## JOHN FRIESEN:

Pedro is a very friendly individual to have in the classroom. He was the Grade 10 Liberal candidate during the elections and has proved that he will do his best in whatever he undertakes.

## HILDA FROESE:

Hilda's ambition is to be first in class and in later years to become a social worker. She is a studious girl but still seems to find time for crossword puzzles.



## EDDY DERKSEN:

"Tough" Ed's weakness is school in general. He enjoys hunting and is fond of horses. His ambition is to pursue farming.



## HERBERT ENNS:

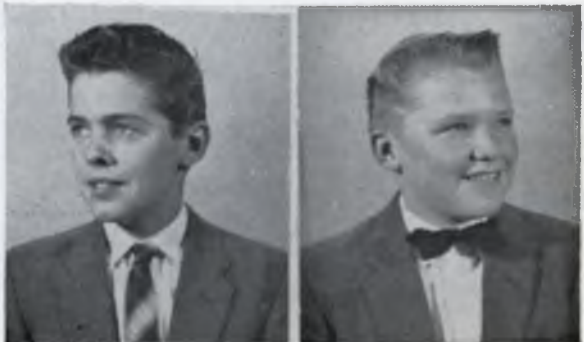
Herb takes a great interest in his father's farm and hopes to inherit it some day. Although he tries hard, Herb finds his studies difficult. He is an expert roller skater.

## HILDA TIESSEN:

Hilda who has been blest with a short mop of curly hair spends her leisure time listening to "long hair" music. She has held the title of being first in class for two years.

## JOHN BRAUN:

Hans' prize possession is his rifle. He spends his leisure time reading science fiction and hopes someday to wear a pilot's uniform. He is looking forward to the day he will legally drive his father's car.



## RONALD DERKSEN:

Ron is a versatile athlete for his size. He is an agreeable person with a friendly disposition. He is desperately trying to surpass Ruthy's marks.

**ART KRUEGER:**

Art hopes some day to become a dairy farmer. He is very proud of his father who is the U.M.E.I. shop instructor. Art takes pride in his wavy hair.

**MARIANNE DRIEDGER:**

Although our modern Elizabeth Barrett Browning claims she "knows nothing" she shines in composition period. Her prize possession is Margaret G. with whom she is always seen .

**DAVID WOELK:**

"Soapy" finds life quite dull and learning memory work is his biggest weakness. He throws all his weight into his spectacular hook shots and spends most of his time in candy shops.

**BETTY TIESSEN:**

Betty finds great satisfaction in criticizing others. She is often called "Bets" by fellow students and is a star in composition period.

**MARGARET TIESSEN:**

"Muggs" has had a hard time in her studies this year because of sickness. She has an abundance of freckles which go well with her light red hair. She hopes to become a nurse in the near future.

**MARGARET GOSSEN:**

Our future Florence Nightingale is continually peeved by Victor Thiessen. She is very clever in German and enjoys displaying her skill to those about her. Her flaming red hair glows particularly when she blushes.

**HERMAN TIESSEN:**

Herman is very proud of his motorcycle boots. In general school does not particularly appeal to him, especially memory work. He is usually seen with Richard.

**MARY PENNER:**

Our future psychiatrist already enjoys analyzing people. She is an immaculate writer. Her prize possession is her white shoes.

**RUDY PAULS:**

Rudy is often caught day-dreaming during composition period. His ambition is to grow three inches so he won't always be a substitute on his team.

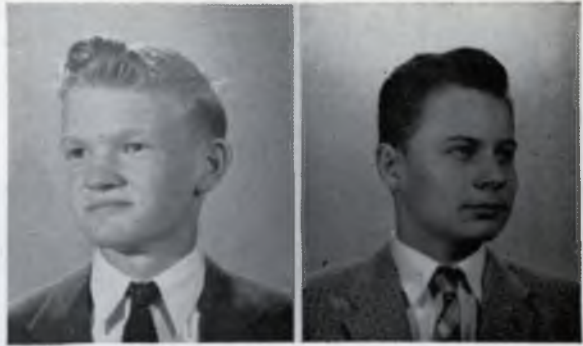
**PAUL GOSSEN:**

"Goody" is a clever student with one weakness—teachers. His large brown eyes are his asset and his fur pencil case is his prize possession.



**ART WARKENTIN:**

He surprised us all by having the highest geometry mark even though he was absent two weeks. Art is a boy of few words and keeps his ideas under his blonde hair.



**EDGAR KONRAD:**

Edgar's ambition is to receive a higher average than John B. He has a great fondness for dogs and is nature-loving thus making him one of the better science pupils.



**MARY LOU DERKSEN:**

"Derk" is usually heard giggling and seen with her face buried in a book. She excels in typing and hopes to become a secretary.

**ERNE WARKENTIN:**

Although Ernie occupies the back seat, he remains clever. He spends his leisure time listening to radio and communicating with Art W. across the room. His ambition is yet undecided.

**RUTH DERKSEN:**

Ruth is quiet, petite and very popular among her fellow students. She enjoys typing and hopes someday to sit behind a secretary's desk.



**ELFRIEDA TOEWS:**

"Friedchen's" asset is her look of innocence which she produces each time she is asked a question. She is a book-worm but refuses to study.



**RICHARD HILDEBRAND:**

"Liberace" has the distinction of being the first boy pianist of the junior choir. He spends his leisure after four hours doing homework, playing piano, and listening to E. P.'s records.

**ERNA SCHMIDT:**

Her ambition is to be a secretary in the Heinz office. She has a weakness for sweaters and is constantly repeating her cousin's jokes.

**ANN REIMER:**

Ann has an extraordinary sense of humour. She shines in grammar period and finds great pleasure in sewing.



Characterized by:  
Edgar Konrad  
Betty Tiessen



## CHARACTER SKETCHES – GRADE IX

### VICTOR TIESSEN:

Victor is one of our better grade nine ping pong players. On Mondays he is usually ready to "Mittagschlaf halten."



### KATHERINE BARKOVSKY:

Katherine's weakness is concentrating on her homework long enough to finish it. Her ambition is to be an airline hostess.



### HENRY KRUEGER:

"Heinzi's" wisecracks usually brighten up blue Monday mornings. He plans to take over his father's farm some day.

### HAROLD REMPEL:

Harry's weakness is studying Shakespeare's plays. His ambition is to own a hotrod.

### HELEN MARTENS:

Helen is trying very hard to beat her brother's grade nine "Business Practice" marks. She intends to become a Florence Nightingale.



### LINDA TOEWS:

Linda spends her leisure time either reading books or ice skating. She enjoys sports very much.

### EDNA KONRAD:

Edna's weakness is keeping science experiments in order. She enjoys sports and has a good arm for batting a volleyball.



### HELEN FROESE:

Getting up early enough to reach the cab stand on time is difficult for Helen. She would like to become a nurse.

**FRANCES UNGER**

Frances does much reading from Shakespeare's plays. She enjoys sketching pictures about the records that Mr. Penner plays in "Music Appreciation" period.



**RUDY KONRAD:**

Rudy has a few years to go before he can get a licence to drive on the road so he spends his leisure time backing the car around in the yard.



**MARGARET NEUFELD:**

Margaret's weakness is getting her homework done. She plays piano in her leisure time.

**JOHN DICK:**

John spends his leisure time looking out of the window to see what's going on at home. His main ambition is to get his licence.

**JANET TOEWS:**

Janet's prize possession is her blonde pony tail. She hopes to become a dress designer some day.



**BEN KONRAD:**

Although Ben has a difficult time getting out of bed in the morning he hasn't been late yet. He hopes to become a veterinary.



**MARGARET HILDEBRAND:**

Margaret spends her leisure time at the piano. She plans to become a teacher.

**JAKE TOEWS:**

Jake delivers groceries in Wheatley in his spare time. He intends to become a law enforcement officer.

**MARGARET CORDES:**

Margaret seldom fails to get a "perfect" in German dictation. She is a class representative.



**MARGARET TIESSEN:**

Margaret enjoys spending her time at watching television. Her ambition is to become a public school teacher.



**ANN SCHROEDER:**

Ann spends her leisure time listening to the radio. Her ambition is to work in a bank.

**LINDA CORNIES:**

Linda enjoys and takes part in all girls sports at the U.M.E.I. She intends to become a school teacher.

**SUZANNE CORNIES:**

Suzanne spends her spare time eating. She is also a grade nine class representative.



**JOHN MATHIES:**

John enjoys sports—especially football. His favorite saying is "Doch, doch."



**BETTY EPP:**

Betty's weak point is listening to the radio and trying to do homework at the same time. Her main ambition is to pass into grade ten.

Characterized by:

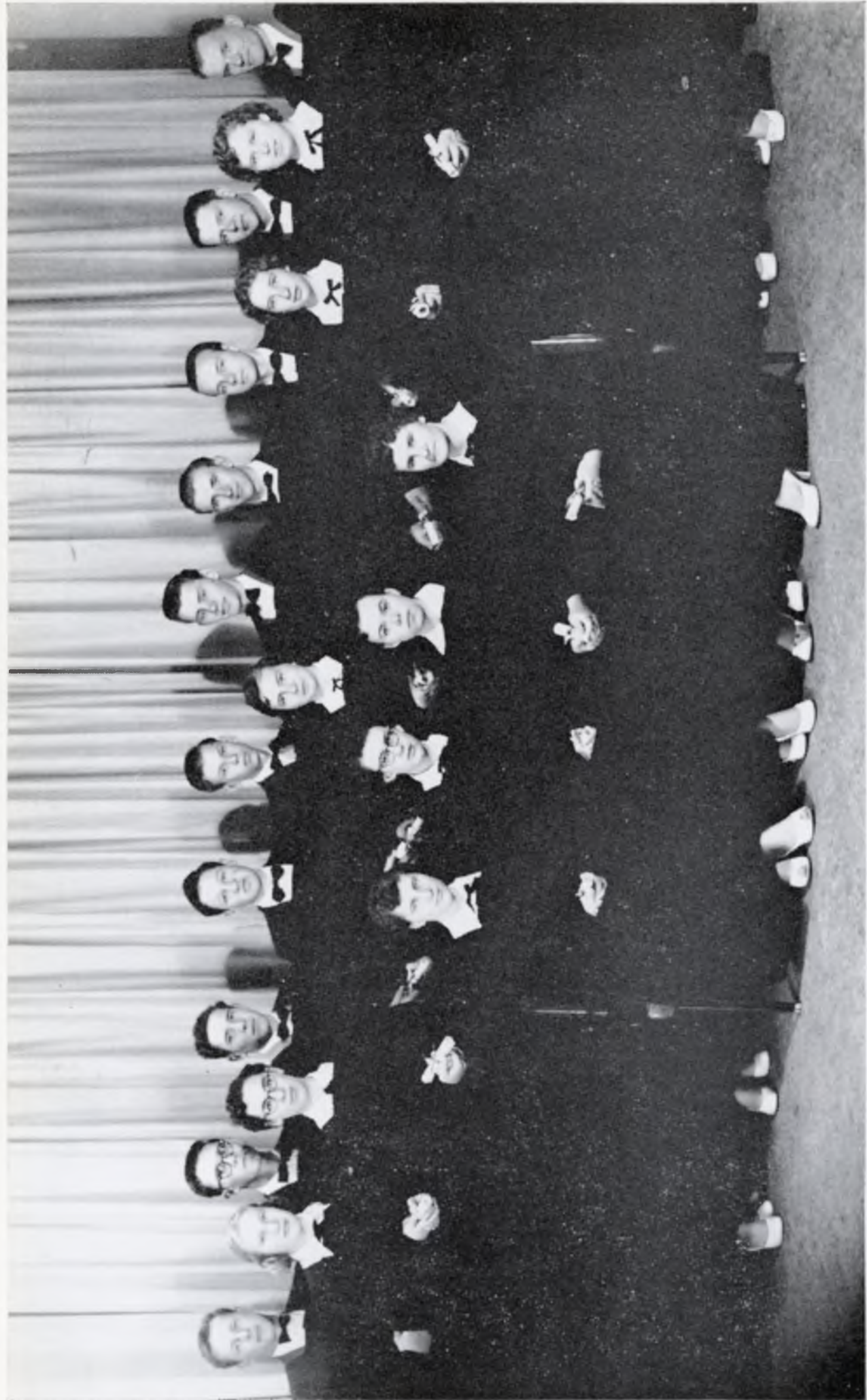
Linda Cornies

1955-56 GRADUATES



Standing, left to right: John Sawatsky, Rudy Lehn, Henry Regier, George Schartner, Victor Krueger, Hans Mein, Henry Epp, Albert Rempel.  
Seated, left to right: Hilda Neufeld, Helga Dyck, Martha Thiessen.

1956-57 GRADUATES



Standing, left to right: Henry Pauls, Annie Enns, Jakob Thun, Alice Krueger, Willie Janzen, John Reimer, John H. Cornies, Rita Klassen, Dennis Cornies, Jakob Froese, Robert Janzen, Mary Anne Krueger, David Neufeld, Elizabeth Schariner, John Driedger.  
Seated, left to right: Eleanor Konrad, Rita Krahn, Mary Froese, Erna Konrad.

## 1956 - 1957 GRADUATES

**ERNA KONRAD:** She is now taking the Special Commercial course at L.D.H.S.

**RITA KRAHN'S** ambition is apparently, still to be a teacher. She is taking grade XIII at Kingsville High School.

**ALICE KRUEGER:** Her ability to look on the bright side of things made many things more bearable for many of us. She is taking grade XIII at Essex High School and plans to become a nurse.

**ROBERT JANZEN** who used to take pride in driving his M.G. to the U.M.E.I., is now taking Grade XIII at Kingsville High School.

**JAKE FROESE** whose bass voice echoed through the school when he answered a question in class, is now working, and taking an evening course in radio and television in Windsor.

**DAVID NEUFELD:** His future is still undecided, but he intends to develop his mathematical knowledge. He is now taking grade XIII at Essex High School.

**HENRY PAULS** took the general course at the U.M.E.I. and is now continuing his studies at L.D.H.S.

**RITA KLASSEN** was the quiet, brown eyed, well-liked girl, better known as "Pee Wee". She is now taking Special Commercial at L.D.H.S.

**ELEANOR KONRAD** took the commercial option in grades eleven and twelve and is now working in the Heinz office.

**DENNIS CORNIES** used to be one of our best athletes. He is now taking grade XIII at L.D.H.S.

**JOHN H. CORNIES** one of our former brighter students, is now taking the grade XIII course at L.D.H.S. and intends to become a teacher.

**JOHN REIMER** was head of the boys' sports committee for several years. He is now taking grade XIII at L.D.H.S. and enjoys singing in the Glee Club there.

**JAKE THUN** who was never too fond of school, has happily graduated and is now working at the Royal Bank of Canada in Wheatley.

**ANNIE ENNS** took the commercial option in grade eleven and twelve and is, at the present time, at home.

**MARY FROESE:** Her ambition was to get a dormitory partner. Now that she is gone, two girl-dormites have moved in. Mary is now taking the grade XIII course at Essex High School and plans to become a teacher.

**WILLIE JANZEN:** His ambition has been realized, for he is now driving his own car. He is taking grade XIII at L.D.H.S.

**MARY ANNE KRUEGER** took the commercial option at the U.M.E.I. and is now working in the Bank of Montreal in Leamington.

**ELIZABETH SCHATNER** is currently at home but intends to persue her ambition to become a nurse.



# STUDENT ACTIVITIES







**FIRST TERM EXECUTIVE**

Seated, left to right: Rita Barkovsky, Helen Konrad (President), Mr. P. C. Sawatzky (Staff Advisor), Elvira Janzen (Secretary-Treasurer), Anita Neufeld.

Standing, left to right: Bill Toews, John Dick, Suzanne Cornies, John Dick, Margaret Cordes, John Braun, Hilda Thiessen, Herb Enns, Victor Huebert, Irene Thiessen, John Dirksen (not shown) Vice-President.



**SECOND TERM EXECUTIVE**

Seated, left to right: John Dick, Helen Konrad (President), Mr. P. C. Sawatzky (Staff Advisor), Elvira Janzen (Secretary-Treasurer), Anita Neufeld.

Standing, left to right: Ruth Dick, Bill Konrad, Irene Konrad, Victor Thiessen, Linda Cornies, Rudy Konrad, John Friesen, Ruth Derksen, Edgar Konrad, Bill Martens, Gerhard Wiebe.



Mrs. Tiessen, Instructor

## UNSERE NAEHSTUNDEN IM U.M.E.I.

Am Freitagnachmittag erhalten unsere Maedels aus Grad neun und zehn ihren Unterricht in Handarbeit. Es ist eine Lust, mit diesen jungen, lebenslustigen Maedchen zu arbeiten. Jedoch aller Anfang ist schwer. Der ungeuebten Hand scheint die Nadel so klein und der Draht so fein. Oder die Fussmaschine will gewoehnlich nur einen Stich oder zwei vorwaerts naehen, dann geht sie rueckwaerts. Wir sind dem Schulvorstand sehr dankbar fuer die neue, elektrische Maschine. Diejenigen, die von zu Hause die Fussmaschine gewohnt sind, benutzen die alte.

Grad neun fing mit einer Arbeitstasche an. Ganz stolz kommen sie jetzt mit ihren Taeschchen, die sie selbst genaecht haben, in der sie den Zwirn, Scheere, Nadel und Naehhut fuer die Naehstunde aufbewahren. Grad zehn wiederholte erst etwas vom vorigen Jahr und dann naechten sie Blusen. Wir moechten noch viel beschicken. Uebung macht den Meister. Ich hoffe, dass diese Maedels aus den kurzen Arbeitsstunden doch etwas mitnehmen moechten auf ihren ferneren Lebensweg.

FRAU ERNIE TIESSEN



Mr. Kreuger, Instructor

## THE WORKSHOP

Enn dem vondoagschin bewegten Levi,  
 Well jiedra waut besondrit jaevi.  
 Veili doni uck wiet stodeeri  
 un straebi hoch no Menschenehri.  
 Enn Mathematik, enn Science en Theologie  
 Doa sent si - mit Lief on Seel doabie.  
 Uck leari si noch veschiedni Sproaki  
 Unn doni uck noch von Holt waut moaki.  
 Uck hia sent si aula gans bie di Sach.  
 Dann Holtoabeit es ji uck Jedrim sien Fach.  
 Blos wiert si doat Gretschoft nich aula kreaji,  
 stoani si foakin en lange Reaji.  
 Un dock en de korti Tiet de wie habi,  
 Entweckelt in jiedra sieni Gabi.  
 Wie moaki allis von Holt, un nuscht von Isa  
 Bui Laumpi, Figuri on Vaegilhiesa.  
 Met Haebli, met Homri and flietgem Soagi,  
 Mucht wir to Vebetrung uck waut biedroage.  
 Es got dann di Utrop, dann woa wir uns freii.  
 Dann woa wir de Oabeit uck nich bureui.  
 To aul Oabeit an Lehri en menschlichen Lebi  
 Mott Gott sienin Biestaunt on Seagen to gaebi.

MR. GEORGE KRUEGER.



## U.M.E.I. CAMERA CLUB

The U.M.E.I. Camera Club is continually progressing and this year the membership totals fifteen. We have been able to make various necessary improvements in the dark room, such as having doors put on the cupboards. New developing equipment has also been purchased. The Camera Club has purchased a tripod which is of great assistance to the photographer. Another helpful instrument we now have is a enlarging meter which saves much time and difficulty. The club's funds have also made it possible to buy a deckle-edged cutter.

The Camera Club not only makes it possible for us to develop our own films, but it can help us to make photography a very interesting hobby. It is the hope of the Camera Club members that more people will become interested in photography and that the club will continue to progress.

MARTHA DICK

## TEAMWORK

When the game is getting rugged  
And you've yet to make a score;  
When despair crowds in upon you  
As you hear the bleachers roar;  
When you feel yourself a failure  
And success a distant dream,  
It lifts the heart within you  
To remember, "We're a team!"  
When life presents a problem  
That you don't know how to meet;  
When you wonder if you'll have the strength  
To stand upon your feet;  
When you question your ability  
And doubt your dearest dream,  
Recall the power within you  
And remember, "We're a team!"



Senior Choir, Mr. Penner, Director



Junior Choir, Mr. Penner, Director



1. Crickets  
6. Sputniks

2. Tommies  
7. Satellites

3. Honey-Combs  
8. Stars

4. Trying  
9. Mutniks

5. Foul Shot  
10. Aimless Wanderings

## GIRLS' SPORTS

A whole year of mental exercise without physical exercise can dull the brain and put the bones out of working order. For that reason, I think, sports and physical education were discovered.

The grade eleven and twelve girls have P.T. three times a week. As for sports, there is volleyball at the beginning of the school year until about the end of November. By then the boys have finished their football play-offs and the gymnasium has to be shared for boys' and girls' basketball. Basketball is the season for bruised knees, sprained fingers, and tormented bones. Added to these is the mental stress that accompanies the referee's announcement of steps, double-dribble, overguarding and the numerous other rule infractions.

The girls have four teams, the names of which are in harmony with the new space age. The names include Sputniks, Satellites, etc. Before Christmas there were some exhibition games played but to begin the year, 1958 right, we began with the regular schedule. When the snow begins to melt and turns to slush to form oozy puddles, then play-offs for the championship are in progress.

When the sun becomes even warmer and friendlier, softballs and bats are taken outside — it is the season for softball with which, sports-wise, the year concludes.

ERNA DERKSEN, Grade XII

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

Two years have elapsed since the last U.M.E.I. yearbook was printed. During these two years the school has not only been progressing in the academic aspect but also in the field of sports. Many of the ex-students of our school, and the ones that have discontinued are showing their skills in other high schools and colleges.

Our school, since it was built, has rapidly advanced and has made it possible for the students to enjoy almost all the activities the other schools offer. These include football, basketball, ping pong, and softball. For all these sports except ping pong, teams are chosen, which play for the championship. In the case of ping pong anyone wishing to play can enter and compete for the championship. All the sports follow the seasons and in the fall when everybody is football conscious, we are also engaged in football. Because of the lack of pads and other necessary equipment needed for tackle football, we can only play touch football. The winter sports are carried on in our fine gymnasium. In the spring very interesting softball games are played on our excellent playing field.

Thus throughout the year students of the U.M.E.I. have a wide variety of sports from which to choose. Sports provide relief from school work and furnish enjoyable pastimes.

BILL TOEWS, Grade XI



1. Senior X's  
6 Senior Teepees

2. Senior Pistons  
7. Junior Hobos

3. Junior Sputniks  
8. Junior Kams

4. Junior Mutniks  
9. Jump

5. Missed  
10. Billy is the Referee





1. Champs  
6. Alouettes

2. Jets  
7. Fangs

3. Hoods  
8. Bears

4. Secrets  
9. Try for field goal

5. The Explorer  
10. Otto Graham



Miss M. Dyck

Mrs. Klassen

## DO YOU REMEMBER . . .

When Erna Derksen, in her attempt to hit the volley-ball and not touch the net, slid underneath it and, to the surprise of the opposite team, sat down in the midst of their players?

When Mr. Sawatzky started out the geometry period with the cheerful and invigorating statement, "To-day we're going to take up a brand new proposition"?

When Mr. Sawatzky became entangled in scientific verbs and told us that animals evaporated?

## DO YOU KNOW . . .

That the Seven Year's War lasted seven years?

That when adding you subtract in algebra?

## ADS . . .

Wanted—An Air-tight school.

For Sale—a dead amoeba. (once used as an object in the telescope)

Lost—a Gr. 10 History text. (don't look too hard)

Wanted—an automatic dish washer and drier.

For Sale—second hand gum (apply in the boys' dorm under a specific table)

Wanted—a holiday of indefinite length.

For Sale—a below average typing mark.

Wanted—the root of all evil. (money)

## CAN YOU IMAGINE . . .

Art Kreuger without his rolling waves?

David Woelk with a correct answer?

Why Victor (10) occupies the front seat?

Victor facing the front of the grade ten room?

Marlene not chewing Dentine? (makes your breath kissing sweet)

Ruth Derksen without her giggle?

Elfrieda Toews being amused by the opposite sex?

Our school without Mr. Enns?

Hilda without Betty?

Mr. Driedger missing a day?

U.M.E.I. with a lady teacher?



# STOCK EXCHANGE

SHAKESPEARES

Of

THE



U.M.E.I.

## THE ASTER

Suddenly I had to sneeze! The dust of the country road was too much for me. As I opened my watery eyes the first thing that drew my eye was a beautiful flower with a shining golden centre and deep purple fringes. It was evening and the sun was just setting, its immense red rays casting their glory to the ends of the earth, even reaching my newly-found beauty. As the flowers reverently bent their heads as if doing obeisance to an unseen power, I was given the rare privilege of hearing their hidden whispers.

They were speaking to their neighbours of the same species, but of different tints and stature. As they anticipated the future in their few brief words, I felt the hypnotism of Mother Nature. They spoke of their pure white relatives that cover the shaded floor of the September woods; the golden ones that greet the hunter and his dog; those that witness the early migrations of the birds, and finally those that habituate the brilliant October hillsides. From this I learned that there are many varieties and members of the vast family.

As I moved onward, partly in a dream, I felt a warm glow deep inside me, that I had been given the honour of learning to appreciate the aster — a beauty with qualities rare.

LOUISE ENNS, Grade XI

## "THE SEA"

One of the most beautiful things on earth,  
Is God's creation of the raging sea;  
It travels on for evermore to be  
A body full of sadness and of mirth.  
It is to some a home; a place of birth,  
A consolation to the soul it seems;  
Its waves are great as oaks or tall pine trees,  
And free to toss about without a girth.  
It holds great powers over all mankind;  
It is a path of destruction or life.  
During a tempest it is dark and wild,  
Able to bring about much grief and strife.  
On days of peace and calm it seems to sigh  
A blessing to the earth, the sky, and life.

LOUISE ENNS, Grade XI

## AND THERE WAS LIGHT

As the last morning star faded from the great panoramic theatre of the heavens it seemed to give the dawn the cue to come on stage for its act, and for those who were present it was indeed a magnificent performance.

Over the white-capped mountains on the distant eastern horizon the first red rays of the sun became visible and slowly it rose until its brilliance gently kissed the peaks of the mountains and made them blush. In the same moment the fields and vales were transformed into a beautiful carpet of gold and crimson. The trees were blackened by the brightness of the sun's first beams and stood as tall silhouetted sentinels over the majesty of God's dawn creation. Before me ran a stream in humble obedience to its Maker and as the sun spread its lucid rays over it, a ripple of awe passed through it at the grandeur which it beheld passing over its surface.

For a while after the dawn had broken, the world was hushed in silent reverence of the sight. Then a bird chirped its first morning melody, a squirrel chattered a noisy reply, and a rabbit hopped along a sunlit path in pursuit of a juicy breakfast of foliage.

So the world returns to its pandemonium, forgetting that the dawn is the beginning of creation and not only the advent of a new day and that if we could live in the way in which the day breaks our lives would be comparable to it in beauty and serenity.

HILDA TIESSEN, Grade X

## “DIE GESPENSTER”

Als wir in Deutschland wohnten, hatten wir einen Apfelpfad, der uns viele Aepfel geben sollte, aber die Apfelpfade waren jeden Morgen leerer. Wir probierten alles zu tun, aber wir konnten nicht herausfinden, wer die Aepfel genommen hatte.

Eines Tages hatten mein Bruder und ich eine gute Idee, und wir sahen auch nachher, wer die Aepfel nahm. Wir nahmen zwei Kuerbisse und hoehlten sie aus, machten ihnen Loecher als Augen, Nase und Mund und stellten ein kleines Licht darein. Dann zogen wir lange weisse Nachthemden an und kletterten mitten in der Nacht, jeder einen Kuerbis in der Hand, ueber den Zaun.

So gingen wir in der stillen Nacht auf dem Wege hin und her.

Die Aepfeldiebe erschienen, es waren einige Jungen aus dem Nachbardorfe. Sobald sie uns sahen, verschwanden sie. Wir verfolgten sie nicht, sondern schritten langsam den Weg weiter, bis sie weg waren, dann gingen wir zurueck, loeschten die Lichter aus und legten uns zu Bett.

Am naechsten Tage wurde in dem Nachbardorfe und in der ganzen Gegend nur diese Gespenstergeschichte erzaehlt.

Sie sagten, dass die Gestorbenen aus ihren Graebnern gestiegen und im Feld spazierengegangen waeren. Grosse feurige Augen haetten sie gehabt, so gross wie Tassen, aus Mund und Nase waere ihnen Feuer gekommen, und sie haetten so fuerchterlich geseufzt und gestoeht, dass den Jungen die Haare zu Berge gestanden hatten. Wir waren still und stolz ueber unseren Sieg. Es dauerte eine lange Zeit, bis sie herausfanden, dass wir das getan hatten, und so kam das Aepfelstehlen zu einem Ende.

ERNA SCHMIDT, GRADE X

## A DUEL BY MOONLIGHT

A knight in silver armour rode,  
Among the trees, and throught the grove  
His armour in the moonlight shone,  
Under a sky of darkened mauve.

The faithful knight rode on and on,  
His foe must be quite near,  
He rode along the dusty trail,  
But no sound could he hear.

The crackling of a twig near by,  
Awoke the silence of the night,  
The knight quick stopped his gallant horse,  
He knew there now would be a fight.

He drew his sword which shone like gold,  
His shield he held so fast,  
He knew this would mean life or death,  
But this was his ordered task.

The charging foe quick drew his sword,  
The two now came together,  
The battle now had had its start,  
It seemed to last forever.

The bold knight slashed his sword so quickly,  
The foe's shield sounded loud a chime,  
The foe now had a chance to slash him,  
But armour saved the knight in time.

The knight now slashed, and this time struck  
The thin neck of the foe, so cruel,  
The foe dropped from his black horse, shining,  
And thus, the end of this death-dealing duel.

The valiant victor rode away,  
On shining horse of sleekest white.  
He had done his ordered task,  
By winning such a dreadful fight.

JANET TOEWS, Grade IX

## OUR SIDE WON

The coach was nearing the end of his between period inspirational lectures. This one was between the last two periods of our championship game. It consisted mostly of roars and explosions from a very disgusted coach. "Fifty one to three," he roared, "Fifty one to three! Do you think you can really win this championship now with only one period to play? Those last two periods demonstrated the most uninspired hockey I have ever seen. You, Red, what excuse have you for dozing off in the net when you're supposed to be the net minder?" Red started to mumble his excuse but stopped short when he saw the players glaring at him in hatred. Just then the buzzer rang and we stomped out of the room eager to get away from the coaches harsh words.

The whistle blew to begin the third and last period of the game. We skated into position for the face-off. We had our best line on and by the appearance of the score we were going to be worked hard. The puck was dropped and slapped to the left winger who poked it to Rogers, our star. Rogers was feared by all the goal tenders in the league. He was flying down the ice past the opposing defence, and streaked for the net. When he came within twenty feet of the net he fired the puck at an open corner. The goalie just made one move and that was down out of the path of the hazy puck. It was coming at such amazing speed that it tore through the mesh in the net and thundered into the boards behind. The goal light turned red but the goalie's face was white. He had been so frightened by the blazing puck that his knees knocked and teeth chattered.

The net was mended and the game continued. Now everytime Rogers threatened to let drive another blistering shot the goalie would quickly move aside and let the puck lazily slide in. It was to our good fortune that the opposing team had only one net minder because the other one had been bed-ridden with the flu.

For the rest of the game we kept adding goals until the score was fifty three to fifty one.

In the dressing room after the game the coach didn't say a thing but just sat on the bench with a blank expression on his face. Finally he got up and walked out of the room still in a daze. A few minutes later he poked his head into the room and came in with a whole cart full of refreshments. His only words were, "Let's celebrate," and, boy, we did.

JOHN DICK, Grade IX



# EIN SCHULTAG IN DER U.M.E.I.

Jeden Morgen um fuenf Minuten vor halb neun Uhr schrillt die elektrische Klingel durch das grosse Gebaeude unserer Schule. Dies ist das Zeichen fuer saemtliche Schueler, die Buecher in ihre Klassenraeume zu bringen. Gleich darauf versammeln wir uns alle im Keller. Um halb neun Uhr ertoent die Klingel zum zweiten Male. Das Stimmengewirr bricht ploetzlich ab. Gleich daraut kommen auch die Lehrer herunter. Einer von ihnen haelt eine kurze Morgenandacht. Dann singen wir ein Lied aus dem Gesangbuch und beten.

Nach der Andacht gehen wir alle der Reihe nach in unsere Klassenraeume. Gleich darauf erscheint auch schon Lehrer Sawatzky, der uns den Unterricht in Chemie erteilt. Oft muessen wir dann ins Laboratorium, um selber Experimente auszufuehren. Dieses ist immer ungemein interessant fuer uns und wir versuchen unser Bestes mit den vielen Chemikalien, die wirklich leicht zu verwechseln sind. Oft zerbrechen wir mit unsern ungeschickten Haenden auch einige Geraete. Aber Herr Sawatzky hat sehr viel Geduld mit uns und hilft uns immer aus der Verlegenheit.

Unsere zweite Stunde ist Geometrie, die manchen von uns viel Kopfschmerzen macht. Dieses Fach, welches wohl das komplizierteste von allen ist, wird auch von Herrn Sawatzky unterrichtet. Aber Herr Sawatzky, der ausgezeichnet versteht, uns die schweren Aufgaben klarzumachen, hilft uns, auch dieses Problem zu ueberwinden.

Nachdem wir Geometrie gluecklich hinter uns gebracht haben, fuehrt uns Lehrer Penner einige Jahrhunderte zurueck in den Dreissigjaehrigen Krieg oder in die Zeiten Napoleons. Sicher haben Sie, lieber Leser, erraten, dass dieses unsere Geschichtsstunde ist. Lehrer Penner versteht es ganz geschickt, uns einige Jahrhunderte in die Vergangenheit zurueckzusetzen, damit wir die geschichtlichen Begebenheiten besser verstehen koennen.

Deutsch-Grammatik, unser naechster Unterricht, bringt uns schnell wieder in die Gegenwart zurueck. Jetzt heisst es gut aufpassen, denn die deutsche Sprache hat ihre Hacken. Viele Regeln muessen gelernt werden, und die Hauptwoerter machen uns ziemlich viel Schwierigkeiten, denn sie wollen gross geschrieben werden. Aber auch dieses Fach wird mit Hilfe Lehrer Penners, unseres Deutsch-Lehrers, bewaeltigt.

Anschliessend folgt Englische Literatur. Dieser Stunde wuerden sie, lieber Leser, sicher besonders gerne beiwohnen, denn dann sind die Schueler besonders rege, und unsere Meinungen gehen dann ziemlich weit auseinander, denn es ist nicht sehr leicht, Shakespeare zu verstehen.

Mitten aus diesen interessanten Debatten reisst uns dann das Klingelzeichen, und es geht in den Keller zum Essen. Hier wird dann noch lebhaft weiter diskutiert. Shakespeare hat sicher nicht daran gedacht, dass er die Ursache so vieler Debatten sein wuerde. Erst wenn die Hausmutter an den Tisch tritt, herrscht voellige Ruhe. Nachdem sie das Gebet gesprochen hat, staerken wir uns mit unserm Mittag. Nach dem Essen gehen wir noch 15 Minuten an die frische Luft oder spielen Ball im Auditorium.

Um zwanzig Minuten vor ein Uhr ruft uns das Klingelzeichen wieder an die Arbeit. Jetzt haben wir unsere Katechismusstunde mit Lehrer Penner. In dieser Stunde erklaert Herr Penner uns die schwierigen Katechismusfragen, die er dann mit Hilfe der Bibel beantwortet. Wenn ein Schueler ein Problem beantwortet haben will, versuchen wir es alle zusammen zu loesen.

Sport ist unser naechster Unterricht. In drei geraden Linien muessen wir uns im Auditorium vor Lehrer Enns aufstellen. Dann werden einige Freuebungen, nicht ohne Schwierigkeiten, ausgefuehrt. Endlich haben wir auch dieses ueber-

standen und es geht zum Korbballspielen. Dieses macht allen grossen Spass und lockert auch gleich unsere Glieder vom langen Sitzen.

Erhitzt, aber zufrieden kommen wir in unsern naechsten Unterricht, Geographie. Dieses ist eine unserer Lieblingsstunden, die Lehrer Driedger unterrichtet. Jetzt muessen wir wieder sehr aufpassen, denn unser Geographielehrer versteht es vortrefflich, uns knifflige Fragen zu stellen, bei denen man scharf ueberlegen muss.

Gesundheitslehre, unser letzter Unterricht, loest Geographie ab. Herr Enns, der gerne erfahren moechte, wer seine Aufgabe getan hat, stellt einige Fragen, die schriftlich beantwortet werden muessen. Wenn er sie korrigiert hat, dann weiss er schon, wer seine schwarzen Schafe in der Klasse sind. Die schlechten Noten kommen natuerlich in sein kleines schwarzes Buch, welches viele von uns in das Feuer wuenschen.

Die Glocke ertoent wieder, und alle Klassen versammeln sich im Keller. Dann singen wir ein Lied aus dem Gesangbuch und beten das "Vater Unser". Die letzten vierzig Minuten bis vier Uhr vertreiben wir mit Sport, Gesang oder Schulaufgaben. Um vier Uhr sind wir entlassen.

Freitags sind unsere Unterrichtsstunden fuenf Minuten kuerzer, so dass wir am Nachmittag eine laengere Andacht oder ein Programm der Schueler haben koennen.

Somit ist ein Tag in unserer Schule beendet, und wir gehen alle zufrieden nach Hause, Schueler wie Lehrer, und danken Gott fuer den gesegneten Tag.

KLAUS JANZEN, GR. XII

## U.M.E.I. ODDITIES

Of my first few years at our private school,  
I've worked and enjoyed myself as a rule;  
But often I stared as long hours dragged by,  
And noticed some "odds" at U.M.E.I.

We have an old clock, which, I assume,  
Has been hanging ten years in the Grade ten room,  
It once stopped and still stands at twenty to one;  
Why keep a clock that won't even run?

Our school is large and has three stories,  
But why the vacant dormitories?  
Let's call our friends from far and near;  
We'd like some dormites boarding here.

At the back of our yard is the skating pond,  
But strangely to say, of which no one is fond.  
Why not get our hatchets and cut down those weeds,  
Or dig a new pond—(who'll do those good deeds?)

Some people may think that girls uniforms are queer;  
It does get quite boring to wear them all year.  
We must keep them ironed and sparkling and clean;  
Without our green jumpers we may not be seen.

I hope no one speaks of the things I have mentioned;  
To make up complaints was not my intention.  
In spite of these "odds" which I spoke of so free;  
I'm proud of our school, I'm sure you'll agree.

MARIANNE DRIEDGER, Grade X

# EIN VORMITTAG IN DER ZEHNTEN KLASSE

Ich moecht 'n Schultag hier beschreiben  
Und euch damit die Zeit vertreiben  
Es gibt darin so mancherlei  
Von dem man sagt, es nuetzlich sei.

Herr Driedger rennt durch'n Kontinent  
Mit uns, dass man Amer'ka nennt.  
Doch froehlich geht es immer weiter,  
Wir werden klueger und gescheiter.

Herr Enns kann maechtig imponieren  
Mit Dingen die den Tisch verziern,  
Kartoffeln faerbt er dunkelblau  
Und tropft das Jod darauf genau.

Im Deutschen bringt er uns voran  
Wie es kein anderer besser kann,  
Das Deklinieren und das Trennen,  
So will er, sollen wir bald koennen.

Hypotenusen und Katheten  
Sind mathematisch uns vonnoeten.  
Dies sagt uns unser Prinzipal  
Wohl zehn-und hunderttausendmal.

Hat jemand etwas zu bemerken  
um 'n Begrueundung zu bestaerken,  
So spricht man frei sich immer aus,  
Herr Penner zieht den Schluss daraus.

Doch dauert alles seine Zeit,  
Die Glocke uns vom Zwang befreit.  
Im Laufschrift gehts zum Mittagsaale  
Zu Tellern und zur Suppenschale.

MARGARET GOSSEN, GRADE X

## THE CORN FIELD

To the passing "city slicker" a corn field is just another field, with rows of just another crop, owned and operated by just another farmer. To the farmer it is a place to plant and hoe and cultivate, to give him the satisfaction of seeing his seeds grow. To the farmers' children, and here I write from experience, the cornfield is a place to spend long summer days carelessly swinging a hoe. Indeed it is much easier to hoe corn than to hoe soya beans. If a corn plant is accidentally knocked over it can easily be stuck into the ground or can be propped up by a pile of dirt. To grow, or not to grow; that is the question. The old fashioned hoes are gradually being replaced by modern sprays. From the corn plant's point of view this modern method does a better job than the hoe.

If the corn field is seed corn, one is faced by the pleasant task of detasselling. The higher the corn grows, the more fun it is to detassel. In the morning the corn is wet with dew; therefore one starts out almost invisible in a huge raincoat. Pulling out the first tassel brings down a shower of dew, which leaks into the various cuts and tears in the raincoat. Usually the next step is to abandon the raincoat. As one travels down between two rows, the corn gets higher and one gets thoroughly wet. Most of the time one forgets a stepladder and so must "shinny" up the corn stalk, pull out all the reachable tassels, then slide down to the ground. Another method is to stand on tip-toes, firmly grasp the tassel, and jump up, at the same time pulling upwards on the tassel. This procedure usually leaves one hanging in mid-air, as the tassel failed to depart from the plant. For this second method ballet training is an asset.

There are various other methods, such as riding horses or using a detasseller, but I'm sure you'll all agree that the first methods provide more excitement.

IRENE THIESSEN, Grade XII

## AM HEILIGEN ABEND IN DEUTSCHLAND

Nach langem Warten ist endlich das Weihnachtsfest herangerueckt. Wochen vorher wurde man schon an Weihnachten erinnert, denn man konnte schon das leckere Gebaeck im ganzem Hause riechen.

Die Kinder stehen vor der Tuer, hinter der der schoene Weihnachtsbaum errichtet ist und wo die reichlichen Gaben ihren Platz bekommen haben. Die kleinen Kinder horchen gierig, um den zierlich-hellklingenden Klang des Glocckleins zu vernehmen, so dass sie in den reichgeschmueckten Raum eintreten koennen.

Endlich wird das leise Klingeln vernommen, und die neugierigen Kinder treten ein. Der so huebsche Baum steht an seinem Platz und gruesst die Kinder mit seinem heiligen Schein. Alle kleinen Kinder blinzeln gluecklich mit ihren hell-erleuchteten Kinderaugen ins Zimmer hinein.

Nun kommt die schoenste Zeit fuer die Kleinen, denn jetzt werden sie die schoen eingewickelten Geschenke bekommen und oeffnen duerfen. Alle staunen in Bewunderung ueber die Gaben, die fuer sie erwaeht waren.

Die Geschenke werden nun sorgfaeltig zur Seite gelegt, und einer aus der Familie sagt ein schon lange vorbereitetes Gedicht auf. Diesem folgen die wunder-samen Weihnachtslieder. Alles ist nun beendet, und die Familie geht, um den kostbaren Braten zu geniessen.

Sobald das nahrhafte Speisen sein Ende genommen hat, bereitet man sich vor, zur Kirche zu gehen. Hier dankt man Gott, dass er Jesus Christus zu uns sandte, um unsere Suenden zu vergeben.

MARGARET CORDES, GRADE IX

## AT THE END OF THE DAY

Let us forget, for a few moments the labour, tears, and hardships of the day and turn our hearts toward one of the wondrous creations of our Maker—the sunset. Magnificent are the shades and hues which blend together superbly to cast upon the once-blue sky a display which holds us spell-bound with awe and wonder. Pale yellow fades evenly into a brighter gold which recedes into a predominant red and is accentuated by the crowning glory of the splendid brilliance of orange and reds. The superheated ball of fire sinks slowly into the horizon casting long uneven shadows on the ground and then suddenly drops out of sight.

As one watches intently, the mood is changed suddenly from wonder to an almost melancholy feeling. A lazy purple mist drifts over the cooling earth like a veil, shrouding and protecting. It floats mysteriously about and it seems as if this filmy veil could have been spun by the magic wands of fairies. At least it settles as a velvety carpet on the grass, a majestic carpet bedecked with jewels.

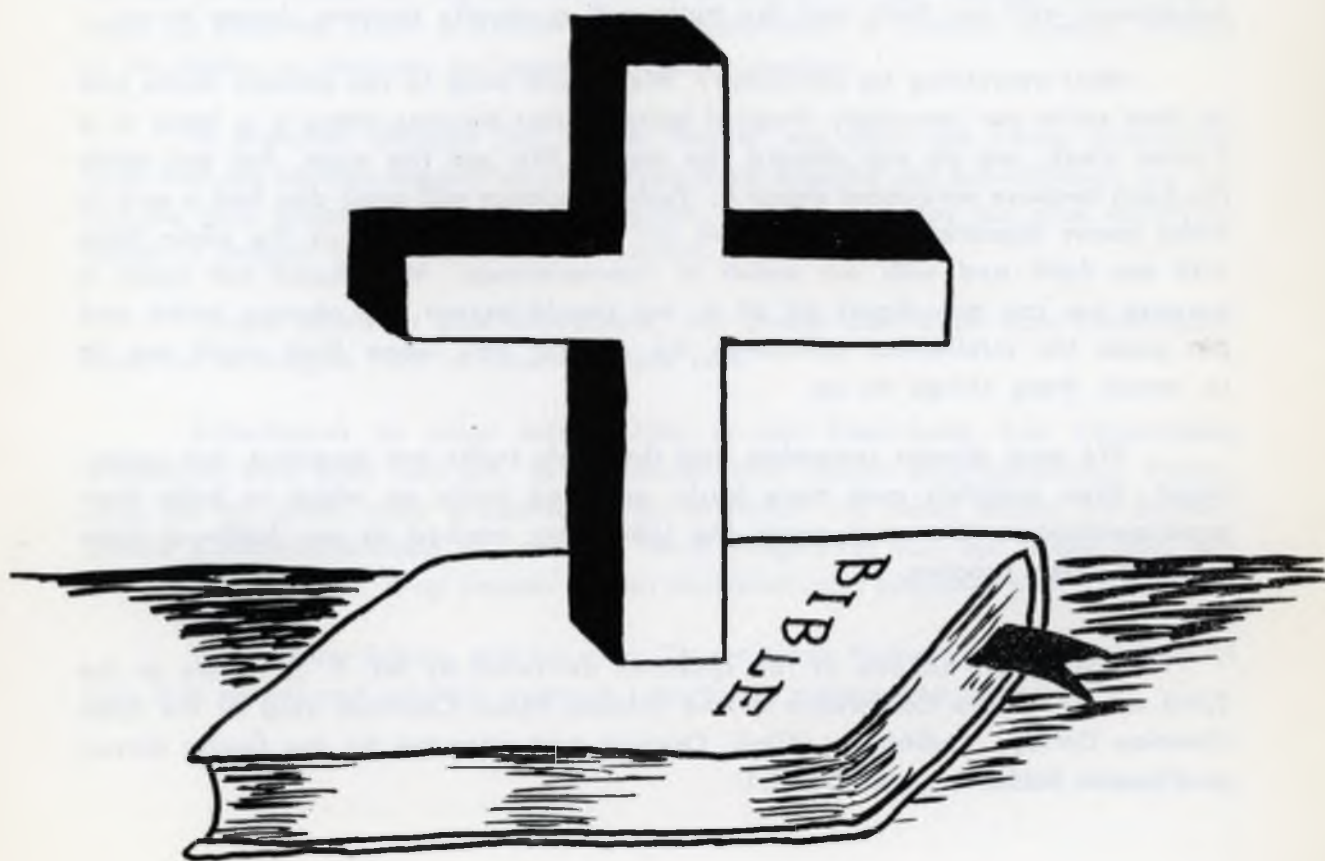
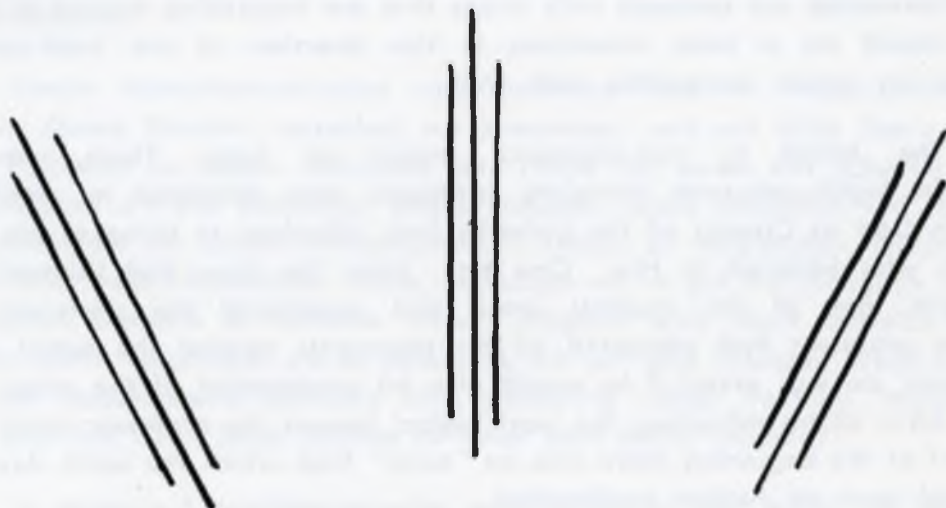
Flowers fold their perfumed petals to await the next day of sunshine and birds relax weary wings and prepare to sleep. Trees, barely visible in the twilight, heave a few sighs of relief while even the leaves seemed to have paused momentarily exhausted from their aimless daylight flutter. Then for a while silence reigns.

As the huge yellow moon rises over the black, looming woods, frogs in the distant pond take up their nightly position on a lily-pad and begin their series of croaks. Combined with hundreds of other frogs this croaking makes a wonderful symphony and adds to the music of nature. Crickets also join in with shrill and repeated chirps.

Nature rules again and thus ends another day. But really, it wasn't just like any other day or like any other day to come, was it? Nature's curfew is commonplace but always unique.

RUTH DICK, Grade XI

# REFUGION



## THE LOGIC OF NON-RESISTANCE\*

Text: Romans, 12: 13.

When we read these passages, we find a certain inconsistency. This inconsistency, however, lies not with the word of God, but rather with us. We should harmonize our concepts with things that are happening around us to-day. There should be a basic conviction in the direction of the truth-conviction followed by action compatible with truth.

The belief in non-resistance based on logic. There was once a certain highly-educated university professor who delighted in making the belief in God as Creator of the Universe look ridiculous to those of his science students who believed in Him. One day, after the class had listened to his arguments, one of the students arose and questioned the professor. Now that the professor had presented all his arguments against the belief in God as Creator, he was asked if he would give his explanation of the origin of the world. After all his ridiculing, the most logical answer the professor could render was that at the beginning there was an "ooze" from which the earth developed. He could give no further explanation.

A scientist experiments, and truths unfold as he does so. So should we experiment with our faith and the truths will gradually become clearer to us.

Must everything be consistent? We should cling to the obvious truths and let time solve our seemingly illogical beliefs. Just because there is a bone in a T-bone steak, we do not discard the steak. We eat the meat, but put aside the bone because we cannot digest it. Perhaps science will some day find a way to make bones digestible; until then we will put them aside. It is the same thing with our faith and with our belief in non-resistance. We should not reject it because we can not digest all of it; we should accept the obvious truths and put aside the intellectual difficulties for a later day when God might see fit to reveal these things to us.

We must always remember that the basic truths are accepted, not understood. Even scientists must have basic, accepted truths on which to build their experimentation. We must apply the laboratory method to our faith—a clear teaching, then practice.

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\* A report on one of the speeches delivered by Mr. F. C. Peters at the 22nd session of the Conference of the Historic Peace Churches held at the Eden Christian College Auditorium, Virgil, Ontario and attended by the Grade Eleven and Twelve students of the U.M.E.I.

## UNSERE KATECHISMUS-STUNDE

Dreimal in der Woche haben wir, die zwoelfte Klasse, unsern Katechismusunterricht. Dieser Unterricht ist immer sehr abwechslungsreich und interessant fuer uns. Lehrer Penner, der uns in diesem wichtigen Fach Unterricht erteilt, versteht es ausgezeichnet, uns die vielen nicht leicht zu verstehenden Fragen klar zu machen.

Unsere Katechismusstunden sind manchmal wie ein Frage-und-Antwort-Spiel. In diesen Stunden versuchen wir zusammen, und mit Hilfe Herrn Penners unsere Probleme zu loesen. Nachdem eine Frage von einem der Schueler gestellt ist, diskutieren wir alle zusammen dieses Problem. Zuerst versuchen wir, die Frage mit anderen die wir schon durchgesprochen haben, zu vergleichen. Nachdem wir sie von allen Seiten beleuchtet haben, versuchen wir so gut wie moeglich zu einem allgemeinen Ergebnis zu kommen. Dieses Ergebnis wird dann sogleich mit der Heiligen Schrift verglichen, um zu sehen, ob wir auf dem richtigen Wege sind. Oft wenn wir verschiedener Meinung sind, antwortet Lehrer Penner: "Wuerdet ihr dieses auch tun, wenn Jesus sichtbar an eurer Seite stehen wuerde?"

In anderen Katechismusstunden unterhalten wir uns ueber die Fragen im Katechismus. Um uns die Antworten besser erklaren zu koennen, sucht Herr Penner mit uns in der Bibel, um die Antworten ausfuehrlicher in der Heiligen Schrift nachlesen zu koennen. Dann schreiben wir die Antworten in unseren eigenen Worten in die Hefte, so dass wir sie besser verstehen koennen.

In manchen Stunden liest Lehrer Penner uns auch aus einem christlichen Buch fuer die heutige Jugend vor. In diesem Buch erzaehlt der Schriftsteller, wie wir uns als gute Christen zu benehmen haetten, und wie wir uns auf eine christliche Weise in unserer freien Zeit nutzbar machen koennen.

Unsere Schule ist eine Bibelschule, und darum muss Bibel oder Katechismus auch das wichtigste Fach in unserer Schule sein.

Katechismus ist unser letztes Jahr in der Bibel-Serie. Der Katechismus wiederholt kurz alles was wir in den ersten drei Jahren durchgenommen haben. Jetzt da wir schon mehr erwachsen sind, verstehen wir vieles besser als frueher. Unsere Katechismusstunde soll uns der letzte Wegweiser von der Schule sein, der uns auf den richtigen Weg unseres Lebens hinweisen und begleiten soll.

Wir sind der Schule, und vor allen Dingen Herrn Penner sehr dankbar fuer all das, was sie uns auf unseren weiteren Lebensweg mitgegeben haben.

KLAUS JANZEN, GRADE XII



# DIE APOSTELGESCHICHTE

In diesem Jahre studieren wir in Grad elf die Apostelgeschichte. Sie ist von Lukas geschrieben und enthaelt achtundzwanzig Kapitel.

Jesus hatte den Befehl gegeben, dass die Juenger ausgehen sollten in alle Welt und das Evangelium predigen allen Voelkern im Namen Jesu. Die Juenger waren jetzt dreiundeinhalb Jahre mit Jesus gewandert. Nun mussten sie Abschied nehmen, da Jesus gen Himmel fuhr.

Da sie so verlassen standen, erschienen zwei Engel, die sprachen: "Jesus wird wiederkommen, wie ihr ihn gesehen habt gen Himmel fahren." Die Juenger kehrten getroestet zurueck nach Jerusalem und erwaelhten Matthias zum Apostelamt an Stelle des Judas Ischariot.

Da die Juenger am Pfingstfest im Tempel versammelt waren, wurden sie voll des Heiligen Geistes. Petrus hielt dann eine Pfingstpredigt und zeugte fuer Jesus. An dem Tage wurden dreitausend Seelen getauft und die erste Gemeinde gegruendet. So gingen die Juenger nun aus und predigten im Namen Jesu.

Im dritten Kapitel lesen wir von der Heilung des Lahmen. Dieses war das erste Wunder des Petrus und Johannes im Namen Jesu.

Um der Ausbreitung des Evangeliums willen wurden Petrus und Johannes gefangengenommen, aber durch ihr starkes Gottvertrauen wurden sie freigesprochen.

Das Beispiel von Ananias und Saphira war ihnen eine Warnung, dass Gott ein gerechtes Herz ansieht und Falschheit strafft. Wieder wurden die Apostel um des Evangeliums willen ins Gefaengnis gefuehrt, aber durch einen Engel wunderbar errettet.

Doch die Gemeinde wuchs bestaendig. Es wurden sieben Almosenpfleger gewaehlt, um bessere Aufsicht fuer die Armen und Kranken zu haben.

Immer wieder wurden sie aber gestoert. Stephanus, einer der Almosenpfleger, wurde angeklagt. Er verteidigte sich, indem er sie hinwies auf die Geschichte Israels von Mose bis auf die Geburt unseres Heilandes, von seinem Wandeln, Leiden, Sterben und Auferstehen. Er wurde dennoch gesteinigt.

Hier begegnen wir Saulus, einem eifrigen Christenverfolger. Durch eine ploetzliche Erscheinung des Herrn auf dem Wege nach Damaskus bekehrt er sich und wird ein eifriger Streiter fuer Jesus.

Philippus ging aber hin und predigte in Samaria. Durch Gottes Kraft wurden unsaubere Geister von den Menschen ausgetrieben.

Gefuehrt vom Heiligen Geist, begegnet Philippus dem Kaemmerer aus dem Mohrenlande auf dem Heimwege von Jerusalem. Philippus erklaerte ihm die Schrift und predigte ihm das Evangelium Jesu. Er glaubte und liess sich taufen.

Nach Paulus' Bekehrung wirkte er zuerst in Damaskus, dann in Jerusalem, und spaeter wurde er ein grosser Weltmissionar.

Auf Petrus' weiteren Reisen macht er Aeneas gesund und erweckt Tabea, die viel Gutes getan hatte.

Durch eine Vision erfahrt Petrus, dass das Evangelium nicht nur fuer die Juden gemeint ist, sondern auch fuer die Heiden. Der Hauptmann Kornelius und sein Haus werden von Petrus bekehrt und getauft. So geht Petrus auch nach Antiochien und in andere Heidenlaender und predigt.

Um die Gemeinde zu aengstigen, toetet der Koenig Herodes den Apostel Jakobus in einer Verfolgung. Petrus war wieder gefangengenommen, und wiederum wurde er durch einen Engel befreit. Darnach verliess er Jerusalem.

So sollen wir auch Lehre annehmen, dass alle Voelker ueberein sind. So senden wir auch Missionare aus, dass das Evangelium gepredigt wird allen Voelkern. Durch Jesu Hilfe werden wir immer gestaerkt.

MARTHA CORNIES, GRAD ELF.

# DIE BERGPREDIGT

In diesem Jahr studierten wir in der zehnten Klasse die Bergpredigt.

Zuerst nahmen wir die acht Seligpreisungen durch, die wir im fuenften Kapitel des Matthaeus-Evangeliums finden. Es sind erstens die geistlich Armen gepriesen, die da sehen, dass sie gesuendigt haben und das Wort suchen zum Troste. Den Leidtragenden ist versprochen worden, dass sie Erloesung von ihrem Kreuze haben werden, denn wer um Jesu Willen leidet wird hoch belohnt werden. Die Sanftmuetigen werden am Ende das Erdreich besitzen, weil sie allein zu Gottes Ehre streiten. Die da hungern und dursten nach dem Wort des Herrn, welches Frieden und Vergebung verspricht, werden es finden und satt werden. Es sind manche, die barmherzig und friedfertig sind. Diese, die da zufrieden sind mit kleinen Dingen und nicht hochmuetig sind, weil der Herr gesagt hat, dass die Hohen werden fallen und die Gefallenen werden erhoehrt werden, werden Barmherzigkeit erlangen und Kinder Gottes heissen. Auf allen Wegen, wenn man ein reines Herz haelt, wird man Gott schauen. Es sind sogar in unseren Zeiten einige, die verfolgt werden um Gerechtigkeit willen. In Russland sind manche Menschen, die ueberhaupt keine Religion haben. Wenn wir darueber nachlesen, finden wir auch, dass die Einwohner so wie die Mennoniten ihre christlichen Wege halten, ob sie verfolgt werden oder nicht. Jesus verspricht uns, keine irdischen Gueter, keine Popularitaet unter den Menschen und auch kein leichtes Leben hier auf der Erde, sondern ein ewiges Leben allen denen die um seines Namens Willen verfolgt werden. In dem naechsten Abschnitt, den wir durchnahmen, sprachen wir von der Arbeit der Christen und Jesu Verhaeltnis zum Gesetz.

Die Arbeit der Christen ist erklart in den Versen 13 - 16 im fuenften Kapitel, wo der Herr zu den Christen sagt: "Ihr seid das Salz der Erde und das Licht der Welt." Und weil wir dies sind, sollen wir das Licht hell scheinen lassen, dass die ganze Welt hoere von seinem Wort. So wie ein bisschen Salz das Essen bessert, so koennen auch ein paar Menschen in einer grossen Menge das Wort verbreiten. Im Verhaeltnis zum Gesetz sagt Jesus, dass er gekommen ist, das Gesetz zu erfuehlen, nicht es aufzuloesen. Zum Beispiel: Es ist gasagt im Gesetze, dass man nicht toeten soll, Jesus aber sagt, dass man keinen hassen soll, auch nicht seine Feinde. In Verbindung mit diesem sagt der Herr, dass die Rache nicht geuebt werden darf, sondern dass ein Mensch dem anderen vergibt. Hier ist auch betont: Taeglich Gottes Willen zu tun ist besser als Opfer oder Zeremonie. Wenn wir die Wahrheit taeglich ueben, so glaubt uns ein Mensch, ohne dass wir dazu schw hoeren muessen. Der Herr sagt: nicht schw hoeren, und so ist es besser, taeglich die Wahrheit zu ueben.

Alle diese Bedingungen machen den schmalen Weg mit der engen Pforte. Jesus aber war gekommen unsere Suenden zu vergeben und dadurch die Pforte groesser zu machen, so dass wir nach dem Tode Gott schauen koennen.

HILDA FROESE, GRADE X

## RELIGION IN GRAD NEUN

In diesem Schuljahr lernen wir von der Wichtigkeit des Alten Testaments. Wenn wir nur das Neue Testament lesen wuerden, dann waere es so, als ob wir in der Mitte einer interessanten Geschichte anfangen zu lesen. Es ist eigentlich nicht nur eine Geschichte, sondern es ist Gottes Wort. Wir brauchen das Alte Testament, um das Neue Testament zu verstehen. Dies Buch ist das Grundwerk der Bibel.

Das Erste Buch Mose umfasst eine sehr lange Zeit. Hier lesen wir von der Sintflut, dem Turmbau zu Babel, den ersten Menschen und ihrem Verhaeltnis zu Gott. Es beschreibt die Geschichten von den Patriarchen und wie Gott sie alle Tage fuehrte und sie segnete. In dem letzten Kapitel im ersten Buch erzaehlt es uns von Josephs Tod.

In dem Zweiten Buch Mose finden wir die Beschreibung der Wuestenwanderung. In dem zwanzigsten Kapitel sind die Zehn Gebote aufgeschrieben.

Das Dritte Buch Mose wird auch Levitikus genannt. Dies bedeutet Buch der priesterlichen Ordnung. Hier ist die Beschreibung der verschiedenen Opfer und mehrerer Regeln.

Das Vierte Buch Mose wird auch Numeri (Zaehlungen) genannt. Hier hoeren wir von der Zaehlung des Volks, der streitbaren Maenner und den Leviten. Es nennt auch den hohenpriesterlichen Segen, die Aussendung der Kundschafter, Mirjams Tod, die eherne Schlange.

Das Fuenfte Buch Mose handelt von den Wiederholungen der Gesetze und der Gebote. Es erzaehlt auch, dass Moses dem Volk die Entscheidung vorsezte, gehorsam oder ungehorsam zu sein.

Als Moses Josua sein Amt uebergeben hatte, starb er auf dem Berg Nebo.

HELEN FROESE, GRADE IX

КАЛЕНДАРЬ  
ГЛАВНОЕ МЕНЮ  
САЛАТЫ  
ГОРЯЧИЕ  
СОУСЫ  
ДЕСЕРТЫ  
НАПИТКИ  
ОСОБЕННОСТИ  
РЕСТАУРАЦИИ  
УДИВИТЕЛЬНЫЕ  
ПРОГРАММЫ  
ПРЕДСТАВЛЕНИЯ  
В РАМКАХ  
КАЛЕНДАРЬ  
САЛАТЫ  
ГОРЯЧИЕ  
СОУСЫ  
ДЕСЕРТЫ  
НАПИТКИ  
ОСОБЕННОСТИ  
РЕСТАУРАЦИИ  
УДИВИТЕЛЬНЫЕ  
ПРОГРАММЫ  
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В РАМКАХ

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# CALENDAR

1958-59		1959-60
Aug. 25	Registration and Book Orders	Aug. 24
Sept. 14	Opening Services	Sept. 13
Sept. 15	First Day of Classes	Sept. 14
Sept. 19	First Devotional Period	Sept. 18
Oct. 13	Thanksgiving - Holiday	Oct. 12
October	Religious Observance Week	October
Nov. 11	Remembrance Day - Holiday	Nov. 11
Nov. 26 - Dec. 2	Examinations	Nov. 25 - Dec. 1
Dec. 19 - 4:00 p.m.	Christmas Vacation Begins	Dec. 22 - 4:00 p.m.
Jan. 5, 8:30 a.m.	Christmas Vacation Ends	Jan. 4 - 8:30 a.m.
Feb. 25 - Mar. 3	Examinations	Feb. 24 - Mar. 1
March 26, 4:00 p.m.	Easter Vacation Begins	April 14, 4:00 p.m.
April 6, 8:30 a.m.	Easter Vacation Ends	April 25, 8:30 a.m.
May 17	Closing Services	May 15
May 25	Victoria Day - Holiday	May 23
May 22-29	Examinations	May 24-30
June	Gr. XIII German Examinations	June

## DER SCHULVEREIN

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

## DAS DIREKTORIUM DES VEREINS

<b>Vorsitzender</b> .....	Ewald Wiebe, Staples
<b>Vice-Vorsitzender</b> .....	Peter Janzen, Vineland
<b>Schreiber</b> .....	John Enns, Leamington
<b>Kassierer</b> .....	Henry Warkentin, Leamington
<b>Mitglieder</b> .....	J. J. Epp, Niagara-on-the-Lake
.....	Frank Klassen, Vineland
.....	J. Dick, Waterloo
.....	Rev. C. Toews, Wheatley
.....	John Martens, Wheatley
.....	Henry C. Neufeld, Leamington

## LEHRER

Peter C. Sawatzky, B.A., Leitender

Rev. Jacob P. Penner, B.A.

Herman Enns, B.A.

Jacob N. Driedger, B.A.

## LEHRKURSUS

Die mennonitische Bibel- und Fortbildungsschule wird in den Jahren 1958-59 und 1959-60 den von der provinzialen Schulbehoerde fuer Grad IX, X, XI und XII vorgeschriebenen Kursus durcharbeiten; und zwar in:

Grad IX — English, Social Studies, Physical and Health Education, Mathematics, Science, Music, Art Occupations, Business Practice, Choir, Deutsch, Bibel, Kirchengeschichte.

Grad X — English, Social Studies, Physical and Health Education, Mathematics, Science, Music, Typing, Choir, Deutsch, Bibel, Kirchengeschichte.

Grade XI — Literature, Composition, Physical and Health Education, Choir, Geography, Typing, Deutsch, Bibel, Mennonitengeschichte, Ancient History, Algebra, Physics. (1959-60: Modern History, Geometry, Chemistry.)

Grad XII — Literature, Composition, Physical and Health Education, Choir, Geography, Bookkeeping, Deutsch, Katechismus, Mennonitengeschichte, Ancient History, Algebra, Physics. (1959-60: Modern History, Geometry, Chemistry.)

Ungefuehr ein Viertel der Zeit soll fuer den Unterricht in Religion, Kirchengeschichte, Mennonitengeschichte und Deutsch verwendet werden.

Ausserdem soll Gesang in der Schule gruendlich betrieben werden.

## THE SCHOOL YEAR

The school year comprises eight and one-half months. Instruction begins about the middle of September and ends the end of May.

## 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 of the religious life in our communities.

The school attempts not only to offer thorough instruction in academic subjects, but also to teach and cultivate our religious tenets, as well as the fundamentals in Church and Mennonite History and also the German language. Thus our institution 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 had frequent visits of preachers of our local church as well as itinerant 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 Friday 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 8 ½ Monate. Der Unterricht beginnt Mitte September und endigt Ende Mai.

## 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 sein in der Erhaltung und Hebung des religioesen Lebens in unseren Gemeinden.

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, Name 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 Freitagnachmittag 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 auch zugleich sollen sie 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

ALICE M. KRUEGER

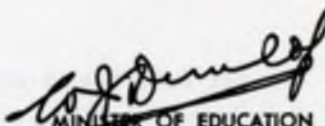
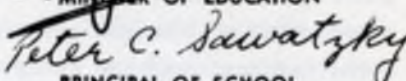
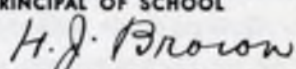
a Pupil of

UNITED MENNONITE EDUCATIONAL INSTITUTE

**W**ho 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:—

MATHEMATICS, SCIENCE, GEOGRAPHY, COMMERCIAL WORK, GERMAN.

Dated at WHEATLEY  
the 2nd day of July, 1957.

  
MINISTER OF EDUCATION  
  
PRINCIPAL OF SCHOOL  
  
CHAIRMAN OF SCHOOL BOARD

## 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 satisfactorily 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 May, 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 ist 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 eingeräumt, dem Department of Education die Namen der Schueler des 11. and 12. Grades zu rekommenidieren, die den fuer diese Grade vorgeschriebenen Kursus erfolgreich beendigt haben. Auf diese Rekommendation hin erhalten die Studenten ihr Grad 12 Diplom vom Department.

Auf dem Graduationsfest in der Kirche im Mai 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.

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 three weeks before classes begin. At the same time new books may be ordered from the school. Forms may be obtained from the local director, the principal, or other teachers; or by writing to U.M.E.I., R.R. No. 3, Wheatley, Ont.

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 dormitory supervisors with whose arrangements and regulations the students must comply.

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

Girl students 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 shall accompany every order of material. Apply to the supervisors of the dormitory.

The study hours outside of classes are from 7 to 9:15 p.m. Mondays through Fridays. Bed time is 10 o'clock.

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 previous arrangements with the principal and the consent of the supervisors of the dormitory.

# AUFNAHMEBEDINGUNGEN UND REGELN

Von der Schule werden Schueler und Schuelerinnen ohne Ruecksicht auf Gemeindeangehoerigkeit aufgenommen.

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

Drei 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 lokalen Boardmitglied oder von dem Prinzipal der Schule erhalten. Anschrift: U. M. E. I., R. R. 3, Wheatley, Ont.

Die Schueler am Ort kommen persoendlich zur Registration und bestellen ebenso auch die notwendigen Buecher. Schueler von auswaerts registrieren sich 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 Hauseltern und Lehrer unterstellt und haben sich ihren Anordnungen zu 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 zur 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 diesbezuglich an die Hauseltern.

Die Studierstunden ausserhalb des offiziellen Unterrichts sind taeglich von 7 bis 9.15 Uhr abends waehrend der Arbeitswoche. Um 10 Uhr begeben sich die Schueler zur Ruhe.

Der Besuch der gottesdienstlichen Versammlungen an den Sonntagen soll fuer die Schueler, die in der Anstalt untergebracht sind, von der Schule aus geregelt werden.

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.

# AUSGABEN

## DAS SCHULGELD BETRAEGT FUER:

Grad IX .....	\$105.00
Grade X, XI, XII .....	\$115.00
Typing Fee .....	\$5.00
(Payable by Typing Students)	

Den Vereinsmitgliedern wird ein Abschlag von \$5.00 gemacht. Sollte ein Schueler Umstaende halber vor der Zeit ausscheiden, so wird das Schulgeld halbjaehrlich berechnet. Kost und Quartiergeld ist \$30 monatlich. Von Besuchern wird erwartet, dass 40c pro Mahlzeit gezahlt werden.

Jeder Schueler, welcher in der Anstalt logiert, muss Decke, Kissen, Bettwaesche und Handtuecher mitbringen.

Was die Waesche anbelangt, so wird den Schuelern nicht die Moeglichkeit gegeben, sie selbst zu waschen, da es in der Anstalt an den noetigen Vorkehrungen dazu fehlt. Die Waesche muss abgegeben werden, doch koennen wir den Preis dafuer noch nicht festlegen.

Alle Zahlungen muessen halbjaehrlich im voraus gemacht werden.

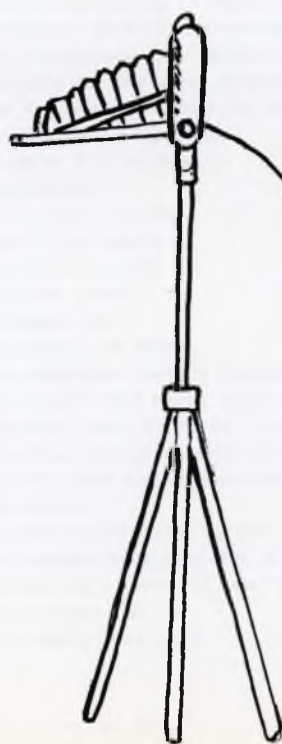
## STIPENDIEN (SCHOLARSHIPS)

1. Konrad Stipendium - \$50 - gegeben von Abram, Ben und Georg Konrad. Dieses Stipendium wird einem Grad IX Schueler gegeben.
2. Alumni Stipendium - \$50 - fuer einen Grad X Schueler.
3. Aelt. J. Janzen Gedaechnis Stipendium - zwei \$50 Stipendien fuer zwei Grad XI Schueler.
4. J. Rempel Stipendium - \$50 - fuer gute Arbeit in Deutsch und Religion. (\$10 - IX; \$15 - X; \$25 - XI.)
5. Die Naehvereine der Gemeinde zu Leamington sind bereit, einem Schueler jedes Grades eine Summe Geldes fuer die hoechste Durchschnittsnote als Belohnung zu zahlen.
6. In jedem Grade wird der Schueler mit der hoechsten Durchschnittsnote von der Schule mit einer goldenen Medaille belohnt.

## STIPENDIUMKASSE (LOAN FUND)

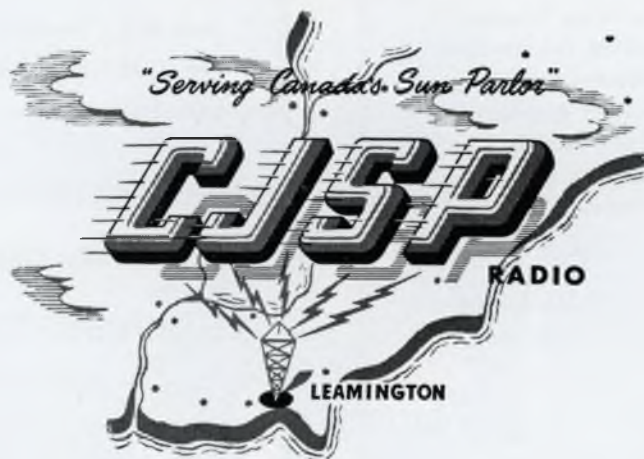
Diese Kasse wird von Abram Mathies, Kassierer, (Con. 9), Cornelius Regehr, (Con. 7), und Jacob Rempel, Beamsville, verwaltet. Um weitere Information zu erhalten, wende man sich an ihn.

# Snap Album





May Your Future  
Be Bright



## CAN YOU IMAGINE . . .

Victor Huebert not asking questions?  
The monitors remembering to empty waste baskets?  
The 509 cabs on time? (in the morning or at night)  
Chemistry students—can you imagine the Gr. 9's  
    cleaning the laboratory equipment after using it?  
The wind not blowing through the closed windows?  
For Sale—Burned out light bulb.  
Wanted—More P. T. periods.  
For Sale—Lit book.  
For Rent — piece of string.  
Wanted—T.V. for spares.  
For Sale—history period.  
Wanted—more spares.  
For rent—apple core.  
For sale—broken ink bottle.  
For Rent—Auditorium roof for banquets.  
For Sale—slightly used typing paper.  
Wanted—softer seats for Grade 11 and 12 classroom  
For Sale—five Remington typewriters.  
Wanted—five Smith Corona typewriters.  
For Sale—exams.  
Wanted—refreshment booth in each room.  
For Sale—slightly used gum. (5c @ lb.)  
Wanted—one more mirror for boys' washroom.  
For Rent—monitor job.  
For Sale—slightly used chalk.



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---

### **Greetings**

God's Blessing and Best Wishes to the Faculty and Students of U.M.E.I., also congratulations to the Graduating Class of 1958, and success to them.

II Timothy 3, 15

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 7. Puppy Love.      8. See How!      9. Horse Laugh.      10. Touched.      11. Dunking.      12. Dorm Mascot.  
 13. Executive.      14. Scorekeeper.      15. New Shrubs.      16. Camera Shy.      17. Ouch!





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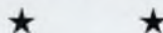
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Die St. Catharines Vereinigte Mennoniten-Gemeinde wuenscht der Leamington Hoch- und Bibelschule Gottes reichen Segen in ihrem Bestreben, der studierenden Jugend Erkenntnis in himmlischen wie auch in geistlichen Dingen zu geben.

Ps. 111, 2: Gross sind die Werke des Herrn; wer ihrer achtet der hat eitel Lust daran.

Ps. 115, 11: Die den Herrn fuerchten, hoffen auf den Herrn! Der ist ihre Hilfe und Schild.

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**DO YOU REMEMBER . . .**

Edgar Brown asking Mr. Driedger what the vowel sounds were?

John Dirksen getting up in the middle of Chemistry period to shave?

When Martha's desk tipped over? (with Martha in it)

When Ruth Dick almost set the school on fire with her Chemistry experiment? (to our dismay she failed)

John Dick asking Katherine, "How can you walk up the stairs so slow and not even fall back?"

Mr. Driedger: "What does sweetness remind you of?"

Jake Toews: "Girls."

**FOR SALE . . .**

Beethoven's 5th Symphony.

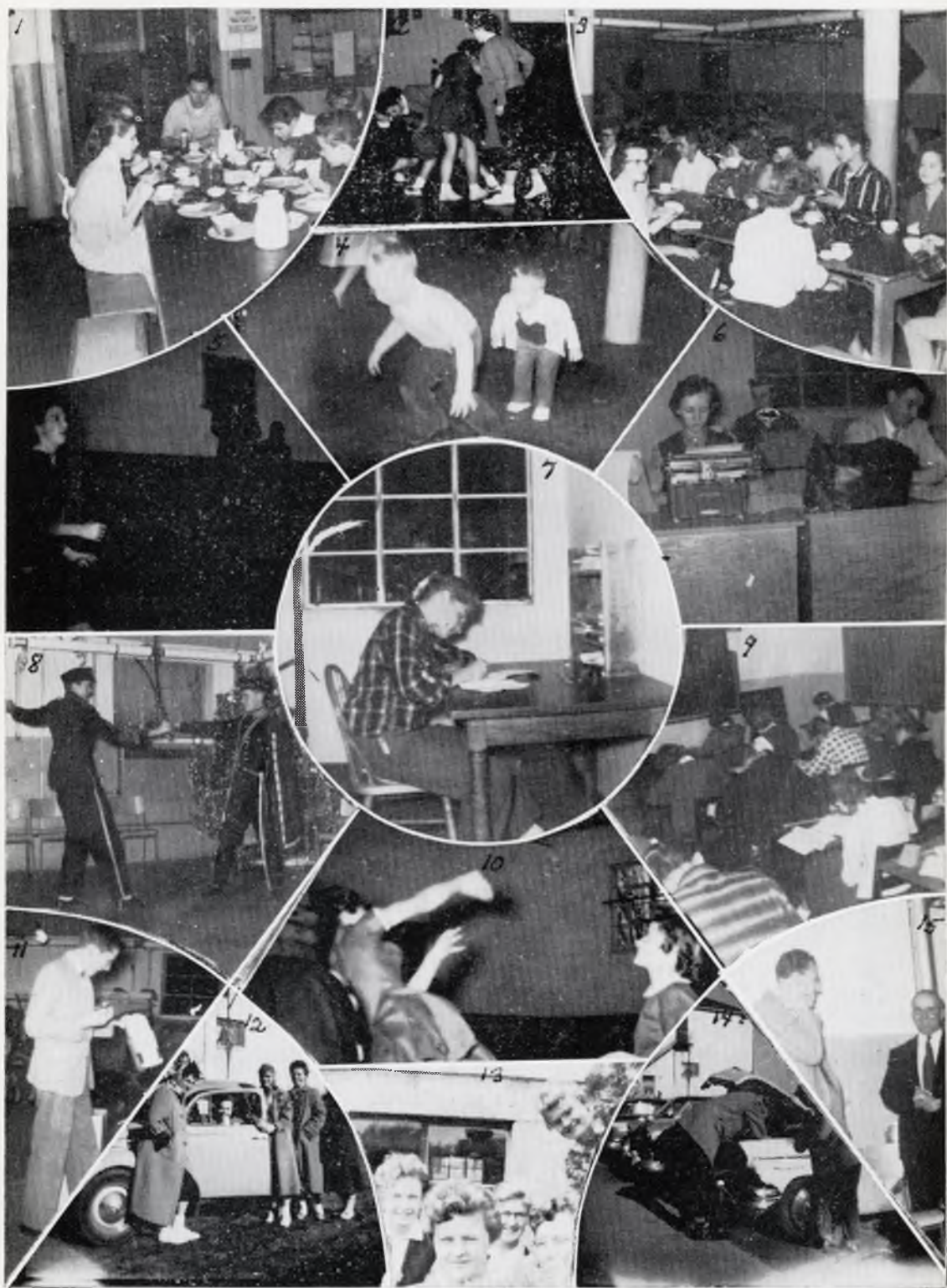
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*Segenswunsche*

an die

**U. M. E. I.  
ZU LEAMINGTON**

von der

**NIAGARA VEREINIGTEN MENNONITENGEMEINDE**

"Dein Wort ist meines Fusses Leuchte und  
ein Licht auf meinem Wege". Ps. 119, 105

# Segenswünsche

AN UNSERE

## Bibel-Hochschule zu Leamington

(U. M. E. I.)

von der

**Essex County  
Vereinigten Mennonitengemeinde**

**Moege die Schule durch die Hilfe Gottes weiter  
wachsen und gedeihen und viele reich machen  
in aller Lehre und in All-Erkenntnis zum Lobe der  
herrlichen Gnade Gottes durch Jesum Christum.**

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## CAN YOU IMAGINE . . .

Martha Cornies not having a fit during a teacherless spare?

Bill Konrad not standing first in class?

Victor Martens typing an exercise without trying to cheat?

John Dick not asking the girls to keep their conversation down to a quiet roar?

The grade eleven boys not having their daily Chevrolet-Plymouth argument?

Martha Dick not yawning during P. T.?

For Sale—cracked flask.

Wanted—better monitors.

Wanted—repairs for auditorium floor.

Die Vineland Vereinigte Mennoniten-Gemeinde gruesst die Studenten, Lehrer und die Verwaltung der Mennonitischen Hochschule zu Leamington mit:

Psalm 73:25      "Wenn ich nur Dich habe, so frage ich nichts nach Himmel und Erde"

und wuenscht viel Mut und Freudigkeit zur weiteren Arbeit.

Im Auftrage der Gemeinde: J. Wichert, Aeltester



1. Rauchen?    2. Exam Time.    3. Smilin' Ed.    4. Touchdown.    5. Eloping.    6. Hi!    7. Right Dress  
 8. Dynamic Duo.    9. Rear View.    10. Cozy.    11. Rev. and Mrs. Dyck.    12. Homework Done.  
 13. 11:30 p.m.    14. Our Hero.    15. Hamlet.    16. Ploughing.

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**DO YOU REMEMBER . . .**

The time Mr. Driedger had trouble getting the classroom door unlocked because Anita J. was looking through the keyhole?

Grade twelves, remember how we started our first comp period in 1958? — H2 SO4 + aluminum filing = mess on floor.

The near catastrophe in German class when Elvi almost fell over with her chair?

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## DO YOU REMEMBER . . .

The day Mr. Sawatzky was going to sneeze but decided not to?

The day we had an English science class with a German experiment in Gr. 10?

Mr. Enns starting the New Year off with a bang? (an explosion in the Gr. 9 science class)

When Margaret Tiessen declared her birthday was on the 30th of February.

## CAN YOU IMAGINE . . .

A T.V. in a classroom?

Richard without Herman?

Mr. Enns wearing his brown sports coat which was splattered with acid after a laboratory mishap?

Hilda Tiessen not standing first in her class?

## The Photography in the Spectrum

— by —

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