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**COVER DESIGNED BY
GEORGE LOEWEN — 1954.**



PHOTO BY MAX MORAN

THE SPECTRUM
AND
CATALOGUE

1963 - 64



PUBLISHED EVERY TWO YEARS

BY THE

UNITED MENNONITE EDUCATIONAL INSTITUTE

LEAMINGTON, ONTARIO



MR. FRANK KLASSEN

The Dedication

In deepest gratitude for the many years of devoted service and special interest for the welfare of our school, we, the students, dedicate this edition of the Spectrum to the late Mr. Frank Klassen.

Editorial

Two years have again quickly passed and as publication-time draws near, one can see the Spectrum Staff scurrying about gathering articles. The question comes to mind: What is the purpose of the Spectrum?

It should give the reader a view into school life, but its usefulness should not end here. It should also be a Christian Witness from which the light of Jesus Christ should shine forth. In the numerous stories, poems, pictures, and other articles, the main aim of the Spectrum is to convey this light.

This is our desire in the publication of the 63-64 Spectrum and may you, the reader, realize this aim and appreciate it.

We would also like to thank all those who worked so hard to make this yearbook possible.

Our hearty thanks also goes out to the many boosters, and local merchants whose financial help made this 63-64 edition of the Spectrum possible.

THE EDITORS.

THE SPECTRUM STAFF



Seated (left to right): Irene Warkentin, Eleanor Neufeld, Fred Driedger, John Toews, Anita Toews, Mr. H. Epp, Ernie Dick, Edgar Warkentin, Paul Krueger, Anita Konrad, Harry Driedger.
 Standing: Carolyn Hildebrand, Linda Neufeld, Paul Rogalski, John Driedger, Erwin Tiessen, Ron Tiessen, Mr. V. Huebert, Anita Schmidt, Marlene Koop, Cheryl Woelk, Elizabeth Konrad, Walter Dyck.

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(Fourteen Years at the U.M.E.I.)

PRINCIPAL'S MESSAGE

When we were children we were used to being on the receiving end of things. We were accustomed to saying give me this and give that, without too much thought of giving to others. This is to be expected of children since they are dependent on their parents for their welfare.

But care must be taken lest we carry into adulthood the "give me" attitude of childhood. It is true that, as adults, we will still be dependent for what we receive — dependent on God though, not on parents. But God expects us to share with others what we have. God gives us many things — material comforts, skills, wealth. Do we use these gifts only for ourself — then this is selfish.

This year we have seen the need of others for our help — in Java, Greece, Hong Kong. For that matter there is need even at home in Canada. Will you help these people in their material and spiritual need? Will you respond with your skills and with your wealth? Then you are serving the Lord.

For has Jesus not said, "Then shall the King say unto them on his right hand, Come, ye blessed of my Father, inherit the kingdom prepared for you from the foundation of the world:

For I was an hungred, and ye gave me meat: I was thirsty, and ye gave me drink: I was a stranger, and ye took me in:

Naked, and ye clothed me: I was sick, and ye visited me: I was in prison, and ye came unto me.

Then shall the righteous answer him, saying, Lord, when saw we thee an hungred, and fed thee? or thirsty and gave thee drink?

When saw we thee a stranger, and took thee in? or naked, and clothed thee?

Or when saw we thee sick, or in prison, and came unto thee?

And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these brethren, ye have done it unto me".

(Matthew 25: 34-40)

PETER C. SAWATZKY



REV. J. P. PENNER

REV. J. P. PENNER
History, Religion, German
Assumption University of Windsor, B.A.
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(Fifteen Years at the U.M.E.I.)

"If any man will know whether my teaching is human or divine truth",
said Christ, "let him do the will of God". Those who accept this penetrating
challenge are convinced that Christ is alive.

From 'Your God is Too Small', J. B. Phillips.

MR. H. W. EPP
English, German, Science
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(Three Years at the U.M.E.I.)

"Whatever is true, whatever is honourable, whatever is just, whatever
is pure, whatever is lovely, whatever is gracious, if there is any excellence, if
there is anything worthy of praise, think about these things" —Philippians 4:8.

Use what talent you possess: the woods would be very silent if no
birds sang there except those that sing best.



MR. H. W. EPP

MR. V. HUEBERT
English, Business, Geography
Assumption University of Windsor, B.A.
Ontario College of Education
(Two Years at the U.M.E.I.)

For when the One Great Scorer comes to write against your name:
He writes Not that you won or lost — but how you played the game.



MR. V. HUEBERT

DAS DIREKTORIUM DES VEREINS – 1964



Rear (left to right): Rev. J. D. Janzen, H. J. Brown, J. H. Janzen, H. Flaming, J. H. Dick.
Front: P. J. Driedger, F. F. Klassen, H. H. Epp, A. P. Driedger, A.B. Konrad:
(Not shown — J. P. Dick, Rev. H. W. Enns)

EIN WORT VOM DIREKTORIUM

Ein Schuljahr geht wieder seinem Ende entgegen, und ein neues Spectrum macht seinen Einzug in die Gemeinden. Dieses Buechlein wird von den Studenten angefertigt. Vier Jahre sind die in dieser Anstalt gewesen und haben sich fuer einen Beruf in ihrem Leben vorbereitet. Vier Jahre sind die dem christlichen Einfluss dieser Schule unterstellt gewesen und sind vor mancherlei bewahrt geblieben, dass auf ihr junges Gemuet schaedlich haette einwirken koennen. Wir denken an schlechte Gesellschaft, Missachtung unserer mennonitischen Lebensauffassung, Geringschaetzung der Religion u.a.m.

Viele der ausscheidenden Studenten entziehen sich mit dem Austritt aus dieser Anstalt auch dem guten Einfluss derselben. Doch haben sie in dieser Zeit eine Grundlage erhalten und eine Ausruestung bekommen, kraft derer sie den listigen Anlaeufer der Welt siegreich widerstehen koennen und somit ein gutes Zeugnis fuer Christus so wie auch fuer diese Schule sein koennen. Unsere Graduanten sind immer die beste Reklamme fuer unsere Schule.

Als Schuldirektorium moechten wir der graduierenden Klasse folgendes Wort mit auf den Weg geben, dass wir aufgezeichnet finden in 2 Tim. 3, 14: Du aber bleibe in dem, das du gelernt hast und dir vertrauet ist, sintemal du weisst, von wem du gelernt hast.

Wir wuenschen der Schuelerschar Erfolg mit ihrem Studium und dem Lehrekollegium Gottes Segen und Beistand in ihrer verantwortungsvollen Arbeit.

Schreiber: A. P. Driedger

SCHULWESEN IN DER MENNONITENGESCHICHTE

Die Leiter der ersten Taufgesinnten und Mennoniten waren meistens gelehrte Maenner — Universitaetsleute und gewesene Priester. Im Laufe von einigen Jahren jedoch waren sie alle weg, in den Verfolgungen getoetet oder durch Misshandlung fruehe gestorben. Die Gemeinden lebten vielfach im Versteck. Unter solchen Umstaenden war hoehere Bildung unmoeglich und auch nicht ratsam. So waren die Mennoniten aus Mangel an theologischen Lehrern abhaengig vom direkten Zutritt zur Bibel, um Unterweisung aus der Heiligen Schrift zu bekommen. Jedoch um die Bibel zu kennen, war es noetig, sie zu lesen. Dadurch wurde es von Anfang an bei allen Mennoniten zur strengen Regel, den Kindern wenigstens so viel Schulung zu geben, dass sie lesen konnten. Es war weit weniger Analphabetentum (Illiteracy) unter den Mennoniten als unter dem allegeinen Volke in jener Zeit. Ihre Feinde haben sich gewundert ueber die Bibelkenntnis unter den Mennoniten.

Dieses Interesse, elementare Schulung den Kindern zu geben, ging mit den Mennoniten mit, wohin sie auch wanderten, nach Preussen, Russland und Amerika. Die ersten Mennoniten Amerikas (1683 von Krefeld, Deutschland, gekommen; 13 Familien an der Zahl) gruendeten die Kolonie Germantown, heute ein Teil der grossen Stadt Philadelpia in Pennsylvania. Noch ehe sie eine Kirche bauten, bauten sie eine Schule fuer ihre Kinder. In Russland war es aehnlich. Die ersten Ansiedler (Chortitza, 1789) unterrichteten anfangs in Privathaesern. Wenn das ganze Schulwesen der ersten Zeit auch nur sehr primitiv war, so waren unsere Vorfahren in ihrer Ansicht, dass alle Kinder zur Schule mussten, ihrer Zeit weit voraus. Alle mennonitischen Schulen legten grosses Gewicht auf die Religion. In Russland war in der Schule jede erste Stunde des Tages eine Religionsstunde.

Mit den Jahren kam in Russland zu der Volksschule noch die Hochschule (Zentralschule) hinzu. Die ersten im Jahre 1822 in Ohrhoff, Molotschna, entstand auf Anlass des beruehmten Johann Cornies. Nirgends in allen Laendern, wo Mennoniten sind, ist die private, mennonitische Hochschule so zur Bluete gekommen wie in der Mennonitengeschichte Russlands.

Eine Statistik aus "Mennonite Encyclopedia" mag interessieren: Im Jahre 1920 gab es unter den 110,000 Mennoniten Russlands — 450 mennonitische Volksschulen, mit ungefaehr 16,000 Schuelern und 570 mennonit. Lehrern. Von der Zahl dieser Lehrer waren 70 weibliche Personen. Lehrerlohn: durchschnittlich 500 Rubel (\$250.00) mit freier Wohnung.

Zentralschulen waren ums Jahr 1920-25. Von diesen waren 19 Knabenschulen, 4 Maedchenschulen und 2 gemischt. Gesamte Schuelerzahl — 2000. Lehrerzahl — 100. Lehrerlohn — 1,200 Rubel (\$620.00) mit freier Wohnung. Die bedeutendsten Zentralschulen waren Chortitza und Halbstadt, weil an dieselben Lehrerseminare angegliedert waren, mit einem 2 bis 3-jaehrigem Extrakursus.

Der verstorbene Aeltste Jacob H. Janzen sagte oder schrieb einmal ungefaehr so: "Wenn die Gaense den Ruhm haben, Rom gerettet zu haben, so hat die mennonitische Schule in Russland, beide die Volksschule und Zentralschule, mit ihren treuen und tuechtigen Lehrern, von denen viele auch Prediger waren, das Verdienst, die mennonitische Gemeinschaft in jenem Lande vor dem geistigen und geistlichen Verfall gerettet zu haben."

Unsere liebe, mennonitische Hochschule bei Leamington (U.M.E.I.) will dieselbe Aufgabe in dieser unserer Zeit, in dieser unserer neuen Heimat, erfuellen helfen. Wir beten um den Erfolg.

AELT. N. N. DRIEDGER

A CHRISTIAN CHARACTER

What is necessary, to make a man a good man? Some would emphasize secular education, for the plumber, who knows his work well, is a good man; the highly trained technician, the doctors perform a very essential service to society, and therefore they are good men. Some say, "There are many jobs that man can do, which a machine can do better". And therefore they would make factories out of our educational institutions, turning out "robots", who would be highly specialized, to perform a certain line of work. It is true, we need to emphasize education in our day more so than in the past. But such specialization does not assure us that an individual will be morally good, a good character. Frequently people, after having received a good secular education, turned out to be traitors of their country. No, specialization in education does not necessarily make one a good man.

Would a combination of secular and spiritual knowledge make every individual a good person? Our forefathers have always recognized the value of biblical instruction. This is the justification of our separate schools. We believe that the possibility to develop good characters is greater in an institution, where both, secular and biblical instruction is given. For does not Paul say to Timothy, "And that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation through faith, which is in Christ Jesus". And yet again, we must say, although the climate is much more favourable to develop a good character, the imparting of biblical knowledge does not necessarily make one a good person. Judas had been with Jesus three years, and still he proved to be a traitor and a thief.

What then makes a man a good man? The answer lies in man and in man alone. It lies in his God-given ability to make decisions. No animal and no machine can do that. And not only can man make decisions, but he must make decisions. We must decide whether to take certain actions — vote or not vote, which vocation to choose, and most important of all, we need to make the decision for Christ. Joshua said to the people of his day, "Choose you this day, whom you would serve, but as for me and my house, we will serve the Lord".

We are responsible beings and must make decisions. We have the God-given ability, the unique ability, no other being on earth has received, of weighing good against bad and then choosing the good thing. And the good man chooses the good thing because it appears good to him, not because it makes him comfortable or popular. He does, what he has come to see as right, even though it cost him something . . . his comfort, even if it costs his life. May God bless the U.M.E.I. the teachers, the students, and the supporters to bring forth such characters.

REV. J. C. NEUFELD

WHAT THE U.M.E.I. HAS MEANT TO ME

Sixteen years ago, the first students graduated from the United Mennonite Bible School. I was one of that class of ten.

To graduate and leave school behind me had been my goal since entering high school. I had now achieved that goal, only to find that I had graduated into a much more demanding and more competitive world, with a lot less time for daydreaming and sports, that I had known till now.

At the time, I thought I had really gone through an ordeal, thanks to those final exams imposed upon us by teachers — Mr. Neufeld, Miss Braun, and Mr. Sawatzky.

When I look back now, I realize that my two years (Gr. 11 & 12) at the Bible School were happy and carefree years.

What happened to all of my classmates and schoolmates in these sixteen years, I don't know. Although I do know that classmates of mine fall into the categories of missionary, teacher, high school principal, farmer and housewife. On picking up the paper the other day, I noticed that one of my school mates had been appointed Canadian Travel Bureau representative to Germany.

Though scattered we may be and gone from school for many years, our thoughts often carry us back to our school days and friends with whom we shared so many good times.

Often after thinking about our school days, the thought comes to mind: "What has the U.M.E.I. meant to me after these many years?"

I think the poem "IF" by Kipling given to my classmates and me at our graduation banquet by Miss Braun expresses my feelings.

The desire to achieve the goal set out in this poem, was planted in me in my childhood by my parents and cultivated in me by many of my teachers.

A particular inspiration to me was our religion teacher, the late, Reverend J. A. Dyck. If I have achieved anything toward this goal, I owe much of it to this man.

Reverend Dyck set this goal yet a little higher in that he made us more fully aware that there was more to life than money and fame. He echoed the words of the poet, "Do not care too much for money or fame, for someday you will meet a Man (Jesus) who cares for none of these things".

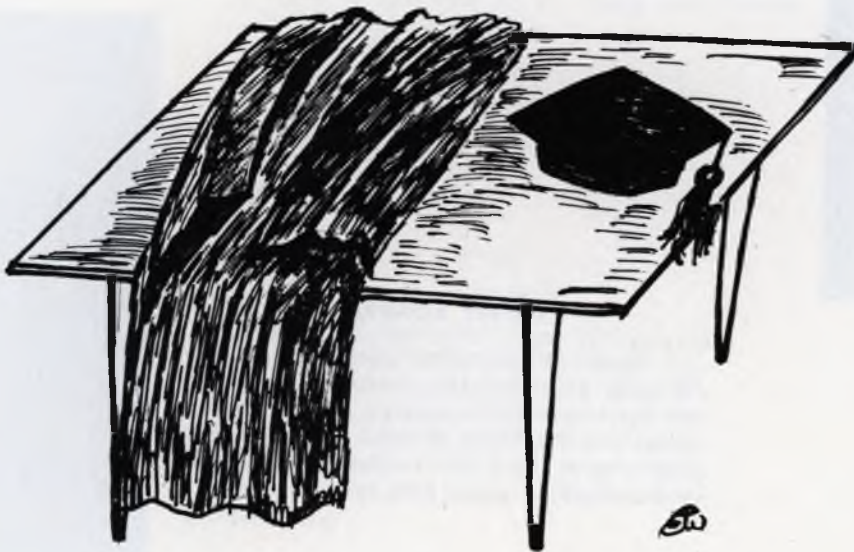
Many things have changed in these sixteen years since I graduated. The school has changed its name from United Mennonite Bible School to United Mennonite Educational Institute, none of the teachers who taught me, are now teaching at the school today.

One thing has not changed. The same gospel Reverend Dyck taught, the one the Apostle Paul taught, is the one Reverend Penner now teaches: "Believe on the Lord Jesus Christ and thou shalt be saved".

This, the U.M.E.I. has meant to me.

—ERNEST N. DRIEDGER

STUDENT ELEMENTS



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Grade XII Character Sketches . . .



JOHN DRIEDGER

JOHN DRIEDGER:

John, one of the school's star athletes, keeps himself physically fit by walking to school every morning, usually about 50 feet behind or in front of his brother. Some mornings find him completely frustrated because of the countless important decisions that he must make.

JOHN TOEWS:

Our president has found the meaning of being busy as along with his presidency he is also business manager of the Spectrum. John is an enthusiastic hunter and excels in sports. "Hans" does well in school work but is often found frowning at a loss over his bookkeeping.



JOHN TOEWS



GUENTER HUEBERT

GUENTER HUEBERT:

"Guent" is comparatively quiet during class routine but is always found to be active and alert. He enjoys and does well in book-keeping. Guenter's hobby and favourite pas-time is hunting.

ROBERT KONRAD:

Robert strives to find enjoyment in everything he does and this characteristic is also notable in school. His humour, often very dry, enlightens the bleak Monday mornings. We have found that his football ability has increased impressively from previous years.



ROBERT KONRAD

WERNER PAULS:

"Paulsie's" reputation as a good athlete has developed considerably since Grade Nine. His calm, innocent look is merely a camouflage for a sharp and active mind. Wern has the unique method of agreeing with a person: namely, by replying with the word "check".



WERNER PAULS



PAUL ROGALSKI

PAUL ROGALSKI:

Along with Alf, Paul is the male representative of the dorm. Paul, an easterner, is a good athlete and enjoys most sports. He is an ambitious and industrious student who strives to attain good scholastic achievements.

ROBERT SCHMIDT:

Robert is a large and sturdy student who has developed the reputation for hustling on the football field, thereby commanding respect from opponents. Robert has recently attained his driver's license and is very proud of his father's Mercury. Usually found to be cheerful and easy to get along with, Robert is a likable person.



ROBERT SCHMIDT

ALFRED BLOCK:

Alfred occupies a front seat but contrary to the hazardous situation, he adds considerably to the merriment of the class. He can invariably be seen bothering Helen and since he is stationed nearest the waste basket it is not uncommon for him to act as a relay for various articles of waste on their way to be deposited.



ALFRED BLOCK



ERNIE DICK

ERNIE DICK:

Ernie, as editor of the Spectrum, enjoys very little time to relax, as, along with his many duties, his interests take up much of his time. Ernie excels in basketball and consequently is impatient for the season to begin.



HARRY DRIEDGER

HARRY DRIEDGER:

Harry is a capable student who has added hunting to his many interests which include automobiles, athletics, camera club work, and music. At the present, Harry's main ambition "is to find a gun before pheasant season closes".



ERNIE EPP

ERNIE EPP:

"Slim" has recently formed the habit of exhibiting his brother's car to anyone willing to look. This good-natured chap is a double-threat on the football field with his lineman and centreman abilities. He can usually be found passing time of day with Wern and Robert.

CHERYL WOELK:

This cheerful student's main aim this year, is to attain the position of being first in class. Her pet peeve is Walter Brown, who sits directly behind her, and who thrills to hear her scream as he frightens her with his little rubber caricatures — spiders. Oh, and we must mention that Cheryl really "shines" in P.T.



CHERYL WOELK

HELEN KONRAD:

She detests her front seat in class since it is situated directly beside the teacher's desk, thus, she must spend her time trying to be a "model" student. She is kept quite busy seeing to it that Marlene doesn't forget to lock their locker.



HELEN KONRAD

RITA KONRAD:

Rita's main ambition is to become a nurse, but she intends to take her Grade 13 first. She is usually found with "Liz", and the two of them can always find something unusually hilarious to laugh about.



RITA KONRAD

ANITA SCHMIDT:

Anita is a dorm student who finally, after having waited a whole year because of parental pressure, attained her license. The trouble is she has no car. Her main problem, however, lies in the fact that she is torn between her parents and relatives at home, and the social aspects of Leamington.



ANITA SCHMIDT

MARY ANNE DRIEDGER:

This future nurse is usually found with Cheryl. Her pet peeve is Math, a subject which she considers "rather difficult". Her favourite saying is, "You make me sick" (in reference to Cheryl).



MARY ANNE DRIEDGER



ELIZABETH KONRAD

ELIZABETH KONRAD:

"Liz" is a great asset to both our basketball and volleyball teams. She enjoys her position at the back corner of the class, and takes full advantage of it. As Secretary-Treasurer of the school, she is entitled to handle all of our money. (Should we trust her?).



ANITA KONRAD

ANITA KONRAD:

Anita also plans to become a nurse, and, hopes to attend the Metropolitan School of Nursing after Grade 13. She is Vice-President of the Student Body, and she takes an active part in the camera club.



MARLENE KOOP

MARLENE KOOP:

This lively gal has finally reached the age of 16 years, which is naturally accompanied with a driver's license. The teachers are trying an experiment and have seated her closer to the front (for obvious reasons) than she is accustomed to. She is often found running to devotions after the bell.

Characterized by: Marlene Koop and John Driedger.

Grade XI Character Sketches . . .



EDWARD STADLER — "Stock", our football pro, tends to be just as succesful in his studies as in football. He is also one of the best tenors and therefore is a valuable asset to the school choir.

HILDA EPP — Hilda is another asset to the grade eleven girls in volleyball when it comes to playing against the grade twelve girls. She is another one of those students who is constantly amused by "Archie's" jokes.

ROBERT TIESSEN — This calm-looking fellow proves that looks certainly are deceiving. Between watching television and visiting "stewarts" he sometimes finds time to do his homework.

ERNA HILDEBRAND — Because she occupies the front desk, Erna has no excuse for not listening to our instructors. She takes great pride in her recently acquired driver's license. For the future, she has decided to be a "Florence Nightingale". Her prize possession is a heart-shaped locket.



WALTER DYCK — Our star of all sports found himself closer to the front of the room this year. He spends most of his spare time cleaning the auditorium and hitch-hiking to and from his home — Dunnville.

MARY KAY KLASSEN — Mary is often heard complaining about her height to Marg. Despite the fact she is the shortest senior she has no trouble batting the volleyball over the net. Her expression always displays gaiety.



ARTHUR FROESE — "Arch" seems to be our only professional singer at U.M.E.I. at present. His criticism during periods certainly shows that he is very attentive. His prize possession is a motor vehicle operator's license.

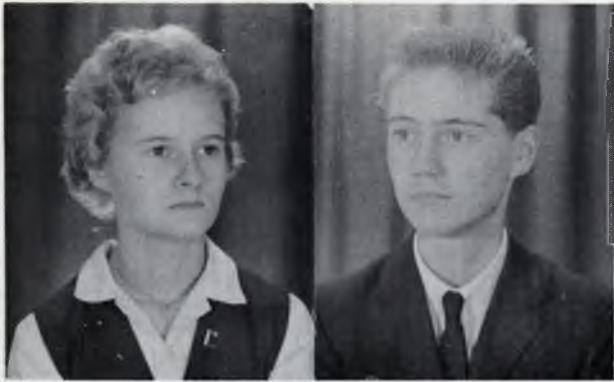
ELEANOR NEUFELD — "Ellie" is one of the privileged students who occupies a back seat. She is very often seen conversing with "Archie" across the aisle. Her main weakness is not being able to make up her mind (about what, Ellie?) Nursing seems to be the future for this girl.



BILL KONRAD — The privilege of chauffeuring a carload of Konrads to school is Bill's. Amazingly enough Bill finds German quite easy. Bill is usually found with Harvey.

LOUISE DYCK — This likeable student shines when it comes to German class. She also does well in all her other subjects and excels in playing volleyball. Her pastime is reading.





CAROLYN HILDEBRAND — This little pixie spends most of her leisure time playing piano. She does well in all her studies and also shines on the volleyball floor. Her future is yet undecided.

EDWARD HILDEBRAND — This brilliant student certainly has a promising future. Complicated electrical devices are not the only contributions of this genius, but his numerous inventions include windshield-wipers for glasses.

MARGARET MARTENS — "Marg" has the privilege of omitting geography from her studies. She excels in all types of sports. Where Louise and Mary go, Marg goes.

HARRY DICK — Harry takes great pride in his German vocabulary. He still insists that the German word for lake is "lake". The white flash of a Ford pick-up indicates Harry's presence.



HARVEY KONRAD — Harvey has the honour of attending certain classes with his brother. His friendly disposition and long kicks during football games certainly are a benefit to the school.

LINDA NEUFELD — "Lynn" is usually seen chatting with her main interest across the room. She takes part in different school activities such as volleyball captain, class representative, and librarian. She hopes to become a high school mathematics teacher if nothing else crosses her path before then.



EDGAR WARKENTIN — Edgar, our typing enthusiast, takes great pleasure in scoring very frequently in basketball games. Among other assets, he is known to be a skilled and talented cartoonist.

IRENE WARKENTIN — Irene is one of those lucky back-seat dwellers who doesn't have to go on safari through the narrow aisles to get to the front. Although separated from Lynn, she finds other interests at the back. In volleyball she shines. Without Irene's bouncing "Good morning, everybody" we'd be lost.



RICHARD FROESE — This year our football enthusiast found himself at the back of the room. He takes pride in being the youngest classmate of the senior room. Richard's motto is not to cross a bridge until you come to it.

ERWIN TIESSEN — "Erv" has the distinction of being our most experienced driver. He is fortunately seated so that he has a clear vision of the out-of-doors, but we are sure this won't lower his marks too much.



WALTER BROWN — Our Shakespeare expert also specializes in the position of catcher during baseball season. Since Heinz doesn't accept tomatoes anymore, Walter finds himself doing homework in the evening.

RONALD TIESSEN — In keeping with his ability to get an eighty average, Ron also has a vocabulary of the same calibre. His patriotic nature frequently compels him to defend the metropolis of Blytheswood from insulting remarks.



FRED SCHMIDT — Our dormite and former car owner, who excels in producing baffling questions, takes great pride in his hairdo. Strangely enough, exotic sounds of wildlife can be heard coming from his room.

Characterized by Ron Tiessen, Irene Warkentine



Versatility



Grade X Character Sketches . . .



RONALD DYCK — Ron, the envy of all the boys with his black curly hair, is the only male dormite in grade 10. He excels in school sports and is often caught scurrying into the classroom at 8:25 a.m. greeting everybody with a yawn and a sleepy look on his face.

IRENE CORNIES — Irene is always quick to give a sunny smile and a few friendly words. She has an innocent looking face, but her nature is sometimes not quite what her face seems to be.

BARBARA SCHMIDT — "Barb" makes herself busy by knocking books off other people's desks. She is continuously practising basketball by throwing pieces of paper from her desk into the basket.

DICK PENNER — Dick has the privilege of sitting in front of the teacher's desk where he can be sure to pick up everything the teacher says. Because of this, his marks have soared, (which way?) He amuses himself by telling innocent students the principal would like to see them.



BETTY JANZEN — Betty strives to keep her marks even with Ruth D. and doesn't do too badly. Even though she studies hard, she always has time to turn around and poke or talk to Frieda.

GERRY EDIGER — Gerry is a staunch believer of not over-exerting himself and taking life as it comes. Gerry has often filled the room with laughter when he unexpectedly lays his pet rubber mouse on the lap of the boy behind him.



JOHN WIEBE — If ever you walk into the grade 10 classroom after four o'clock, you can always count on John being there doing his homework while waiting for his ride. John is famous for his "corny" jokes and is lucky enough to occupy the other corner desk in the room.

MARLENE DICK — What would our class be without Marlene? She always adds a few quips to the conversation, and always has numerous questions with which she likes to puzzle the teachers.



JOHN PENNER — John excels in all school sports especially in basketball where he amazes everyone with his fancy dribbling. He is fortunate enough to be one of those who achieves high scholastic standings in German and also spends his spare time in the camera club 'hard at work!'

LAURA KLASSEN — Laura plans to be a nurse, and no matter which subject we are discussing, she usually manages to throw in a few medical terms. She is a very likeable girl and always has a warm smile for whomever she meets.



LINDA KLASSEN — Linda also sits at the back of the room. She is one of the privileged ones who is kept amused by John Wiebe's hilarious (?) jokes. Her main comment to these jokes is, "Be Quiet!"

FRED DRIEDGER — Fred, our male class representative, prizes his ability to catch touchdown passes. Because of his natural talent for acting, he is often found on the stage playing a major role in a Shakespearian play.



CAROLYN DRIEDGER — Our happy "red head" has a habit of talking and laughing. She always has something to remark about the teachers' last statement. Even though this habit gets her into trouble many a time, she just can't seem to stop.

KENNETH SCHMIDT — Ken is the tall, dark, and handsome one (debatable) in our class! Because of his natural attraction for girls, he is often disturbed from his studies by a playful kick from the girl behind, attempting to get his attention.

JOHN TIESSEN — John is the only one in our class who is lucky enough to have his driver's licence. He is often caught staring dreamily out the window with that certain look on his face. Who are you thinking about, John?

BARBARA TIESSEN — In a noisy classroom, a person can always distinguish Barb's voice above all the rest. She has a knack for annoying the boys sitting beside her and can be found discussing "world affairs" with Carolyn.



ELFRIEDA KONRAD — Beware of Frieda! She always has a trick up her sleeve and would just love to play it on some poor soul. She always catches someone off guard, and woe to that person.

LARRY TIESSEN — "Lawrence" is often found burying his head in a textbook with a grin spread across his face, hoping that a question will not be directed at him. He has a reputation during P.T. of being a very good hiker.

HENRY DYCK — Henry has the distinction of being the tallest boy in our class and occupies one of the back-corner seats. He is often discussing hunting techniques with anyone who will listen and is anxiously awaiting the time when he can get a hunting licence.

LINDA KOOP — Almost every morning, you can hear Linda complaining about "that taxi driver". In spite of her complaints, she always gets to school happy, and with stars in her eyes. Maybe from the night before?





RUTH FROESE — Ruth is a quiet girl, but she is always seen talking to Betty between periods. She is a very good volleyball player and always scores many points in the games.

HAROLD FLAMING — If upon entering the classroom no cheerful welcome greets you; you know Harold isn't there. Although he is often discouraged from exercising his vocal cords, he insists he can sing better than Frank Sinatra.

ROBERT KONRAD — Robert has recently learned how to play the electric guitar and everyone awaits the day when he will exercise his ability before us. Like most boys, Robert's writing is far from what is desired, but this feat doesn't seem to hamper his grades.

ANITA TOEWS — Somehow, (probably because of her quiet (?) nature) Anita has managed to keep her seat at the back of the room. From that position, many a quizzical remark can be heard floating to the front of the classroom.



PAUL KRUEGER — Paul has the honour of being the school artist. When a period becomes too dull, Paul amuses himself by decorating his books with artistic designs and wise sayings. During P.T. he brings laughter to the football field when he finds himself in the opposing team's huddle.

RUTH DRIEDGER — No matter how hard we try, Ruth always manages to astound us with the difference between our marks and hers. But, she studies hard, and gets what she deserves. Other than reading, her main hobby is playing piano.



PAUL DRIEDGER — Paul finds great pleasure in poking Fred. When he succeeds in getting Fred mad, you'll find him in fits of laughter. You hardly ever see him laughing in typing period though. Instead, you'll hear him calling the typewriter many 'unfriendly' names.

GWEN KIRKSEY — Our "city girl" thinks she has been done a great injustice by being moved from the back to the front of the room. But, the teachers must have some reason for doing it. Could it be that she is not as innocent as she says she is?



Characterized by Paul Driedger and Barbara Tiessen

Grade IX Character Sketches . . .



DONALD NEUFELD — This intelligent lad is never seen between classes without at least one quarrel with Dorris Penner. He is a cheerful boy and is usually seen answering the nickname of "Neuf".

CHERYL MASTERS — Our intelligent historian has recently recuperated from her lengthy illness — the mumps, which caused her to miss her fall examinations. She shines in composition period and her good vocabulary keeps the rest of the class bewildered. Without Gordie Howe, she would be lost.

GERALD WARKENTIN — Gerald is usually heard making humorous statements which quite often end in laughter. He seems to enjoy himself while playing football.

IRENE DRIEDGER — This quiet girl enjoys her new location in the back of the room. During classes she always manages to get in a good word with Marlene who is at the head of the room. She is a good athlete and has the ability of keeping her marks about 75%.



SHIRLEY REMPEL — This ambitious little beauty throws our class in a daze and is often seen in a corner of excitement. "Shirl" enjoys her ride to and from school; and on Fridays, she, along with many more of us, is happy to see the week-end roll along.

PHILIP CORNIES — Phil excels in many sports and does not talk too much in class. He is pleased that he has a brush cut so he doesn't have to be bothered with combing his hair.

VICKIE SCHMIDT — "Vickerachee" is the psychoanalyst of the dorm, who spends most of her dorm life shepherding Betty Jean away from overpowering temptations. She plans to enter the nursing career when she finishes high school.

WILLIAM TIESSEN — Bill is usually heard cracking jokes and cheering people up when they have the blues. He is interested in completing grade nine and furthering his education.



FRANK ANDRES — This front seat dweller usually closes the drapes in the room first thing in the morning. He is often found in the gym in his spare time.

BETTY JEAN BERG — This dark-haired, blue-eyed grade nine student has the extreme pleasure of occupying a seat behind Frank. "Bergy's" marks are frequently soaring skyward to the head of the class. She is often heard recalling last night's adventures with Vicky and Linda.



ANNA CORNIES — Anna has the delightful usage of the desk in front of her cousin, Bill. She seldom fails to get perfect in German dictation. Anna is one of our best girls when it comes to playing volleyball. At the present moment she is studying diligently to get through high school.

JACOB MARTENS — Jake talks to Ron and the girls around him between classes. He is usually seen in the front of the room sharpening his pencils.

ANNE DICK — This cheerful little "Blondie" is often seen doing errands for Cheryl. She takes pride in getting high marks in history. Her floating laughter can frequently be heard in the front of the classroom.

NICK DRIEDGER — Nick is quite disgusted in his German mark even though it was a good one. He is good in sports and has made the junior basketball team.



MARLENE FLAMING — Marlene is a very friendly person and is usually seen with Irene. She sits in the front where she stays clear of trouble and is carefully watched over by the teachers. She takes full part in history discussions. Her difficulty is in deciding her ambition.

WERNER TIESSEN — Werner has the privilege of having the longest feet in the room. He is trying his best to complete grade nine and is quite interested in sports.

LINDA KONRAD — This little ? ball of fire sets our class rolling into orbit. Between classes she is generally conversing with Henry K. or Raymond. She is frequently breaking her pencil so as to give her an opportunity to gather at the pencil sharpener.

ROBERT DICK — Bob, another front seat dweller, is quite often found talking to Jerry. His main ambition is to be moved to the back of the room.



LINDA EPP — What would this world be like without the Toronto Maple Leafs? To Linda it would be the end of the world. Linda is one of the few homesick dormites who remedies this illness by walking up and down the sixth concession.

ALFRED WARKENTIN — Alf is a studious boy who is quite interested in school. He finds work easy and is trying hard to be a success in basketball.

RAYMOND KOOP — This fortunate boy is surrounded by girls and has a great time talking with them. His main ambitions are to complete grade nine and to make the junior basketball team.

ROSALYNN DIRKSEN — This timid blonde tends to keep the far back corner alive with amusement between classes or during spares. If it isn't Ronald, it's Cheryl that she is continually teasing. "Lynny" is always heard exclaiming when a new test has been assigned to us.



HENRY REIMER — Henry, a back seat dweller, has the job of opening and closing the door of the classroom. He can be heard cracking jokes or shouting when he gets sand-burrs on himself while playing football.

HENRY DYCK — "Peanuts" is the boy with all the marks. He is usually heard cracking jokes and at present is trying out his skill at basketball. As he clearly stated at initiation, his occupation is girl watching.



HENRY KONRAD — Henry takes great pride in combing his long black hair. He is usually seen having chats with Linda Konrad.

MARGARET MANTLER — This assiduous, high school professor is often found displaying her knowledge around Raymond. She causes an uproar around the back of the room and is often found chattering to Irene. She displays her knack at sports during P.T.



WANDA TIESSEN — What would this class be without the twins? This industrious student never comes to school without her homework done. She is often seen talking or pestering her brother.

JOHN WOELK — John is aiming to become a high school teacher. He is quite often seen laughing on the football field.



RONALD JANZEN — Ron is another boy with the ability to get high marks. Between classes he talks with Jake or the girls.

DORIS PENNER — Although Doris excels in German, she is weak in business. She takes great advantage of sitting behind Donald and is often found poking him in the back. She plans to become a medical missionary along with Cheryl.



VICTOR KLASSEN — Vic excels in many sports and is quite interested in basketball. He is usually seen dropping pencils on the floor or tripping Henry Konrad.

JERRY SCHMIDT — Jerry is trying quite hard to master his German. He doesn't talk much although he does have some fun with his neighbour Bob. He has an innocent smile but looks are deceiving.



Characterized by Shirley Rempel and Don Neufeld

1962 GRADUATING CLASS



Rear (left to right): Hardy Tiessen, Ben Konrad, Walter Pauls, Harry Dick, William Pauls, Arthur Martens, Arthur Tiessen, Kenneth Enns, Edgar Regehr.

Front: Robert Driedger, Elma Toews, Helen Dirksen, Helen Froese, Susie Froese, Richard Wiens.

Photo by Master's Studio

1963 GRADUATING CLASS



Rear (left to right): Paul Warkentin, Arthur Driedger, Arthur Epp, Edmund Tiessen, Rudy Neufeld.

Middle: Helen Konrad, Laura Konrad, Carolyn Driedger, Marlene Toews, Linda Derksen, Irma Cornies.

Front: Erna Cornies, Helen Hildebrand, Agnes Martens, Rita Braun, Karen Konrad.

Photo by Master's Studio — Leamington

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

As one observes nature, one cannot help but notice how the parents train their young. The little duckling is taught to swim; the young fox emerges from his cozy den and is made familiar with the dangers of the outside world; and the bear cub is taught how to fish in the shallow stream for his dinner.

Now I ask you to stop and consider — Isn't the U.M.E.I. doing just this for us, too? We are all young and inexperienced, definitely not ready to cope with the outside world. Is our school, in its Christian training, not preparing us for the time when we, too, must meet this world with its perils and temptations?

We sojourn four years within the school, and then, just as the young bird is shoved from his nest, so we, too, suddenly emerge from within the white, ivy-covered walls and find ourselves face to face with the world. We suddenly miss our cozy circle of friends and some of our security has dwindled. But do we panic? We need not if we have accepted what our school has offered us from year to year.

Today's youth will live in the world of tomorrow. How we have been taught in our youth is how the world will be governed in the future.

It matters so much that our hearts, minds, and souls are filled with those things that will make a better tomorrow.

Will we not thank our school for having done this? Within its walls we have been taught to live in the paths of righteousness and to seek first of all the Kingdom of God. — Our house has been built on a rock, and let the winds and the rains come — it will not be washed away.

Laura Konrad



Paul H. ...

INITIATION PARTY

GRADE TWELVE VIEW:

Friday, October 4, the Initiation Party of U.M.E.I. took place. Many hours of careful planning had been spent by the Grade 12's to choose the attire and plan the actual ritual for the newcomers. Much consideration was given when planning the wardrobe. Since the October evenings in Southern Ontario are often quite cool, the girls were strongly "advised" to wear their father's trousers and shirts. The boys who are much more robust and hardy, and seldom get an opportunity to really reveal their muscles, were dressed in the stylish sleeveless potato sack dresses. Both boys and girls wore matching accessories of bathing caps, hair nets, and a bone across the neck (for those who can't resist those inbetween meal snacks).

As the evening progressed, the grade nines, who by now were filled with school spirit, could be seen at various little tasks. One boy's love for music was so great, that he provided a few minutes of music for those who were roller skating. On behalf of those who were roller skating, I would like to thank him for his sincere efforts to carry a tune above the noise of the skating. Two other girls, who were concerned about the safety of their classmates, could be seen attempting to hold up the auditorium wall. Although 1963 is not a leap year, one girl became confused and proposed marriage to one of our teachers. Her proposal was not accepted, but as the saying goes, "There are many fish in the sea".

The highlight of the evening came when the court session began. The lemon pie race was a punishment which the grade twelve students thought would be enjoyed by the victims. One girl, (who must have eaten her bone early) was so overcome with hunger that she bit into the lemon pie covered with shaving cream merangue. Other victims were told to act as bloodhounds and follow a trail of perfume to its source. Still others had to eat a plateful of spaghetti seasoned with warm milk.

At the end of the party the new students were welcomed into the school. We hope that they will remember their first party with memorable thoughts.

ELIZABETH KONRAD, Grade 12

GRADE NINE VIEW:

The thought of the Grade Twelves always plotting against us brought shivers and shudders falling down our spines. It seemed to us as if nobody had or would ever be plundered like 1963 students of grade 9. First, came the prospect of attempting to round up the articles to complete the fashion wardrobe to be worn that evening. For the fortunate boys, it was quite easy and simple to accumulate their garb (from a girl's viewpoint), but we girls pondered over our problems, "Where are we going to get suspenders?" or, "How are we going to look, clothed in our father's shirts, trousers and boots, looking like tramps?"

Many had yet to find out that we were to become expert shoepolishers and professional jockeys. With the towing of our elders around the auditorium, we were kept industrious.

With the first victim to court (Harry Dick), we concluded that we would never be found innocent and sometimes they would even have the accused martyred. Many penalties were so humorous, we nearly shook in our boots (because we were not the involved). Frank Andres was honoured to greet and introduce King Tutankhamen to the Student Body.

By the close of the party our fears had disappeared and we were all enjoying ourselves immensely.

The thoughts and memories of that eventful evening will never be forgotten for they linger in the back of each and every one of our minds.

SHIRLEY REMPEL, Grade 9

INITIATION



Deliberation



Verdict



I dare you to shoot.



Who'll do the burping?



I'll draw, you rub



More, slave.



Forlorn



Fly, Fly, Fly away all



Kissing the King's ring



Victim

Sports . . .

BOYS' SPORTS

The football season has ended with the first snowfall of the year. Until now the football has been sailing from one end of the field to the other as one team advances and then falls back. This sport takes up most of our time in the fall until the falling temperatures and snow chase us into the gym for the winter sport — basketball.

In the juniors we have six teams competing for the championship. In the seniors we have four teams. This year four new baskets have been erected making it possible for girls and boys to have P.T. in the same period. All the boys appreciate the new dressing rooms. We are very thankful for this improvement.

Our school basketball teams have games against other daring schools. We are participating in a league that has originated in our young people. We also played Amherstburg, Tilbury and Eden. We have not been very successful in the league games but we hope success is waiting for us in the future games.

When the sun chases the last little snow bank away and has dried our large diamond, our thoughts turn to baseball. Here the juniors and seniors join forces and play together. This sport dominates the sports periods during the spring until final exams take our minds off sports and forces our attention on our academic work.

The varying sports provide a refresher for the mind and body from the tiring work in the classroom. It also provides a development of sportsmanship, a healthy, co-ordinated body and a practice in teamwork.

WALTER DYCK, Grade 11

GIRLS' SPORTS

With the school year, the volleyball season begins. The Junior and Senior girls have three P.T. periods a week separately. In activity periods four school teams competed and the Green Fliers were the Champs.

After the first-term exams the auditorium floor is shared for boys' and girls' basketball. This division became quite confusing at times when the basketball accidentally (?) crossed on to each other's territory or when both whistles were blown at the same time. After a while, however, we became accustomed to the procedure.

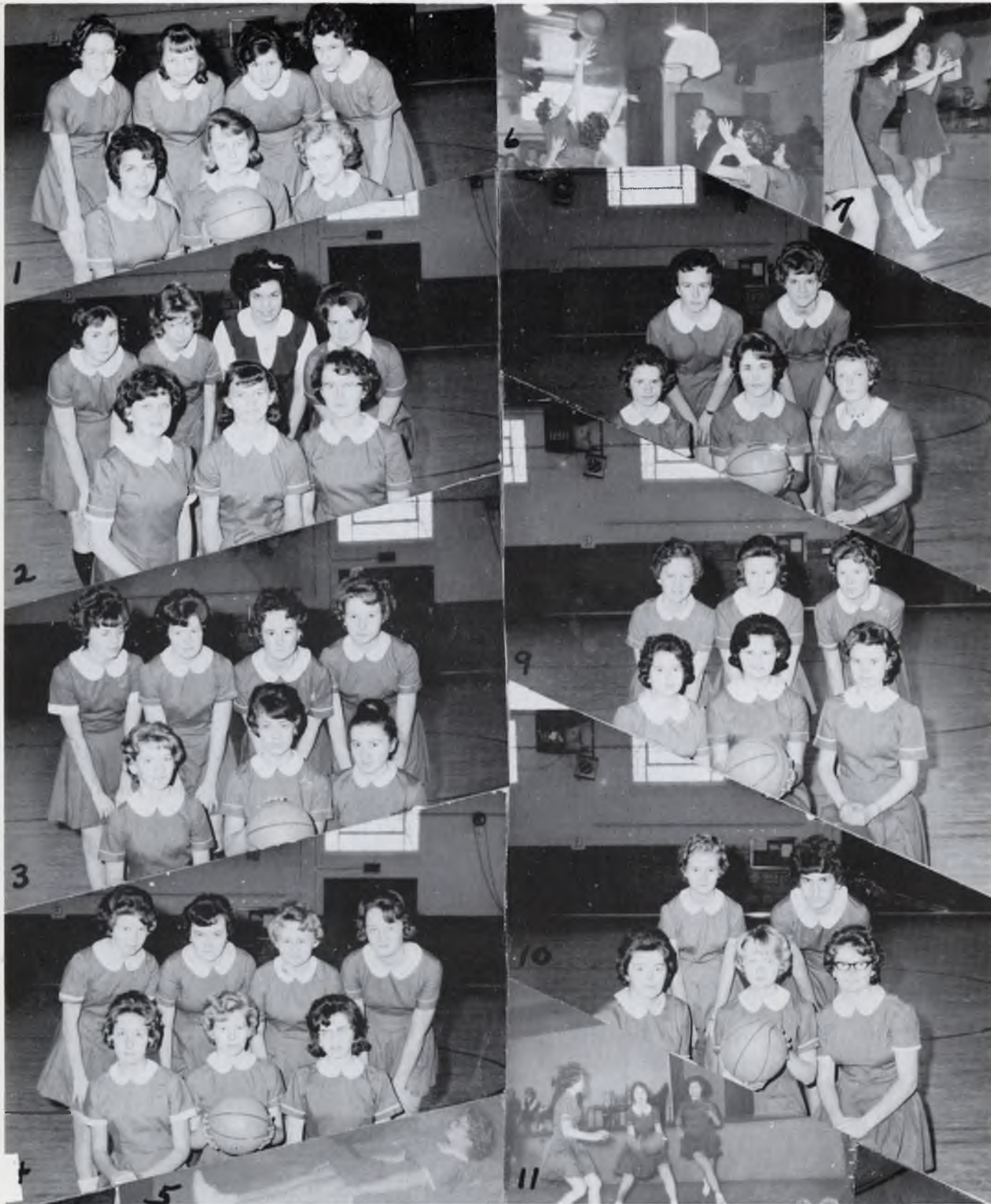
After Christmas holidays the basketball season will continue until the weather becomes warmer. Then the bats and balls will be taken outside. In the baseball season the teachers complain or tease (we don't know which it is) about our screaming. With this sport school closes.

Before Christmas the Alumni defeated our school volleyball team. This wound was, however, soon healed when we in turn defeated the Tilbury High School team.

Each P.T. period on Friday is set aside for practice and exercises. Touching toes, push-ups, passing basketballs and other exercises tend to limber up stiff muscles, strengthen their co-ordination, and quicken our reflexes.

ELEANOR NEUFELD, Grade 11

GIRLS' BASKETBALL



JUNIOR

1. Team D.

5. Battle of the Bulge.

2. Team B.

6. Up and Over.

3. Team C.

7. Now or Never.

4. Team A.

SENIOR

8. Team B Champs.

9. Team A.

10. Team C.

11. Heave Ho!

GIRLS' VOLLEYBALL



1. Neptunes.

5. Wanted — Stills.

2. Volley-Cats.

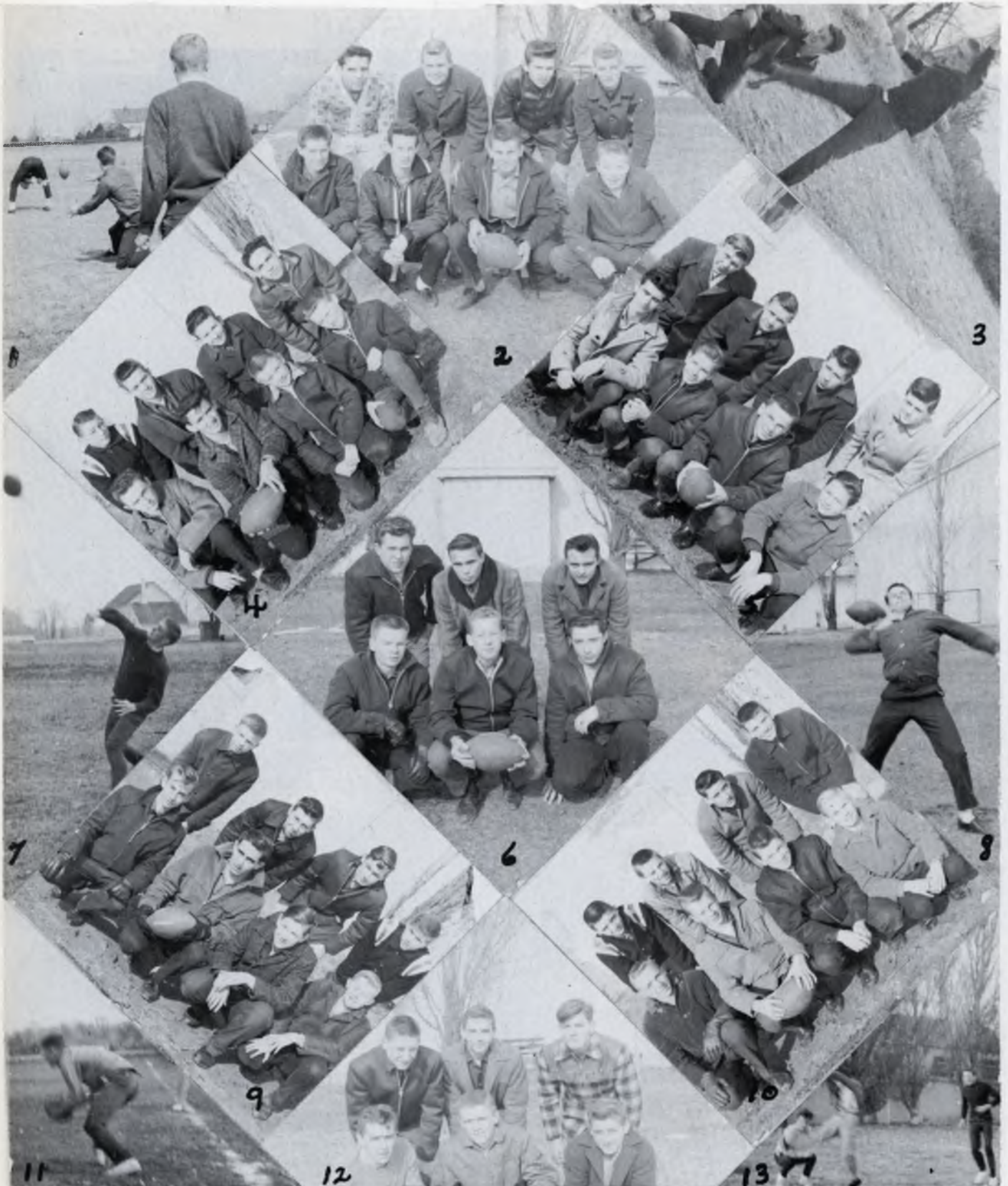
6. Green Fliers Champs.

3. She shoots — she scores.

7. Starlighters.

4. Stretch.

FOOTBALL



- | | | | | |
|---------------------------|----------------------|---------------|------------|----------------------|
| 1. Extra Point. | 2. C. Team. | 3. Kick-off. | 4. Y Team. | 5. X Team. |
| 6. A Team. | 7. Touch-down Pass. | 8. Heave-ho. | 9. W Team. | 10. Z Team (Champs). |
| 11. Broken Field Running. | 12. B Team (Champs). | 13. Kick-off. | | |

SENIOR BOYS' BASKETBALL



1. Team C.

2. Team D.

3. Jump Shot!

4. Dunk it!

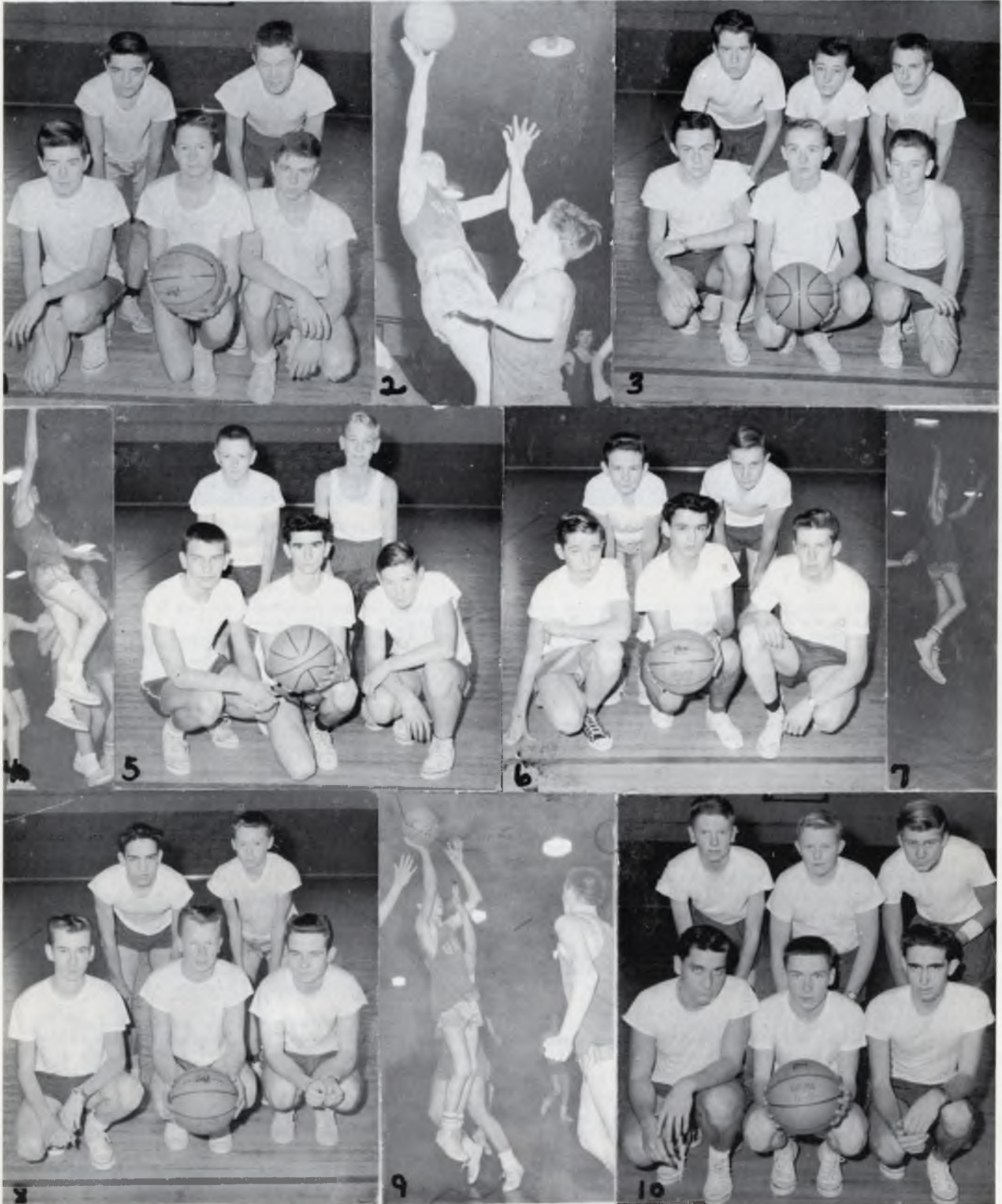
5. Jump Shot!

6. Rebound.

7. Team B.

8. Team A.

JUNIOR BOYS' BASKETBALL



1. H Team.
6. F Team.

2. Jump Shot.
7. Ron Dyck.

3. I Team.
8. J Team.

4. Rebound.
9. Reach.

5. G Team.
10. E Team.

SENIOR BASKETBALL TEAM



Front (left to right): Walt Dyck, Werner Pauls, Alfred Block, Ernie Dick (captain), John Toews, John Driedger, Paul Rogalski.
Back: Arthur Froese, Walter Brown, Bob Tiessen, Edgar Warkentin, Robert Schmidt, Harry Driedger, Edward Stadler.
Coach: Mr. Epp.

We began our basketball training this year with hopes of avenging the loss we suffered last year to Eden. Mr. Epp resumed the coaching position and called the first practices toward the end of November.

In early December, the first exhibition game against St. Mikes of Leamington saw U.M.E.I. defeated by a narrow two point margin, a decision which came only in the final fifteen seconds of play. A second game in late December again brought a disappointing defeat to U.M.E.I. from St. Rose, a Catholic school in Amherstburg. But on January 15, 1964, we upset River Canard by a decisive thirty-six to twenty-two score in our auditorium behind a large and inspired home audience. U.M.E.I. took an early twelve point lead in the opening minutes and then settled down to an easy victory. Ernie Dick, team captain, led the way with eleven points, followed by John Toews with seven.

On January 21, we were again victorious at Tilbury High School which was the scene of a tight and hard fought game. We defeated Tilbury sixty-one to fifty-three. John Toews gave a tremendous performance with twenty-five points.

We journeyed to Eden Christian College on January 24. The game began with Eden taking the edge in passing, running and shooting. They gave a calm and smooth performance before a large, supporting audience. Half time saw them leading by ten points. This lead lengthened to seventeen points by three-quarter time. Then our offence began to move. Paul Rogalski dropped in four straight baskets, which inspired U.M.E.I. to tie the score by the final buzzer. Tension mounted when the three minute overtime began. After a minute of play Alfred Block broke the ice with two points followed by Wern Paul's successful foul shot. The game was over and U.M.E.I. won forty-two to thirty-nine. Ernie Dick gave a solid performance throughout the game with fifteen points.

Following this victory we travelled to River Canard to meet St. Josephs. We were accompanied by almost the whole school. Despite this large support we fell thirty-nine to thirty-seven after playing a poor and slow game. John Toews netted a game high of fourteen points in a losing cause.

Following the disappointment at River Canard, we had a rematch with Eden on February 8. In this game, U.M.E.I. couldn't do anything wrong, and therefore defeated Eden fifty-two to twenty-five, a very one-sided affair in contrast to the exciting game out east. Ernie Dick netted a game high of sixteen points followed by John Toews and Alfred Block each with ten.

Our final game before exams was played at U.M.E.I. against River Canard. This game, the third meeting between the two clubs, was a low scoring game, with U.M.E.I. taking the final decision with thirty-four points against twenty-two. John Toews led the team with fourteen points.

The final game in a four game series against River Canard saw U.M.E.I. defeat the former by a very narrow margin of 38-37. This victory which, took place at River Canard on March 13, gave three wins against only one defeat.

As was the case earlier in the season, when we were accompanied by a bus load of exuberant fans, many of the students again made the trip. In contrast, however, to the previous game, when we were defeated, we did not disappoint our supporters.

The game was slower than usual but was hard fought to the final buzzer. Ernie Dick led the team with sixteen points followed by John Toews with ten. Walter Brown, coming into the final minute of play, sunk a foul shot with the score tied 37-37. This shot proved to be the winner.

In conclusion our won-lost record stands at six wins against three defeats.

JOHN DRIEDGER, Grade 12

JUNIOR BASKETBALL TEAM



Front (left to right): Ron Dyck, Paul Driedger, John Penner (captain), Gary Ediger, Fred Driedger.
Back: Victor Klassen, Nick Driedger, Frank Andres, John Wiebe, Henry Konrad.
Coach: Mr. Huebert.

The Junior Basketball team lost their first game of the season to St. Rose from Amherstburg.

In our second game we managed our first win against St. Joseph's from River Canard by a score of 32-24. Ron Dyck and Fred Driedger were the top scorers of our team.

It was our third game but our first in a different school. Our school had rented a bus to go to River Canard. Our team was behind until the fourth quarter. We then went ahead with one minute left to play and managed a 17-15 victory. Fred Driedger did a very good job of guarding River Canard's top scorer. Paul Driedger together with John Penner also played a very steady game.

Our next game was in Harrow. This was also a very exciting game because we were behind for most of the game, but, finally we went ahead and won 28-25. Ron Dyck played a good game rebounding very well.

In our next game Harrow came to our school. This game was also very close, but in the end Harrow went home with a 40-28 defeat. Fred Driedger and Paul Driedger were the top performers for our team.

Our Junior team was scheduled to play River Canard again, but this time at our school. In the third quarter we went ahead and stayed ahead for the rest of the game. We defeated them for the third time by a 37-32 score. Paul Driedger, Ron Dyck and Gerry Ediger were all top scorers for our team.

On Friday, the thirteenth of March the U.M.E.I. Juniors played a basketball game against the St. Joseph Juniors in River Canard. The game was the last meeting of the two teams for the 63-64 season. The U.M.E.I. Juniors usual coach, Mr. Huebert, was not present, and therefore Mr. Epp substituted and guided the team to a 40-25 victory over the rival team. The individual scoring was led by Paul Driedger who scored sixteen points. The victory gave the Juniors a record of four straight wins over the St. Joseph team.

The following Friday the Juniors met the team of Sacred Heart School from Lasalle in the U.M.E.I. school auditorium. The U.M.E.I. team was defeated at the hands of their rivals. It was the last game of the season and left the Juniors with seven wins and two defeats.

Mr. Huebert did a very good job of coaching us through these games.

JOHN PENNER, Grade 10

OUR TRIP TO TORONTO

At noon, on Friday, January 25, the grade twelves and some members of the senior basketball team from grade eleven, left for a tour of the University of Toronto. Our schedule included a basketball game at Eden that night. The game turned out to be a thrilling one, as the U.M.E.I. came from behind to tie the score with only seconds left, and then went on to win it during a three minute overtime, 42-39.

The next morning at 7:30 we gathered at a bleak and lonely stoplight outside Beamsville and prepared to leave for Toronto. At nine o'clock we registered at the Menno House in Toronto. Here we were joined by students from Eden and Rockway. Because we were such a large group we divided in two, and had as guides, Paul Roth and Hilda Tiessen.

At nine o'clock our tour began. The first building was the Architecture Building. Eagerly and enthusiastically we climbed our first of many stairways, to the top of the five storey building. We saw the projects of several students but were particularly fascinated by the entire towns which were on display.

The next building was the Medical Building, and it was one of the sights, which I am sure we shall not forget. The medical dissection room contained every part of the human body, dissected and preserved.

Everyone was impressed by the elaborate and expensive equipment in the Chemical Engineering Building. The Applied Science and Arts Building and Civil Engineering Buildings contained vast sets of equipment priced up to one hundred thousand dollars. During this time the girls toured a number of gymnasiums. This concluded the morning and everyone sank into the soft chairs of the Arbour Room, in Hart House, for a welcomed rest, and a cafeteria style lunch.

At one-thirty we left for the music hall. It had two large music halls, which were nearly acoustically perfect. There were also a large number of small rooms in which music could be practised.

Our tour continued to Hart House, which is a special building for the relaxation as well as education of the men in the University. The literary section had large libraries, as well as music practice halls. The girls remained in the library while the boys continued their tour through the athletic wings. This ended our tour and after a short rest in a study room, we went to the Gallery Dining Room in Hart House for our evening banquet.

The after-dinner speech was made by Reverend Johnston from Kitchener. After his speech we went to the debates room to hear various speakers give short, informative speeches, each in their field. Short discourses on engineering, medicine, law, architecture, business administration, nursing, theology, social work, liberal arts and music were given.

The remainder of the evening was placed in our hands, and most of us remained in Hart House to watch either the basketball game or boxing matches.

Finally after an interesting but tiring day we returned to the Menno House. The girls were taken to private homes, and the boys managed to get some sleep at the Menno House. On Sunday morning we attended the Toronto Mennonite Church where we sang, and after church we were free, and soon left Toronto, after an enjoyable and profitable weekend.

WERNER PAULS, Grade 12

THE CAMERA CLUB

At present, the Camera Club is still being organized. Previous members have forgotten many of the procedures of photography, and the new members have much to learn. Combine this with other problems such as difficulties with the camera (usually due to carelessness), or developing a film only to find it has but one picture, and the task of working for the Spectrum and we see that the future year promises to be a busy one.

This year the Camera Club consists of twenty members. This includes the Principal, Mr. Sawatzky, who is "our helper in need" whenever something in the process of picture taking and developing doesn't go right. The members are divided into five groups with a group leader for each. Business transactions are the responsibility of the secretary-treasurer, who this year is finding herself extra busy because of the extra work with the Spectrum. The members from the dorm have a special task of placing the developed pictures in the press. The Camera Club has grown considerably since its founding in 1952. During the summer the lighting in the dark room was improved, and this year, with the help of the Alumni, we have purchased a new enlarger.

The club provides many interesting activity periods and welcomes any new member who wishes to join.

HARRY DRIEDGER, Grade 12

LIBRARY

Every morning and noon hour two girls from grade eleven or twelve are on hand to act as librarians in our library. Due to book reports, essays, curiosity, and pleasure we are pleased to say that everyone visits the library in search of the book that will satisfy him.

Because of contributions and a growing fund, which is enlarged by the money paid on overdue books, we are able to increase our number of volumes each year. We appreciate the donation given by the family of Mr. J. H. Janzen.

This year some of the new books bought were Mennonite Exodus, several of Life's natural and geographic issues, among other non-fiction and fiction books.

We are trying to protect our books by covering them all with cellophane covers.

We also get a variety of one hundred books from the Essex County Library which are changed three times a year.

Mr. Epp has marked all books according to their categories of fiction and non-fiction. This has made the arranging of the books more organized, and the students may search without confusion.

We have a shelf of German books, but this shelf is not visited as often as it should be.

When one looks back to the time when there were several shelves of books in the grade ten room, and then see our present library, one can appreciate the effort put into working toward a well equipped library.

ERNA HILDEBRAND, Grade 11

SEWING



Every Friday afternoon the grade nine and ten girls each spend two periods in the sewing room where we always find our teacher, Mrs. Janzen, busily preparing new and different sewing techniques. She is always helping some bewildered person do anything from attaching the thread to the sewing machine to helping us get acquainted with new arts of the needle. A problem arises by the scarcity of machines and the surplus of girls who impatiently wait their turn to prove their skills. Although we sometimes become over anxious and our discussions become rather noisy we manage to end the week with a feeling of accomplishment over our hand-made articles.

The articles we are sewing now will be sold at the annual auction sale at the end of the school year with the money going to the school.

We would like to thank Mrs. Janzen for spending her time to teach us of the advantages of sewing.

IRENE CORNIES, Grade 10

SHOP



Friday afternoons the grade nine and ten boys each have two periods of shop.

At the beginning of the year, the boys are usually divided in groups of two. The shop teacher will then show the groups some blueprints of projects that they are going to make. There is a wide variety of blueprints from which one can make a bird house, a shelf, book-ends, and many other projects. Then each group selects a particular project that they wish to make in the coming shop periods. When they have one project done they may start another.

The shop has many electrical machines such as saws, lathes and sanders.

At the end of the year when all the projects have been sanded, painted, and varnished, they are sold at an auction, with the money going to the school.

JOHN PENNER, Grade 10

SCHOOL CHOIR



DIRECTOR: MR. PENNER

THE KITCHEN STAFF



MRS. KLASSEN

MRS. BERG

DORM LIFE

Do You Remember? . . .

The time the two spectators, Vickie and Betty, were on the outside looking in; abruptly found themselves on the inside looking out (of the pond)?

The time Walter was surprised by sudden showers from the darkened window above?

The time Victor locked himself in the Camera Club room to protect himself from the agonies of cold October pond water?

The time Art threw Gwen into the pond and to his great surprise found himself following immediately thereafter?

The time Gwen demonstrated the art of Eskimo kissing with Archie?

When Gwen, Betty, Linda, and Vickie got up at three in the morning to bid farewell to their older dorm sisters on the way to the Peace Conference and found themselves washing the dorm floor next morning as a reward for awakening Mrs. Klassen?

Can You Imagine? . . .

Fred not running a general store up in the boys' dorm?

Alfred without his faithful companions — the dust rag and mops?

Study period without a few melodious chirps from Fred's budgie?

Vickie and Betty not communicating in a series of throat clearings during study period?

Anita not assuming her position as eldest dorm sister by practising dictatorship?

Want Ads . . .

No homework

The root of all evil (money).

A holiday of indefinite length.

An automatic dish-washer and dryer.

An air-tight school.

IF

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise.

If you can dream — and not make dreams your master;
If you can think — and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat these two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make for fools,
Or watch the things you gave life to, broken,
And stoop and build 'em up with worn-out tools.

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the will which says to them, "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings — nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And — which is more — you'll be a Man, my son!

—Rudyard Kipling

Course of Studies

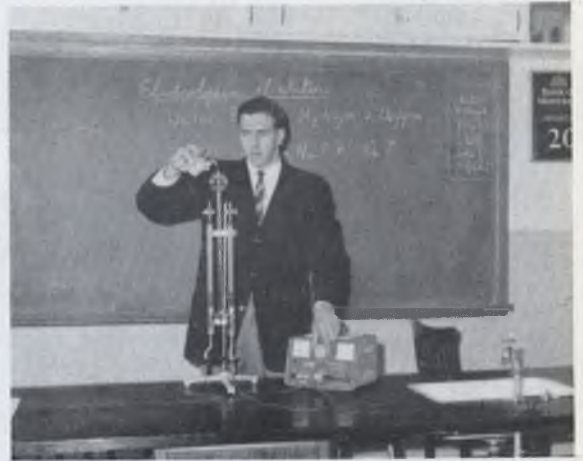


ENGLISH

English and literature are very important subjects in our course of studies, thus making them compulsory. In grades nine and ten, English Grammar and rules of Composition are stressed; in grades eleven and twelve, the writing of paragraphs, short stories and essays. In literature each grade studies two novels, one Shakespearean play and a number of poems and stories.

CHEMISTRY

Chemistry is a very interesting science which deals with the various substances on the earth and in the atmosphere. It is the basis of laboratory research. Before it lies a great future, for every day new discoveries are made in this field. Through chemistry the world advances to new frontiers. We are put on new thresholds such as the conquering of space, curing diseases, and putting agriculture on a higher level. We marvel at God's world and look toward the future with hope.



SOCIAL STUDIES

History is necessary to understand important happenings in our world today. Geography gives us the relationship between man and the world.

The grade nine course consists of the study of "Canada and the Commonwealth", Grade ten studies "Canada and the World", and the senior room studies the world history from ancient times to the present.

The seniors study "General Geography" which deals with the physical and climatic conditions of the world and how this natural environment affects man.



HEALTH

This subject has three main fields of study — physical, mental, and emotional. Practical applications include first-aid and personal hygiene. Also included is psychology which is the study of human behaviour. This branch is becoming increasingly more important in the modern day as it is an attempt to explain the complicated minds given us by our Creator.



GEOMETRY

Geometry is a subject which stimulates deep thinking and reasoning. It is the study of spaces, lines and magnitudes. It teaches theories which are used as basis for complex thinking. Our minds are developed through this reasoning and thus prepares us for the situations which lie in our future.



DEUTSCH

Eine zweite Sprache ist wichtig. In unserer Schule ist sie die Muttersprache-Deutsch. Jeden Tag lernen wir sie mit grösserem Vertrauen und Sicherheit zu lesen, schreiben, und sprechen. Die Stunden werden geteilt, so dass wir zwei Tage Literatur bekommen und drei Tage Grammatik bekommen. Alle Klassen brauchen das Buch "First Book in German". Ausserdem haben wir andere deutsche Bücher, welche kurze Geschichten und Gedichte enthalten.

RELIGION

~~This subject is not compulsory, but this subject~~ gives us a fuller meaning of life. We are fortunate in attending such a school which considers the religious aspect of life. In grade nine, the pupils study the contents of the Old Testament while in grade ten, the New Testament is studied. Grade eleven looks deeply into the chapter in Acts and one of Paul's letters. Grade twelve's course consists of the Catechism study. In addition to this, we study the beginnings of the Christian Church. The courses in Church History are "Church of our Fathers" and "The Story of the Mennonites" for juniors and seniors respectively.



COMMERCIAL

This course consists of different subjects each year. Grade nine studies "Business Practice" which teaches the fundamentals of business transactions. In grades ten and eleven typing is taught and a few students attain speeds of sixty words per minute. Bookkeeping is taught in grade twelve. This course is taught to give us a background in commercial work and an understanding of fundamental business operations.

Course of Studies

FIRST TERM EXECUTIVE

SOCIAL COMMITTEE — Advisor: Mr. Huebert.

Harry Driedger, Linda Neufeld, Henry Konrad, Irene Cornies.

RELIGIOUS COMMITTEE — Advisor: Mr. Penner.

Marlene Koop, Fred Driedger, Ron Tiessen, Vickie Schmidt.



Front (left to right): Linda Neufeld, Marlene Koop, Mr. P. C. Sawatzky, John Toews, Anita Konrad, Elizabeth Konrad.
Back: Fred Driedger, Ron Tiessen, Harry Driedger, Henry Konrad, Vickie Schmidt, Irene Cornies.

SECOND TERM EXECUTIVE

SOCIAL COMMITTEE — Advisor: Mr. Huebert.

John Driedger, Robert Konrad, Shirley Rempel, Irene Warkentin.

RELIGIOUS COMMITTEE — Advisor: Mr. Penner.

Rita Konrad, Elfrieda Konrad, Erwin Tiessen, Ron Janzen.



Front (left to right): Irene Warkentin, Rita Konrad, Mr. P. C. Sawatzky, John Toews, Anita Konrad, Elizabeth Konrad.
Back: Elfrieda Konrad, Erwin Tiessen, Ron Janzen, Robert Konrad, John Driedger, Shirley Rempel.

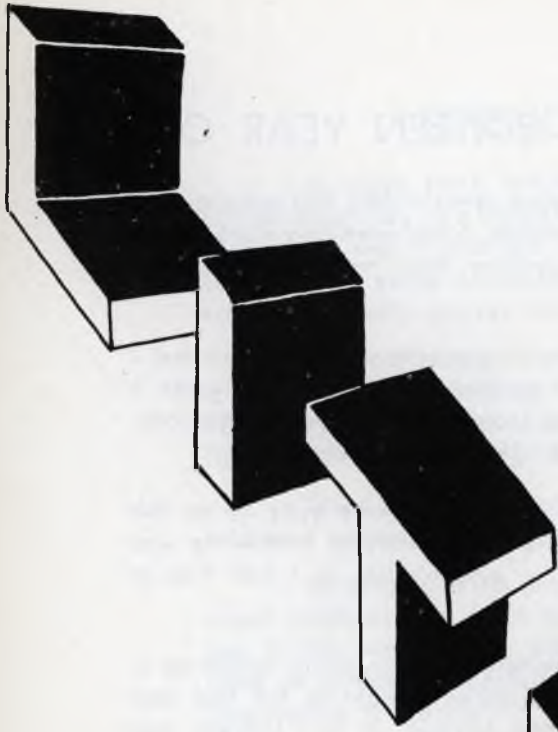
GOTT RUFT NACH EINER JUGEND

GOTT RUFT NACH EINER JUGEND
IN STURMBEWEGTER ZEIT,
DIE SICH ZU GOTTES STREITERN
MIT LEIB UND SEELS WEIHT,
DOCH NICHT IM EIGNEN WOLLEN
DES WESENS KRAEFTE REGT,
GOTT RUFT NACH EINER JUGEND
VON GOTTES GEIST BEWEGT.

GOTT RUFT NACH EINER JUGEND
DIE FUER DEN HEILAND BRENNT,
DIE NICHT NUR MIT DEN LIPPEN
IHN HERR UND MEISTER NENNT.
NEIN, DIE IN STILLER TREUE
IHN FEST IM HERZEN TRAEGT:
GOTT RUFT NACH EINER JUGEND
VON GOTTES GEIST BEWEGT.

GOTT RUFT NACH EINER JUGEND
DIE NUR NACH EINEM FRAGT:
WAS WILLST DU, DASS ICH TUE?
UND ALLES IST GESAGT
HERR NIMM UNS, DEINE JUGEND
DIE TIEF DAS SEHNEN HEGT:
MACH UNS ZU EINER JUGEND
VON GOTTES GEIST BEWEGT.

AUTHOR: UNKNOWN



THE FRENZIED EXPERIENCES OF A SIXTEEN YEAR OLD

It was Tuesday, December 3rd. It had snowed ever since seven o'clock that morning, and today, of all days, I was supposed to try my driver's examination. I had seemingly more butterflies in my stomach than usual, and it was all I could do to swallow down my orange juice and buttered toast.

I didn't feel at all prepared to take the examination, because my parents didn't feel I needed the practice. The truth of the matter is, they consider me too immature to maneuver a vehicle on the highway; of course, it's because of all the other scatterbrained drivers on the road. My mother kept repeating to me, "Oh, it's not you I'm worried about; it's the other driver!"

Well, we started toward Leamington about 8:30 a.m. The roads were quite icy by this time, and poor Dad sitting beside me kept telling ME to keep calm. Actually, I think he was more nervous than I was. My appointment was scheduled for nine o'clock, so I had time to practise.

Then it came! It was nine o'clock, and there was a uniformed officer sitting beside me in the car, motioning for me to commence. I started the car and gazed straight at the stop sign about fifty feet ahead of me. I approached the crosswalk and stopped, or so I thought, and then proceeded. It wasn't five seconds before the officer inquired where I had stopped for the sign. He explained that one must come to a complete stop, not a rolling stop.

I was now situated at the intersection of the four corners, and was attempting to make a right hand turn against a red light. Again, I thought I had stopped and had then proceeded with caution, and again the officer remarked (with more than a hint of sarcasm in his tone) "Do you realize that you just went through a red light?"

By this time my nerves were completely shattered and I was beginning to wonder if the traffic lights were actually the colour I thought they were. Not being accustomed to this much driving at once, and my leg muscle being very tense, I was just thinking how nice it would be if one could switch feet, and use the left foot to step on the "gas". No time for idle thinking, however, for I was now being told to park the car behind a '56 blue and white Ford, just ahead. I pulled the car alongside the other vehicle, and slowly backed, careful to first signal and then to avoid hitting either the car ahead, the parking meter behind, or the curb beside me. Well, I was in but the rear end of my car was about three feet from the curb. The officer chose this time to ask me a few questions. "Does your father drive like this? Do you always drive like this? Does your father allow you to drive like this?"

He then told me to drive back to the arena where my father was waiting for me, and I tried desperately not to show my relief that it was almost over.

I parked the car on the yard of the arena, and the officer sat there checking over his notes. This was the crucial moment. Had I succeeded in passing the examination or not? Was I only imagining the scornful expression on his face, or was he actually giving serious deliberation to the matter?"

Then he spoke those fateful words. "Marlene, you have failed your driver's examination".

I have made another appointment, and in two weeks I shall re-live the entire ordeal. I only hope the results will differ somewhat.

(Editor's Note: On December 20th, Marlene did pass her driver's examination).

MARLENE KOOP, Grade 12

SCIENCE AND RELIGION

In ages past, whenever the words science and religion were linked together, one thought of a conflict of ideas. It had been the belief that if one was a scientist, one could hardly be expected to believe in a God, or vice versa. In recent years, however, it has been discovered that science actually proves the truth of the Bible.

Human beings study both science and religion, for science is a reliable way of finding the truth, and religion gives us satisfaction in life. Religion offers the inspiration that science needs to find these truths, for the Lord hath said, "Subdue the earth".

Science has proven that nothing can disintegrate, therefore life and soul cannot disintegrate, hence man is immortal.

Science is like a great ocean, and man is now seemingly throwing small pebbles into it to see if they will "skip". God knows all which lies in this vast ocean, even that little knowledge that man has been able to gather concerning the ocean of science. His wisdom and His knowledge is infinite.

If a universe could rise out of nothing, what powers would it have? For nothing has no power except to be silent. But the universe has power, many powers; so therefore, we must conclude that there was a creator who had these powers and was able to give the universe these powers.

Because God has given the universe these powers, and if one has a firm and strong belief in God, one will get a better insight into the truth.

Lise Mertner, an atomic physicist, once said, "Only a higher power than man, can control the powers of atomic energy."

ANITA SCHMIDT, Grade 12

NATURE

Now the morning air is frosty
And the leaves of trees are thin,
Mother Nature sends a warning
Blowing on her whistle wind.

Are your winter deeds all ready?
People! Heed my call!
Its no time to start the harvest
When the snow begins to fall.

And the closing of the windows
For the bitter stormy days,
For when nature says it's winter
Everyone of us obeys.

IRENE DRIEDGER, Grade 9

THOUGHTS OF ANGUISH

His voice was calm, his face was plain,
But his eyes reflected some faraway pain.
They searched and probed for a source of peace,
But the pangs in his heart seemed never to cease.

Although it happened many weeks ago,
It only took a word and his tears would flow.
If only he hadn't been so proud and sure,
Her smile would still be so sweet and pure.

He remembered it now, it was only too clear,
He was driving along with her sitting near
When his buddy whizzed by with a deafening roar,
His pride was hurt and his foot went to the floor.

There was a deafening crash and when he came to,
They told him what had happened to his sweetheart Sue.
He could still see her face so carefree and gay;
But now there was nothing to do but cry and pray.

Like a candle her life had been put out with a blow,
If only he had known the sorrow he would sow,
His pride he'd have swallowed and all would be well,
And today he would be hearing their wedding bell.

ROBERT SCHMIDT, Grade 12



DEATH

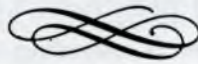
Out of the woody undergrowth emerged a graceful doe, stepping with the dignity that all ladies possess. She held her head proudly and her shiny emerald eyes winked at the noonday scene. She stood quietly except for her twitching ears, which were seeking to hear any sound that would betray a killer. After she had assured herself, she ambled down to the water's edge where she humbly lowered her beautiful head to sip quietly at the cool, refreshing water. What she had failed to notice when making her survey of the clearing was the dealy rifle and the merciless killer behind it. The rifle fired sinking the bullet deep into her innocent heart, from whence gushed the life-giving, crimsoned blood. She managed to take a few steps but too soon her legs collapsed and the blood streamed forth, staining the luxuriant grass beneath her. The brown eyes turned to the clearing from whence a tiny fawn appeared. A wistful sigh escaped her and the beckoning eyes changed to cold unseeing marbles as death set in. The helpless fawn sank beside his mother, nuzzling her coaxingly, still she did not move. Finally the hungry fawn realized that his mother would ne'er again ramble along the familiar paths with him in search of some unknown quest. For she had already found that unknown quest: death.

ELFRIEDA KONRAD, Grade 10

EIN AUFSATZ

Ich bin schrecklich verlegen. Ich weiss nicht, wie ich den Aufsatz schreiben werde in dieser kurzen Zeit und ueber was ich schreiben werde. Manche Ideen hat mir der Lehrer schon gegeben so wie: "Wir fischen" oder "Eine Reise" oder "Verirrt". Aber ich gehe niemals fischen und eine angenehme Reise habe ich schon lange nicht gehabt und ich glaube, dass ich noch nie verirrt gewesen bin. Nun sitze ich hier und denke ueber anderes von dem ich schreiben kann. Aber keine Ideen kommen zu mir. Ploetzlich schlaegt der Lehrer vor, dass wir ueber unsere Verlegenheit schreiben. Nun bin ich erleichtert und kann meinen Aufsatz schreiben.

EDGAR WARKENTIN, Grade 11



JUST MAKE-BELIEVE

Such a sweet, little child,
An adorable thing,
Still hanging onto
An apron string.

All painted in lipstick,
With mommy's old clothes
She would dress herself up
From her head to her toes.

From six to sixteen—
She grew out of the stage,
Where she was contented
With "dolls" of her age.

It's now parties, and weekends,
And blushes, and beaus,
In this wonderful world
Just a teenager knows.

But she still does remember
The fun she could bring
To herself, when she played
With her mommy's old things.

Yet, her present day life,
She still does conceive,
Is really more fun
Than just make-believe.

ANITA TOEWS, Grade 10

THE HOLIDAY I DIDN'T WANT!

I'm home in bed, I have the mumps!
My sister says she envies me—
On my cheeks are two big lumps—
But I wouldn't laugh if I were she.

I must stay home, though I'm not sick,
In school my friends are having fun!
Of all the weekends I could pick,
Why did it have to be **this one?**

Friday night there was a game,
One where I would have liked to go—
A very exciting basketball game—
But mother definitely said, "NO!"

Saturday was a real big day,
Our school then had a skating party.
All my friends were happy and gay,
Oh! I wish I had been more hearty!

My eldest brother is avoiding me:
Next weekend in Toronto they plan to stay.
They're going on a real big spree;
A basketball game; and a banquet next day.

My father acts in the funniest ways:
After I have talked on the phone,
He holds a kleenex over his face
Before he will even dial the tone.

Oh well I'll get better right away,
Soon I'll be over it I hope!
I'll think of the fun I'll have someday
And try not to just sit and mope.

Now you see I will never again
Hope to get the measles or mumps!
I'll stop my work, lay down my pen,
And remember those two big lumps!

MARLENE DICK, Grade 10

THE DYING OF DAY

After a light supper, I came outside to settle back into a lawn chair and take it easy. Fewer and fewer automobiles sped past on the highway. The light began to grow softer and dimmer. Night was falling. One after another, crickets began to take up their rhythmic chant. To the west, the sky was lit in a blend of golds and crimsons. Millions of twinkling stars began to appear. Mr. Sun gave his last farewells and sank beneath the horizon. Suddenly I felt chilly and went back inside.

BOB DICK, Grade 9

SCHOOL SPIRIT

The basketball is shot forward to the first man; a chest pass is made to a fellow forward; an enemy guard intercepts the pass, heaves it to the other end of the gymnasium; it is caught by a player who in turn slaps it up. It bounces off the backboard, hesitates, circles the rim of the basket and . . .

Did it fall through the basket or not? You can form your own conclusion when you listen to the consequences. The whistle blows! The U.M.E.I.'ers, students of all shapes and sizes, cheer. The tense moment is over! The atmosphere breaks; the girls scream; the boys stamp their feet; then all sink into their chairs for a moment from sheer exhaustion. But only for a moment. Then the second half of the game commences and the cheering goes on!

Here are a few of the verses that are shouted to cheer their team on:

Thunder, thunder, thunderation, We are the U.M.E.I. delegation When we fight with determination We create a . . . sensation!	or	Green and gold; green and gold, These are the colours we uphold Fight, fight, fight and don't deny We are the kids from U.M.E.I.
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This year, at U.M.E.I. we have experienced better attendance than ever before at Friday evening basketball or volleyball games. The small fee required for admittance this year has not dampened the "turn out". When the teams played River Canard high school, a bus was chartered to provide transportation for the team and spectators. The bus was filled beyond capacity. These facts certainly give an indication of our school spirit.

Just recently the idea of attaining school sweaters was given to us. A vote was taken on the matter and interest was found to be at a great height. This idea of school sweaters may be a facet of developing school spirit in coming years.

These outward signs may be an example of showing our school spirit. This spirit shows itself in all school life, but it is more easily noticed through these outward signs.

MARY-ANNE DRIEDGER, Grade 12

A PASSING THOUGHT

If I were but a little bird
I'd fly up to the heavens
And look upon this lovely world
A gift so greatly given.

I'd look at all the twinkling stars
Admire them one by one,
And in the daytime see a smile
Shine from the fiery sun.

And then I'd start my wondrous trip
Across these giant lands
To see what has been given us
To see where beauty stands.

As I'd look down, I'd view the sea
The endless, roaring sea
And soon imagine that the boats
Were just the size of me.

And that the fish and curly snails
Were but a tiny part
Of that great ever flowing sea
Where they had made their start.

And in some lands the mountain peaks
Were sights of melting snow
While on the barren desert land
The rain was needed so.

And so the world of land and sea
Would be a tale yet heard
And I would see it for myself,
If I were but a bird.

RITA KONRAD, Grade 12

DER BLINDE GERONIMO

Geronimo, der ist blind,
Drausen blaest der nasse Wind.
Was fuer ein Leben; die Bettler dort!
Touristen kommen an den Ort.

Mutlos singt Geronimo Lieder,
Carlo, sein Bruder bekommt Geld wieder.
Ein Reicher wirft einen Pfenning hinein,
Spricht leise zu Geronimo von dem Wein.

"Lass dich nur nicht mal betruengen,
Dein Bruder Carlo, der wird luegen.
Ein Goldstueck hab' ich ihm gegeben.
Jetzt hast du doch ein gutes Leben."

Weg ist der Reiche; ganz in Ruh.
Geronimo ruft dem Carlo zu.
"Gib mir das Goldstueck; ich will es haben.
Werd' mir kaufen viele Gaben".

"Ein Goldstueck! Was ist los mit dir?
Nur einen Pfennig gab er mir".
"Du luegst mir vor! Das ist nicht wahr.
Ein Goldstueck hast du, das ist mir klar".

Traurig ist Carlo. Was soll er tun?
Er luegt doch nicht! Er kann nicht ruhn.
Dann kommt das Boese ihm in den Sinn,
Geld muss er stehlen und geben hin.

Ein Goldstueck stiehlt er dem Touristen fort,
Gibt es Geronimo am anderen Ort.
Aber stehlen hilft dem Menschen nicht,
Bald muss er gehen vors Gericht.

"Ich wollte stehlen nicht fuer mich,
Sondern tat es alles nur fuer dich."
Endlich glaubt Geronimo es ist so,
Dann ist der Carlo wieder froh.

WALTER BROWN, Grade 11

THE BOY OF THE BLACK HILLS

He stood gazing at Black Hills in the distance. The boy had only a few years tagged to his name, but he bore the appearance of one much older. He was a well-portioned lad, tall and muscular. His tanned face, which mirrored his every thought, was tapped by a thatch of golden hair. His blue eyes were unique in the way they seemed to pierce one's soul. His attire consisted of a battered blue jacket and faded jeans. His sturdy boots were well-kept and highly polished. He grabbed the reins of the pinto which stood beside him and swung his long, lanky figure into the saddle. After a fleeting look at the hills he nudged the horse on over the first rise.

CHERYL MASTERS, Grade 9



BEGINNINGS OF ANABAPTISM

During the Middle Ages, papal authority continued to grow to an unlimited extent. The Catholic Church owned a large amount of land in France, England, and in fact, throughout all of Europe. Thus, the Church received all the taxes from this property; resulting in tremendous wealth. Much of the hierarchy of the Catholic Church was interested only in material wealth, and many leaders often took advantage of their ever-increasing authority. This corruption within the Church leaders together with the fact that people were often forced to endure many hardships in order to pay the Church-levied taxes, caused unrest and stirred up feelings of rebellion.

Due to the rise of nationalism, which was only now finding true expression in Europe, many of the European countries were opposed to sending any money to the Pope in Rome. The Pope felt he had the right to impose these taxes and to demand their payment. Thus, disagreement arose again. In addition, the Church courts were beginning to interfere with the law courts and with the common laws.

The greatest factor, however, promoting the beginnings of Anabaptism was, the impact of the Renaissance. Renaissance may be defined as "new birth" and is the term in reference to a period of tremendous intellectual and social changes. A new "critical thought" was introduced and people began to challenge the truth of accepted statements which were supposedly accurate simply because they had been voiced by well-known authorities. This movement had its effect on the Catholic Church, in that many also began to question and to criticize the Church teachings. Of paramount importance was the question: "How shall man achieve his salvation?" Intellectuals began to explore the Bible as to its actual teachings. People no longer immediately accepted the teaching of the Church, but began to interpret the Biblical writings themselves; thus resulting in disagreements about the interpretations of the teachings of the Bible.

MARLENE KOOP, Grade 12

ONE SHEPHERD, ONE GOD

Would you not think that this great universe
Is much too large for one to tend alone?
Is it a world so vast that not a soul
Can know but everything there is to know?
'Tis true that we are all of one great flock,
Though some are sick while others idle stand.
We have a Shepherd, who is over all
And leads us with a strong and caring hand.
He feeds us with his thoughtful, tender words;
They bring us light and hope and love.
At night He gives us rest with blessed thoughts
In answer to the prayers we send above.
His Staff is sturdy, stern, but righteous still
And only those can feel the comfort of the rod
Who makes themselves the faithful lambs
Of our great Shepherd, our true God.

RITA KONRAD, Grade 12

HEIL'GE NACHT

Es schliefen Hirten bei den Herden
dort auf Bethl'hems Flur.

Es herrschte Stille auf ganz Erden,
ein Laemmlein ruehrte sich nur.

Des Herren Klarheit strahlte um,
sie fuerchteten sich sehr.

Da erschien ein Engel, hell und weiss,
"Habt doch nicht Angst!" sprach er.

"Denn euch ist heut der Herr gebor'n
in dieser stillen Nacht.

Gott hat Ihn selber auserkor'n,
dass Er euch selig macht.

Den Vater lobt die Engelschar;
"Ehre sei Gott!" sie schallen,
"Friede auf der ganzen Erd!
Den Menschen Wohlgefallen!"

BETTY JANZEN, Grade 10



RELIGION IN GRADE NINE

Our study of the Bible is a very important part of a complete education. One of the basic principles of our school is to give a religious guidance to the student as well as an academic education. It helps to create a closer relationship between us and God and serves as a guide for our lives. Also, we realize the importance religion will play in our future life.

In grade nine, our Bible course consists mainly of a study of the Old Testament. We learn how God has revealed himself to man in various ways and also the changing methods of recording the Bible.

We are studying the Ten Commandments and through discussions have learned to understand their meanings much more fully. Hidden meanings were found which would not ordinarily be recognized.

We have also studied some of the characteristics of God, such as: God is a God of purpose, of wisdom, of order, and that God is above reason. In the text called "Introduction to the Old Testament" we found many details which prove these statements.

In addition to this, Mr. Penner has read to us from "Teenager, Christ Is For You", a booklet dealing with the problems of teenagers and their relationship with Christ. During some of the Bible periods, certain sections were read from this Book and then discussed. Through these discussions we found the answers to many of our questions.

RON JANZEN, Grade 9

TO THE CROSS

The scorching sun beat down and not even a whisper of a breeze stirred the muggy air. Far in the distance, one could vaguely make out the rough, burly forms of the Roman soldiers, as, in great pandemonium they cursed, threatened, and shoved their way through the thick mob that had gathered out of curiosity to see the man from Galilee on his way to the cross. The face of the prisoner was barely discernible, as, caked with dirt, sweat, and blood, it hung languidly on his chest.

"Make way, make way for the King of the Jews!" shouted one soldier sardonically and then, piqued by the slowness of the feeble prisoner, the tongue of his whip lashed out and left behind a cutting, red welt on the back of the Galilean. "And this too, to anyone in the way!", the soldier cried harshly and the whip waved menacingly in the air as the purport of his words struck the people, sending them in haste from the road.

But no one noticed the little dog who had followed the procession from the city gates as he, too, feebly from want of water, made his way behind the prisoner. That is, no one noticed him until the soldier with the whip looked down and with a strident curse kicked him into the mob with a hefty swing of his foot. Whimpering with fear and pain the little animal slunk between the legs of the onlookers. He felt drawn to the man in chains whose dirty face, though pinched with pain, wore a look of imperturbability and serenity. The little dog crept to the edge of the crowd until once more he was at the side of the man who trudged wearily onward, each step taking a little more energy from his exhausted limbs.

The sun grew hotter, the road seemed harder and longer than ever, and suddenly, without warning, the Galilean dropped to the roadside, face downward in the dry dust. On impulse the little dog ran to the fallen man and with whimpers of solace and sympathy, licked the dirt-streaked face with a moist, pink tongue.

"Water", whispered the Galilean weakly. "Please, water . . .". Even in this time of trouble and need, those few spoken words rang with a quality of genuine trueness and courage.

The dog lifted his head and cringed in fear as the sandalled foot of a soldier stepped threateningly near him. A crude dipper of water was thrust into the face of the man lying prone on the roadside and he gratefully lifted his head and drank. In a moment, he looked up and with his eyes, auspiciously beckoned to the dog. Without hesitation the thirsty animal licked the kind hand holding the dipper and as the Galilean, barely audible over the noise of the crowd, murmured soothing words in the vernacular, the dog lapped the remaining liquid.

Suddenly the dipper was jerked away. "On your feet, you! On your feet! Enough time wasted! Now march, march!" None too gently the man was pulled to his feet and pushed onward.

The din of the crowd grew louder as the party reached the hill and the dog, sensing some portentous thing about to happen, stuck close to the heels of his new friend. A black cloud rolled over the sun and a tiny wind wafted through the grasses in which lay three, rough crosses crudely nailed together. The party stopped.

"You won't be needing this". The soldier laughed cruelly as he stripped the prisoner of his blood-streaked robe. "You won't be needing this any longer — King of the Jews", he added emphatically with a mocking smirk on his evil face. The prisoner remained silent and cast his eyes downward. With a terrible oath the indignant soldier stepped forward and slapped the humble face. He roared another oath, as, seething with anger, he felt the teeth of an animal sink deep into the tender flesh of his leg, drawing forth blood. One, two, three lashes of the whip finally sent the little dog rolling on the ground and the cursing Roman turned to the cross where the Galilean already lay in a pool of blood. The cross was hoisted up and with jeers and mockery the soldiers bowed in obeisance. The crowd slowly dwindled to only a few and the soldiers in blasphemy, threw dice to see who would win the robe of the man who called Himself the Son of God.

Twilight came and the air grew still. The little dog lay, not far from the cross his head resting on his paws, looking up occasionally in adoration to his suffering friend who still lived. A circle of people knelt and prayed, some sobbed quietly, uncontrollably.

The man on the cross spoke. Everyone listened. The Galilean looked lovingly around Him for the last time, his eyes rested momentarily on the loyal animal who lay a short distance from the others, and then His eyelids closed and His head sank to His chest.

A grieving mother covered her face with her hands and not far away, in the shadow cast by the cross, a little dog lay and cried.

ANITA TOEWS, Grade 10

GRADE TEN RELIGION

This year we are studying the New Testament. We concerned ourselves first with the letters of Paul.

Letters are known to be the most interesting literature because they talk of personal problems and experiences. Never the less they are often difficult to understand since we know nothing of the questions that inspired Paul to reply. We become acquainted only with his answers to these problems.

Paul was inspired to write his letter to the Galatians because he had heard that they were already turning away from the true gospel and following the false teaching of some Jewish Christians in their belief. He also found that they did not consider him a true apostle, since he had never met Jesus or talked to him.

Paul had somehow heard during his stay in the Roman prison that the Ephesians were having difficulty in understanding the word of God. This led him to write the letter to the Ephesians. In this letter he tried to explain a few of the mysteries of God.

Paul had a yearning to visit the congregation in Rome and see his old friends again. However since he couldn't visit them he wrote the Roman congregation a letter containing greetings for his friends and he showed some personal interest in the affairs of the new church.

These are just a few letters that we have taken in detail.

But aside from studying the letters of Paul our class occasionally has discussions. One of the topics has been "unity in the home". This discussion centred around the obligation of a child to his parents and the obligation of a parent to his child. We concluded our discussion with the idea that the child must respect his parents' command at all times; but even so the parents should not continually forbid their child to "try out his wings" in the world. At other times Mr. Penner has read to us from a book called "My Answers" by Billy Graham. This book contains numerous questions and problems that the teen-ager of today meets.

ELFRIEDA KONRAD, Grade 10

W A R

From the start of Bible times,
From the very beginning,
Men have stood and fought in lines,
But ne'er have gained a thing.

Men have toiled, men have fled,
While the cannons they did roar;
And on the battlefield they bled,
As onward raged the war.

As superiors they did fight,
To show others who would lead,
And to all display their might,
And did thus the battle breed.

And now in modern day,
The dangers do increase,
As here, in lethal ways,
The threat doth never cease.

And so till peace throughout is found,
The rockets they will soar,
O'er all the seas, o'er all the ground,
As onward goes the war.

ERWIN TIESSEN, Grade 11

THE GALATIANS

This year, the grade 11 students are studying Paul's letter to the Galatians.

Paul had visited the Galatians on his second and third missionary journeys and had preached the Scriptures to them. Jewish Christians from Jerusalem taught the Galatians that they had to become Jews first in order to be Christians. To become a Jew, one must first be circumcised and then proceed to dedicate one's whole life to carry out all the rules and regulations set forth by the old Mosaic Law.

It was these teachings of the Jews that prompted Paul's letter. Paul taught that man gains salvation through faith in Christ, not through the law. Religion, then, becomes a matter, not of satisfying the claims of law, but of trying to meet the claims of 'love'. A man can satisfy the claims of law, for they have strict limits, but it is not easy to satisfy the claims of love.

In this letter to the Galatians, Paul opens his heart and mind to the people he loved. He grappled with the problems of the early church and his heart went out to the men and women of the new congregations which he founded, even when they were misguided and mistaken.

At the time of this letter, Paul and his teachings were under attack by the Jews. The first attack was on Paul's apostleship. They believed, to be an apostle, a man must have been in the company of Jesus during his life. That qualification, Paul obviously did not fulfill. Secondly, he had been a persecutor of the Christian Church. To this, Paul insisted that the source of his apostleship was no human source; no human hand ordained him to that office. He had met Christ, face to face on the Damascus Road.

The Jews believed that all God's promises and gifts were for Jews alone. They believed in the idea of a chosen people. They would agree to such a statement: "God loves only Israel of all the nations He has made. God will judge Israel with one measure and the Gentiles with another". Paul, however, preached a universal Gospel; one for Jews and Gentiles alike.

Paul's great theme is the glory of the Grace of God through Jesus Christ and the necessity of realizing that in our own works we can never save ourselves and that we can only surrender in utter Faith to this grace of God. It is trust in Jesus Christ and not works in law which puts man right with God. One can please God, by taking Him at His word, by trusting Him entirely and surrendering oneself in one great act of faith.

The way of grace, however, depends entirely on God. Man may sin, he may stray, but the love and grace of Jesus Christ stand unchanged. Let man try to get the relationship with God via the law; he will find he cannot do it, and he will be driven to see that all he can do is to accept the wonder of grace of which Jesus Christ came to bring man. To be crucified with Christ means that our old life is done and we have experienced a resurrection with Christ.

To Paul, all that mattered was faith that works through love. This faith, everyone should have. The essence of religion, then, is not law, but a personal relationship which everyone should have to Jesus Christ.

HILDA EPP, Grade 11

WHAT IT MEANS TO ATTEND A RELIGIOUS SCHOOL

"Attending a religious institution", stated a former graduate of the U.M.E.I., "is a privilege which one does not really appreciate until after graduation". I agree that this privilege is not fully appreciated, but I do believe that this privilege is at least partially appreciated by the students while attending the U.M.E.I.

During my four years at the U.M.E.I., I have had many experiences and received many impressions which have made me aware of some of the advantages.

In addition to the regular curriculum that is offered by the public high schools of Ontario, we receive instruction in Bible and Church History. During Bible classes we receive a clearer and better knowledge of God's word and learn to apply His word in our daily lives.

Our study of Church History gives us a view of the life of our Mennonite forefathers and their struggles and endeavours to hold fast to our Mennonite faith. It helps us today, to appreciate the fact that we can exist in a country in which we have complete religious toleration.

Also, every morning, a short devotional period is held, whereby our hearts are lightened and we can face the tasks before us with renewed strength and faith. Devotional periods are held once a week. During this time we are visited by various ministers, see films or worship together in the form of a "sing-song". In addition to the devotional periods, one week of every school year is set aside as Religious Observance Week. During this week, special emphasis is put upon a deeper meditation of the Bible and a visiting minister speaks to us at the end of every school day.

Yet, there is another advantage in attending a religious institution. It is the Christian companionship we experience. Our school is a relatively small school and therefore, a certain air of belonging and security seems to be felt by every individual. It isn't something that can be explained on paper, but it is something that is felt deep inside.

We have the right to choose. We have the opportunities. There remains little for us to do but to take advantage of what lies before us.

ELIZABETH KONRAD, Grade 12

GUEST SPEAKERS AND MISSIONARIES



Mr. Sawatzky



Reverend Schroeder—Guest Speaker for Religious Observance Week



Mr. Frank Epp—Editor of the Canadian Mennonite



Mr. Peter Dyck—M.C.C. Worker



Rudy Regehr—External Public Relations from C.M.B.C.



Miss Eleanor Mathies—Missionary in Paraguay.

EIN BERICHT DER MORGENSITZUNG DER FRIEDENSKONFERENZ

Die Friedenskonferenz fand am Sonnabend, den sechszwanzigsten Oktober in der St. Jacobs Mennonitischen Kirche statt. In diesem Jahre, wie in vergangenen Jahren, repräsentierten Grade Elf und Zwölf unsere Schule. Die Konferenz begann viertel nach neun und wurde mit Gemeindegesang geröffnet. Ein herzliches Willkommen wurde allen Teilnehmern von Bischof Schwalm geboten.

Eine kurze Andacht wurde von Prediger Peter Penner aus Toronto geleitet. Sein Thema war Apostelgeschichte 3:1-6, die Heilung des Lahmen durch Petrus und Johannes. Sie gaben diesem Lahmen nicht Silber und Gold, sondern was sie hatten. Was hatten diese Maenner? Erstens Christus — sie hatten Christus und Er hatte sie. Sie hatten ein tiefes Gefuehl der Juengerschaft. Christus war mit ihnen und in ihnen. Zweitens: sie hatten den unerschuetterlichen Glauben, dass dieser Mann geheilt werden konnte. Drittens: sie liebten diesen Mann. Unglueckliche Menschen wollen nicht nur unser Geld, sondern unsere Liebe haben. Sie wollen die helfende Hand Christi spueren-ein Freundliches und betendes Herz. Ehe wir andern von dem Frieden Gottes erzaehlen koennen, muessen wir selbst diesen Frieden erfahren. Wir muessen unsern Glauben nicht nur waehrend des Kreiges, sondern auch im Frieden ueben.

Nach dieser Einleitung wurde eine Geschaeftssitzung gehalten. Berichte wurden von verschiedenen Maennern gegeben. Es wurde bemerkt, dass in diesem Jahre etliche neue Projekte unternommen wurden, um die Leiden der Ungluecklichen zu lindern. Das M.C.C. ist in British Honduras, in Greichenland, und in Jugoslawien taetig gewesen. Dieses sind nur etliche Beispiele davon, wo und wie Mennoniten ihre Wehrlosigkeit bewiesen haben.

Ein Lied wurde von unserer Schule gesungen, die Gemeinde sang, und dann hielt A. M. Climenhaga, aus Pennsylvanien, die Ansprache: 'Das Revolutionaere Evangelium. Er waelte als Text, Roemer 12. Wir leben in einer Zeit der Revolutionen und Katastrophen. Die Renaissance, welche von 1300 bis 1500 dauerte, war eine Erweckung der alten Kulturen, Religion eingeschlossen. Im achzehnten Jahrhundert fuehrten die Franzosen eine Revolution gegen ihren Koenig, um Freiheit zu erlangen. Eine Revolution ist nicht nur ein technisches, sondern auch im soziales Geschehen.

Was bedeutet das Wort Christentum? Wir muessen es fuer uns selbst erklaren, denn oft bedeutet es das Gegenteil von dem, was wir uns denken. Ein Christ fuehrt ein gutes und moralisches Leben, und glaubt an eine Obrigkeit, die an seinm Leben und an seinen Problemen interessiert ist. Der Glaube an Jesus Christus selbst ist revolutionaer. Die Schrift durchkreuzt viele menschliche Gedanken und Sitten. Zum Beispiel, Matthaeus 20: 25-26 sagt: 'so soll es nicht sein unter euch'. Hier ist ein Aufforderung, die quer durch die Motive der Menschen schneidet. Wenn wir unsere Wehrlosigkeit beweisen wollen, muessen wir es im taeglichen Leben und Reden tun. Die Heilige Schrift ist das Wesen unsers Glaubens. Jesus sagt: 'Ihr muesst wiedergeboren sein!' Wie knoennen dieses nur mit Christi Hilfe tun. Die Welt spricht: 'Kaempfe, du kannst nur die Ketten, die dich binden, verlieren!' Die Christenheit spricht: 'Freiheit, meine Ketten sind los!' Nach dieser Ansprache wurde ein Lied von Niagara Christian College gesungen, und eine Kollekte wurde gehalten.

Ich persoendlich, und ich glaube auch die andern alle, wurden reichlich gesegnet von der Friedenskonferenz.

ANITA KONRAD, Grade 12

GRADE TWELVE CATECHISM

"And Jesus increased in wisdom and stature, and in favour with God and man". Luke 2: 52.

As we can see by this verse Jesus increased His knowledge of God as well as that of man. We sinful human beings must, therefore, also further our studies of the Bible. It is the endeavour of Mr. Penner to help us to further our knowledge during the religious periods at our school.

During our grade 9 religious class we learned how God revealed Himself to man. In grades 10 and 11, the New Testament books were studied in general, except for the Acts, which were studied in detail. Now in grade 12 we are studying God's answers to man's questions. These answers are meant to guide us in our daily life.

The catechism consists of three parts. The first part deals with the creation of our magnificent world. Part two deals with the fall of man and the final section tells of the redemption of man. Under each part are a number of questions which are discussed in class.

To aid us in our study Mr. Penner often refers to other books. In "Your God Is Too Small" J. B. Phillips points out how God can not be focused. "Beauty, Goodness, and Truth, wherever they occur, are certainly clues; but they seem to be like cameras focused to infinity — we cannot tell how far and how great is the Reality to which they are pointing". This statement and others similar to it helped us in the study of one of the questions. Different books and papers are used for various questions. Some questions are studied without any reference being made to other material.

Thus, through the study of the Catechism, we wish to improve our understanding of God, of His love for His enemies as well as friends, and of His Christian life.

HELEN KONRAD, Grade 12

THE MENNONITE HISTORY

This year in church history we are studying the beginning of the Mennonite religion and those men with whom it is associated.

Some of the early leaders of the Mennonite Church, or the Anabaptist church as it was then called, were Conrad Grebel, Felix Manz, Georg Blaurock, and Wilhelm Reublin. These men asserted that the Christian Church should be made up of members who joined voluntarily and confessed their faith in Christ. As these men began to disagree with Zwingli, the leader of the Protestant Reformation in Switzerland, a break from the Zwinglian Reform movement became necessary. Following a debate in January 1525, these dissenters formed a separate Church.

The more important of the above mentioned leaders was Conrad Grebel. Grebel was well-educated in the schools of his time and after leading a rather irregular life as a young man, he finally became interested in the reform movement, associating himself closely with Zwingli. By 1523, Grebel began to break with Zwingli. In 1525, Grebel was the first to administer baptism upon confession of faith. This movement became known as "Anabaptism".

Felix Manz, at first a very fiery disciple of Zwingli, followed Grebel into the opposition upon Zwingli's refusal to approve the apostolic church. He was Grebel's close associate in all later events and also a great preacher. Manz was the first martyr of the new cause, being drowned near the head of the Lake of Zurich in January of 1527.

Georg Blaurock and Wilhelm Reublin were both very influential preachers; the former preaching the Anabaptist gospel throughout Northern Switzerland and Tyrol and the latter preaching in Tyrol and Moravia.

Then persecution set in. The blood of the martyrs, it is said, is the seed of the church. Driven on by a great zeal to share their newly-found freedom with their friends, the leaders of the movement soon carried their story into neighbouring lands. Anabaptist centres were soon established in all the important cities of the northern cantons.

A few of the essential beliefs and practices of the Anabaptists are:

1. An independent, voluntary church composed of adult members admitted by baptism upon confession of faith.
2. Emphasis on a purer life.
3. Refusal to take the oath and non-resistance faith.
4. Disputes must be settled out of court.
5. Evangelical character: sent missionaries out.

The whole movement was an attempt to reproduce the apostolic church.

CAROLYN HILDEBRAND, Grade 11

OUR COVER PAGE – THE SPECTRUM

The prism represents our United Mennonite Educational Institute.

The rays entering the prism, depict the students entering the school. Here they are taught, through the endeavours of the teachers and through experience, to become respectable members of church and society. The better ways of life are shown them. They learn the importance of co-operation and good fellowship. The necessity of following the straight and narrow path is impressed under the guidance of the teachers.

The rays leaving the prism represent honest, courageous and useful citizens of tomorrow.

1947 Spectrum



NIGHT BEFORE FINALS

'Twas the night before finals when all through the den
The children were screaming 'till way after ten;
The battle for silence was finally begun,
In hopes that some studying soon could be done.

The children were carried forcefully to bed,
While numerous threats were piled onto their heads.
An apple and cookie, with ice cream pecan,
A glass of milk and my studying began.

My conscience did bother me all through the night,
I tossed and I turned with a terrible fright.
Next day at school I tried my best,
And now I'll leave you to find out the rest.

SHIRLEY REMPEL, Grade 9

CATALOGUE



CALENDAR

1964 - 65 Aug. 17 Sept. 13 Sept. 14 Sept. 21 Oct. 12 October Nov. 11 Nov. 23-27 Dec. 17 Dec. 19 - Jan. 3 March 1-5 April 16-25 May 21 May 24 May 31 - June 4 June June 13	Registration and Book Orders Opening Services First Day of Classes First Devotional Period Thanksgiving - Holiday Religious Observance Week Remembrance Day - Holiday Examinations Christmas Program Christmas Vacation Examinations Easter Vacation Class Skips Victoria Day - Holiday Examinations Gr. XIII German Examinations Closing Services	1965 - 66 Aug. 16 Sept. 12 Sept. 13 Sept. 20 Oct. 11 October Nov. 11 Nov. 22-26 Dec. 16 Dec. 18 - Jan. 3 Feb. 28 - March 4 April 8-17 May 20 May 23 May 30 - June 3 June June 12
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DER SCHULVEREIN

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

DAS DIREKTORIUM DES VEREINS

Vorsitzender	H. J. Brown, Leamington
Vice-Vorsitzender	1. H. H. Epp, Vineland 2. A. B. Konrad, Leamington
Schreiber	A. P. Driedger, Kingsville
Kassierer	Henry Flaming, Leamington <small>(A 1952 Graduate of the U.M.E.I.)</small>
Mitglieder	Rev. J. D. Janzen, Leamington J. P. Dick, Waterloo J. H. Dick, Leamington F. F. Klassen, Vineland J. H. Janzen, Leamington P. J. Driedger, Leamington
Vertreter der provinziellen Konferenz	Rev. Herman W. Enns, Hamilton <small>(A Former Teacher of the U.M.E.I.)</small>

TEACHERS

1. Peter C. Sawatzky, B.A. Principal
2. Rev. Jacob P. Penner, B.A.
3. Henry W. Epp, B.A.
(A 1956 Graduate of the U.M.E.I.)
4. Victor H. Huebert, B.A.
(A 1958 Graduate of the U.M.E.I.)
5. Miss Arlene Harder, B.A.

COURSES OF STUDIES

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

Beginning in September, 1964 the Grade 11 and 12 classes will be taught separately in all subjects (except Physical and Health Education). The fifth teacher is added to the staff for this reason.

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

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

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

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

GRADE 12 (1964-65 only) — Catechism and Mennonite History, German (Gr. 13), English, World History I, Physical and Health Education, Geography II, Algebra, Physics, Bookkeeping, Choir.

GRADE 12 (1965-66 and future) — Catechism and Mennonite History, German (Gr. 13), English, World History II, Physical and Health Education, Geography II, Mathematics, Chemistry, Bookkeeping, Choir.

THE SCHOOL YEAR

The school year comprises eight and one-half months (35 weeks). Registration is four weeks before classes begin. Classes begin in the middle of September and end the first week of June. Graduation Day is the Sunday nearest June 15.

PURPOSES AND AIMS

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

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

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

RELIGIOUS LIFE

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

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

PROGRAMS

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

SCHULJAHR

Das Schuljahr umfasst 8 ½ Monate (35 Wochen). Die Registration findet vier Wochen vor der Eröffnung der Schule statt. Der Unterricht beginnt Mitte September. Die Schule schliesst Ende der ersten Woche im Juni. Graduationstag ist der dem 15. Juni naechst liegende Sonntag.

ZWECK UND ZIEL DER SCHULE

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

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

Die Schule zielt in ihrer Arbeit an den Zoeglingen nicht nur auf die Verstandesentwicklung hin, sondern sie will den Zoelingen 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 Montagnachmittag soll auch auf dem Stundenplan stehen.

PROGRAMME

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

DEPARTMENT OF



EDUCATION ACT

ONTARIO

SECONDARY SCHOOL

GRADUATION

Diploma

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

HELEN M. FROESE

a Pupil of

UNITED MENNONITE EDUCATIONAL INSTITUTE

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

GEOGRAPHY, MATHEMATICS, SCIENCE, GERMAN, MUSIC, COMMERCIAL WORK.

Dated at LEAMINGTON
the 4th day of July, 1962.

John P. Roberts
MINISTER OF EDUCATION
Peter C. Sawatzky
PRINCIPAL OF SCHOOL

Das Mennonitische Erziehungsinstitut der Vereinigten Mennonitengemeinden in Ontario

Zeugnis

Hiermit wird bescheinigt, dass CAROLYN LOUISE DRIEDGER

den vierjaehrigen Kursus in

BIBELKUNDE, GLAUBENSLEHRE, MENNONITISCHER GESCHICHTE, KIRCHENGESCHICHTE UND
DEUTSCHER SPRACHE

durchgearbeitet und die Pruefungen in den genannten Gegenstaenden
sehr gut bestanden hat.

Ewald Wiebe
VORSITZENDER

Jacob P. Penner
RELIGIONSLEHRER

A. P. Driedger
SCHREIBER

Peter C. Sawatzky
PRINZIPAL

Leamington, Ontario, den

16. Juni

, 1963.

DIPLOMA

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

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

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

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

DIPLOM

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

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

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

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

ENTRANCE REQUIREMENTS AND REGULATIONS

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

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

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

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

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

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

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

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

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

Students are expected to attend church regularly.

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

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

AUFNAHMEBEDINGUNGEN UND REGELN

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

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

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

Die Schueler am Ort kommen 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 Lehrer und der Hausmutter untersellt und muessen sich ihren Anordnungen fuegen.

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

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

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

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

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

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

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

TUITION FEES

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

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

Room and board is \$30 monthly. Hot meals for day students are 45c per meal or \$2 for a weekly meal ticket. *The rate may change by September.*

All payments are due half-yearly and in advance.

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

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

LOAN FUND

The school has a loan fund which at present is in the charge of Abram Froese, R.R. 2, Ruthven and P. J. Sawatzky, 1 Countess, Leamington. For further information, write to them.

BURSARIES AND SCHOLARSHIPS

1. Elvira A. Janzen Memorial Bursary — \$50 — donated by the Alumni. It is awarded at Christmas to a Grade 9 student.
2. Konrad Bursary (Abram, Ben and George) — \$50 — for a Grade 9 student.
3. Alumni Bursary — \$50 — for a Grade 10 student.
4. Aelt. J. Janzen Memorial Bursaries — two \$50 bursaries — for two Grade 11 students.
5. J. Rempel Memorial Bursary — \$50 — for good work in Religion and German. (\$10—IX; \$15—X; \$25—XI).
6. The Ladies Aid Prize — \$5 — to the student in each grade with the highest standing.
7. Gold Medal — to the student in each grade with the highest standing.
8. Dr. A. Froese Scholarships — to the student with the highest standing and to the student standing second in Grades 9, 10 and 11.

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

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

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

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

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

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

BERICHT AN DIE DELEGATENVERSAMMLUNG DER KONFERENZ DER VEREINIGTEN MENNONITENGEMEINDEN IN ONTARIO NOVEMBER 9, 1963

"Unsere Seele harret auf den Herrn; er ist unsere Hilfe und Schild . . .
Deine Guete, Herr, sei ueber uns, wie wir auf Dich hoffen". Psalm 33, 20 und 22.

Wir schauen wieder auf ein Jahr unserer Schularbeit zurueck; und nun soll darueber, was wir angestrebt haben, in der Form eines kurzen Berichtes hier vorgelegt werden.

Im Religionsunterricht ist es zum groessten Teile derselbe Unterrichts-stoff, den wir im vergangen Jahre durchgearbeitet haben. Im Neunten und Zehnten Grade beschaffigen wir uns mit dem Alten und Neuen Testamente, und zwar haben wir gute Leitfaeden in den beiden Buechern, Introduction to the Old Testament and Introduction to the New Testament, by Krabill, Friesen and Yake. Im Elften Grade gehen wir die Apostelgeschichte und eine der paulinischen Episteln durch; in diesem Jahre ist es der Galaterbrief. Fuer den Zwoelften Grad ist der Katechismusunterricht vorgeschrieben.

Der oben ganz kurz umschriebene Rahmen des Unterrichts umfasst den Kern der religioesen Unterweisung. Anschliessend daran, und daraus entstehend finden waehrend des Jahres manigfaltige Betaetigungen statt. Zu nennen sind:

1. Die taeglichen Morgenandachten, an denen ein Lehrer je eine Woche fuenf bis acht Minuten lange sermonettes vortraegt.
2. Die woeentlichen Andachtsstunden, zu welchen Prediger eingeladen werden, Gaeste, wie Missionare, die etwa in der Gemeinde zu Besuch sind, Jugendleiter, u.s.w.
3. Drei-oder viermall des Jahr bieten wir Religions-oder Literaturabende.
4. Eine Woche im Jahre nennen wir die Woche besonderer religioeuser Vertiefung, zu welcher wir, zusammen mit der Gemeinde, einen Gastredner und Gasteelsorger einladen. Im Fruehlinge dieses Jahres hatten wir Bruder Arnold Regier, Kansas, bei uns. Jetzt, im September, war Dr. D. Schroeder vom Winnipeger Bibelcollege bei uns. In der Schule hielt er jeden Tag einen Vortrag und hatte zwei bis drei Stunden persoenliche Durchsprachen mit den Schuelern des Elften und Zwoelften Grades.
5. Dieses Jahr besuchten wir wieder mit den aelteren Schuelern die Konferenz der Friedenskirchen, welche in St. Jacob stattfand. Wem die Schueler sich schon einige Wochen vorher mit solchen Punkten des christlich mennonitischen Glaubensbekenntnisses beschaffigen wie Wehrlosigkeit, Rachelosigkeit, Friedenslehre u.s.w., dann ist der Besuch so einer Konferenz in einem gewissen Sinne ein Kulminationspunkt im Kursus, den die Schueler durchgehen. In Verbindung damit finden Diskussionen statt inbezug auf die historische Entwicklung des Friedenszeugnisses, z.B. der Arbeit des M.C.C.

Abschliessend: Die Gruendung der Schule und die Arbeit an derselben sehen wir als ein Glaubensprojekt an; so soll es bleiben. Wir hoeren und lesen heute solche Ausdruecke wie die folgenden; the changing image of the private schools, the changing image of witnessing, the changing image of the missionary, the preacher and pastor; the need to win the loyalty of modern man for Christ. Wir sind bestrebt, auf diese Erscheinungen im heutigen Leben und Denken achtzugeben und in einer sich rasch aendernden Welt unsere Schule zu einem wirksamen Zeugnis zu gestalten. Gott helfe uns darin!

J. P. PENNER

THE PRINCIPAL'S REPORT

The U.M.E.I. opened the 1963-64 school year with services in the Leamington United Mennonite Church, Oak Street, on Sunday, September 15. The guest speaker was David Neufeld, a 1957 graduate of our school. The staff has not changed from last year. The four teachers are Rev. J. P. Penner, Henry W. Epp (Niagara), Victor H. Huebert, and Peter C. Sawatzky.

Our enrolment this year is the highest in the school's history, 102. This is an increase of 5 over last year. There are 45 girls and 57 boys. There are 32 in Grade 9, 28 in Grade 10, 23 in Grade 11 and 19 in Grade 12. There are 13 dormitory students, 7 boys and 6 girls. There are 87 students from Leamington, 4 from Harrow, 4 from St. Catharines, 2 from Dunnville, 1 from Vineland, 1 from Waterloo, 1 from the Leamington Mennonite Brethren Church and 2 non-Mennonites.

Of our 15 graduates of 1962, 11 took the Grade 13 academic course. They wrote a total of 92 Grade 13 departmental examination papers in June, of which 88 papers were passes or 96%. 45 papers were over 65 marks, 43 papers were between 50 and 65 marks, and 4 were below 50 marks.

Our 18 Grade 12 students of 1963 wrote a total of 36 Grade 13 departmental examination papers in German in June. 17 results were over 65 marks, 17 results were between 50 and 65 marks, and 2 were below 50 marks. Five of these Grade 12 students applied for Dominion-Provincial Bursaries for Grade 13; three of them received it. All 18 received the school's diploma for religion and German. Sixteen received their diploma from the Department of Education for Grade 12.

This school year, 1963-64, is the twentieth in the history of the U.M.E.I. When our people came to Canada from Russia, they had the heavy tasks of establishing themselves, building churches, and paying off the "Reiseschuld". The depression made things worse. This caused the founding of a school such as ours to be postponed. However, as early as 1936-37, a teacher, Lehrer Heinrich J. Janzen, Waterloo, was giving lessons three evenings a week from November to March to 32 students in Leamington. This was continued in 1937-38, 1938-39, and 1939-40. The war caused this project to be given up.

Towards the later years of the war, an arrangement was made with O.B.S., Fort Erie (now Niagara Christian College) to enroll students from our churches. A year or two later, through the initiative of the Ministers' Conference of the United Mennonite Churches of Ontario Bible Schools were conducted in Leamington, Vineland and Niagara-on-the-Lake from January to March, 1945. In Leamington, 11 students were enrolled. They were taught by Aelt. J. A. Dyck, Niagara. We take this as the first school year of what has become the U.M.E.I.

In the fall of 1945 the United Mennonite Churches agreed to combine the classes held at the three churches into one class. This Bible school would be conducted at Leamington under the instruction of Aelt. J. A. Dyck. It was also decided to teach high school subjects as well as the Bible school subjects. This meant that a second teacher would be needed. Mr. John C. Neufeld filled the position. Accordingly in this school year, 1945-46, Grades 9 and 10 classes were taught Bible school and high school subjects by Aelt Dyck and Mr. Neufeld in the basement of the Leamington church. The enrolment was 25. This was the second school year.

In the spring of 1946 it was decided to build a school in Leamington, the United Mennonite Bible School. The building was far enough advanced for the students to move in shortly before Christmas, 1946. For this third year 1946-47, Grade 11 was added and a third teacher joined the staff, Miss L. I. Braun. The enrolment was 62.

I shall give the rest of our school's history in point form.

April 6, 1946 — United Mennonite Church of Ontario School Association founded.

May 28, 1946 — the first sod was turned for the new school building.

July 21, 1946 — the cornerstone laying services were held with Aelt. J. Wichert and Aelt. N. N. Driedger officiating.

November 9, 1946 — the United Mennonite Church of Ontario School Association was incorporated under the laws of Ontario.

December 20, 1946 — the Christmas program was held in the new school building of the United Mennonite Bible School.

January 6, 1947 — the first classes in the new school building of the U.M.B.S. were held, to the tune of hammers and saws as the builders finished their tasks.

March 13, 1947 — the first visit by the high school inspector. Each year Grades 11 and 12 of our school are inspected by a Department of Education inspector. If he is satisfied with the standard of work of the teachers and students, the principal may recommend the successful Grade 12 students for the Grade 12 diploma of the Department of Education.

November 2, 1947 — the official opening and dedication services of the new school.

- 1947-48** — the fourth school year of the U.M.B.S. J. A. Dyck was elected elder of the Niagara church and left the staff. Grade 12 was added and a new teacher and principal, Armin J. Sawatzky, joined the staff. Aelt. J. A. Dyck, Niagara, Rev. A. Rempel, Leamington, and Aelt. J. H. Janzen, Waterloo taught the Bible school subjects each for a term. The enrolment was 78. In May, the first graduating class of 10 students were presented the school's diploma.
- 1948-49** — the name of the school was changed to the United Mennonite Educational Institute. Bible school subjects had been taught since the first school year, 1945. High school subjects had been taught since the second year, 1945-46. In the spring of 1949 the alumni association was formed. The enrolment was 74.
- 1949-50** — the enrolment was 81. Tuition fees were \$75 for Grade 9 and \$85 for Grades 10, 11, 12. Room and board was \$20 monthly. The present tuition fees are \$130 for Grade 9, \$140 for Grade 10, \$150 for Grade 11, and \$160 for Grade 12. Room and board is now \$30 monthly.
- 1950-51** — Grade 13 was added. The staff was now 5. It consisted of Principal A. J. Sawatzky, religion teacher Rev. J. P. Penner, Miss L. I. Braun, J. N. Driedger, and P. C. Sawatzky. The enrolment was 91. The auditorium was built.
- 1951-52** — the enrolment reached 95. There were 26 in the dormitories. A new subject, typing was offered to the students. Two typewriters were bought. The U.M.E.I. now has 24 late-model typewriters.
- 1952-53** — after two years, Grade 13 was dropped and the staff was reduced to four. Principal A. J. Sawatzky left and Miss L. I. Braun became principal.
- 1953-54** — the enrolment dropped to 74 students. This year we have 102.
- 1956-57** — there were 6 in the dormitories. This year we have 13.
- 1960** — a new floor was built in the auditorium.
- 1961** — the first alumnus, Walter Enns, was elected to the school board. The first alumnus, Henry W. Epp, Niagara, joined the teaching staff. This year we have two alumni who are on the board, Walter Enns and Ernest Brown, and two who are on our teaching staff, Henry W. Epp and Victor H. Huebert.
- 1963** — an addition was built to the auditorium to provide storage space, a kitchen, dressing rooms, and wash rooms. The teachers of the U.M.E.I. were enrolled in the Ontario Teachers' Superannuation Program (pension plan).
- 1964** — the staff is to be increased to five. Grades 11 and 12 are to be taught separately.

The following teachers and principals have served the U.M.E.I.

- Aelt. J. A. Dyck — 3 years as teacher and principal, 1945, 1945-46, 1946-47.
 John C. Neufeld — 3 years as teacher, 1945-46, 1946-47, and 1947-48; then 2 years as teacher and principal, 1953-55.
 Miss L. I. Braun — 7 years as teacher, the last as principal, 1946-53.
 A. J. Sawatzky (now J. J. Armin) — 5 years as teacher and principal, 1947-52.
 Rev. A. Rempel — part of 1947-48 and all of 1948-49 as a teacher.
 Aelt. J. H. Janzen — part of 1947-48 as teacher.
 Mrs. Tryon — 1 year as teacher (French only), 1947-48.
 Miss Erna Schoenke — 2 years as teacher, 1948-50.
 Rev. J. P. Penner — 14 years as teacher, 1949-
 J. N. Driedger — 8 years as teacher, 1950-58.
 Peter C. Sawatzky — 13 years as teacher, the last 8 as principal, 1950-
 Mrs. M. Neustaedter — 1 year as teacher (German only), 1952-53.
 Rev. Herman Enns — 4 years as teacher, 1955-59.
 Rev. H. P. Epp — 2 years as teacher, 1958-60.
 Miss Helen Letkeman — 3 years as teacher, 1959-62.
 Rev. George Janzen — 1 year as teacher, 1960-61.
 Henry W. Epp — 2 years as teacher, 1961-
 Victor H. Huebert — 1 year as teacher, 1962-

House parents: Mr. and Mrs. Peter A. Epp — 1946-51, 5 years. Mr. and Mrs. Peter J. Enns — 1951-56, 5 years. Mrs. Helene Klassen — 8 years (the first with Mrs. Enns), 1955-

Shop teachers — B. B. Konrad, John Wiens, and G. D. Krueger. Sewing teachers — Mrs. A. A. Mathies, Mrs. Nemann, Mrs. E. Tiessen, Mrs. P. C. Sawatzky, and Mrs. D. Janzen.

Many others have helped the school with material, financial, and moral support. We are grateful to them all. We shall always need this support and we pray that it will always be forthcoming.

Why was this school built? Why is it being operated today? These questions can be answered by quotations from two sources. The first is from the U.M.E.I. Catalogue. "It (the U.M.E.I.) is to be an important

factor in retaining and cultivating the religious life in our communities. The school attempts not only to offer thorough instruction in academic subjects, but also to teach and cultivate our religious tenets, as well as the fundamentals in Church and Mennonite History and also the German language. Thus our institute aims not only at the promotion of intellectual growth and the acquisition of knowledge, but also at the development of a truly Christian character of the student, the cultivation of his spiritual and moral faculties. Its aim, therefore, is to help the student to attain in full measure a true faith in God, a faith based upon the eternally valid principles of the Bible".

The second quotation is from part of an article written by Aelt. J. Wichert, Vineland, in the first school year book, 1947, entitled "Was Erwarten Unsere Gemeinden von der Vereinigten Mennoniten Bibelschule". "Unsere Vereinigten Mennoniten Bibelschule soll uns helfen unsere Jugend fuer ihre zukuenftige Lebensaufgabe vorzubereiten. Sie soll es verstehen unter Fuehrung glaeubiger Lehrkaefte aus unserem Volke, die gesammte Studentenschaft fuer unsere Gemeinschaft zu erhalten damit sie dem Bekenntnis der Vaeter treu bleibt in der Erkenntnis, dass auch wir als Gemeinschaft im Haushalte Gottes unsere Aufgabe haben, die wir, laut Gottes Wort, erfuellen sollen.

"Dann aber soll sie es verstehen, die zukuenftigen Arbeiter in leitenden Stellungen fuer ihre Lebensaufgabe vorzubereiten. Die Prediger, Lehrer, Missionare, Sontagschullehrer, Aerzte, Krankenpfelegerinnen, und Facharbeiter auf allen Gebieten, moechten sich im Rahmen unserer Gemeinschaft und ueber die Grenzen derselben hinaus als gute tuechtige Buerger dieses Landes erweisen und als Christen ihre Pflicht Gott und Menschen gegenueber erfuellen".

To prepare our students for their work in life, to point them to a life of service to God no matter what their occupation, and to help them attain a true faith in God is the aim of our school.

This is our history to the present. What of the future? Our most immediate wish is to expand our staff from 4 to 5 and to teach Grade 11 and 12 separately. At present these grades are taught as one class for most subjects — the Grade 11 course one year and the Grade 12 course the next. This makes it more difficult for the students. This question will come up at the yearly school association meeting in January, 1964.

Another hope that we have is to see our enrolment increase so that we could offer Grade 13 once more and so we could separate the quick-learning and the slower students into parallel classes. Another thought is — should we offer Grades 7 and 8 as some other private schools do. It is well that these questions do not all have to be resolved at once. It would make our heads swim. We would find ourselves unequal, alone, to cope with them all. But we are not alone. We have an all-powerful helper in God. We can look back and see that He has led us in the past and we know that He will help in the future. For has He not said, "Ask and you will receive; seek and you will find, knock and the door will be opened." In faith was this school founded and with this same faith it will be continued.

PETER C. SAWATZKY

ALUMNI PRESIDENT'S REPORT

The Alumni Association embraces all those who have graduated from the U.M.E.I., which from 1948 to 1963 includes some 236 members. The number of ex-students is about 450.

To list the number of graduates in each type of work would be close to impossible as accurate records on distant members (Illinois, Indiana, California, Prairies, India, Germany) are difficult to maintain. However, it is quite possible to take a sampling, say from the last two years of graduates and let them act as a guide to post graduate professions. It must be kept in mind that, much to the delight of the Alumni, further education is becoming more and more popular among our graduates. Among our graduates are 8 ministers and missionaries, 5 wives of the same, 1 Youth Leader, and 4 in voluntary service.

1962 — 15 graduates

University—8
Nursing—2
Accountancy—2
Farming—2
Secretary—1

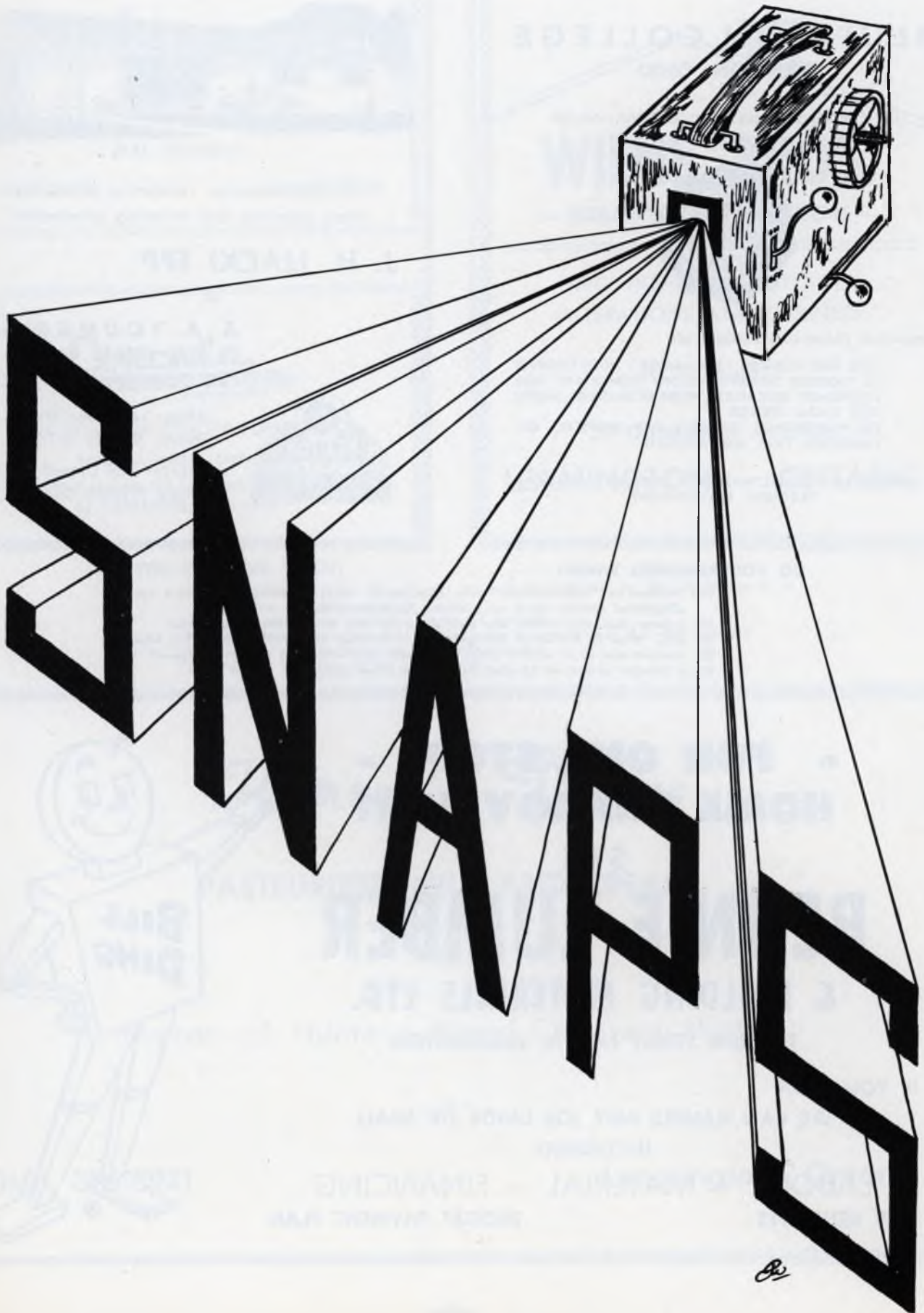
1963 — 16 graduates

Grade 13—11
Special Commercial—2
Nursing—1
Hairdressing—1
Farmer—1

The aim of the Alumni Association as set down in the constitution is to support the U.M.E.I. spiritually, morally and financially. The Alumni Association this year have donated over \$800 to buy eight typewriters for the school, while future plans include a lighting system at the entrance to the auditorium, a new enlarger for the camera club and an audio system for the auditorium.

The aim of our alma mater is of course to bring educated Christians into the world; people who are strong in their own faith, not a blind faith and not an intolerant faith, rather a faith that realizes its convictions as a Mennonite and is willing to stand up for those principles. We, as the Alumni, only hope that we can further the work of God, through the U.M.E.I.

VICTOR H. HUEBERT



Be

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BLUFFTON, OHIO

A General Conference Mennonite
Liberal Arts College



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residence: 269 Linwell Road
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DO YOU REMEMBER WHEN? . . .

The Hallowe'en "prankstresses" who attached a "JUST MARRIED" sign and several dilapidated running shoes on a certain black convertible?
The pyjama clad well-wishers who sent us on our way to the Peace Conference?
Mr. Epp, "What do we find in the next scene of the play Macbeth?" Archie, "The future"?
Mr. Huebert told us to keep it down to a "mild roar" during a teacherless spare?
Harry Driedger pulled out his desk drawer and it fell apart?

**- FOR ONE STOP -
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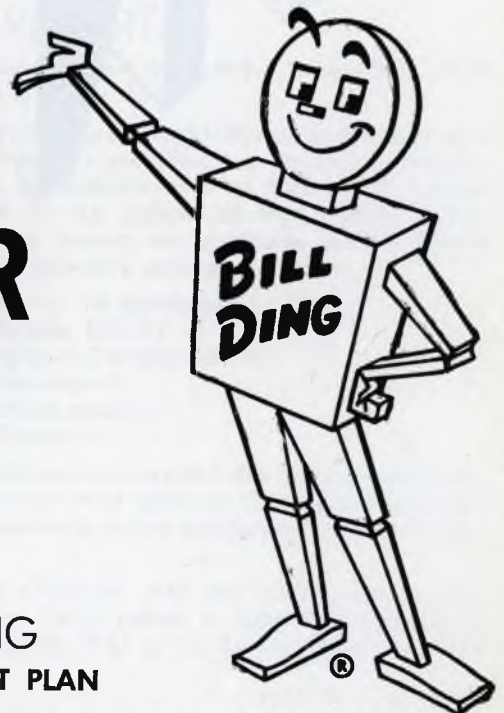
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The day "God Save the Queen" was not only accompanied by the pianist but by a yapping, little black puppy?
We celebrated Eleanor's birthday during P.T. period?
Mr. Epp asked us if we couldn't remain awake for awhile even if it was a strain?
The casualty list brought on by the skating party?
The "tearful" goodbyes to the grade 12's?

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 13. Sad Sack.

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 6. Hungry Marlene.
 10. Hook Shot.
 14. Santa Claus.

3. Heil Hitler.
 7. Mr. Krueger & Co.
 11. Lawrence of Arabia.
 15. Hold Me Tight.

4. Dreamin'.
 8. Duck Your Head.
 12. All Alone Am I.
 16. You Called?

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The first time Archie shaved?

The time Gwen's mind was so completely occupied by a green striped shirt that both her
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Walter asked Mary for dimensions (in geometry)?

Betty ran around the dorm frantically hunting for her pyjama bottoms until it suddenly
occurred to her that she had them on?

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The grade 12's having their typing exercises done?
Archie F. and Paul R. not having about 10 daily fights?
Alfred B. not exclaiming how easy Geography is? (He doesn't take it).
Mr. Huebert drawing a circle with blackboard compass on the first try?
The grade 10 girls not reading romance stories?
Anita T. running up the stairs like a lady instead of like a "trooper"?

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Mr. Penner said that witches were scarce in Massachusetts in the 20th century?

Mr. Huebert said that the best place to get a tan was to go to the 1st beach on the west side of the point at 2 p.m.?

Ernie Dick wanted to make it rain in the senior room?

Mr. Epp said one should test irregular pulse beat on Saturday night?

Mr. Penner asked Edgar W. what kind of a secretary he wanted?

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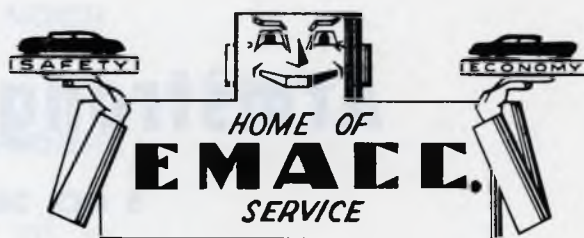
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Mr. Huebert's words to Shirley, "Isn't that right?" A soft "yes sir" was answered?
Edgar took over the history period?
The hard fought basketball game at Eden? (U.M.E.I. won 42-39)
Mr. Huebert asked Robert K. (12) if he owned the purse he was carrying?
Ernie D. wanted to type out the Grade 11 and 12 Geography Exam?
Harry Dick said that Mr. Huebert was a slow writer?

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A boy being frightened of a mouse? In the grade 10 room Harold F. let out quite a screech at the sight of merely ONE tiny mouse!
Victor K. not dropping his pencil two or three times every period?
Henry K. without his black hair?
The teachers being able to write with a l-o-n-g piece of chalk without it breaking into half a dozen pieces?

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Mr. Sawatzky asked Art F. if he didn't know that teachers had eyes in the backs of their heads?

Water was seen dripping from Marlene Koop's pencil case?

Mr. Sawatzky decided that Werner Pauls' aim wasn't too good and that he needed practice in throwing pieces of paper into the waste basket?

The memorable day when John Driedger and Robert K. announced their engagement?

Sincerest Wishes to the Grads

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DO YOU REMEMBER? . . .

Anita Schmidt's shoe was found wandering at the opposite side of the room?
Elizabeth K.'s nose turned blue in bookkeeping class?
John Driedger said that it was only natural to have a spare in the last history class
before Christmas?
The time Mr. Huebert spoiled the period by closing the curtains?
When Raymond K. was dozing in History period?



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2. Tabor College Group.	6. Toronto Trip.	10. Legs, legs, and more legs.	14. Stampeded.
3. Vickie's Prize Possesion.	7. I like you.	11. "Fifi".	15. Tea Time.
4. Go, Annie, Go.	8. Mr. Epp.	12. Walt.	



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BANK**

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When Linda got up to read and stepped on Raymond K.'s foot? Raymond explained, "That was the toe with a corn on it!"
A line of music had been scrawled across the front board? Upon entering, Mr. Penner exclaimed, "When I see a line of music like that I almost want to whistle and sing!"
When certain "invisible ink" bewildered Irene as she watched her newly-written work disappear before her eyes?

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DO YOU REMEMBER? . . .

When John Toews tried to become a poet? Example:

"Da war mal eine Kuh,
Sie lachte sich zur Ruh!"

When a certain person was missing a drawer full of books in a grade 11 English period?

It was later discovered at the back of the room.

Marlene F. upsetting her desk, and bringing down her neighbour's books?

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DO YOU REMEMBER WHEN? . . .

Mr. Epp, in answer to Harry Driedger's question, said that there would be just questions on the Chemistry test — no answers?
Guenther's attachment to Anita K.'s shoe?
Grade 12's song "Happy Birthday" to Mr. Huebert in Bookkeeping Class?
Mr. Penner referred to the "Beatles" in senior History class?
Mr. Sawatzky said that he hoped we didn't know what was on the exam?

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DO YOU REMEMBER WHEN? . . .

The Santa Claus at our Christmas party? (Mr. Epp) — And who do you think was at the top of the list of "good little girls and boys? — Archie!

When Linda N. conducted a meeting of "social importance" and Mr. Penner walked in and asked if he might begin his class?

When Mr. Huebert got too enthusiastic while "refing" a basketball game, and acted as a floor polisher on the gym floor?

Die Niagara Vereinigte Mennoniten Gemeinde

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WEITERENTWICKELUNG

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

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DO YOU REMEMBER WHEN? . . .

When Mr. Epp told the grade nines that every time he went into the lab with the 11's and 12's to perform a chemistry experiment, he took his life in his hands?

Irene: "I've got a heart-burn".

Eleanor: "Call the fire department!"

When Mr. Huebert told us to pronounce the "g" in longitude as it was pronounced in lingerie?

For . . .

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That certain young teacher (not married yet) blushing when speaking of love, girls, elopement, etc.?

Mr. Penner saying to John W., "One of these times you'll forget your head, if it wasn't screwed on!"?

When Mr. Penner passed out History papers during a Lit. period? The Lit. teacher was heard knocking on the door?

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DO YOU REMEMBER? . . .

- Mr. Epp told us that we must dispose of the patient after we have patched him up?
- Mr. Huebert asked Archie F. in Geography if he was taking a hairdressing course and to refrain from practicing on Harvey's hair?
- Mr. Epp asked "Eureka" to leave a grade 12 composition class since she was not registered as a student?
- Mr. Penner informed us that the Easter exams consisted of the first and second terms?

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6. Board Monitor.
11. Miss X.

2. Home from Church.
7. Thumbs Down.
12. Satisfaction.

3. Shop Work.
8. Twist and Shout.
13. P.J. Party.

4. The Nose Knows.
9. Can't Reach.
14. Mr. Huebert.

5. Study Time.
10. Shock Theatre.



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DO YOU REMEMBER? . . .

- Betty's definition of a rat — big mouse?
- The look on Mr. Huebert's face when he walked into the grade nine room finding everyone staring at one corner of the ceiling?
- The day we got five exams back?
- The Tuesday Mr. Epp came in and saw "Congratulations, Daddy Dear" written on the grade nine blackboard?

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DO YOU REMEMBER? . . .

Mr. Epp referred to the "Grades 9 and 10 as children and Grades 11 and 12 as 'supposedly' being adults" (a direct quotation)
Edgar W. found a friend in time of trouble—to type out his history assignment?
Walter B. thought that people in the mountains were lonely?
Mr. Huebert asked Robert S. to please refrain from using colloquial words ("Slim" for Ernie Epp)?

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IN ALLER LEHRE UND IN ALL-ERKENNTNIS ZUM LOBE
DER HERRLICHEN GNADE GOTTES DURCH JESUM
CHRISTUM.

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Frank Bartel,
R. R. 2, Leamington

Frank Klassen,
R. R. 2, Leamington

Otto Regehr,
R. R. 2, Leamington

Jacob D. Cornies,
R. R. 2, Leamington

David D. Cornies
R. R. 2, Leamington

Ronald Derksen,
R. R. 2, Leamington

Jacob Hildebrand,
R. R. 2, Leamington

John J. Konrad,
R. R. 2, Leamington

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R. R. 2, Leamington

Abrahm Mathies,
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Katherina Warkentin,
344 Erie St. South, Leamington

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51 Danforth Ave., Leamington

John Wiens,
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Ernie Tiessen,
11 Danforth Ave., Leamington

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Edna Konrad,
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R. R. 3, Wheatley

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R. R. 1, Wheatley

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DO YOU REMEMBER? . . .

The quiet math class we had? Mr. Sawatzky had laryngitis and couldn't utter a word?

How everyone longed for the Christmas holidays?

When Mr. Epp said Ernest Flaming instead of Hemingway in Literature class?

That first Monday after the Christmas holidays?

The exasperation the teachers felt as they tried to bring back some memories of what we had learned before the holidays?

How certain typists started off the 1964 year? They put the year 1963 on would-be perfect exercises.

When Archie finally managed to secure the front seat? He didn't want to break the record he started when he began school.

The "snow-drifts in the library?"

When Mr. Sawatzky said Art F. was equal, but didn't mention to what?



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Blytheswood

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Heinrich Krueger,
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R. R. 5, Cottam

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