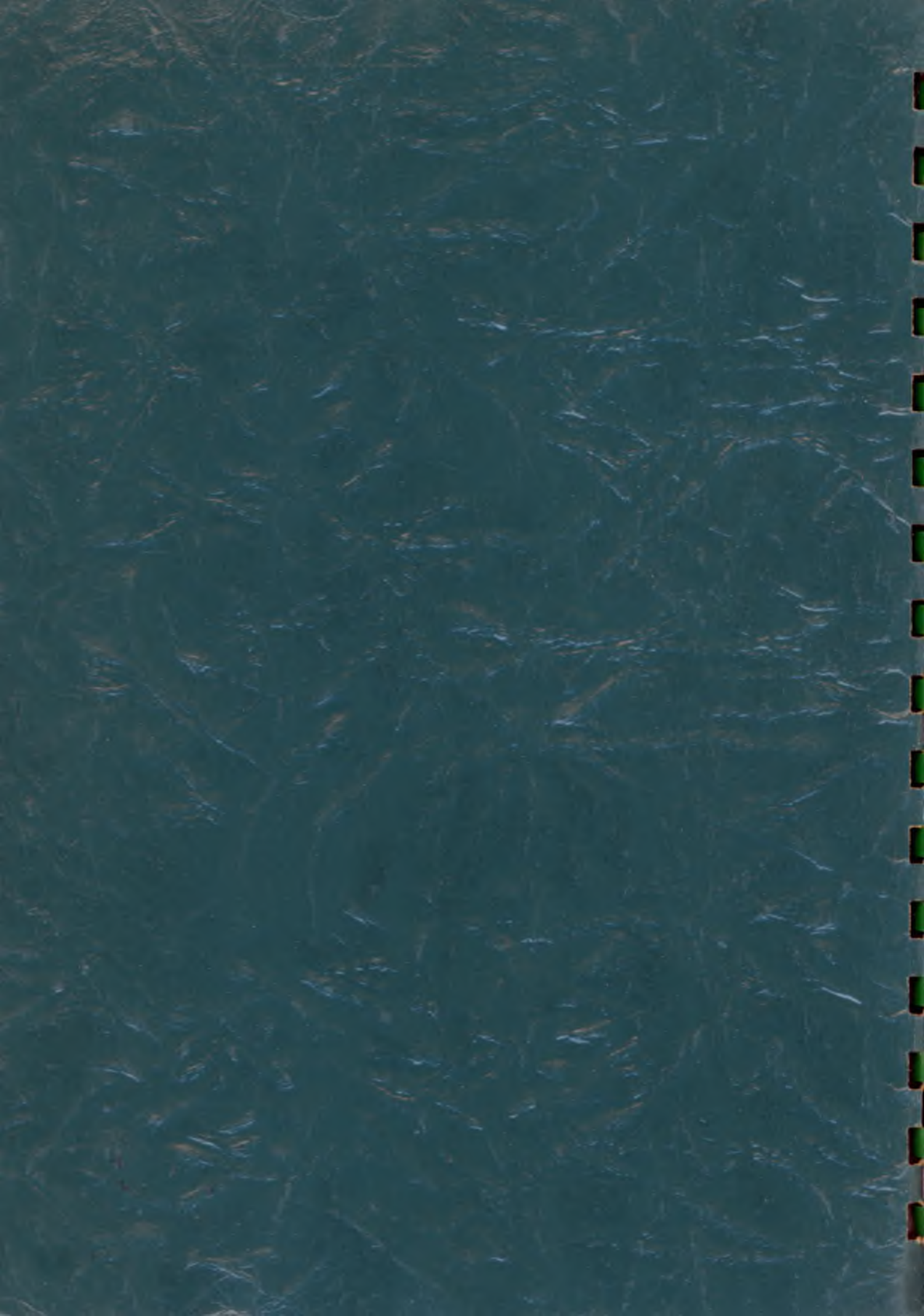




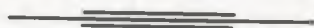
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THE SPECTRUM

1953 - 1954



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

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



Mr. J. J. Armin

THE DEDICATION

*With deepest gratitude,
we dedicate this edition of the Spectrum
to Mr. J. J. Armin, our former principal
from 1946 - 1952.*

EDITORIAL

With the elapse of another two years, we have once again ventured to undertake the edition of the Spectrum. Keeping in mind the fact that our readers would like to have an insight into our school activities, we have tried as best we could to convey to you a peep behind the scenes of U.M.E.I.

This issue will be a lasting reminder to many of us when we have completed the course, just as other Spectrums are now to those who have come and gone in the last seven years. With the aid of such a precis of school life we will recall, cherished moments that can never be forgotten.

We the editors wish to say "Thank you" to all, the teaching staff and the students, who have helped toward the publication of this issue, be their contribution either great or small. We also send out a courteous "Thank you" to all merchants who have made this issue possible.

The Editors.



Seated, Left to Right: Menno Froese, Walter Enns, Mr. P. C. Sawatzky, Ruth Klassen, Betty Barkovsky, Elizabeth Mathies, Fred Berg, Eleanor Tiessen.
 Standing: Bertha Tiessen, Verner Toews, Eleanor Neufeld, Henry Regier, Henry Epp, John Klassen, Louise Driedger, Ernest Brown, Hilda Neufeld, Willy Janzen, Victor Neufeld, Helen Heinrichs, Ronald Derksen.
 Back Row: George Loewen, Frank Bergman, John Epp, Albert Rempel.

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Mr. J. C. Neufeld

PRINCIPAL'S MESSAGE

As another year of school at the U.M.E.I. draws toward its conclusion it is well that we pause to review, with a critical eye, the events of the year. We ask ourselves firstly whether our aim in all of the activities has been accompanied by a genuine desire to become a more useful person, a person endowed with a genuine desire to serve humanity?

Every one of our acts whether good or bad is forever beyond recall. Like the tinny wavelet, set up by the pebble which is thrown into the water, spreads into widening circles or like the radio message which travels on in space, so our deeds affect those about us and are passed on into eternity.

Tennyson says masterfully,

"Our echoes roll from soul to soul,
And grow forever and forever."

What have we accomplished this year? School is sometimes spoken of as a phase in the process of preparation for life. To me it appears that school is life itself. At school we have displayed our desire to work constructively and harmoniously. There are those who have gained a moderately fair degree of scholarship. Whatever the pattern which we have

PRINCIPAL'S MESSAGE (Continued)

developed by this time will largely determine our future conduct. If we have wasted time or performed our duties we continue to do the same in the future. If we can honestly say, however, that we have done our utmost in the performance of our duties, the time and effort spent at school have been worthwhile. Hard work will achieve what cleverness frequently does not attain. Cleverness is no passport to success. Many brilliant individuals have never been able to cope with life's difficulties because they lacked mastery over themselves and thereby failed to develop their potentialities.

Has this year contributed anything to the enrichment of our lives? An admission that this depends upon ones own attitude is in order. If this year of school has been regarded merely as a period of preparation for a job, i.e. any work which is slavishly performed for the acquisition of money, then we have failed to grasp the aims of the school. This must never be our aim. Our attention must be focused on greater values.

Each individual has a definite place in life. No one else can shoulder the responsibilities for him. If the work is neglected it remains undone. The damage can never be repaired and the widening circles of cause and effect spread on and on into eternity.

This is an opportune time to investigate and if necessary to reorganize our sense of values. Would that it may be said of this institution that because of its influence we have grown to respect our fellowmen, gained more tolerance and good citizenship or to make it all inclusive that we may have grown in the knowledge and practical application of God's word.

JOHN C. NEUFELD.



REV. J. P. PENNER

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

ZUM GELEIT

"Bleibe fromm und halte dich recht; denn solchen wird's zuletzt wohl gehen."

Psalm 37,37

Es geht hier um zwei wesentliche Dinge: fromm bleiben, sich recht zu Gott halten; Leben und Wandel von Ihm bestimmen lassen und sich Ihm gegenüber verantwortlich fühlen. Immer wieder braucht die Welt Maenner und Frauen, die sich dieser Verantwortung bewusst sind, dass sie Entscheidungen "von Gott aus" treffen muessen, von oben her, von wo uns die Aufforderung kommt: "Darum sollt ihr vollkommen sein, gleichwie euer Vater im Himmel vollkommen ist".

Das Zweite: Halte dich recht! deutet auf Tun und Wandel hin, und zwar hier unter den Menschen im taeglichen Umtriebe der Arbeit und des Verkehrs. Die senkrechte Linie—von oben nach unten—vom Himmel zur Erde; die horizontale Linie—nach den Seiten ausstrahlend—den Menschen und Umstaenden gegenüber: Halte dich recht! Ob Eines ohne das Andere geht? Ein Sonntagschueler soll seiner Lehrerin, auf die Frage, ob er einen Christen kenne, geantwortet haben: "My father is a Christian, but he is not practising it just now." Da fehlt es bei uns allen, nicht nur bei den Jungen, sondern auch bei den Alten, bei Lehrern und Schuelern, Eltern und Kindern. Daher tut es immer wieder not, uns diese Worte und Mahnungen aus der Bibel vorzuhalten. Fuer unsere Seele und den Geist sind sie nicht mehr altmoedisch, als das Atmen und Essen fuer den Leib ist.

Mit Euch, den graduierenden Schuelern geht unser Wunsch und Gebet: Moechte jeder und jede von Euch den Platz, auf den Gott ihn oder sie stellt, zu seiner Ehre ausfuellen; moechten Eure Erfahrungen, Eure Entscheidungen und Handlungen, von Oben aus, vom Himmel her bestimmt, Euer Seelenleben reich machen und zu dem Heil fuehren, welches in Christo Jesu liegt.

J. P. PENNER

MR. J. DRIEDGER, B.A.

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

Literature is a subject on the curriculum because it consists of writings valued for the beauty of their expression and thought. In our study of literature this year we have searched for the profound thoughts that eminent writers have harboured in their writings, and we have attempted to evaluate and appreciate their thinking. We have learned to treasure the soothing solace in Miltons "On His Blindness." We have mused over the character of the subtle duke in Browning's "My Last Duchess." The dramas and novels have provided us with pleasure and amusement. Good literature stimulates the mind to do more creative thinking and offers everyone hours of enjoyment.

JACOB N. DRIEDGER



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

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

Among the school subjects taught at the U.M.E.I. is listed P.T.—physical training. A search of the report card however, will find no such subject listed and no mark given for it. Why, then, do we have P.T.?

This might seem a rather silly question—with an obvious answer. "Of course we need P.T.," the student would say. "Imagine a school without P. T." But this is not the answer to our question.



The Romans and Greeks had the saying, "A healthy mind in a healthy body". This is true as well today as in their day. A person needs a change. After exercising the brain in class the student finds it restful and stimulating to exercise his body on the athletic grounds. Then he will be able to renew his efforts with the class work, refreshed and invigorated.

Sports is expected, as well as other subjects, to play a part in the character development of the student. It is easy enough to play sports with joy until the going gets rough—perhaps an adverse ruling by the referee—perhaps an awkward play by a team mate—perhaps a crushing defeat—perhaps one's own poor playing—or oddly enough, perhaps a win over opponents. All these situations are met with response by the student. Will the response be bad—"the ref's blind"—"C'mon Bill, get in there"—"We can't win"—"The sun got in my eyes"—"Boy, we're good"; or will the response be good—will the student learn to play the game, taking poor decisions with good grace—consider the feelings of less skilful comrades—realize that it is no disgrace to lose to a superior team if one has done one's best—gain the maturity to admit one's own shortcomings without excuse—learn to be humble in victory.

These are reasons why P.T. has a place in the curriculum of a school.

PETER C. SAWATZKY.



Seated, Left to Right: J. C. Neufeld, Rev. J. D. Janzen, J. Driedger, J. Gossen, Rev. G. Tiessen, A. Konrad, W. Cornies.

MESSAGE OF BOARD

Kollosser 3,2. "Trachtet nach dem, das droben ist, nicht, nach dem, das auf Erden ist."

Unsere Schule ist bestrebt, diesem Worte gemaess zu arbeiten. Die Lehrer, der Verein bemuehen sich die Kinder dahin zu bringen, dass sie nicht dem Sichtbaren, dem Weltlichen zustreben sollen. Sie sollen sich hoehere Ziele stellen.

Die lernende Jugend mag sich auch schon fruehe ein Ziel stecken: einer will Artz werden, der andere Farmer, ein dritter Lehrer; alles hohe, edle Ziele. Mit Eifer, Fleiss und Ausdauer streben sie danach, dieses Ziel zu erreichen.

Aber da ist noch etwas Wertvolleres. noch ein hoeheres Ziel, wovon der Apostel Paulus an die Philipper schreibt: "Und jage nach dem vorgesteckten Ziel—nach dem Kleinod, welches vorhaelt, die himmlische Berufung Gottes in Christo Jesu."

Dahin wollen auch wir unsere Augen gerichtet halten und darum kaempfen, damit wir dieses Ziel erlangen.

MR. GEORGE THIESSEN

☆ ☆ **GRADS** ☆ ☆



FRED BERG — St. Catharines

ADDRESS: St. Kitts.

NICKNAME: "Rudenz".

HOBBY: Developing pictures.

FUTURE: To be Superintendent in one of
the Ontario Hydro Plants.

PET PEEVE: His mid-season vacation.



SOPHIE TIESSEN — Leamington

SAYING: "You would!"

PRIZE POSSESSION: Friendship ring.

FUTURE: School teacher.

WEAKNESS: Laughing.

PET PEEVE: Her blonde hair on fire.



VERNER TOEWS — Leamington

KNOWN AS: "VERN".

WEAKNESS: Being secretary-treasurer.

ASSET: Technique in sports.

PASTIME: Breaking in their Chev.

AMBITION: To be a College football player.



BETTY BARKOVSKY — Kingsville

ASSET: Big brown eyes.

PASTIME: Telling others how many geometry deductions she got.

WEAKNESS: For Knock knocks.

AMBITION: To be rich enough to travel e.g.—Florida.

SAYING: "Man alive".

VICTOR NEUFELD — Niagara-on-the-Lake

NICKNAME: "Nick".

ASSET: "Understanding" for geometry.

AIM: To be a farmer.

PASTIME: Teasing.





RUTH KLASSEN — Leamington

SAYING: Ach du liebe Zeit!

ASSET: Mezzo-soprano.

PRIZE POSSESSION: Her father's Chev.

WEAKNESS: Sodas.

AIM: To pass in German.

HERBERT ROGALSKI — Beamsville

ASSET: Superiority over German.

WEAKNESS: Visiting after ten o'clock.

SAYING: O.K. that's enough!

AMBITION: To sing over the radio.



LOUISE DRIEDGER — Kingsville

AIM: Finish Grade 12 — Graduate.

ASSET: Musical.

PASTIME: Driving her father's half-ton
Chev. pick-up.

SAYING: Kuckuck hahn!

GEORGE LOEWEN — Niagara-on-the-Lake

NICKNAME: Fatman.

PASTIME: Reading science fiction.

ASSET: Stupendous vocabulary.

SAYING: Look! It's just logical.

AIM: Continue studies.



HELEN HEINRICHS — Leamington

SAYING: Hey Joe!

ASSET: Right height for basketball.

AMBITION: To go to U. of T.

PASTIME: Making artistic timelines for history.

WEAKNESS: French fries.

WALTER ENNS — Leamington

NICKNAME: Poncho.

WEAKNESS: Grade 10 classroom.

ASSET: "Mellow" bass voice.

AIM: Be an educated farmer.

SAYING: What do we have next?





JOHN KLASSEN — St. Catharines

ADDRESS: St. Kitts.

NICKNAME: Shadow.

JOHN HENRY: John P. Klassen.

ASSET: Tall, blonde and ??

AMBITION: To be principal of U.M.E.I.

BERTHA TIESSEN — Blytheswood

WHERE FOUND: In the gym.

NICKNAME: Murph.

HOBBY: Writing poetry.

AIM: To be a professional basketball player.



ABE DYCK — Vineland

NICKNAME: Spitz.

PASTIME: Baby-sitting for his brother-in-law.

ASSET: Passion for outdoor life.

WEAKNESS: Taciturnity (a new word).

FUTURE OF GRADE XII

This is a very important and to some a difficult question. After four years of high school, most of the students have discovered to which sides their interests lean — some point toward a future as a teacher, perhaps a scientist, maybe just "helping Dad" until a way opens to them. Another possibility is, to enter into voluntary service. From a school like ours students are being encouraged to enter this field.

To some students the future that is lying before them seems faint, unrevealed, and far away. There are perhaps some who cannot come to any definite conclusion. But it will be revealed to them; perhaps a light will shine, illuminating the path and doing away with all uncertainty.

As we discussed in one Bible period, every church organization must have schools or institutions where their followers will be trained. For such a purpose Mennonites build their schools — to train their youth so that those following the present generation will continue the work they have begun. In such a way some of us may live our lives to the full, working for the church and for God.

LOUISE DRIEDGER

SPEKTRUM

1953 - 54

Wiederum haben sich die Studenten, dieser uns wertgehaltenen BIBEL und HOCHSCHULE bemueht, und mit Hilfe der vielen Freunde ist es moeglich gemacht worden, dieses Spektrum herauszugeben. Als ein kostbares "Kleinod" (treasure) wird es fuer alle, die dieses Buch erwerben, ob im Osten, Westen, Norden oder Sueden, auch in der fernen Zukunft immer wieder eine wahre Freude bereiten.

Wir heben unsere Hauptepter auch heute empor zu GOTT, von dem alle gute und vollkommene Gaben kommen. Wir sagen mit dem Apostel Paulus: (Epheser 3, 20-21) "Ihm aber, der nach seiner Kraft, die in uns wirksam ist, unendlich mehr zu tun vermag als alles, was wir erbitten und verstehen, IHM sei die EHRE in der Gemeinde und in Christus JESUS fuer alle Geschlechter und Zeiten in alle Ewigkeit! Amen.

Dem Prinzipal der Schule und allen Lehrern, Hauseltern, Vorsteherin der Schulkueche nebst den Studenten, wird ja dieses Gedenkbuch bis ans Lebensende die schoensten Erinnerungen wachrufen. Es sind hier Bilder von Studenten, die in Grad neun (9) also das erste Jahr studieren: Ganz entschieden haben selbige diese christliche Schule liebgewonnen. Jedesmal wenn sie in den Sommerferien werden einen Blick in das Spektrum tun, werden sie mit Sehnsucht zurueckdenken an die schoene Zeit. Im naechsten Schuljahr kommen sicher wieder ALLE zurueck, um das angefangene Studium fortzusetzen. Ebenso wird es sicherlich auch den anderen Schuelern ergehen . . . Nun ist da aber die ausscheidende Klasse, Grad 12. Ihr seid schon in den 4 Jahren so mit den Lehrern und den Schulkameraden verwachsen, euch soll dieses Buch ein Andenken sein und bleiben. In dieser verhaeltnismaessig kurzen Zeit des Bestehens der U.M.E.I., sind schon eine ganze Anzahl der Absolventen dieser Schule, taetig als Lehrer und andere nuetzliche Arbeiter auf verantwortungsvollen Posten. Wenn wir an diese Fruechte durch dieses Buch immer wieder erinnert werden, so erfuehlt es jedes glaeubige Menschenherz mit einem Gefuehl des innigsten Dankes zu Gott.

Gott begleite dieses Spektrum mit seinem Segen.

J. D. JANZEN.



Front Row, Left to Right: Eleanor Neufeld, Elvera Woelk, Freda Epp, Elizabeth Mathies, Marion Enns, Annie Tiessen.

Second Row: Katie Froese, Elizabeth Sawatsky, Margaret Toews, Eleanor Regier, Agatha Thun, Eleanor Tiessen, Mr. J. P. Penner.

Third Row: Rudy Penner, Ernest Brown, Menno Froese, Frank Bergman, Daniel Untch, Ronald Derksen.

GRADE XI CHARACTER SKETCHES

Frank Bergman:

To own a Bel Air
Is Frank's ambition,
His dark wavy hair
Is his prize possession.

Eleanor Neufeld:

Her favourite possession,
Her driver's permit.
As far as we know
No car has she hit.

Ann Tiessen:

Behind her eyes lurks laughter,
Her humorous remarks come after,
Ever a rapid talker is she,
But your truest friend she also can be.

Freda Epp:

Closest friend of 'Vera Woelk
Is her dear chum "Fritz",
Never missing in the group
That discusses all the "hits".

Katie Froese:

Clever at rhyming,
Be it at five or at seven
Katie is known as
The poet of Grade Eleven.

Menno Froese:

Champion of the typing class,
Is our friend from Cottam.
Seated in the choir's bass,
Singing notes from top to bottom.

GRADE XI CHARACTER SKETCHES

Ron Derksen:

Football's greatest blocker,
Basketball's greatest guard,
Baseball's greatest slugger,
His record is never marred.

Dan Untch:

Struggling with the rest of us
In the geometry class;
Dan has yet not given up,
Because he hopes to pass.

Agatha Thun:

Second in the second row,
"Oats" excels in sewing.
Chums with Eleanor and "Liesbet"
Their conversation never slowing.

Elvira Woelk:

She's young for her age and small for
her size,
But what can she do about it?
Well really she's not as backward as
that.
There's really no doubt about it.

Eleanor Regehr:

She's not content with what she's got;
Though really I would be;
With a voice that sings high C,
She's trying to reach E.

Elizabeth Mathies:

She's tops in Chem. she's tops in Comp.
She's tops in History.
There's quite a gap 'tween "Liesbets"
mark
And mine of thirty-three.

Margaret Toews:

Centre forward of her team,
Where she always is in action.
When ambition is discussed,
Teaching is her main attraction.

Rudy Penner:

Prominent in all the subjects,
Though in somewhat modified measure.
Rudy glows when sports are mentioned,
Basketball, is his greatest pleasure.

Marion Enns:

She's pretty good at keeping
Her marks above the most.
Resplendent in her crowning glory,
To Marion, goes our toast.

Eleanor Tiessen:

Her fingers flit across the keys
Of the noiseless Remington.
When in the company of others,
Her aim is having lots of fun.

Elizabeth Sawatzky:

Tall and blonde with sparkling eyes
Is our local nightingale.
When we start to summarize,
In no subjects does she fail.

Ernie Brown:

Out the window near his desk
Roam his ever-wandering eyes.
Modern history is the cause,
Of his many heartfelt sighs.



Front Row, Left to Right: Astrid Gossen, Hilda Neufeld, Helga Dyck, Martha Tiessen, Ann Janzen.
 Second Row: Victor Krueger, Kurt Enns, Jim Dick, George Tiessen, Henry Regier, John Epp, Henry Epp, Mr. J. Driedger.
 Back Row: George Shartner, Richard Klassen, Martin Tiessen, John Sawatzky, Rudy Lehn, Albert Rempel.

GRADE X CHARACTER SKETCHES

Rudy Lehn:

P: Working at Derksen's
 W: Business.
 S: Listen you guys!

Helga Dyck:

P. Reading books.
 W: Doublemint chewing gum.
 S. Go blow!

Jimmy Dick:

P: Bowling.
 W: Exams.
 S: Don't ask me!

John Epp:

P: Sleeping.
 W: School in general.
 S: What do you want?

Anne Janzen:

P: Making fudge.
 W: Popcorn (salty).
 S: Aw, heck!

Richard Klassen:

P: Driving the "Meteor" to school.
 W: Geometry.
 S: For the love of Mike!

P: Pastime.

W: Weakness.

S: Favourite saying.

GRADE X CHARACTER SKETCHES

Kurt Enns:

- P: "Squealing" it around corners with his trusty Ford.
- W: German memory-work.
- S: "Niemals"

Martha Thiessen:

- P: Studying for next year's exams.
- W: Shepherd's pie.
- S: Oh, shoot!

John Sawatzky:

- P: Arguing with teachers.
- W: Angel-food cakes.
- S: Well, you know what I mean.

Albert Rempel:

- P: Fighting with Hank Epp.
- W: Ticklish under the arms.
- S: You don't say!

George Tiessen:

- P: Trying to stay in Grade Ten.
- W: Behaving in choir periods.
- S: If I get 10% I'll be happy!

Henry Regier:

- P: Playing basketball.
- W: Controlling his temper.
- S: Come on you guys, lets win today!

P: Pastime.

W: Weakness.

S: Favourite saying.

Astrid Gossen:

- P: Trying to look innocent.
- W: Driving with flat tires.
- S: Don't be so childish you kids!

Victor Krueger:

- P: Agreeing with Mr. Neufeld.
- W: Keeping a straight face.
- S: That's for sure, boy!

Martin Tiessen:

- P: Hiding behind Rudy so that teachers can't see him.
- W: Candy-coated peanuts.
- S: You're not kidding!

George Shartner:

- P: Topping the class in history.
- W: Mathematics.
- S: How do you figure that out?

Henry Epp:

- P: Inventing original projects.
- W: German reading.
- S: Hey Remp, keep quiet will you?

Hilda Neufeld:

- P: Talking.
- W: Astrid.
- S: Hey you kids, I think I've got the stomach flu!



Seated, Left to Right: Mary Froese, Ann Wiebe, Erna Konrad, Hilda Konrad, Eleanor Konrad, Alice Krueger.
 Second Row: Helen Langeman, Elizabeth Schartner, Rita Klassen, Mary Ann Krueger, Annie Enns, Jake Thun.
 Third Row: Arthur Unger, Dennis Cornies, Willie Janzen, Jim Epp, Jake Froese, David Neufeld, P. C. Sawatzky.
 Fourth Row: Henry Warkentin, Walter Derksen, Hans Huber, John Reimer, Henry Pauls, John Cornies, John Driedger.

GRADE IX CHARACTER SKETCHES

John Cornies: "Optche" is one of the few privileged students entitled to sit in a front seat. He has as yet no ambition but his odd laugh can be heard throughout the school.

Annie Enns: Her talking gets the better of her because she is usually found whispering to her neighbours in class. Her favourite subject is geography.

Elizabeth Schartner: She has the honour of being class representative for the second term of the school year. She excels in sports. Her main ambition is to graduate from High School.

Mary Froese: Mary was rechristened "Posie" at the beginning of the year. Her continuous talking now is leading up to her ambition of becoming a school teacher. She is one of those rare students who loves tests.

Henry Warkentin: Hank is constantly trying to improve his marks. He is living up to his father's expression "A farmer has a strong back and a weak mind."

Willie Janzen: He is one of the few boys able to sit at the back and still remain clever. His main ambition is to get out early this year.

- Henry Pauls:** Although he is one of the hard working students his best periods are recesses and noons. He has in his possession a good voice for singing, but will likely turn to farming.
- Rita Klassen:** Her happy disposition wins her many friends. Her average marks don't discourage her because she is seen continually laughing, joking, or playing the piano.
- Alice Krueger:** Being the youngest in the grade does not hinder her grades at all. She is not only clever in school work but also in all other school activities, being made class representative both terms.
- Dennis Cornies:** He is continually handing out some of his many jokes. He participates in all sports but exceeds in baseball and hopes to be a professional baseball player someday.
- John Driedger:** John is classified as an obedient student because he ranks among the few that are seen and not heard. His only set back is "Diktat" but he keeps stabbing at it.
- Jim Epp:** "James" is the only Yankee in our school at present. He is the tallest grade niner. At the end of the school day he is usually found uptown.
- Helen Langeman:** She takes great pleasure in reading and listening to the radio. Her Saturdays are spent at her father's store, but her ambition quite the contrary is to become a press-stenographer.
- Jake Froese:** Jake is one of the few boys who believes in hard work. He specializes in the work shop. This hobby will undoubtedly help him in his ambition to become a farmer.
- Jake Thun:** When it is quiet in school, he always comes to the rescue with a joke. He is usually seen smiling in the morning, but when not, you know that the Detroit Red Wings lost the game.
- Hans "John" Huber:** This new Canadian sometimes known as "Haenschen", is fond of roller-skating. His brain behind the dark curly hair has a knack for German and Church History.
- John Reimer:** This clever student answers to the name of "slobby." During our heavy snowfall he was unfortunately slightly injured and received a few stitches to patch him up.
- Hilda Konrad:** Hilda, who started U.M.E.I. after Christmas, is one of our few city-slickers. She is quite talkative and some day hopes to become the proud owner of a candy store.
- David Neufeld:** David, who has been dubbed "Kosse", gains most of his knowledge in the second seat from the front. He is rather quiet and his ambition is to take over his father's farm some day.
- Arthur Unger:** Commonly known as just "Art". He is an active participant in all sports. As yet his only ambition is to make the grade with flying colours. (We have confidence in you.)
- Mary Anne Krueger:** When during a spare a loud voice is heard it is almost sure to be Mary Ann's. Her only ambition is to fulfill requirements necessary for entering Grade X.
- Erna Konrad:** Erna is one of those lucky occupants of a back seat. Her favourite sport is basketball; her favourite pastime is doing home-work. Her aim this year is to outmatch her cousin.
- Erika Wiebe:** Erika is one of our new Canadians. She enjoys playing basketball and her ambition is either to become a nurse or secretary. Lots of luck, Erika!
- Eleanor Konrad:** She is continually day-dreaming during classes; and is often awakened unexpectedly by a teacher. Like Erna her favourite sport is basketball.
- Walter Derksen:** "Chilchi" has the distinction of being the shortest fellow in school. Like many of his friends his future lies on a dairy farm, the only difference is that he hopes to become wealthy.



KITCHEN STAFF

LEFT TO RIGHT: Mrs. Enns, Mr. Enns, Anna Neufeld

DORM LIFE

Can You Imagine?

Mr. Driedger not locking the doors at 10 p.m. on week-ends?
 Menno not combing his "feathers"?
 Abe not hanging more nature pictures in his room?
 Fred not drinking coffee?
 George not talking?
 Albert without his giggle?
 Hank Epp without Albert?
 John Epp not grumbling about something or somebody?
 Dorm without John P. Klassen?
 Hans singing low bass?
 Vic not in a "friendly" fight with Menno?
 Henry Regier not uptown Saturday afternoons?
 Helga not laughing at the table?
 Mary Froese without Helen?

DORM ADS.

WANTED: Air-tight windows.
 FOR SALE: An old cupboard.
 WANTED: New shower taps.
 FOR RENT: Shadow's boots.
 WANTED: No homework.
 FOR SALE: Last year's calendar.
 WANTED: Longer sleeping hours in the morning only.
 FOR SALE: History notes.
 WANTED: A holiday.
 FOR RENT: Room 3 & 4 (sorry! Not available)
 WANTED: A television set for dorm (before end of school)
 FOR RENT: Thirteen inches of string.
 WANTED: Money.
 FOR SALE: Burned out light bulb.
 WANTED: A picture of a monkey (mirror).
 FOR SALE: Empty pop bottle.
 WANTED: Nothing more.

THE DORMICE

We dormice study very hard (?) and therefore receive all the high (?) marks. To portray this I will take you behind the scenes to see a day in the life of a dormite.

He wakes up in the morning to the jingle of bells—cow bells—and rises quickly (twenty-nine minutes later) and prepares himself for breakfast. First, however, there is the chore of waking George to whom the bell is just an interruption to sleep and not the conclusion. He stumbles downstairs tying up shoelaces and buttoning his shirt.

As the dormite tackles the cereal he is frightened by a bang as if one wall of the school were falling over. As he realizes that it was only George taking the steps ten at a time, he resumes eating. He is interrupted again and again by a verbal battle between Helga and Menno. Helga usually wins. Women can talk faster than men. They have more practice.

As soon as breakfast is completed the dormite does that homework which he has not done the evening before which is often all of it.

"Hey Abe! Did you get the geometry?"

"No, I didn't."

"Good, I can't do it then either".

After struggling through the first few periods the doormite is usually found sleeping in his desk or doing homework in history period; consult Fred Berg for the technique. As soon as four o'clock rolls around he either goes to town or plays basketball. Most often he is found in the library increasing (?) his knowledge by reading Westerns. Other times he is often suppressing rebellions of the girls who don't behave. The teachers are afraid to come up in their dormitory. Henry Regier is often tormenting Albert Rempel who in turn takes it out on Henry Epp.

At seven o'clock study hour starts and the hall is quiet (when the teacher is around). Mr. Sawatsky wants to check up on Abe Dyck so he goes to his room. Herbert hasn't seen him all evening. Mr. Sawatsky becomes a detective and after finding George's, Shadow's and Fred's rooms empty he comes to the conclusion that the dormites aren't very studious tonight. He searches further. He finds them assembled in Vic's room telling tall stories.

"Back to your room Abram". We troop out of the room in formation with some more minuses.

At 9:15 it is time for eats. Full of anticipation the dormite enters the kitchen. Cement blocks (roasted two backs) again. After gnawing on these for a while he prepares (?) for bed. He is constantly reminded that the time for lights out is nigh.

"Don't walk around without slippers John."

"Mine are wrecked."

"Wear your shoes then". The dormite ends up wearing boots. At one minute to ten he is hastily brushing his teeth. The glorious moment arrives. Mr. Neufeld checks up. Everyone is in bed (with their clothes on). As soon as the teacher's car leaves the schoolyard feet are heard pattering across the hall. Another "Schnetki conference" is in session. After a few hours of talking he is interrupted by Mr. Driedger who has come upstairs. This usually has dire results the next day. So ends a day in the life of a dormite.

I hope this illustrates why dormites are the smartest in the school.

JOHN P. KLASSEN.

FIRST TERM EXECUTIVE

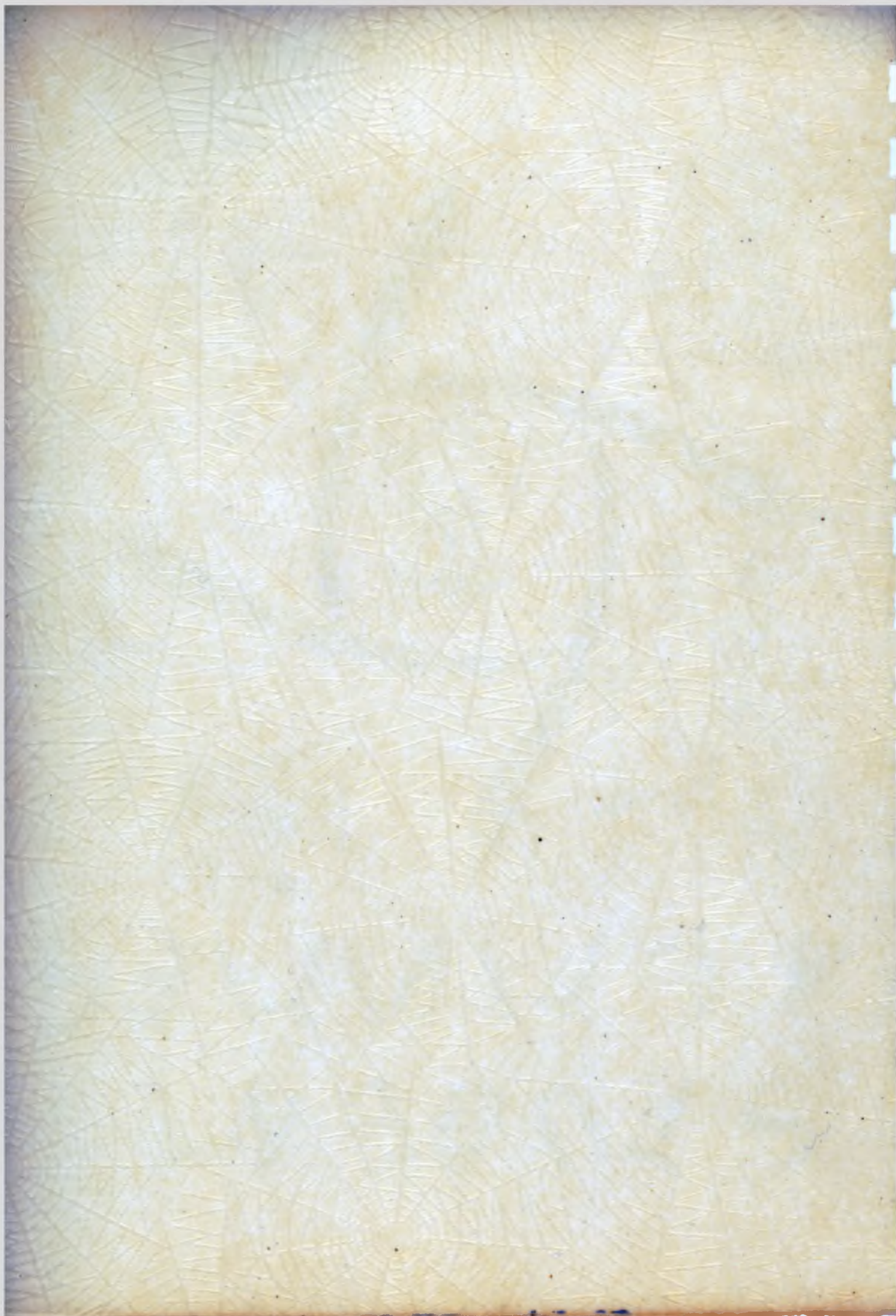


Seated, Left to Right: Elizabeth Sowatzky, Eleanor Regehr, Ruth Klassen (Sec. Treas.), Verner Toews (President), Mr. J. Neufeld (Staff Advisor), Victor Neufeld, Herbert Rogolski, Bertha Tiessen.
 Standing, Left to Right: Ernie Brown, Albert Rempel, Helga Dyck, Hilda Neufeld, Willie Janzen, Annie Enns, Alice Krueger, Walter Enns.

SECOND TERM EXECUTIVE



Seated Left to Right: Marion Enns, Eleanor Tiessen, Vern Toews (Sec. Treas.), Victor Neufeld (President), Mr. J. Neufeld (Staff Advisor), Walter Enns, John Klassen, Betty Barkovsky.
 Standing, Left to Right: Menno Froese, Martha Tiessen, Victor Krueger, Henry Epp, Willie Janzen, Alice Krueger, Elizabeth Schartner, Herbert Rogolski.



STUDENT ACTIVITIES





WOODWORKING CLASS

SHOPWORK

A modest beginning has been made to introduce shopwork into our school. Before the opening in September, several teachers and a group of pupils of the school cleared the basement of the auditorium to make room for a shop. Mr. Enns and Mr. Henry Neufeld built a partition. Mr. B. Konrad helped to overhaul several of the machines. Before the commencement of school things were beginning to take shape.

We can say that a beginning has been made. It is desirable that steady improvements be made.

The Grade nine and ten boys have had an opportunity to work in the shop once a week. Because of lack of time and difficulty of organization, shop activities have been restricted to Grades nine and ten. It should be possible however to extend this activity in the future.

A number of additional bird-houses will adorn the country-side this summer. The housing problem of the birds should be thereby considerably relieved. A number of articles have been made to be auctioned at a special sale.

A few of the boys have made a beginning of establishing a shop of their own. If a genuine interest for shopwork can be created in a few and some proficiency with tools in others of the group, we should consider our efforts worthwhile.

MR. JOHN C. NEUFELD



HOME ECONOMICS CLASS

DIE HANDARBEIT.

Die Nadel ist die Waffe der Frau. Schon zum Anfang der Geschichte der Menschheit finden wir, dass Eva, als sie in Not und Verzweiflung war, zur Handarbeit griff. Die Koenigin Mary von England stickte noch im hohen Alter einen Teppich.

Die Handarbeit hat die Frau unentbehrlich, begehrt und anmutig gemacht. Deshalb ist die Frau auch durch die Zeiten beweint, hochgeachtet und gepriesen worden.

Das Sprichwort sagt: Jung gewohnt, alt getan. Wir haben in dieser Schule in jeder Woche eine Stunde Handarbeit. Die soll dazu dienen die Kunst der Nadel zu erlernen; oder besser gesagt, in den Maedchen eine Vorliebe zu dieser Kunst zu erwecken. Moegen sie dazu dienen, die jungen Herzen zu befestigen, welches geschieht durch Gnade und Gnade erlangt auf Bitten, damit sie im spaeteren Leben, sei es in Not, Luxus oder Langeweile, nicht das Rauchen, Trinken und Tanzen ergreifen, sondern die Nadel.

MRS. ELIZABETH MATHIES



THE CAMERA CLUB

THE CAMERA CLUB

In the memorable month of January, 1953, the Camera Club was formed. Under the leadership of Mr. Sawatzky, the club has prospered greatly. From a few pans and a developing tank, the club now has an enlarger, larger pans, some money in the treasury, and a new member with a good 35mm. camera. Besides learning how to develop and print a film the members have outings a few times a year which are enjoyed very much by everyone.

Every few weeks a meeting is held and the treasurer comes around for a nickel. This is the fee which every member must pay (or else). Films are also developed for customers for only thirty-five cents. Besides these means of income the camera club held a raffle last fall. The club wishes to thank everyone for buying tickets on the camera which was the prize.

The future goal of the camera club is to build a dark room and if the club progresses as it has up to the present time the goal will soon be accomplished.

ALBERT REMPEL, GRADE X

SENIOR CHOIR



JUNIOR CHOIR



GIRLS' TRIPLE TRIO



Standing, left to right: Louise Driedger, Betty Barkovsky, Elvira Woelk, Eleanor Neufeld, Ruth Klasson, Marion Enns, Eleanor Tiessen, Elizabeth Sawatzky, Eleanor Neufeld.
Director: Mr. J. Penner. Pianist: Louise Driedger.

MUSIC

Music is a universal language. Music can penetrate into the depths of a human soul. Music is comforting to the sick, to the heavy laden; it can reach any mood that an individual may have. It is religious in itself. As a Christian school, religion is the principle on which it is founded and music being religious in character is therefore an essential subject. One cannot imagine our schools without music.

Music is compulsory in Grades nine and ten. They are studying music theory, working hard at sight-reading and other phases of this study. The higher grades spend their music classes by singing in a mixed choir. Together with the junior choir they enjoyed presenting the Christmas Contata on our Christmas programme.

Besides a mixed choir the senior girls are still keeping up a girls choir. In October, 1953, a triple trio rendered some songs at the Peace Conference in Fort Erie. The girls trio has also contributed several songs at the County Home in Leamington at meetings there. The girls are also looking forward to singing at a Christian meeting in Detroit to which they have been invited.

All our musical activities are under the direction of Mr. Penner. He has taught us how one can enrich one's life by becoming acquainted with the more difficult pieces of music. We see how large the field of music is and the comparably small portion of which we come in contact.

Music is one of the most enjoyed subjects on our time-table.

LOUISE DRIEDGER

SENIOR SCHOOL BASKETBALL TEAM



Kneeling, Left to Right: Rudy Penner, Vern Toows, Henry Regier, Victor Neufeld, Menno Froese.
 Standing, Left to Right: Mr. J. Driedger (coach), Ernie Brown, Ronald Derksen, John Klassen, Frank Bergman, Fred Berg.

JUNIOR SCHOOL BASKETBALL TEAM



Kneeling, Left to Right: Rudy Lehn, Jim Dick, Henry Epp, Victor Krueger, Albert Rempel.
 Standing, Left to Right: Mr. P. Sawatzky (coach), John Epp, John Sawatzky, Arthur Unger, George Tiessen, Kurt Enns, Dennis Cornies, Martin Tiessen, Hans Huber.

BOYS SPORTS AT U.M.E.I.

Noon hours at U.M.E.I. are kept busy with sports in which everyone takes part. Football, basketball and baseball are the main sports. Both senior and junior teams for each sport are chosen. These teams compete against each other at noons and P.T. periods. Usually several of the senior boys referee the games. When these referees can't keep the game under control due to its roughness, Mr. Sawatzky, the boy's P.T. teacher, steps in to bring it under control. Then he appoints a helper to help him in handing out the penalties. This occurs more in basketball than in other sports.

This season our school's basketball teams have completed against other teams: Kingsville, Jugend and the Alumni. With the first signs of spring and with the temperature a few degrees higher, one sees everyone outside playing baseball eager to get their chance at hitting the ball. But this has to be given up again because of the cold spells setting in continually and we are happy to be indoors where it is warm. This winter being a little cooler than usually brought hopes of a few games of hockey on our pond at the rear of the schoolgrounds. This was completely forgotten for the pond was found to be completely dry.

During the winter the ping-pong tables were kept busy with everyone rushing for the ping-pong paddles trying to get the first game. Just before Christmas we had a ping-pong tournament with Rudy Penner turning out to be the school champion. The sports committee is busy in keeping the students supplied with baseballs, bats and ping-pong balls. The committee is again planning on getting crests for the winning team of each sport.

RONALD DERKSEN, Sports Editor

GIRLS P.T.

Our activities on the sports field have consisted mainly of volleyball and basketball. For the first half of the year volleyball was the highlight. Three teams, consisting of all the girls from Grade nine to Grade twelve, were chosen, and keen competition was soon on its way. Although the "Rockets" and the "Dragnets" put up a fairly good fight, the "Richashays" were victorious and have been boasting about their triumph ever since.

In basketball the Grade nines were excluded from the three regular teams but have produced a seemingly strong team of their own. The three teams were the "Comets", the "Cupids", and the "Dashers". These teams, however, only play during the few noon-hours devoted to girls P.T. During the classes our periods are spent in the practice of shooting for the basket and learning how to get dizzy by running around in circles. However, no matter how they are spent they are always looked forward to by all of us. Our aim is to produce a team which will be able to stand up against real competition.

HELEN HEINRICHS



FOOTBALL

1. Sr. Champions. 2. Jr. Champions. 3. Sr. 2nd place. 4. Jr. 2nd place. 5. Sr. 3rd place. 6. Jr. 3rd place
 7. Rempel's stretch. 8. Huddle. 9. A rear view hike. 10. Pose. 11. P.C.S. 12 A front view hike 13. Penner's
 kick off. 14. Preparing to pass.



SENIOR AND JUNIOR BASKETBALL

1. Sr. 2nd Place. 2. Jr. 1st Place. 3. Sr Champs. 4. Jr. 2nd Place. 5. Sr. 3rd Place. 6. Jr. 3rd Place. 7. Ernie. 8. Jump. 9. Open shot. 10. Derksen's style. 11. Regier's style. 12. Jr. jump. 13. Waiting "patiently". 14. Loose ball.



GIRLS' VOLLEYBALL AND BASKETBALL

1. V.B. Champions. 2. B.B. Champions. 3. 2nd place V.B. 4. 2nd place B.B. 5. 3rd place V.B. 6. 3rd place B.B. 7. Guarding. 8. Surprised. 9. Girl's jump. 10. Foul shot. 11. Serve. 12. Sophie. 13. Murph. 14. Come and get it.

A SCHOOLDAY

T'is nine o'clock, the bell does ring
And a new schoolday starts.
We sing a hymn which sure will bring
Encouragement to our hearts.

But this encouragement disappears
When typing class begins.
We type so hard until the tears
Roll down onto our chins.

The next thing which is on the list
Is sure to be a spare.
We catch up on the news we've missed,
If the teacher isn't there.

Now history caused the first World War
It caused the second one too.
And if it's going to cause some more
I don't know what we'll do.

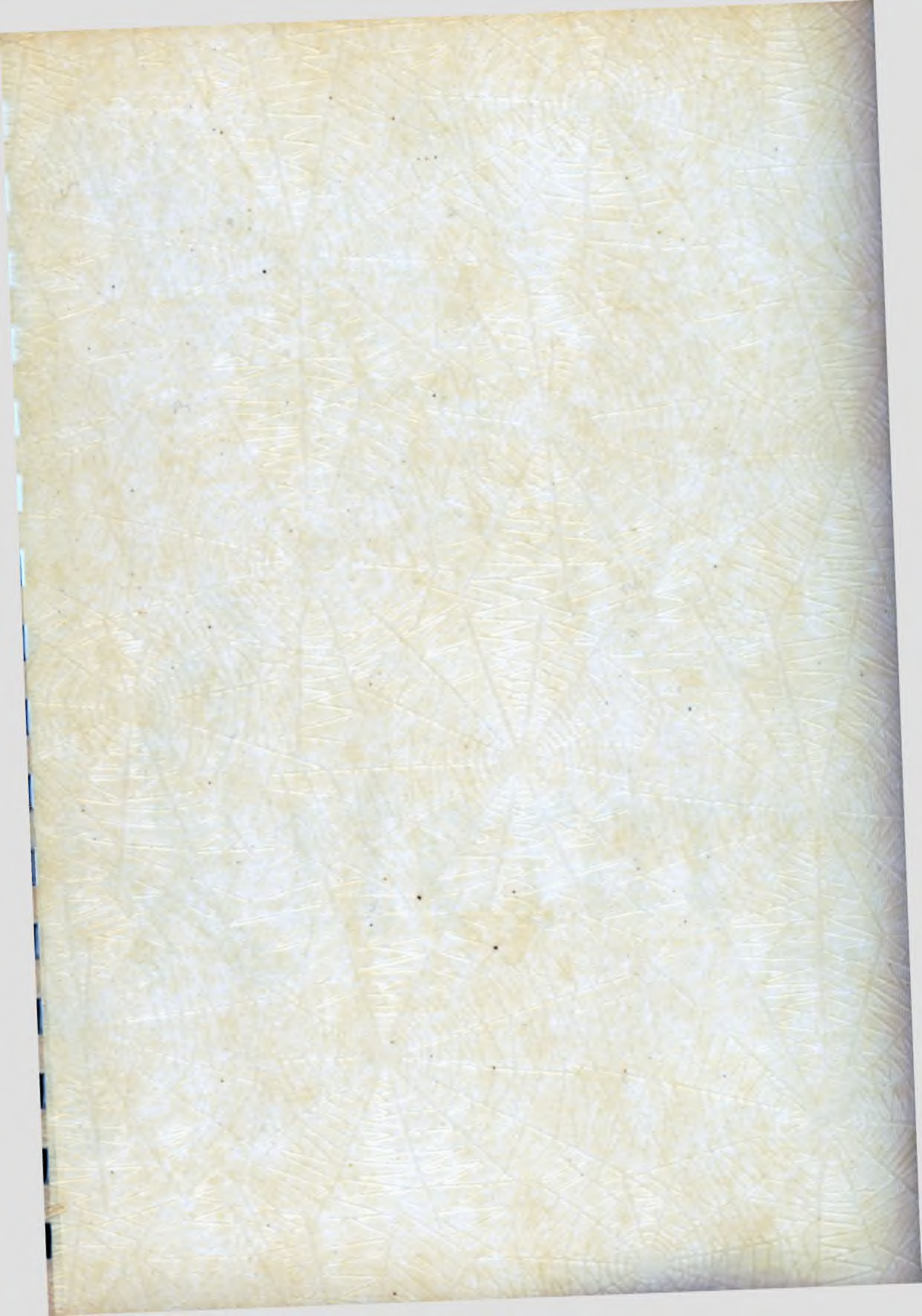
In Bible we see the Apostel Paul
And how he answered to God's call.
Church History shows the Mennonite
Refusing to take up arms and fight.

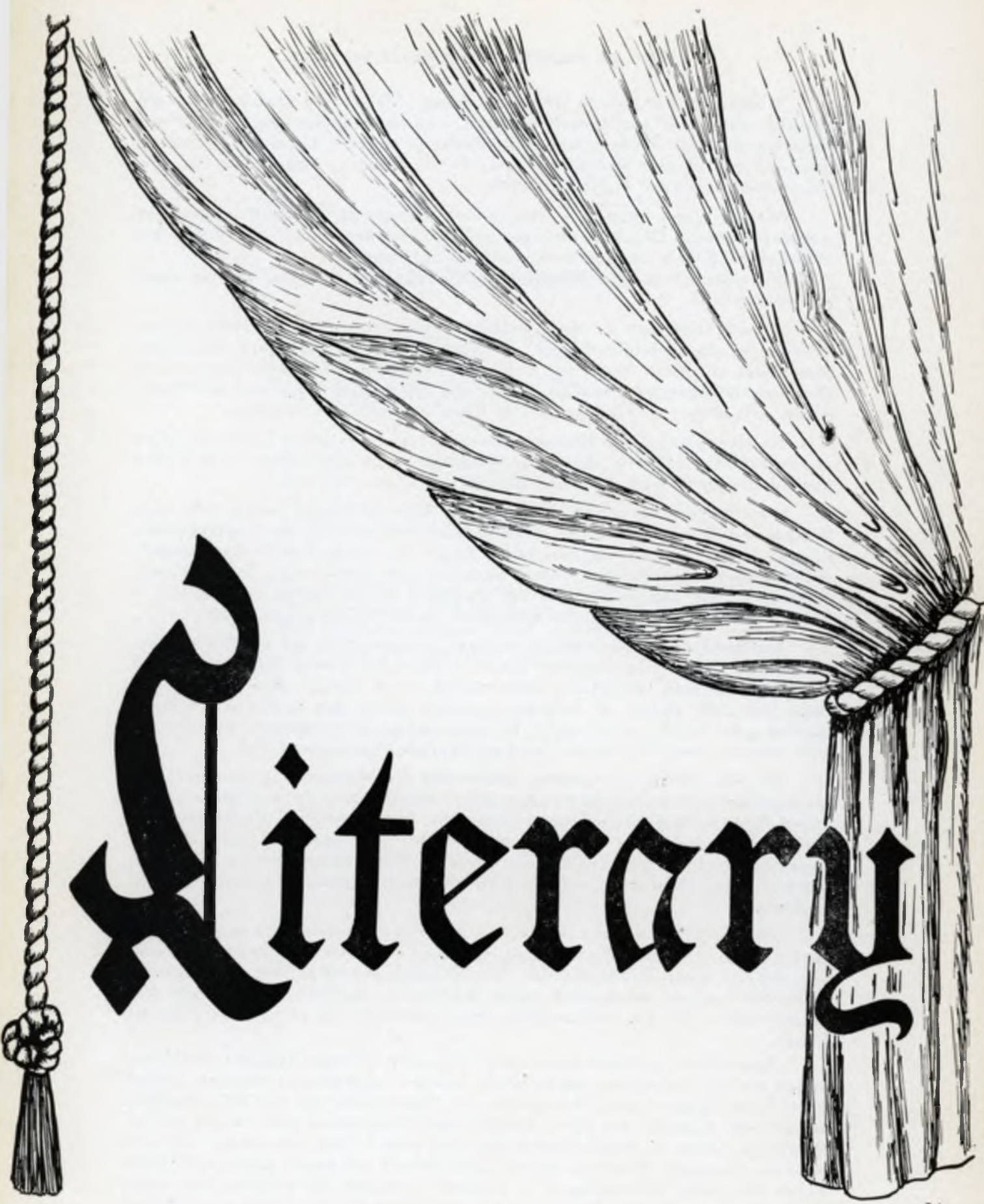
Geography brings distant lands
To our imagination.
We see how part of the world stands
With too great a population.

In Literature we learn to know
Articles written long ago.
English puts us in the position
Of making up a composition.

Now I haven't mentioned the whole course
But I must make an end.
At half past four we slam the doors,
And homeward our faces we bend.

KATIE FROESE





G.L.

Was es bedeutet, Mennonit zu Sein

Waehrend der ersten Monate dieses Schuljahres haben wir, die Schueler des elften und zwoelfen Grads, uns im Religionsunterricht mit der Frage beschaeftigt, "Was es bedeutet, Mennonit zu sein." Unter der hilfreichen Unterweisung unseres Religionslehrers, Pr. J. Penners, haben wir die verschiedenen Stufen der Frage betrachtet.

Wie oft schon haben wir Mennoniten Gelegenheit gehabt, unsern Mitmenschen unsere Glaubensueberzeugung zu erklaren? Es gilt dann, ein praktisches Zeugnis unseres Bekenntnisses, abzulegen.

Wie viele von uns, hauptsaechlich wir, die juengeren Leute, geraten dabei in Verlegenheit?

Ja, was bedeutet es denn eigentlich Mennonit zu sein? Nun, erstens bedeutet es ein wertvolles Erbgut, ein Erbgut der Tradition unserer Vorvaeter. Dieses Gut hat einen Wert, der durch Jahrhunderte durch Maertyrertum und Glaubensverfolgungen errungen ist. Auf die Mennoniten faellt nun die Pflicht, dieses edle Erbgut zu erhalten und es dann spaeter weiterzureichen.

Ein Mennonit zu sein bedeutet weiter, dass er der Lehre Christi mit allen seinen Kraeften folgt. In dieser Lehre befinden sich auch solche, wie Verbot des Eidschwoerens und die Wehrlosigkeit.

Wehrlosigkeit zu ueben ist heutzutage eine schwierige Sache. Wie viele Voelker auf Erden nennen sich Christen und doch gibt es die schrecklichsten Kriege. Noch koennen wir den edlen Begiff der Wehrosigkeit der kriegerischen Welt nicht beibringen. Aber wenn wir den Samen nicht aufbewahren, so stirbt er aus. Darum bewahrt der Mennonit diesen Samen auf, um ihn in Zukunft unter allen Voelkern zu verbreiten, wenn die Zeit dazu reif ist.

Als Mennoniten legen wir auch einen grossen Wert auf die Schlichtheit. Schlichtheit bewahrt vor Hochmut und Fall. Wenn wir uns das Leben mit allerlei unnoetigen Dingen versuessen, dann stehen wir in Gefahr unsere Herzen an diese irdischen Dinge zu haengen, welche dann das wahre Christentum verdraengen. Wir brauchen nichts zu uebertreiben. Wir muessen vor allem, in acht nehmen, dass Christus der hoechste Wert in unserem Leben ist.

Wie oft haben in frueherer Geschichte die Mitmenschen bemerkt, wie Mennoniten sich von der Welt absondern. Dieser Absonderung haben wir es zu verdanken, dass unser Glaube noch lebt. Viele sehen mit Verachtung auf die Absonderung, aber haetten wir sie nicht, so gingen wir bald mit der suendigen Welt mit und der Glaube ginge verloren. Darum streben wir Christi Beispiel nach, da er auch unter Suendern wandelte aber nicht nach ihrer Art handelte.

Obzwar wir alle diese christlichen Aufgaben erkennen, ist es doch nicht genug nur durch Zufall Mennonit zu sein. Sind wir denn Mennoniten, nur weil wir eben in einer mennonitischen Familie geboren sind? Nein, ganz gewiss nicht. Wir muessen in unserem Leben bestimmte, christliche Erfahrungen gemacht haben, die uns auf die eine oder andere Weise zu Christus gefuehrt haben.

Jetzt haben wir Mennoniten noch eine sehr wichtige Aufgabe. Nicht nur sollen wir ein christliches Leben allein fuehren, sondern wir muessen dessen auch feste Zeugen sein. Hier gelten die Taten mehr als nur scheinheiliges Reden. Wir muessen ein gutes Beispiel des Christentums sein. Wenn wir im taeglichen Leben in allen Dingen treu und ehrlich sind, so zeugen wir von unserem Glauben. Wenn es einmal auch darauf ankommt, sollten wir auch bereit sein unter Verfolgungen im Glauben standhaft zu bleiben, und wenn noetig, auch als Zeugen Christi zu sterben. Dieses ist nicht leicht aber dafuer erhalten wir die ewige Seeligkeit.

Wollen wir stets daran denken: ein Mennonit zu sein bedeutet im Leben, im Handeln und im Zeugen Christum nachfolgen.

CHALLENGE TO STUDENTS

Did you ever think of our school
As an Institute of God
Where we study of His wonders,
Of the steps our Master trod?

Did you ever stop to think of
All the worry and the care
That it cost hard-working founders
Of this school, to put it there?

Don't you think that 'stead of working
For our honour and our fame,
We should strengthen mind and talents
To spread and glorify His name?

Let's show it in our daily tasks
Both at home and here at school,
Let's try to do them faithfully,
And live the Golden Rule.

We were sent here for a purpose,
We've an aim—don't let it wilt!
To learn more about our Saviour,
That is why this school was built.

HILDA NEUFELD, Grade X

AN ADVENTURE IN HIKING

Have you ever tried hitchhiking? You haven't? Well try it some time. You get acquainted with people from many different places and in all walks of life. I've met people from Salt Lake City and New York; also fruit, grain and tobacco farmers.

Hitchhiking is a very pleasant and exciting pastime. Did I say pleasant? Maybe I'm exaggerating. Standing for a few hours in a joint called Cedar Springs with the cold wind whistling around your head is anything but pleasant. I'm afraid "joint" is colloquial but it fits the joint to a T. After the first few minutes here, I decided to take my chances and hold out my arm. So after an hour or so you see Johnny the totem pole with icicles hanging from his nose and his arm stuck out straight. A model T would have been a welcome sight, but the only ride I got was with a "52" Cadillac.

I believe there are some unfortunate readers who at one time or another have passed through Port Alma, the home of exquisite perfumes in Canada. The time I stopped at this fair city, my companion and I stood for two hours breathing and smelling these "sweet" fragrances. I don't blame the gentleman who picked us up for taking us as runaways from an insane asylum. We were weaving up the street like a couple of "you know whats".

On one occasion I found myself in a city which possessed two stores, both of them boarded up. The population at this time was one, plus the few rats scurrying about.

Of course it isn't always like this. When I used to come to Leamington in a truck it took me a good six hours but I've made it in four and a half. Sometimes if you're lucky, the person who picks you up will let you drive. I had this experience on a trip from beautiful St. Catharines, heart of the Niagara district. The people knowing this fact were very generous. When hitchhiking from Leamington they seem to refrain from stopping. You can draw your own conclusions.

Nine out of ten times I've had good luck in this pastime. Try it some time. It's fun.

JOHN KLASSEN

SCHOOL DAZE

School days. School days,
Good old dreamy school daze.
Reading, and 'riting, and 'rithmetic
Taught by the teachers till ev'ry one's sick.
Math in the morning, Lit before noon,
It's almost enough to make us swoon.
With dinner done; then out to the gym
We watch to see who, the game, will win.
Then rings the bell to call us back
Into the school our brains to rack.
More homework now; in chemistry too.
My word you'd think they have the flue.

ERNEST BROWN

AN INTERESTING OCCUPATION

When summer comes some people may ask themselves, "Well, what am I going to do now?" It might be a job but a very special one. Some might have a lot of wonderful ideas.

Perhaps it is independence, a desire to help create something or helping someone else. If this is the desire, one would probably be filled with great satisfaction in working with cerebral-palsied children. The only special talent required is a strong faculty for enjoying children, some manual strength and above all the desire to help.

An interesting story is told of a girl who decided to work with these children. She worked with eight children everyday ranging in age from three to thirteen. They were all friendly and affectionate. She was talking to one boy for fifteen minutes one day, but only to realize that he was deaf and hadn't heard a word she said. So interested was she in her work that she became a therapist.

Being a therapist is a wonderful opportunity for a girl who likes to work with her hands, loves children and has much patience.

ELEANOR REGEHR

MY FIRST FLAT

I suppose you've all heard of the saying "there's a first time for everything". Well, after I considered myself an experienced driver and had one hundred miles of driving to my credit I encountered my first flat. It all happened on a sunny Sunday afternoon. The car seemed to be skidding a little more than was normal, but I drove about eight miles to a friends place. After having picked her up and having driven approximately half a mile we began to smell something resembling burning rubber. I stopped got out and looked around but I couldn't find it's origin. I started driving again but the rubber smell became stronger. I stopped again. The right rear tire was, needless to say, a total wreck. We walked to a nearby farmhouse and a farmer volunteered to come and "fix" the flat. After referring to our ignorance several times, the muddy condition of the car and the useless jack, he set about changing the tire. I'm quite certain he did a good job for he sacrificed the best part of the afternoon at it. Glad that this ordeal was over I went home.

ASTRID GOSSEN, Grade X

Deutscher Unterricht in der Zehnten Klasse

Jeden Morgen in der zweiten Stunde haben wir Schueler in der zehnten Klasse Unterricht in einem der wichtigsten Faecher unserer Schule—der deutschen Sprache. Wir haben dreimal in der Woche Grammatik und an den andern zwei Tagen beschaeftigen wir uns mit dem Lesen und Lernen von Gedichten.

In der Grammatik lernen wir Rechtschreibung, Wortkunde, Zeichensetzung, Sprachlehre, und Spracherziehung. Im vorigen Jahre haben wir das halbe Buch durchgenommen und wir versuchen es in diesem Jahre zu beendigen.

Gedichte und Geschichten finden wir in dem Wartburg Lesebuch. Wir haben in diesem Jahre etwa fuenf Gedichte gelernt und etliche Geschichten durchgenommen. In diesen Stunden ueben wir uns in dem Lesen und wir schreiben die Geschichten, die wir gelesen haben, in unseren eignen Worten. Dieses hilft uns sehr, vollstaendige und richtige deutsche Saetze zu brauchen.

So verbringen wir unsere deutschen Sprachuebungsstunden mit Gedicht, Diktat, oder einer Geschichte, Doch wollen wir nicht ungeduldig werden, wenn uns die Aufgaben manchmal schwer fallen und nicht vergessen, dass es eine von den Hauptsachen ist, warum diese Schule gebaut worden ist;—um uns eine gute Bildung zu geben in der Sprache, die Gott uns gegeben hat. Unsere Muttersprache ist uns gegeben nicht um dieselbe zu vergessen, sondern sie zu lernen und zu gebrauchen.

HILDA NEUFELD, Grade X

START THE WEEK CHEERFULLY

Monday is the very day,
When everyone will want their way;
But why make Monday blue?
There's somethin' good to do.

Cornies in his Maple Leaf sweater,
Thinks he knows who is the better;
He's bragging the Toronto team,
Is hotter than they seem.

Reimer has joined the conversation
With his bits of information;
Telling facts unknown to all
About his famous Montreal.

Thun is happy with what he brings,
Naturally about the Wings;
Two goals have just been scored by Howe,
And every fan to him will bow.

Then the cellar-dwelling Black Hawks
Are also mentioned in the talks;
A double victory for this team,
Proves that they're better than they seem.

Oh that old bell again has rung,
To stop the discussion just begun;
But the week is started in a cheerful way,
And now the teachers have their say.

JAKE THUN, Grade IX

WE KNOW HOW

The usual hurry - scurry of the monitors is not an uncommon thing to see after the devotional period at four o'clock; that is, if there are any monitors to do the hurry - scurrying. When there are monitors, they are seen rushing to get to the blackboard first. The first one there has the privilege of cleaning them, while the other must sweep.

Cleaning blackboards is the easier job. A dry rag is found to do almost as good a job as a wet one. Who knows whether they have been washed anyway?

Personally, I don't see what is so bad about sweeping. It is not so difficult and can be done almost as quickly as cleaning the boards, if you know how. And we know how. Just set the broom in front of you at one end of an aisle, holding it with one hand at the top of the handle and the other one at the middle. Then push until you reach the other end of the aisle. Do this to each aisle. Then swish this piece of paper under this desk and that piece under the register; now all done. Whoops! What about that piece? Oh, that one was dropped there tomorrow morning. Who knows the difference anyway.

ERNIE BROWN

GRADE XII

This in brief is our grade twelve:
First there's Shadow who's no elf;
Tall and lanky is his shape.
Behind him sits taciturn Abe,
Sports and studies his favourites were.
Then Ruth our Spectrum editor,
George the next one on the list,
Our astronomer and scientist.
Herb has a busy life to live—
Was chosen class representative.
Vern, the last one in the row,
Quick in action the ball can throw.
Fred's favourite is Geometry
And Victor's also possibly.
Poncho is the lucky fellow
Who has a voice so loud and mellow.
Murph the one and only being
Who's noted for so much talking.
Sophie is the cutest blonde;
Everyone of her is fond.
Then comes Helen, rather tall,
Good for playing basketball.
Louise's favourite is "musik"
But she has not acquired technique.
Then comes Betty, last not least;
Her main ambition is to go out East.
A glimpse of us you now have seen,
A happy class we sure have been.

BERTHA TIESSEN, Grade XII

Bibel und Kirchengeschichte Unterricht in Grad Zehn

Von allen unseren Gegenstaenden in diesem Jahre ist das Bibelstudium eins von den wichtigsten. In Grad Zehn studieren wir das Alte Testament geleitet von Lehrer Penner.

Mit den fuenf Buechern Moese fingen wir an. Sie beginnen mit der Schoepfung der Welt und fahren fort mit der Menschheitsgeschichte von Adam, Kain, Noah u.s.w. Die Geschichte des Volkes Israel wird vollstaendig erzaehlt. So geht es durch die Geschichtsbuecher, Lehrbuecher und die prophetischen Buecher. Die Verfasser von vielen der Buecher sind uns nicht bekannt.

Auch viele von den biblischen Problemen werden in der Klasse besprochen. Jeder Schueler hat Fragen, die er nicht versteht und diese werden von den andern Schuelern und vom Lehrer beantwortet.

In der Kirchengeschichte lernen wir von den Mennoniten, Taeufergemeinden, Bruedergemeinden u.a. Diese haben viele Verfolgungen leiden muessen, sind dadurch aber nicht vom Glauben abgekommen sondern sind in demselben geblieben.

Solche Namen wie Zwingli, Luther, und Menno Simmons sind uns sehr bekannt geworden. Auch die Mennoniten in Holland, Maehren, Russland, Preussen, Schweden, u.s.w. haben wir tuechtig studiert — wie sie dorthin zogen, kurze Zeit Frieden hatten und dann wieder schweren Verfolgungen ausgesetzt waren. So zogen sie von Ort zu Ort. Manche sind nach Brasilien und Amerika ausgewandert, und hier haben sie endlich Glaubensfreiheit gewonnen.

MARTHA THIESSEN, Grade X

WINDOW-SHOPPING

One of the most harmless, though useless pleasures to be had without ever-ready finances is window shopping. Just imagine yourself walking down Broadway in New York and indulging in this delightful past-time.

On your sojourn down the crowded street, one of outstanding attractions would of course be a shop of feminine clothing which boasted designs from a city none other than Paris. Noting all the details of a street ensemble, you are in your imagination already hearing the envious exclamations of friends less fortunate as you appear wearing it. But wait. The colour this clothing is featured in, would be absolutely out of the question with that green shade of eyes Nature kindly bestowed upon you. Since there is nothing lost by this discovery after your purchase outside the store, the next shop window beckons just as alluringly. Window shopping does not therefore place anyone in the embarrassing situation of returning unwanted goods.

Window shopping is very stimulating to the imagination. Displays were meant to stir up some dream away from commonplace things. Even though you may never go to Italy or some other enchanting land across the ocean, exhibits in a store window bring these places to you, and without feeling ashamed, anyone may look at them for an unlimited time.

Then too, window shopping boosts your morale. When doing your purchasing this way you are for once in your life able to buy anything in the world. Cadillacs, fur coats, yachts present no financial difficulty. There is just a pane of glass between you and the fortune contained in them.

Of course, window shopping has its dark sides also. Prominent among these are sore feet. As you rest these a discontented feeling envelops you. You came home empty-handed from you shopping. But then, your pocketbook did not suffer, a fact which offers the pleasure of some real shopping.

ELIZABETH MATHIES, Grade XI

Die Goetzen Heutigen Tages

Heiden die noch nicht von Gott und Jesus gehoert haben, beten Goetzen an Diese sind aus Stein, Holz, oder sehr kostbarem Material gemacht. Die Heiden opfern ihren Goettern und beschenken sie. Dieses alles tun sie weil sie nicht besser wissen.

Aber in dieser Zeit gibt es viele Menschen die besser wissen und dennoch Goetzen anbeten. Sie bringen ihnen sogenoegter Opfer. Diese Goetter bestehen in Geld, Eigentum oder persoenelichem Ruhm oder anderen irdischen Dingen.

Die Anbetung dieser Goetter besteht darin, dass sie immerwaehrend daran denken und Plaene machen, wie sie noch mehr erwerben koennen. Nichts anderes hat in ihrem Herzen Raum. Ihre Opfer bestehen darin, dass sie alles andere drangeben um das eine zu gewinnen. Manchmal sind leibliche Krankheiten die Folge solcher Opfer.

Diese Leute aber, sind nicht froh und zufrieden. Sie schauen immerwaehrend herum, um etwas zu finden, das ihnen Frieden gebe. Aber weil ihr Suchen falschen Wegen folgt, finden sie nichts als Sorge und Unzufriedenheit.

Es scheint in dieser Zeit, als ob es viel mehr zivilisierte Heiden gibt, als andere. Bei manchen Kirchen ist der Besuch sehr schwach. Aber dennoch gibt es viele wahre Christen die ein aufrichtiges Leben fuehren und Gott hoeher stellen als all das Andere.

Was fuer ein Mensch bin ich? Dieses ist eine Frage die ein jeder sich stellen sollte. In welcher Gruppe sind wir heute? Koennen wir aufrichtig sagen dass unsere Herzen nicht von materiellen Dingen beherrscht sind? Halte dein Herz frei von Goetzen, auf dasz du ewig Ihn kannst schaeetzen.

WALTER ENNS

Bibelunterricht und sekulaere Bildung

Vortrag gehalten von N. N. Driedger auf dem Elternabende der mennonitischen Hochschule (U.M.E.I.) zu Leamington am 17. Februar 1954.

Die Lehrgegenstaende in unserer Schule gehoeren zwei Gruppen an. Da ist zuerst die Gruppe der Gegenstaende, die direkt Beziehung zur Bibel haben, wie Bibelkunde, Glaubenslehre, Kirchen- und Mennonitengeschichte, geistliches Lied u. s. w. Dann ist die Gruppe der sekulaeren Faecher, wie Mathematik, Physik, Geographie, Sprache, Literatur und dergleichen. Was ist das Verhaeltnis zwischen diesen beiden Seiten im Schulunterricht?

In Apostelgeschichte 7, 22 lesen wir: "Und Moses war gelehrt in aller Weisheit der Aegypter und war maechtig in Werken und Worten." Und in Hebraeer 11,26 lesen wir von demselben Moses: "und er achtete die Schmach Christi fuer groeszeren Reichtum denn die Schaetze Aegyptens."

Mit diesen zwei Schriftstellen ist ein gewisses Verhaeltnis angegeben zwischen religioeser und sekulaerer Bildung, und zwar dieses: Bibelkenntnis und christliche Heilserkenntnis sind wichtiger als die Weisheit der Welt. Es ist besser, ein ungelehrter und einfacher aber ein frommer und bibeleglaubiger Mensch zu sein, als hochgelehrt und gebildet zu sein und dabei keine Gottesfurcht und Bibelweisheit zu haben. Ein gebildeter Mensch ohne Gewissen ist schaedlicher und gefaehrlicher als ein Gottloser, der nicht gelehrt ist. Das ist die Gefahr unserer Zeit, dasz sich eine staunenswerte, sekulaere Wissenschaft entwickelt hat, die ihren Weg geht ganz losgeloest von Gott. Also Bibelkenntnis und wahre Herzensbildung durch Christus stehen weit hoeher als alle Wissenschaft des Verstandes.

Wo aber Bildung des Verstandes Hand in Hand geht mit der Bildung des Herzens, wo Bibel und Wissenschaft zusammenhalten, wo im Lichte Gottes der sekulaere Unterricht erteilt wird, - da kann es Menschen geben, die bedeutende Werkzeuge in der Hand Gottes werden zu groszem Segen fuer die Menschheit. Moses war so ein Mann. Gelehrt in aller Weisheit der Aegypter - also in sekulaerer Bildung - war er gleichzeitig ein Mann tiefer Gotteserkenntnis, der Einzige seit dem Sundenfalle, mit dem Gott von Angesicht zu Angesicht redete, und dem Gott selbst das Grab machte, als er gestorben war. Moses haette wohl kaum der Fuehrer Israels, der Gesetzgeber, der Vermittler des alten Bundes werden koennen, wenn er nicht am Hofe Pharaos ausgebildet worden waere und in Midian und besonders am Berge Horeb goettlichen Unterricht bekommen haette. Aehnliches koennte von Daniel, von Jesaia und auch von Paulus gesagt werden.

Man kann ein wahrer Christ, ein Kind Gottes sein, auch ohne viel von anderen Dingen zu wissen. Weil das so ist, bleiben dann auch manche Christen dabei stehen und verwerfen alle andere Wissenschaft. Gewiss haengt die Seligkeit nicht davon ab, aber man unterlaeszt es zu bedenken, dasz die Ausbildung des Verstandes durch die sekulaere Wissenschaft eine so grosze Hilfe sein kann beim Studium der Schrift, eine Hilfe zum Wachstum in der Erkenntnis und zum Wahrnehmen seiner Werke in der Natur, und dasz diese Ausbildung heutzutage unbedingt notwendig ist beim Wirken fuer das Reich Gottes. Was haben doch Lehrer und Lehrerinnen und Krankenschwestern, Aerzte und andere fuer grosze Gelegenheiten, wirksame Zeugen Jesu zu sein. Ohne sekulaere Bildung geht das nicht. Es geht auch nicht mehr darohne Heidenmissionar oder Hilfswerkarbeiter im Auslande zu sein. Paulus konnte durch die Kraft Gottes und dank seiner Bildung den heidnischen Philosophen in Athen entgegentreten. Auf gewissen Gebieten kann Mangel an allgemeiner Bildung sogar nachteilig auf das Geistliche zurueckwirken.

Hochschule besuchen ist jetzt Regel geworden auch bei uns. Es gibt in unserer Gemeinde noch kaum welche, die nach der Publikschule nicht weiter lernen. Wenn die heutigen Hochschueler erst den Bestand der Gemeinde ausmachen werden—ob es dann noch moeglich sein sollte, dasz ein Sonntagsschullehrer ohne Hochschulbildung am Platze waere, wenn er auch etwas Bibelkenntnis haette, sein Gesichtskreis in allem anderen aber viel enger als aller Eltern sein wuerde? Von Predigern schon garnicht zu sprechen.

Bibelkenntnis und Erkenntnis, geistliches Leben in Christo, Treue und demuetige Nachfolge Jesu - das alles ist in allen Faellen Nummer eins. Wenn aber dazu noch die allgemeine Bildung kommt, so ist es doppelt gut. Unsere Schule strebt dieses an. Nach meiner Meinung ist diese Art Schule, wie wir sie haben, das Gebot unserer Zeit. Uns werden fuer die Zukunft mehr denn je christliche Maenner und Frauen mit Gleichgewicht fehlen.

THE MUSIC OF NATURE

Nature, the founder and preserver of Music, has some of the most delicate and precise instruments ever founded. The exact timing and rythm of the song-sparrow's song together with its extreme difficult combination of sharps and flats makes its tune incomprehensible to the human ear. The notes of some songsters are so high that it is impossible for us to hear them and the rapid succession of the different melodies make us stand and wonder how such a wee creature can ever produce such enjoyable songs. How many times has man tried to imitate this merry-maker! Will he ever be successful?

Have you ever thought of nature as a music box playing different tunes with every turn of the handle? The first turn would be spring with the awakening and birth of joy and work. The birds, insects, and animals preparing for mating season in gay dress and song, make the outdoors an adorable wonderland. From the growling grizzly to the buzzing bee everything is in a playful and musical mood trying to express its joy and glee by growls, shrills, and trills.

Next would be the peaceful summer accompanied by its crickets, flies, and mosquitoes, each trying to out-sing the other and combing into a most shrill and uncreasing monotony I have ever heard—the lullaby of many small creatures every night. The trees with their heavy foilage of shade, rustling back and forth, seem to be humming a soft hymn of praise to the Omnipotent above. The soft summer rain with its gentle tapping on the chamber roof, or the quick, sudden cloud-burst frightening dogs and humans alike, help to make this turn an interesting and likable one.

Then the Autumn takes form. It brings a period of hustle and rush. The songsters bid their farewell in plaintive numbers as if they were never to come again, but the geese and ducks fly overhead honking as if their life had just begun. Everthing prepares for winter. The trees, sighing with relief, deposit their burden in soft refrains as the leaves flutter to the earth. In steps, majestic winter with solemn array of fluttering snow and slashing sleet. Chick-a-dees find this the most exciting time of the year and reveal their gladness day in and day out with chirps of joy. The overall stillness of the glistening veil of snow seems like a brief pause or rest in a long composition of incomparable beauty and skill.

Thus four turns of the handle have brought us back to the same place where we started from. But if it were to be turned again, it would never be the same. Thus nature marvels and praises her Maker through ever-changing melodies and preludes.

HELEN HEINRICHS, Grade XII

SUNSET

After a hard and energetic day
Filled with labour, tears, toil and sweat;
Hearts turn again to sunset and we lay
Troubles away, and we cease to fret:
We lift our eyes to Him, who make mankind
The Maker of this ever dieing sight.
Yet if by chance we happened to turn blind
Unable to see the sunset, only night;
Then we yearn with many mournful cries.
But lo! The heav'nly beauty does not last
But condescends into the darker skies,
Such wondrous beauty till the last has past.
Yet be not grieved, it will again appear
Day following day, then month and lastly year.

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1. Potential scholar. 2. At the dock. 3. Reloading. 4. Regier. 5. One-half "big-four". A. Arctic region. B. Hans. 6. The "better" half. 7. Stooges. 8. Look! it squeezed through. 9. Fatman. 10. Leaning posts. 11. Mud pies. 12. George. 13. Friedrich der "grosse".

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Mr. Neufeld stating absentmindedly that "the vertices of a quadrilateral are cyclonic" instead of concyclic.

Mr. Penner's definition of music: "Organized Noise".

George: "What's the formula for idiotic acid?"

Mr. Sawatsky: "Two question marks and a picture of you."

Mr. Driedger: "Which direction do the north-east trade windows blow?"

Rudy Penner: "South-west?"

(Now I pause briefly while the laughter subsides.)

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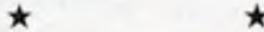
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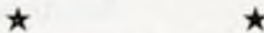
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