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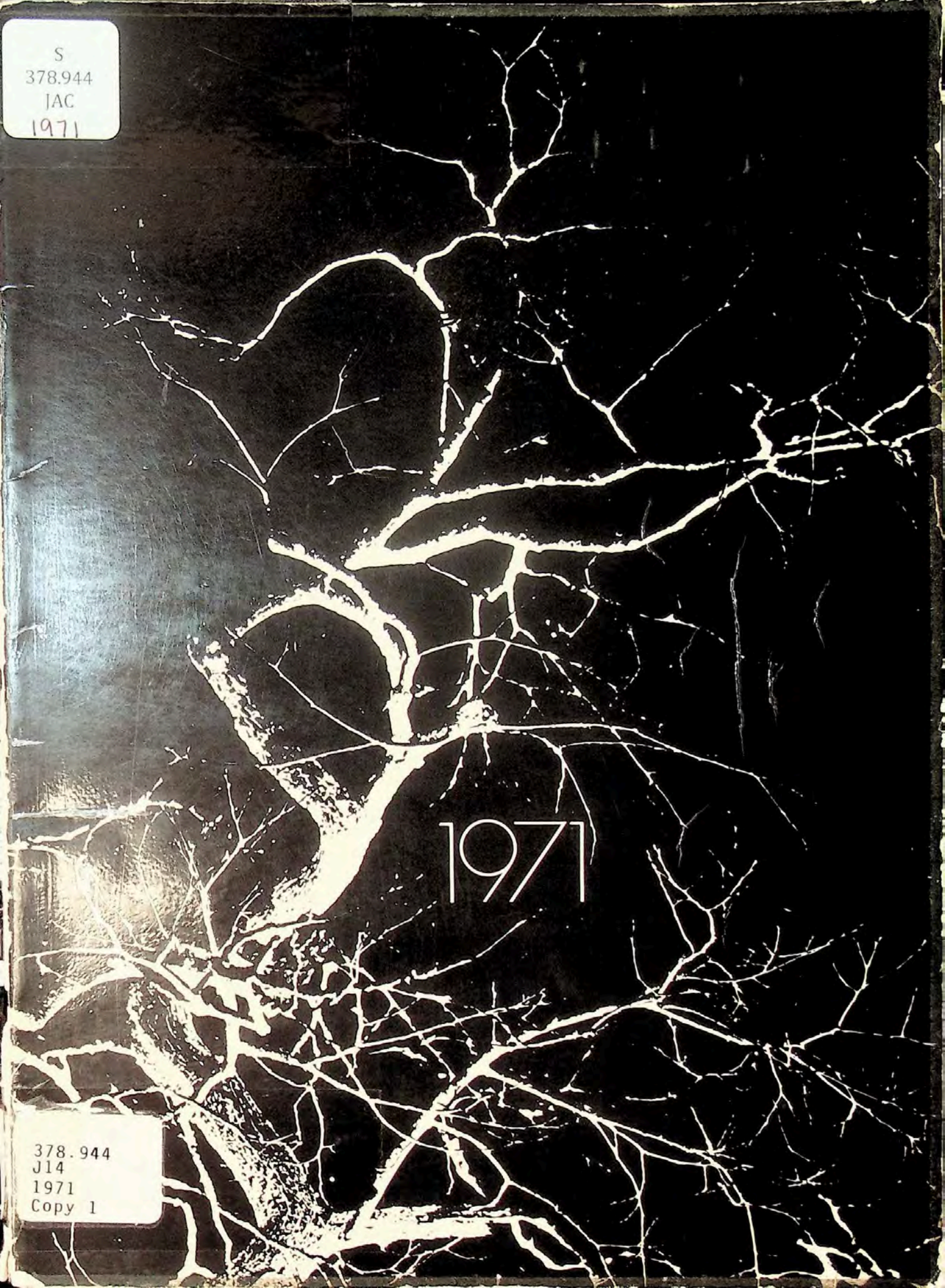


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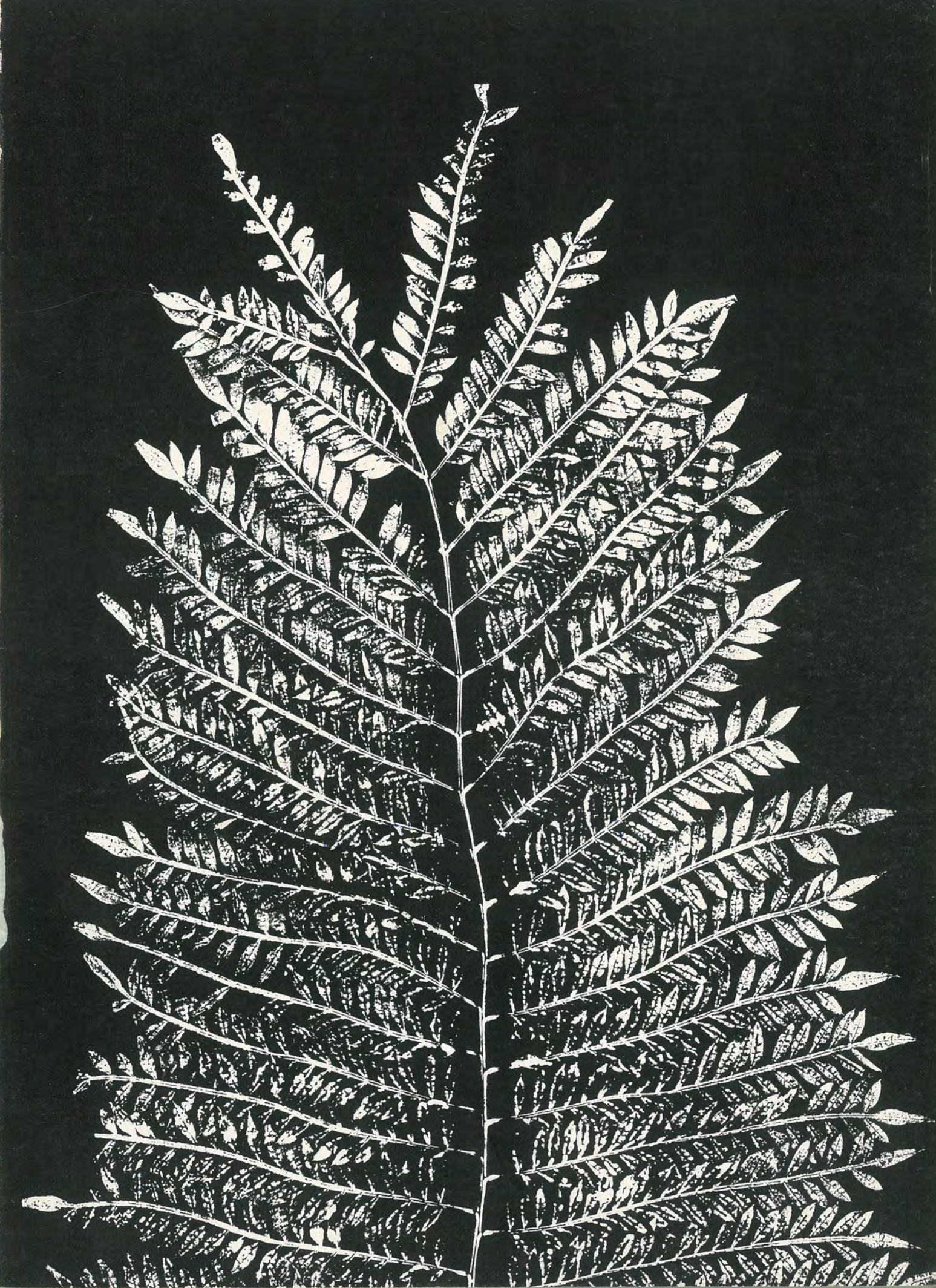

# jacaranda 1971

produced at Avondale College,
a school providing
Seventh-day Adventist
tertiary education in Australia.

Registered at the General Post Office, Melbourne,
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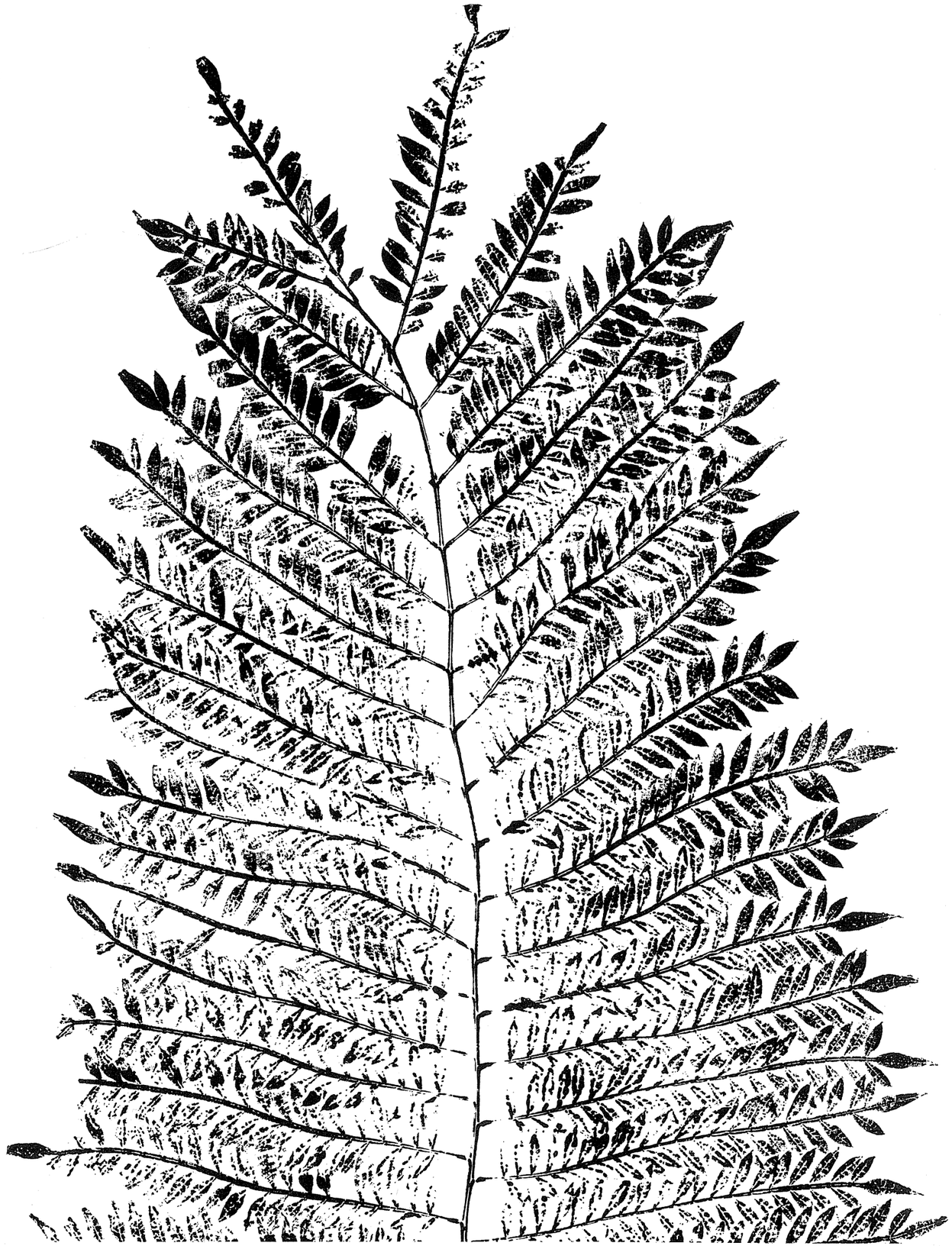


# preface

**"Stop evaluating Christians by what the world thinks about them or by what they seem to be like on the outside." 2 Corinthians 5:16.***

"Newsweek" volunteers:

"In an age when more and more American youths are using religion to express their counter-cultural discontent, what could be more appealing to them than a religion that forbids members to fight in wars, promotes teamwork rather than competitive athletics, strongly advocates health foods, treats body, mind and spirit with equal reverence, appeals as much to blacks as whites, opposes conventional Sunday worship, stoutly defends the radical freedom of all religions and is firmly convinced that the millennium is just around the corner?

"Seventh-day Adventists have been preaching these doctrines for more than a century, and yet, for all its ideological nonconformity, the church socially and politically projects a highly conservative profile that would easily satisfy a Billy Graham or even a William F. Buckley Jr."

—"Newsweek," June 7, 1971.

**"When someone becomes a Christian he becomes a brand new person inside. He is not the same any more. A new life has begun!" 2 Corinthians 5:17.***

Don't be fooled by externals. You have been before. Like when I was an intellectually convinced Christian —studying theology here at Avondale College, preparing to tell the world about the good news of our consistent and all-embracing systematic theology—you might have said, "What a fine young man." I was preparing to tell people what a difference Christ can make in their lives, yet I had not experienced it. A foolproof Christian-looking shell, with a shrivelled soul rattling around inside.

When my soul became so shrivelled that I could not properly relate to people (you were just objects in my world), that I could hardly bear spiritual things, that I rationalized morals into the grey world of situational ethics, I looked back. My pride faded enough for me to take that small step —grasping at the promise that God would make me a brand-new person inside. When someone becomes a Christian he does become a new creature. The world looks different, feels different. Peace replaces knots of frustration inside. God's commands are no longer goads but goals. God has replaced slow choking, with life abundantly more vibrant than I believed possible. Yet His work on me has just begun.

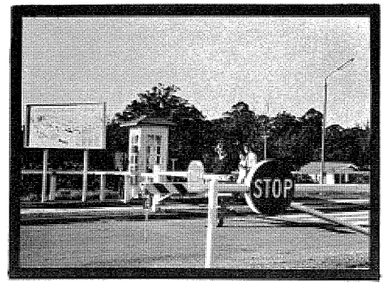
**"All these new things are from God, who brought us back to Himself through what Christ Jesus did. And God has given us the privilege of urging everyone to come into His favour and be reconciled to Him. For God was in Christ, restoring the world to Himself, no longer counting men's sins against them but blotting them out. This is the wonderful message He has given us to tell others. We are Christ's ambassadors. God is using us to speak to you: we beg you, as though Christ Himself were here pleading with you, receive the love He offers you—be reconciled to God. For God took the sinless Christ and poured into Him our sins. Then, in exchange, He poured God's goodness into us!" 2 Corinthians 5:18-21.***

The reason that Avondale exists (when adequate secular educational institutions surround us in Australia) is to help us to tell you more effectively and more convincingly that God wants to restore you to Himself, and give you bubbling life. Not a narrow restricted life (don't evaluate Christians by what they seem on the outside), but life given **"in full and overflowing measure, pressed down, shaken together to make room for more, and running over." Luke 6:38.***

We have tried to reflect this in our "Jacaranda." Maybe the candid photographic comments might convey this joyfulness in a more convincing way than our telling you will.

Our cartoon characters, Garston U. Fink and James P. Dew, demonstrate the simple open approach to life and to God. We don't feel religion should be kept in a part of us separate from secular things. Active faith is approaching God as freely and boldly as does James in the cartoon below. ("For God was in Christ restoring the world to Himself, no longer counting men's sins against them but blotting them out.") Sturgeon the puritan represents the other kind of Christian, who had the answers but not the joy that pervades all life as a result of accepting God's answers.

If you notice that this "Jacaranda" does not have a consistent approach,




Not a narrow restricted life . . .

it is because it is the product of the ideas of many different individuals. We wanted it this way because it will give a truer picture of Avondale than a construed "single voice" would. It should, at the same time, increase the appeal to a wide enough range of individual readers to include you. And although you might not respond to all of the book, we hope you find some enjoyment and blessing and not just bare information in "Jacaranda '71."

Clifford Maberly

Editor.

I was a nut
in a tired paper bag
until Jesus cracked my shell
salted me
and tossed me to the world
to make it
thirsty
for Him.

E.K.Y.

Associate Editors:
Kevin Amos
Don Dickins
Raelene Stanley
Margaret A. Ward
Margaret G. Ward

★ **THE LIVING NEW TESTAMENT**
paraphrased by Kenneth Taylor
Hodder & Stoughton
and Coverdale House Publishers, 1969



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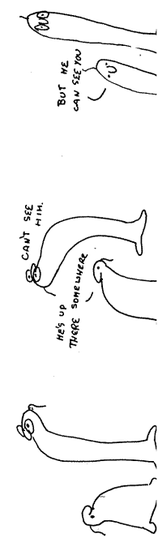


# keynotes

Born in Hanoi, North Vietnam. His father had been there since 1917 on a rich coffee plantation. So he could go to school he lived with an uncle in town, then boarded at a secondary school in Hanoi —enjoyed studies but not boarding. From high school went to work on cattle station in 1944. Later in Japanese concentration camp almost a year. World War II ended but hostilities between French and Communists continued—conscripted into army for eighteen months. 1946 civilian life again—difficult because most plantations burnt; their own overgrown, house and machinery lost, 600 head of cattle stolen or strayed. His father had one of few trucks still operable, so worked with his father until he bought his own. In transport business 1947-1955, good money but dangerous because of guerilla warfare. An exciting and adventurous time. However, he still says adventure is in the mind rather than in the action itself.

1952 on furlough in France for five months—met his wife there (decided to marry her after meeting only four times). 1955 had to leave for France. Situation in Vietnam difficult—being squeezed out of small businesses. Next eighteen months on small farm in Cote d'Azur growing early vegetables and fruit. Didn't like crowded way of life in France—longed for wider spaces of Vietnam.

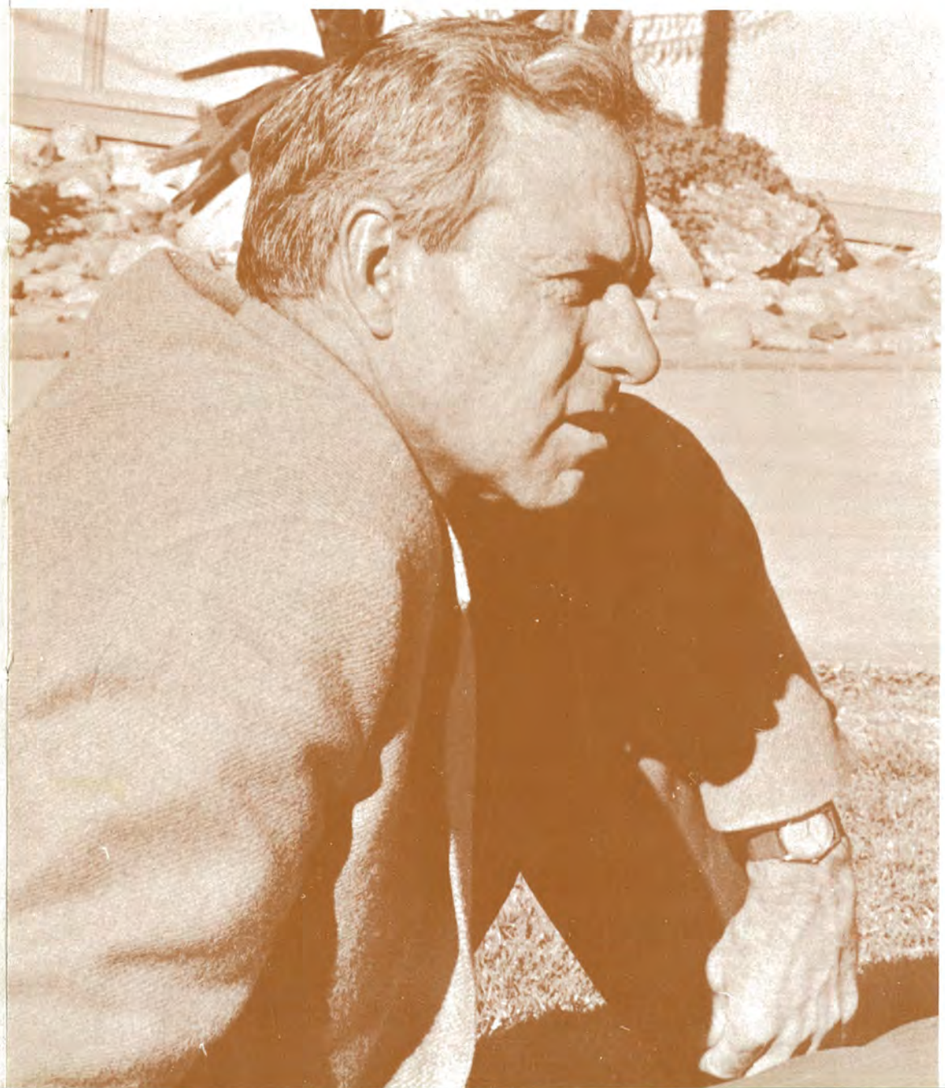
While in France became an Adventist—had been interested in religions for a long time and read seriously into many religions and philosophies including Zen Buddhism, Mohammedanism, Mysticism and Theosophy. He was especially interested in prophecy. Earlier he had bought a Bible from a street pedlar in Vietnam, read it right through, and frequently after that. His mother-in-law went to series of lectures, one of which was "How the Jews preserved grape juice without making wine," and gave his name as being interested. Later an evangelist came and gave studies—many questions he had about the Bible were answered. Baptized a few weeks before coming to Australia.

May 18, 1958, landed in Australia—small share farm near Armidale, N.S.W., battled for four years to keep going. Then colporteuring at Armidale and Ipswich for eighteen months. Through colporteuring learnt English and how to approach people—low funds but led by God. He began studies in Armidale and worked at a labouring job—dismissed from this and turned down similar job in Brisbane because he couldn't be home by Sabbath in wintertime. Applied for job as French master in Toowoomba Grammar School. In the meantime worked at woollen mills one week, then job in a foundry—better pay. Two months later teacher that had received job at Toowoomba left, and Mr. Reynaud was called there. Soon after, came in contact with Dr. McDowell and Dr. Magnusson at a camp meeting and told them he'd like to teach in church schools. Few weeks later urgent call to teach at college in 1966.

Since 1966 at college—head of French Depart.—feels nowhere else in world that he could find a job he would like better—he has enjoyed the challenge of organizing a new department and finds the variety of teaching stimulating.



We appreciate your dedication
and are warmed by your friendship,
Mr. Reynaud.
We dedicate our "Jacaranda" to you.
Nous vous faisons honneur.



# J.P.L. REYNAUD



**"Young men should be qualifying themselves for service by becoming familiar with other languages, that God may use them as mediums through which to communicate His saving truth to those of other nations."—"Counsels to Teachers," page 508.**

In her book, "Education," Mrs. E. G. White offers the life stories of four young men as examples for our youth. How different would have been the world's history if Joseph, Moses, Daniel and Paul had not been prepared. Three of them accomplished their God-given life-work in a language other than their native tongue.

A.D. 31. The first gift of the Spirit to the new-born Christian church was the gift of languages. (Acts 2:1-4.)

Charles V of Germany (1500-1558) said: "You are worth as many men as you speak languages."

Goethe, German poet (1748-1832): "He who is ignorant of foreign languages knows not his own."

SO, for a better understanding of your own language and culture, for widening your usefulness, for the service of God, **become familiar** with a foreign language.

# communicate!

But which?

Avondale College offers French:

Because it has a prestigious past. A modern German critic has said: "It is impossible to study the culture of any European country without constant reference to French culture."

Because it has a lively and thriving present. One-third of the United Nations (thirty-six countries) claim French as their native and/or educational and/or official and/or business language. In 1967, seventy-three nations voted that all U.N. and U.N.E.S.C.O. publications be issued simultaneously in English and in French. By the number of its users, by the diversity of the countries using it, by the range of scientific, scholarly and cultural fields for which it is a vehicle, by its special status in the U.N., French can claim to hold second place to English as an international tongue.

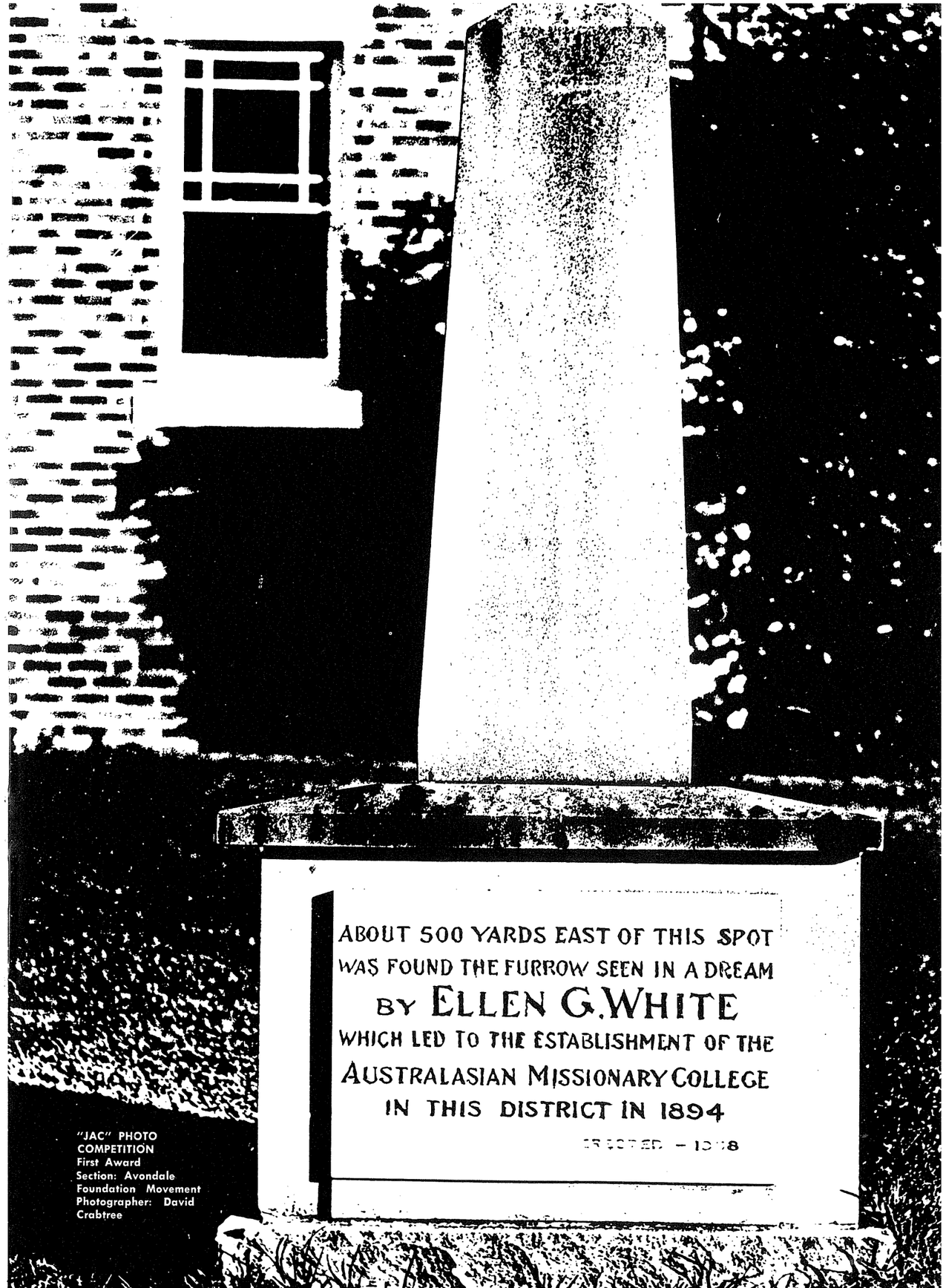
BUT, better still,

Because it has a future that will grow till the end of time. From Canada to the Congo, from Laos to Lebanon, from Madagascar to Morocco, from Tahiti to Togoland, right round the globe, 200 million people are waiting to hear God's last message in French.

The greatest single NEED of our church today is **French-speaking missionaries.** What a challenge, what a CALL!

Avondale College's French Department will prepare you to accept the challenge, answer the call and supply the need!

J. P. L. Reynaud.




**"JAC" PHOTO COMPETITION**
**First Award**
**Section: Avondale Foundation Movement**
**Photographer: David Crabtree**

RETURNED BOOKS

LIBRARY HOURS

SUNDAY

MONDAY TO THURSDAY

FRIDAY

SICK BAY

AVONDALE COLLEGE 1897

BETHEL HALL

DEAN

IN

OUT

PLEASE WAIT

PLEASE ENTER

JULY 4th AMERICAN INDEPENDANCE DAY

WATSON HALL

PULL

PULL

wood products

E. KISSED EVER SINCE

KEEP OFF THE LAWN

TEACHERS OF TOMORROW

GENERAL TIME TABLE

NO ENTRY WITHOUT PERMISSION

STOP

Is it intelligent??

There will be a democratic demonstration demonstration outside the Ando at 2.30 pm today

Be there!

AVONDALE

PROGRESS



# of course . . .

**AVONDALE offers a variety of degree, diploma and certificate courses in a wide range of fields. These include Theology, Teacher Education, Humanities, Accountancy, Secretarial, Home Economics, Music and the Applied Arts. A brief description of these is given, and the college invites you to write to the registrar for further details on the particular course you wish to take.**

## I DEGREE COURSES

Avondale College operates, in affiliation with Pacific Union College, Angwin, California, U.S.A., an institution of higher learning accredited with the Western Association of Schools and Colleges and the North-west Association of Secondary and Higher Schools. It is also accredited as a teacher-training institution by the State of California. The Theological course and the Theological-Secondary Teacher's course are included in this affiliation plan, and successful graduates will have degrees from Pacific Union College conferred upon them.

**A. B.A. THEOLOGY**

**ENTRY REQUIREMENTS:** a. Matriculation for the Faculty of Arts in a university of the student's home State **OR**
b. Pass in five Matriculation subjects including English.

**COURSE DESCRIPTION:** The B.A. Theology Course includes selected liberal studies to broaden and enrich the student's general background. These include the study of English, History, Psychology and the Philosophy of Science. In the second and subsequent years the emphasis is on Theology with a large portion of time spent in practical theology. At the end of the third year, students engage in a pastoral externship training programme. An evangelistic field school is conducted during the mid-year recess for fourth year students. In the third and fourth years students are given a choice of subjects depending on their particular interest.

**B. B.A. EDUCATION:**

**ENTRY REQUIREMENTS:** a. Matriculation for the Faculty of Arts in a university of the student's home State **OR**
b. Pass in five Matriculation subjects including English.

**COURSE DESCRIPTION:** In addition to the professional subjects required in a course of this nature the student selects at least two areas of specialization from the fields of Science and Humanities. Students may select their areas of concentration from the following subject offerings: English, Geography, History, French, Economics, Accounting, Mathematics, Chemistry, Physics, Life Sciences, Art, Music.

## II DIPLOMA COURSES

**A. PRIMARY TEACHER'S DIPLOMA COURSE**

**ENTRY REQUIREMENT:** The completion of the N.S.W. Higher School Certificate with passes in five subjects, or its equivalent.

**COURSE DESCRIPTION:** A three-year course in which the emphasis is on the methods of teaching in the primary school. In addition to these specialized professional subjects, students are allowed to take several electives in the areas of Science and Humanities.

**B. FINE AND APPLIED ARTS TEACHER'S DIPLOMA COURSE**

**ENTRY REQUIREMENTS:** The completion of the N.S.W. Higher School Certificate with passes in five subjects, or its equivalent.

**COURSE DESCRIPTION:** In addition to the professional subjects which include General and Educational Psychology, students choose two groups of three subjects each, from the Applied and Fine Arts Departments. Areas include Music, Art, Dressmaking, Home Economics, Industrial Arts and Commercial Studies. In the Industrial Arts, training is given in Metalwork and Woodwork.

**C. DIPLOMA OF SCIENCE**

**ENTRY REQUIREMENT:** A Matriculation pass sufficient to permit the student to undertake B.Sc. degree studies in the university of the student's home State.

**COURSE DESCRIPTION:** The Sciences offered by Avondale College include Chemistry, Physics, Mathematics and Biology. Students select three of the above subjects for the first and second years of the course and in the third year specialize in two subjects of their choice.

**D. DIPLOMA OF APPLIED SCIENCE**

**ENTRY REQUIREMENT:** Passes in the N.S.W. Higher School Certificate examination or equivalent, and passes in English, Mathematics and Science are obligatory.

**COURSE DESCRIPTION:** This is a four-year course in which the third and fourth years' work involve specialized training in the Sanitarium Health Food Company's Cooranbong plant. In addition to the regular academic subjects of Chemistry, Physics and Mathematics, studies include the following: Food Technology, Statistical Quality Control, Biochemistry and Microbiology, and Industrial Administration.

**E. DIPLOMA OF COMMERCE**

**ENTRY REQUIREMENT:** Matriculation for an Australian university, including a pass in Mathematics.

**COURSE DESCRIPTION:** This three-year course attracts Commonwealth Scholarships and the areas cover Accounting, Economics, Commercial Law, Auditing and Business Finance.

**F. DIPLOMA OF MUSIC**

**ENTRY REQUIREMENT:** Matriculation including a pass in Music or a pass in the A.M.E.B. examinations for Grade 6 Practice and Grade 6 Theory.

**COURSE DESCRIPTION:** This is a three-year course leading to the L.Mus.A. In addition to receiving this particular qualification, students take units in Music History, Harmony, Ear Training, Sight Reading, Conducting and Church Music.

## III CERTIFICATE COURSES

**A. QUALITY CONTROL TECHNICIAN CERTIFICATE**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or equivalent.

**COURSE DESCRIPTION:** This is a two-year part-time course offered in affiliation with the Sanitarium Health Food Company's Cooranbong Plant. The subjects for the Quality Control Technician Certificate include Chemistry and Laboratory Techniques, Engineering Principles, Mathematics and Statistics, Food Technology, Instrumentation and Statistical Quality Control.

**B. LABORATORY TECHNICIAN CERTIFICATE**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or equivalent.

**COURSE DESCRIPTION:** This is a two-year part-time course offered in affiliation with the Sanitarium Health Food Company's Cooranbong Plant. The subjects for the Laboratory Technician Certificate Course include Chemistry and Laboratory Techniques, Food Analysis, Applied Physics, Mathematics and Statistics, Food Chemistry, and Biochemistry.

**C. CERTIFICATE OF ACCOUNTANCY**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or equivalent with passes in four subjects.

**COURSE DESCRIPTION:** This is a one-year course and subjects include Bookkeeping and Accounts, Business Law, Business Communication and Office Machine operation.

**D. SECRETARIAL CERTIFICATE**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or its equivalent.

**COURSE DESCRIPTION:** For students who already have done Typing or Bookkeeping in high school, this is a one-year course and the following subjects are offered: Bookkeeping and Business Principles, Secretarial Typing, Shorthand, Office Machines and Business English.

**E. CERTIFICATE OF MUSIC**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or equivalent.

**COURSE DESCRIPTION:** This is a two-year course and in addition to subjects such as Music History, Harmony and Counterpoint, Church Music, Orchestration and Music Methods, students are expected to complete the A.Mus.A. qualification by the end of the second year.

**F. BUILDING CERTIFICATE**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or equivalent.

**COURSE DESCRIPTION:** A two-year course and is extremely practical. The subjects offered include Bookkeeping and Business Principles, Building Maintenance, Welding, Joinery, Carpentry, Building Construction and Motor Mechanics.

**G. FARM MECHANICS CERTIFICATE**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or equivalent.

**COURSE DESCRIPTION:** A two-year course to assist young men interested in farming to adequately prepare themselves for the general maintenance and construction work involved in modern-day farming. Subjects include Building Maintenance, Welding, Building Construction, Carpentry, Motor and Farm Mechanics.

**H. HOME ECONOMICS CERTIFICATE**

**ENTRY REQUIREMENT:** N.S.W. School Certificate or its equivalent.

**COURSE DESCRIPTION:** This is a two-year course for ladies, and subjects include Bookkeeping and Business Principles, Sewing, Dressmaking, Home Management, Foods and Cookery.

**General Note:** As a church-affiliated institution, Avondale College requires that each student take one subject in Religion each year and these subjects are adapted to the particular course offered and the academic level of the student.

**Avondale College,**
**Post Office Box 19,**
**COORANBONG, N.S.W. 2265**
**Australia**

...in its translation from another language an idea can lose some of its freshness. Going back to the original language not only increases the accuracy of the translation but also restores colour in what might have become a musty masterpiece.

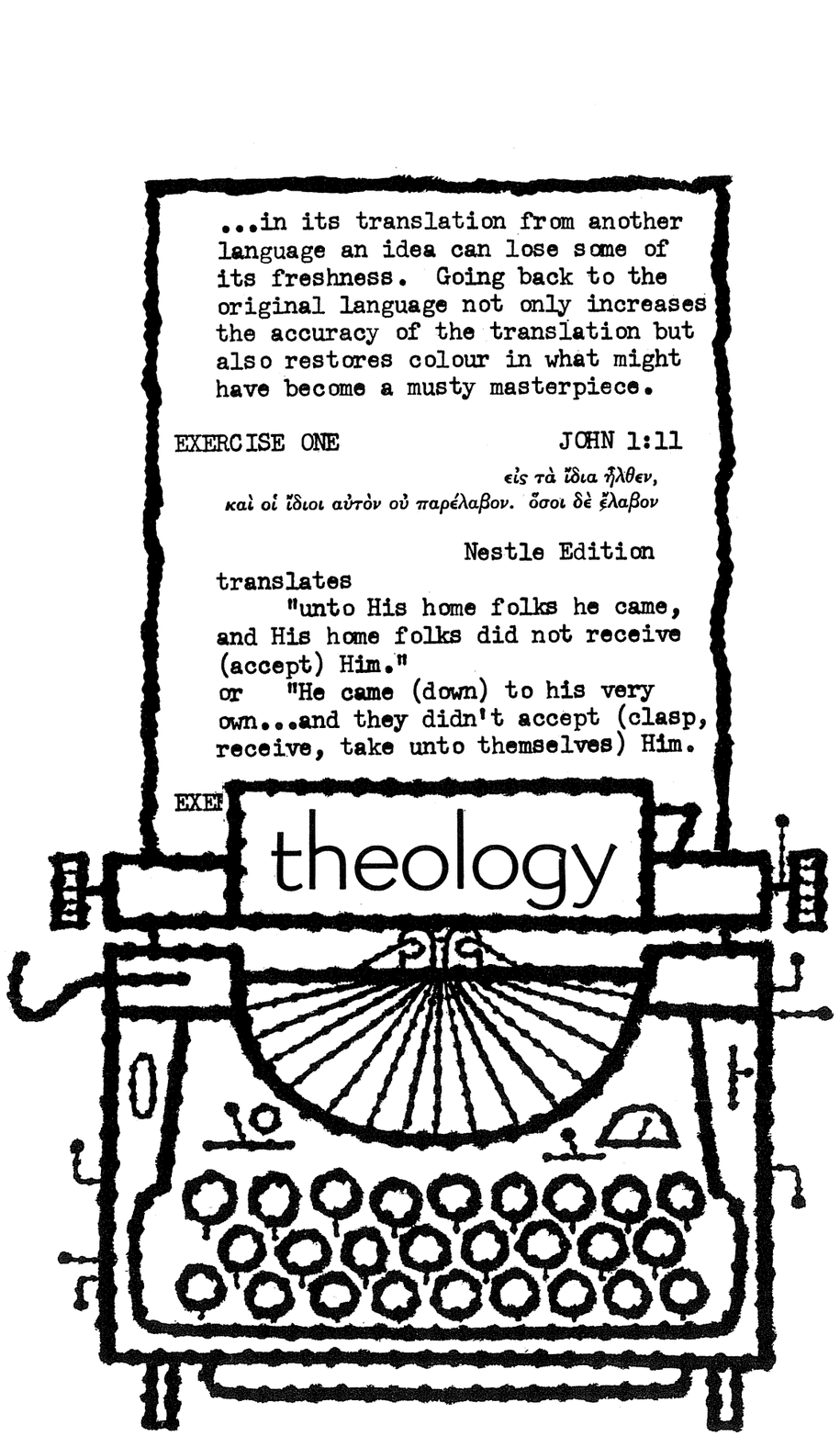
EXERCISE ONE JOHN 1:11

*εἰς τὰ ἴδια ἦλθεν,*
*καὶ οἱ ἴδιοι αὐτὸν οὐ παρέλαβον. ὅσοι δὲ ἔλαβον*

Nestle Edition

translates
"unto His home folks he came, and His home folks did not receive (accept) Him."
or "He came (down) to his very own...and they didn't accept (clasp, receive, take unto themselves) Him.

EXER



# the'ology boys



A. D. C. CURRIE, L.Th.
A. J. FERCH, B.A.
A. S. JORGENSEN, B.A., M.A.C.E.
A. P. SALOM, M.A., Ph.D.
L. P. TOLHURST, L.Th., M.A.




# fine arts

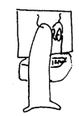


# three aspects of art

**THE MIND**
**visualizes, imagines and organizes.**

**THE EYE**
**sees, compares and is the door to perception.**

**THE HAND**
**executes.**









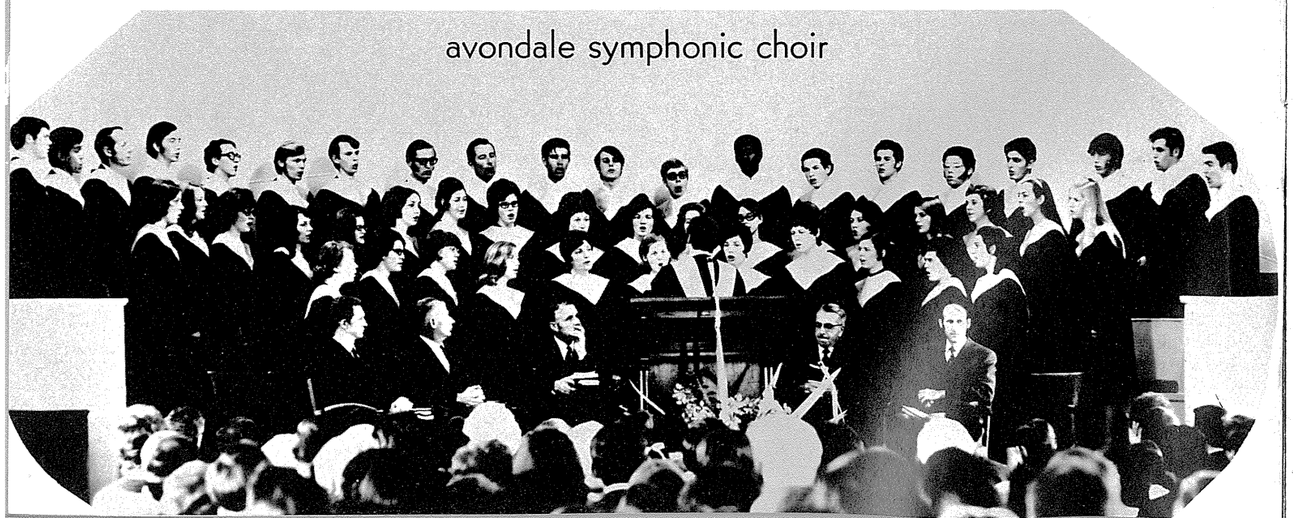
M. S. KENNEDY

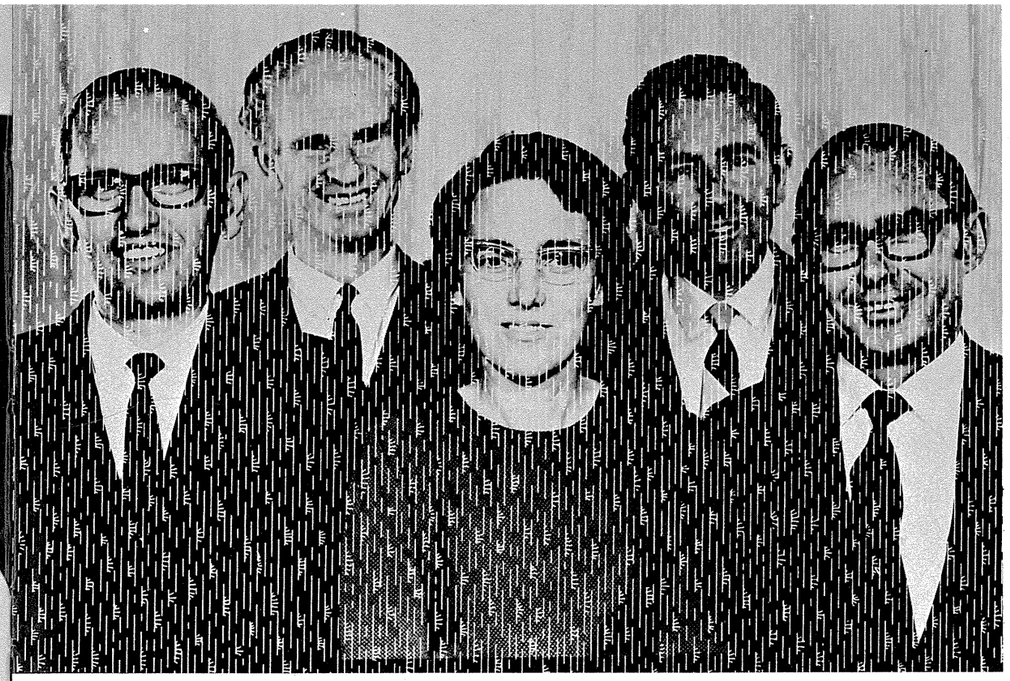
D. H. CLARK,
B.Mus., Dip.Ed., A.Mus.A.

A. G. THRIFT,
A.Mus.A.,
B.A. Mus.Ed., M.A. Mus.Ed.

# fine arts

## avondale symphonic choir





R. D. DIXON,
M.A.

R. L. WILSON,
B.A. (Hons.), M.A.C.E.

B. M. REYE,
A.T.C.I.

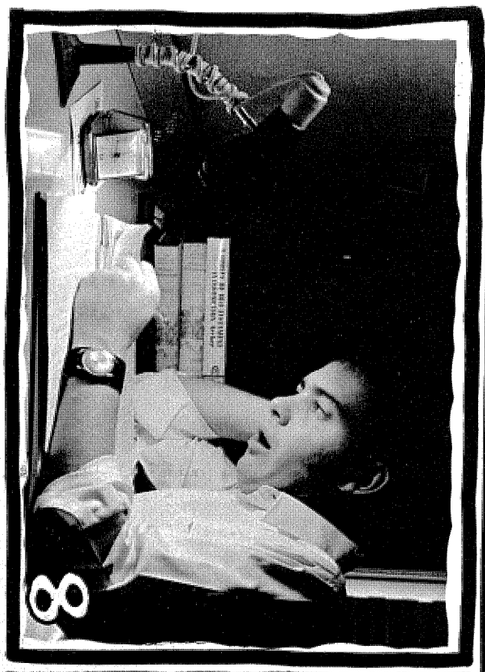
A. G. LINDSAY,
B.A.

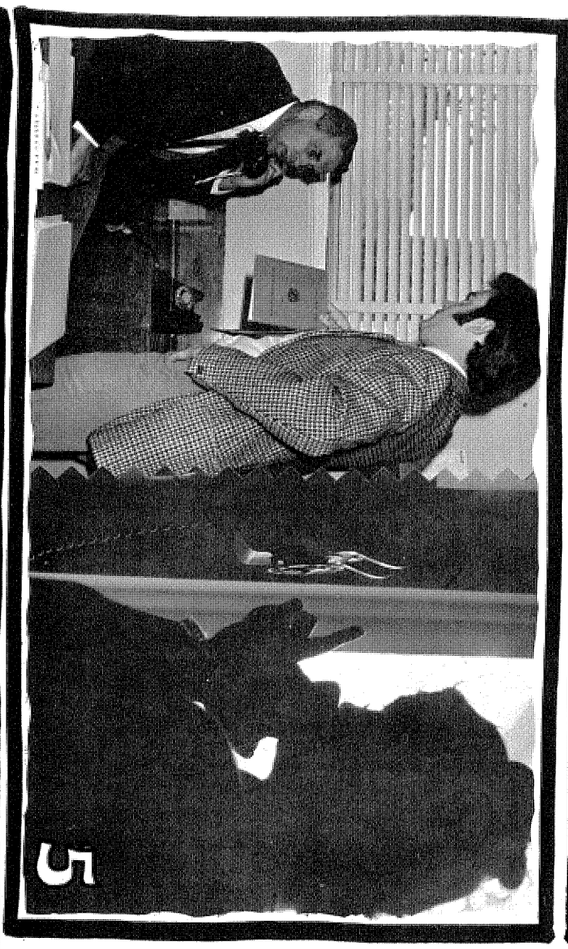
B. H. R. TOWNEND

# teacher training

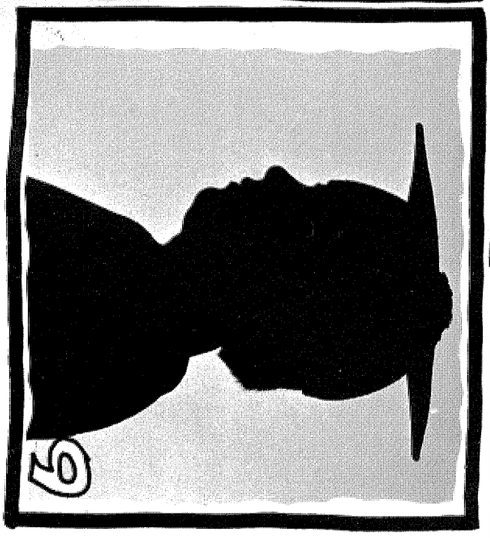
# PEDAGOGUE'S PROGRESS

BY GERRY BLUMYAN

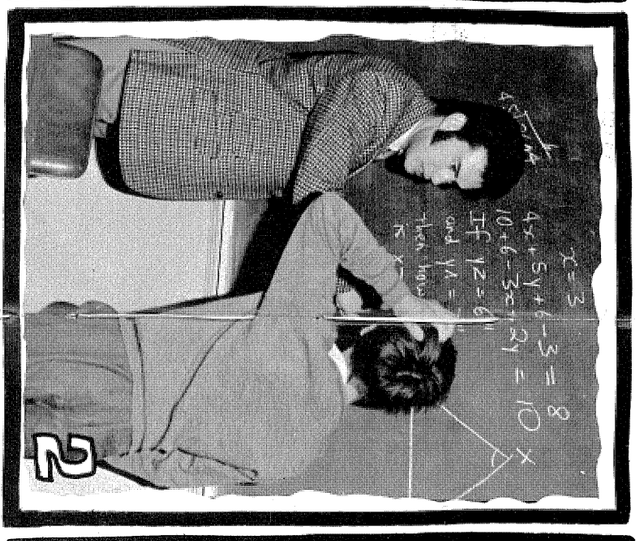


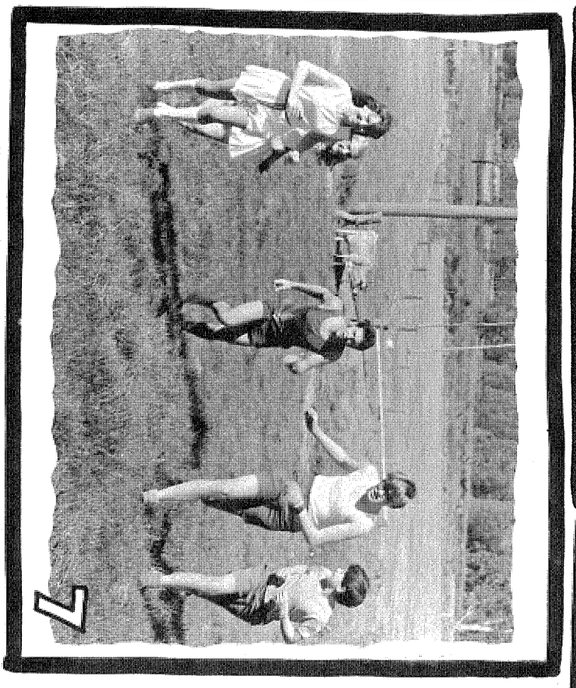


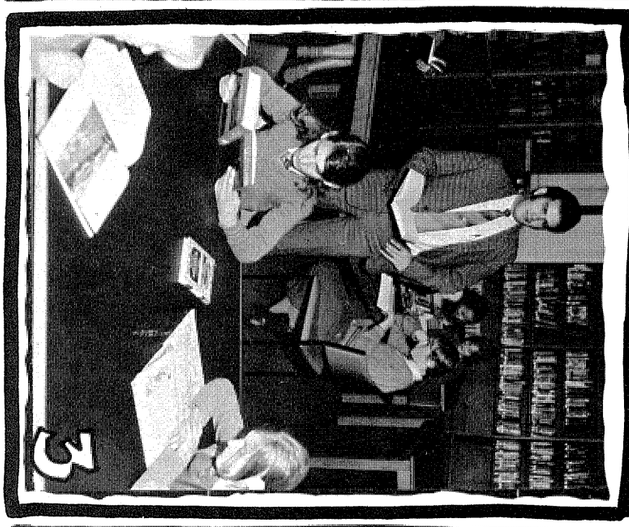






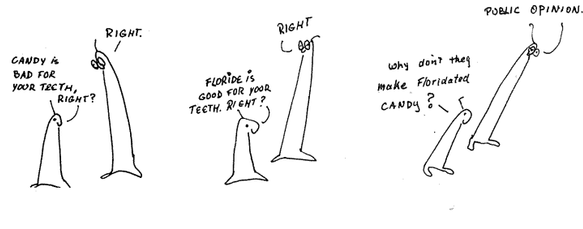








1. **Through the Wicket Gate.** The beginning of the road, the pedagogue meets his first class.
2. **The Giant Despair.** Patience is a virtue . . . count to ten . . . will this kid ever learn . . .?
3. **The Delectable Mountains.** The first sweet savour of success—perfect control . . . serene tranquillity. . . .
4. **The Valley of Humility.** Suddenly the bell rings for recess. . . . Rule: never get caught between the classroom and the staffroom at recess time.
5. **The Battle with Apollyon.** Some mothers don't half get upset easily . . . anybody'd think I'd expelled him!
6. **The Narrow Path.** In a quiet corner the pedagogue takes the opportunity to direct an enquiring mind onto the right road.
7. **The Hill of Difficulty.** The mental, the spiritual and the p-h-y-s-i-c-a-l. . . . "Come on kids, last one home's a cissy!"
8. **The Slough of Despond.** Exams are all very well, but they have to be marked and graded.
9. **The Celestial City.** The final victory for the pedagogue—now life starts in earnest!



# STENO GRAPHY



Long fingers are a sign of patience, and love of detail; short fingers indicate impatience and reliance on intuition.

Thick fingers have a taste for "worldly pleasures" and luxury, whilst thin fingers tend to be more removed from the world, more "idealistic." Knotty fingers, as I observed earlier, confer exactness of method to understanding, whilst smooth fingers suggest a highly developed intuitive ability.

—From "The Book of the Hand," by Fred Gettings.



## share trading a gamble - it all depends

by DAVID CLARK

To gamble on the probability of a certain event happening seems to be the lot that faces mankind. For some, certain actions involving risk hold an attraction in wagering on the possibility of winning. This is best illustrated at the race track where we find either lean hungry-looking dogs chasing a stuffed rabbit, or horses racing against each other on neatly tended turf. Other alternatives of this activity can be found in the local club as members try their skill against the poker machine. Some are so infected with this mania that they will even bet as to who will be the winner out of two fat witchetty grubs crawling across the footpath. For some minds, share market trading comes into this category, and in some cases the criticism is possibly justified. It would be true to say that to invest your principal on the T.A.B. would be a safer form of investment than to invest in some speculative business ventures. At least the horses are less prone to cheating and have a more consistent form than do some company promoters. Some would argue that it is everybody's right to speculate, but they should also remember that it is everybody's right to lose money through speculation.

Why do people engage in share trading? Primarily to make a profit and to invest in securities yielding a fixed income. Share purchases also provide a means of beating inflation in that share prices tend to rise with rising costs.

How do people endeavour to trade successfully on the share market? One group called fundamentalists indulge in security analysis whereby they analyse the company's published reports, economic position of the country, management ability, etc. The problem with this system is that it is impossible to be sure that you know everything and that the bit you don't know might be the information you need.

The other major group, called chartists or market analysts, primarily try to psychoanalyse the share market. Some of these would do better if they saw a psychiatrist themselves. Many experienced share dealers look with some distrust on this method and feel it is closely related in its techniques to astrology or crystal-ball gazing.

Chartists use two basic charts, Bar charts which show volume and price movements (the high and low prices for the day are used to calculate prices), or Point and Figure charts. Prices might not move significantly for months and so charts have to be built up over a period of years. Point and Figure charting first evolved around the 1880s, while the theory that share prices follow trends or patterns was first proposed in theory form by Charles Dow. He and his supporters illustrate share market movements by comparing movements of the share to movements of the sea, e.g., waves, ripples, tides, while other movements might be symbolized by pennants, flags, head and shoulder movements, inverted V's, etc.

Chartists work on the assumption that one should hold on to profitable shares as long as possible and cut short losses. The problem is that the aggregate of small losses tends to outweigh a few large gains. Losses are also increased when more people use charts as more buy on buy signals, forcing the price up, and sell on sell signals, thus forcing selling prices down. The signals themselves tend to be ambiguous, and it is quite possible to mistake a trend for a small fluctuation.

Some of the prime exponents of charting feel that outside influences should be ignored and one should rely exclusively on market analysis alone. John Magee, a writer on charting, has gone so far as to board up the window of his living room to symbolize the shutting out of external influences. It has to be admitted that some are consistently successful in using charts, but by and large for the majority the opposite is true. The chartist has very little margin for error—he is either right or wrong.

A sound investment approach appears to require the amalgamation of both the fundamental approach and charting, which in turn should be related to the use of the Advance-Decline line. The Advance-Decline line portrays graphically the sum total of rises and falls over the whole market. Losses are subtracted from gains and the result indicated on the graph. When losses begin to consistently outweigh gains it indicates that the Advance-Decline line has passed its peak, and profit-taking should take place. This peak in the Advance-Decline line is reached before the peak in the share price average. Prices continue to rise on the average, but with each subsequent rise fewer stocks stay with the market leader until the peak is reached and the market declines.

When looking at investment possibilities one should consider what sort of shares you want (speculative, growth or income). For safety it is best to have a cross-section of shares covering different industries so as to minimize risk. Expert help or other opinion should be sought so as to get a more objective view. Future dividends-earning possibilities ought to be discounted back to present value to see whether the investment is profitable. From the published reports of the company, discover if possible the asset-backing of the shares. This is not always possible as we usually don't know what method of asset valuation has been used by management. What sort of industry is the company engaged in? The riskier the business, the higher the rate of return that could be expected on the investment. In addition it is advisable to look for the management skill to be found in the firm, and the speed with which one can expect a return on funds invested.

Successful share trading requires all of these. It is not a place for fools.

# commerce



G. MITCHELL, A.A.S.A., A.C.I.S.

D. MACFARLANE

E. N. HOKIN, A.A.S.A., A.C.I.S.

B. MITCHELL

H. M. KENDALL, P.C.T.

G. MANKELOW **Absent**

G. R. CHESTER, A.A.S.A.

R. E. RICE, M.A.

**Assist. Bus. Mngr., Accountant**
D. R. ELIOT

**Cashier**
N. HICK

**President, Business Manager**
E. A. MAGNUSSON

**Office**
L. DOSE

**Assist. Accountant**
W. J. STAFFORD

**Office**
G. JEFFRIES

**Academic Dean, Registrar**
G. F. CLIFFORD

**Cashier**
D. WERE

**Manager, S.H.F. Company**
W. E. ZEUNERT

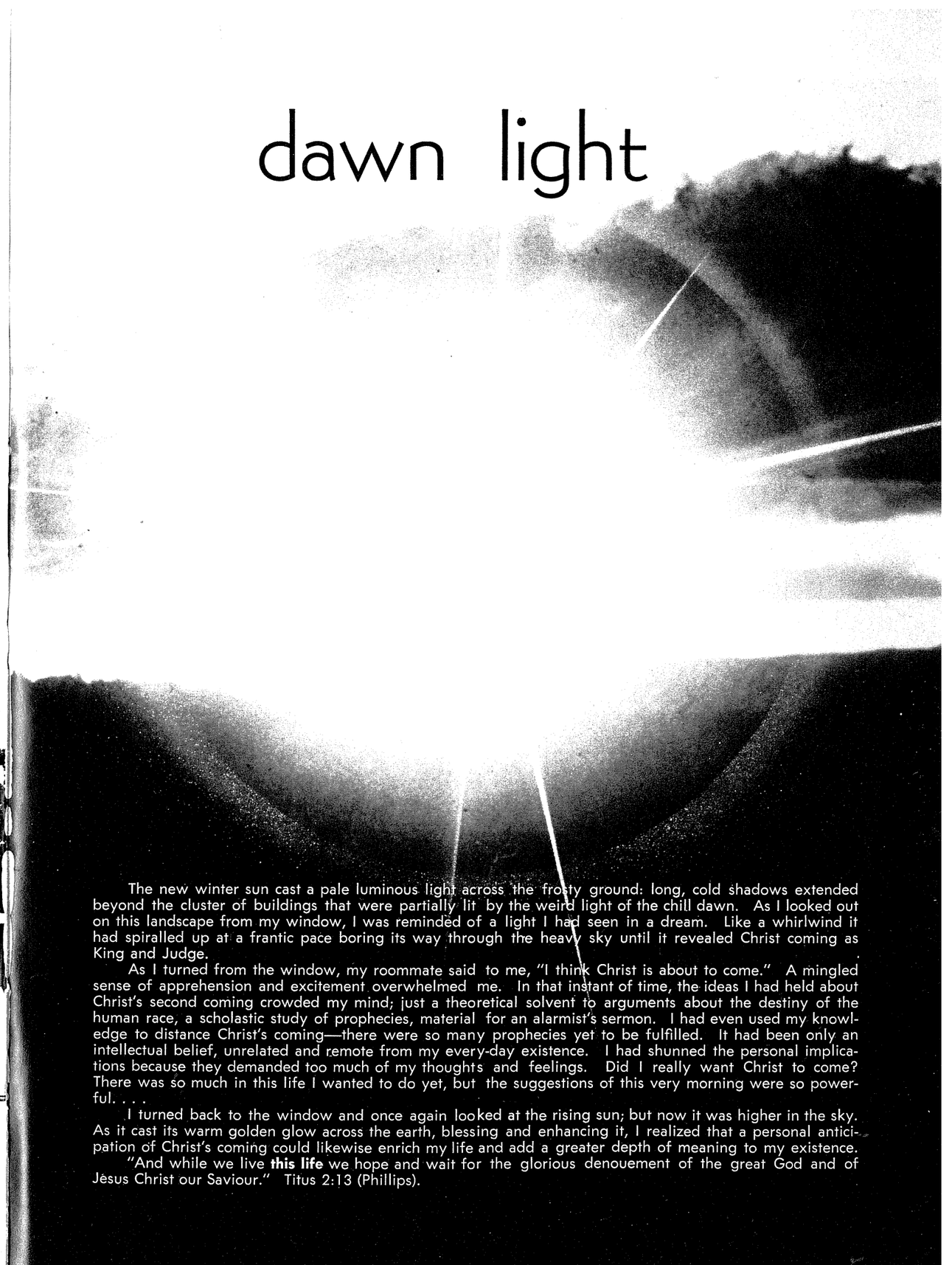
**Assist. Registrar**
D. COTTIER



# administration



# dawn light



The new winter sun cast a pale luminous light across the frosty ground: long, cold shadows extended beyond the cluster of buildings that were partially lit by the weird light of the chill dawn. As I looked out on this landscape from my window, I was reminded of a light I had seen in a dream. Like a whirlwind it had spiralled up at a frantic pace boring its way through the heavy sky until it revealed Christ coming as King and Judge.

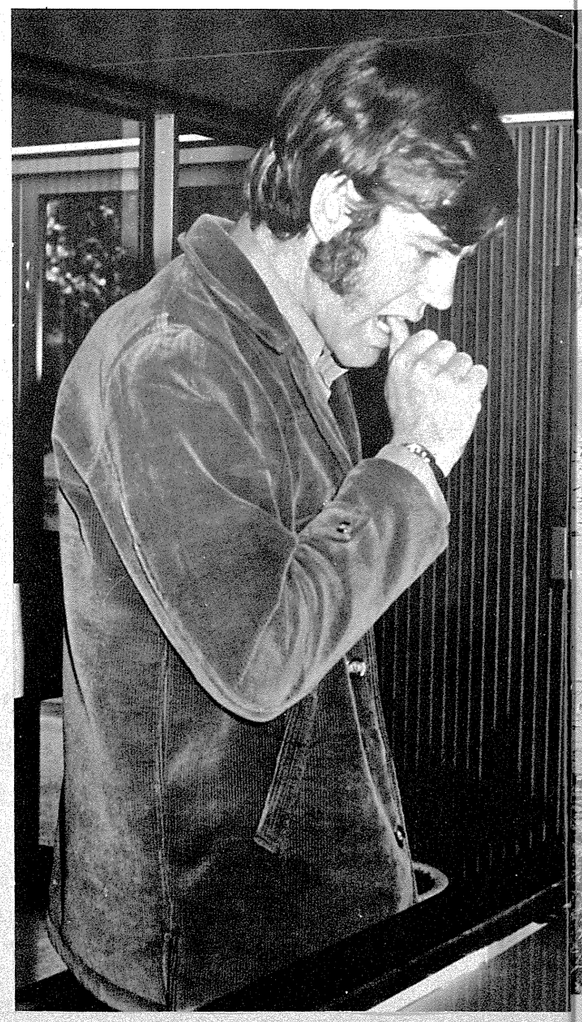
As I turned from the window, my roommate said to me, "I think Christ is about to come." A mingled sense of apprehension and excitement overwhelmed me. In that instant of time, the ideas I had held about Christ's second coming crowded my mind; just a theoretical solvent to arguments about the destiny of the human race, a scholastic study of prophecies, material for an alarmist's sermon. I had even used my knowledge to distance Christ's coming—there were so many prophecies yet to be fulfilled. It had been only an intellectual belief, unrelated and remote from my every-day existence. I had shunned the personal implications because they demanded too much of my thoughts and feelings. Did I really want Christ to come? There was so much in this life I wanted to do yet, but the suggestions of this very morning were so powerful. . . .

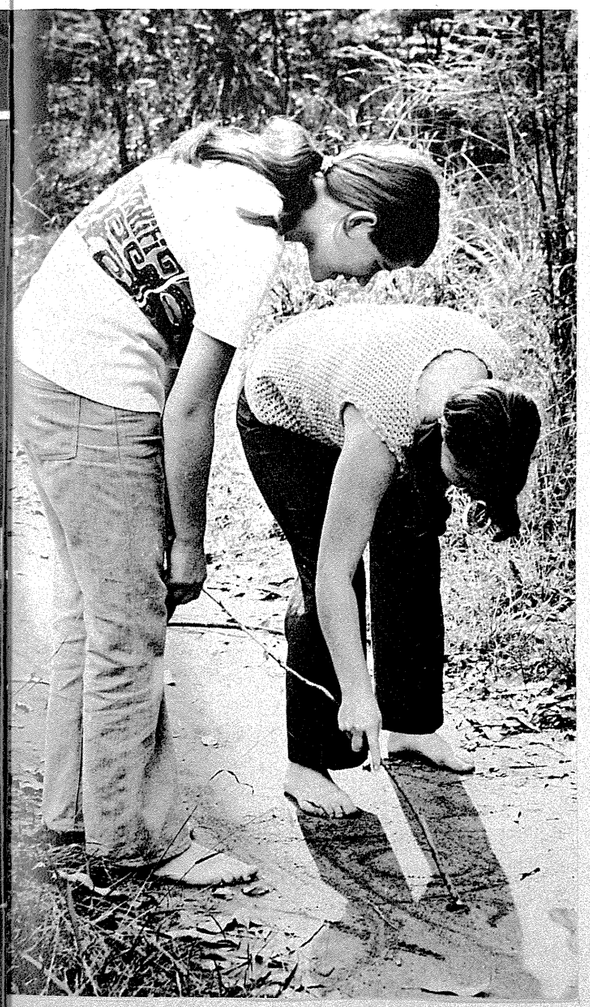
I turned back to the window and once again looked at the rising sun; but now it was higher in the sky. As it cast its warm golden glow across the earth, blessing and enhancing it, I realized that a personal anticipation of Christ's coming could likewise enrich my life and add a greater depth of meaning to my existence.

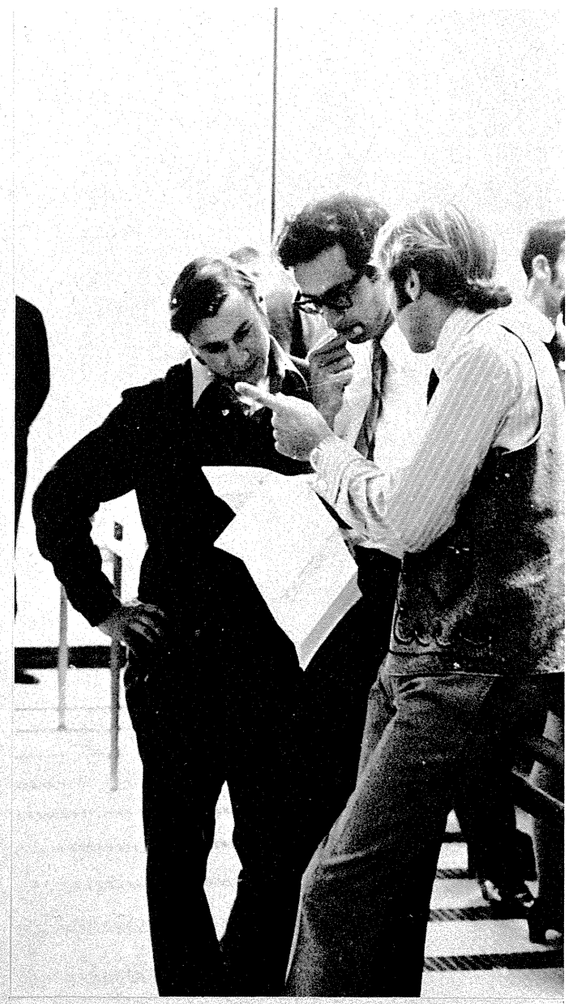
"And while we live **this life** we hope and wait for the glorious denouement of the great God and of Jesus Christ our Saviour." Titus 2:13 (Phillips).

# candid comment







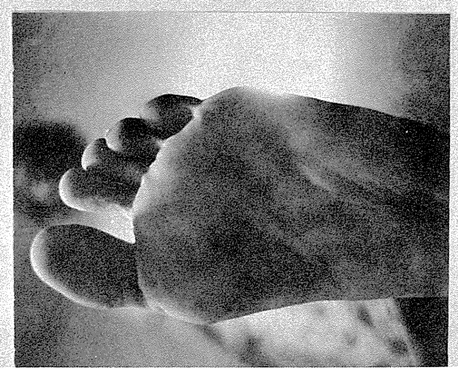


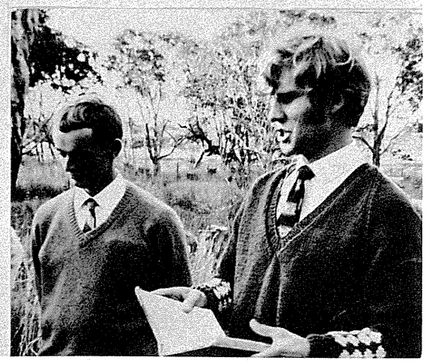











SAVE
WITH
WAR BON
MUSTARD
GRASS



# barry geoffrey miller

"Peace I leave with you,
My peace I give unto you:
Not as the world giveth,
Give I unto you.
Let not your heart be troubled,
Neither let it be afraid.
Peace I leave with you,
My peace I give unto you."

We thank the Lord for memories, the sound of a happy burst of laughter, the spontaneous smile of recognition and the down-to-earth wholesomeness of practical Christian living. The blessed hope means more to us now as we look forward to meeting Barry again.

(B.L.C.)



Also honouring the memory of Ronald William (Pinky) Betts, killed in action, Phuoc Tuy Province, South Vietnam, March 20, 1971, aged 24. He was a friend.
AVONDALE, 1965-66.

Philosophers often use novels and plays as vehicles for their ideas in order to influence a wider public. "Les Mouches" is such a play, written by Jean Paul Sartre, the leader of the contemporary philosophical movement of existentialism. The central figure, Oreste, is a type of all absolute existentialists seeking an answer to the question, "Who am I? I scarcely exist." He is supposed to give meaning and substance to his being through a "great action"—his double murder.



Oreste has discovered that the secret of freedom, the gift of God to man, can be turned by rebellion against the Divine Giver, but it also turns against him—"Je me suis senti tout seul." He knows he has become an exile, for ever abandoned to loneliness.

"Mille chemins y sont tracés qui conduisent vers toi mais je ne peux suivre que mon chemin."

Freedom involves not only the freedom of choice but the choice of freedom. "Absolute existentialists only acknowledge that we must choose, but not that we also ought to choose the right kind of freedom and action." Human freedom should introduce us to the sphere of responsibility, of morality and fundamental values and standards of trust and love.

The play closes in the same sordidness with which it opened. Oreste, as a type of saviour, takes upon himself the crime and guilt of the whole town and announces that a new order is beginning, but he refuses the responsibility of creating this new order. Alone, he leaves proudly, surrounded by a swarm of flies.

# Who am I?

Sartre's play of man's revolt against God has sounded very convincing to many people, but we must remember that these characters are his own creation. If the Christian God were like Jupiter, then maybe man would be justified in rebelling against Him, but Sartre has weakened his argument by creating a parody of God. Jupiter is a deity that does not inspire love, but only abject fear or ridicule. The goodness, love and mercy of the Christian God are more convincing by contrast. Ultimately, Sartre's philosophy offers through action only an even greater loneliness and despair. Contrast this with Christ's offer of life and freedom through the action of obedience and service for others.

"I am come that they might have life, and that they might have it more abundantly," . . . "that your joy might be full."

# applied arts

**No longer does APPLIED ARTS mean making pot-plant stands for Woodwork and scone cutters for Metalwork. For this department, 1971 at Avondale has heralded tremendous development in the fields of technology and industrial arts.**

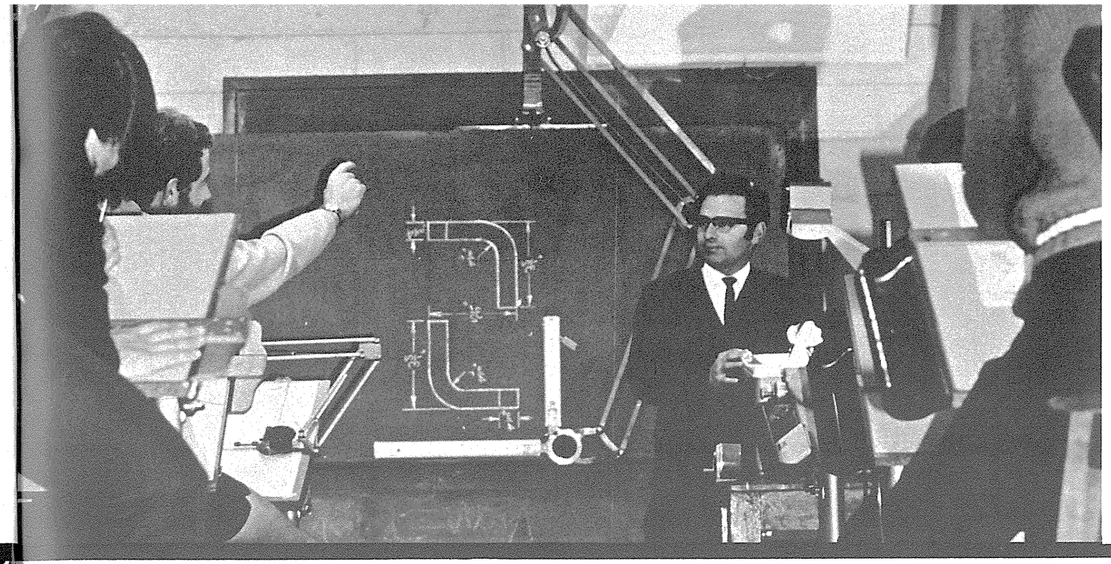


**As well as:**

Carpentry
Building Maintenance
Oxy-welding
Bricklaying
Technical Drawing

Joinery
Cabinet-making
Metal Machining
Concreting
Architectural Drawing

Building Construction
Arc-welding
Sheet-metalwork
Plastering
Woodwork

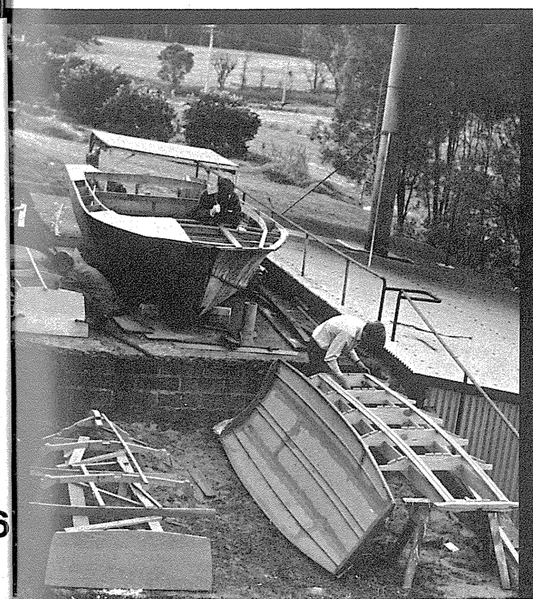


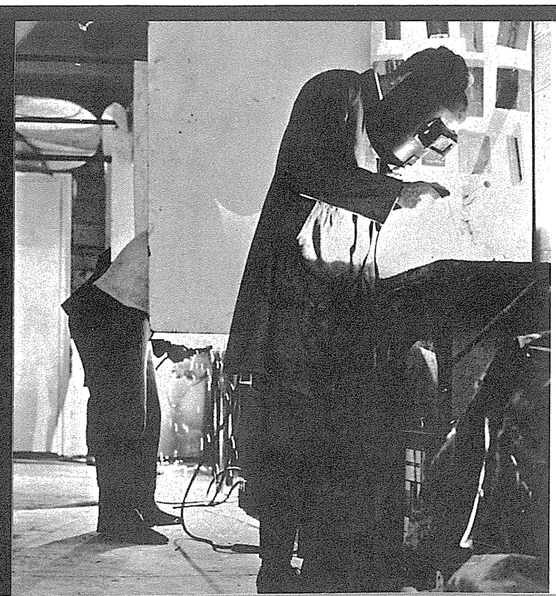
**The Applied Arts Department now offers units in:**

Fibreglass
Auto Body
Graphic Arts
Pattern Making
Musical Instrument Making
Engineering Mechanics

Plastics I and II
Auto Mechanics
Ceramics
Foundry
Metal Spinning
Boat Building

Glass Blasting
Electro Technics
Material Science
Model Making
Metal Finishing
Upholstering





# humanities



N. P. CLAPHAM, M.A., Dip.Ed Admin., Ph.D.

J. P. REYNAUD

B. UNDERWOOD, B.A., Dip.Ed., Dip.Mus.

A. L. HEFREN, M.A., Dip.Ed.

F. JORGENSEN, B.A.

B. W. PLANE

W. A. SIMMONDS, A.S.T.C.

B. B. HOULISTON

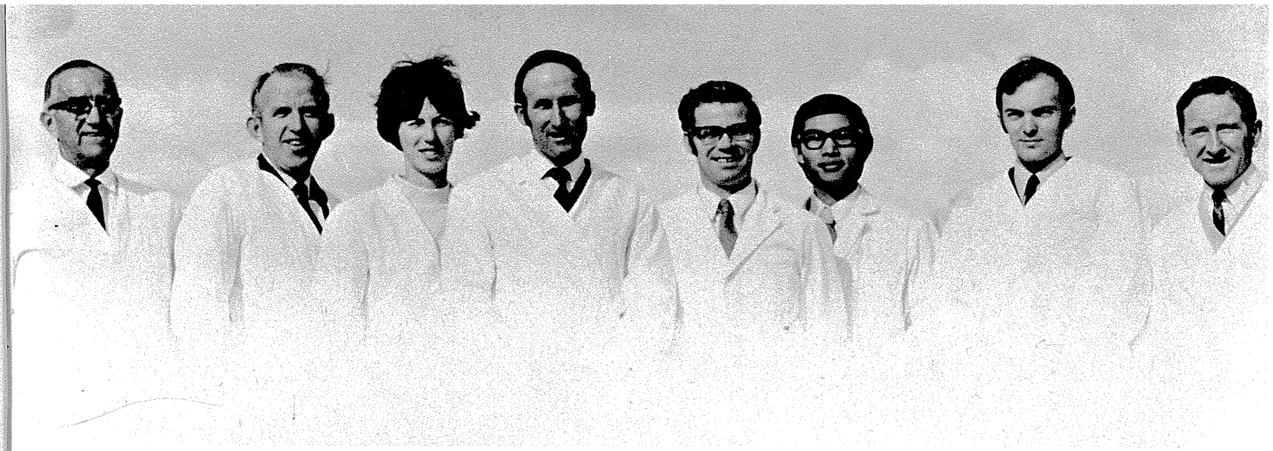
N. RICE

J. LOWE



# applied arts





## Two research projects are being conducted by sections of the Science Department this year.

The Australian Research Grants Committee last year decided to support a three-year research programme on hæmoglobin, an extension of work done over the past few years by Dr. Magnusson. Mr. Hosken is working with him, assisted by Judy McBean and the M.Sc. students from the S.H.F. laboratories. They aim to relate the chemical nature of hæmoglobin obtained from different species of animals with their ability to carry oxygen. Hæmoglobin is the red pigment in red blood cells and is important in transporting oxygen to the cells of the body. The chemical nature of hæmoglobin varies with different species of animals, most having varying shades of red, even to a green look. The colour is related to the amount of oxygen being carried and can be seen in the difference between veinous and arterial blood. The UNICAM recording spectrophotometer is being used to detect these very slight differences in colour.

The second project was made possible by a grant of a three-year research contract from the Australian Atomic Energy Commission (A.A.E.C.). Dr. Drewer, with the help of Judy McBean, is doing research into the effects of ultra-violet light on DNA. DNA is the substance in living cells which carries the hereditary information required for the cell to work properly and reproduce after its kind. Ultra-violet light damages this genetic information by causing chemical changes in the DNA. The DNA has to be taken apart, after it has been irradiated, to find the nature of the damage. The purpose of the research is to work out a method of dismantling the DNA gently, using enzymes, so as to disturb the photoproducts as little as possible. The A.A.E.C. is interested in this research because it could be used to investigate the nature of atomic radiation damage to micro-organisms and mammalian cells.

—Woff Hill.

W. P. RIPPON, M.Sc., A.R.A.C.I.

L. M. DRAPER, B.Sc., Ph.D.

J. McBEAN, Lab. Tech. Cert.

K. A. THOMSON, B.Sc. (Hons.), Dip.Ed., A.M.I.R.E.E

R. W. HOSKEN, M.Sc.

E. KUM YUEN, Dip.Sc.

M. PENGILLEY, B.Sc.

W. J. PINCHIN, B.A., B.Sc. (Hons.)

**Ring in**

**Absentee:**

R. J. DREWER, B.Sc. (Hons.), Ph.D.

E. A. MAGNUSSON, B.Sc. (Hons.), Ph.D. A.R.A.C.I.

K. L. SCOTT, B.Sc., Dip.Ed., A.M.I.R.E.E.

S. J. COLE, M.Sc., Ph.D., A.R.A.C.I.

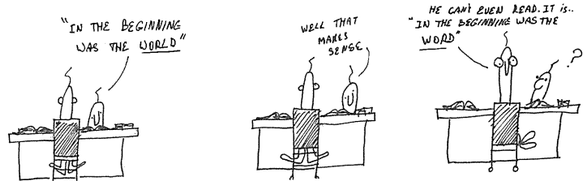
P. B. CAVANAGH, B.Sc. (Hons.)

K. A. CHAPMAN, B.Sc.

I don't know exactly why I did come here instead of going to a university, but the B.Sc. is academically equivalent to an Australian degree.

I first decided to come here to further my education when, at the end of an evangelistic effort I was attending in Sydney, we were brought to have a look at Avondale. When I came here in my fifth year of high school, and again in 1969, I was impressed by the spirit of friendship and the happiness that seemed so much in control here. There and then I decided I would come here and do my B.Sc.

—Martin Waterworth.






# SCIENCE

# by glen weare

It's such an interesting place that if I was asked to tell you all about our library, I wouldn 't really know where to start. I suppose that if I were to follow in the tradition of the Avondale Man, I should begin in the following way....

The students at Avondale all being very conscientious take their library seriously. Here is the place,they realize, where great minds meet great ideas. Never swerving for an instant to the right or to the left, their path of learning leads them through this library, where all of one accord apply themselves to the task ---------

But then, that's not even true, let alone in the tradition of the Avondale Man. Maybe a somewhat more realistic approach....

The suggestion was made at one of this years Student Forums that a person be assigned to the door of the library to check over all those entering for frogs and water-pistols. That request reveals two things; firstly, that students are concerned about the library - they like it; and secondly, it reveals that at times it is a place of considerable frivolity.....

But perhaps that's too childish. Besides, except for an occasional Toad (Of toad-talc fame), things don't get too bad. Let's try another approach.....

The suggestion was made at one of this years Student forums, that cubicles be provided for couples in the library. You see, after worship in the evening, there's no official place where it is possible for an occupant from Watson Hall to meet with a special occupant from one of the other dormitories on campus. It's not unusual that they are often end up sitting together --- in our dear old library.(How would we do without it) Of course then there is the case of the unattached. If one makes the right moves, as in chess, to the right place, at the right time, one might even score a mate.....

NO!!NO!! Maybe I had better say what is IS really important about our library.....

Look! We come to College to grow; to make sure that we can suitably represent Jesus Christ in a godless world. We've got to know - know what Christianity is all about; know what life is all about and know how to live it. As one more skilled in words than myself has said it, "Whoever acknowledges himself to be a zealous follower of truth, of happiness, of wisdom, of science, or even of the faith, must of necessity make himself a lover of books" Richard de Bury.

THAT, in the final analysis, is why we like the library.









# the library



**Librarian**
K. H. CLOUTEN,
B.A., M.S.L.S.,
A.L.A.A.



**Assist. Librarian**
K. PARKINSON,
A.R.M.I.T.

**Assist. Librarian**
B. H. R. TOWNEND




# a diary excerpt

27th April.
-Joke about not having any friends and being hurt - just putting it in the back of your mind - trying to cover it up, the fact that it really hurts - My whole life has been one big cover-up. I have everybody fooled even myself, or maybe I really am like this and I just keep wishing I wasn't. I must find myself somewhere in this mess. There is no such thing as acting naturally - only put on and like nobody ever wants to hear about my problems - maybe they think I don't have any or they are unjustified or something equally wrong and deluded. But simply nobody has ever listened and taken any notice or has been concerned.

28th April.
I think I have been feeling more acutely today the things I wrote about yesterday. Very depressing - I'm sick of the big farce I live in - of not having anybody to communicate with, who will be there - simply nobody!. Maybe this is when I again draw closer to God, but I am still more aware of his presence - it's probably his far off presence that I follow now. By looking at nature I realise the glory and power and even love, I guess, of God but never relate that to me. Like it's there and I'm here behind a glass window where he can't reach me. It's not very difficult to turn your back on the window and keep going with the everyday drag - routine around you. I guess its because I hate myself - or maybe love myself too much that I haven't any friends (I probably have more half friends than piles of people, but no <u>friends</u>)

10th May.
Well after such a great "home"-coming I am now feeling utterly depressed - just who are my friends? - the thing is I really and truly don't have a single solitary person who I can call my "friend" in the sense narrowed. But the number of friends I have is astounding, in that everybody and anybody is my friend - not that that bothers me too much. It's just, I really <u>need</u> someone every now and then and there is simply nobody around - nobody who has time or even feels the same way as me.

6th June.
I got all depressed. Some people here at college are really lonely, and there are people here who are not only superficially lonely but really lonely. I mean just because you sit by yourself all the time, doesn't make you lonely. That might be your existence, whereas I might sit with somebody and yet be lonely - like very. I hate the way I haven't got one friend.



**MR. JONES, ELECTRICAL WORKMAN**

"What do you think of the Bible?"

"Redundant, a book full of hypocrisies, lies and superstitions."

"Have you read it right through?"

"No, I couldn't stand it."

"How much have you read?"

"Genesis, Psalms, and the Gospels."

"If someone offered you the opportunity to tell you why he believed that God has something to do with the world today . . .?"

"If you could prove that God existed I would believe Him. Bang! Hallelujah! Like if we are going to live for ever and all that jazz, I am with you. But I don't believe it."

"Just because you cannot see something does not mean that you do not believe that it is there."

"Ah, no. You cannot say that about electricity. I work with it all the time. By ——, I know it is there."

"Well, there's evidence then."

"There's evidence, but you cannot prove it."



**MARGO AND CHARLOTTE, ART STUDENTS**

"What is your definition of God?"

"God? Faith. God does not mean a thing to me; He does not exist. He's just a figment, something there so people can believe on it, that's all."

"Do you think there is any meaning in life?"

"Oh, yes, definitely."

"What is it?"

"I don't know yet. I am trying to find out. If I knew it, all would be great."

"What do you think of Christ?"

"I think He was a great man."

"Is a great man?"

"Was a great man."

"What do you think? Was He an honest man, a good teacher, a moral person?"

**The following are direct transcripts from the portable tape-recorders of Kevin Amos and Glen Weare, Bob Bolst and Trafford Fischer, recording religious comments and convictions on the streets of Newcastle. For a greater vision of a world in need?**

# newcastle interviews

"Every human has his faults."

"Well, Christ declared Himself to be God. Either He was correct or He was the biggest fraud out. What would you say?"

"Could be, I don't know, that's a good question."

"If someone walked up to you and said you were a sinner, and Jesus had died for you, what would your reaction be?"

"I am a sinner. Well, firstly I would like him to elaborate; why am I a sinner? You cannot generalize like that. You cannot walk up to a person you have not known and say, 'You are a sinner!' You can't do that!"



**ART STUDENTS IN ART GALLERY**

"What do you think of the Bible? Have you read it at all?"

"Yes. What annoys me at the moment is that when I have gone to church—I used to go to a boarding school and we had to go to church every week-end—well, you would listen to the service and they would contradict themselves so much. You know, they would say one thing and then they would contradict themselves."

"Have you ever asked the ministers about this, because they might be able to explain it?"

"Yes, they just say I'm argumentative."



**JOHN BROWN, CLERK**

"We are getting people's views on Christianity. What do you think about it? Do you think much about Christianity?"

"Yeah."

"What do you think about it? Are you a Christian?"

"Yeah."

"Do you go to church very often?"

"Yeah."

"Every week?"

"Yeah."

"Does Christianity come into your everyday life? Do you have your own Bible and read it?"

"No."

"It's just a one day a week affair?"

"Yeah."





**SCOTTISH IMMIGRANT**

"I believe in the Lord. I think He will come again. I hope so. I wouldn't know when He will come again. The world is in such a state that He may just come down just to show them that there is a Lord and tell them to wake themselves up a a bit. He might do this. I don't know. I hope He does anyway. I hope He comes in my time."



**YOUNG FELLOW IN PUB**

"All these different religions, I cannot understand it. That's why I never go to church."

"What do you think is the main thing missing in the churches? What do you expect—a pop group singing with everyone sitting around on the floor, or a quiet place with hymns being sung?"

"No, some kind of a discussion band, where you can sit down and discuss and hear what other people think."

"What role should the minister have?"

"He should be someone you can sit down and talk to; he should be able to help you."





**BUS DRIVER**

"You take religion. They are trying to unite it all under one flag, and there is a mighty lot of opposition. I mean a lot of ministers would have to go out and do a hard day's work which they have never done before, so naturally they are going to say, 'Yours is better than mine and mine is better than yours.' Religion keeps the people apart, it actually keeps the world apart, the nations apart."

"When do you think the end will be?"

"Not being a Bible fanatic and all that; but the Biblical history of life as I see it today is much the same as it was in the Old Testament before the fall of the Roman Empire. You've got gambling, vice, drink, drugs, sex—that's all we're living for today. Nothing else matters. And yet with all that, we have cars, television, lovely homes, debt—a lot of debt, of course. People are living in an age of boredom. They don't know what to do to get kicks out of living."

"Do you think Christianity has an answer for that?"

"Let me put it this way again, as regards Christianity. If you take the laws that we are governed by: the Queen's the head of the Church of England, next comes the Archbishop, and when you throw the Ten Commandments down the drain, you're throwing a hell of a lot away. Don't ever forget that. We are all brothers. You've got a daughter. You're married, right? And I've got a son. They get married. The grandchildren are as half as much yours as half as much mine. We both go through hell on earth together to make them happy. If they are in trouble, which automatically happens in life, all these complexes come into it."

"Do you think Christ will come again?"

"Don't think I am a Bible basher. I only balance my philosophy with the way I see life today. That's all you can do. If you have a high temperature in the oven, you will burn the cake. It is no different. You face the facts as they are. There is no pretty picture in life today, as I see it amongst people. People are really mentally ill. There's no goal for them to obtain. They are lost. They are like a lot of lost sheep on the mountain. Your great churches, your great philosophers of today; they speak, they publish in the newspaper, they broadcast over the radio and television, but everybody wants to have his own orbit in life which they are entitled to but they are not happy. There is something missing, and when you throw the Good Book out of the back door, friend, I think you have destroyed life itself!

"You take God's command to love your neighbour as yourself. If that was practised in Newcastle alone, irrespective of how much it hurt you to do it, you would think you were in a brand-new world. Instead it is the opposite. They are trying to take you down.

"There is only one difference between the cannibal and today's race of living; they are not eating each other, but they are not far away."

# lowell

**hæmorrhage**

what did You expect, Jesus Christ?
what did You expect to see?
did You think perhaps that it was
a blind, crippled man
who could scarcely raise himself
knee-high?
or a beggar?
did You think it would be a beggar,
Jesus? who was trying in vain to
attract Your attention for pity
or for money.
or a dwarf?
or a lost five-year-old?
what did You expect to see, Jesus Christ? . . .

me?

me, a proud woman
tugging at Your garment with all
the audacity of the unsaved.
it is me, trying to tell You that
i didn't understand my need until
twelve years ago when the hæmorrhage
came.
and now that i have seen You
i publicly kneel before You.
    my body in pain
    and my soul very weary.
for like every other needy human
i have tried to
touch Your
garment.

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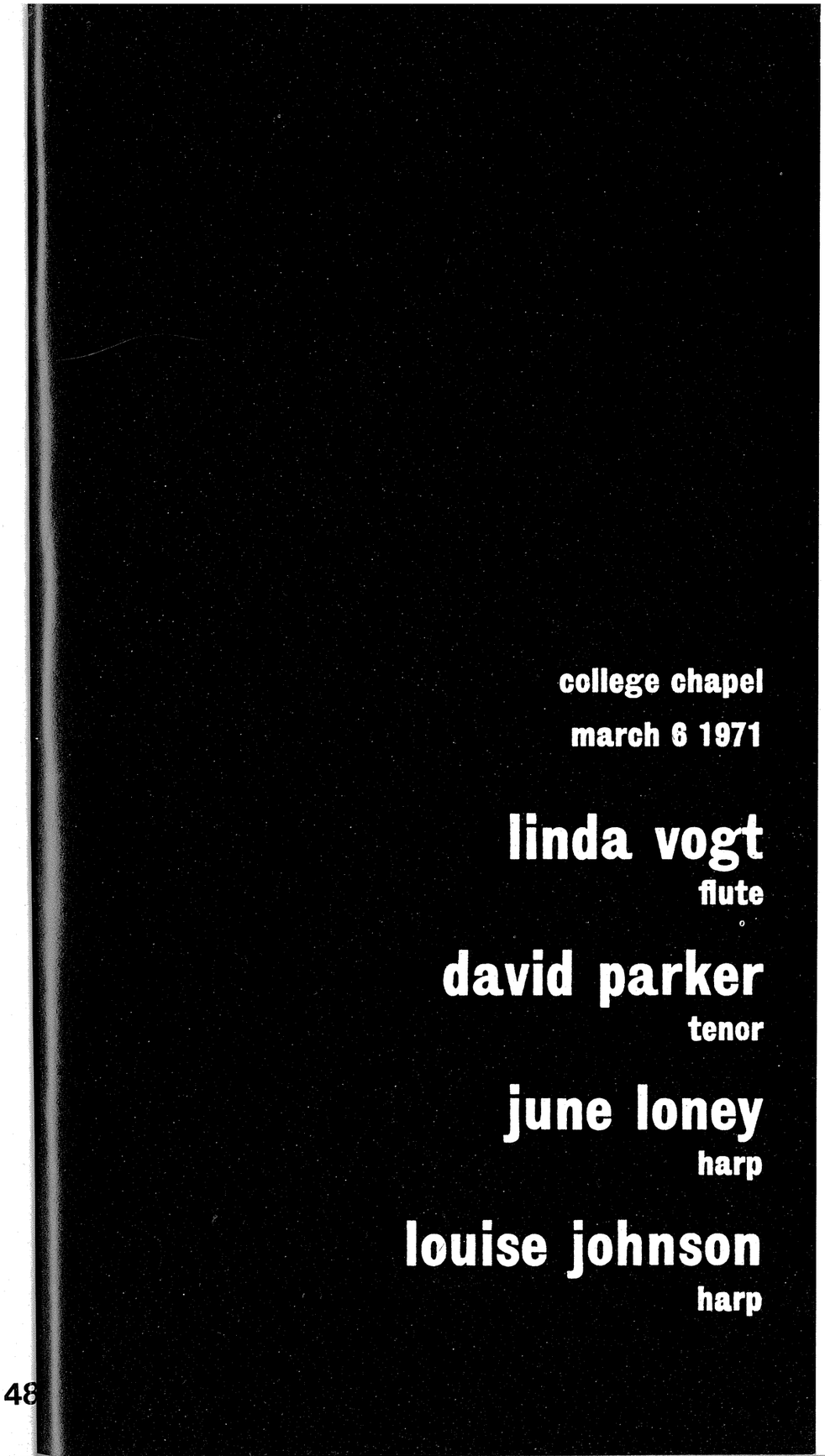



CONCERT

LYCEUM

Flute and Harp

Sonata ..... Leonardo Vinci

Harp Solo

Sonata for Harp ..... Johann Dussek

Voice and Harp

Siciliana from Cavalleria Rusticana .. Mascagni
Serenade from Barber of Seville ..... Rossini
La Mattinata ..... Leoncavallo

Flute and Harp

Serenade ..... Vincent Persichetti

INTERVAL

Flute and Harp

Roumanian Folk Dances ..... Bela Bartok

Two Harps

La Joyeuse ..... Rameau
Jesu, Joy of Man's Desiring ..... Bach
Ron, Ron Petit Patapon ..... Grandjanny
Prelude ..... Prokofief
Song in the Night ..... Salzedo
Rumba ..... Salzedo

Voice and Harp — Folk Songs

She moved thro' the Fair
The Star of the County Down
Believe me if all those endearing young charms
Dafydd y Garreg Wen—David of the White Rock
Mentra Gwen

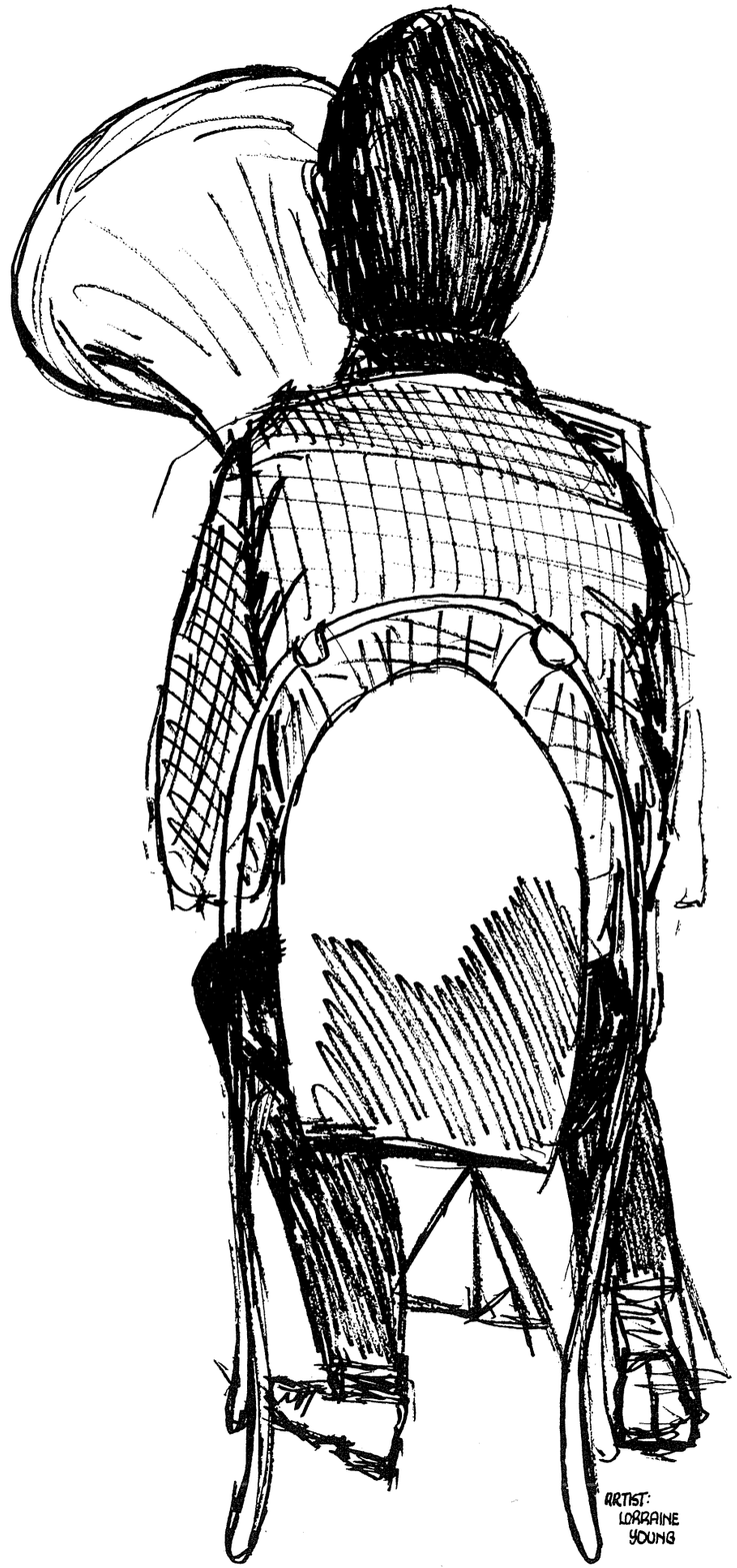
Voice, Harp and Flute

Cuckoo Dear

Voice, two Harps and Flute

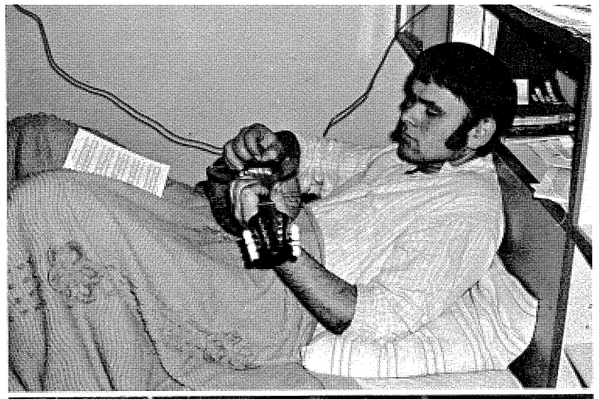
The Lord's Prayer ..... Malotte



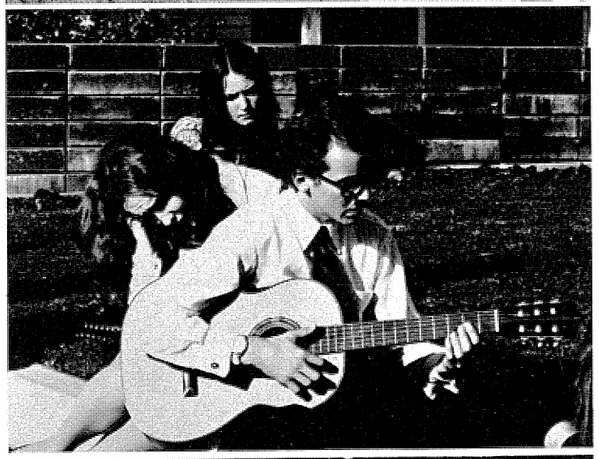



LYCEUM CONCERT

# JUST MUSIC



in bed with tulips



the agony and the ecstasy



the ecstasy . . .



and the mid-year oratorio—
Haydn's CREATION



above: orphean sambo

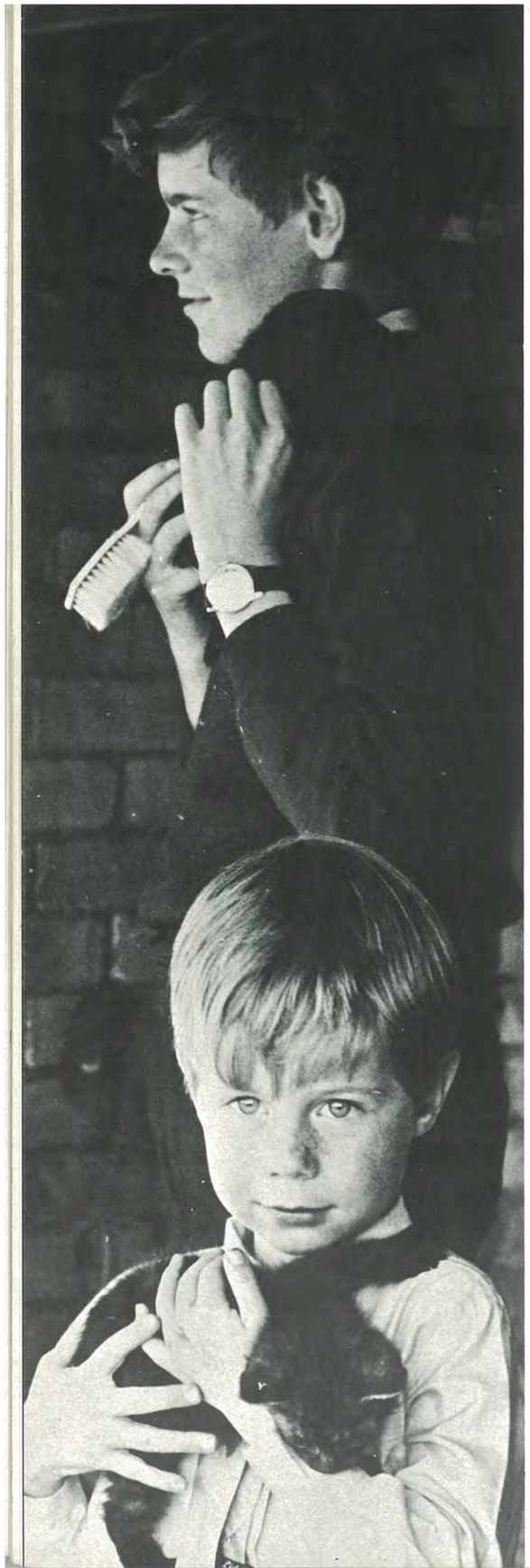
below: primary teachers' chorale

the Aeolian singers

the Avondale chorale



and liz.



# I WOULD RATHER BE ALIVE THAN UN-DEAD

-IVY WOO

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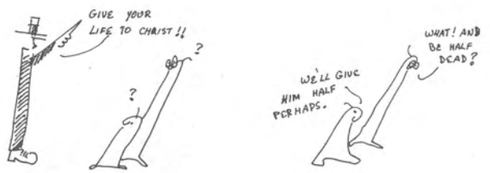




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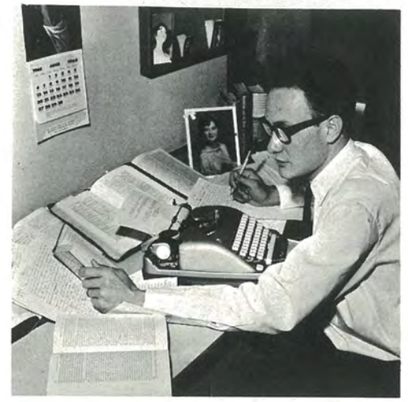


# today's parents

carole & arthur ferch

**SHE SET SALE FROM TILBURY, ENGLAND; HE, FROM BREMERHAVEN, GERMANY. SHE CAME TO AVONDALE FROM PERTH, W.A., HE FROM SYDNEY, N.S.W. SHE REGISTERED FOR THE LADY BIBLE INSTRUCTOR'S COURSE, HE FOR THE MINISTERIAL.**

**Crossing each other's path was a daily occurrence in classrooms, library, dining room, and here and there on the campus. Sabbath afternoon missionary work and meals together helped us to realize that we had many things in common. We appreciated the same type of music, enjoyed outdoor life and shared the conviction that God had called both of us to spread His last message.**

**It was not until Carole's graduation, two years later, that I plucked up sufficient courage to ask her out to our first ticket tea. I approached girls' dorm with an air of assumed confidence. Finally I found her, and hiding behind a collective "we" I asked her if she would like to have tea with "us." I had not intended this to be so misleading, but she readily accepted, thinking it was a general last get-together of old friends. However, when the time came, "I" was waiting for Carole alone. She was a little surprised but didn't seem to mind—the meal was a very long one. We began to sense that our interest in each other was more than casual.**

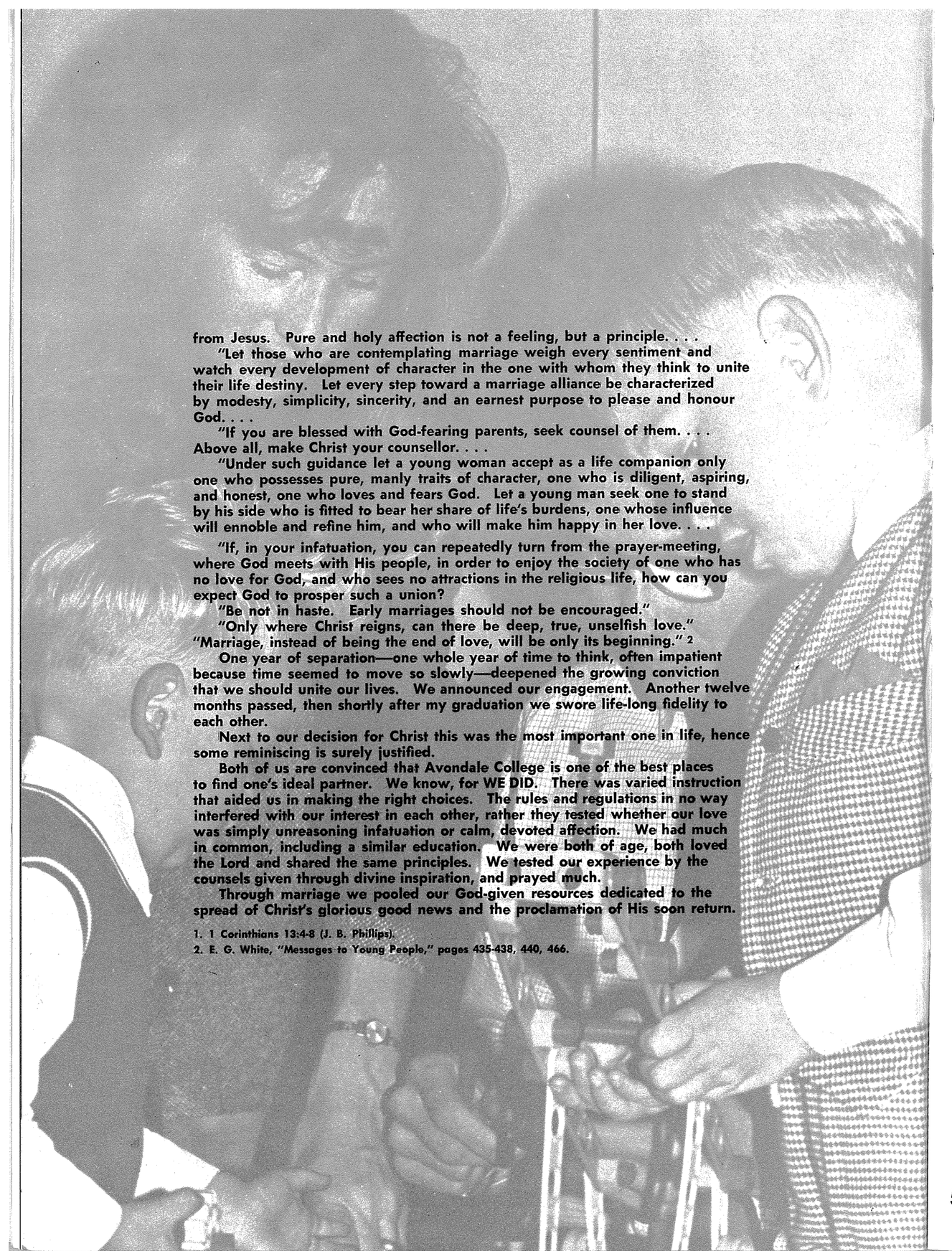
**After graduation we spent some time with close friends in Sydney. These were days filled with wholesome fun and time spent together in prayer. Carole then went home to Perth for a few weeks, returning to Sydney for a week-end, before flying to New Zealand to commence the work for which she had trained. As her train pulled into Adelaide en route, she telegrammed me using one of two telephone numbers on a piece of paper in her purse. These were the numbers of two of my friends. Arriving in Sydney at 9.30 p.m., Carole looked expectantly up and down the platform. I was not there. Doubts and fears crowded into her mind. It was getting later and later and still no sign. At length she decided to ring the number to which the telegram had been sent. Now she must pluck up courage. "Perhaps he has changed his mind," she thought. Carole tried the other number, and I could hear the relief in her voice as we talked. Half an hour later we were together again.**

**On parting at the airport, we both knew that the next ten months, during which time I would continue my course, would test the genuineness of our relationship.**

**During the months of separation we had time to think. Were we really suited for each other? Would we make the other happy? Could each have an inner pride in the other? This was the time when we sought God's inspired counsels. How did our "darling" across the Tasman measure up to these? How did WE measure up to them? We read "Messages to Young People" frequently. Was ours a true love or simply infatuation? Love "is slow to lose patience. . . . It is not possessive: it is neither anxious to impress nor does it cherish inflated ideas of its own importance.**

**"Love has good manners and does not pursue selfish advantage. It is not touchy. . . .**

**"Love knows no limit to its endurance, no end to its trust, no fading of its hope; it can outlast anything. . . ."[1] "Love is a precious gift, which we receive**



from Jesus. Pure and holy affection is not a feeling, but a principle. . . .

"Let those who are contemplating marriage weigh every sentiment and watch every development of character in the one with whom they think to unite their life destiny. Let every step toward a marriage alliance be characterized by modesty, simplicity, sincerity, and an earnest purpose to please and honour God. . . .

"If you are blessed with God-fearing parents, seek counsel of them. . . . Above all, make Christ your counsellor. . . .

"Under such guidance let a young woman accept as a life companion only one who possesses pure, manly traits of character, one who is diligent, aspiring, and honest, one who loves and fears God. Let a young man seek one to stand by his side who is fitted to bear her share of life's burdens, one whose influence will ennoble and refine him, and who will make him happy in her love. . . .

"If, in your infatuation, you can repeatedly turn from the prayer-meeting, where God meets with His people, in order to enjoy the society of one who has no love for God, and who sees no attractions in the religious life, how can you expect God to prosper such a union?

"Be not in haste. Early marriages should not be encouraged."

"Only where Christ reigns, can there be deep, true, unselfish love."

"Marriage, instead of being the end of love, will be only its beginning." [2]

One year of separation—one whole year of time to think, often impatient because time seemed to move so slowly—deepened the growing conviction that we should unite our lives. We announced our engagement. Another twelve months passed, then shortly after my graduation we swore life-long fidelity to each other.

Next to our decision for Christ this was the most important one in life, hence some reminiscing is surely justified.

Both of us are convinced that Avondale College is one of the best places to find one's ideal partner. We know, for WE DID. There was varied instruction that aided us in making the right choices. The rules and regulations in no way interfered with our interest in each other, rather they tested whether our love was simply unreasoning infatuation or calm, devoted affection. We had much in common, including a similar education. We were both of age, both loved the Lord and shared the same principles. We tested our experience by the counsels given through divine inspiration, and prayed much.

Through marriage we pooled our God-given resources dedicated to the spread of Christ's glorious good news and the proclamation of His soon return.

1. 1 Corinthians 13:4-8 (J. B. Phillips).
2. E. G. White, "Messages to Young People," pages 435-438, 440, 466.

# uganda

On the eastern part of Africa, the king of the continents and the land of sunshine, is Uganda, one of the sister states which make up East Africa; the other states being Kenya and Tanzania.

In the words of Sir Winston Churchill, "Uganda is the Pearl of Africa and the Cradle of the Nile."

The majority of the country is a high mountainous plateau at about 3,000 feet above sea-level, with temperatures ranging from 72° to 80° F. all the year round. It has an ever-green vegetation, with rain falling through the year.

Over 95 per cent of the ten million population of Uganda are Negroes, mainly of the Bantu group, and the rest are Europeans and Asians (mostly Indians).

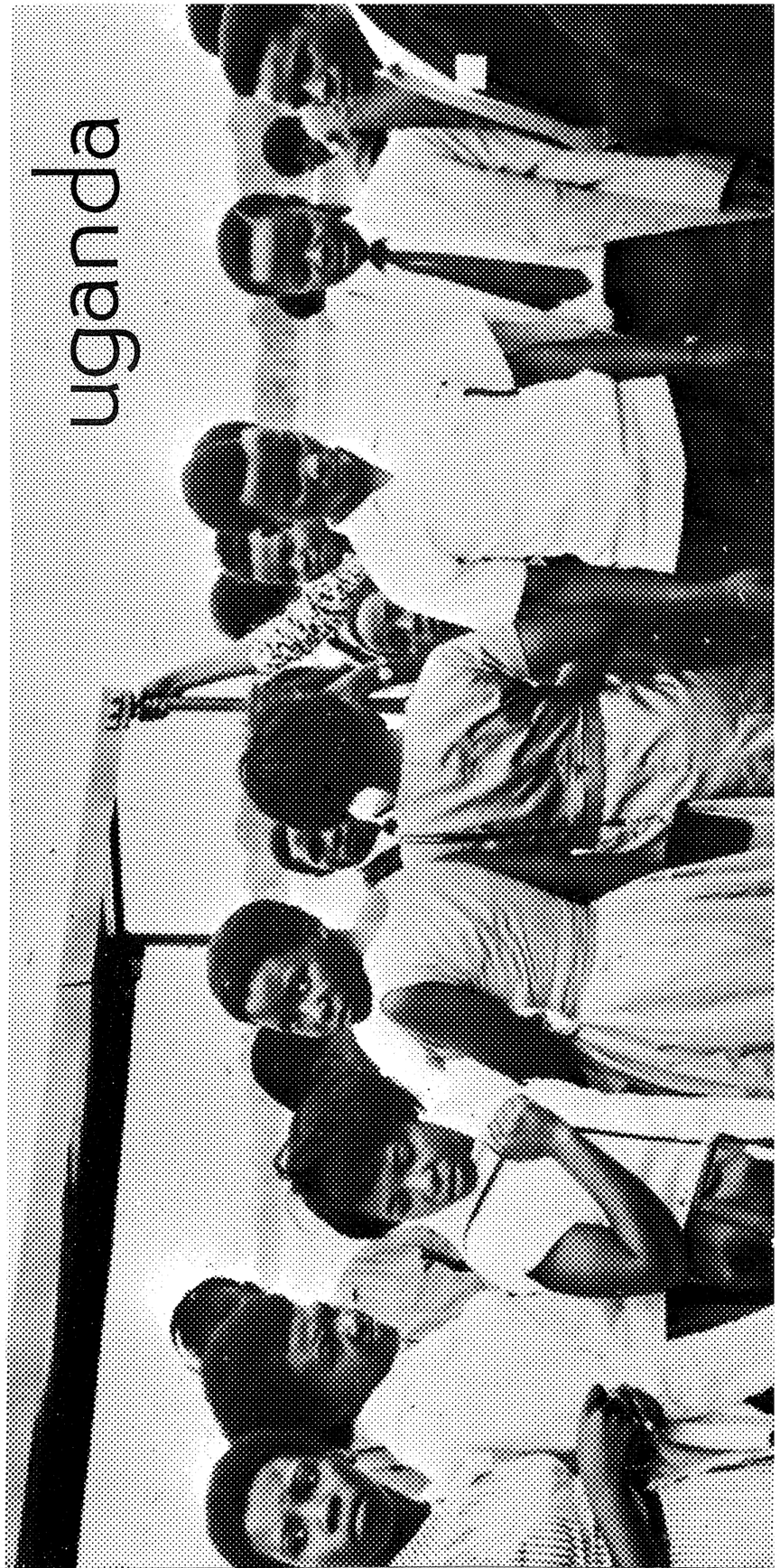
Uganda is also the seat of the great university of East Africa, Mankerere University, which is situated in the capital city, Kampala.

Although an element of Westernization has been introduced, the African culture and civilization is in most cases preferred in order to preserve the beautiful Negro culture—of which most whites are ignorant or to which they choose to turn a blind eye. This has been the case in history books about Africa and about the Negro race as a whole.

Uganda, once a British protectorate state, is now a sovereign African state, the Republic of Uganda, with the motto "For God and my country," which reflects the religious life in Uganda. Christianity is the main religion, and the Church of England, now called the Church of Uganda, is the main denomination.

—ERU NYOMBI.





# two sabbaths

Friday evening
the sun set behind the mountains
and painted the valley between you and it
with a strange vibrant light—
the willows, the paddocks, the gums, the range
took on a new romance—
and you felt good inside.
Your tired body felt it
and your tired mind welcomed it,
and as you hurried up to the chapel
it was white against a pearl sky—
and the bell chimes fell like streamers
into the arms of the Jacarandas—
and the starlings were roosting—
and your heart sang.
Sabbath.

But it was almost five o'clock
and the big arcade was full of clothes
which talked to each other above the people inside them.
Some clothes didn't say much,
but then the faces spoke themselves—
or the bodies—
and you sat in your waiting train
and ate your sandwiches
and enjoyed them
and watched the people up on the lighted platform
against the cold grey of the evening
and you reminded yourself
it was Sabbath—
and as you watched the people
you felt strangely as tho' their battle against the cold and the grey
was hopeless
but not for you
and you fought complacency.

And God looked
and saw a cold man
in a dirty suit
whom I don't remember.

—Anthea Nicholls.

# SAINTS & ADDERS

College is a battle, but because it does have rules, and if you don't follow them you're OUT; We would like to represent it therefore as a sort of game.

You asked what COLLEGE life was Really LIKE FOR the OUTDOOR STUDENT.

START

1 To start you must realize that this won't be EASY.

2 Make the big decision Decide to come to College.

will I go?

3 Look for somewhere to Live Miss two Turns.

Wife finds Job at $25 a week.

4 Job is Unsuitable go back to 2.

5 CRUMBY Job found for student husband.

6 REGESTRATION begins. "It will take four years, not TWO."

7 Sell all that you have to buy a reciept for 1st terms fees.

8 Classes begin classes clash with work.

9 Did I make the right decision? Return to 5.

10 It's great to be at college. You make Lots of acquaintances some friends.

11 Buy wife new Pair of Shoes go up in estimation to 17.

12 College is a 'mouse RACE' where you prepare for greater things. (The rat race.)

13 Wife complains that She is neglected for study. Return to 12.

14 College Program needs adjustment Miss 2 Turns

15 Recieve GRADE CARD RETURN TO 10.

16 Best friend is still best friend. Go to 20.

17 Make friends with the WORST LECTURER

18 Fly to 26.

19 Assignment is rejected. Return to 16.

20 'FRIEND' Lends you assignment TO COPY Go To 22.

21 College gates are Locked SPEND night in car. Miss one Turn.

22 At Last assignment is finished hand into 19.

23 You have been EXCUSED again by Dot Registrar Go to 83.

24 Recieve Chequue from benificent Parent Go To 81.

25 ONLY SIX MONTHS TO GRADUATION.

26 Best LECTURER FRIEND GIVES you A "D." Return to 16.

27 Week of Prayer gives MORALE BOOST. zoom to 30.

28

29 Electricity bill arrives, tyres are due, car needs repairs. Wife pregnant Return to 24.

30 The cupboard is bare. Return to 24.

31 Spent the day at work. Ug!!. Oh for some study!

32 Miss too many Chapel Periods. Return to 23.

33 College is Soothing: usually only on Sabbaths. Rest here 1 Turn.

34 Day in town return to 29's Circumstances.

35 Buy next Years JACK. Go to 39

36 IN THIS 'BOX' we would Like to commend..

37 LONG WEAK END YOU HAVE TO STUDY.

38 Catch the bug. Miss too many classes Return to 23.

39 If this not you're JACK GO TO 35

40 For what you wrote in 28 you are now being Punished. GO TO 26.

41 GONE 'INGATHERING' Miss 1 turn.

42 Make another Promising faculty acquaintance. Go to 47.

43 ASSISY with 'Hot' Mission. Miss 1 turn at WYONG.

44 The 'Out door' Student Lives an independent Life. He studies. He works. And Sometimes goes home.

45 It's a house not a Library!!

46 Study all night. sleep through alarm clock. Miss exam. Return to 37.

47 FINAL EXAMS HAVE TO BE ENDURED.

48 GRADE POINT AVERAGE DOWN BELOW A 'C' Go To 40.

GRADUATION The big day. Tear Trouses. Recieve faulty watch from friend & A degree on pink paper. & A KISS FROM MUM.

50 PACK UP AND START AGAIN. But now you're qualified.

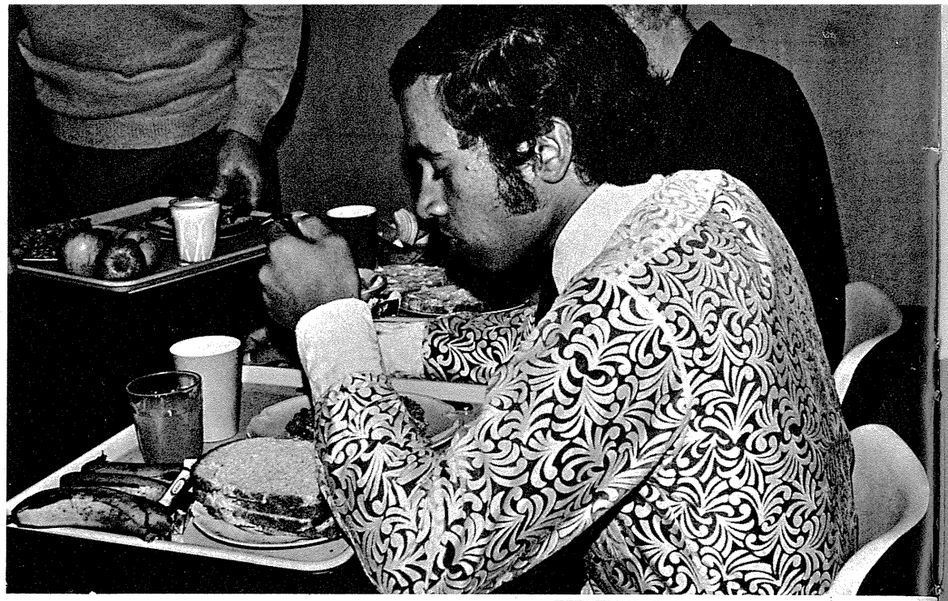
Facutty friend gives Good- vital advice. Go to 47.

Assignment is finished

GRAD? I HOPE I MAKE IT.

D.J.

# grace anthology





For these and all Thy mercies, O Lord,
We thank Thee; and remember those in need.

Heavenly Father, bless this food to Thy glory,
and our good;
For Christ's sake.

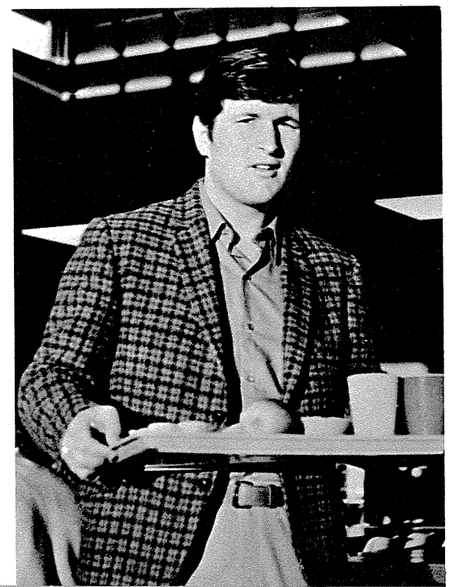
For the food we eat and the clothes we wear,
For constant love and guiding care,
We thank Thee, heavenly Father.

As You blessed the loaves and fishes,
Bless this food upon our dishes.

Thank You for the world so sweet;
Thank You for the food we eat.
Thank You for the birds that sing;
Thank You, God, for everything.

Lord, help us to realize the wants of others,
and give us grateful hearts for these and all
Thy mercies. For Christ's sake.

For this new day, for this food, and for the
many blessings You give to us,
We thank You.





For what we are about to receive,
Make us truly thankful.

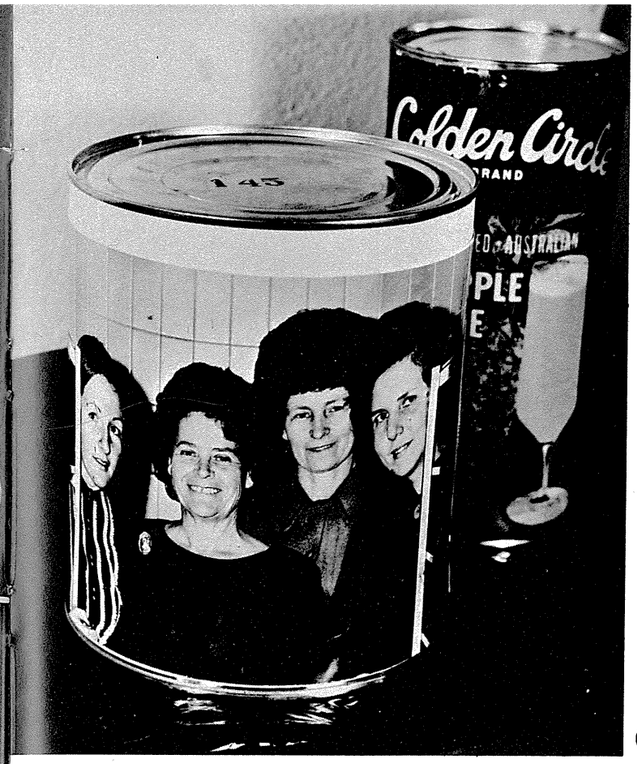
Be present at our table.

We thank You, Lord, for this our food,
For life and health and every gift.

For friends, food and fellowship,
We thank You.

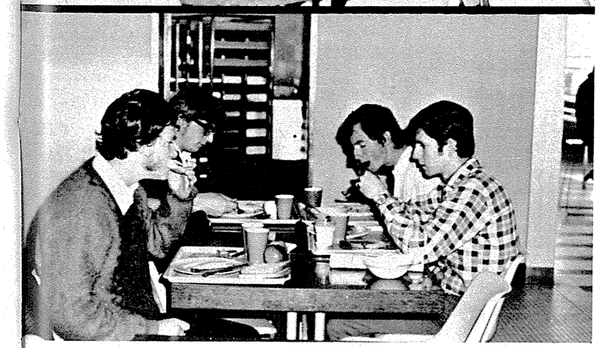


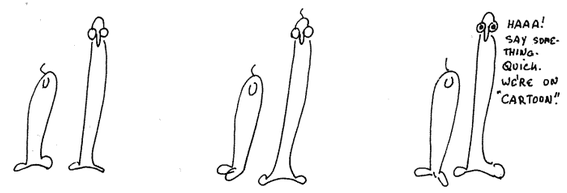
# cafeteria

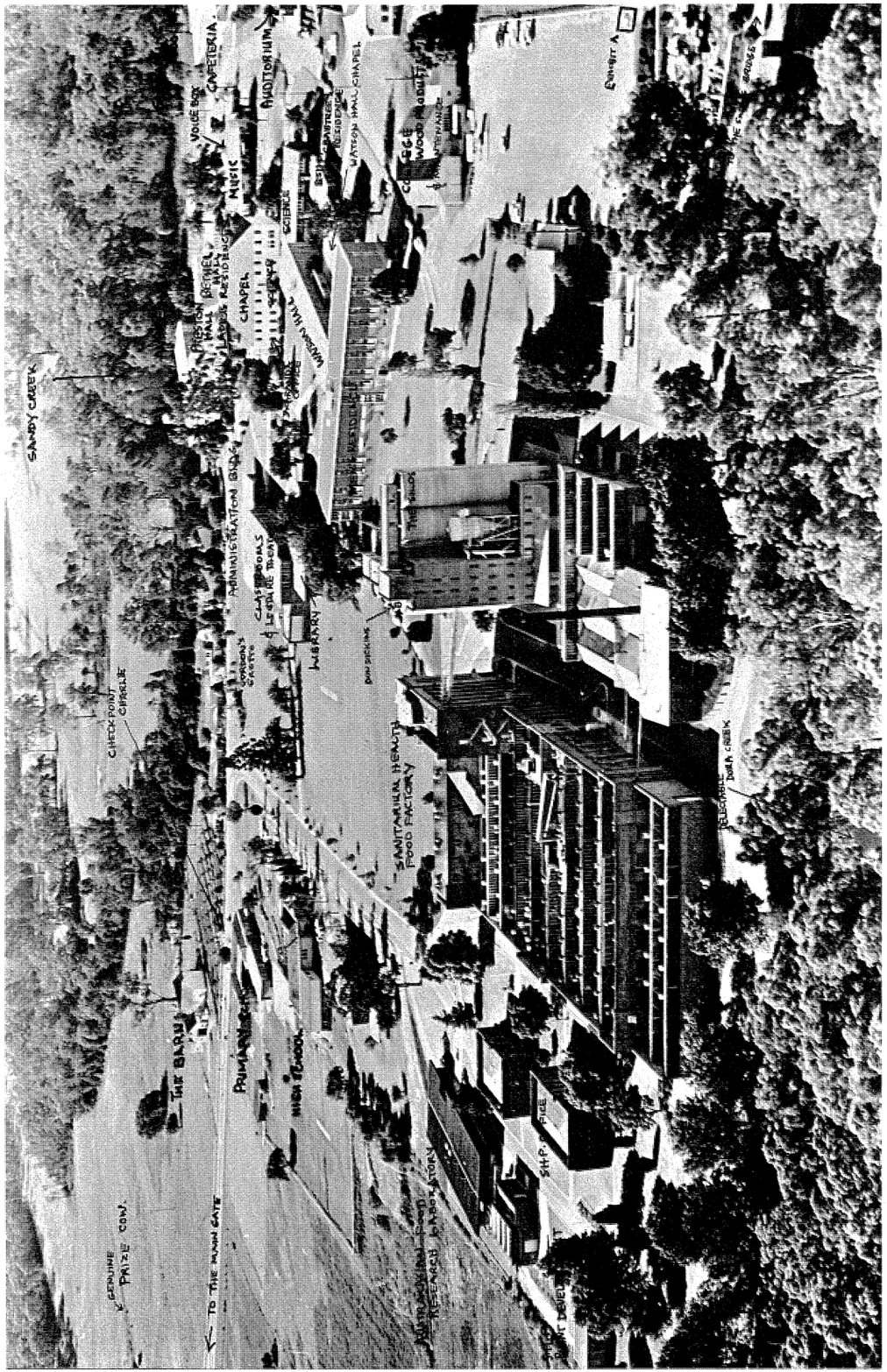



**Director**
P. MULLINS E. M. WALKER H. M. PHILLIPS V. J. LAWSON





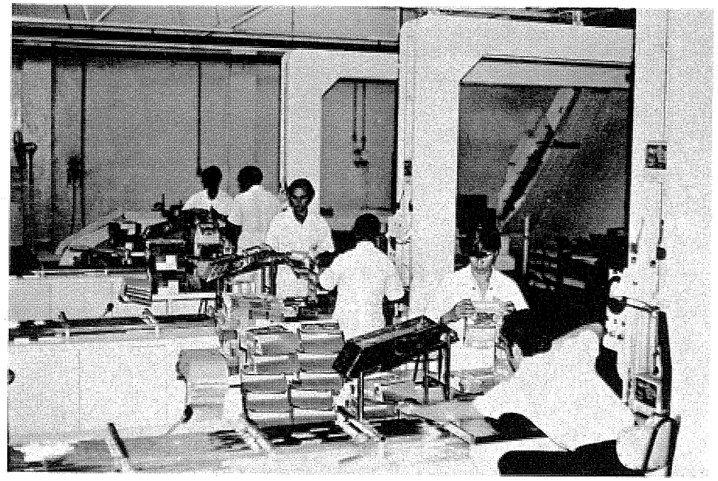





avondale campus



# the factory student



Should one observe the particular routine of the student factory-worker, one would discover him rising at bed-time, sleeping at class time, eating occasionally and studying spasmodically. Incentives for such irrational behaviour are relatively obscure. Lack of finances threatens every student and one cannot tell the precariousness of another's enrolment. Further, more students choose shift work because it is basically consistent; i.e., fluctuation in factory economy rarely affects the employment offered to the student body.

Nevertheless, it must be emphasized that although a student might be capable of packing Weet-Bix, of rising when nature demands rest, of attending breakfast late, of sleeping through a class, not every student is capable of working twenty hours per week, every week. Moreover, a student who cannot accept such a work load with optimism has his days numbered. The cessation of mental processes is a striking interruption to the extreme demands continually pressed upon his faculties. This is possibly the greatest difficulty confronting the student shift worker, the severest test of tolerance.

No matter what the class, the time of day, the location on the campus, if two shift workers associate they have an immediate ground of commonalty, a comparable wavelength. Hardships and happiness become synonymous outside factory walls. Both establish an understanding between factory workers and emphasize the difference between college students.

—Lindsay Hiscox.



# basketball













A clear mind, a healthy body and a sound Christian experience require some form of exacting recreation. For this reason, basketball has become a popular sport at college.

Also: Perseverance
Teamwork
Unity
Control of emotion
Dirigibility

combine to make a good player—they also make a good Christian. In learning that endurance, that extra drive and hustle get the results, we learn a valuable lesson in the game of life.

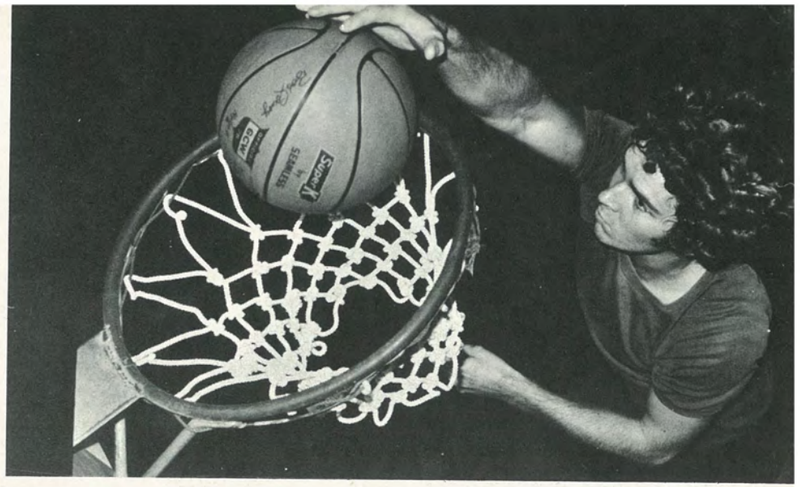
Basketball began slowly at college, but with increased enthusiasm and the development of excellent facilities, it has grown into an active club of some one hundred members. The standard of play is now high; in fact the college has acquitted itself favourably against some visiting teams.

Every encouragement is offered to those who are new to the game and eager and willing to learn.

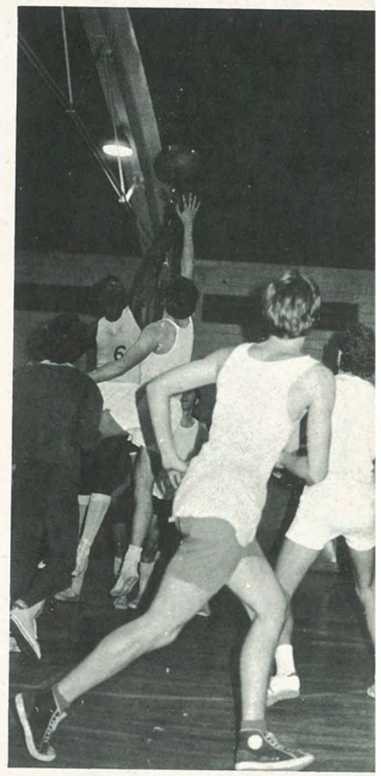
—Martin Willis.

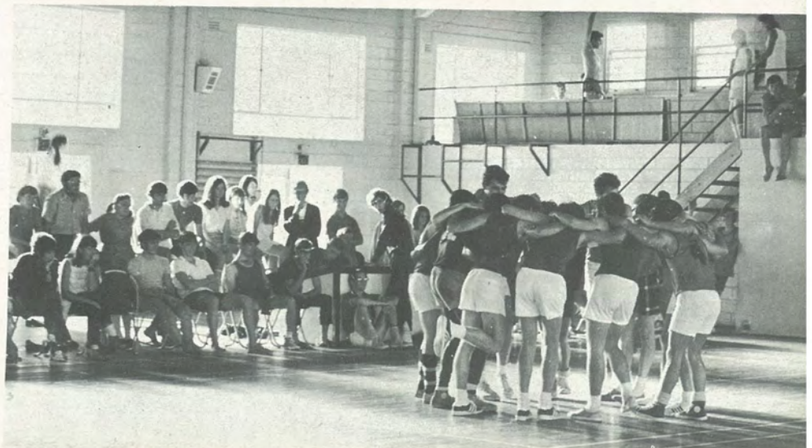


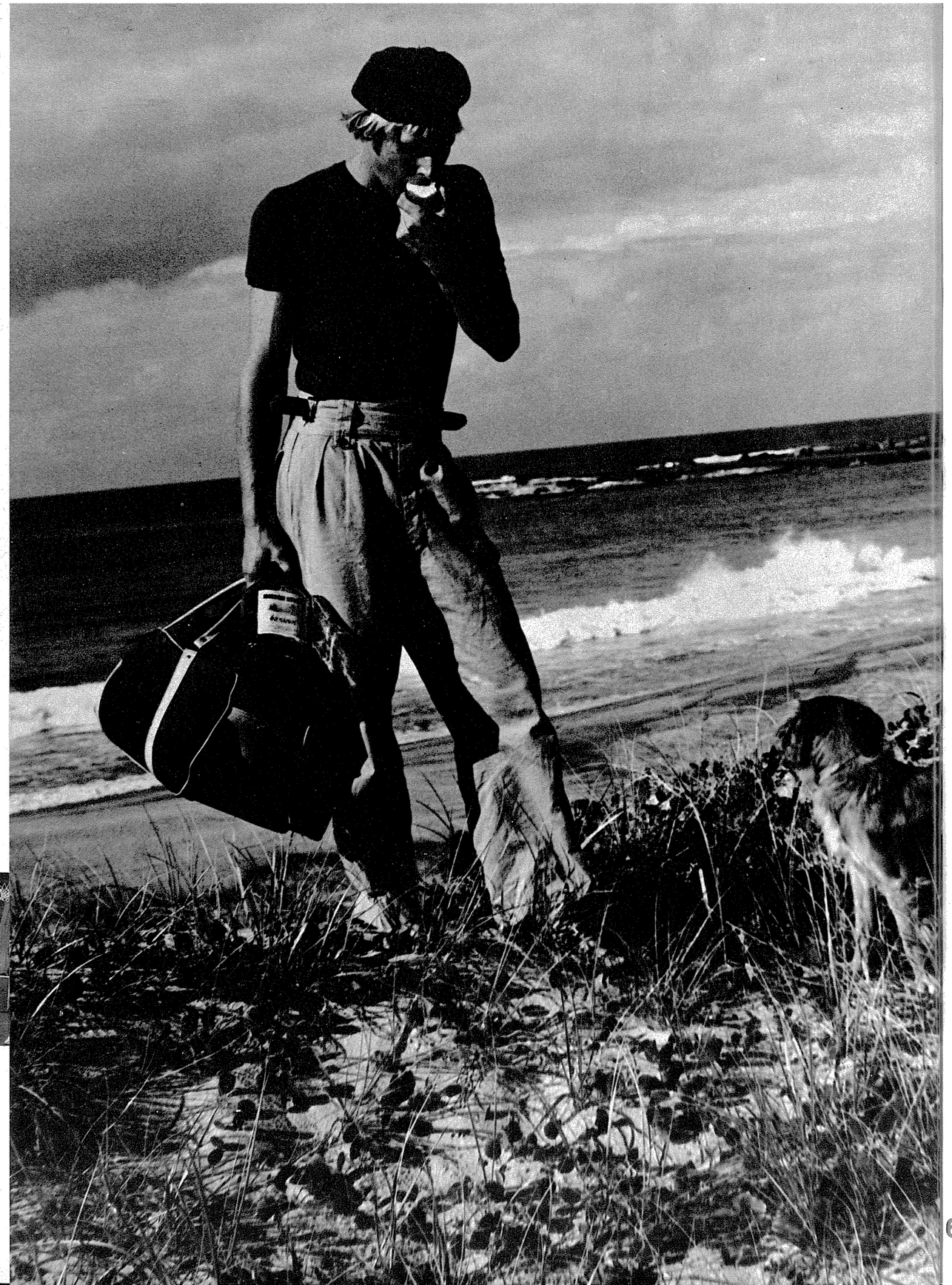












# henry

that's direction
that's security
being able to get down on your knees
and talk to God like you would to me
He hears you
and He shows you
that's the direction
and that's security
try the hippie existence
and go penniless and hungry for miles
try to keep warm
in the icy cold fog
try lying to people
so you can get a meal
food that only fills your belly
try saying He don't exist
and you'll find yourself praying to Him
strange thing to do
but it's true
try destroying Him
and filling His place with
long hair
an' rock
and you'll have
tangled knots
and loneliness,
seven days of it,
an empty stomach
and an empty mind
try it all and it don't fit.

we are all children
learning to walk
stumbling and falling
barely able to make it with our crutches
an' when you fall
the earth ain't padded
it's rock hard and stony
an' when you stumble
it's likely to be into some sewered ditch
an' when your crutches break
who's gonna mend them?

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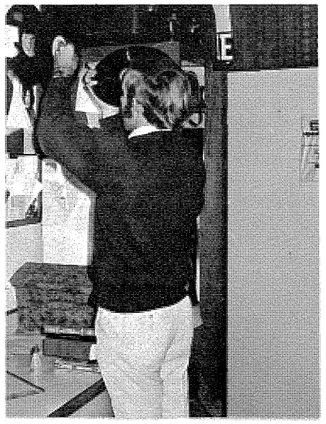
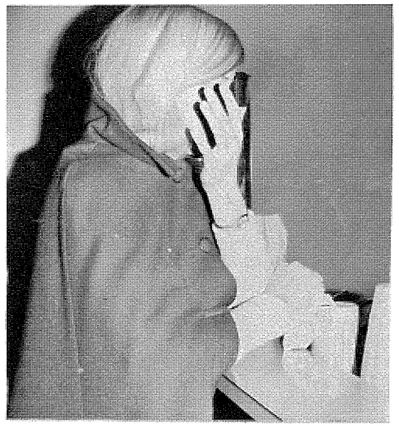
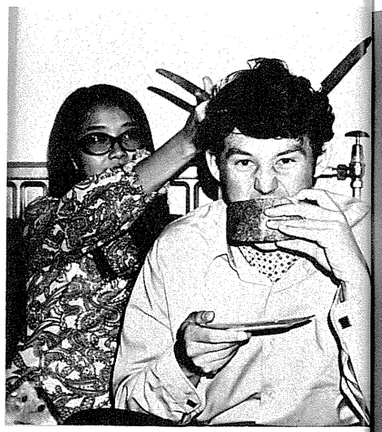
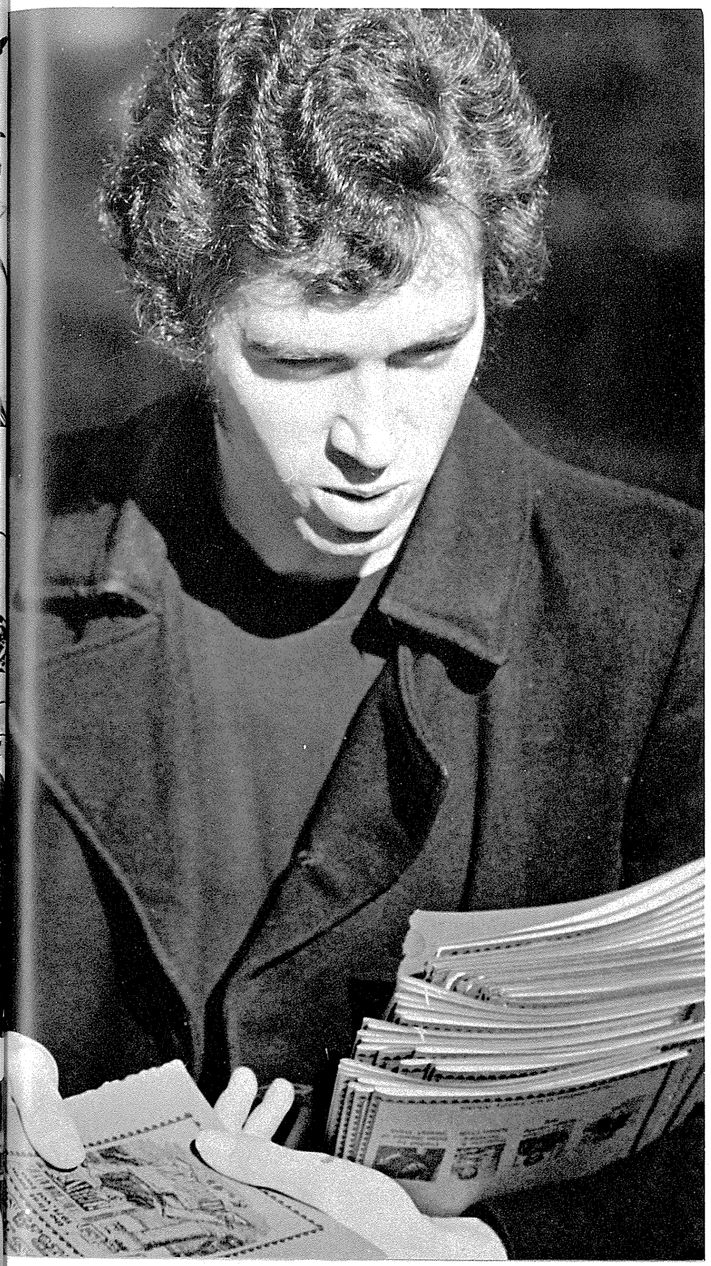
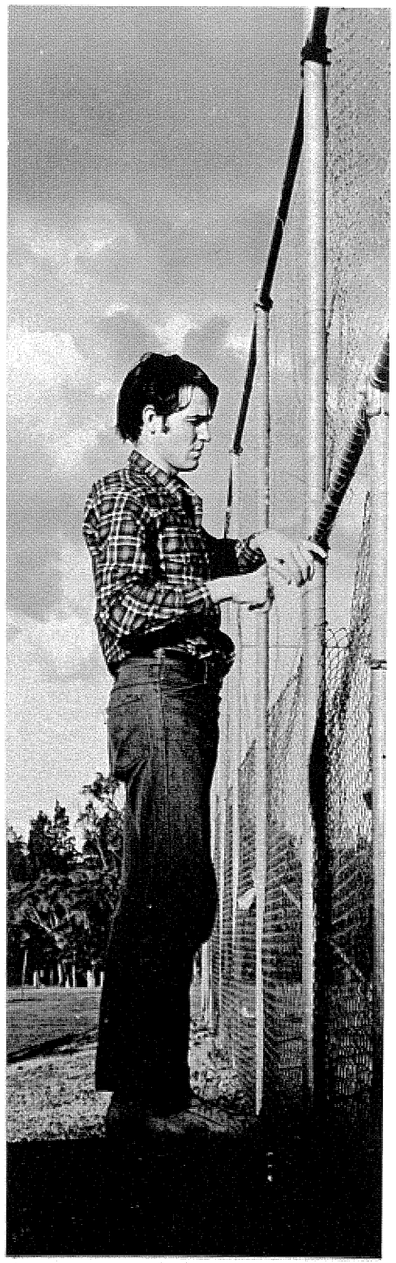
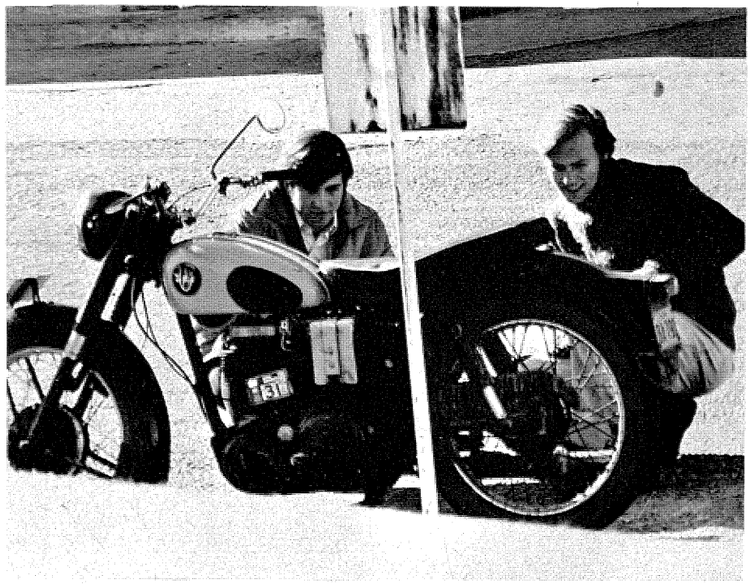


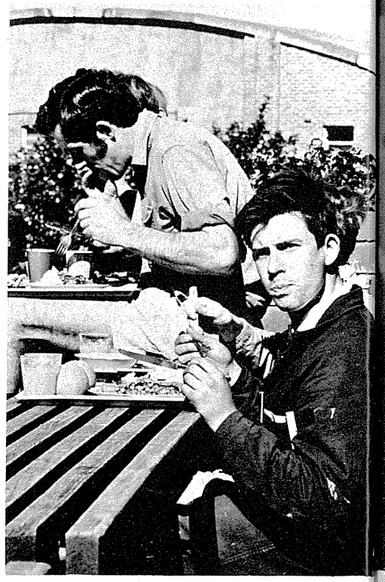




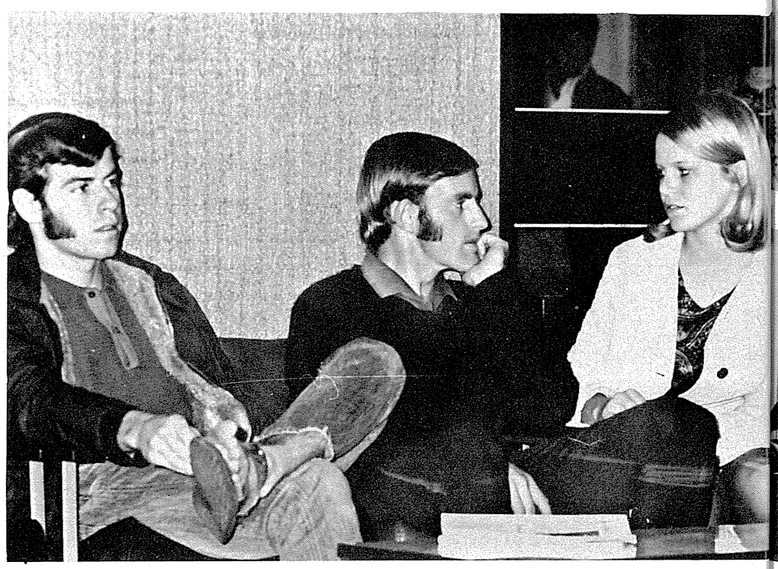


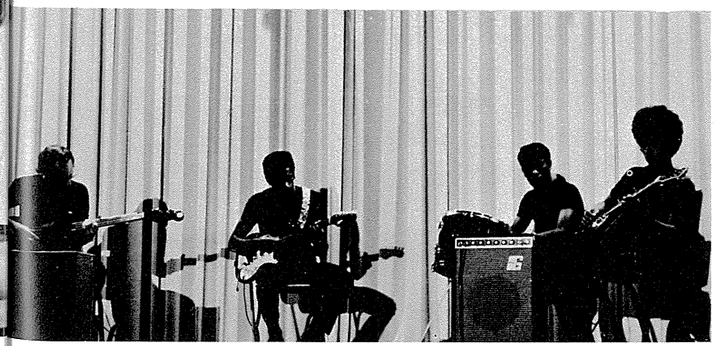




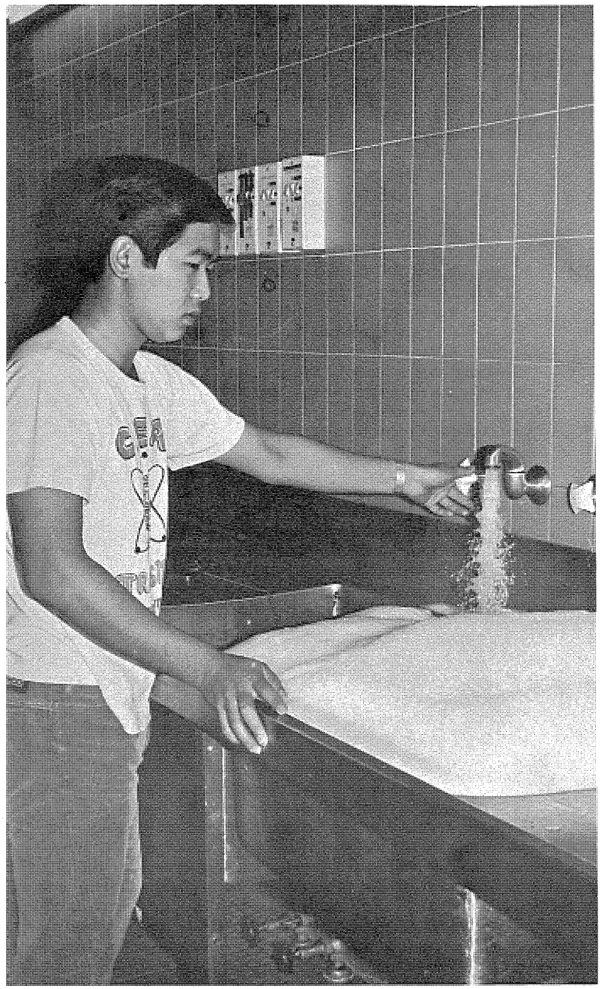


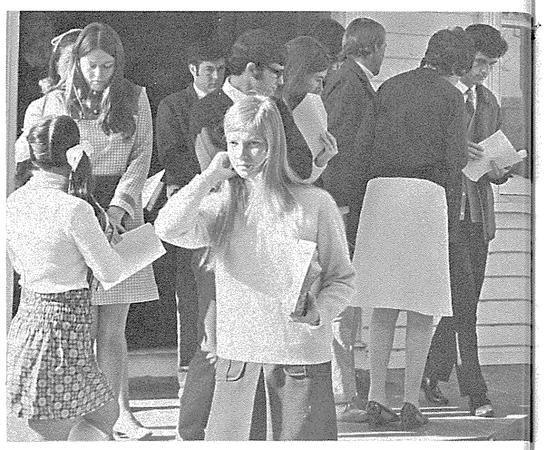


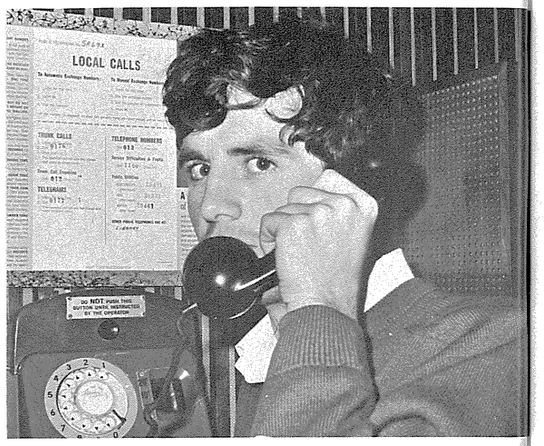




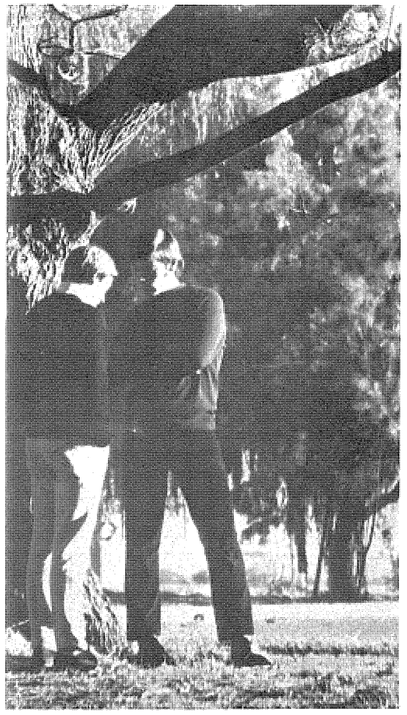


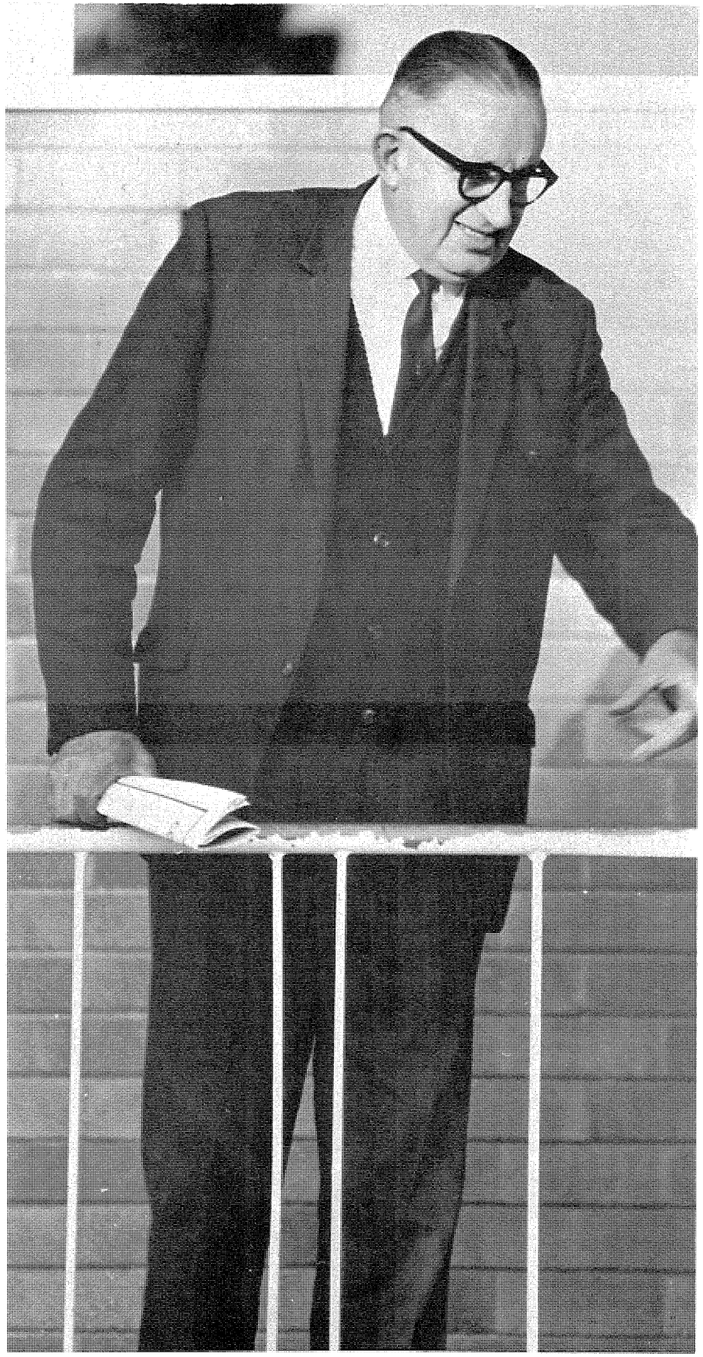


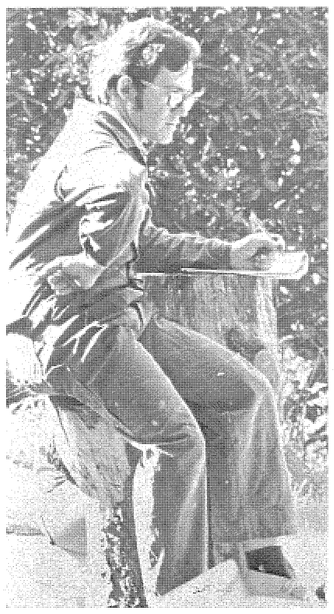



LOCAL CALLS
DO NOT PUSH THIS BUTTON UNDER INSTRUCTION BY THE OPERATOR

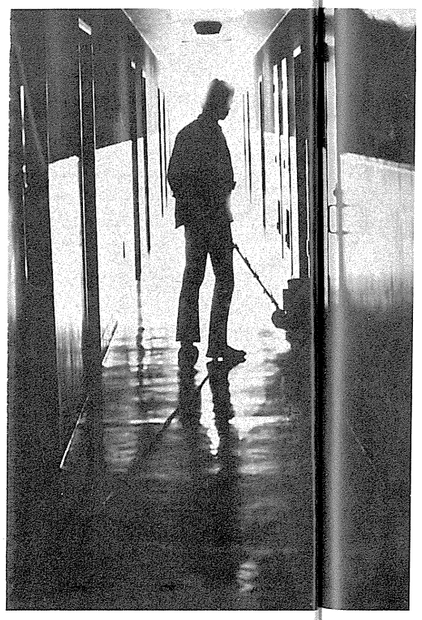








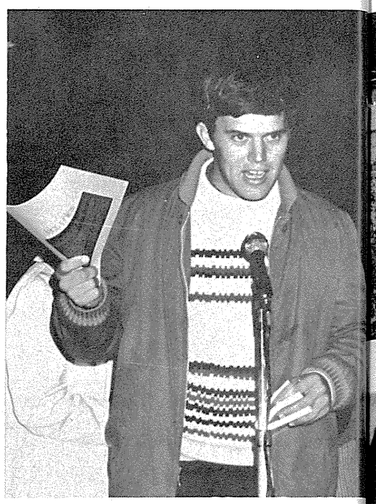


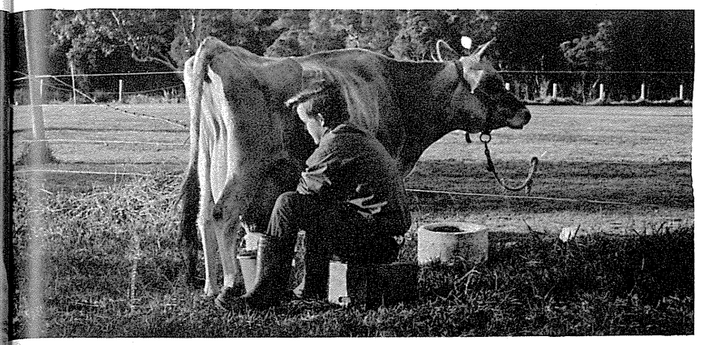


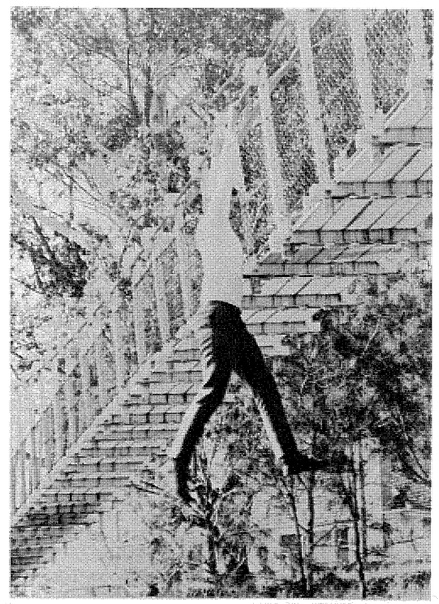




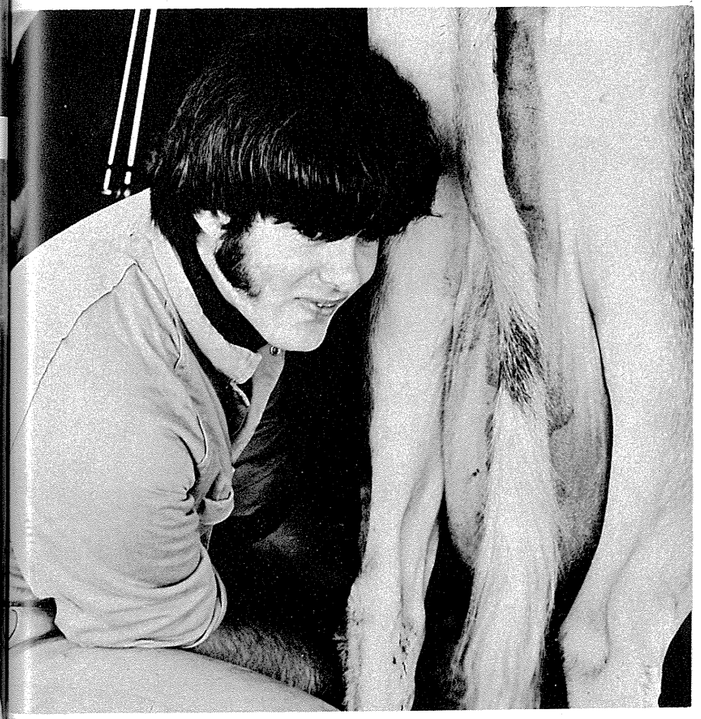




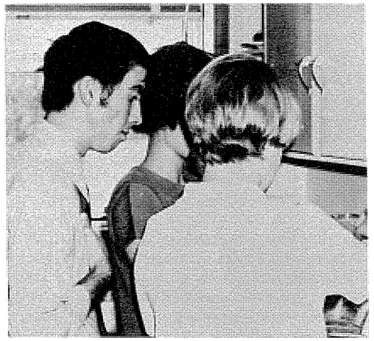




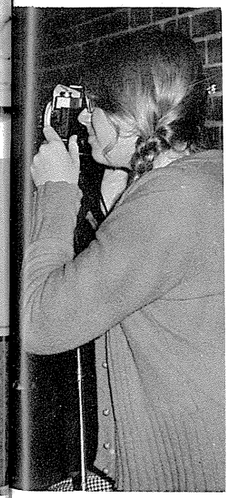


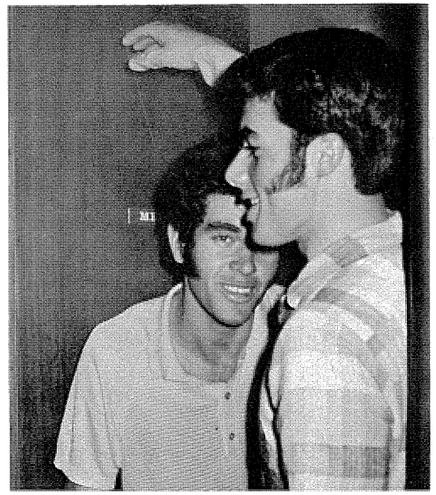



















"JAC" PHOTO COMPETITION
First Award
Section: Avondale People
B. Heise and R. Judd.



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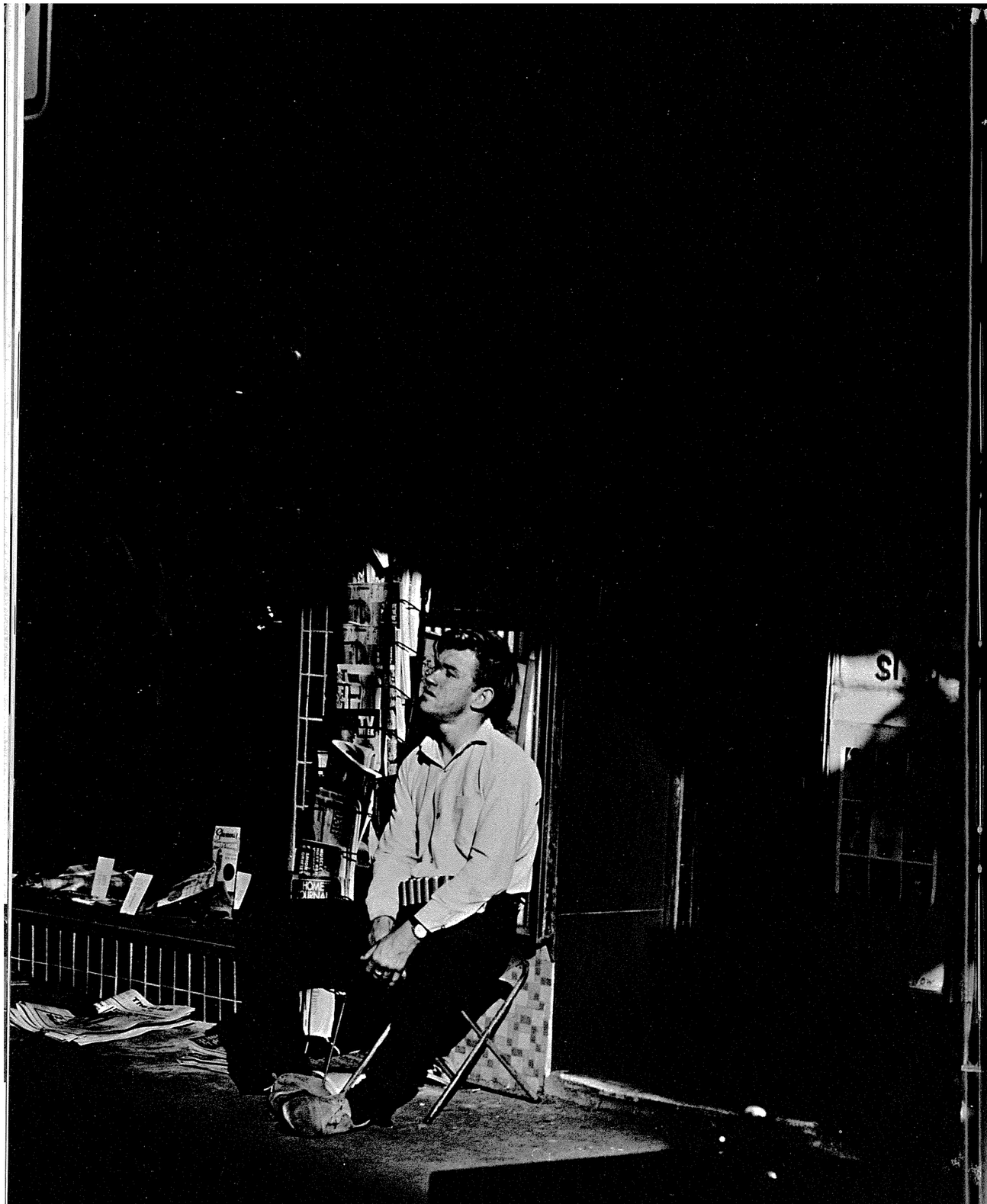
# deaned worthy





# newspaper-man on a footpath

The hollow bugle's glare
opens vast canals of sweeping sentiment.
Men with papier-mache faces
file beside his death
with hurried steps,
and amid their wreaths of tinsel smiles,
the bugle drowns,
in a thousand love-brocaded songs.

It seems that he and I alone,
can taste the glare of despair.
Maybe, in this china world,
untainted pity is the stone that breaks the urn.
It seems that he and I alone,
can taste the glare of his despair,
and yet I, too, turn away
trying to repress the crease of his face
and the hollow bugle's stare.
For him there is no reveille.

—Julene M. Cook.

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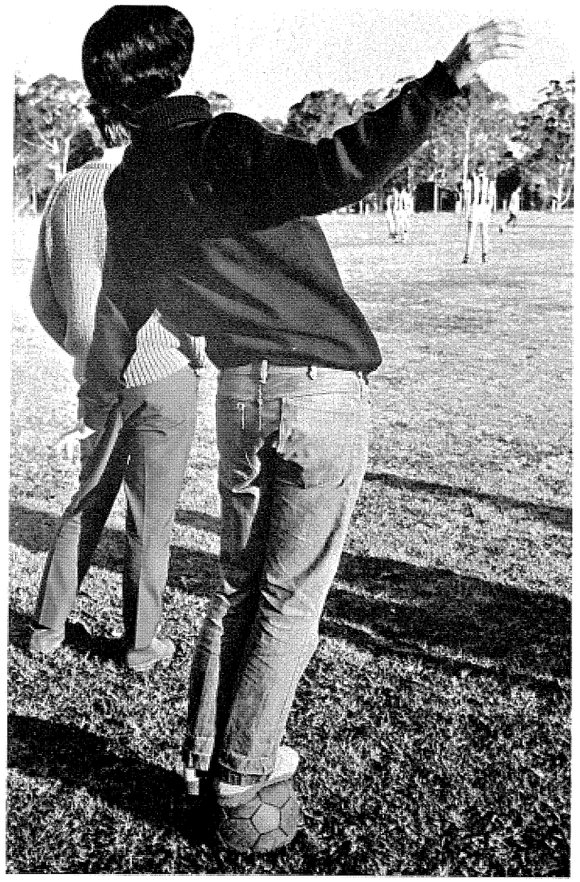
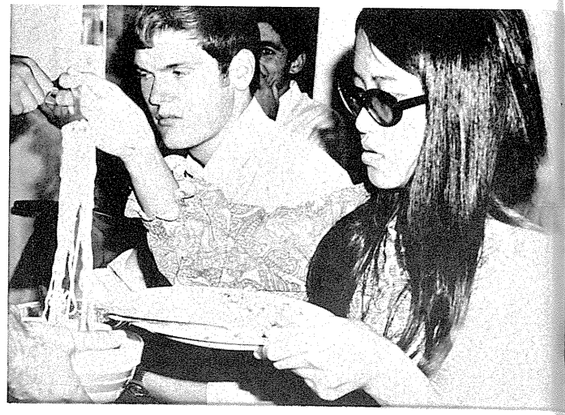
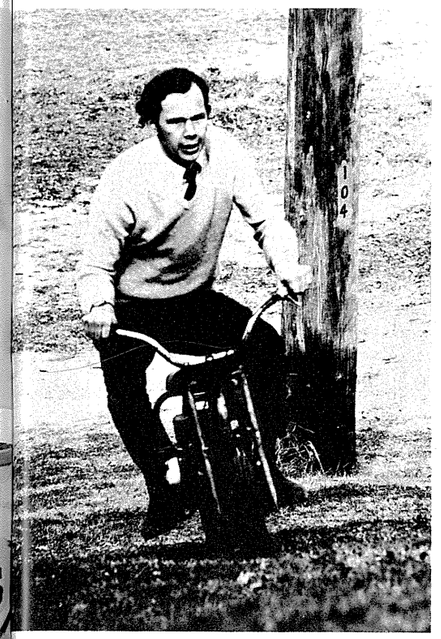
"JAC" PHOTO COMPETITION
First Award
Section: Newspaper Man.
Special Award—Best Photograph.
C. House.





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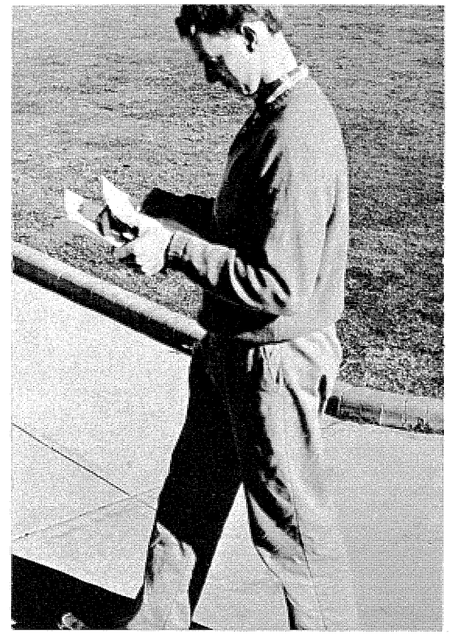
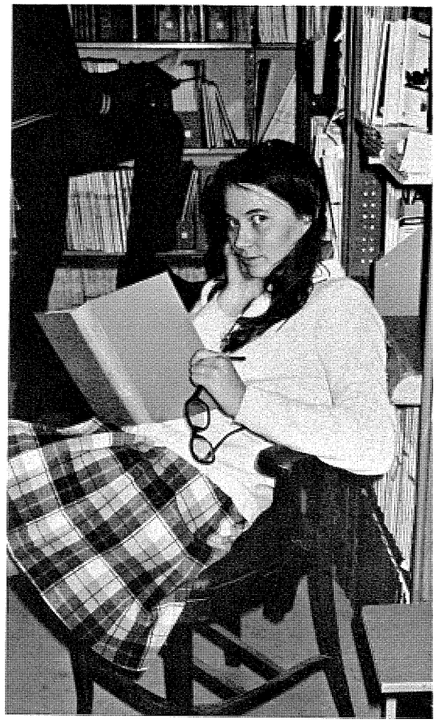
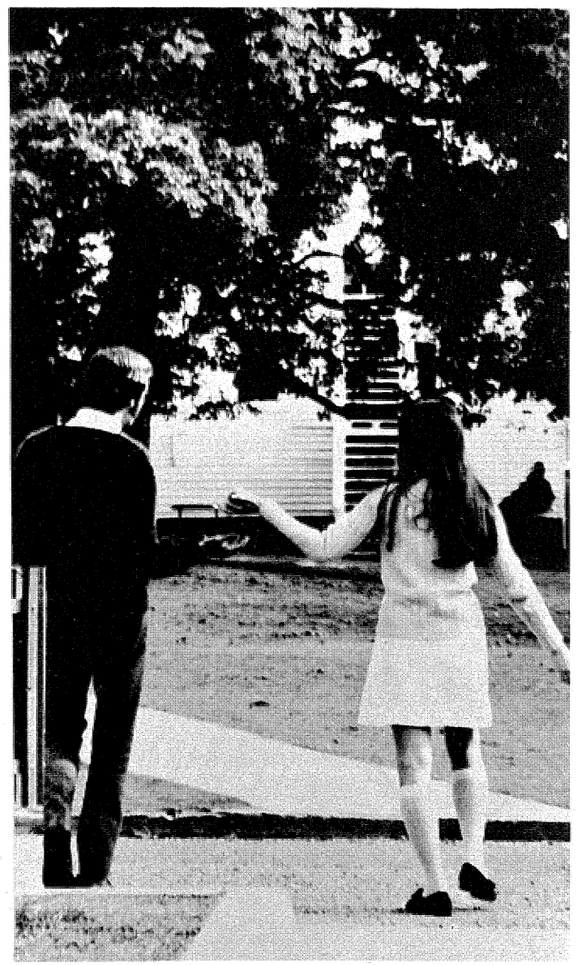









LAROUSSE ENCYCLOPEDIA OF
Renaissance and Baroque Art

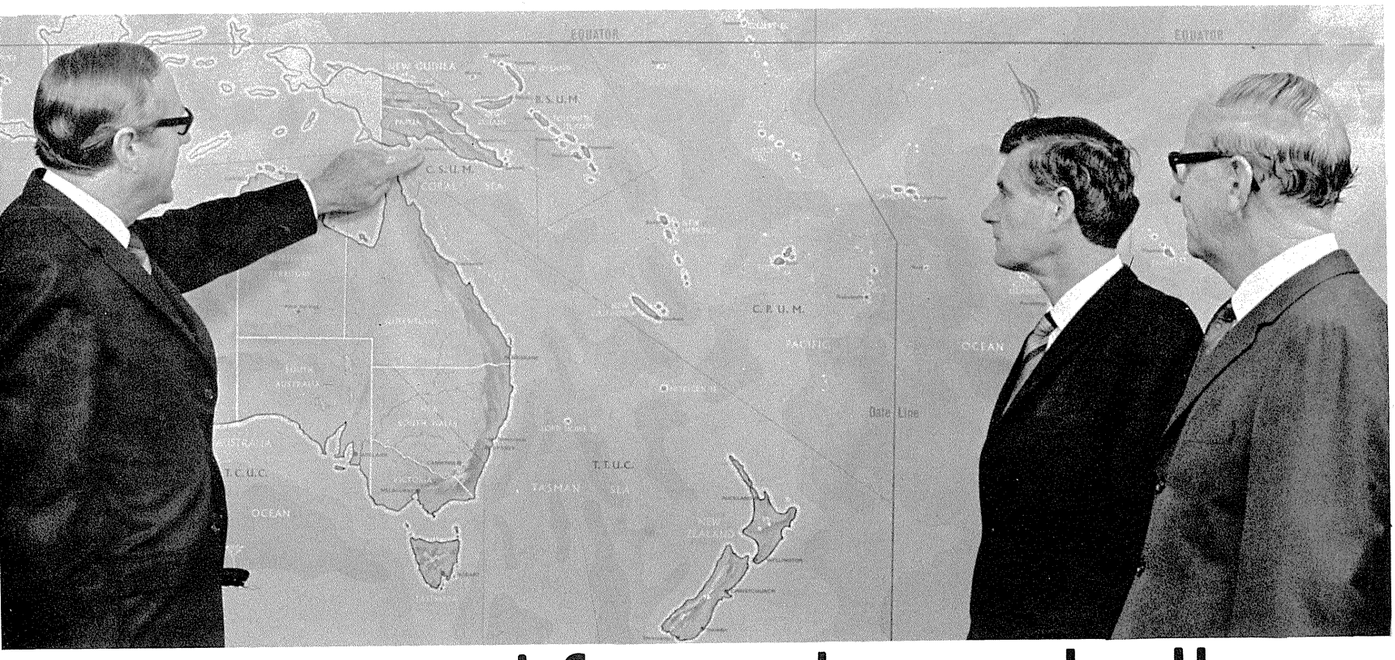




"JAC" PHOTO COMPETITION
First Award
Section: Avondale People
"Star Gazing," B. Heise and R. Judd








Left: At headquarters in Sydney the officers of the Australasian Division study a map of the territory of the division as they plan the advance of the work of the church among the nineteen million people living in Australia, New Zealand and the other countries of the South Pacific, where there are more than 90,000 church members worshipping in 829 churches. These churches, along with almost four hundred schools and colleges, thirteen hospitals and many Health Food institutions have a work force of 4,297 full-time active workers.

# life with a challenge

## australasian division of the seventh-day adventist church



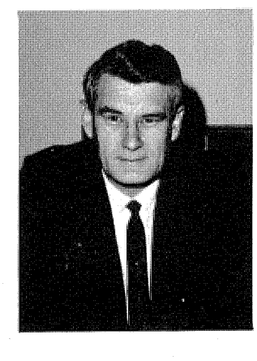
More than seventy years ago Avondale College was established to give the students a "training that will . . . prepare them for the future immortal life." ("Counsels to Teachers," page 206.) That purpose has never changed. Today the youth of the church need the godly influence of Avondale—the moulding of the life that will tell for eternity. Plan now to enter the doors of spiritual, physical, mental and social development.

R. R. FRAME,
President.



Heaven's appeal to young Isaiah—"Who will go for us?"—met a ready response. The same call is being echoed and re-echoed from conferences, mission fields and institutions around this great division. God's leaders everywhere are looking for young people with vision, dedication and training as ministers, teachers, medical and office workers, who will say, "Here am I, send me."

K. S. PARMENTER,
Secretary.



To match the changes of the days in which we live, and to keep pace with the growth of the work, there is a need for more and more workers, especially those with business training. Denominational service gives you satisfaction and an increasing variety of opportunities to challenge your interest.

L. L. BUTLER,
Treasurer.

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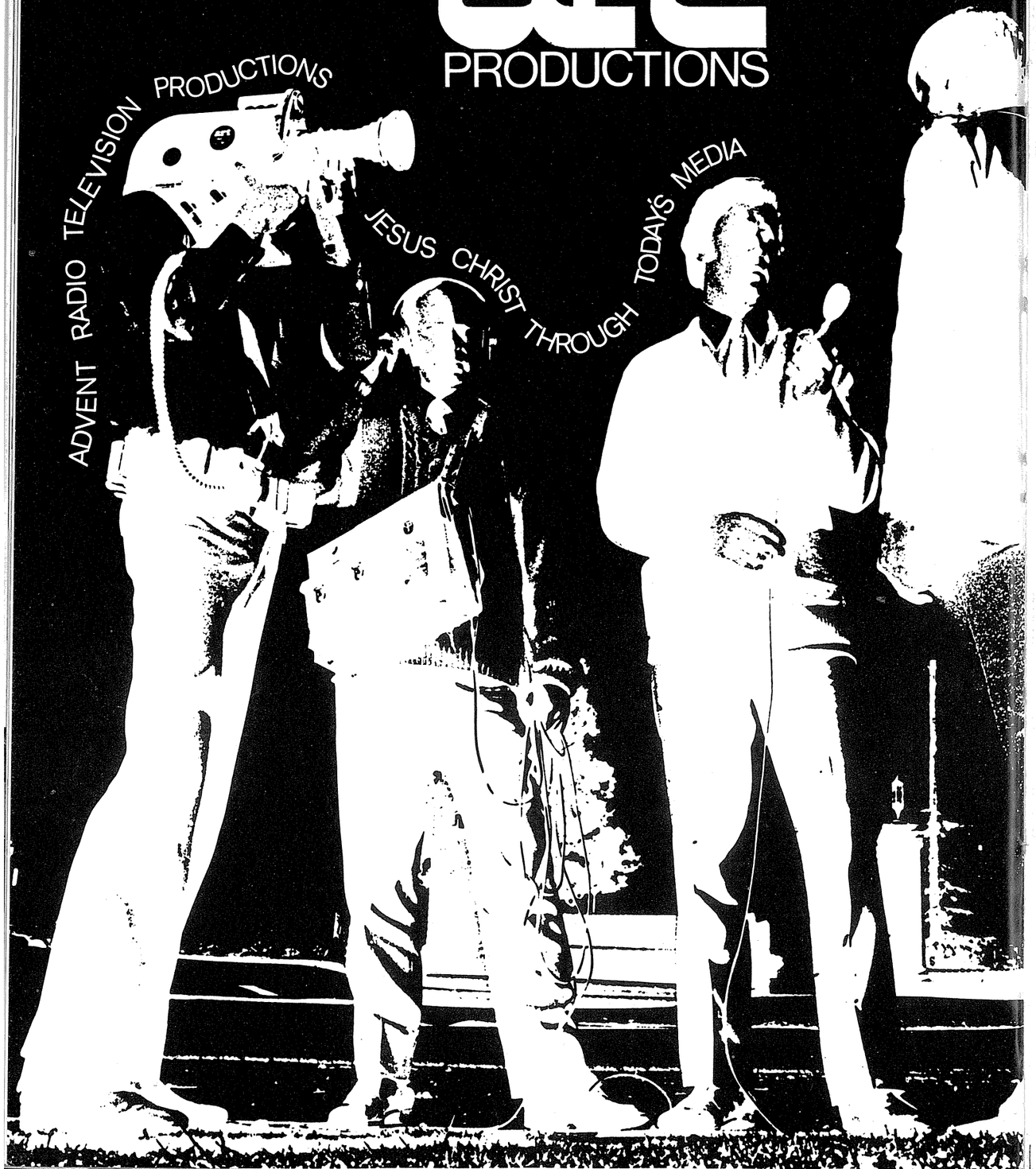
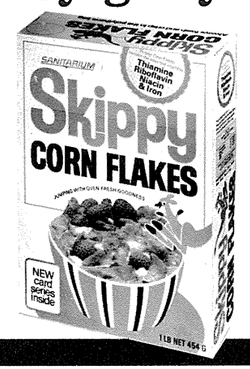





## They get you hopping.

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- **PHARMACISTS**—Pharmacists are in short supply. Those majoring in chemistry at high school should give thought to pursuing this vocation.
- **NURSES**—General and specially qualified.

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**. . . and for the more hungry-minded a meal can be selected from the most MODERN CAFETERIA BAR**

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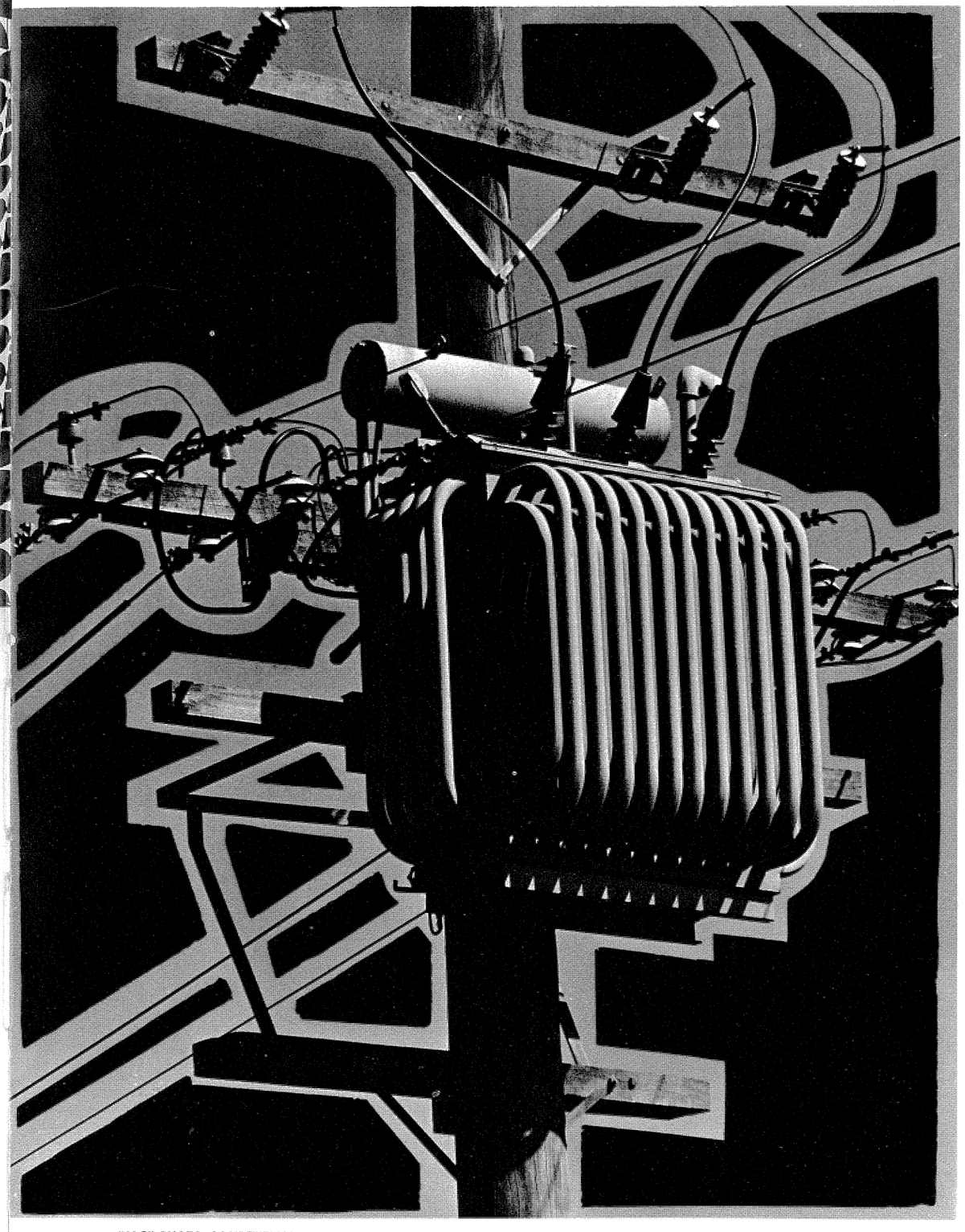


"JAC" PHOTO COMPETITION
First Award
Section: Avondale Still Life
"Power"
J. A. Zambo.

# student portraits

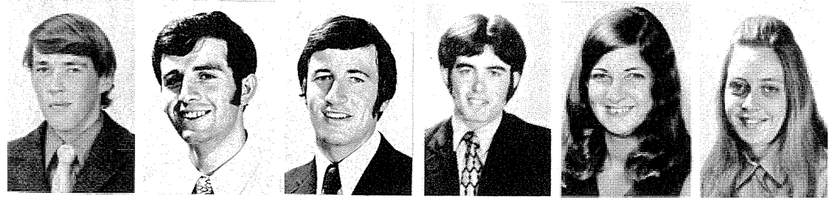




Peter Abel, Building Construction, 1
"Jac" Assist. Photographer
David Adams, B.A. Th., 3
Nickolai Agafonoff, B.A. Th., 2
Kaye Ainsworth, Spec., 1
Ronald Allen, B.A. Th., 3
Kevin Amos, B.A. Th., 3
"Jac" Layout Editor



Trevor Ashby, Accountancy Cert., 1
John Ashton, B.A. Ed., 2
Glenn Aveling, B.Sc., 1
Neil Aveling, Dip. Commerce, 1
Kenneth Aveling-Rowe, B.Sc., 2
Lynette Bain, Secretarial, 1



Graeme Baldwin, Dip. Commerce, 1
Peter Ballis, B.A. Th., 1
Gerald Banks, Accountancy Cert., 1
Gary Bartlett, Primary Teaching, 1
Annette Bartley, Dip. Commerce, 2
Narelle Basham, B.A. Ed., 2



Peter Baskin, B.Sc., 1
Alan Bates, B.A. Th., 2
Robert Bath, Primary Teaching, 2
Dallas Bayly, B.A. Th., 1
Kathleen Bazley, Home Ec., 1
Peter Beard, B.A. Th., 1



Kevin Beckett, B.A. Ed., 3
Ngaire Behrens, Primary Teaching, 2
Peter Benner, Subjects, 1
John Bitcon, Subjects, 1
Graham Blackburne, B.Sc., 1
Linda 'Blenkiron, Primary Teaching, 2



Frank Bobongie, Subjects, 1
Robert Bolst, B.A. Th., 1
Denise Booth, Secretarial, 1
Christine Borthwick, Secretarial, 1
Lorellie Bow, B.A. Ed., 1
Mark Bower, B.A. Ed., 1



Geoffrey Bowman, B.A. Ed., 1
Karen Branster, B.A. Ed., 2
Susanne Britten, Primary Teaching, 1
Robert Broomhall, B.A. Th., 2
Jac" Photo Co-ordinator
Bebe Broughton, Bible Instructor, 3
Gwenda Brown, Primary Teaching, 2



Ian Brown, B.A. Th., 2
Jennifer Brown, Spec., 1
Sandra Brown, Subjects, 1
Malcolm Bruce, B.Sc., 2
Elaine Brunner, Secretarial, 2
Colleen Bryan, Primary Teaching, 2



Heather Buchanan, Subjects, 1
Jennifer Buchanan, Home Ec., 1
Malcolm Bull, B.A. Th., 3
Judith Burnett, B.A. Ed., 1
Delia Burrows, Secretarial, 1
Lynn Burton, B.A. Th., 3

Wendy Burton, Primary Teaching, 1
"Jac" Sales Committee
Clive Butcher, B.A. Th., 4
Lawrence Byrne, B.A. Th., 1
Russell Cable, B.Sc., 1
Razmik Cachatoor, 6th Form
Harvey Carlsen, B.A. Ed., 1
Contributing Photographer

David Carter, B.A. Th., 2
Paul Cavanagh, B.A. Th., 3
Julie Cernik, B.A. Ed., 2
Gregory Chandler, B.A. Ed., 1
Jessie Cheah, B.A. Ed., 1
Brian Christian, B.A. Th., 2
"Jac" Assist. Photographer

Lin Chuang, B.A. Ed., 3
Contributing Photographer
Bronwyn Clapham, B.A. Ed., 2
"Jac" Sales Committee
Colin Clark, A.A.T., 3
Carol Clifford, B.Sc., 1
Gary Coe, B.Sc., 2
Amy Cook, Secretarial, 1

Julene Cook, B.A. Ed., 1
Elizabeth Cooke, Music Cert., 1
"Jac" Sales Committee
Glenda Coombe, Primary Teaching, 2
Christopher Cowled, Primary Teaching, 1
Lorraine Cox, Home Ec., 1
Glendyn Cozens, B.Sc., 2

David Crabtree, B.A. Th., 3
"Jac" Assist. Photographer
Ronald Craig, B.A. Th., 3
Michael Dabson, B.A. Th., 3
Raymond Dabson, B.A. Th., 3
Kevin Dansie, B.A. Th., 1
"Jac" Assist. Photographer
Kimberley Davies, B.A. Ed., 1

Peter Dawes, B.A. Ed., 2
John Denne, B.A. Th., 1
Merilyn Dever, Music Cert., 2
Ross Donald, B.A. Ed., 3
Nancy Doom, Secretarial, 2
Raymond Douglass, Building Construction, 1

Kaye Driscoll, Primary Teaching, 2
Lyndon Driscoll, B.Sc., 1
Loretta Driver, Secretarial, 1
Clyde Drury, G.C. Cert., 1
Lee Dunstan, Dip. Commerce, 1
Calvin Durrant, B.A. Th., 1





Joy Dyson, Primary Teaching, 1
Peter Easthope, B.Sc., 1
Judith Edwards, B.A. Ed., 2
Antoinette Epps, Primary Teaching, 1
Vernie Everett, B.Sc., 1
Warren Fedorow, B.A. Th., 2

Bronwyn Fehlberg, Primary Teaching, 1
Carole Ferris, Primary Teaching, 2
Trafford Fischer, B.A. Th., 1
David Fisher, Q.C. Cert., 1
Vivienne Fletcher, Music Cert., 1
Francois Flohr, Spec., 1

Clive Foster, Q.C. Cert., 1
Peter Fowler, B.A. Th., 1
Nerallie Franks, Primary Teaching, 2
Alan French, B.A. Th., 1
Brian Gall, Q.C. Cert., 1
Alva Gane, B.A. Th., 2

Carmen Gard, Home Ec., 1
Ross Gard, A.A.T., 1
Denise Garrett, B.A. Ed., 2
Georgina Gate, B.A. Ed., 1
Lynette Gilbett, B.A. Ed., 3
Kenneth Gillham, B.A. Th., 1
"Jac" Photo Co-ordinator

Juliane Gilmore, Secretarial, 1
Colin Goldsmith, B.Sc., 2
Jolanta Golenia, B.Sc., 1
Neville Goss, B.A. Th., 2
Jennifer Green, Home Ec., 1
Laurence Green, Building Construction, 2

Gayle Greenwood, Primary Teaching, 1
Rhonda Greer, Accountancy Cert., 1
Estelle Greive, Primary Teaching, 2
Bruce Grosse, B.A. Th., 1
Gavan Grosser, B.A. Th., 4
Sidney Gunn, Building Construction, 1

Susan Haimes, B.Sc., 1
Denis Hankinson, B.Sc., 1
Fred Harding, B.A. Th., 3
Judy Harris, Subjects, 1
Gail Harrison, Primary Teaching, 1
Peter Harrison, B.A. Th., 2
"Jac" Sales Committee

Sandy Hathaway, Spec., 1
Noeleen Hawking, Lab. Tech., 1
Wayne Hawkins, Primary Teaching, 1
Carol Hay, B.A. Ed., 1
Darien Hay, Dip. Commerce, 1
Nino Hearn, Spec., 1



Cheryl Heath, A.A.T., 1
Ruth Heinicke, Spec., 1
Hank Hendricks, Primary Teaching, 2
Ronald Herbert, Dip. Commerce, 2
Denise Herman, Primary Teaching, 1
Gladys Hiew, B.Sc., 1

Lyndsay Hiscox, B.A. Ed., 3
Nola Hobbs, B.A. Ed., 2
Wendy Hockey, Secretarial, 1
John Holt, B.A. Th., 1
Bertrick Holton, Spec., 1
Colin House, B.A. Th., 3
"Jac" Photographer

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Margaret Howie, Primary Teaching, 2
Lynette Hursey, Subjects, 1
Eric Huupponen, B.Sc., 1
Rhonda Ilett, Secretarial, 1
Nomi Jackson, B.A. Ed., 2

Alexander Jakolew, Subjects, 1
Vera Jakolew, Primary Teaching, 1
Inge Jensen, Lab. Tech., 1
Jean Jordan, Home Ec., 2
Robert Judd, A.A.T., 1
Contributing Photographer
Gary Just, B.A. Th., 1

Leonie Keitley, Home Ec., 2
Harriet Kent, Subjects, 1
Herbert Kersten, B.A. Th., 3
Kola Kiltschewskij, B.A. Th., 1
Graham King, Building Construction, 1
Andrew Kingston, B.A. Th., 3

Ernest Kum Yuen, B.Sc., 4
Snowda Kwok, B.A. Ed., 3
Ann Lancaster, Secretarial, 1
Jack Lange, B.A. Th., 1
Waverley LeBard, B.A. Ed., 2
Robyn Lee, Music Cert., 1

Eric Livingston, B.A. Th., 2
Rosanne Logie, Secretarial, 1
Phillip Lomman, Primary Teaching, 1
David Luchow, B.A. Th., 2
Ralph Luchow, B.Sc., 1
Richard Lukens, B.A. Th., 1

Cherie Mackay, Secretarial, 1
Hector Manners, Accountancy Cert., 1
Barbara Marks, Primary Teaching, 1
Stanley Marks, B.A. Th., 3
Melvin Marshall, A.A.T., 2
Katherine Martin, Primary Teaching, 2





Albert Matthews, Dip. Commerce, 1
John Medhurst, Building Construction, 1
Murray Millar, B.A. Th., 3
Adrian Miller, B.A. Ed., 1
Barry Miller, Dip. Commerce, 2
Geoffrey Miller, Building Construction, 1

Marilyn Mitchell, B.A. Ed., 1
Pamela Mitchell, Secretarial, 1
Dan Moala, B.A. Ed., 4
Jeanette Moore, Secretarial, 1
Peter Morey, B.Sc., 4
Leigh Morris, 5th Form

Clement Moss, B.A. Th., 3
Karilyn McCrostie, Secretarial, 1
Heather Macfarlane, Primary Teaching, 1
Thelma McHarg, B.Sc., 1
Kerry McPhail, B.A. Th., 3
Arne Neirinckx, B.A. Ed., 1

Edu Neirinckx, B.A. Ed., 4
Lawrence Nelson, B.A. Th., 2
Colin Newitt, Subjects, 2
Lewis Newman, B.Sc., 2
Neroli Newman, Primary Teaching, 1
Anthea Nicholls, B.Sc., 4

Eru Nyombi, B.Sc., 2
John Ogg, B.A. Ed., 1
Sioutu Okesene, B.A. Th., 2
Barry Olive, 5th Form
Barry Oliver, B.A. Th., 2
Fay Oliver, Subjects, 2

Trevor Oliver, Building Construction, 1
David Owen, B.A. Th., 2
Robyn Paine, B.Sc., 4
James Parkinson, B.A. Th., 2
John Pasco, B.A. Th., 2
"Jac" Advertising Manager
Jeanette Paulin, Subjects, 2

Rhonda Paxinos, B.Sc., 2
Eleanor Pearce, B.A. Ed., 1
Mervalyn Peatey, Primary Teaching, 2
Delmae Pengilley, B.Sc., 2
Dianne Pettingill, Primary Teaching, 2
Nerolie Phillips, B.Sc., 1

Warren Phillips, Building Construction, 1
Grace Pinkerton, Secretarial, 1
Brian Pitt, B.A. Th., 2
John Polglase, B.A. Th., 1
Ellen Popovic, Primary Teaching, 2
Malcolm Potts, B.A. Th., 3



Warren Price, B.A. Th., 4
Murray Pullin, B.Sc., 1
Roslyn Purnell, Primary Teaching, 1
Sandra Rabjones, B.Sc., 1
Raelene Rawlins, Subjects, 1
Ross Reid, Primary Teaching, 1

Leigh Rice, B.A. Th., 1
David Richardson, B.A. Th., 1
Jan Richter, Primary Teaching, 2
Peter Roberts, Primary Teaching, 2
David Robertson, B.A. Th., 3
Brian Robinson, B.A. Ed., 2
Contributing Photographer

Cherry Robinson, Primary Teaching, 2
Ian Robinson, Primary Teaching, 2
Allen Robson, A.A.T., 3
Ray Roennfeldt, B.A. Th., 2
Trevor Rogers, B.A. Th., 1
Cheryl Rutter, Primary Teaching, 1

Jill Sandon, Primary Teaching, 2
"Jac" Sales Committee
Mervyn Savage, B.A. Th., 4
Shirley Sawert, Primary Teaching, 1
Geoffrey Scale, Spec., 1
Lynton Scale, Spec., 1

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John Schulz, Dip. Commerce, 2
Daniel Sheehy, B.A. Ed., 3
Colleen Simms, Primary Teaching, 2
Christine Sippel, Home Ec., 1
Harold Siregar, B.A. Th., 1

Cheryll Smith, B.Sc., 2
Colville Smith, B.A. Th., 4
Gordon Smith, B.A. Th., 2
Raymond Southon, Subjects, 1
Betty Speer, Spec., 1
Gordon Stafford, B.A. Th., 3

Kevin Stafford, A.A.T., 2
Margaret Stafford, High School
Nancy Stafford, High School
Raelene Stanley, B.A. Ed., 3
"Jac" Assist. Lit. Editor
Jennifer Steley, B.A. Ed., 3
Joan Stettaford, B.A. Ed., 1

Dianne Stidolph, Subjects, 1
Leonard Stocken, Primary Teaching, 1
Angela Szeszeran, Primary Teaching, 2
Lynden Taafe, Building Construction, 1
Kuresa Taga'i, B.A. Ed., 4
Lowell Tarling, B.A. Ed., 3
Editor "Mustard Grass"





Nemani Tausere, B.A. Ed., 3
Bruce Thompson, B.Sc., 4
Lloyd Thompson, Primary Teaching, 1
Stephanie Thompson, B.Sc., 4
Carolyn Timms, B.A. Ed., 3
Darralyn Townend, Primary Teaching, 2

Christopher Trafford, Subjects, 1
Kathleen Trindall, Secretarial, 1
Lesley Trulson, Primary Teaching, 2
John Tsia, Subjects, 2
Rae Turner, B.A. Ed., 1

Sharyn Turner, B.Sc., 1
Philippe Tuyau, B.Sc., 1
Melissa Voorhies, Subjects, 1
Sharon Wake, Primary Teaching, 2
Julie Ward, Secretarial, 1
Graham Waters, A.A.T., 3

Martin Waterworth, B.Sc., 2
John Watts, B.A. Th., 3
Glenn Weare, B.A. Th., 3
John Wells, B.A. Th., 3
Warren Westacott, Dip. Commerce, 1
Deann White, Dip. Commerce, 1

Susanne Whittaker, B.A. Ed., 2
Terry Wilkinson, B.A. Ed., 3
John Williams, B.A. Ed., 1
Iva Wills, Q.C. Cert., 1
Annette Wilson, Subjects, 1
Robert Wolfgramme, B.A. Th., 1

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Debra Wood, Primary Teaching, 2
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Laraine Young, Subjects, 1
John Zambo, B.Sc., 1
Contributing Photographer
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Bjorn Aune, B.A. Th., 3
David Bertelsen, B.A. Th., 2





Barrie Blakeway, B.A. Th., 3
Michael Browning, B.A. Th., 2
Allan Butler, B.A. Th., 2





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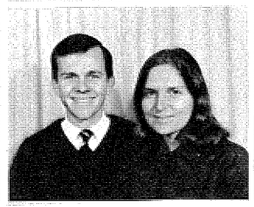
Geoffrey Coyte, Q.C., 2
Allan Croft, Spec., 2





John Crook, P.T., 1
John C. Dose, B.A. Ed., 3
Phillippe Felix, B.A. Th., 1


Adrian Flemming, B.A. Th., 3
Chris Frahm, P.T., 1
Neil Glover, B.A. Th., 1





Eric Greenwell, B.A. Th., 2
Keith Grolimund, B.A. Th., 2
John Hackwell, B.A. Th., 2





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Aaron Jeffries, B.A. Th., 2
Geoffrey Kane, B.A. Th., 4





Bruce Manners, B.A. Th., 1
Don Manners, B.A. Th., 1
Radivoje Markovic, B.A. Th., 3







John MacGillivray, B.A. Th., 2
Peter McGruddy, B.A. Th., 2
David Rodgers, B.A. Th., 1





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Barnabas Shelley, B.A. Th., 2
Brian Shuttleworth, B.A. Ed., 3




Ronald Sparke, B.A. Ed., 1
Lynn Weber, B.A. Th., 3



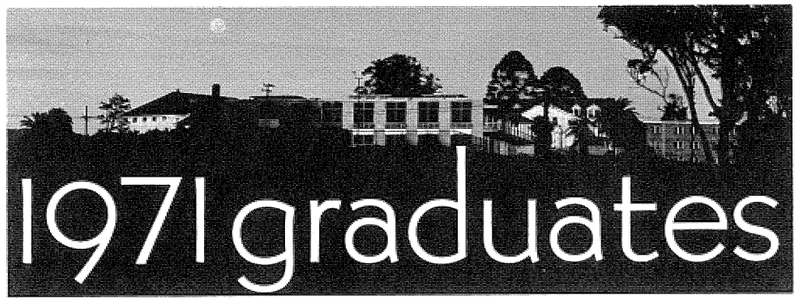



Warren Bailey, B.A. Th., 3
Graeme Chick, B.A. Th., 4
Wayne Dillon, Spec., 2
Gary Knowles, B.A. Th., 3



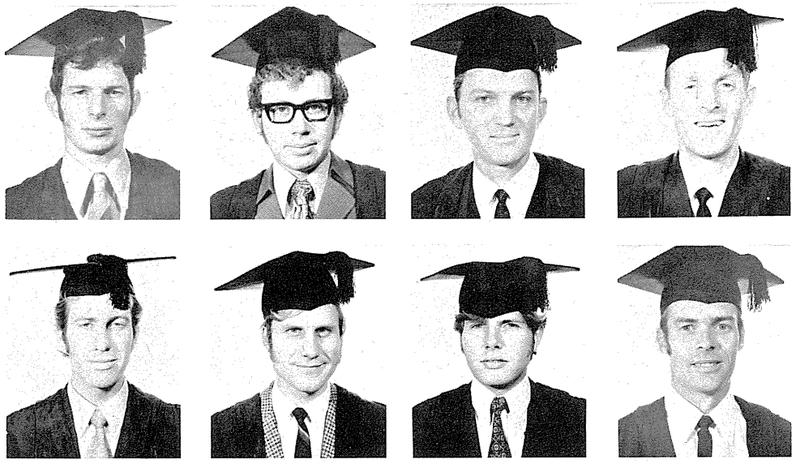



Kenneth Lawson, B.A. Th., 4
Raymond Shoesmith, Dip. Comm., 1
Arthur Taylor, B.A. Ed., 3
Allan Walshe, B.A. Th., 2



# 1971 graduates

## theology



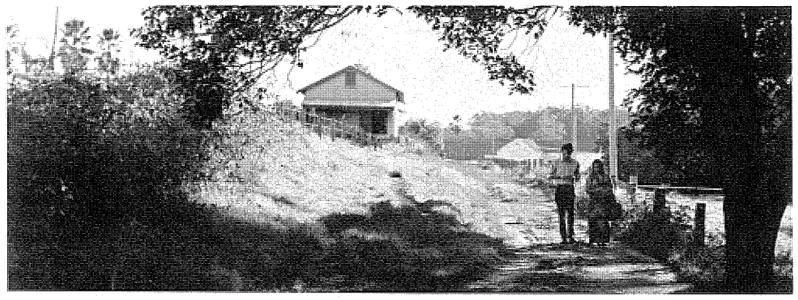
Thomas Leigh ALLEN
Barry Ross DAVIS
Desmond Roy DUNN
Stanley Alfred HART



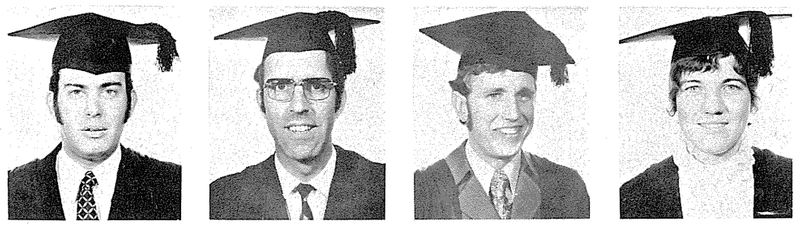
Roger Ivan HENLEY
Adrian David JONES
Clifton Roy MABERLY
"Jac" Editor
George Austin MASTERS



Laurence Charles McMURTRY
Glenn Ian Leslie ROBERTS
Grad. Class Chaplain
Kevin Maxwell Gordon TOWNEND

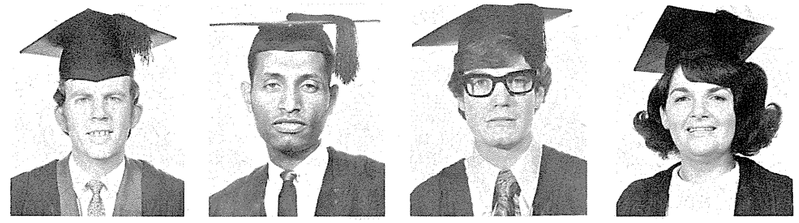


## b. a. education

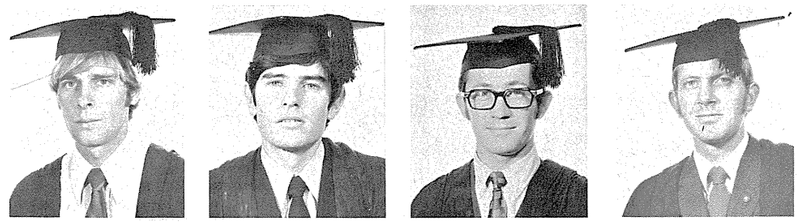


Lynley Raymond BARTLETT
Gerard Hans BLUM
Grad. President
Donald James DICKINS
"Jac" Art Editor
Janet Barbara DUNBAR

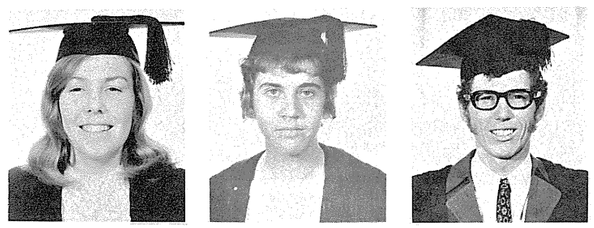




David John FAULL
Nemera FUFA
Craig Alexander HOPGOOD
Lorraine Gayle MARTIN
Grad. Vice-president



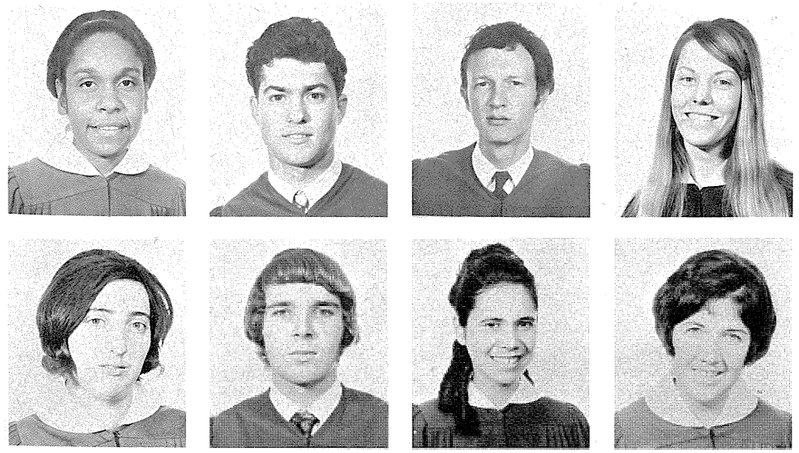
Brian Henry MILLAR
Dale Checkly RATLIFF
Dennis STELEY
"Jac" Sales Manager
Robert Cameron WALKER



Margaret Anne WARD
"Jac" Editorial Secretary
Margaret Grace WARD
"Jac" Literary Editor
Martin Ray WILLIS



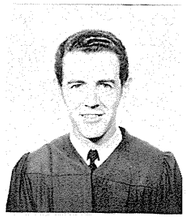
## fine & applied arts teacher's diploma

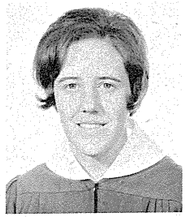


June BARTON
Ross Arthur BOYLE
John William BYFIELD
Ruth Maree COWLED

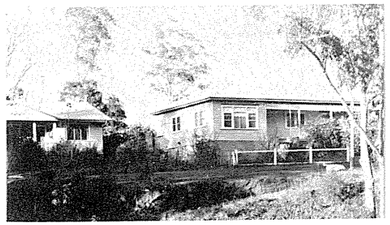
Marion Ethel ELLICOTT
Bruce Peter HEISE
Mereana Emily JACKSON
Colleen Beth McINTYRE

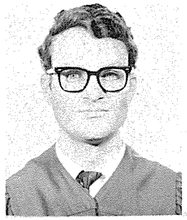


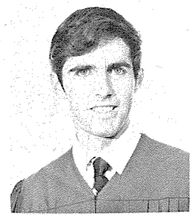




Robyn Wendy ROY
Lawrence Edwin TAYLOR
Helen Merle WATSON







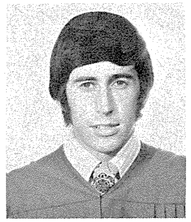
Ross Hamilton CUTHBERT
Also Diploma of Science
Gary James ROGERS

## diploma of science teaching



## diploma of primary teaching









Diane Lesley BLACKBURNE
John Maxwell DOWLING
Floris Jean HAMES
Jennifer Anne HUNGER









Kerry Luella JUDD
Glenys Yvonne KUCHEL
Shirley May MATHEWS
Roslyn Joy MITCHELL







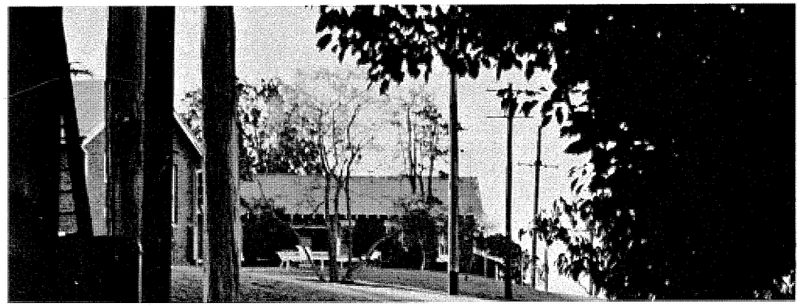


Beverley Ruth NOLAN
Kay Florence POLGLASE
David John ROWE
Colleen Lynette SAWYER
Grad. Secretary

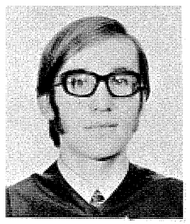


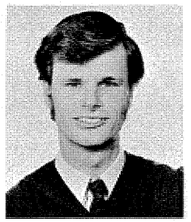


Loanne Fern WAREHAM



## diploma of science





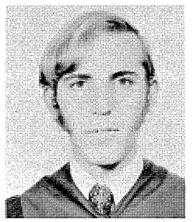


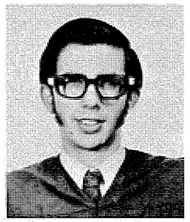


Roland Desmond BERNETT
Colin Stanley BEVAN
Dale Andrew COWLEY
Margaret Evelyn FISHER



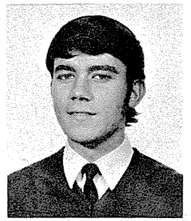






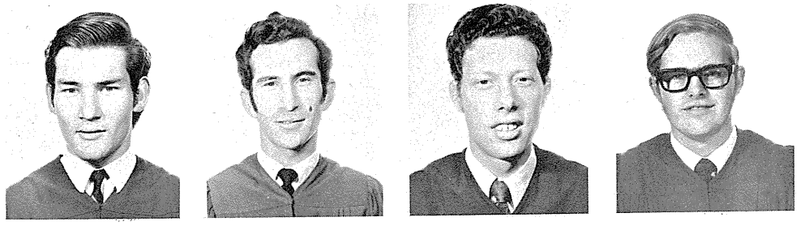
Lindley Walter Vance HILL
Contributing Photographer
Noel Raymond MAYWALD
Richard Gary PEARCE
Bruce Gordon WALDRIP





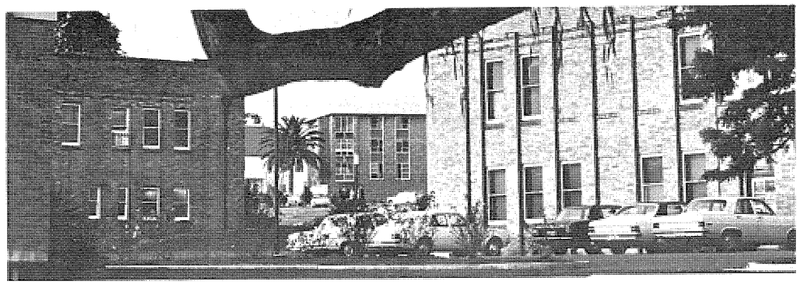
Stanley James WALSH
Graham Ross WEBSTER





Ray Dennis CODLING
Darryl Leslie COLLETT
Daryll Brian HALL
Gray Alwin SLADE
"Jac" Assist. Photographer

## quality control technician certificate

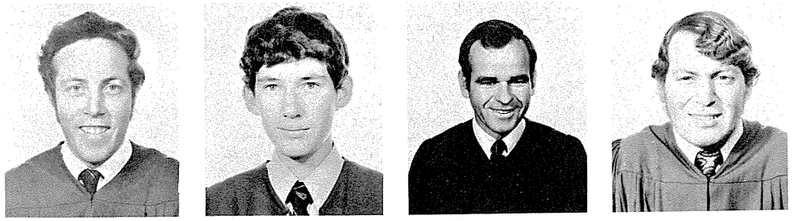




Penelope Blanch BEVERIDGE
Patrice Suzanne MITCHELL
Arnold Darcy TURNER

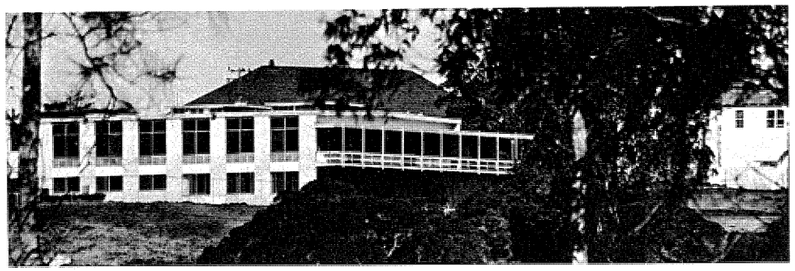
## laboratory technician certificate





David CLARK
"Jac" Sales Committee
Kenneth Llewellyn HELSBY
Editor "Tangents"
Noel John HOSKEN
Edwin Earle ROBSON

## diploma of commerce





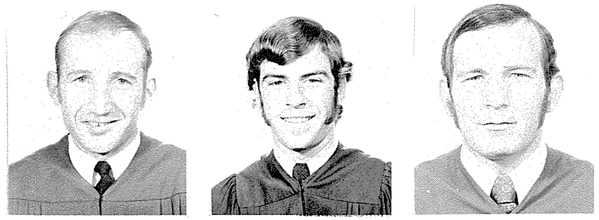


Margaret Joy BACON
Colin Arthur CHRISTIAN
Christine E. CLANCY
David Joffre DONNELLY

## certificate of accountancy



Beverly Gay EVERETT
Lyndon John HARRIS
Neil William RAYMOND
Marilyn Joy SMITH



Noel Theodor STARICK
Paul Christopher VIDLER
Geoffrey Arthur WATTIE



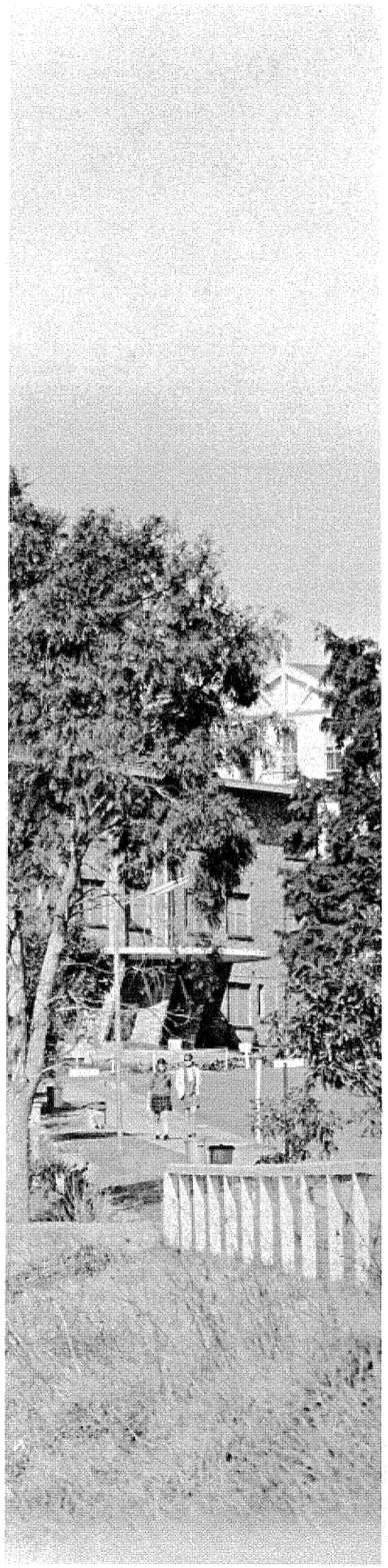


Elisabeth Anne ARDLEY
Lynette Mary ARTHUR
Karen Rose BALDWIN
Margaret Jane BIDDLE



Nyvonne Carmen BLAND
Maree Anne BREWER
"Jac" Assist. Secretary
Ann Lorelle BURNS
Michele Ann BUTCHER

## secretarial certificate







Merilyn June DALE
Noeline Helen DONALD





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Yvonne Mavis GRACE
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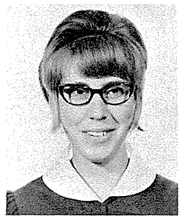
Clare Lenore HARDY
Jacqueline Kaye HATCH





Lorrita Deidre HOOK
Sharon Lea KENNEDY











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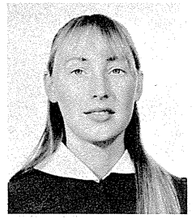
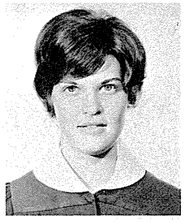
Rhonda MACFARLANE
Jennifer Carolyn MOORE
Rachel Sherrin PETRIE









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Raeleen Anne Marie RADLEY
Jessica Anne REID
Jane Caroline REYNOLDS









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Wendy Anne RUDGE
Susan Jeanne SLADE
Coralee Anne SPECK

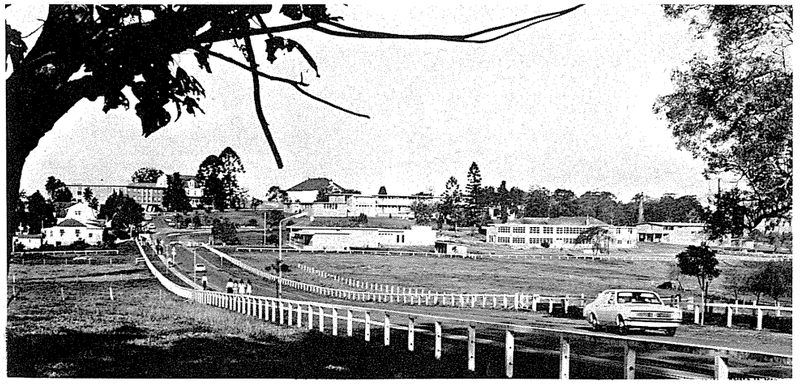








Warina Mae STOCKEN
Lana Michelle WALSH
Bronwen Fay WATTS
Jasmine Camille WELLING



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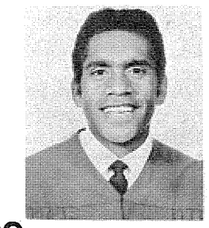



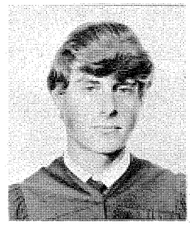

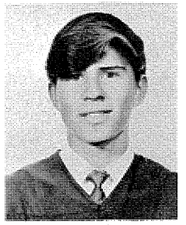

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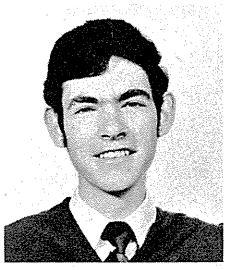
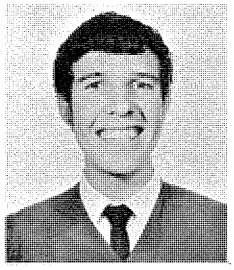
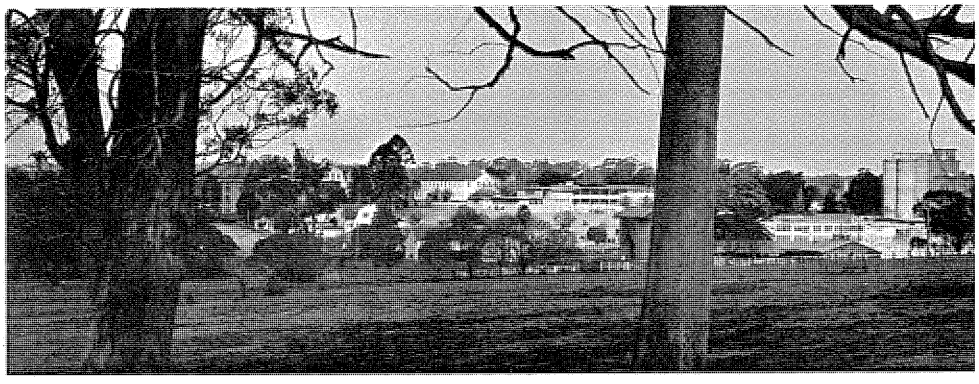


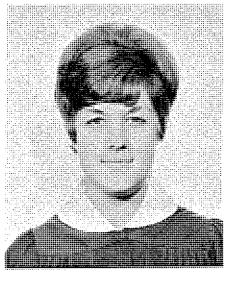


Keith Arthur WALKER
Kerry Melvin WILMOTT
Ian Micheil MacLENNAN in absentia



# home economics certificate





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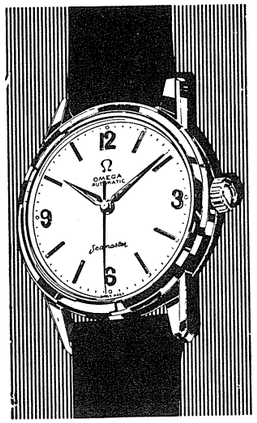

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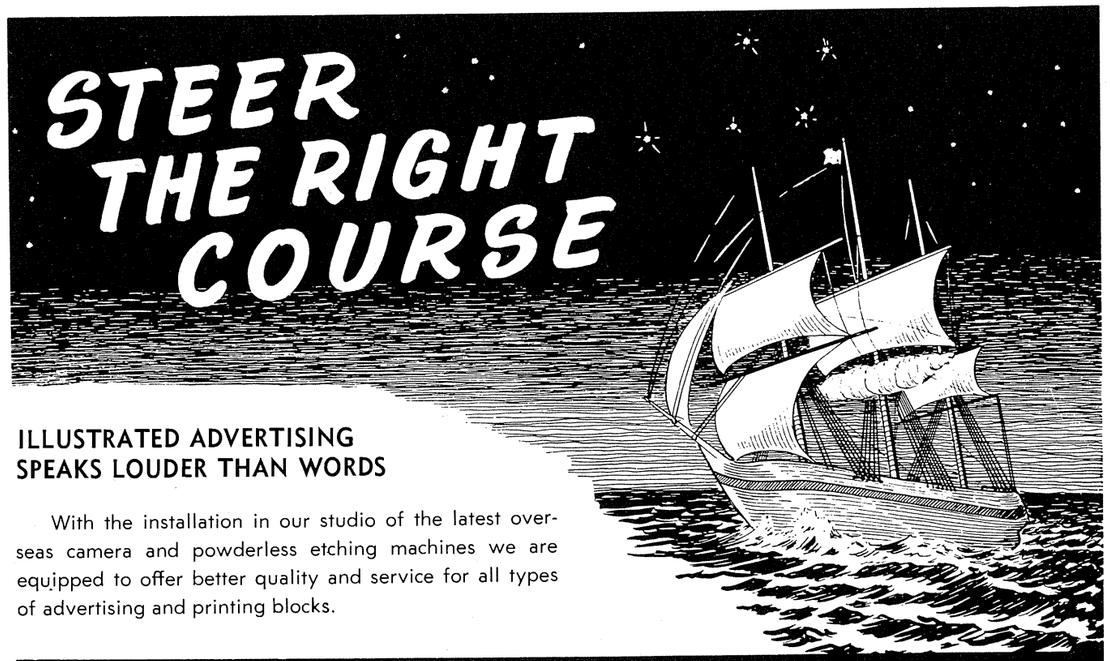


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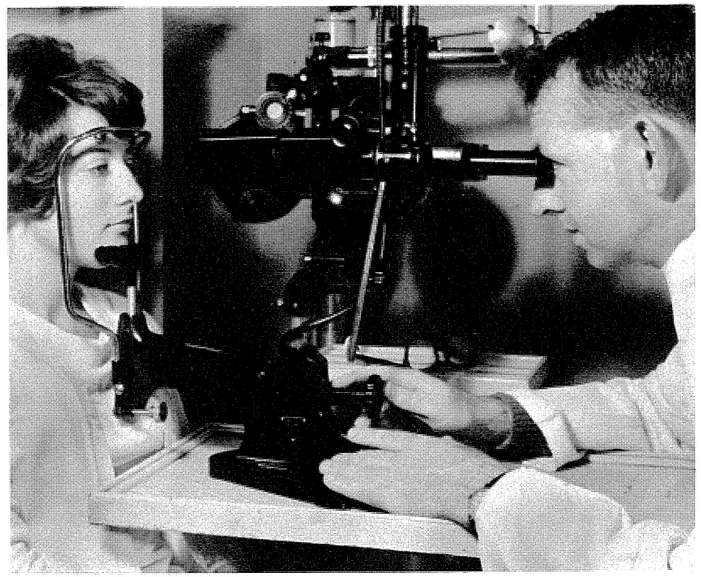

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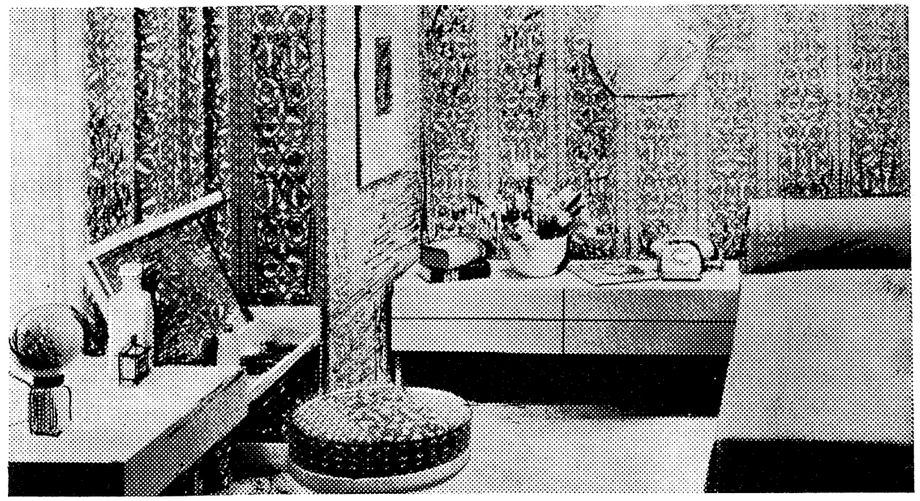

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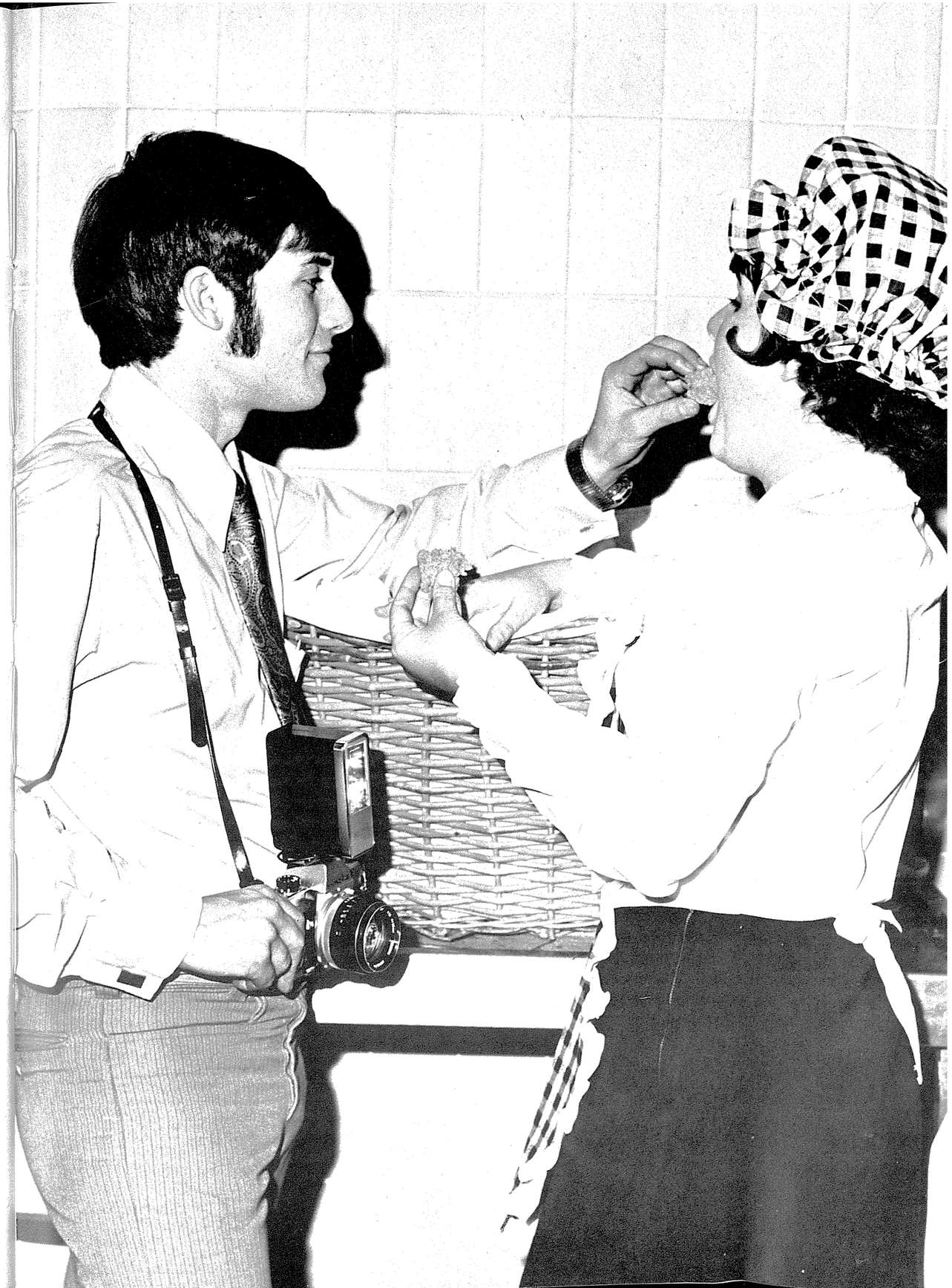

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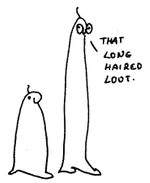




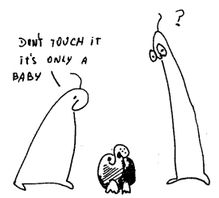





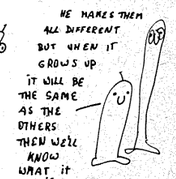


I didn't know that you were once an egg.
Well we are all eggs at some stage or other, but I was an egg longer than most because I had this basic sense of insecurity and was rather withdrawn.
But when I eventually decided to hatch, I missed the migration, so I have tended to become rather independent.

