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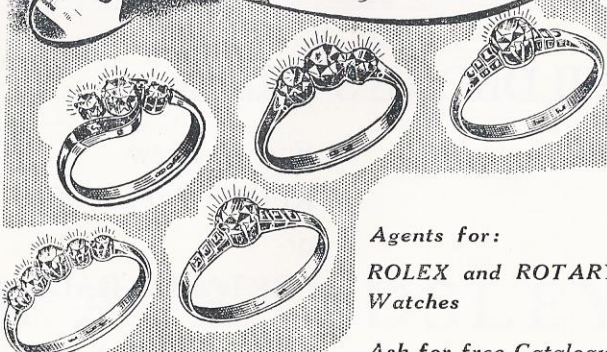
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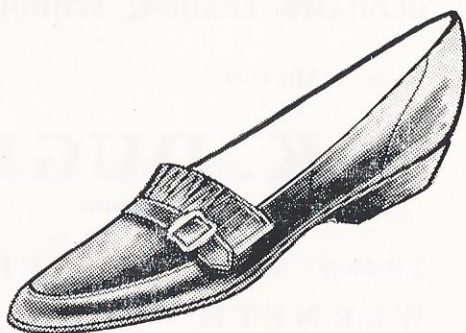
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VOLUME 2, No. 3

JULY, 1961



C O U N T H I L L

*THE MAGAZINE OF
COUNTHILL GRAMMAR SCHOOL
OLDHAM*

••

MAGAZINE COMMITTEE:

K. Knott

A. W. Vere

J. A. Cheetham

P. Whatmough

COUNTHILL GRAMMAR SCHOOL

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Deputy Head: Miss A. Platt, B.A. **Senior Master:** Mr. L. W. A. Clish, M.A.

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Head Girl: Wendy Saunders **Head Boy:** A. W. Vere

Senior Prefects:

Elisabeth Evans	K. L. Todd
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Wendy Wood	P. Whatmough

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Yvonne Townend Philip Whatmough

House Captains:

Wendy Wood	Joslin	Michael Seager
Wendy Saunders	Viner	Robert Barrott
Kay Johnson	Lees	Jack Pickford
Elisabeth Evans	Handley	Roger Prestwich



EDITORIAL . . .

We take up our pens, dear readers, to introduce another edition of 'Counthill', greatly encouraged by the many laudatory remarks, both oral and in print, which assured us that last year's magazine fulfilled, even surpassed, all hopes and expectations. At this point, we must extend grateful thanks to all who respond to the numerous 'requests' for articles. It is rewarding to feel that such interest is shown in the school magazine and we hope that all will be able to look with pride and satisfaction on **this year's** edition of 'Counthill'.

Undoubtedly, last year's success owed much to the guidance of Mr. Reddiford, who has since left Counthill to take up a post at Leeds Training College. We thank him most sincerely for all the valuable time and hard work which he put into the last edition. However, Miss Broadbent has taken over Mr. Reddiford's place and we are confident that—with our help and advice!—she will prove a worthy successor. After much discussion and widespread communication, the magazine has finally come into being again; we thank Mr. Turner and Mr. Simm for their assistance.

A traditional, but sad, duty is to say farewell to some members of staff. Mr. Barber is leaving, after many years' devoted service; all present and former students join with us in wishing him a long and happy retirement. The School in general and the Sixth form in particular will be sad to learn of Mr. Haslam's departure. He has served the school long and well, in the classroom and outside of it, giving generously of his time, learning, enthusiasm and wide interests (ranging from the sports field to the concert hall). We wish him happiness and success in his new post.

We extend a belated welcome to Mr. Carre on his return from U.S., and to all new members of staff; we hope that they, together with all past and present pupils, masters and mistresses, and friends of the school will enjoy the following pages.

SPEECH DAY

Speech Day was held on Tuesday, 31st January, 1961, and, as is by now traditional, was accompanied by very inclement weather. The elements, however, did not deter many people from braving the storm and from reaching the warmth and comfort of the School Hall.

The proceedings began with the Head Girl's welcoming speech to our distinguished guests, including the guest of honour, the Rt. Revd. E. R. Wickham, the Bishop of Middleton. Alderman J. T. Hilton, J.P., once more filled the chair ably and with good humour.

The Headmaster gave a comprehensive picture of the academic achievements of the school during the past year. He was gratified to find that the value of more advanced education was being appreciated as was instanced by the 125 pupils who comprise the current sixth form.

Undoubtedly, the highlight of the evening was the stimulating and very entertaining address given by the Bishop of Middleton. The Bishop began with an amusing anecdote calculated to hold the audience's attention, which it undoubtedly did. From there he launched into his main theme which—enlivened by touches of humour—was in the main serious, clarifying the distinction between technical knowledge and wisdom. His remark that 'the best way to keep daughters out of hot water was to put greasy dishes in them' provoked great merriment.

After the Bishop's speech, he presented the prizes and the G.C.E. certificates at both 'A' and 'O' levels.

Musically, the evening was pleasantly enhanced by the performances of the School Orchestra and Senior Recorder Group, in addition to songs by the Senior Choir.

After the vote of thanks by the Head Boy, the Bishop of Middleton was presented with a small token of his visit to Counthill. Thus, a very enjoyable evening was brought to a close.

CHRISTINE SMETHURST



THE HOUSE SYSTEM

The Ass and the
Philosophers - (Joslin)

Every pupil at Counthill is aware of the existence, if not significance, of its system of Houses. During recent years the importance of the Houses has gradually declined for many reasons, but perhaps greater pride and interest might be stimulated by a more comprehensive knowledge of the Houses and the House System.

Many parents and members of staff will remember Mr. Handley, Mr. Joslin, Dame Sarah Lees and Mr. Viner, after whom Counthill's four Houses were named. The older ex-students of the school were, no doubt, acquainted with Mr. Handley and Mr. Joslin, former headmasters, and Mr. Viner, a former governor; all inhabitants of Oldham are familiar with the name, if not the person, of Dame Sarah Lees, who benefited the town in many ways.

Counthill, and even the old East Oldham High School, is a comparatively new school, and both traditions are still being established. However, the idea of dividing the pupils of a school into Houses arose many decades before the building of a grammar school at Counthill was even visualized. It was at such renowned schools as Eton and Harrow that the House system came into being. Indeed, it soon becomes obvious, both from delving into the history of Houses in public schools and also from reading 'school-stories,' that 'the Honour of the House' was of great importance in the eyes of the pupils and that the Houses were concerned with all aspects of school life—academic, athletic and social.

At Counthill, activities of Houses have, until this year, been confined almost purely to athletics and therefore boys and girls, not particularly outstanding in this field, show only spasmodic interest.

Fortunately, at the moment, Counthill's House System is undergoing a period of revision and transition, the success of which can be estimated by the obvious enjoyment derived from the House Plays, both by the various casts and the audience. Let us hope that in time every pupil at Counthill will be able to play some role, however humble, in bringing credit to his or her House and that the 'Renaissance' of the House System will long flourish.

K. KNOTT

HOUSE PLAYS

Last year it was decided that there should be a production of one-act plays by the school houses and that it should be an annual event. The purpose of these productions is to give an opportunity to take part in dramatics to a larger number of people than is usually possible in the annual school production of a full-length play, to provide preliminary experience for those likely to take part in the school play and to give boys and girls an opportunity of producing and staging their own show.

Although this was a new venture for those concerned, the standard achieved was, on the whole, satisfactory, but it is to be hoped that in future years all the actors will make sure that they speak sufficiently loudly and distinctly to be heard clearly by the whole of the audience; this year only Handley House succeeded fully in this respect.

Another major difficulty is the choosing of a play, for a poor choice makes ineffective much of the work subsequently put in by producer, actors and stage staff. The best choice of play this year was made by Joslin House; this play had liveliness, freshness, wit, variety of interest and great scope—which was well exploited—for the use of colourful costume and attractive scenery. Those likely to be involved in next year's productions should soon begin to exercise their powers of discrimination in the choice of next year's plays.

F. KITSON

... from a PRODUCER'S VIEWPOINT

The producer's first task was to choose the play. Here, a rather awkward situation confronted him. Instead of choosing a play and then casting it in the orthodox way, his task was to choose a play suitable for the limited supply of budding actors and actresses at his disposal.



This done, one would think that the major obstacle had been overcome, and it would be plain sailing from then on: but how wrong can one be? The producer's next job was to organise rehearsals. Rehearsals? These 'meetings' were enough to try the patience of Job. How often, in the succeeding weeks, tempers were frayed in the growing excitement, is no-one's business—except the producer's.

And then the final week had arrived. The producer had hurried consultations with his wardrobe and stage staff in between last-minute rehearsals of difficult scenes.

The dress rehearsal was perhaps the greatest strain, knowing that this was his last chance to perfect what had seemed only to be trifling errors in weeks before.

The day of the plays arrived, and this strain was gradually dispelled by the enthusiasm of the excited players. The school assembled, the producer introduced his play, and then it had started. As he watched the play performed, he thought of the added improvements he could have made. But it was out of his hands now—it was up to the players.

WENDY WOOD



... from an Actor's viewpoint

Five weeks of chaos! This was the prelude to the 16th December, the day on which the house plays were to be produced. Questions relating to the whereabouts of certain individuals were invariably answered by the single word, 'Rehearsal'.

As the time drew nearer producers grew more despondent, and we 'actors' despaired of ever learning our parts in time. Rivalry developed, and everyone was firmly convinced that the other houses were far in advance of their own. There were frequent clashes of unsuppressed rage. Nevertheless, the time 'drew on a pace' and the last week arrived. In a flurry of excitement one could expect to find a hand-grenade in place of a copper kettle, or a gun when a Grecian urn would have been more serviceable.

The 16th December! As capable hands deftly applied make-up, and producers issued last-minute instructions we were feverishly trying to recall the first speech. A voice was heard—'Are you ready?' The curtains were drawn back! After weeks of struggling, the play was being presented as a cohesive whole!

Tension mounted as the results were announced but all actors felt a sense of achievement at having attained the seemingly impossible—producing a play to represent their house—irrespective of whether it won or not.

Many of the actors taking part, not particularly gifted on the sports-field, welcomed this opportunity to give active support to their house.

YVONNE TOWNEND

... and as seen from the stalls

The four rival Houses have, for a long time, battled feverishly on the various fields of sport to become Top House and, of course, each has been supported and encouraged with great fervour by its loyal members. This year, the cultured art of acting entered the arena, and an aesthetic—as well as athletic contest—took place.



Joslin's play, 'Ass and the Philosophers', was greatly enjoyed by all, though the fundamental philosophical question, seemed a little 'Greek' to some of us! The acting was admired by the audience, who gave this opening venture rousing applause—especially when an important figure-head disappeared down a well. (After all, it is not often we see the School Captain come to a watery end!) As this play took place towards the end of the morning, the main theme of lunch-time 'conversation', as it echoed through the dining-room, was 'the merits of Joslin's gallant effort', and speculations about the afternoon's attractions.

Lees House produced 'The Boy Comes Home'. Unfortunately, some of the delicate voices did not carry the full length of the hall. The acting itself was commendable, and bearded Uncle Whatmough was enjoyed by all.

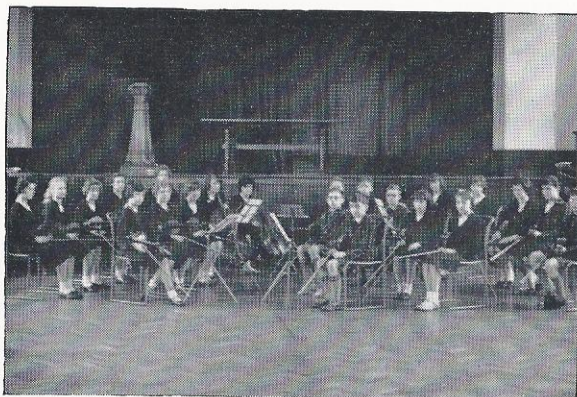
Viner's play—, 'The House With The Twisted Windows'—was somewhat marred by some of the less 'cultured' of those who were watching. The acting was good but for many, the choice of play proved too 'dramatic' and serious. I, personally think that if a Grammar School audience is unable to listen seriously to a serious, often thought-provoking play, and is able to enjoy only the more obviously appealing or comic, then it is time we 'hung our books up'. I congratulate all concerned for having tried no easy task and having aimed high.

The last and, I believe, the worthy winner, was that of Handley. This was a Lancashire tale—'Dear Departed'—and the theme, vitality, and the slickness of the presentation aroused the audience's enthusiasm. All the players were good, and an especially noteworthy performance was given by Yvonne Townend. This play, although rivalled by Joslin's—too closely rivalled, for the comfort of Handley partisans—definitely deserved to win.

Finally, I should like, on behalf of the audience, to thank and congratulate all concerned in a splendid and most interesting venture. Personally, I hope this becomes a regular feature of School and House life.

P. A. STOTT

MUSIC IN SCHOOL



The School Orchestra

Pupils have continued to support the musical activities of the school in large numbers. In addition to 12 normal choirs, orchestra and recorder groups, a great deal of time has been spent in preparing for the production of 'The Pirate's of Penzance.'

In October, over 70 pupils visited the Blackpool Musical Festival. The Senior Recorder Group regained the first prize which they had lost to Manchester Central Grammar School the previous year. Two choirs were making their first visit to Blackpool and did well to win prizes. A middle school Girls' Choir won second prize, coming ahead of Hollinwood School, and the Junior Boys' Choir, at their first appearance anywhere, came third in another class.

The School Carol Service was held in Oldham Parish Church this year with great success. The building seemed to suit the singers of the Senior Choir, but they desperately need more support from senior boys. The problem was made worse by absence on postal duties.

The Choir and the Recorders again played at Speech Day in January, and this year, for the first time, the orchestra also performed. At the time of writing we are preparing for the concert given jointly by the School and the Ex-Student's Association, and all music groups will be taking part. Plans for the summer term include an outing to Blackburn Festival by the recorders, and one to Lytham St. Annes by the Senior Choir.

Many pupils who do not actively take part in music making find pleasure in joining the Music Club outings to the Halle Concerts in Manchester. There have also been parties to hear the Vienna Boys' Choir and to see the D'Oyly Carte production of the 'Pirates'.

A. J. COWELL

MAN'S MAGGOT

But fifty years since I left this place,
A valley of beauty—now a waste.
For man has come with his axe and shovel
And made it a mass of churned-up rubble.

Not one tree stands where a forest grew,
Now something else obscures the view
One hundred rows of rotting hovels,
Iron rails and broken cobbles,
Chimney stacks that blotch the sky
With a dirty, black unwashable dye.
Slimy kerb-stones, aged by time,
Coated in sludge and grit and grime.
And stinking gutters where children play,
Where bilge rats bathe and dead dogs lie.

Once the pride of a mighty nation,
Now a pit of devastation.

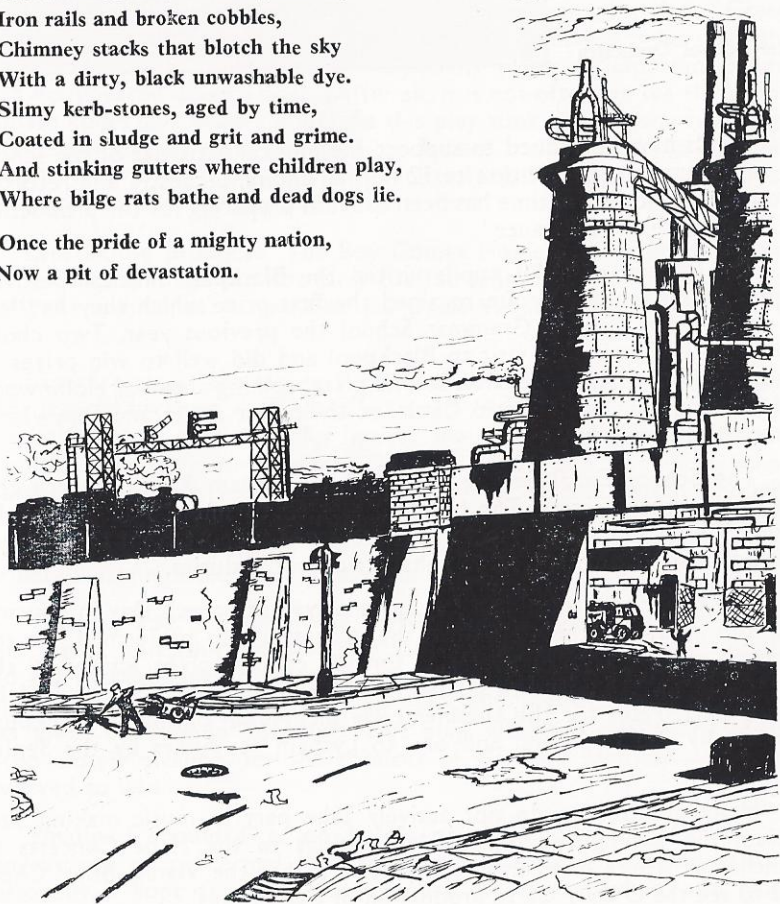


Illustration by M. LOMAX, 2a

K. WHEATCROFT, 3a

THE EASTER TRIP TO SWITZERLAND



The Main Street of Champéry, near Lake Geneva

This was a school trip with a difference—with the 'the survival of the fittest' theme running through it all the time. For weeks before, the twenty-five girls had been laboriously practising ski-ing exercises under the supervision of Miss Hardie. This was to enable us to overcome any aches and pains and stiffness before the actual ski-ing began. Then, as Easter drew near, shopping sprees began, to buy the special clothes needed for the holiday.

On March 29th, we started off in grand style from Hill Stores (at 6-20 in the morning) ready to face the long thirty hour journey ahead of us. After travelling down to Folkestone and overnight across France we arrived at Champéry, near Lake Geneva, where we were staying.

Champéry, approximately one and half hours drive from Montreux, was at a height of three thousand feet, and yet in a deep valley surrounded by huge mountains dotted with chalets; the scenery was very beautiful and impressive. Our party stayed at a picturesque chalet at the bottom of a 'hill' even steeper than Counthill!

The first day, we were issued with our ski-ing equipment, which consisted of a pair of very (too!) heavy ski boots, two enormous skis and dangerously sharp ski-sticks.

For ski-ing we went up another three thousand feet to the top of a mountain called Planachaux. At first, going on the cable car up the mountain was rather a terrifying experience, but we soon became used to

it and by the end of the holiday we even enjoyed the sensation of travelling slowly through the air, hundreds of feet above the ground—anyway, that was the only way of getting to the top of Planachaux!

There was plenty of snow at the top, although our ski-instructor said that the season would soon be over as in a fortnight there would be very little snow left. We soon found out that ski-ing is not as easy as it looks on television. We learned to ski down the gentle nursery slopes quite easily, but the steeper slopes were a little too much for some of us. As for the ski-lift . . . There were so many things one had to remember to do at the same time. We were told to 'lean on the little metal disc, placed between your legs, but never sit on it, keep the legs straight' (previously we had been told always to keep the knees bent whilst on skis!), keep the skis parallel, tuck your sticks under your left arm, follow the tracks in the snow . . .' Consequently, a rather depleted number arrived triumphantly at the top. Although we had no accidents, many of us had swollen or blistered faces because of the strong sun—and bruises because of our ski-ing! The mountain air was exhilarating and we all enjoyed the new sport tremendously—especially when we progressed sufficiently to go off on treks.

On Tuesday, we paid an afternoon visit to Montreux, on the shores of Lake Geneva, and found it to be a beautiful semi-tropical-seeming city but rather expensive.

On the journey home, everything ran smoothly, as it did during the whole holiday. This vacation was definitely something new and was enjoyed by all, including the three mistresses who looked after us so well.



Counthill Girls Ski-ing at Champéry

TEST YOUR WORD POWER

SAXONY means . . .

- a. relating to Saxon times
- b. a kind of wool
- c. a musical instrument

DOLT means . . .

- a. a stupid fellow
- b. a mammal similar to a porpoise
- c. sweet

DISAVOW means . . .

- a. to disperse
- b. to refuse to acknowledge
- c. to pay out money

BINNACLE means . . .

- a. a kind of boat
- b. a great wave
- c. a box holding a ship's compass

SNARK means . . .

- a. an imaginary creature created by Lewis Carroll
- b. a trap
- c. a deadly snake found in South Africa

PHYSIOGRAPHY means . . .

- a. judging of character by the face
- b. science of normal function of living things
- c. science of the earth's surface

RESIPISCENCE means . . .

- a. the remainder
- b. regret
- c. delay

INORDINATE means . . .

- a. excessive
- b. a legal inquiry
- c. spiritless

CYNTHIA M. OGDEN (5a)

LIBRARY NOTES

I have often seen pupils, especially younger ones, wandering from shelf to shelf in the library, looking lost, not knowing how to choose a book which may interest them from the vast numbers in the shelves and the scores of topics covered by libraries—School and Public. To these people I offer five simple guides to choosing a book.

1—The title gives a broad idea of the scope of the book but at times it can be misleading. Do not choose by title alone.

2—The title page shows the author's qualifications and notes the date of publication on the back. These details are very important when choosing a book for its factual content of up-to-date material.

3—The preface gives a more exact indication of the scope of the book and explains the class of reader for whom it is intended. A book on a given topic may be too old or too young for you and will not give you the satisfaction you may be seeking.

4—The table of contents furnishes a plan of the subject treatment and shows the main topics to be discussed in the book. Some books also have an index at the back and this is invaluable in helping you to know whether you will find what you are searching for within its pages.

5—A glance through the book enables the reader to judge the quality of the illustrations, the style, and the attractiveness or otherwise of the format.

In September, the school library will be adding another £250 worth of books to its shelves. There will be many books of interest and activities as well as standard texts. The librarian is always pleased to have useful suggestions for new books and topics not already covered by our library. Learn to use your library at School and in the town and get into the habit NOW of reading worthwhile material.

H.W.B.

THE ALCHEMIST'S CLUB

The Alchemist's Club was carried on after the departure of Mr. Docker, by Mrs. Cox. The Club now has been divided into two sections, a Junior composed of 1st and 2nd forms and a senior of 3rd and 4th forms. A secretary and treasurer were elected by vote for the juniors, but the secretary for the seniors remained the same.

We had a few meetings before Christmas; the highlight of the Spring Term was a visit by a representative of the British Oxygen Company who gave us an interesting lecture on the production of liquid oxygen and showed us some simple experiments with liquid oxygen.

Mr. Shaw has now taken over since Mrs. Cox left at Christmas. This term we are hoping to show some films on chemistry.

ROSEMARY FORD

THE BIOLOGICAL SOCIETY

The Biological Society was established in March, 1960, originally as a society for the junior part of the school. However, during the past school year the society has flourished and frequent meetings have been held both for juniors and seniors.

The meetings have taken the form of debates, discussions and talks, sometimes in conjunction with other school societies and often led by a visiting speaker. The attendance at these meetings has been quite good and we have even been honoured by the presence of members of the Arts 'side' on occasions! Two very successful visits were arranged to the Mousery at Delph where white mice are bred for research purposes.

Plans for meetings and further excursions during the Summer term are already in progress.

GLENIS FIELDING (6S1)

CRABS, CRUSTACEA & MOLLUSCES

An integral part of any biological study must be participation in field work and research, and to this end a mixed party of VIth form Biology students spent June 4th—11th at Millport on the Isle of Cumbrae, Scotland, where their time was unevenly divided between sea-shore work and other marine studies.

Sunday was occupied by a preliminary talk by the lecturer, Mr. Alan Braefield, B.Sc., and some initial research on the local inhabitants of the sea-shore which proved to be of a varied and peculiar nature quite new to us.

During the week this research was further pursued, and proved highly instructive. One of the most interesting features of the holiday was a trip on a sea-trawler. Unfortunately, however, this occasion was somewhat marred by the effect of rough weather and high seas on several members of the party! Another expedition which proved more favourable with the majority, was a trip in a small fishing boat in order to collect specimens of plankton—which were duly brought back to the Marine Biological Station where they were identified for us. The amazing variety of forms of life in this material was a revelation to us all.

The week was brought to a successful conclusion with a tour of inspection round the Millport Museum and Aquarium, where our own contributions seemed to be relatively insignificant amongst the wealth of Marine life.

On behalf of everyone concerned I should like to thank Miss Wilson and Miss Percival for their interest and enthusiasm in making this holiday course well worth-while.

We all have very pleasant memories of Millport and we have found the course to be very valuable in our studies at school.

DENISE HARGREAVES



Press Ball — 1961

PRESS BALL

In early October, the scholastic peace of Counthill was broken by the impact of a series of startling posters announcing the forthcoming Press Ball: this impact was the greater in that all the details were 'top-secret' except to a small select committee of high ranking students who worked day and night—under the guidance of Mr. A. Turner and that well-known militant Mr. G. Reddiford, who has since been banished to the wilderness of Leeds—to produce Clap-Trap, and to organise this highly intriguing and somewhat unorthodox event.

On the day, all went smoothly. Over 100 prizes were begged, borrowed, or otherwise acquired, from various and dubious sources; they included a free hair-do, 2 fish and chip suppers, a free Mathematics lesson, and even a two-tone, independent suspension, Triumph Herald, to be collected from a local garage: this last prize turned out to be only 2 inches long.

In the evening, the School Hall took on a completely new look, with the addition of newsagent's posters, containing headlines of a somewhat startling nature. Over 1,500 copies of Clap-Trap were sold, which gave it a better circulation than a well-known national daily paper, which sells one copy to every ten persons—Clap-Trap sold six copies per person.

A high quality floor-show was provided: featured there by Mr. F. Nuttall, Don Day, Vivienne Haw and the visiting band leader. It was marred only by the compere's forgetting his lines. The evening was finally rounded off by the distribution of prizes by those two famous sportsmen, Geoff Pullar and Mr. S. (send 'em all off) Shepherd, followed by a very merry Hokey-Cokey, led by the popular vocalist, Mr. S. Birch.

As a result of this Ball, the School Magazine benefited handsomely. On behalf of the committee, I should like to thank all those who assisted in any way, especially the Oldham Chronicle, for its interest and publicity.

K. L. TODD

THE PHOTOGRAPHIC SOCIETY

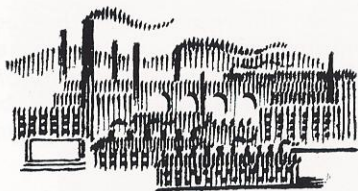
The Photographic Society has been flourishing for three years under the guidance of Mr. Barber and Mr. Simm.

Each year, many new members join us. This year, membership has been extended to the second form. Meetings are held each week. Sometimes we meet in the dark-room, to process our photographs, and sometimes we watch instructional films kindly lent to us by Photographic firms.

Many members have proved so efficient at processing their films, that results of their work have been exhibited on Parents' Visiting Days. Recently, a competition was set for members, and a photographic outing was suggested.

It is quite evident, therefore, that the photographic society has proved itself to be one of our Schol's many successful societies.

MORRIS BROWN



ON LOOKING BACK . . .

. . . on exchange visits between University School, Ohio and Counthill

Homecoming Impressions

Surely, calloused customs officials (we had a courteous one—and Kennedy wants more!) . . . giant-eyed, mouth-gaping, chrome-plated monsters swooping three abreast toward me on the Jersey Turnpike . . . pristine steel-and-glass angular architecture in green meadows . . . insistent, asinine radio and T.V. commercials (heaven blessed B.B.C.) . . . the friendly 'Hi' . . . the brittle twangy speech (refreshing after soft, cultured accents) . . . the easy, uninhibited camaraderie of people.

On the Home Front

The familiar, incessant rumble of High Street traffic, so unlike the silent moors . . . happy to be back in the sound and fury, signifying LIFE . . . central heating, hot or hotter by the turn of a dial . . . no more custard sauce—but then, no more sausage rolls either . . . genuine curiosity and interest of friends in our British experiences.

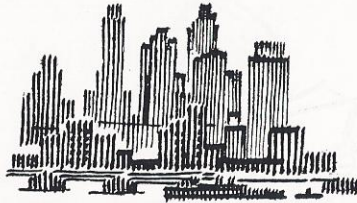
At School

The bustling university campus with 25,000 students of which our little school, stuck off in a corner, is still a goldfish bowl for many daily observers . . . the uncluttered, respected privacy of a Counthill classroom . . . the excitement of testing out new 'stuff' and new ways of teaching it . . . no ominous G. C. E's. in the offing! . . .

Well?

F. BUCHANAN

WELL . . .



The green land as against the brown that is the lasting visible contrast between the U.S.A. and Britain, for the U.S.A. seems a very greenless country—the winter resting earth browns and the summer burnt-up browns being predominant. Vastness as against compactness—'You'll never do it', they said when I planned my six thousand mile jaunt—well, I did—but it is big.

Schools? Interesting psychological specimens as against inevitable but lamentable necessities; perhaps this best sums up the two widely held philosophies of education—regarding the victim. One misses the individual at most dual teacher offices where occur the all too frequent meetings with problem-saturated students. One misses the earnestness with which the soul dutifully searched, weekly, for behaviour patterns, motivation whatnot, based upon comparison of 'full blooded American youth' with apes, pigeons etc. One misses the spontaneous interest in one's appearance, family background and opinions on baseball—'Ga, do all Britishers wear wide ties?' One misses the hoots of laughter when peculiarly British phrases or institutions crop up—'Jolly Good!!' and cricket seems to be popular.

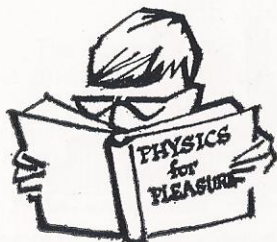
Back in England the examination fever hits with terrific impact; gone are 'avenues of individual interest', 'projects' etc.—back are mock G.C.E.'s lists and the unceasing battle of 'tele' versus homework. Gone is 'togetherness with teacher; no longer the pal but merely the oppressor! 'Hi' has once again become the urgent 'Ees ere!!!'

Sounds! I never did learn to accept the shrieking police, ambulance, fire engine sirens as anything but herald of air raids. Scream cheers at football games (no, **not** matches!) led by vigorous Amazons with Brunhilde-type throats. Smells!—hamburgers and french fries, the hot oppressive smells welling up from the New York underground, popcorn in the movie house.

Regrets?—never having chewed gum, never having been down the Grand Canyon on a mule, having forgotten what hush-puppies are, never having understood American politics, never again to have so many iced drinks—and the weather to match.

Reactions?—cheers for British theatre prices, bus services and tea. Many cheers for the greater readiness to appreciate political shortcomings; democracy in U.S.A. is a strange god which demands overdoses of blind faith; cheers for the wider outlook. Above all, gratitude that the chance came to meet so many Americans on their own ground and to like so many of them.

R. I. CARRE



WHY I JOINED THE SCIENCE SIXTH

In the eighteenth century, Britain underwent an Industrial Revolution. Today it is undergoing a Scientific Revolution which is changing the patterns of our life. Science in its applications is affecting not someone elsewhere, but all of us, here and now.

In our world today the idea of auto-control (or automation) is having important political and social repercussions, it is also bringing about a rise in the standard of living.

Only a few hundred years ago, the fighters against disease were concerned only with curing illness. Now, owing to the great work started by Pasteur, Lister and others we have reached a state of prevention not cure.

Because of the great advances now being made in science, it is obvious that many more opportunities will exist for prospective scientists than have existed previously. On taking any issue of 'The Guardian' or 'The Times', there will undoubtedly be found a page devoted almost entirely to advertisements from various important firms for chemists, physicists, mathematicians, pharmacologists, and of course, all types of engineers.

These firms all require a high educational standard and so, if possible, I shall go to University to continue my studies, taking a course in Chemical Engineering, which includes all three subjects—Mathematics, Physics and Chemistry—which I am studying in the Sixth Form.

Apart from my general interest in the sciences and the fact that many more opportunities exist in higher paid jobs, another reason (if any more are needed!) for my joining the Science Sixth is that I obtained a higher standard in the Ordinary Level examinations in the science than in the arts subjects. This was obviously due to a greater interest in these subjects, but partly also to a natural ability to do well in certain subjects and badly in others.

At the end of my third year at Counthill, we were asked to make a choice of subjects either with a scientific stress or a stress on the arts. My choice was the science side and thus my interest in science developed and deepened with wider reading and visits to some large firms. At the end of the fifth year, the definite break came and we had to choose the subjects which were eventually going to lead our future careers: I joined the Science Sixth—the only choice for me.

M. GARRETT (6S2)



WHY ONE ENTERS THE ARTS SIXTH

The first question is, exactly why does one choose to study Arts subjects in the Sixth Form. My own main focus is Geography, wherein I hope to continue study at University, Economics provides a complementary subject, whilst my third is English Literature.

My reasons for choosing Geography are a combination of natural inclination, interest and ability. The ultimate objective of such studies for me is a career in the teaching profession, though in fact this choice of career has been markedly influenced by the desire to continue Geographical studies as far as possible.

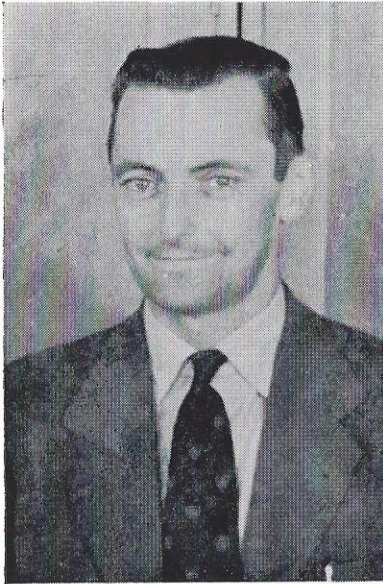
The prime function of Geography is to describe the diversity of the earth's surface and assess the extent to which this is significant in human affairs. A further virtue lies in the intellectual discipline and cultural training it affords whilst it does not actually lead to a specific profession, yet, like History, and most other Arts subjects, it is particularly useful in broadening the mind and producing the habit of viewing problems in their general context and not from one specialist standpoint.

It seems to me therefore, that Geography is unique in its transitional position between the natural sciences and the humanistic studies, and the interrelationships of Economics is here apparent since it is a social science. Economics is, in fact concerned primarily with the problems associated with production, distribution and exchange, and into this must be read the fact that economic activity depends upon the behaviour of individuals.

The fundamental knowledge of the external world which these studies provide, is enhanced by the widening and intensifying of one's experience and understanding of this world, but more particularly the human beings in it, which is afforded by English Literature. The raw material of literature is, after all, life itself—man, his relationships with others, with the world around him, both physical and spiritual.

Indeed, therefore, the combination of Arts subjects which I have been studying for the past two years theoretically should have induced in me a critical and literary skill combined with a discipline and accuracy of thought: in fact, a training not only for a vocation but for life.

R. PRESTWICH (6A2)



Mr. J. E. Haslam

SIXTH FORM STUDIES

On leaving Counthill to take up an appointment in which I shall be teaching almost exclusively the Sixth Form, and having been occupied, for a very substantial proportion of my teaching time for well over a decade, in directing Sixth Form studies, I feel urged to make a few observations on the nature of such studies.

It is a fact that the Sixth Former is almost always an individual who has voluntarily chosen to remain at school beyond the age at which the law imposes any statutory requirement on him (in all cases read 'him' or 'her') to continue his full time education—and normally it is good that the individual should have so chosen.

What gives me particular cause for concern, however, and I am sure that it is not a problem in any way confined to this school—is a fundamental limitation of aim which I observe in the large majority of those who have in fact chosen to remain in the Sixth Form. Their objective is limited, as I see it, to the extent that they have failed to perceive that however worthy are their immediate aims, there remains a radical failure on their part to build on firm foundations that 'house of the intellect' which should be a primary concern for all those, Sixth Formers and the like, who aspire to the proud title of 'student'. For the student, books—he should have an insatiable appetite for books—should be his essential and continuously employed working tools, and in grappling with them and the information and ideas they contain, he may discipline his intellect and train himself to hold and become skilled in articulating, controlling, and contrasting discursive ideas, achieving in the process a marked enlargement of his vocabulary, together with the foundations of a personal and fluent style of writing. But the desire and the determination to achieve this state of the disciplined intellect in its broadest sense, is disconcertingly lacking; and it is not to be supposed that it is readily to be found, in the sense in which I intend it to be understood, in those who would have us believe that a training in the physical sciences is in itself sufficient as a means to this end. Indeed, the speculations of the human intellect have infinitely wider horizons than those which are available to it if it remains content with statements of empirical fact and statements

of scientifically established uniformities; but these horizons will remain narrow and limited for those who are unskilled in the use of language, and impervious or indifferent to that wealth of human knowledge thus far accumulated or revealed, which helps to set even 'scientific' knowledge in a wider context of ultimate truths.

It is significant that Dean Barzun of Columbia University, in his brilliant book on 'The House of the Intellect', finds his most compelling evidence for the decline of intellect in the state of language, in 'the toxic condition of the vocabulary', in the absence, in the general interchange of ideas of the educated, of 'orderly and perspicuous expression which may lead to common belief and concerted action'. And, I would repeat, there is no more potent cause for the decline of language than the decline of reading.

The average Sixth Former is, I find, full of ideas, impressions, and in a passive sort of way usually, anxious to know, but he has a wholly imperfect grasp of the discipline of intellect so that he lacks the categories of thought and habits of study which would enable his impressions to crystallise into a coherent pattern.

As a consequence, he is frustrated for his want of articulate precision, and he who ought ultimately by the nature of his training and education to be able to demonstrate the virtues of the socially and politically responsible intellect, without which the sense of real values in society may sicken and die, provides no lead at all. It may be that the rootlessness so characteristic of contemporary society, and which I am ascribing to an important degree to a failure of intellect, may in fact result from a false concern with irrelevant kinds of equality, which we drag out from the moral sphere where it rightfully belongs to the intellectual sphere where it is dangerously absurd—for we dare not reduce everything to its lowest common factor.

If this sounds like a plea for recognition of the role of an intellectual elite within society, it is just that. Though it was Plato who first expounded the idea! Without this intellectual leadership—and those who begin to serve their apprenticeship for this task are likely to begin it as Sixth Formers—it is difficult to see how we can avoid that negative climate of opinion in our social relationships which, understandably, leads the less discerning, but also so many of those who ought to have learned better, to be satisfied that society is prepared so frequently and in so many contexts, explicitly or implicitly, to express itself in effect in that phrase, which when the time comes for the autopsy may be found to have been engraved on the heart of Western Civilization—'I couldn't care less'.

Thus it is that the Sixth Former of serious purpose and intellectual discernment must, as his immediate contribution to a better society, be ready to seek what are after all, the rewards of Wordsworth's 'Happy Warrior':

'Whose high endeavours are an inward light
that makes the path before him always bright:
who with a natural instinct to discern
what knowledge can perform, IS DILIGENT TO LEARN.'

J. E. HASLAM

PIRATES

Sing a song of pirates bold
Sailing o'er the seas,
Gathering stores of wealth untold,
Taking what they please;
Sailing here and sailing there,
On the Spaniard's track,
Spreading terror everywhere
With their ensign black.

Sing the songs the pirates sang,
At their rendezvous,
When the noisy, rowdy gang
Drank the whole night through;
Drank, it may be, care to drown
In great draughts of rum,
Memories of some ransacked town—
Thoughts of kingdom come.

Sing a requiem at the last,
For the pirates dead,
Chained each to a gibbet fast
As the judge had said;
Swaying, swinging in the breeze
By the heghwayside,
Never more to roam the seas,
Grumbling at their pride.

J. INMAN (1p)

THE ART CLUB

The Counthill branch of the Cody Art Club, Detroit, has been in existence for over three years. It was founded by Mr. E. Antony, who came to Counthill on a year's exchange. Mr. Antony has always shown great interest in the progress of the Art Club, and has sent to us a present of seven pounds each year. As a token of our thanks, the members of the club decided to buy a gift for Mr. Antony.

Last summer a very memorable and enjoyable day's outing was spent at Chester Zoo. Surprisingly enough, we returned without loss of any of our members. This year another outing is being arranged, but our destination has not yet been decided.

The members of the Art Club belonging to the stage crew for the 'Pirates of Penzance' are at present working frantically to complete the sets. They are all under the expert guidance of Mr. Turner, who has also designed the sets.

The Club meets each week on Friday lunch-time. A series of film-strips has been arranged for the future, in the hope that new members will be encouraged.

KARENZA JOHNSON

PUZZLE CORNER

Take the first letter of the answer to the following questions and rearrange the letters to name a well-known place.

1. Rhoda's turn to make a pile. (5) (anag.)
2. Units reformed in North Africa (5) (anag.)
3. Something of a crisis on the river at Oxford (4)
4. Flat with a girl inside (5)
5. Cutting down the company and retiring (3)
6. There's nothing to forbid in Scotland (4)
7. River you may get round to put Reg in (5)
8. The talk of Ancient Rome (5)
9. Left when male deserts compost (4)

H. B. PORTEOUS (4a)

EIGHT EIGHTS

Can you, by inserting the correct mathematical signs in the line of eights below, produce 1,000?

8 8 8 8 8 8 8 8 - 1,000

D. AMATT (5a)

The Pirates of Penzance



Taran-tara . . .

With
cat-like tread . . .



Why does father
leave his bed?

The Principals



THE PRINCIPALS

'THE PIRATES OF PENZANCE'

or *The Slave of Duty*

by Gilbert and Sullivan

The outstanding quality of the school's first Gilbert and Sullivan production was a liveliness and zest which clearly emanated from the obvious fact that the cast derived very great enjoyment from giving their performance.

The pirates sang their opening chorus tunefully and with vigour and they maintained this standard throughout the play. Mr. Nuttall's fine voice and distinguished bearing greatly strengthened his pirate band. He was ably supported by Derek Hilton as Samuel, his second-in-command, who sang well and issued life preservers and other burglary equipment to the rest of the crew with delicacy. Morris Brown as Frederic, the pirate apprentice, sustained a long and difficult part commendably. The policeman's chorus, led with the right amount of uncertain swagger by Sergeant Kershaw, greatly amused the audience. Phillip Stott brought out the humorous caricature in the part of Major-General Stanley and displayed what might perhaps be described as oral dexterity in his singing of 'A Modern Major-General'. His 'daughters' sang melodiously and succeeded in displaying youthful high spirits becomingly tempered by Victorian modesty. Sylvia Birkby's singing was very praiseworthy, for she has a fine voice, clear enunciation and control. Dorothy Hague, Carol Saunders and Jennifer Leece have pleasant singing voices and, as Edith, Kate and Isabel respectively, acted with vivacity. Judith Miller made a success of a difficult part in portraying Ruth.

The stage staff did their work well. The settings created the appropriate atmosphere most effectively, the ship's mast in the first act and the fragment of ruined window in the second being particularly striking. The colourful costumes supplied by S.B. Watts and skilfully supplemented and adapted by the wardrobe staff added to the pleasing visual effect which was further enhanced by lighting that was always adequate without being obtrusive and by the good work of the make-up department.

Mr. Barber the Producer, Mr. Cowell, the Director of Music, the stage staff, orchestra and all others concerned with this production are to be congratulated on its success.

Out here, there is no such thing as sixth form. School is compulsory until third year when the pupil is entered for his Intermediate Certificate. In order to obtain this certificate, the student must pass in four subjects out of a possible eight. This certificate enables him to leave school, but those who wish may stay at school for a further two years, after which Leaving Certificate is taken which is an examination slightly harder than G.C.E. The student must obtain four subjects out of a possible six in this examination, after which he may go to College or University.

As you see, school life out here is very different from the life of Counthill; it has its advantages, certainly, but also its disadvantages. So far, here, I have not heard a sound so sweet as the well-remembered swishing of the strap and . . . !!!

DAVID A. KINDON (4b, 1959-60)

THE RAMBLERS' CLUB

This year, I am sorry to say, saw little activity in the club, although we managed to take four outings.

I still maintain it is purely coincidence that three of the walks took us to the vicinity of Hollingworth Lake.

The walks referred to were taken by mixed parties, one to the Roman Road, another from Uppermill to the Lake and yet another by the lakeside to Denshaw. Good weather was ordered well in advance and to date we have avoided a drenching.

The last trip I found very interesting—a junior boys' party to Greenfield and Laddow Rocks when Mr. Carre made his first appearance after a long absence.

Although the district through which we walked is so very near home I must admit it was my first walk by Indian's Head to the rocks. I always think how fortunate we are to have such lovely scenery in the vicinity. A point worth noting on this walk was the commencement of the new dam and reservoir to be erected in Chew Valley; it will be interesting to note the progress when we next pass that way.

May I take this opportunity to appeal to the senior school for a greater attendance on the walks during the coming season.

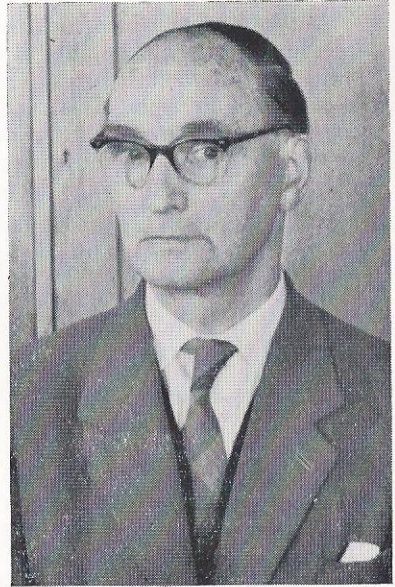
F. SHAW

ON RETIRING . . .

some observations by Mr. Barber

Have you any outstanding memories of your life at Counthill and the old Oldham High School.

I hope that the ex-student who will most probably read this will pardon me for 'giving him away' by referring to the incident when he was once punished for 'monkeying about' with the heavy roller on the school field—though in fact he had not even been on the field! Nevertheless, he had to accept 'six of the best' rather than confess that he had spent that particular games afternoon at the cinema along with a girl from V.c.—which would, after all, have been a perfect alibi!!!



Believe it or not, I once scored a hat-trick in the annual football match against the Old Boys! Later, I remember admonishing a certain centre-half notorious for his loud and frequent appeals for free kicks—'Play to the whistle, Winterbottom!' . . . Oh Walter, Walter!!

The war years were very busy ones indeed, both by day and by night—tin hat and gas mask every day at school and on the roof as 'spotter' during the frequent alerts. G.C.E. examinations were interrupted by raids, and one morning, after spending the night helping to recover bodies, it was my unenviable task to bear the news to school that one of our own pupils had been killed by a bomb.

I particularly remember the first morning at Counthill, with its intensely impressive Assembly, and the Head reading the lesson as he stood amid a mass of planking on the unfinished floor of the stage: 'Except the Lord build the house'!

There are many both in and around Oldham, and countless numbers who have gone farther afield—from County cricketers to Foreign Office officials—who remember the school with as much pride as I shall always do myself.

Have you any definite plans for your retirement?

Yes . . . to grow roses and watch my grandchildren grow up.

Was life at the old school very different from life at Counthill?

The most striking change is that, whereas all the boys appeared to be terribly big when I entered the school as a pupil in 1913, they seem to have become progressively smaller over the years—but that may be an illusion!

In those days, there were fewer distractions. For one thing, boys and girls were usually in separate classes, and on the whole this system worked quite well. There was a reasonable opportunity for making the acquaintance of pupils of the opposite sex without the resulting distractions interfering too much with work in the classroom! I agree, however, that the present system of completely mixed classes has much to recommend it, so long as boys and girls in any class are approximately equal in number!

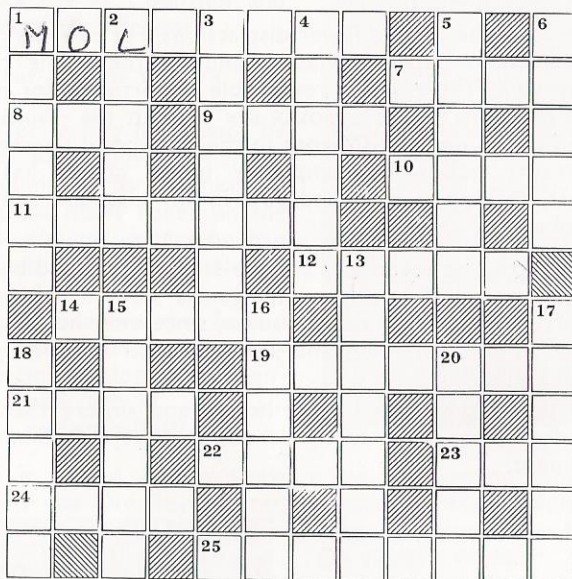
Somehow, loyalties seemed to be very strong in the old building. The House system was much stronger, and games seemed to possess much greater importance than they do nowadays, since inter-house games took place twice a week throughout the year—weather permitting!

To Mr. Barber we extend most hearty and sincere thanks for the valuable service he has given to the school, and we wish him a long and happy retirement.

... Like snails, unwillingly ...



CROSSWORD



Clues Across

- 1—The dregs of raw sugar
- 7—Scottish seaport
- 8—To turn soil over
- 9—Mountains of Switzerland
- 10—Retain
- 11—A stealer of cattle
- 12—To have faith in
- 14—A box or packing case
- 19—Dressed
- 21—Worn on the head
- 22—A volcano
- 23—Illuminated
- 24—An Easter flower
- 25—A town in Yorkshire

Clues Down

- 1—Up-to-date
- 2—Nigerian seaport
- 3—A kind of onion
- 4—Send out goods to another country
- 5—She is in charge of a nunnery
- 6—A bird
- 13—A small county
- 15—Tiny wave or waves on water
- 16—A church festival
- 17—Prepared for publication
- 18—Degree or markings on a thermometer or other instrument
- 20—Another name for Rolf the Norwegian who founded the Dukedom of Normandy

ANNE L. MATTHEWS (3c)

THE '59 SOCIETY

In this, its second year, the '59 Society has become firmly established as an integral part of the senior school life. The membership has steadily increased and the meetings have been more numerous and ambitious. Because the members have taken a more active part in discussion, the meetings have been more successful.

The best way to portray the life of the Society is to give a diary of some of the events of the meetings in the present year:

September 29th, 1960—

At the first meeting of the year 1960-61 a film, 'Cry the Beloved Country', was shown. This was based on racial discrimination in South Africa.

October 6th, 1960

A joint meeting was held with the Biology Society and the Christian Union. A debate was arranged on 'God and Darwin'. The Revd. D. Cupitt gave the Christian point of view and two members of the society spoke on Darwin's theory.

18th October, 1960

Mr. Carre enlightened the members on the merits and demerits of America. He specially mentioned the difference in English and American schools. This interesting talk gave rise to a good many questions from the pupils, all of which were carefully and thoughtfully answered by the authority on the subject, Mr. Carre.

October 25th, 1960

There was a joint meeting with the Christian Union, in the form of a discussion, 'Must a Christian be a Pacifist.' There were a considerable number of speakers from the floor expressing differing, sometimes heated, but valuable views.

November 1st, 1960

An inter-school debate with Greenhill Grammar School made one more landmark for the Society; the motion was that 'the line must be drawn somewhere'. Most of the debating regulations were broken before the meeting came to a close because many members from the floor made it into a very free discussion. It is hoped that a debate with Greenhill will become an annual event in the '59 Society.

November 9th, 1960

A Brains' Trust was arranged for the 6th Meeting of the Society. The Revd. Calderley and Mr. Heales of Hulme Grammar School for Boys were the outside speakers. The panel was made up of the aforesaid speakers and two members of the 6th form. A wide range of questions was put forward.

This meeting was very popular with the younger members of the Society.

December 9th, 1961

A new kind of meeting was inaugurated this year: 'Other Man's Job'. The Chief Constable of Police, Mr. F. Berry, was the first speaker in this series. He was an interesting authority on his subject and his talk was very informative.

January 18th, 1961

The Society invited another M.P. from the town. This year, Mr. Charles Mapp, the Labour M.P., enlightened us on his life in Parliament! This lecture gave those who have not delved into politics a new insight into the workings of the Government of our Country.

February 3rd, 1961

A very successful external meeting was held at the Quarter Sessions. A full case was heard on the day in question and many members were so interested in it, that they stayed late into the evening until the verdict was given and the sentence passed. This unusual type of meeting will, I am sure, become very popular in future years of the Society's existence.

The Society is becoming firmly established in the school and with support from all members it will flourish and remain an important part of school life.

B. FENTON

CHRISTIAN UNION

With the lecture room filled to capacity on many Thursday afternoons, it is evident that the Christian Union, continuing the work of the Scripture Union, is attracting many more new faces to its meetings.

The Christian Union is now organised into roughly three age groups: junior, middle and senior school. The latter group has organised many debates and discussions on matters of topical religious interest, including the hotly-debated topic 'God and Darwin' which was a combined meeting with the '59 and Biology Society. We are certainly much indebted to the Revd. D. Cupitt, the Revd. D. Jones and our new Scripture master, Mr. D. Butterworth, for the interest they have shown in the Christian Union and for the valuable ideas they have brought to our meetings. Both Christians and professing atheists have been stimulated into examining their beliefs and speaking for a majority of Christians I can say that discussions and arguments have served to strengthen our faith.

Meetings in a lighter vein, 'Jazz' and a 'Juke Box Jury with a difference' have also been well received.

The middle school has shown great initiative in its choice of subjects, which included a discussion on 'The Bomb' and another on the topic, 'Teenagers'.

In the sphere of the junior school, in addition to visits from outside speakers, Bible studies and quizzes have been most stimulating because of the pupils' enthusiasm in taking part and we are hoping that the numbers of this group will also increase.

VALERIE ANDREW

FIRST IMPRESSIONS . . .

When I first came to Counthill I thought what a different place from the Junior School, it was, even from the outside. I felt completely lost as I walked along long passages with such highly polished floors. It was like starting school again. I felt very small by comparison with the older girls and boys who knew the school so well and I was relieved to reach my classroom, where I felt more at home but still lost. That first day was the worst, but after that I soon settled down and worked as hard as I could. I now think it is a wonderful school and I am glad I am able to come here. In fact, during the holidays I was so bored I wished I was back at school.

G. MELLING (1p)

. . . AND LAST IMPRESSIONS

The warm human relationships, the occasional sense of loss of individual identity mingled with the loud laughter, the lunch-time confidences: these are all part of my impressions of school, after seven years at Counthill.

A few years ago, even a casual mention of school gave me a faint sense of nausea, on occasions. I was intensely jealous of those others 'outside' (whose lives revolved around shoes, hair-styles and all-night parties, it seemed, rather than white socks, homework and always having to leave before the end)—the lucky ones. Or are they? Why do people stay on at school?

In purely material terms, it leads to a more interesting, better-paid job: six weeks, during a school holiday, at a local bakery as a 'stripper' in the mornings and a 'nutter' in the afternoons vividly pointed the danger of having no G.C.E.

Besides, to describe schooldays as 'The Age of Discovery' is not over-dramatic. Through science, we become aware of the physical world.

There is the realization that to read the classics—novels, plays, and poetry—is not to be rather peculiar and old-fashioned, but to be shown the emotions, conflicts, relationships that are life. The time given to creative art and thought, to physical fitness, even to discipline, is essential preparation for a successful and mature adulthood.

Despite the implied restrictions, being a schoolchild, whether eleven or eighteen, means freedom. There is always someone to take the blame, or to ask for money!

Leaving school, then, is not just—or even mainly!—escaping, say, the uniform: it is emerging from a stage of development, a stage which is, perhaps, the freest and most precious time of all.

M. LAKE (6A)

LONDON LETTER: SOME IMPRESSIONS OF UNIVERSITY LIFE

When the school year ended in July of last year I felt, as many other school leavers must have felt, very unsure about the future. For me the immediate future meant three years to be spent as a student at the University of London, and it was inevitable that I should feel a little apprehensive about University life. Would my chosen course of study suit my own particular abilities and should I fit in with University life? These, and questions like them, occupied my thoughts as I sat in a smoke-filled railway compartment en route for London.

But after the initial strangeness of new faces and new surroundings had worn off, I realised that a new chapter, as it were, in my life had begun. And, after two terms at University I believe that the three years which one spends there, indeed really do constitute a chapter in a person's whole life; it is a period in which the student can occupy himself in pursuits which give most interest, stimulation and enjoyment to him.

The student probably for the first time in his life, is able to devote his energies to subjects which really interest him; in other words he has become a specialist, whereas at school he had to study subjects which, although necessary for a general education, were perhaps of little serious interest to him.

The most obvious purpose of a University course is to obtain a degree at the end of it. But in a very real sense, this is but the beginning of what constitutes University life, for although the student's academic life is important, his social life and outside interests are equally important. They are important because, if the student wishes to obtain the most out of his life at University, he needs to mix with people other than his own immediate circle, who are occupied in his own particular course of study.

The Students' Union, and the many Societies which belong to it, exist for the mixing together of students of different Departments and Faculties, and for the closer communication of ideas between the students. Because of the Union and these Societies, many people have the opportunity to make their beliefs known and to enjoy activities which might be denied to them if they kept to their formal course of study only.

Under such a system, all students, regardless of what they are studying, are able to take part in, say, political discussions; to sing or play music which they may never have heard before, or to take part in sports as widely diverse as soccer and fencing. These are but a few examples of the many Societies which give each student ample opportunity to take part in pursuits which interest him, and above all, to meet other people who have very different outlooks and beliefs.

These are a few of my first impressions of life at University. I do not claim that they are original in any way, because thousands of students

must have experienced them before me. But I shall be satisfied if they succeed in giving some future University students an insight into what University life is about, and if they give some potential undergraduates at 'Counthill' some incentive to enter into what can be an arduous but rewarding search for knowledge, in its fullest and widest sense.

COLIN BRACEWELL
University College, London

EDUCATION IN INDIA

Lady Amritbai Daga College, where I taught for two years, was situated in Nagpur, Central India. Although it is named a 'College', it corresponded roughly to the senior section of an English Grammar School, for the students were aged between fifteen and nineteen years.

As it was a girl's college, the main subjects were Domestic Science and the Arts. Not many of the girls intended to pursue a career; most were simply passing the time profitably as they could until their marriages were arranged. However, they showed keen interest in their work, and their typical Indian attitude of respect and implicit obedience towards their teachers made them model pupils.

The central situation of the college meant that its students were drawn from every corner of India. We had girls from as far away as Ceylon, Pakistan and Nepal. Since every state has its own language, choosing a teaching medium intelligible to all proved quite a problem. Between them, the girls spoke some fifteen or sixteen languages, but the choice of medium was finally narrowed down to three—Hindu, English and the vernacular (in this case, Marati).

When I first joined the staff, the girls showed great curiosity in me, as I was the only European in the college. The fact that I wore Indian dress never ceased to delight them, and they soon became friendly. They were eager to learn about education in England, particularly about our co-educational system which is only just becoming popular in India.

Classes began each day at 10-45 a.m. and lasted until 5-0 p.m. The timings always struck me as being very ill-chosen, as the heat is at its most intense during these hours. However, it fitted in conveniently with the meal times of the local people who take breakfast at 6-0 a.m., and lunch at 10-0 a.m. We had no canteen, but an enterprising old Bengali gentleman ran a tea-stall in the grounds where he sold spicy Indian refreshments and chocolate.

Teaching pupils from such diverse communities, representing every great religion in the world, taught me an important lesson—how to be tolerant and understanding of those whose social customs and ways of living are entirely different from my own.

J. K. CHOWHAN

STRATFORD, 1960

On a very dull and rainy morning in July about thirty five pupils from the fifth and sixth forms, accompanied by Mr. Kitson, Mr. Baines, Miss Broadbent and Miss Dunkerley, left Oldham for a six day visit to Shakespeare's birth-place in Warwickshire, Stratford-Upon-Avon.

The journey down included a stay in Lichfield and a tour of Warwick Castle; by the time Stratford was reached the weather was fine and sunny.

On Monday night, after everyone had finished chores in the Youth Hostel, the party went to see the Memorial Theatre's excellent production of 'The Merchant of Venice': this was followed by 'The Two Gentlemen of Verona', on Tuesday night, and on Wednesday and Thursday 'Twelfth Night' and 'The Taming of Shrew' were enjoyed respectively. Throughout the four performances, Peter O'Toole and Peggy Ashcroft were most impressive in their various roles, while everyone was interested to see Mandy Miller in her first season at Stratford.

During the week the group visited Oxford, Compton Winniats, Anne Hathaway's cottage, Shakespeare's birth-place and his school, all contributing to a very full and enjoyable week, and, of course, there was always the irresistible attraction of rowing on the river Avon.

On behalf of all the members of the school party to Stratford in 1960, I should like to say 'Thank you' to Mr. Kitson and the other members of the staff, for an interesting visit to one of England's finest showpieces.



The Stratford Memorial Theatre

IAN SMITH (6 Arts 2)

THE HISTORICAL SOCIETY

An eagerly-anticipated visit to Lincoln proved a fitting climax to the meetings of the Historical Society in the year 1959-60. The party was accompanied by Mr. Buchanan, on exchange from America, and he expressed particular interest in the visit to Scrooley, made on the return journey, since this village was the meeting place of some of the Pilgrim Fathers.

The meetings this year have once again proved that History, can be thoroughly interesting and stimulating. A particularly memorable meeting was that when a quiz was held between the Arts and Science Sixths: the 'historians' suffered a crushing defeat.

Once again we should like to thank Mr. A. Bradbury for the time and energy which he has devoted to the society.

YVONNE TOWNEND (U6A)

THE JUNIOR HISTORICAL SOCIETY

The society, instituted last year, has proved to be a most successful innovation. The enthusiasm of its members has developed encouragingly, up to 90 members attending some of the meetings. Several meetings have been held, the most popular being those when a film has been shown.

The society is eagerly anticipating its visit to Leonway this Spring. With such enthusiasm the society should continue to flourish.

YVONNE TOWNEND (U6A)

THE MERCHANT'S GARDEN

A rich merchant who had purchased a beautiful garden had the following words inscribed upon a tablet set up at its entrance: 'This garden will be given to the man who can prove that he is truly contented and happy.'

Whilst the merchant was strolling in his garden one day he saw an unknown man enter who enquired where he could find the owner of the garden. 'I myself am the owner', replied the merchant, 'What can I do for you?'

'I have come to claim this garden', said the stranger, 'for nobody in the world is more contented and happy than I am.'

'Sir', replied the merchant, 'you are wrong. If you were really contented you would not be so eager to claim my garden'.

LOUISE BOWDEN (4a)

PRIOR TO THE RELIGION PRESENTED IN THE OLD TESTAMENT

In our religious instruction lessons, we have discussed at length the importance of the Old Testament to the Bible as a whole. But I went on to ask myself, what came before the religion of the Old Testament? Probably one of the most well-known stories from the first half of the Bible is the early flight of the Israelites from Egypt. It seems reasonable to assume that many of the Old Testament concepts of God were influenced by the Ancient Egyptians.

At first, about 6,000 B.C., the Egyptians were a race of nomads and each tribe had its own god, which represented the greatest utility to the particular tribe not necessarily power or beauty. But then the Egyptians began to settle down and these gods, too, were accommodated in their own buildings which became temples. These gods were in the forms of many animals such as a bull, donkey, cat or falcon. At this stage they were given the title 'Lord of the City'.

Then, as anthropomorphic evolution took place, the deities in the forms of animals gave way to gods in human form but with the heads of animals. The Bible says, 'God created man in His own image.' But G.B. Shaw said, 'Man created God in his own image.' Which is the more true? I will simply leave you with the thought.

The Egyptians then had their gods in human form and naturally they could not conceive of a god like this without a family. Therefore, gods and goddesses were married and had sons and daughters and so on. While these changes in religion had been going on, changes in rule had been going on until there were now two kingdoms in Egypt: The Upper and Lower Nile kingdoms. Therefore, the gods were brought together and a whole new concept of life began. First there was Nun who created all the germs of living things and beings. Then came Ra the Creator, and life was created. Four deities reigned in this new era: Shu, Geb, Nut, Tefnut. The first two were gods, the second two goddesses.

Geb was the foundation of the earth, Shu was the 'Altars' of Egyptian mythology and supported the sky. Tefnut was responsible for the dew and rain, and Nut was the sky. Indeed, it was her starry underside that men were supposed to be able to see at night. The idea of the gods' marrying was carried over from the previous dynasty to this one, so that the Egyptians thought of Geb and Nut as being married and they had a son Osiris and a daughter Isis . . . and so it went on.

But the turning point in the ancient religion was when the pharaoh Menes invited the Upper and Lower Nile kingdoms (2000 B.C.). This had a great influence on the religion, and the idea of many gods gradually faded. The new idea was that there was a maximum of five gods.

At one time there were three: Ra, the sun god and the god of the living; Osiris who took on the title 'guardian of the dead' along with Nephthys; also Anubis, 'The Opener of the Way' or the link between Ra and Osiris.

Gradually, the religion is evolving towards the point where it will say, 'there is one God', which is what we say today. And finally Ra, the sun-god, did hold top rank. This is probably where we get the idea that God must be a magnificent source of light because there is nothing so commanding as the mid-day sun in the clear skies of Egypt. I too believe it is possible that we are a direct continuation of Egyptian ideas in saying that there is one God.

D. REES (4a)

THE GRANDFATHER CLOCK

In the corner all the day,
Slowly ticking hours away,
Grandfather clock is standing there,
Day by day and year by year.

Tick tock, tick tock all through the night
Waiting for the morning light,
Telling us it's time to rise
And rub the sleep out of our eyes.

When we hear him, striking eight,
We hurry up or we'll be late;
Running for the bus we go
Through the sunshine or the snow.

When we home again arrive
We hear him loudly striking five.
'Time for tea', he seems to say.
I wonder what it is today?

Although we love his chime so clear,
There is one time we hate to hear—
This is when he has to say,
'Bedtime till another day'.

ELIZABETH SYKES (1p)

SPORTS — 1960-61

SOCCER, 1960-61

Once again, the 1st XI has had a successful season, winning most games and showing good understanding of the finer points of soccer. Phil Whatmough has proved a very able captain, and has been well supported by Mick Garrett, a very fine centre-half, who has played brilliantly all season. We lost 2-1 at Ashton after a great game on a very sticky pitch, beat Salford at home under dreadful conditions and put up a good show in the Chorlton 6-a-sides, beating Canon Slade and Oldham Hulme before losing to Xaverians. The House match competition is as yet unfinished, but we hope to continue in April. In the Stand Grammar School 6-a-side competition, School beat Stand and Manchester Grammar School before losing in the semi-final to Farnworth Grammar School.

Congratulations to Phil Whatmough, who represented the Lancashire F.A. Schools XI at Shrewsbury. We shall be sorry to lose Les Ormrod, who has performed so well in goal this season. Mick Walsh, who has played so well for several seasons and Mick (Lofty) Garrett, the headed goal specialist, whom we feel will make the grade in a higher sphere.

In the annual Staff v. School match, a very lively game was seen by the assembled school. The staff goal keeper—Mr. Butterworth—was very impressive, particularly in the first half against a very strong wind.

However, excellent defences prevailed and the first half was goal-less. In the second half, the School XI gradually asserted itself against the tiring veterans and scored three goals against one (a well engineered penalty—thanks to P.W. and J.E.H.!). It was indeed a most memorable encounter.



1st XI

Played 22

Won 15

Drawn 3

Lost 4



U 15 XI
Season 1960-61

U 15 XI

The under 15 XI has again been mediocre, but the enthusiasm has been present, with one or two players showing distinct promise.

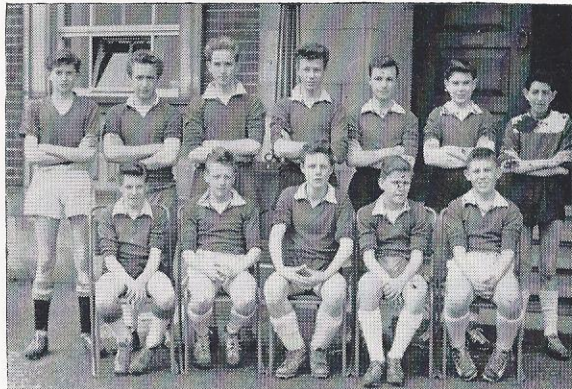
U 14 XI

An excellent season. Losing only to Urmston and Hyde. After being Oldham League Champions last year, these boys have shown wonderful team spirit and commendable skill—keep it up next year!

Congratulations to Barry Smith who has played many fine games for the Oldham Schools' Team.

All the players would like to thank all the masters who have given support this season.

U 14 XI
Season 1960-61
Played 17
Won 13
Drawn 2
Lost 2



HOCKEY

Rain! rain! and yet more rain!

Throughout the season, which has been the worst for several years, match after match had to be cancelled because of the weather. In fact, over half the matches were cancelled and consequently the teams never really settled down to playing well together.

Towards the end of the season, however, there was some improvement and Counthill, showing some of that drive and enthusiasm which had been somewhat lacking earlier, played quite well against Chadderton who, one must remember, play only hockey, whilst Counthill play both hockey and netball.

The 1st XI played only 6 of the 12 matches arranged, winning (unfortunately) only one of them—but by the quite convincing score of 6-0!!!

The u. 15 XI played 3 of their 6 matches, only managing to draw one match and lose the other two.

Colours have been re-awarded to Kathleen Hague, Brenda Barnes and Elisabeth Evans, and have been awarded for the first time to Arfona Mulliner and Jacqueline Cheetham.

The school XI played the staff XI and, after a very hard and exciting game, the staff won 2-1.

In the House matches resulted in a tie between Handley and Viner, both of whom won 2 matches and drew against each other.

ANSWERS TO PUZZLES

Puzzle Corner:-

1—Hoard 2—Tunis 3—Isis 4—L-eve-l 5—Coy 6—O-Ban 7—Niger
8—Latin 9—(Man)Ured Forms: COUNTHILL

Test your Word Power:-

1b, 2a, 3b, 4c, 5a, 6c, 7b, 8a

Eight Eights:-

$$\left\{ [(8 \text{ plus } 8) \times 8] - [(8 \text{ plus } 8 \text{ plus } 8) \text{ divided by } 8] \right\} \times 8 = 1,000$$

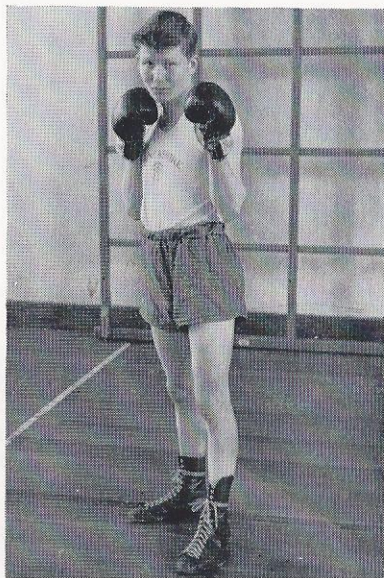
Why not—888 plus 88 plus 8 plus 8 plus 8 — 1,000—Printers?

CRICKET

The first XI ably led by John Maxson, had a very good season, winning most of their games. Perhaps the most thrilling was against our old rivals, Greenhill, where we won by three runs after batting first—Greenhill wanting only 4 to win when the last over began. Booth, Maxson and Barrott topped the batting averages, and Duckworth (form 3) and Maxson took 46 wickets between them.

BOXING

Congratulations to Tommy Coleman who represented Lancashire in the Schools' National Semi-finals. In this Cinderella of activities at Counthill, Tommy is an accomplished performer and regularly goes forth to keep the Counthill flag flying.



TENNIS 1960

We were fortunate in having the same team as in 1959 and once again they had a very successful season. They lost only two matches and those by very close margins.

We were also able to play 2nd team matches on a few occasions and these proved most enjoyable and on the whole successful for Counthill.

Colours were re-awarded to Joan Palmer and Dorothy Quail.



1st VII Netball Season 1960-61

NETBALL

Our most serious rival this season has been the weather. More than half of the netball matches arranged for the year have been cancelled.

Of the 5 matches played by the 1st Senior team 3 have been won and two lost. The difficulty has been in meeting teams which concentrate on netball whilst most of our team play on the hockey team as well. At the end of the season colours were awarded to Brenda Barnes and Judith Mason, and re-awarded to Carol Ambler, Jacqueline Cheetham, and Yvonne Townend.

The 2nd Senior team played only 3 matches, winning 1 and losing 2. This team should prove the basis of a good 1st team next season.

The u 15's have played well together winning 3 of their 5 games and scoring 101 goals, whilst only 55 were scored against them.

Undoubtedly, the most successful team this year has been the u 14's, who have lost only 1 of their 6 matches. The team shows promise which augurs well for future years.

We should like to thank Miss Hardie for devoting all her Saturday mornings and many weekdays to the training of the teams.

ROUNDERS

Not as many rounder matches were played as in the previous season. This was due mainly to the very short Summer Term and the three Saturdays of Oldham Wakes, when it is not possible to raise teams. However, our teams did well, winning most of the matches which were played.

HOUSE RESULTS

Tennis—VINER HOUSE

Senior Rounders—HANDLEY HOUSE

Junior Rounders—HANDLEY/LEES

ATHLETICS

We had a very good athletics season, with many enjoyable matches.

Sports Day, 1960

For the first time, Sports Day was held on a Saturday. During the week, in between showers, all the preliminaries had been held and the finalists reached. The day proved to be a gala day for athletes and spectators alike, all anxious that their particular house should win. Excitement mounted as events took place. During the afternoon some very good results were recorded, several pupils breaking existing records: all who participated are to be congratulated on their fine show.



Barbara Quail

The final events, the relay races, which are probably always the most exciting events of all, were on this occasion particularly so, since two houses were so closely placed that the championship depended upon them. Eventually Viner House just scraped home to victory, with Handley a very close second.

Mrs. Henshaw, the P. E. organiser for Oldham, kindly presented the trophies.

The 'Edith Wigglesworth Cup' was won by Carol Ambler.

The 'Herbert Wilde Cup' was won, for the second year in succession, by Ashton.

Inter-School Events

The Oldham Inter-Secondary School Sports were again held at Counthill.

The u 15 Girls' team won the pennant in their section.

The u 13 Girls' team were second.

The first annual Inter-Grammar School Sports were held at Hathershaw Technical High School, Hathershaw, Greenhill and Counthill taking part. These sports were held in order to cater for the over 15 age group, who were unable to compete in the Inter-Secondary School Sports.

Hathershaw won the shield, which was presented by Mr. Cyril Washbrook. Counthill was second.

Town Honours

At the Lancashire Schools' Sports at Belle Vue, we were well represented and the following performed very creditably:

Barbara Quail, 4th, 100 yards; C. Ashton, 1st, 200 yards low hurdles; P. Curran, 5th, 100 yards; S. Donohue, 2nd, Pole Vault; S. Marsden, 4th, 110 yards hurdles.

SWIMMING SPORTS

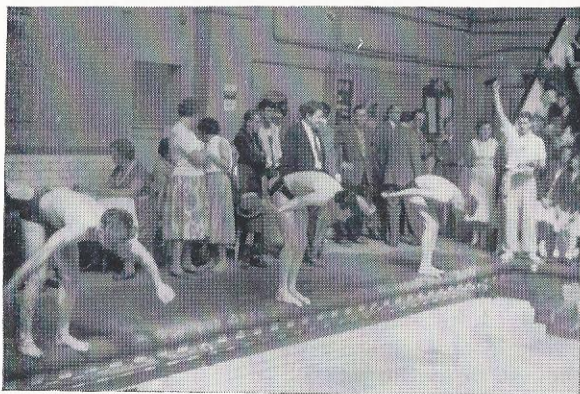
1960 was a year of development and change in school sports events and swimming was no exception. For the first time mixed sports were held.

As the spectators poured into Central Baths it seemed that the walls would need to expand, but eventually everyone was seated—fairly comfortably!—with the whole of Counthill in such a small space!

Swimming Sports always produce noise—deafening noise as the excitement grows—but the spectators were sympathetic to competitors and officials, and remained silent at the necessary moments.

Swimming is only taken in school during the first and second years and therefore the standard of swimming in the senior section cannot be expected to be of a very high standard, but everyone rose to the occasion and some very exciting races took place from the novices' race to the final house events. Style events in swimming and diving were also included and as well as the competitors being able to show their still and poise, they gave a welcome relaxation to the 'rusty' voice of the announcer.

At the end of a very enjoyable morning Mr. Beynon presented the Swimming shield to LEES House.



**School
Swimming Sports**

COUNTHILL MILITANT

continuing our series on distinguished Ex-students

In 1949, when I left school to go into the Army, the present school premises were still under construction and unoccupied. Paradoxically, therefore, I can claim to be an old boy of Counhill, whilst never having been inside the building!



Having left school in the summer of 1949, I spent five months undergoing basic training at York and Warminster, and in January the following year became a junior Cadet at The Royal Military Academy, Sandhurst. In 1950, the course at Sandhurst was of three terms, each of six months, and in August 1951, I left to join the Regiment into which I had been commissioned. I was extremely fortunate in being given a vacancy in the Brigade of Gurkhas, being posted to the 10th Princess Mary's Own Gurka Rifles. At that time all the Regiments of the Brigade of Gurkhas were stationed in Malaya, so once I had been accepted I knew where I should be posted.

There always seems to be some confusion in the minds of people in England as to just who a Gurkha is, and why he is in the British Army, so I will try to give a short description of these soldiers. The Gurkha is a native of Nepal, which is an independent Himalayan Kingdom between India and Tibet. Not all Nepalese are Gurkhas: the term is reserved for those tribesmen who live in the mountains in the extreme East and West of the country. Nepal is not, and never has been, under British rule, but since 1815 her inhabitants from the martial tribes, that is the Gurkhas, have been permitted to enlist for service with the British, first in the Indian Army, and since 1st January 1948, in the British Army. Even though serving under a British oath of allegiance the Gurkha soldier remains a Nepalese national.



The Gurkha himself is a short, stocky man, about 5ft. 4in. in height, with a light brown skin and the slant eyes and mongoloid features of the Central Asian races. Although each clan or tribe has its own language, the one common to all is Gurkhali, also known as Nepali and Kharkura. This language has a strong affinity with Hindustani.

Before 1948 there were ten Regiments of Gurkhas, each of two Batallions, serving in the Indian Army. After the Independence of India in 1947, six Regiments remained in the Indian Army, and four, still of two Batallions each, became part of the British Army. These are the 2nd, 6th, 7th and 10th, and it was to the 1st Batallion of the 10th that I was posted in 1951, and to which I still belong.

After leaving Sandhurst, I found that before going out to Malaya I should have to spend four to five months undergoing specialist training at the School of Infantry. It was, therefore, the beginning of February, 1952 when I reported to the Battalion Adjutant in Bentong in the middle of Pahang State. Malaya in those days was in the grip of the 'Emergency', a term used to describe the campaign that was being fought against the Communist guerillas who were trying to overthrow the Government.

Malaya consists of 4/5ths jungle and 1/5th developed land. Even the 1/5th developed land includes vast rubber and oil palm estates, which from the point of view of providing hideouts for the guerillas were almost as good as the jungle itself. The Army's task was to search the jungle and the estates, find the guerillas and kill or capture them. As the guerillas soon learned the folly of moving in large bands, and split up into smaller groups, the task became one of looking for a needle in a haystack. Statisticians have calculated that for every guerilla killed or captured 1500 man-hours of patrolling were necessary. Boredom and monotony were probably greater enemies than the guerillas. Eventually the operations petered out; the guerillas either were killed or surrendered, and in August last year the Prime Minister of Malaya, Tengkin Abdul Rahman, declared the Emergency officially ended.

Malaya, which became independent in 1957, is at the end of a long peninsula of the Asian mainland, and lies just to the North of the Equator. It is peopled by three main races, the Malays, who are mainly Buddhist and Taoist, and by far the least numerous of the three the Indians, predominantly Hindu. There are other minority races which include Indonesians, Pakistanis, Emasians of Portugese, Dutch or British origin, Siamese, and the aboriginies of the country who are a pygmy-type race, inhabit the deep jungle and still hunt by bow-and-arrow or blow-pipe. Despite the numbers of different ethnic groups, the inhabitants of Malaya are becoming increasingly proud of their Malayan nationality.

The national language is Malay, which is also used in parts of Indonesia, but most of the educated persons speak English and our language is very widely used throughout the country. Naturally, Malaya has not reached the standard of development of the U.K., nor have its people the standards of living of British people. Its economy is based upon

primary products, rubber, tin and palm oil being the main ones, but great efforts are being made to industrialise and to increase the national income to try and bring standards more into line with our own. This aim is not a purely Malayan one of course; all the newly independent and politically awakening countries of Asia and Africa have the same ambitions.



I have written at some length on the Gurkha soldier and on Malaya. This is because the one is the person I live and work with, and the other the country in which I have spent most of life since leaving school, and indeed, where I anticipate to spend many more years in the future.

COLIN MADDISON (Capt.)

'THE GANNET'S DIVE'

As swift as a flash,
Whilst the restless waves crash,
You thrust to the depths below;
Like a swift arrow,
Speeding for death,
You dive, too fast for a breath.

The plunge of speed
With its fiery foam,
As you enter the silvern home;
A twist of the fins: a darting streak;
That piercing beak:
Then the sprays of wild, white foam.

You climb to your height,
Where the air will moan,
Leaving beneath the eternal groan,
Of the sea, now stricken with internal fight;
You stand aloft on your rugged crag,
Whence, with beauty looks, you search the green,
Until, with glaring eyes, a prey you've seen;
And you dive to the depths below.

P. A. STOTT (5a)

OLD STUDENTS' SECTION



Since the publication of the last Magazine in July '60 two functions have been held.

The major event of each year is the Re-Union Dance which was held this year on February 10th at the Town Hall. This function was attended by the Mayor and Mayoress (Councillor and Mrs. Holden). The evening proved a most enjoyable one, representing, as it usually does, a wide range of members, their families, and friends from the early 1900's to the present students.

Many of the older old students missed the Dinner-Dance which had been such a success the previous year.

The Musical Evening in which School and Ex-Students join forces was held earlier than usual this year, viz., March 21st. Under the very able and always willing direction of Mr. Cowell, school did the lion's share of the work. The young and well trained voices of the present students always give delight to the old students!

Mr. and Mrs. Archie Tate again gave valuable help and were the backbone of the Ex-Student's 'team'. The evening was thoroughly enjoyable—not least for the long interval which is planned not only for light refreshment but long enough to give everyone an opportunity to meet and greet old friends.

The number of new members who joined the Association on leaving school this last summer was most encouraging. The increase is due mainly to the interest shown by our Headmaster, Mr. Beynon, who considers membership of such an association as 'a good thing.'

M. COLLIS (Hon. Sec.)

EX-STUDENTS" NOTICES

MARRIAGES

Barbara Simpson—who worked with Miss Hulme in the school office for several years to Ronald James Guthrie R.N. of St. Andrews, Scotland at The Methodist Church, Moorside

Cynthia Chantery to Neville Cresswell on January 3rd, 1961 at Union Street Methodist Church, Oldham

Jean Whitworth to Robert Bell, D.L.C. of Harrow, Middleton. Summer, 1959 at St. Barnabas Church, Oldham

Ann Roberts B.Sc. to John Crawford McKenzie, B.Sc., of Ilford, Essex, at Smith Street Independent Methodist Church Oldham. Summer 1960.

Patricia Winterburn to John Short at St. Margaret Mary's Church, New Moston, Autumn 1960.

Betty Taylor (left 1960) to A. K. Whitehead.

Marie Lees (left 1960) to Stanley Nield, B.Sc., Ph.C., M.P.S., at St. Margaret's, Hollinwood. March 18th, 1961.

Rosemary Lord to Peter Worrell on Sunday, April 2nd, 1961 at All Saints Church, Northmoor.

Kathleen Hilton to Robert Winterbottom, April 1st, 1961. Oldham Parish Church.

Susan Jarvis to **Tom Schofield**.

Sylvia Holroyd to Jack Beaumont at St. Thomas's, Moorside, April 3rd.

John Alan Bardsley to Patricia M. Harwood on April 3rd at St. James' Church, Ryhill, Yorks.

Colin B. Heathcote to Jean West on April 1st at St. Matthew and Aidan's Church, Roundthorn.

Margaret Prangnell to Geoffrey Perry at Christ Church, Chadderton on Saturday, March 25th.

BIRTHS

To Nancy (nee Mann) and Donald Barber a daughter, Nicola Judith, February 1st, 1961.

To Dr. and Mrs. Keith Barlow M.B.B.S., (Hons.) L.R.C.P., M.R.C.S. (left 1952) a son Michael Andrew, 9h July, 1960.

To Irene (nee Harrison) and Frank Thornley, a son, Mark. May 1960.

Frank Thornley is now on a course in Cambridge in preparation for moving to Trinidad in September, 1961 to work on Agricultural Biology. Later he hopes to take a post in Kenya.

To Audrey (nee Carley) and Stanley Garside, a daughter, Alexis Jane, 18th January, 1960.

To Joan Sykes a daughter, February, 1961.

To Anne (nee Hardie) Stubbs a son Peter John, 10th April, 1961.

DEATHS

Mr. A. H. Joslin. Former Mathematics master, Seniormaster and Headmaster. November 24th, 1960. Aged 86 years.

Alan Clegg. February 11th. Aged 31 of Wall Hill Road, Dobcross.

Clara (nee Bakewell) Bracewell, left approx. 1922, Former Sports Champion, Tennis and High Jump Champion. Mother of Colin Bracewell, left 1953. Died December 23rd, 1960.

Davnia (nee Whitehead) Bainbridge. Died December 24th, 1960. Aged 31. Sister of Jean Whitehead.

NEWS

Kathleen Curtis—left 1952. This year has become an Associate member of the Royal College of Surgeons.

Alan Burgess—Dr. Philosophy in Mathematical Physics at London University. He was one of the graduates presented to the Vice-Chancellor at a recent ceremony in the Royal Albert Hall, London. He is working at University College on an Atomic Research Establishment. (He holds a Harwell post-doctoral fellowship as part of Zeta research programme).

Councillor John Edward Driver—of Alexandra Road, Oldham, was in the New Year's Honours list. He was awarded M.B.E. for War Service. His elder daughter is Mrs. Christine Cox who was on the school staff during the last 2 years.

Miss Lucy Boyd—for many years Secretary of the Ex-Student's Association, has just terminated her period of office as President of the standing conference of Women's Organisations. During the present year she represented the Association along with Miss Annie Buckley and Mrs. Eva Wild (also old students) at a National Conference in London at which the Queen Mother was present.

SOLUTION TO CROSSWORD

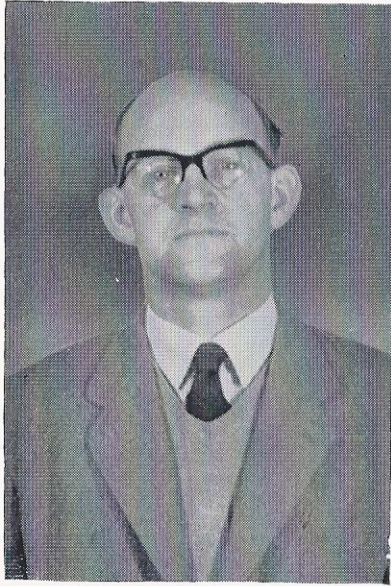
Across:

1—MOLASSES; 7—OBAN; 8—DIG; 9—ALPS; 10—KEEP; 11—RUSTLER
12—TRUST; 14—CRATE; 19—ATTIRED; 21—CAPS; 22—ETNA; 23—LIT
24—LILY; 25—BRADFORD

Down:

1—MODERN; 2—LAGOS; 3—SHALLOT; 4—EXPORT; 5—ABBESS
6—SNIPE; 13—RUTLAND; 15—RIPPLE; 16—EASTER; 17—EDITED
18—SCALE; 20—POLLO

STOP PRESS



Mr. A. Bradbury

It is with great regret that we record the departure of Mr. Allan Bradbury, who has been on the Staff for thirteen years, and Head of the History Department since 1954. He has served the School in many other capacities—as Careers Master; as Lees Housemaster; as Treasurer of the Dramatic Society; as Librarian during the first years at Counthill when the library was first being built up; perhaps most important of all, as Staff opening bowler since 1948!

He leaves Counthill to become Headmaster of the East Ward Secondary Modern School, Bury; we wish him great success and happiness in his new post.

It is with regret that we report that Miss B. Dunkerley, who has taught Domestic Science at Counthill for 4 years, is leaving. She has given valuable service to school in assisting with make-up for the dramatic productions, in school trips, and in supervising the Junior Boy's Cookery Club. She goes, with our very best wishes, to take up the post of Assistant Domestic Science Organiser in Sunderland.

We are also sorry to bid farewell to Mr. G. Griffiths, who has taught Biology in school for 3 years and inaugurated the Biology Society.

As many pupils will heartily testify, his forceful personality and enthusiastic attitude will be greatly missed—as will his prowess on the Sports field, in various Staff v. School matches.

We wish him success in his new post as Assistant Lecturer at Southport College of Further Education.

Finally, bon voyage to Mrs. Chowhan, who returns to India after her year at Counthill, teaching English, helping with Junior Recorders and organising the Junior Chess Club.

PICTURE OF THE WEEK



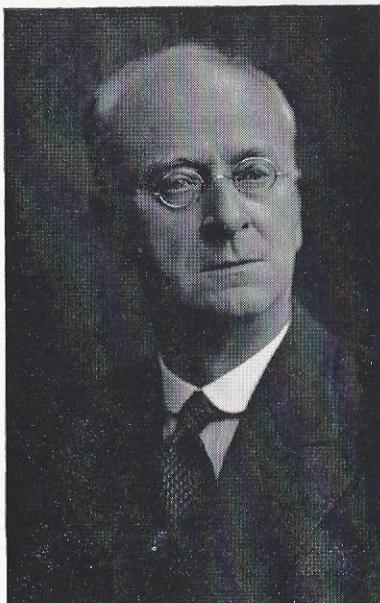
'Haunted House' by Ann Meanock, IVd

Pictures of the week, chosen from the best of current art work, are a popular feature of the library notice board

OBITUARY

Mr. ARTHUR H. JOSLIN

Every boy and girl at Counthill is aware that the School began its life in the building now called Greenhill Grammar School but formerly known as the High School. It was opened in 1909 with the late G. M. Handley as the first Headmaster and the late A. H. Joslin as the Principal Assistant. Mr. Handley was the organising genius but Mr. Joslin gave the School its high tradition of loyalty, good conduct, camaraderie and hard hard work.



Mr. Joslin was a man of many parts. He had a sound knowledge of Mathematics, English Literature and Philosophy, ancient and modern. In his early days he was a good cricketer. He was not only a great borrower of books but also a great buyer of books.

He was gifted as a platform speaker. Desperately anxious about the world's future, he acted as Secretary of the Oldham Branch of the League of Nations. He wanted to see a permanent peace established on such a secure foundation that it could never be rocked.

For 2 years he was in control of the boys. He was never ruffled, angry or unjust. He kept order in the School with a quiet but firm and impressive dignity. His personality was all-pervading.

It is now 47 years since I came to the School as a young teacher. My first and my abiding impression of Joslin is that of an upright man of great learning, clean converse and clear thinking. The clue to his character and his influence may best be expressed in Chaucer's couplet about the Scholar of Oxford:

'Sounding in moral virtue was his speech,
And gladly would he learn and gladly teach.'

H. BATESON

Autographs

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Now if the above has interested you read on.

This year, in our advertising pages, we are featuring information on careers, for the very good reason that the most important choice you ever make in your life is how you are going to earn your living. Remember that you may spend 40 or 50 years at it, including the major part of every working day when you are not sleeping or eating. It is therefore vital to choose carefully and wisely because your happiness hinges upon it. Moreover, although it is possible to change a decision, it is never easy.

Thinking about jobs is difficult because most of us know very little about them. We get a general impression from friends and relatives, but this rarely extends to the details of day to day routine and it is just this information that we need. The School caters for this need through the Careers Pamphlets and the Careers Biographies in fiction form, which are available in the Library throughout the year. Talks are given by experts from time to time, and during the Fifth Form Year the Youth Employment Officer sees all pupils to talk with them about opportunities and vacancies. Further information is available all the time from the Careers Master and Mistress and from Sixth Form teachers.

You must consider the satisfaction to be obtained from doing a job, the conditions under which it is performed, your capacity for it and whether it is taxing your ability to the full. If the job requires lengthy training you must decide whether you are prepared to devote yourself wholeheartedly to achieving the qualification involved. Finally you must contemplate the financial reward offered. On this point it is vital to consider opportunities and the progression of the salary scale rather than the initial starting figure.

Nowadays there are more opportunities for trained personnel than ever existed before. Many firms are prepared to finance their new entrants to improve their qualifications, and the local authority makes grants available to all who prove their aptitude to benefit by further study at advanced educational institutions of one kind or another. If, therefore, you do not achieve the height of your ambition the only person to blame is yourself, because either you set your sights wrongly in the first place, or because you failed to grasp your chances.

*We are assured by the poster of the C.N.D. this Easter that this creature perished because although it was thick skinned, it had little brain.



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If you are over 15 years 8 months you can apply for an R.A.F. scholarship, and if you are successful, a place will be reserved for you at Cranwell. This scholarship can be worth up to £230 a year, tax-free, to your parents and enables you to stay at school to gain the necessary G.C.E. 'A' level qualifications.

Through a Direct Entry Commission

If you are 17-26 and hold G.C.E. at 'O' level in English language, mathematics and three other acceptable subjects you can apply for a Direct Entry commission.

This gives you a pensionable career to 38 (or 16 years if this is longer), with good prospects of serving to the age of 55. If you retire at the end of 16 years, you will receive a pension of £455 a year and a tax-free gratuity of £1365. If you prefer to serve for a shorter period, you may leave after 5, 8, or 12 years. All periods of service carry a tax-free gratuity of anything from £775 to £4000.

If you are 16-17 you are not yet old enough to apply for a Direct Entry Commission but you can take a pre-assessment test and spend two days as the R.A.F.'s guest at the aircrew selection centre near London. This test will show whether you have an aptitude for flying and whether you are likely to qualify as an officer when you are old enough.

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Group Captain J. A. Crockett, R.A.F., Air Ministry (JRA159), Adastral House, London, W.C.1.

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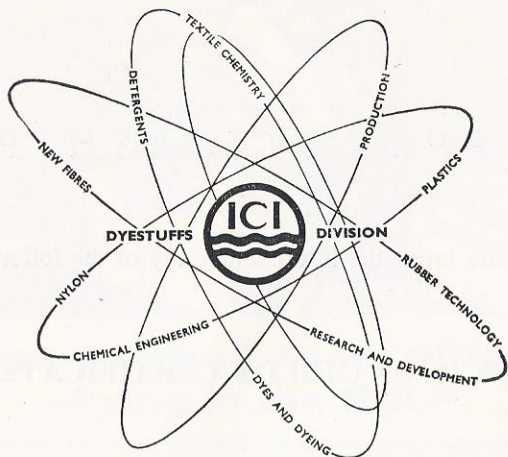
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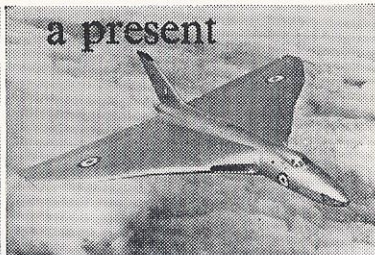
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