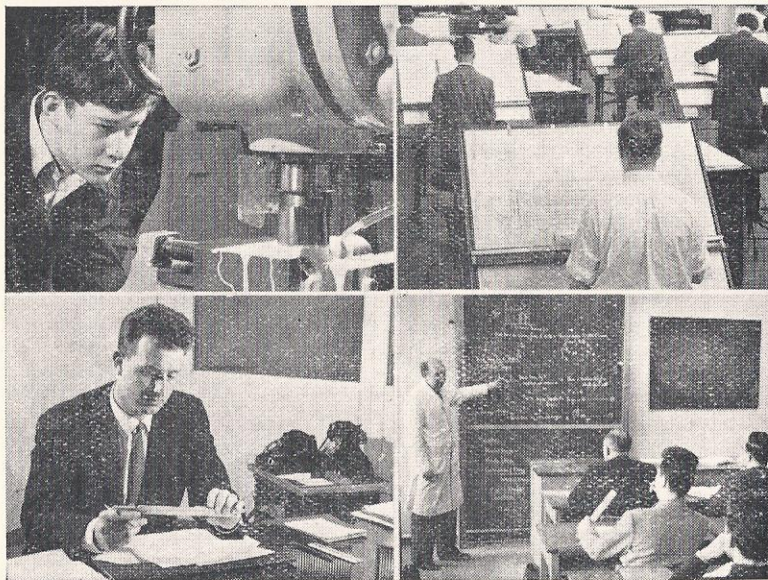




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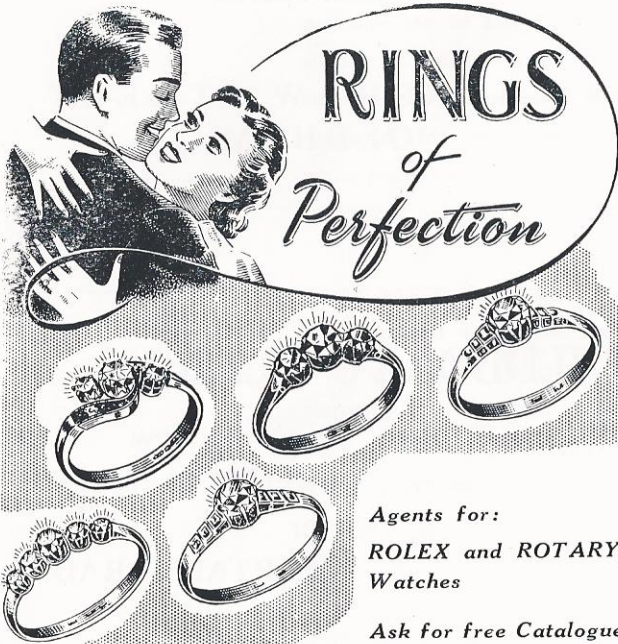
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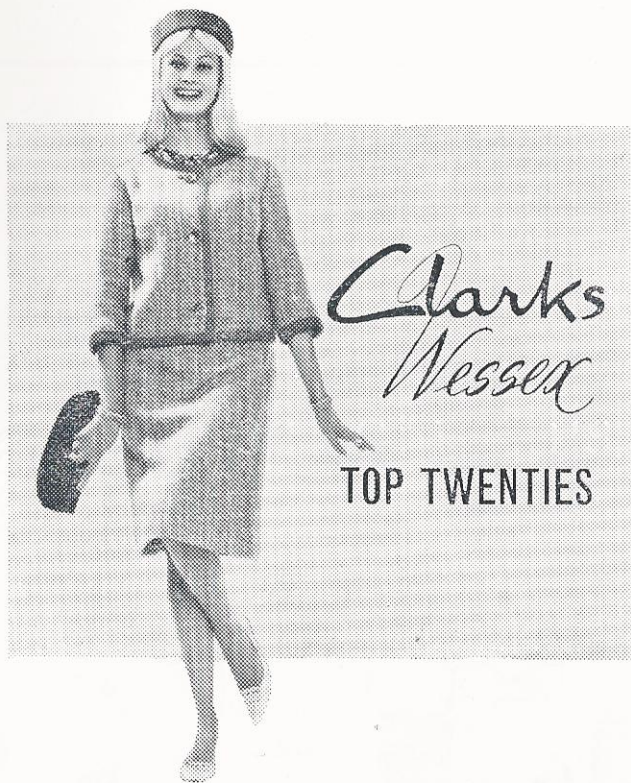
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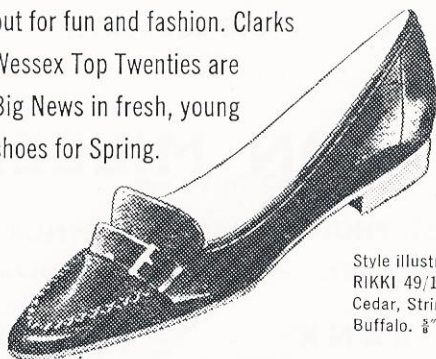
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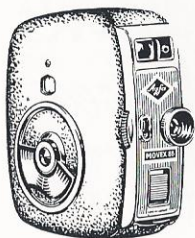
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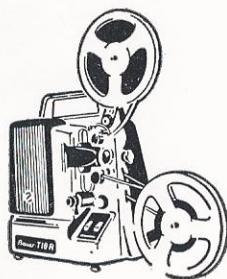
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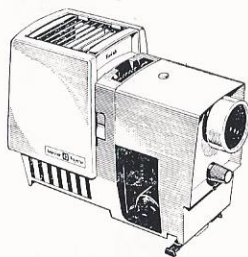
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VOLUME 2, No. 4

JULY, 1962



C O U N T H I L L

THE MAGAZINE OF
COUNTHILL GRAMMAR SCHOOL
OLDHAM

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

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EDITORIAL

A school magazine is a record of the events of a school year presented for the notice of readers who maintain a close connection with the school. There is a danger that such a record might become nothing more than an out-dated diary, if its contents merely report facts.

In this year's edition "the facts" are presented, but we have also attempted to select articles which contain a seasoning of criticism, thought and originality. We have been especially interested in material which casts a light on certain aspects of school life, believing that enquiry into our interests and surroundings will result in a greater understanding of both the school and ourselves.

The unquestionable right of all readers of "Counthill" is to regard it with a critical eye and point out, in no uncertain terms, how much better it might have been. Yet, equally, the editors have the right to remind their readers that the magazine is and can only be what its contributors make it. If this copy meets with approval, credit is rightly due to all those who have helped to fill the pages. If the verdict is not so favourable, the remedy lies in yourselves. The writing of the next "Counthill" can begin immediately after the reading of this present edition. Perhaps next time even more members of the School will be able to say—with becoming modesty—of some part of the magazine :-

"An ill-favoured thing, sir, but mine own."

Thanks are gratefully offered to all who have, in any way, helped to produce this magazine; especially to Mr. Wade, who has so ably taken over the running of the committee since Miss Broadbent went "down-under"; to Mr. Simm for his excellent photography; to Mr. Turner for his artistic touches and hints on lay-out; to Ian Anderson VI.A2 for illustrations; —and, of course, to all the contributors. Thank you all !

THE EDITORS

HEADMASTER'S NOTES

The character and purpose of the Grammar Schools have recently been analysed and challenged in such books as "Education and the Working Class". Whether one accepts these criticisms depends on one's views about society. They are, however, too powerfully expressed and supported to be ignored in any assessment of the success of the Grammar Schools.

The first criticism expresses the disappointment of those reformers who saw in the spread of education the dawn of a wiser and happier age. Instead of instilling a zest for knowledge, a generous love of ideas, a refined taste for the arts, the schools, it is said, are content to limit their instruction to facts that are examinable, and to use as their driving-force a desire to pass examinations, with a view to a later material advancement. The disappointment was inevitable: it was naively optimistic to expect that universal education could make mankind wise and virtuous. Nevertheless, without cherishing utopian expectations, it is fair to admit that schools might have interpreted their duties more liberally.

It is unfortunately true that when parents and pupils can be persuaded to take an active interest in education, this is too often limited to a desire for success in G.C.E.; nor are teachers guiltless in this respect. Some blame for this condition must be ascribed to the universities, the natural leaders of the world of education, whose influence has been exerted almost entirely to encourage a devotion to the gaining of marks and the perfecting of examination techniques. But it is in any case only too easy for us to set our pupils and ourselves practical and easily defined tasks and to use as a stimulus the fear of failure and the closing of professional careers.

On the other side, however, it can be claimed that in a good school children learn to live together with mutual tolerance: standards of conduct and neatness are set; diligence and attentiveness are encouraged; and in out-of-school activities children learn to devote their time voluntarily to religious, artistic, scientific, and athletic pursuits. While, therefore, we could agree that there is room for greater liberalisation of academic studies, we must not overlook the significant achievement of the Grammar Schools in moral and social training.

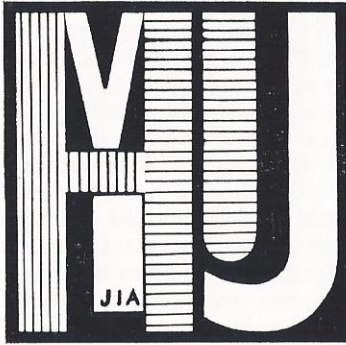
The second criticism is more fundamental. It accuses the Grammar Schools of embodying a narrow middle-class outlook. In the process, it is alleged, they lose the warm personal relationships and traditions of the

working-classes in return for a mode of life which is shallow, selfish, and self-centred. There is probably more truth in this criticism than many of us in Grammar Schools are willing to admit. There are certainly children who find it difficult to submit to the delicate pattern of life in a Grammar School (although I doubt whether these are children of working-class origin); and I think we might often be more helpful and less impatient with values and attitudes that diverge from those to which the schools lend their support. It is also true that some Grammar Schools, in their anxiety to emulate what they take to be public-school tone and manners, lay down a code of behaviour which is inspired by a fancied sense of social superiority and whose intrinsic worth is most questionable. In this school, on the other hand, I should like to think that we tolerate personal differences, rejecting only those qualities that are inconsistent with communal living. Nor can I believe that there is anything peculiarly middle-class in applying oneself seriously and steadily to one's tasks, in acquiring manners that are pleasant and easy without familiarity, and in recognising the legitimate demands of the group of which one forms a part.

The third criticism is that the Grammar Schools are leading to "meritocracy", a form of society in which power will be wielded by small numbers with high I.Q.'s, and in the large majority of the population, though plentifully provided with material pleasures, will be denied a share in deciding their destiny. This offends against both our Christian tradition and our democratic faith, both of which maintain that all human beings are of equal value before God and as citizens. It is furthermore taken for granted that intelligence can be equated with whatever is measured at the age of ten by the tests. Now the staffs of Grammar Schools and their pupils are not always free in intellectual arrogance that looks down on children in other schools, and also on pupils in lower streams in their own school. But I think it is only at times of disappointment or fatigue that this attitude becomes at all dangerous. At this school, we rightly respect gifts of intelligence, and wish they were more common; nevertheless, we also acknowledge the supreme importance of sound principles, commonsense, and other non-academic qualities, and frequently give prominence to pupils on these grounds in preference to others with superior scholastic attainment.

To sum up: the traditional assumptions of the Grammar Schools are being questioned. If we are candid, we must admit that there is some truth in the criticisms that are being made. At this school, if we cannot pretend that we always avoid the dangers, we are, at least, aware of the issues involved and are, we hope, not ill adapted to supply an education suited to a society which is changing and is unsure of its needs and values.

THE HEADMASTER



THE HOUSE SYSTEM

In a day-grammar school the House System can play a very important part in the life and organisation of the community, though obviously different in many respects from the original 'House' concept of the boarding-school.

For purely educational purposes the school is divided horizontally into year groups and these are subdivided into forms, arranged in order of ability. This maintains in close contact children of the same age and equivalent intelligence, with a minimum of mixing. House organisation does exactly the opposite by dividing the school vertically, usually into four groups containing all ages and all ranges of ability. What are the positive advantages and opportunities of such a division?

Among the psychological needs of most children is the desire to be associated with a group engaged in a corporate activity, to which loyalty may be given and for which some effort may be made. The House provides such an opportunity of expressing loyalty and submerging selfish interests for the good of a corporate unit. To achieve this to the full, the House system must be virile, actively encouraged, and clear in its intentions. The great advantage over an organisation involving the whole school is that the numbers involved are so reduced that much closer personal contacts can be established.

The normal function of the House system is to provide a framework for convenient competition in sporting events inside the school. This in itself is valuable since many children are good enough to represent their House at soccer or hockey, but who would not qualify for a school side. To play its full part a House should, however, be much more than a convenient form of school games competition.

Regular House meetings should enable the House-masters/mistresses to know personally all children in their House. It is then possible for them to take a close interest in both the work and behaviour of their members. The former can be encouraged by a 'Work' competition or cup where House points are awarded for performances in external and internal examination. Children should also feel able to approach their House-masters/mistresses with problems which do not fit into the normal pattern of school organisation.

Other useful House activities include the production of plays and of musical ventures, so giving opportunities in directions other than games. House Prayers can provide the opportunity to read aloud before a limited and familiar audience. (Houses can also be made responsible in turn for such duties as refreshments, programme sellers etc. at school plays and similar functions). Captains of teams can give reports on matches, so encouraging them to speak aloud and to think connectedly.

Thus the House system provides considerable opportunities for service responsibility and for good example. To succeed it requires enthusiasm on the part of all concerned, but particularly on the part of the most responsible for the organisation and day-to-day running of the system. It is this which distinguishes between a school with a lively and useful system and one where nothing more than a sterile framework exists on which to fix competitions in the major games and on sports day. To all concerned it is perfectly true to say, "It all depends on you."

L. CLISH

PRESS BALL

The Press Ball this year was held in the School Hall on Friday, 6th October, 1961.

We were again indebted to the Art Department for their talents and hard work in decorating the Hall, and for the Production of "Owler." This numbered news-sheet was bought on entry to the dance and was later to prove lucky for those who won the prizes.

The dance was disturbed by the unauthorised entry of an itinerant Pakistani, who proceeded to display his wares. Only after considerable trouble was he finally apprehended, and when unmasked identified as Mr. T. G. H. Griffiths, late of the Biology Lab.

Our intruder proved to be a very popular guest-celebrity, and he proceeded to distribute the prizes, which had been begged, borrowed or otherwise acquired from a strange variety of sources. Among the lucky dancers were winners of chickens, a shoulder of beef and a well stocked basket of fruit, while others went home with vouchers entitling them to a free fish-and-chip supper, a free mathematics lesson or a free 'wash'!!

This second annual Press Ball resulted in substantial relief to the Financial position of the School Magazine, and we are grateful to all who gave their support.

S. KNIGHT (652)



Canoe Test — Wye Valley

TAKING THE PLUNGE

If you had been anywhere in the vicinity of the banks of the River Wye between Hereford and Llandogs, near Chepstow, during the first week of Easter you would probably have been delighted by the sound of 46 voices singing 'Alouette', a French-Canadian canoeing song, to the rhythmical dip and splash of 46 paddles. If you had been standing on the bridge at Monmouth or Ross-on-Wye you might have seen the colourful spectacle of 23 blue and red canoes with their bright yellow life-jacketed occupants moving smoothly down the beautiful broad waters of this delightful river.

This was a holiday with a difference—work! 52 miles to paddle a canoe with all your kit; Pitch and strike your orange-coloured canvas home every day; Slip and slide, and heave your canoe up the steep river bank at the end of each day's journey; Peel a hundred or so potatoes for your evening meal; Pack all your kit and load your canoe every morning; Collect your wood from the forest for the evening's camp fire—but what great fun it all was. What a sense of companionship grew up between us all during the week even to the extent of sharing pilchard sandwiches and a packet of dates on too many occasions. What a happy atmosphere around the camp fire in the evening where old songs were revived and new ones learned. (I am not sure who is supposed to have a head like a pong-ping ball even now).

Then there was Billy Cotton and his merry band of John (Big), David, Carol and Jimmy (I wonder if he now knows how to deal with irate swans).

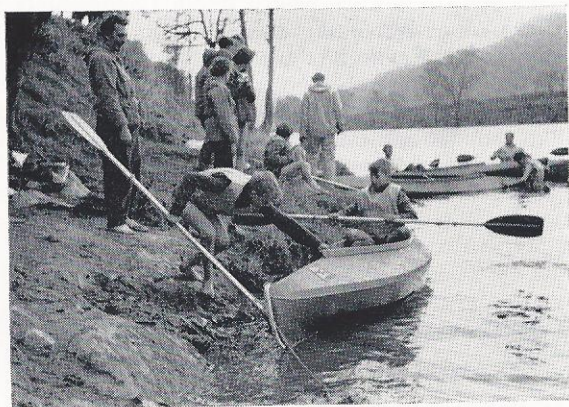
Laughter—plenty of it. Shall we ever forget the sight of Miss Hardie and partner sitting in their canoe high and dry in the fork of a tree, or Mr. Robert's yellow bob-cap marking the spot where he had submerged. Then there was Malcolm Schofield's valiant efforts to remain above water while being slowly submerged by the weight of a canoe full of water.

To add to all this there was the thrill and excitement of shooting the rapids at Symonds Yat and Monmouth with the canoe leaping like a live thing beneath you, and the waves washing over the bows in flurries of spray.

We could never forget the peace and quiet of this river, far removed from the sights and sounds of such a busy world; the dawn chorus from the throats of all the birds in Christendom I am sure; the moon over the dark trees and the gleaming river below Symonds Yat; the truly happy time we all had.

Book early for next year !

F. LLEWELLYN



Final Camp near Chepstow

SPEECH DAY

The Speech Day and Prize-Giving were held this year on Monday, October 2nd. The Mayor, Alderman Alice A. Kenyon, and Council officials were present, and Jacqueline Cheetham, Girl's Captain welcomed the guest of honour and wife of the Home Secretary, Mrs. R. A. Butler.

In his opening remarks, the Chairman, Councillor J. T. Hilton, said Oldham's three grammar-schools had completed one of their most outstanding years and he thought it would be a good idea for the Borough to have a publicity manager to publicise the work of the schools. He then introduced Mrs. Butler, who was accompanied by her son, the Rev. A. C. Courtauld, curate at Oldham Parish Church.

Mrs. Butler in her address, criticised the low-standard of English in many prospective university candidates, and expressed her approval of the "Use of English" paper now included in university examinations. Since we had been given such an education as had previously been denied to our parents, Mrs Butler encouraged us to use it correctly without being lured by easy money into "dead-end" jobs. Mrs. Butler congratulated the school for the interest it was taking in mental-health problems, and mentioned a remark made by her husband at a recent mental health meeting :

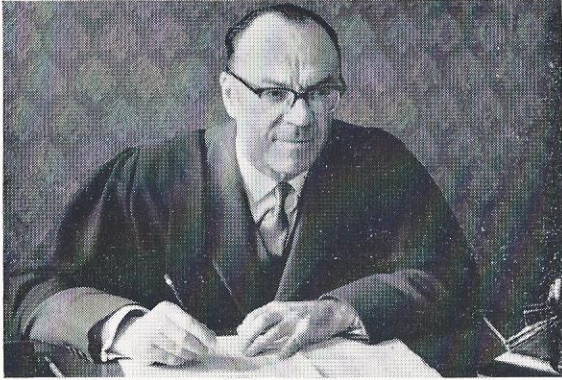
"I cannot help regretting the vast millions which are spent on discovering space, when we have still not discovered the mind."

In his report, Mr. Beynon said that last year's G.C.E. results for the advanced level examination were the best since the school opened. However, he found it disquieting that one-fifth of the pupils taking ordinary level examinations failed to secure a fair certificate of three passes. Mr. Beynon added that the teachers do their best for these poorer pupils, but parents must realise that a general certificate of education is not every Englishman's birthright, but a much sought-after honour, won in highly competitive conditions.

The Boy's Captain, Derek Hilton, gave a vote of thanks to Mrs. Butler and asked for a day's holiday to commemorate her visit. Both her visit and the holiday were much appreciated.

ALMA FITTON (6A2)

ANIMO ATQUE FIDE



Mr. H. BEYNON

Our school has been fortunate to enjoy, if only for a short three year, the services of Mr. Beynon, as its Head Master. He leaves us to continue his pioneering work in Longton High School, Staffordshire. To Mr. Beynon we owe a great debt of gratitude.

In a previous issue of 'Counthill', introducing himself as Head Master, he set out for us very clearly and concisely some of the high ideals he expected to find in grammar school pupils. These principles included a respect for fundamental moral values, courtesy, good manners, a keen desire to learn, independent thinking and loyalty to the school community. How well he has shown by his own fine example, the worth of these precepts! His alert mind; his scholarship and industry; his versatility and initiative; his joy in learning for its own sake; his interest and eagerness, particularly in matters concerning the welfare of pupils; his words of advice and encouragement, so freely given; his readiness to praise—all these have earned for him a place in our school's life, which will be difficult to fill.

A major change, during Mr. Beynon's stay, has been the functioning of a Board of Governors, showing an understanding interest in the school's problems and assuming much of the responsibility for its control. Largely through his influence, the 'family service' has been re-introduced into our dining room; the school transport services are much improved; the school societies have extended their scope and the variety of their topics. More than ever before, individual pupils have had opportunities to venture

on new projects and ideas. The marked increase in the number of pupil exchange visitors is a good example of the widening contacts some of our senior pupils have been able to enjoy.

We value highly the help which Mrs. Beynon has always given and the interest she has unflinchingly shown in the work and social activities of the school.

We wish them to realise the esteem and affection with which all their friends—staff, pupils and ex-pupils in particular—will recall them. We thank them for their willing service to this school and trust that they find an interesting challenge, happiness and contentment in their new surroundings.

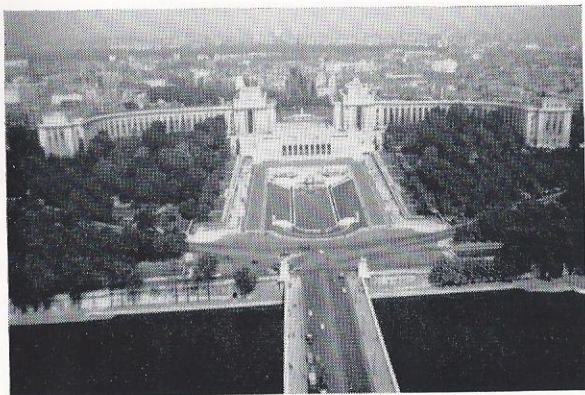
THE ORIGIN OF THE OLYMPIC GAMES

The original Olympic Games were an old Greek Festival, held every four years at Olympia, in Southern Greece. They had a semi-religious character, and were open to members of all branches of the Greek race. During the festival no fighting was allowed anywhere in Greece.

The winner of the games received only a wreath of wild olive, but the prize was valued above anything else that a Greek could obtain. The winning of it gained permanent glory for the country as well as for the family of the victor. The first games, of which there is a record, were held in 776 B.C., from which year Greek dates were reckoned, each games year being called an Olympiad. Thus 772 B.C. was the Second Olympiad, 768 B.C. the Third Olympiad, and so on. The fact that the Olympiads were made the basis of Greek chronology shows the great importance attached to these contests. The games continued to be observed for over 1,100 years, and were not finally abolished till A.D. 394.

The modern Olympic Games date from 1896, when an athletic meeting, open to the whole world, was held at Athens. They preserve a link with the Games of Ancient Greece in the Olympic flame which is lit in the ruins of the Temple of Zeus in Greece and borne by runners to the place where the Games are being held.

JOHN WARRINGTON (2C)



Palais de Chaillot from Eiffel Tower

THE SCHOOL TRIP TO FRANCE

Last July a party of pupils from Counthill Grammar School, accompanied by four teachers, set off from the dull, grimy station of Manchester, in typical English weather, to spend a fortnight of sunshine in Paris and the Loire Valley. In spite of harrassing Customs officials, bulky luggage and the alarming sensation of air-flight, the journey was accomplished speedily and pleasantly, and before long we were passing through "la Douane" and had set foot on French soil.

Four nights were spent in Paris and during this short space of time, the capital, with its wealth of historical background, its gay night-life, and its busy yet carefree air, entranced everyone. Excursions were made to the world-famous "Arc de Triomphe" and to the Eiffel Tower, both of which fulfilled the wildest dreams of the sight-seer. To compete with these, Notre-Dame, and Sacre-Coeur proved worthy examples of Paris' great architecture, whilst the renowned "Louvres" with its priceless "Mona Lisa" and "Venus de Milo" satisfied beyond doubt France's claim to culture. Perhaps the most interesting of our visits was the one made to Montmartre, where artists (and would-be artists) sit for endless hours painting and re-vitalizing the gay Parisian scenes with the precision of detail and accuracy which is peculiarly French.

It would be easy to write at length about Paris, easier, in fact, than to condense the many and varied aspects of Parisian life into a short précis since Paris is unique in so many ways. However, to obtain a brief glimpse of the capital we must imagine the tree-lined boulevards, flanked by expensive shops, her bustling cafes where, in the evening, people of all nationalities converge, her impatient and hurrying traffic, controlled by irritable gendarmes with white batons and shrilly-sounding whistles, and the exciting glamour of her night-life.

In direct contrast to this infectious gaiety of Paris, the latter part of our holiday was spent in the picturesque Chateau country of the Loire Valley, with its atmosphere of quiet seclusion and peacefulness. Here, using Tours as our base, we passed most of our time visiting and exploring the stately mansions and castles which, by their very presence, have enriched and vitalized the beautiful countryside of the valley. Perhaps the most famous, and certainly the most majestic of these castles is "Chenonceaux" which stands proudly in its spacious grounds, overlooking the banks of the River Cher. Such names as Catherine de Medici, Mary—Queen of Scots, Rousseau and Voltaire are to be found in its archives, and its air of grandeur and beauty is especially significant of its past connections with French Kings. In this chateau our school party witnessed the increasingly popular "Son et Lumiere" performance, which is, in short, a re-enactment in stereophonic sound of some distinguished event in the history of the castle. Lighting effects over the various parts of the castle and its grounds were achieved with great dramatic impact and success, and the performance (although in French!) was received with great enthusiasm from all the spectators.

Other chateaux which were explored included Langeais which is said to be the oldest in France, Azay-le-Rideau, Chaumont, Amboise and Chambord with its strange feature of a "double" staircase, by which two people can ascend and descend without seeing each other. Apart from one chateau whose unco-operative guide seemed determined to speak as quickly as possible in French, and who left no time for Mr. Baynes to render his worthy translation, these profitable visits were appreciated and enjoyed by everyone.

Other excursions from Tours included a visit to a wine-cellar which, needless to say, proved exceptionally popular amongst the male section of the party, especially on a subsequent visit to the "Cabinet de Degustation" where we were allowed to "taste" the wine.

Since our holiday was blessed with days of hot sunshine the River Cher proved an irresistible attraction to swimmers and boaters and two afternoons were devoted to such pastimes.

Tours, therefore, with their typical French quaintness, supplemented our Parisian holiday by substituting for the gaiety and activity of the latter, a quieter, more relaxing atmosphere.

The members of the school party would like to express a sincere, though entirely inadequate, thank-you to Mr. Baynes and all members of staff concerned.

HAZEL CLARKSON (6Arts1)



Champs Elysees from Arc de Triomphe

THE FRIDAY CHRISTIAN FELLOWSHIP

The Friday Christian Fellowship, established in 1958, continues to meet every Friday in the lunch hour. The meetings, which are for Juniors, are conducted by two members of the sixth form, who try to make the meetings as varied as possible. At the opening of each meeting everyone joins in singing heartily, if not altogether tunefully, hymns and choruses. The most popular 'game' played at these meetings is 'Sword Drill,' a game in which each member tries to be the first to find the correct Bible reference.

The meetings, which, at the beginning of September, were very well supported by pupils, who came perhaps, mainly out of curiosity, are now attended by a small, but keenly interested group.

ALMA FITTON (6A.2)

THE WRECKERS

P. HUXLEY (1L)

THE YEAR WAS 1749
AND TREASURE WE DID SEEK;
WE SCANNED THE SEA ON DARK COLD NIGHTS
FROM THE ROCKS ON TALON CREEK.

WE WERE A BAND OF RUTHLESS MEN
WHO PLUNDERED AS OUR RIGHT,
BY GUIDING SHIPS TO OUR BLEAK COAST
AND WRECKING THE BY NIGHT.

ONE VERY DARK AND STORMY NIGHT
WHEN VIGIL WE DID KEEP,
A TOSsing SHIP ESPIED OUR LAMP
AND HEADED FOR THE CREEK.

THE VESSEL CRASHED AGAINST THE ROCKS,
HER BOWS SPLIT OPEN WIDE,
HER BATTERED SAILS AND SPLINTERING MAST
WERE SWALLOWED BY THE TIDE.

DOWN THE SLIPPERY, SLIMY STEPS WE SPED
AND NO MAN DARED TO SPEAK,
FOR ANOTHER SHIP HAD COME TO GRIEF
ON THE ROCKS OF TALON CREEK.

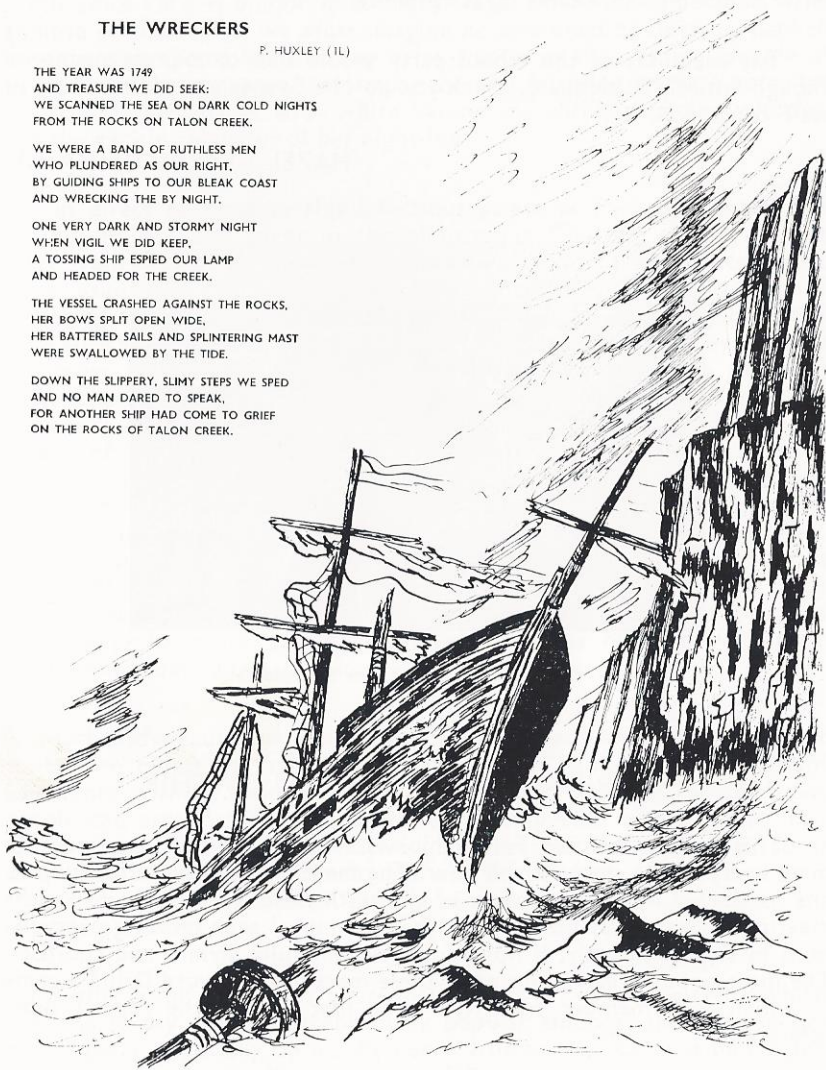


Illustration by M. LOMAX, 3b

AND THE BARD SPOKE . . .

'Thou hast most traitorously corrupted the youth of this realm
in the erecting of a Grammar School' —Henry VI Part II

On being asked unlearned homework

'You look pale, and gaze, and put on fear and cast yourself in wonder.'
—Julius Caesar

School Girls in Gym Tunics

'Nature has framed strange fellows in her time.'
—The Merchant of Venice

A Student contemplating Suicide before Exams

'To be, or not to be, that is the question.' —Hamlet

On meeting the Latin Master

'Away with him, away with him, he speaks Latin.' —Henry VI Part II

On marking Exam Papers

'Lord what fools these mortals be.' —A Midsummer Night's Dream

After hearing the Tennis Coach

'Good words are better than bad strokes.' —Julius Caesar

School Dinners

'... Cloy the hungry edge of appetite by bare imagination of a feast.'
—Richard II

Time during the last week of Term

'To-morrow, and to-morrow, and to-morrow
Creeps in this petty pace from day to day.' —Macbeth

Reading Magazine Entries

'Ha, ha! how vilely doth this cynic rhyme.' —Julius Caesar

At the end of the Vth Year

'Enough; no more; 'tis not so sweet now as it was before.'
—Twelfth Night

Mock G.C.E.

'That is the true beginning of our end.' —A Midsummer Night's Dream

BARBARA PRATT (5B)

CONTEMPORARY CHRISTIANITY

In a school the size of Counthill, the introduction and founding of a lively interest in the Christian faith, is a basic essential. It must be difficult enough for a school to lay the foundation of the Christian religion and to show its relevance to everyday happenings without interference from a world which is perfectly indifferent to religion, where the youngsters are conditioned to believe that it is after all the material gains of this world which count for everything.

The S.C.M. this year has divided its programme; the first half was concerned with mental health, and the second dealt with the creation of a new church service, which took place in March this year. In addition, the society is trying to supply answers to questions about materialism, sex and social relationships, difficulties in the home and other problems.

The study on mental health began with a play called "The Sinner," which was presented by the Parish Church Dramatic Society and in which the main character showed how easily one can become conditioned in this modern world, to accept low standards of morality.

Dr. Poole, the psychiatrist from Boundary Park Hospital, then continued by asking the group such questions as; "How do you organise your thinking?" "Have you any feelings of guilt?" and "Can you face your work without strain?" These and similar questions were discussed by groups who reported their answers to Dr. Poole, who commented on them.

This programme was brought to an end by a group visit to the psychitric unit at Bounday Park, where the various neurotic, psychopathic and schizophrenic cases were explained, together with their different treatments. We have also seen three films about mental health.

A great deal of thought and planning went into the construction of the new type of Church service, which was held at Oldham Parish Church in the middle of March. The aim of this service was to present to the teenagers of Oldham, the Christian view on such world problems as apartheid and the question of disarmament.

Other meetings were addressed by Mr. Hughes, a welfare officer from Strangeways, on the subjects of prison life and marriage guidance.

It is not enough, however, in any group, to know the fundamentals of the Christian faith or to understand exactly what constitutes a "mature Christian"; a group such as the S.C.M. must put this knowledge and understanding into practice. That is why twenty-six girls have been prepared and commissioned to visit the old and infirm people in the district, and are devoting much of their time to the care of such people. This is difficult, often unappreciated, but necessary work.

The S.C.M., a comparatively new society in our school, seems to have been successful in its objective; that is to look more closely at the Christian life to see what it demands and entails and to learn how to face the problems of today in a Christian light.

BEVERLEY COUSINS (5A)

ON THE SHELF



Annually about £250 worth of books is added to the library and as a result our stock stands at just over 6,000 volumes. This means that we have one of the best school libraries for many miles around, with a broad selection of books of which we can justly be proud. It also means that, having most of the standard works in various subjects, we can concentrate upon keeping up with new publications—by no means an easy task. Unfortunately this intention of keeping up with new books is in danger of being sabotaged by a few careless people for one of several reasons: they borrow a book and fail to return it within a reasonable period of time, thus depriving others of its use; they do not look after borrowed books (especially those in paper back editions); they insist upon marking books instead of making their own notes elsewhere; and in a few cases they borrow books and then lose them. **Please make sure that you are not guilty of any of these faults!**

The periodicals are a popular feature of the library and are most worthwhile. The librarian is now open to suggestions for new books and magazines for next year. It is not our aim to compete with the public libraries with regard to fiction books, but if there are any "interest" books which you have especially enjoyed and think that others would also enjoy, please pass on this information.

Finally, a word of grateful thanks to the group of senior pupils who have contributed to the smooth running of the library this year; your efforts are much appreciated.

H.N.B.

COUNTHILL'S PRODUCTION OF

NOAH

by ANDRE OBEY

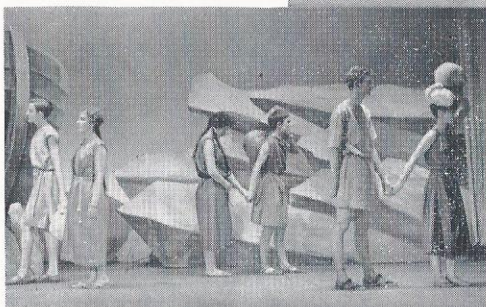
DECEMBER, 1961



NOAH—Phillip Stott



Judith Miller—Mrs. NOAH



THE NOAH FAMILY

THE CAST



"NOAH"

Andre Obey's "Noah" must rank among the finest pieces of Theatre that have been written this century. In the guise of an extremely simple story of family dissention there is hidden a wealth of thought and meaning and an excellence of drama. But these things are not immediately self-evident; they need bringing out by careful interpretation and production. This is not an easy task for a school play. However, the efforts made were well rewarded in this year's school play, produced by Mr. Kitson.

The second difficulty that was so admirably overcome was the problem of putting on a play with a cast of twelve boys. It was most encouraging to find members of forms four and five so willing to play parts which at times demanded a great deal of sensitivity, so far removed from their normal teenage experience. It bodes well for future plays. David Pilling, Alan Lees and David Lester as the three sons of Noah were convincingly argumentative and rebellious against "the old man" and their future wives played by Carol Saunders, Margaret Shaw and Dorothy Hague were right with their degree of naive wonder, girlish immaturity and easily swayed support for the mutiny. The animals, difficult enough to portray on the stage, remained credible throughout. David Shay as the Man was sufficiently wicked to make us able to understand why the Noah family were to be saved from the flood, while he and his kind must perish.

As Mrs. Noah, Judith Miller had a very difficult role. Obey never really allows her to develop an individual character and yet she must not deteriorate into a negative being. Judith held this balance very well. She was not helped in her part by being left with quite such a twentieth century hair-style.

But it is the eponymous character who must carry the real weight of this play. Good humoured, simple and singleminded, transparently honest, irascible with his family, justice personified in his decisions, above all a very **human** saint; Noah must be all these and more besides. Philip Stott played the part with such excellence and understanding that would have done credit to many upon the professional stage. His poise as an older man, his voice production and variety of tone were all splendid.

The production was rounded off with lighting and sound effects, which all added to the verisimilitude of the set which, as always, was excellent. I wonder why the producer chose to play so much of the action up-stage? In the "fishing" scene, for example, much of the viciousness was lost by not being able to see the faces of the actors.

Finally one can only be sorry that the school patronised the play so poorly. The loss was theirs, they would have spent, as I did, a thoroughly fascinating evening.

H.N.B.



ON THE MAP

This year has seen the introduction of the Geographical Association into school life, and it has been an immediate success, thanks to the time devoted by the staff of the Geography Department.

The Association is divided into a Senior and Junior Branch, both of which have attracted a good following even during the short life of the Association.

The Senior Branch has already enjoyed several successful and informative visits to Platt Brothers and Greenfield Paper Mill, and members are eagerly looking forward to future excursions. Regular meetings, covering topics on Switzerland, Austria and France, and conducted by members of the school or the staff or visiting speakers, have never failed to educate and amuse the large numbers of members present on each occasion.

This enthusiasm is not confined to members of the senior-school, and the Junior Branch is now firmly established, with the Stamp Club providing the centre of attraction.

S. MARSDEN (6Arts2)

HISTORICAL SOCIETY

It was with great reluctance and regret that, at the end of the last summer term, we had to say good-bye to Mr. A. Bradbury, valued not only as Senior History Master, but also as the leader of the Historical Society. We are indeed grateful to him for the amount of work which he put into the running of the Society. However, his place has been very ably filled by Miss Thomas, and at the beginning of the spring term we were very pleased to welcome Mr. Clayton to the Society. Thanks are due to both of them for producing many varied and interesting meetings.

The meetings have taken various forms, such as debates and quizzes, and we have also had some talks by visiting speakers. The wide range of meetings has proved that History can be a vital and interesting subject, not merely a string of facts and dates.

PATRICIA KNOWLES (6A2)

DRAMATIC SOCIETY

SENIOR . . .

In mid-February, after a strenuous week of examinations this new Society was founded. The object of the Society is to read and discuss plays, and have visiting speakers to talk on subjects of interest, such as make-up, direction and scenery.

One very successful meeting was held in conjunction with the 59' Society, when Mr. Carl Paulson, Director of Oldham Repertory Theatre, spoke about his work. At other meetings Kenneth Alan Taylor and Jean Rimmer demonstrated the art of stage make-up, and society members were able to experiment on each other with colouring, grease and powder.

Several evening visits have been made to the theatre, and two plays have been read at afternoon meetings.

The interest of the members is encouraging, and with such enthusiasm the Society should continue to flourish successfully.

LYDIA KOZIURA (IV.A)

JUNIOR . . .

The Junior Dramatic Society, although it has only been formed for a few weeks, has had many interesting meetings. These include two joint meetings of the Junior and Senior Branches, at which Mr. K. A. Taylor addressed us on make-up. On a later occasion the Junior Branch practised this among themselves and, after persistent attempts, finally succeeded in mastering the art.

At our last meeting, we read through and acted several short plays, and under Mr. Llewellyn's supervision, we have received much advice. We have discussed the factors which are of great importance in acting and have decided that voice, movement, and expression are the most important. We also agreed that costume, make-up and scenery contribute to the general atmosphere which is needed in the production of plays.

JOY S. HINCHCLIFFE (3B)

LILIAN ASHWORTH (2B)

'A MAN DIES'

(Shown in the Lecture Room, 3rd May, 1962)

This is a modern mystery play portraying Christ's life from His baptism to His resurrection, and His presence with us now.

It was written for the members of a youth club in Bristol in order to make the story of Christ relevant to them, and to show them the part we all have in this story.

The actions of the play are mixed, with a commentary from the Scriptures. The background to the actions is a "rock n' roll" group. Sometimes the commentary is in the form of songs specially written, and set in a modern idiom. The best known of these is 'Gentle Christ, wise and good, we nailed Him to a cross of wood.' The 'rock' group suggested different human needs and moods by their dancing. They rocked their way through apathy, 'What's the use, where's the point?' and 'rolled' their way through ill founded joy, 'He'll lead us to war, and set us free.'

The biblical story of temptation is merged into a film of Nazi adulation of Hitler and power. This was effective.

The betrayal scene was played to the song . . . 'he can take care of himself, I need the money . . . why should I think of his health.' A bag of money lands at Judas' feet, and it is dark.

Dive bombers, atomic explosions, the world's starving passing unnoticed are the chaos out of which Jesus says, 'Father forgive them.' Wailing voices are suddenly cut, and Christ says, 'It is finished', as in void.

Following the Resurrection Christ comes and offers the wine, which is His blood which is shed for us, and we are too much interested in the telly, the papers, fags or girls to notice Him.

We see the Church today and Peter offers communion to those who wish to take it. The film ends with a cheerful dance to express the joy of the redeemed.

The Bristolians achieved their aim. We could see through this film we crucified Christ, and that He is yet with us today.



“ TO A NUNNERY — GO! ”

Perhaps it was a curiosity aroused by last year's production of 'The Pirates of Penzance' in which the Major-General sang of a 'novice in a nunnery,' that provided us with an interest in the visit proposed by Mr. Butterworth, to a convent in Yorkshire.

Arriving at the large, old stone convent we were a little disappointed to find no high barricading walls, but many out-buildings surrounding squares of grass, and joined by picturesque covered-walks similar to the cloisters in old monasteries. The interior of the main building was very impressive, chiefly because of its large quantity of highly-polished dark wood. Two friendly nuns dressed in their dark habits agreed to show small parties round their home, leading us first up some narrow steps to a bakery where old-machinery was being employed to produce bread for Communion services. The process was intriguing, as however unscientific the machinery appeared, it was certainly efficient. The work in the next building which we visited was slow and painstaking. This was the embroidery room, where some patient nuns were quietly employed in making banners, altar-cloths and vestments from rich, heavy materials ornamented with strands of delicate gold-thread. Not far from this home of silent service were the comfortable and homely dining rooms and dormitories used by the children attending the convent's two schools. There was a small day-school for infants, but the main commission of the convent, was to provide a secure home for maladjusted girls.

We were treated with kindly consideration and enjoyed our tea in one of the guest rooms before having an opportunity to ask one of the sisters our many and varied questions, and discuss with her, her life and work at the convent. Soon we were summoned to a service in their small chapel, and were requested to be silent. The service was inspiring and the chanting of the nuns seemed to glide over the silence and peace. For the first time, the beauty of silence was realised by ever-chattering school girls, and I think we left this peaceful household more mystified by the deep impression this service had created, than by any notions of life in a convent with which we had set out.

SYLVIA BIRKBY (45c.)

Mrs. TOMS
Exchange Teacher from New South Wales



FAIR EXCHANGE ...

My first acquaintance with Counthill was per telegram: "Exchange position available, Counthill Grammar School, Oldham Lancashire. Reply immediately if willing to accept." I replied immediately that I was more than willing—and then discovered Oldham on a map.

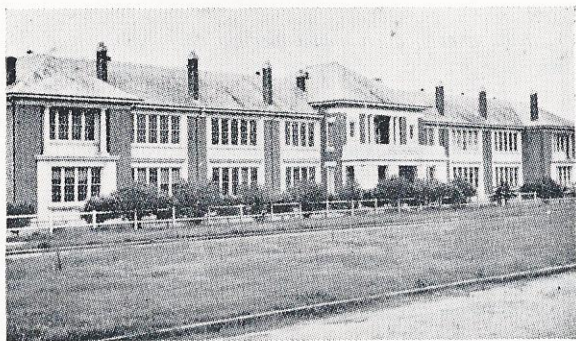
It was indeed wonderful when a dream of travelling that one has had for years, becomes a reality. This year there are, in various parts of England, Scotland and Wales, fifteen Exchange teachers from New South Wales; and if more teachers from Britain applied for exchange positions in New South Wales, undoubtedly there would be more, as it is the ambition of many Australian teachers to come to Britain to learn at first hand of the educational institutions of this country, and to visit places of so much historical and cultural interest to us of the Commonwealth.

The present tendency in New South Wales is towards the co-educational Comprehensive High School, though I taught at what we call an academic high school, Newcastle Girls' High School, roughly comparable to Counthill in standards, and with **similar scholastic attainments**.

The differences I have noted, to date, are mainly superficial. Surprisingly in "sunny Australia", girls in winter wear more traditional school uniform: black stockings, collar and tie. I appreciate the longer lunch hour (we had only forty minutes), and hot school dinners instead of sandwiches, even if it does mean that school finishes here at four o'clock instead of half-past three, as at home.

Britain is a fascinating country for Australians to visit. Above all, there is here ample evidence of a long continuity of history, a continuity that is just as meaningful to an understanding of our way of life as it is to yours. Even our industrial cities differ in many ways from yours, partly because our industrial revolution has taken place largely during the present century. Newcastle, one of the most highly industrialized cities in Australia, with a population not much greater than that of Oldham, is obviously an Australian city. Although it has its share of industrial smoke (but not smog), it spreads over a far greater area, and, because of the warmer climate as well as the greater amount of land available, its homes are mainly bungalows occupying an area which, in certain parts, extends almost continuously fifteen miles from the city. Newcastle, like the rest of Australia, has unusually clear blue skies. But nowhere in Australia are there such beautiful green fields as yours.

I hope that Miss Broadbent in New South Wales, is finding our surf-beaches and outback equally as exciting and different as we are finding England. And I hope that she is finding Australians as warm and welcoming as my family and I are finding Lancastrians.



Newcastle Girls' High School, New South Wales

DOWN UNDER

The 'Arcadia' left Tilbury, 24th December and arrived in Sydney, 24th January. Christmas Day was spent in a stormy Bay of Biscay (Yes, I was sick—but after I had enjoyed Christmas dinner). Port Said was our first trip ashore; we docked at 2 a.m., so had an incredible landing in the darkness with, it seemed, the whole population of mysterious robed and

turbanned figures emerging from the dark little alleys, surrounding us and bargaining all manner of wares such as souvenirs, live chickens, and musical-pipes. After going through the Suez Canal, we reached Aden, when the whole ship became crammed with transistors, tape-recorders, cameras, projectors—all bought at this free port with its very bleak, forbidding rocky approaches, its camels and goats all over the narrow streets. 8th January, I was just about to go swimming at Colombo, from a beautiful sandy beach, surrounded by palm trees and brilliant flowers, in a bright blue sea, when I remembered that Counthill was about to start term, in the rigours of an English winter—need I say how much I enjoyed that swim? Then on to Penang and Singapore and fascinating glimpses of snake charmers, Buddhist temples and rickshaws. The trip was and unforgettable and thrilling experience and a most luxurious holiday.

Australian High School Education is at present undergoing a radical alteration. About four years ago, there was a move towards comprehensive and co-educational schools and a breaking-down of the selective system. This year, this trend is being intensified, and other alterations introduced. The school I am in is new—the J. J. Cahill Memorial High School, opened in 1961—and very progressive, so I am clearly seeing this transition taking place.

At J. J. Cahill, there is an eight-period day; school ends at 3-30 p.m. All the children are graded, according to ability, in each individual subject, so there are no forms. Instead, there are 'pastoral groups', which meet for roll-call each day at 3-30 p.m. and have discussion meetings twice a week, with a teacher as a sort of guide, philosopher and friend! On Wednesday afternoon, the whole school has sport: each child choosing from a wide variety—swimming, fencing, tennis, cricket, hockey, soft-ball, basket-ball, squash, archery and, for the boys, Rugby League, Rugby Union and Soccer, also. You will probably be highly amused to know that I go with the swimming-group, which consists of about two hundred boys and girls and twelve staff.

As you see, Australian schools are rather different from English schools—and life in Australia is very different; because of the weather it is much more out-of-doors. But the people, in spite of a much more relaxed, casual manner, of intriguing language differences and of being much more cosmopolitan (in one of my classes, for instance, there are Australians, Scots, Dutch, Italians and Chinese) are not, I think, fundamentally different; they are certainly very kind, friendly and helpful to a 'pommy'.

An exchange year to Australia, then, in my opinion, is an invaluable and most happy experience, especially when topped, I hope, by a return trip across the Pacific—around the world, though not quite in eighty days.

Miss BROADBENT

ARMGARDT LINSE



GERMAN EXCHANGE STUDENT

In September last year, we were asked whether somebody in our school was interested in staying in England for three months. I was interested, obtained permission from my parents and sent in my name. For a long time I heard nothing. Finally I received two letters, one from Madeline Bithell and the other from Kathleen Pickerill with whom I was to stay in England, and I knew then that I was able to come to England, to Oldham and to this school.

I made the journey in a group of about 25 boys and girls, and went by train from Stuttgart, via Ostende, Dover and London, to Manchester.

The day following my arrival in Oldham I came to your school and if you ask me what I thought about it I must say that some things such as school uniform, assembly and school dinners were strange for me, because we have none of these things in Germany. German pupils, I think, have more spare time during the week than English pupils have, and the stress does not lay so much upon the week-end as it does in England, because we have to go to school on Saturdays.

The English are well-known as reserved people but I could not find this. They received me very kindly, took care of me and let me share in their family and daily life.

I should like to thank all those who made my three months here possible and who made me feel at home.

ARMGARDT LINSE

MY THREE MONTHS AT A GERMAN SCHOOL

At the unearthly hour of six o' clock in the morning Barbara, Renate and I (in that order) used to get up for school. Forty minutes later, we left the flat and walked to the bus-stop in the middle of Gerstetten. Since Gerstetten is only a small village (pop. 5,000) we used to travel 14 km. to school every day.

Heidenheim is a town situated in the Swabian Jura, in South-west Germany. It is not particularly famous or important, but to me, a child of the industrial city, it is a wonderful town. Heidenheim is a strange combination of the old and the new. On the outskirts of the town stands the castle, the "Schliss Hellenstein" and, as a contrast to this, inside the town we find the modern shops and the new buildings of which our school was one.

"Die Hohere Handelsschule" is the commercial school which I attended for thirteen weeks. The pupils study 14 subjects, and English is compulsory. I only studied seven, namely: English, French, German, Geography, History, Religion and Cookery (oh dear!).

Lessons began at 7-30 a.m. and continued until 12-10 from Monday to Saturday. In addition to this we spent three hours on Monday afternoon doing cookery and on Friday playing games.

At Whitsuntide we had a week's holiday, and it was then that we visited the Bavarian Alps, Lake Constance and Austria. Before I came home I also visited Stuttgart and Ulm.

All too soon it was time to return to England, and when the time to leave had come, I was sad, because I had been so happy with these warm-hearted people, these "strangers" who had taken me into their home and into their hearts. I hated saying 'good-bye'—but of course it was not good-bye it was, Auf wiedersehen—bis zum machsten Mal.

CAROL WOOD (6A.2)

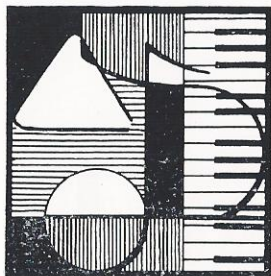
CREATE

Why be you like pebbles on a beach of
pebbles?
Like a corpse, motionless, bleeding.
Death creeps over you. Welcome it not.

Smouldering mass : awake!
Throw off the sterile sleep which lies
Heavily on your mind.
Cast away the trivial pleasures in which
you crawl.
Rejoice in the work of the Few whose
inspirations
Drive them to creation. Open your mind,
And, when filled with love or hatred and
with deep desire,
Create, oh create with fiery passion.
Thus becoming individual.



K. WHEATCROFT (45c.)



KEEPING TIME

This year has been another busy one musically, and it has been increasingly difficult to find the time to fit in all the activities. This is particularly true with regard to instrumental music though many of the players have persevered.

Last June, the Senior Girls' Choir did well to win the first prize at Lytham St. Annes Festival, especially as it was their first appearance there. In October they came third at Blackpool in a tough contest. The Boys' Choir, which this time contained senior as well as junior boys, gained a second prize, and the Recorder Group once again brought back the first prize.

In the Autumn Term, the choirs also performed at Speech Day, and at two Carol Services. The first of these was for the Oldham Service of Youth, and the other, the annual school service in the Parish Church. It is a pity that so many senior members of the choir miss this service because of postal duties.

A large amount of time has been spent preparing the performance of the "Messiah", which took place on Tuesday, March 20th. A choir of over eighty singers was assisted by the orchestra of the Northern School of Music, Manchester, and by visiting soloists, Alfreda Hodgson, John Hughes, and Albert Haskayne. Marjory Leece, an ex-pupil of the school was at the piano. Special praise must go to Sylvia Birkby (4Sc.) for her performance of the soprano solo, but the choir as a whole sang wonderfully well. A second performance was given at Cross Street Chapel, Manchester, with the Manchester Philharmonic Society on Thursday, March 29th.

Next term it is hoped that the recorders will go once again to Blackburn, and the choir to Lytham.

It has been most gratifying to find so many pupils will give up so much free time for music practices. I hope that a large number will continue to do so when they have left school. Choral groups and Operatic Societies, as well as instrumental groups, badly need support from young people.

A. J. COWELL

BRIDGES SAFELY CROSSED

Created in London, first heard in Dublin, Handel's MESSIAH is, these days, nowhere more lovingly adopted as their own than by the counties of Lancashire and Yorkshire, where professionals and amateurs perform it regularly each Christmas and Easter.

The Music Society of Counthill Grammar School, which stands high above Oldham, where the Yorkshire winds trespass into Lancashire, combined with guest soloists and the Orchestra of the Northern School of Music, Manchester, to present an abridged MESSIAH, which, as the Society's first sizeable venture, was encouragingly successful.

FULL CONTROL

Mr. Alan Cowell's baton maintained a decisive, sensitive control throughout the evening, avoiding the drag and over-emphasis from which oratorio at times suffers; and although occasionally his youthful choir were apt to sing with heads bent towards librettos, the diction was generally good, with excellent tone, the male members offering in quality what they lacked in quantity.

Of the visiting soloists, Mr. John Hughes's velvet but clear tenor was a joy to hear. Miss Alfreda Hodgson (contralto) sang with a smooth warmth, and Mr. Albert Haskayne, in spite of an edge to his voice which made one suspect throat trouble, brought a dramatic sincerity to the bass arias. Miss Sylvia Birkby, a pupil of the school, who sang the soprano arias, possesses a voice, as yet small, but of a true lyric sweetness.

The Northern School's Orchestra, led by Mr. Paul Buxton was always responsive to Mr. Cowell's direction and, as usual, played well. Behind the raised choir, a most effective background displayed the vista of three illuminated crosses and a host of laudatory trumpets.

From a Correspondent

"Times Educational Supplement"

—6th April, 1962

THE BLIZZARD

Counthill Road had ceased to exist that turbulent morning. In its place was a stretch of wind-blasted, grey snow in the half-light. Lamp posts and fence posts had a white stripe down one side—the side facing the wind.. Huge drifts were banked up, like waves about to break on the sea shore, with fine spume-like particles of ice blowing from their crests. The snow was blowing about, never seeming to settle anywhere. There was little colour, except the greyness which seemed to be everywhere.

Exposed flat stretches of ground had hardly any snow on them, for it had been whisked away as soon as it landed. The wire netting round the courts was wire no more, but white lace, and whisps of snow scurried across the tarmac, twisting and eddying.

Counthill stood out at the top of the hill. The shrubs by the side of the drive shivered in the wind, and fine snow came off them. Each leaf was delicately touched with greyish white.

A drift was piled up near the railings, and seemed ready to tumble into the clear yard nearby. As the school door was opened, the snow-bearing wind rushed through and the door had to be pushed shut. Once inside, the wind could be heard howling round the walls, as if expressing its fury that it could not get in.

It could not, and it was warm inside . . .

C. JENKINS (2B)

THE GYPSY

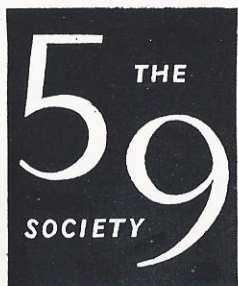
Along the road the gypsy rides,
Lurching van so gay and bright;
The faithful mare, with all her strength,
Pulls on into the night.

The lonely road seems endless,
And dark the shadows loom,
As gypsy, horse and caravan
Mingle with the gloom.

Soon the wayside camp is made
And what they have, they share;
Then slowly, slumber claims them both,
And each is lost to care.

At last the grey skies of the east
Proclaim another day;
Then beast and man and caravan,
Pass slowly on their way.

L. BARROW (4Arts.A)



THE '59 SOCIETY

Since its formation, the '59 Society has gone from strength to strength in school life, and the number of members is rising steadily.

The varied meetings, which have on the whole been well attended, included an inter school debate with Greenhill Grammar School, at which a very lively argument took place.

The film "Tiger Bay" was shown to the society, and afterwards everyone went home having been deeply moved by it. Another film, shown recently, was called, "The Cuban Revolution" and was lent to us by the Oldham Communist Party. It is now hoped to show a film from the American viewpoint which we are sure will prove just as interesting.

A particularly stimulating meeting, held jointly with the Christian Union, was attended by Alan Wicks, who spoke to us about "Church Music". This meeting was very interesting and amusing, and promoted many questions from the members.

Other meetings have included a forum on school life, an enjoyable debate concerning the immigration of the Irish, and a visit from Mr. Carl Paulson, director of the Oldham Repertory Theatre Club.

All these meetings have been successful in achieving the aims of the Society, which are; to encourage thought, discussion and argument, and we are sure that this success will continue in the next year also.

CAROLE COLEBROOK (6A.2)

DOUBLE DOUBLE, TOIL AND TROUBLE

The Young Alchemist Club was formed by Mr. Shaw primarily for for the benefit of the first and second forms. Chemistry is concerned with the composition of bodies, and with the change in composition they undergo in certain conditions. Analytical chemistry deals with the methods of separation of purer substances from mixtures, of elements from compounds, and with their estimation. It also deals with the combination of atoms, and the arrangement of atoms in a molecule.

The meetings of the Young Alchemist's Club are usually held at 12.5 p.m. on Tuesdays in the Lecture Room, when slides are shown illustrating the manufacture and composition of various articles, including household goods. A recent club meeting was concerned with Radio-activity.

VALERIE BENSON (2A)

BRADFORD COLLIERY

On arriving at Bradford Colliery, Manchester on Thursday 22nd March, 1962, the school party, consisting of twenty boys, Mr. Baynes and Mr. Carre, was welcomed into an assembly room by three miners, who were to be our guides. We were each issued with a miner's helmet and a leather belt and after changing into overalls or old clothing and being shown how to carry an accumulator and miner's lamp, we all assembled at the pit-shaft. Twenty-five of us packed into a tiny cage and descended 789 yards to the first level of the mine.

We emerged from the cage and entered a well-lit, sandy tunnel where we each had our lamps adjusted by two miners. From here we proceeded through an air-lock and approached the coal-face, situated at Ashton Moss, after a train journey, during which we left the well-lit area. We left the train at a "station", and trudged off on foot.

Then we hit it: coal! We ascended a 1 in 2 slope, where men were loading a conveyor belt. At the top of the slope the guides led us through a hole in the tunnel-wall. This was the coal-face! By this time, we were on our hands and knees, as the seam was barely three feet high. Here we actually saw the coal being cut. A large machine, clinging to the roof and floor, crawled up and down the seam close to the wall, slicing off coal, which was carried away by a conveyor belt.

We eventually finished our seemingly never-ending journey through the seam and, apart from our faces being as black as the proverbial coal, everything was well. We made our way back to the main building at ground level, everybody in agreement that miners deserved their money for enduring such conditions for seven hours at a time. Everyone had a hot shower and soaked for about fifteen minutes. Divine!

After dressing, we returned to the assembly room where we each received refreshment and, after thanking the guides for an entertaining visit, we returned to the coach and on the journey home, we discussed how our outlook had been broadened by this unforgettable experience.

J. COUPE (6Sc.2)

Fourth form boys building
a model church in the Art
Room



TO SUIT YOUR
PALETTE

ART CLUB NEWS

Once again we must thank Mr. Edward Anthony for yet another gift of £7. His generosity is greatly appreciated by the club.

This made possible another inexpensive art club trip. First and most important stop was at Chatsworth where the numerous treasures of the house—Gibbon's carving, Rembrandt's portrait, Tijou's iron-work amongst them—stimulated much interest and comment. The wonderful gardens provided an ideal background for picnic lunches, particularly as the weather had improved and soon we saw the sun for the first time that day. After an abortive attempt to reach Trentham Gardens in the afternoon—the coach driver lost his way—we had a circular tour of Derbyshire and finished up at Buxton for tea.

The main outside activity this year was the decoration of the Oldham and District General Hospital Children's Ward at Christmas. Members of the club worked hard designing three-dimensional mobiles which hung from the ceilings of the wards.

The Senior members of the club spent a very interesting and informative afternoon viewing a collection of prize-winning exhibits from the John Moore's exhibition.

'Noah' provided a lot of work for art club members. As usual, despite a few trade disputes, stoppages and sackings, the scenery eventually materialised and justified all the hard work that had gone into it.

At the time of writing we look forward to the House Art Competition which will be part of a House Arts Festival scheduled for the end of term.

K. M. JOHNSON (President)



Counthill Art Students packing Christmas Decorations for Oldham and District General Hospital, Children's Ward.

IN PERSPECTIVE

"... The great danger is that in the rush towards greater scientific development and industrialisation, a number of vital and essential values will be discarded. I am thinking of those values which put a premium on individual effort and achievement, upon doing things for the sheer joy of it, upon maintaining the realisation that inner serenity is more important than a larger refrigerator or an automobile." Dr. E. Ziegfeld, president of INSEA (UNESCO's International Society for Education through Art).

An art department plays a vital part in the life of a grammar school, not just as a sequestered retreat in the hurly-burly of examination time-tables and mock G.C.E.s, but as a positive force in the educational process. Its main function is to provide the outlet and the means for a student to exercise his imagination as well as his intellect, to sharpen his perception as well as his pencil, to quicken his sensibility and to develop skills beyond those of factorising, analysing and memorising. It allows a student to discover and develop his own latent creative ability and to show that, indeed, every man is a special kind of artist and not the artist a special kind of man.

Art points to horizons beyond those scanned by tame satellites or calculated by computers with high I.Q.s. It holds values that are often ignored in the mad scramble to gain a foot-hold in a society which finds difficulty in scraping together the price of a Leonardo cartoon. If a grammar school art department enables even a handful of students to glimpse those horizons or to cherish those values, it is succeeding.

A.T.

THE MYSTERY OF TOLLUND MAN

Peat-cutting in the Danish bogs frequently brings to light objects which have lain hidden for centuries. Many treasures of Danish antiquity have been found in this way and are believed to have been deposited there as offerings to the gods. Some time ago, about forty human bodies, dating from pre-Christian times, were found in the peat-bogs.

One of the best preserved and most thoroughly investigated bodies was brought to light in May 1950, in the course of peat-cutting in Tollund Bog in Central Jutland. Upon examining the body, archaeologists believed that the man had been the victim of murder. They established that the crime had taken place perhaps 2,000 years ago.

The Man's face was extremely well-preserved and expressive, as if he had just fallen asleep. He lay in a curled position as though sleeping. Only the dark-brown, leather colour of his body showed his age.

Thus he had lain for centuries and been covered by successive layers of peat. A rope formed of two, smooth, plaited leather thongs lay in a noose round his neck, pulled tight and choking, with the long, free end lying along his back. On his head he bore a skin cap, sewn together from eight pieces of leather with the fur inwards, and fitted with a chin-strap. It was obvious that this man had been hanged and deposited in the bog.

Human sacrifices were offered to the gods in Scandinavia right up to the introduction of Christianity about A.D 1,000. In ancient times, hanging was not considered a dishonourable death, based on the fact that hanged men were sacred to Odin, the wise, one-eyed god, one of the chief gods of the close of the heathen period.

Tollund man and other similar bodies in the bog are believed to have been sacrificed in connection with the great spring fertility festivals.

The strange circumstances in which the Tollund man was found give us a glimpse of a remarkable religion. He may well have been an offering to the gods to bring fertility and fortune to his fellow-men. Indeed, the old gods certainly did not leave him to the scientists of today without exacting their price. While the Tollund man was being lifted from his resting place, one of the helpers suddenly, mysteriously was struck down by heart failure.

ANN JACKSON (5B)

IN THE PICTURE

The popularity of the Photographic Society seems to have decreased since some of the staunch members left school, including a keen photographer, Mr. Barber.

However, much processing work still goes on in the darkroom, for all the photographs in this issue have been produced by the society and many passport photographs have been taken and sold. Some excellent studies of the school play "Noah" were made and offered for sale.

Earlier in the year a few of the more popular and instructive film strip lectures were repeated, reminding us of the common mistakes in portraiture and in taking outdoor scenes. We have now a fair stock both of lectures which have been sent to us and of copies of the weekly "Amateur Photographer," for reference.

If all those people who 'carry a camera' were to join the society to learn more, then it would most certainly flourish.

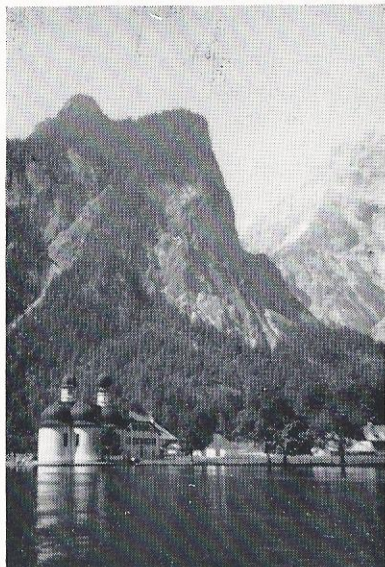
FEBRUARY

The oaks droop
like great birds
with water-laden wings.
They cling tenaciously
to faded laurels
of their autumn splendour . . .
regretting.

The sodden sky droops
and cold tears
water the soiled snowdrifts
of January,
as clouds remember Summer . . .
regretting.

A bent old woman
waiting for the 'bus
draws her shabby cloak
against the rain,
droops and meditates
on her faded youth . . .
regretting.

HILARY WILD (5G)



KONIGSEE

GERMAN SCHOOL TRIP

A mixed party of excited juniors and complacent seniors left Manchester Central Station on the 1st of August, 1961 for a tour of Holland, Germany and Austria, under the supervision of Mr. Kitson, Mr. Shaw, Mr. Brereton and Miss Thomas.

We disembarked at the Hook of Holland and enjoyed our first continental breakfast. After the meal we met our courier who became known as "Mickey" and our coach driver Hank.

The journey through Holland was made in rainy weather but was nevertheless, interesting. However, the sun shone as we crossed the border into Germany. One of our first stops in Germany was made at Bad Nevenahr, a fashionable spa, where a small party of boys was conducted round a typical wine cellar of the district. The night was spent Koblenz, in the fashionable Hotel Brenner.

On Thursday we continued our journey following the course of the Rhine and stopping at Mainz and Heidelberg. The night was spent at Ulm. Berchteogaden was reached the following night and we found our hotel in the village of Konigssee.

From Friday to Monday we resided at Konigssee, passing the time in visits to Saltzburg, St. Wolfgang (the setting for the White Horse Inn musical) and to the Grosslockner Pass and Glacier.

On Tuesday it was with regret that we left Konigssee and made our way to Munich. In the afternoon we travelled through several picturesque towns, for example, Dinkelsbuhl (renown for its medieval type of construction) on the famous German Romantic Road. The night was spent in

the ancient, walled city of Rothenburg and on the following day we continued our journey via Wertheim and Frankfurt to Wiesbaden.

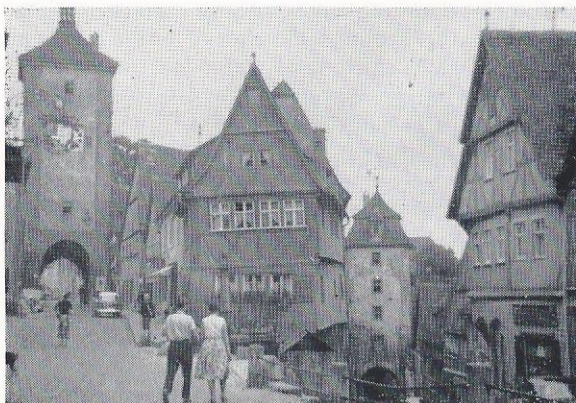
Our first call on the Thursday was at Cologne, famous for its cathedral and perfume. Continuing our journey, one of the most moving places we visited was the cemetery of many British paratroopers at Arnhem.

After recrossing the border into Holland we proceeded to Rotterdam our last stop before re-embarking at the Hook of Holland. We awoke next morning to the grey skies and drizzle of Harwich—a marked contrast from the typical continental weather that we had experienced.

The members of the party wish to express their gratitude to Mr. Kitson and all members of staff concerned, for a pleasant, enjoyable tour.

D. GERALD KERSHAW (6A.2)

LESLEY KERSHAW (6Sc.1)



ROTHENBURG

SOLUTION TO CROSSWORD

Across—

1—VENICE; 5—INK; 7—YETI; 8—AGE; 9—SAD; 11—SEVEN; 14—ROME; 15—ERA
16—TV; 17—RIB; 18—DOE; 19—CHINA; 21—ZOO; 23—PORT; 24—LOT
26—AMOK; 27—HE.

Down—

2—ESPARTO; 3—IDA; 4—EYES; 5—IT; 6—NIGERIA; 10—DOVE; 12—VERNAL
13—NAB; 18—DIN; 19—CORK; 20—HOT; 21—ZOO; 22—ATE; 23—PM; 25—OH.

WATER

Its importance to civilisation

In the news earlier this year was Manchester's proposal to utilise water sources at Ullswater in the Lake District, to supplement water supplies to the city. Water is topical only at times of shortage, but yet throughout time, water has been equated with civilisation. Indeed, human communities have flourished only where water was available: yet problems of incrementing water supplies throughout the world exist today through no real effort to solve this need.



Water, a substance embodying remarkable chemical properties, is the life-blood of many huge industries which "soak up" water at a colossal rate daily. So it is that large cities, centres of industrial activity, have to seek additional supplies farther afield to quench this industrial and household thirst. To expand upon the importance of water to industry are these examples: one ton of steel requires 250 tons of water for its manufacture, a paper mill utilises 100,000 gallons of water for their manufacture. Yet, to the uninitiated, water is a cheap commodity easily obtained and its importance is never fully realised.

But the real problem lies in the lack of water sources to supplement the natural sources liberated from that relatively unknown domain to man—the sea—by the sun. This supply of water represents no great technical or engineering difficulties, and all is well as long as nature is kind and provides an adequate supply. The fact that more than a month without rain puts many parts of this country alone in serious water-shortage, is a failure, not of nature, but of the community. Elsewhere in the world, where the natural sources are quite insufficient, every drop of water is counted precious, and large arid areas prevail, so denying available land to the ever-increasing world population.

Three times the area of the land masses is covered by water—useless to man in its natural salt state—practically all of this being contained in the seas and precipitated back to earth as rain. It seems that no alternative source is contemplated and this appears to be a reflection of man's priorities: today it seems of fundamental importance to man's (should I say some men's) prestige and glory to conquer the forces which chain him to his natural habitat. Large sums of money, countless hours and intense effort are allotted by the world's major powers to achieve this end. Yet in time man must come down to earth and deal with the apathy surrounding such problems as adequate world water reserves, and thus developing arid lands, since this is of fundamental importance to all.

DEREK HILTON (6Sc.2)

A LOOK AT LIFE

The Biology Society has become a regular institution, in spite of the departure of our President and instigator, Mr. Griffiths and is continuing to meet under the guidance of Mr. Butterworth.

Since the trip to Windermere was such a success last year the society is organising a similar trip this year. A little more support and enthusiasm at the meetings, especially from the junior part of the school, would be appreciated.

Earlier this year we had a visit from Mr. Griffiths who is now a lecturer at Southport Technical College. This term we anticipate a visit from a surgeon at the Infirmary who plans to show us filmed reports of various operations. We hope that there will be a good attendance at future meetings and that they will prove both interesting and informative.

GLENIS FIELDING (6Sc.2)

LA PLUME DE MA TANTE

The teaching of modern languages in schools is even more important nowadays, when Britain is contemplating entry into the Common Market, than fifty, or even twenty years ago, when this country was comparatively insular. The teaching of languages helps to improve trade and relations between countries, by encouraging the inhabitants of different countries to appreciate each others' customs; this, in turn, leads to greater cosmopolitanism, and a swing away from narrow, nationalist ideals.

Pupils who are acquainted with other languages, because of their opportunities for comparison, are better able to appreciate and to criticise their own language.

Men and women with a knowledge of modern languages are better equipped to lead fuller lives, in that they can converse and exchange ideas with foreigners and, for this reason, are more likely to embark upon interesting and absorbing careers.

However, perhaps the most important reason for learning modern languages in schools, is that, in effect, they are on a parallel with science subjects, for they aid progress and, therefore, should appeal to young people.

THERESA JONES (IV.Arts.A)

PRINTING A NEWSPAPER

Before the newspaper can be printed, the news itself goes through many stages. It has to be brought in by reporters, telegraph and telephone, is then edited, allotted a space in the paper, and set up in type.

Photographs for the newspaper are brought in, and re-photographed by a large camera, which produces a picture block.

The type-setting is done on a linotype machine, which is worked by striking keys as on a typewriter. At first it sets up moulds of the letters required, and then at the end of each line, it pours molten type-metal into the moulds so that the printer has a whole line of type in one block. The moulds are then returned to the machine by the operator for further use.

Then, the photographs, the type block, and the all-important advertisements are made up into pages; each page being assembled in a heavy metal frame called a "chase". A "chase" with all the type properly arranged is called a "forme". The "formes" are then sent to the foundry to be "stereotyped".

First of all in this process, a sheet called a "flong" is prepared by sticking together several pieces of a special tissue and blotting paper. This is laid onto the "forme" and beaten onto the type with a stiff brush. The whole is then put into a hydraulic press, which forces the flong into the cracks and crevices of the type, at the same time compressing the flong into a strong sheet. When it is taken off, it has a complete page imprinted in it. Next, molten type-metal is poured onto it and so a single plate of metal type represents one page of the newspaper. This plate is then bent into a semi-circle, with the type on the outside, and bolted to a drum in the printing press. The other half of the drum contains another plate representing another page.

The printing can now begin, and the machines are fed from a huge roll, with the blank paper passing between two drums. The ink is fed through automatically and is printed simultaneously on both sides. The machine cuts, folds and counts the papers as well as printing them.

The newspapers are then sent out for delivery to the homes of thousands of people. Some newspapers have a daily sale of more than one million.

D. FERGUSON (4Arts.A)

HOMERTON

When I knew that I had been accepted at Homerton I was told how fortunate I was to be spending three years in Cambridge. I soon realised why everyone loves the river and the colleges in all the splendid beauty.

Homerton College is about a mile outside the centre of Cambridge and this, of course, is why a "bike" is an absolute necessity. Most of the students live in college and have single-bed-sitting rooms, as I do. The college is situated in its own lawns and playing fields and has two new buildings: one block of lecture rooms and a new science block which was opened at the beginning of this year.

There are about three hundred students here at present, although this number will increase next year when the first full third year course comes into effect. In the first year three of the sections do a primary course and will be able to teach children from 5 to 11 years of age; this is the course that I am doing. The other two sections do junior or secondary science course.

My course is a very general one. I have found the work we have been doing in needlework, pottery, sculpture and music most stimulating after having concentrated on an almost wholly academic course at school. In the second and third year two subjects are chosen and taken to the student's own level.

Both arts and science specialists have had their outlooks broadened by a 'twentieth-century course' including lectures ranging from nuclear physics to modern architecture.

Students come from all over the country and from as far away as Thailand and British Guiana, so we have much to give to each other. Friendships soon grow, especially over coffee, or at tea time.

The introduction to the mystic art of teaching has been gradual; we have been teaching in Infant and Junior Schools one day each week during these first two terms. There is a good deal of out-of-lecture work and lesson preparation, but most people seem to be able to plan their time so as to include society activities. We are beginning to realise how privileged we are to be able to take part in university societies and to hear the eminent speakers of our day.

VALERIE ANDREW
Homerton College

SPORTS — 1961-62

FOOTBALL 1961-62

We have again had a very successful season due to an excellent team spirit. A sound defence, with Tierney supreme in goal and Barrott consistently strong at centre half, has kept opponents scores down; and a clever attack, with Vincent as the main striking force, has kept opposing defences at full stretch. Marsden has done much sound work in attack and defence; his heading particularly is of a high order. Newcomers, Salisbury, Ogden and Smith have fitted in and shown promise of greater things next season.

Our record for the season is :

Played — 22 Won — 18 Drawn — 1 Lost — 3

The U/15's team finished a good season by winning the Athletic Cup, defeating Derker in the final by two goals to one. These boys played really well all season and fully deserved their success.

The U/14 and U/13 teams lost consistently, but at least they showed plenty of enthusiasm.



The successful
1st XI 1961/62



The U, 15 XI
Winners of the Athletic Cup

CRICKET 1961

Although we were again baulked by inclement weather, the 1st XI did manage to complete four fixtures.

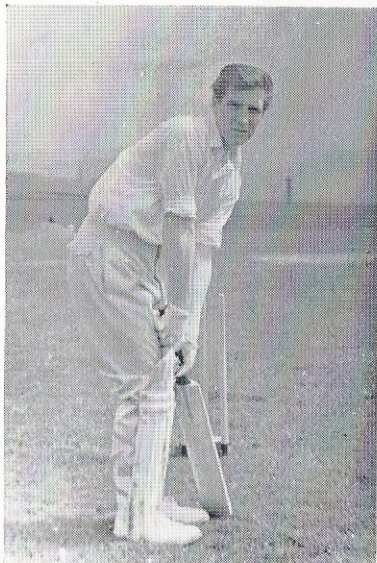
New Mills—Away We drew this match thanks to a fighting 51 by Bob Barrott.

Derby School, Bury—Home School won in a very low scoring game by 30 runs to 26.

New Mills—Home Rather surprisingly, we lost this return game easily, though the weather was kind on this occasion.

1st XI Cricket Team
Season 1961





Belfast Royal Academy

Mr. Reid arranged this match against B.R.A., who were in Oldham on a short tour. Maxon guested for us against a side traditionally strong — but the weather was terrible. However, the 1st XI batted extremely well to reach 78 for 9, and when 4 p.m. came, we had the visitors in trouble at 37 for 8, but the match finished in a good draw.

R. BARROTT
School 1st XI Cricket Captain

ROUNDERS

The U/14's team played eight matches but the U/15 and Senior teams each played only four, as many schools now play only junior rounder matches.

On the whole the fielding was of a good standard but why are Counthill girls unable to hit a ball? Hitting must be practised and practised. A team cannot win a game by fielding superbly, if there is no-one to hit the rounders. The team did however win some of their matches—but also lost as many!

House Rounders—Junior—LEES
Senior—Cancelled—Rain.

HOCKEY

Again the inevitable rain has been a prominent factor in considerably minimizing the number of hockey matches to be played this season and persistent cancellations have even emboldened the 1st XI to play two of their matches in heavy downpours, regardless of the consequent need for showers and the resulting bedraggled hair.

The 1st XI, winning three of their five matches, have now achieved the necessary team spirit and co-ordination which was previously lacking; a fact confirmed by their convincing successes over Hathershaw and Greenhill teams.

The U/15's, however, have not met with equal success, and have so far only managed to draw two, and lose three of their five matches.

The Staff Hockey Match was customarily held towards the end of March and, needless to say, evoked much enthusiasm from spectators and players. Mr. Humphreys and Mr. Clayton made momentous debuts to the annual match by each scoring a goal and the result was the usual victory for the staff.

H. CLARKSON (6A.1)

NETBALL

The very poor condition of our own courts has meant that we have been forced to play all our matches away this season. Despite this slight disadvantage most of the teams ended the season with creditable records, and Colours have been awarded to Valerie and Linda Bottoms.

Of the 11 matches played, the 1st Senior team won 8, drew 1 and lost 2. The U/14's ended an equally successful season with a similar record.

The 2nd Senior team, playing quite well together, won 4 matches and lost 4.

Unfortunately, the U/15's did not have a particularly successful season, winning only 3 of the 11 matches.

We extend most sincere thanks to Miss Hardie for the patience and effort she has displayed in the training of the teams, and also for all the time which she has devoted to girls' sport in the school.



1st Senior Netball Team



U/14 Netball Team

ATHLETICS

The school sports were planned for July 15th—St. Swithin's Day. Unfortunately the weather was true to the legend and the rains came down. However, it did not rain for forty days and we were able to hold the sports on July 18th. Conditions were by no means excellent, but the enjoyment of the occasion was not marred and there were some good performances for the athletes. The winning house was VINER.

Individual Awards

'Edith Wigglesworth Cup'—Norma Butterworth, Susan Knight.

Middle School Champion—Christine Doherty

Junior School Champion—Ann Craddock

Senior Boys Champion—R. Barrott.

Middle Boys Champion—J. Murray

Junior Boys Champion—I. Whitehead

The Inter Grammar School sports were again held at Hathershaw. This year our team had been training hard for a longer period of time and put up some very good performances on the day. The only people who let the school down were the spectators, who hardly raised a cheer. However, after a very friendly competition, Counthill (Boys and Girls) were the winners of the shield.

At the county sports at Blackburn, the Counthill contingent performed creditably in spite of torrential rain. Marsden was second in the Intermediate Hurdles and was chosen for the Lancashire v. Cheshire match; Durr ran very well in the 440, but failed to reach the final.

TENNIS

The 1st tennis team had a fairly successful season. They won five of the matches comfortably and lost the other three by very narrow margins. This was indeed promising as three of the first VI were only members of the fourth form.

The second team, several of these also fourth form girls, played well and won half of their matches. With so many young players, we should certainly have the makings of a good team for next season.

House tennis champions — VINER

SWIMMING

One sports event which rain cannot stop is swimming. Again for the second year, mixed sports were held and proved enjoyable to spectators and competitors. The standard of swimming was higher than last year, particularly in the senior section, and we hope that this progress will continue.

LEES house retained the shield, but they were given a very hard fight by HANDLEY, who finished only four and a half points behind.

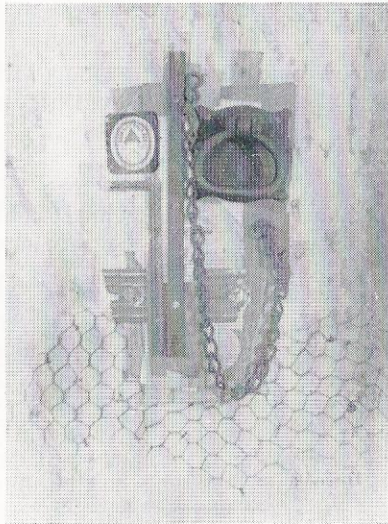
Awards by the Royal Life Saving Society, January 1962 :-

Instructress' Certificates—4

Hazel Clarkson, Margaret Pickford, Barbara Quail, Avril Wood

Award of Merit—1 Barbara Quail

Bronze Cross—7 Bronze Medallion—18



PICTURE OF THE WEEK

A controversial Picture of the Week

"SLUM WINTER, OLDHAM"

by K. Wheatcroft, IV.Sc.

HOLDING UP THE COLUMN

Few reporters can honestly say why they chose their job. The fact is, that so few really know, but most agree that the "bug first bit" when we realised that we would need a career which would not entail maths, and to one who still cannot add his expenses accurately first time, this theory seems as good as any.



But equally, few reporters would ever leave the bright, brash and breezy newspaper world. As a career, journalism offers facets found in few other followings, and without blowing my own trumpet too much, a reporter needs qualities (is that really the right word?) that are not demanded by most other jobs.

True, educational qualifications do count, and soon they will be counting even more, but the reporter must be proficient at more than the two r's (exclude 'rithmetic); he must know shorthand and law, as well as a dozen and one other tools of his trade.

Among these he must have that happy knack of getting along with people of all types and making a wide circle of contacts, whom he can approach for information.

One of the first lessons that a young reporter learns is that this world is not the land flowing with milk and honey as it seemed to be before he left school. This is probably the hardest of all the hard and harsh knocks he will take. He will soon learn the difference between "deadlines", "bylines" and catchlines", and what is meant by "intros" and "leads" and "front page leads" and "single column blocks", but even sooner he will realise that the glamour that is supposed to surround a newspaper is a thin veneer indeed. Concealed beneath is the daily routine which keeps the presses rolling.

There are courts to be covered, calls on public services to be made, and committees to attend as well as dozens of smaller daily jobs. But sometimes, these oysters of news disguise a pearl and he must spot it.

The common round, the daily task, make most of his day, but he will find himself on his way to a gem of a story when it is up to his own ability and he is in a race with the clock. And then, perhaps comes the thrill of seeing his own work in print on page one.

A good reporter is always prepared for the unexpected. Big news gives no warning, and the reporter must always be ready to meet it when and where it breaks. As a matter of habit he carries a notebook and pencil in his pocket, and often four pennies for a telephone call. In Oldham, staff reporters are expected to turn out at night if called. It rarely happens, but have you ever leapt out of a warm bed on a cold night to a fire bell?

Reporters often miss meals and stay up for their jobs, but on a first-class story, such mundane matters take second place. Someone once said that the industrial disease of a reporter is his stomach ulcers.

Working in a newspaper office, he is one of a group of interesting people with whom life is rarely dull. They are the beginning of a team geared to produce a newspaper at the same time every day, who, in the collection of that news, will be faced with many varied situations ranging from gay and humourous to the heart-rending and pathetic.

Reporters are often supposed to be souls without souls, hard and factual behind the secure anonymity of the Evening Edition. Most people never realise that they are, to use the word in its broadest sense, human beings.

RAYMOND LITTLE
Oldham Chronicle

EX-STUDENTS NEWS ITEMS

MARRIAGES

Maud Collis, Secretary of the ExStudents' Association, to Edward C. Bradbury, on June 24th, 1961 at Saddleworth Church.

Margaret Henthorn to James C. Taylor, on August 19th, 1961 at St. Mary's Parish Church.

Beverley A. Fantom to Brian Moseley, on September 9th, 1961 at St. Thomas' Church, Moorside.

Patricia Easey to Philip Stansfield of Sheffield, on August 19th, 1961 at St. Paul's Church.

Sandra Christine Broadbent to Paul T. McCabe, on May 3rd, 1961 at St. Thomas' Church, Moorside.

Marian A. Hanley to Allan Humphries, on September 2nd, 1961 at Beulah Baptist Church.

Alan Law to Norma Kay, on May 27th, 1961. Both were serving in the Oldham Police Force at the time of their marriage.

DEATHS

Norman North Lucas, June 16th 1961, aged 73 years. First Secretary of the Old Boys Association (1908-1921). He had lived in Dartmouth, Devon, for several years.

Professor Arthur Redford, July 27th, 1961. One of the school's most brilliant scholars. He had a long association with Manchester University and held the chair of Economic History there from 1945, almost up to the time of his death.

Ivy Victoria Taylor (nee Grummitt), June, 1961 in Bristol Royal Infirmary. Late proprietor of Parkfield House, Moorside.

APPOINTMENTS AND SUCCESSES

We wish to congratulate the following :-

Mr. Lawrence Ardern, a pupil and later Mathematics master at this school, took up duties as Head Master of High Arcol, a new Grammar School, Dudley in September, 1961. This school has, at present 260 pupils.

Miss Muriel Swindells who has been Senior Mistress and Chemistry mistress at Leigh Grammar School, Lancashire, was, in September, 1961 appointed as Head Mistress of the School.

Miss Constance E. Parton received the prize for the best results of the preliminary section of Ancoats Hospital, Manchester internal examinations in physio-therapy

Mr. Haydn Smith is the architect who planned the Albert Memorial Secondary School at Collyhurst and who was, at the opening of the school, presented to Princess Margaret. He became a fellow of the Royal Institute of British Architects, in 1958, is a member of the Council of British Architects, Chairman of the Manchester Building Centre, and President of the Manchester Society of Architects.

Miss Winifred Taylor, former pupil of the school and for many years an optician practising in Oldham, was recently installed as Chairman of the Northern Optical Congress in Southport. She has been a member of the Northern Regional Congress for the past eight years.

VALETE !

This is the time of year when we must reluctantly say good-bye to those members of staff who have gained positions further afield. On this occasion we are more unfortunate than usual in that we are losing so many prominent personalities at the same time.

Mr. Cowell is leaving us this term to become a lecturer at Edgehill Training College. It would be impossible to enumerate the many ways in which, during his stay of five years, he has brought lasting benefit to the School. He has fostered among many, if not all of us an appreciation of music, the value of which it is difficult to estimate. One remembers his work with the School choirs, and the successes they have gained, the carol services at Christmas, the productions of *The Pirates of Penzance* and the *Messiah*, and the concerts in School. His ability, the sincerity with which he approached his work, the willingness with which he gave his spare time to instruct and encourage, have won him many friends not only in School, but also in the surrounding district. In Mrs. Cowell also the School is losing a dedicated musician. Their presence will be sadly missed.

Mr. Reid came to Counthill some three-and-a-half years ago from Hanley Boys' High School, to fill the post of Head of the French Department. His firm and enthusiastic approach to his teaching soon earned him universal respect, and under his guidance the teaching of French has assumed a new level of importance in the School. His pupils will recall with pleasure the excursions Manchester to see the Plays of Moliere, and the trip to Belgium, and they are doubtlessly looking forward to this year's visit to St. Jean de Luz. There are many who must be grateful for the advice and information he gave in his role of Career's Master. He leaves us to take up the post of Deputy Headmaster at Helsby Grammar School. Our good wishes go with him. His strange Irish invocations will be missed not only in the corridors of Counthill, but also on the golf courses of Oldham.

We must also say good-bye to Mr. F. Shaw, after three years' service to the School. Mr. Shaw brought with him to Counthill a very wide experience of modern engineering techniques, which must have proved invaluable to the pupils. In the workshop he has always maintained a very high standard, and his students have soon come to realise that in

metal-work half a thousandth of an inch is "a lot to be out". Mr. Shaw has always made his presence felt outside the metal-work room. His work on the stage in connection with *The Pirates of Penzance*, *Noah and the Messiah* has been much appreciated, as indeed have his efforts to obtain the films which have been presented periodically. We wish him happiness and success in his future work.

Miss Mills was appointed to the Mathematics Department in September 1960, and has taught the subject throughout the School. A member of the Committee for the Duke of Edinburgh Award, Adventure section, she took a keen interest in the outdoor life of the School. Her help with the girls' games and matches has been much appreciated, and she was an enthusiastic member of the canoeing expedition to the Wye Valley, last Easter. She is leaving to take up an appointment in Selwyn Girls' School, Gloucester. We wish her every success.

Mr. G. Shaw was appointed Second Chemistry Master in January, 1961. He taught the subject throughout the School, but was most interested in Sixth Form work, and this fact, together with the experience he gained in industry, has encouraged him to take up a lectureship at Birkenhead Technical College, where he will find greater scope for advanced work. Mr. Shaw was responsible for many of the films dealing with scientific matters that have been shown. He was highly respected by staff and pupils alike. We shall be sorry to lose him.

QUIEN SABE ?

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$$a^2 - b^2 = (a + b)(a - b)$$

can do this, if of course, they know how.

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"There came three Dutchmen of my acquaintance to see me, being lately married; they brought their wives with them. The men's names were Hendriek, Claas, and Cornelius; the women's Geertruij, Catriin, and Anna: but I forgot the name of each man's wife. They told me they had been at market to buy hogs; each person bought as many hogs as they gave shillings for one hog; Hendriek bought 23 hogs more than Catriin; and Claas bought 11 more than Geertruij; likewise, each man laid out 3 guineas more than his wife. I desire to know the name of each man's wife."

(Miscellany of Mathematical Problems, 1743.)

Autographs

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CAREERS

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 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.

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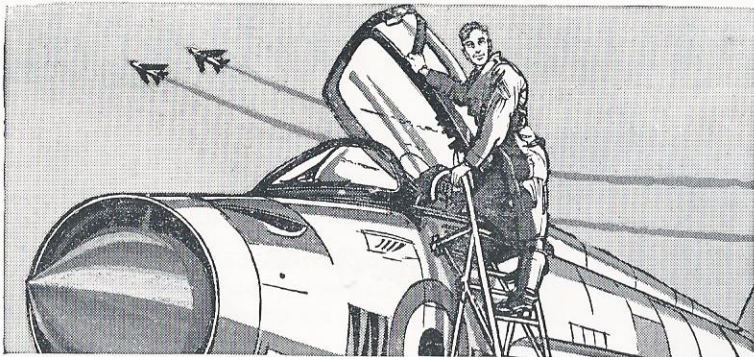
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If you are over 15 years 8 months you can apply for an R.A.F. scholarship, and if you are successful, a place will be reserved for you at Cranwell. This scholarship can be worth up to £230 a year, tax-free, to your parents and enables you to stay at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

Through a Direct Entry Commission

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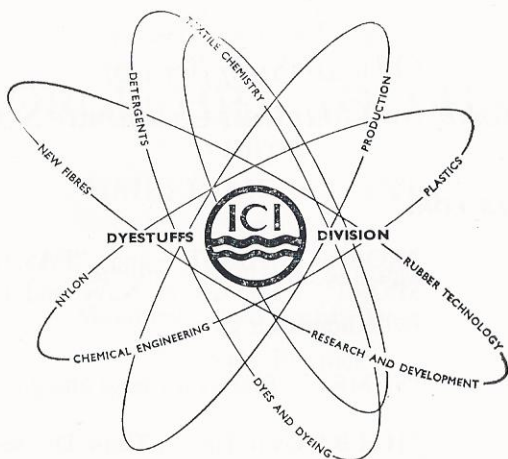
If you are 16-17 you are not yet old enough to apply for a Direct Entry Commission but you can take a pre-assessment test and spend two days as the R.A.F.'s guest at the aircrew selection centre near London. This test will show whether you have an aptitude for flying and whether you are likely to qualify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

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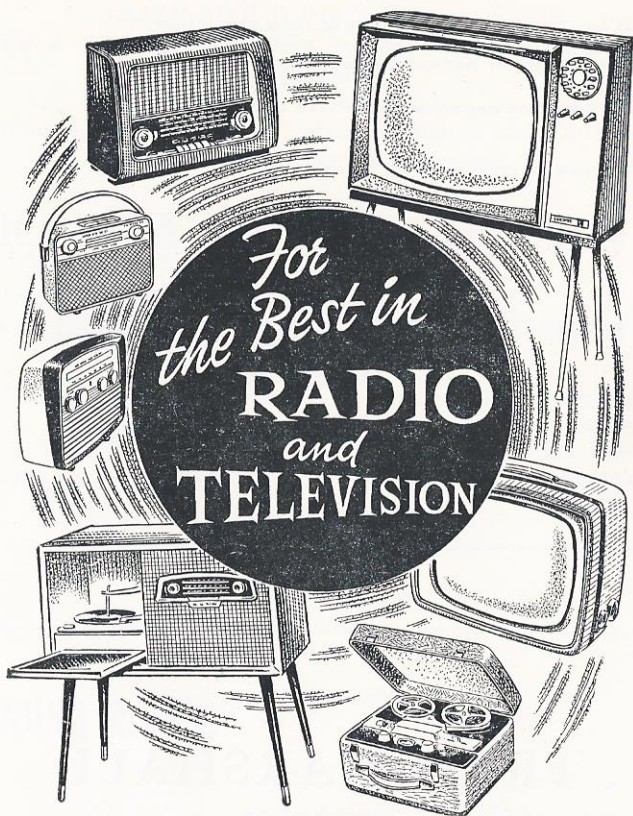
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