

# THE NEW MALTONIAN



**JANUARY 1982**

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# The New Maltonian

EDITORIAL NO. 3

DECEMBER 1982

How frequently one is told that the youth of today do not 'know the meaning of the word manners' and that such behaviour as recounted by these knowledgeable old souls 'would not have been tolerated in their day'. Children are punished for behaving badly - and rightly so - but seldom does one stop to consider what it is in the child which has led to the situation in the first place. In fact, held in perspective, it is not just the manners of children which are open to criticism, but those of society as a whole - inevitably between the 'different levels of power' whether it is between employer and employee, or pupil and teacher and bad manners are not only confined to the former.

Not surprisingly, the behaviour of young people is formed as a result of the surroundings in which they grow up. If a child is not taught the meaning of good manners - and few would argue that this task falls predominantly to the parents and teachers - then who can with any justification expect that child to know how to behave. It is when the child is not presented with an image of "what is right and what is wrong" that the trouble begins. Having driven people to the point where they behave badly simply because they literally do not know any better, society does not have the right to shed its responsibility for them but must share the consequences of that which they have indirectly - by their mere passivity - brought about.

Good manners have certainly had to take second place in the priorities of society and the much quoted phrase "Manners maketh man" is being replaced by cries that manners are "old fashioned" and "unnecessary". It is interesting to note, however, that the self-same people who utter these words so convincingly are always polite when they want something. This alone reveals that manners do constitute an important part of one's education even if they are used solely to further one's own gains. The responsibility for the teaching of manners surely lies with our parents and teachers although it is debatable whether such instruction is possible since their behaviour frequently leaves much to be desired.

If good manners do become progressively less important, then what hope do we have of maintaining peace in the world? "Do unto others as you would have done unto you" may be something of an old fashioned cliché but the consequences of doing otherwise are far reaching and in the end will adversely affect each and everyone of us - it is our decision.

The consequences of the breakdown of the family unit, the loss of the traditional values which have been the backbone of the Western world, the increasing materialism and the loss of the sense of community are all factors which have contributed to the decline of good manners. The result is a generation of young people who are self-centred and who lack the ability to empathise with others. This is a serious problem which must be addressed if we are to have a better world in the future.



As is usually the case, the solution lies with the individual. Each person must take responsibility for their own actions and strive to improve themselves. This does not mean that society should not play a role, but it does mean that individuals must not be passive. We must all strive to be better people, and in doing so, we can create a better world for ourselves and for others.

## HEADMASTER'S NOTES

Departures from the staff at Malton are relatively infrequent and over the years we have enjoyed a good deal of the continuity which makes for stability, nineteen of the current forty-five members of the teaching staff having been with us since the school was established in 1971. The end of the Summer Term saw two of our number take their leave. Mrs. Key had been with us since 1975 as an energetic and perennially cheerful member of the Physical Education Department who will be particularly remembered for the time she gave up to camping and similar outdoor expeditions as well as to the annual skiing holidays. She is succeeded, interestingly, by her predecessor Mrs. Hanson who as Miss Rushton was on the staff between 1971 and 1975. Mr. Marcroft had stayed with us for only two and a half years but in that time did a great deal towards strengthening the position of Physics in the school. In his place we welcome Mr. Settle, returning to North Yorkshire after ten years abroad and formerly Head of Physics at Lady Lumley's School. Mr. Peters the new Youth Tutor took up his post in September after two terms interregnum following the departure of Mr. Whitehead at Christmas, and we are pleased to have Mrs. Peters also with us. An old pupil of Malton Grammar School, she is to assist in the Mathematics Department for two days per week.

As is usually the case the examination results of the Summer brought both pleasure and disappointment. In general the results were much as expected but it was gratifying to note that eighteen Sixth Formers were offered university opportunities on the basis of their grades, our highest number ever, and that we achieved our fourth Oxbridge success in seven years, Nigel Miller being awarded a place at University College, Oxford.

Set against this, however, leavers from both the Fifth and Upper Sixth found difficulty in securing appropriate employment and halfway through this term prospects for them were even bleaker than had been the case in July.

For the school itself the Summer marked something of a turning point in that in September for the first time for four years our enrollment fell slightly below the seven hundred mark. This reflects the national trend of declining secondary school populations which will continue for another decade. For a school, already small, by the general standards of comprehensives, this could be serious if it was to be reflected in a pro-rata reduction in the size of the teaching staff. Fortunately and constructively North Yorkshire has decided that priority must be given to the preservation in all schools of a balanced curriculum and has devised a formula whereby staffing will be related to curricular needs. This year therefore in spite of our falling numbers we have, in fact, received a marginally increased staffing establishment. If County is able to carry this policy through the 1980's it will go a long way towards allaying our recent fears for the future of the school and the quality of the education we will be able to offer.

# DIARY OF EVENTS - 1982/83

|           |             |                                                |
|-----------|-------------|------------------------------------------------|
| Thursday  | 9 December  | First Year Parents Evening                     |
| Friday    | 10 December | Christmas party for Senior Citizens            |
| Tuesday   | 14 December | Carol Service, St. Michael's Church            |
| Friday    | 17 December | Term Ends                                      |
| Tuesday   | 4 January   | Term Begins                                    |
| Wednesday | 16 January  | Fourth year Parents' Evening                   |
| Monday    | 28 February | Half-term week begins                          |
| Sunday    | 6 March     | Ski-ing trip to Scotland (6 days)              |
| Tuesday   | 15 March    | Second Year and Lower Sixth<br>Parents Evening |
| Friday    | 25 March    | Term Ends                                      |
| Tuesday   | 12 April    | Term Begins                                    |
| Monday    | 18 April    | Third Year Exams Begin                         |
| Monday    | 2 May       | May Day Holiday                                |
| Thursday  | 19 May      | Third Year Parents Evening                     |
| Monday    | 30 May      | Half-term week begins                          |
| Monday    | 6 June      | Fourth Year Exams begin                        |
| Monday    | 13 June     | Fourth Year Work Experience begin              |
| Monday    | 20 June     | First and Second Year exams begin              |
| Monday    | 27 June     | Sixth Lower exams begin                        |
| Tuesday   | 12 July     | Swimming Gala                                  |
| Thursday  | 14 July     | Sports Day                                     |
| Thursday  | 21 July     | Term Ends                                      |

## MUSICAL EVENING

On Thursday, 21st October, a small concert was staged in the School Hall organised by Mr. Jones and Mrs. Smith, with pieces by the Orchestra and the Junior and Middle School Choirs. The audience was larger than expected and judging from the applause, seemed to enjoy the various performances. £170 was raised for the Music fund.

To begin with, the Junior Choir sang songs from Jamaica and ended with some music-hall songs. At the same time the Junior choir put on hats corresponding with the songs they were singing and various characters, associated with the songs, walked on to the stage.

The Middle School choir sang three songs - two by Andrew Lloyd Webber and 'The Streets of London.' The bass group played 'All through the Night' and 'See the Conquering Hero comes'. The Orchestra played Offenbach's 'Galop' better known as the tune to the 'Can-Can' and following rapturous applause, there was an encore!

Mr. Jones and Mrs. Smith played a duet - the nostalgic theme to 'Listen With Mother'.

At the end Mr. Gresswell made a short speech following which coffee and biscuits were served. There was also a Tombola, a raffle and a Kitch 'N Ware stall.

Thanks to all staff, pupils and parents who helped to make this evening such a success.

Karen Loseby

## CHRISTMAS MUSIC

After our concert and coffee evening before half term, rehearsals have begun for the now traditional Malton School Christmas events. The Carol Service will take place at St. Michael's Church on Tuesday, 14th December at 7.30 p.m. There will be carols sung by the choirs, Christmas hymns for everyone, accompanied by the orchestra and the traditional Christmas lessons read by pupils from throughout the school. The Junior Choir and the orchestra will also provide entertainment at the Senior Citizens Party on the 10th. Judging by the numbers listening outside the East Wing Hall on Friday lunchtimes, many people have already heard us rehearsing "Winter Wonderland" for that occasion. The Senior Choir will sing carols at Malton Hospital on Wednesday, 15th December. I wonder how many babies we wake up this year!

Over a hundred pupils and staff will be bringing enjoyment to others by making music at Christmas - and, I hope, they will have a Happy Christmas themselves.

D. Jones.

## NOT THE STAFF NOTES

Having been asked to write a piece entitled 'Staff Notes' for this magazine, I supposed what was wanted was an anecdotal piece of vaguely interesting things that have been said or done in this last term - but how could I give in an article of two or three lines in length. What then? Record how many miles each member of staff manages to achieve from his car or how long it takes each person to make the trip from the east to the west wing - or vice versa? Possible but hardly stimulating, so I turned to the world of school on television in search of answers.

What would I be able to write at Grange Hill? The reaction of staff to the latest fanciful if perhaps unlikely adventure of Jonah and Gripper? Again, hardly any more stimulating than the average day at Malton and considerably less likely (this is not to say that 'Grange Hill' is not good entertainment - I think it is a worthwhile series, lively and inventive, with characters just near enough being real, to prevent us seeing how unreal they actually are). What if I were at Kingswood, the real comprehensive school which is now the subject of a documentary series on BBC2? From what I've seen so far, 'Staff Notes' would be not much different - records of sensible people (for the most part - there are always exceptions on any staff, whether teachers, doctors, prison warders) doing their professional best, very often in a dedicated and careful way.

No, the way is not via Grange Hill or Kingswood. The real problem of writing Staff Notes is highlighted across the Atlantic at the New York School of Performing Arts. Why is there no Bruno, Coco, Julie or Danny at Malton, about whom I can record the staff's animated discussions? Why no Lydia, Crandall, Shorowsky to rush around all day, brimming with enthusiasm, packed to the cerebrum with inventive, exciting and original ideas with which to stimulate their dynamic, creative pupils (whose own enthusiasms often exceeds that of their teachers and whose

inventiveness needs only direction); who see always new paths for experiment, to widen their pupils knowledge and extend their horizons; who each breaktime make the staff-room resound to the clamour of intellectual debate, educational self-questioning, profound and insightful examination of what they are actually doing.

It would probably be trivial to say there is no Lydia because there is no Leroy, no Crandall because no Danny. The argument could just as easily be turned inside out. It would also be trivial to say that "Fame" is like "Grange Hill", a fictional world where people are almost real, too real and that there are no real life Lydias. This particular series was - despite the bashing all critics gave it - nothing short of brilliant at its best. It rode the wafer-thin ridge between inspired feeling and nauseating sentimentality superbly and because of this gave off an aura like the teachers it depicted - creative, aware, concerned, spontaneously alive. It exceeded - in its particular kind of truth - all that went to make it - fat producers, no doubt, fat bank balances and ambitious young actors and actresses and potentially cliched situations.

I'm sure there are Lydias and Crandalls somewhere; the difference is that they do not perform for only forty minutes after x number of rehearsals; that they cannot cancel out a bad 'take' and do it all over again. What they do have is the continual contest with routine; familiarity breeds routine (not necessarily contempt) and routine breeds a momentum that carries things along. Momentum of this kind does not look for motives and insights of the kind that come so easily to Gregg Crandall and Elizabeth Sherwood (though, of course, it should and ideally would). Likewise these people hang on to their spontaneous enthusiasm despite the institution in which they work. But a feature of all real institutions is the deadening factor of their routine - which, paradoxically, is also a necessary factor if they are to carry on running.

The problem with writing Staff Notes at the 'Fame' school would be what to leave out from the plethora of creative brilliance and original thought and effort.

In real life the problem seems to be the exact opposite.

C. V. ASHWORTH

To: The Editor

I would just like to say that a lot of people do not believe that the Sixth form deserve privileges like going into lunch without having to queue up and wait. I think that if somebody wants to stay on at school, they should be treated just as any other school pupil.

David French 1-1

Many people fail to appreciate just how much homework Sixth formers are given and the lunch hour is essential in this respect. Moreover if Sixth formers had to queue up for lunch, it would not be possible to open the Youth Club or the Library punctually and certainly not before one o'clock which would mean that you would be the ones to suffer.



### MARVEL COMIC COLLECTING

This is a hobby which exists the world over. The most enjoyable collecting, would be Marvel comic collecting or at least I would say, Marvel produces hundreds of different comics and not just one. "What's so different about this?" you may ask, "lots of comics do this." Ah, but Marvel produces Super-Hero Comics, and they go to most countries, in different languages. Old ones are very valuable; some worth over a thousand pounds! I have one worth £7.50 in my collection. Some people may think this is quite expensive for just a comic. Marvel comics are a bit more expensive than other ones, but they are worth it. Most of them cost about 25p. There are different classes for comics. The golden age, which are comics from 1930's comics; the silver age, around 1950, and so on.

Altogether, it is a most enjoyable hobby and one deserving interest.

A pupil of 1-1

### FIFTH FORM HUMOUR

Come the revolution, Mr Burrows will be up against the wall at Ten to Four (Three fifty if he can't make it)

The window box of Karl Marx is just another communist plot.

Why did the hedgehog cross the road? To see his Flat-mate

### GREECE - SUMMER 1982

Blue sky, clear sea, hot sands and an inexhaustible supply of sunshine is the description which best fits the Island of Aegina in Greece.

Friendly people are continually bustling around the few streets, except during the siesta, when only visitors to the island brave the hot mid-day sun.

Swimming and sunbathing were the norm of the day, plus the drinking vast quantities of 'Panta'. By the end of the week the whole group was addicted.

At night we visited the discos and eventually found one that met with out approval: Menos, where Mr. Joannidis excelled in the art of disco dancing.

There was a variety of shops, from the usual tourist-type to the some extremely expensive ones. The shopkeepers were all very eager to interest you in their goods.

We visited two other islands, but were unfortunate enough to be plagued by jelly fish. We overcame this problem, by hiring peddle boats, when we were able. This proved to be great fun, and enabled us to see the beautiful sea in depth.

On the last day, we reluctantly caught the ferry to the mainland, where we visited the Parthenon in Athens. We slept until 3.15 a.m. at the Beau de Rouge Hotel and then went to the airport. Unfortunately the plane was delayed, so everyone slept on the airport seats until the departure.

We arrived in wet, cold England with many memories of an exciting, and much remembered holiday in Greece.

Angela Coomber  
Karen Loseby

## A WEEKEND IN THE LAKES

Almost asleep, but still going strong Mr. Miller turned the last corner into Langdale camp site. Our heads clattered against the windows as he drove full speed over the ramps that are put there to slow you down! We looked out of the window only to see the rain pelting down. We should have brought our swimming things because it looked like swimming weather!

When the mini-bus doors were opened, it was one mad dash to the driest place - the loos! The teachers unloaded our rucksacks from the trailer and left them with us. We opened up our rucksacks and every single thing was wet.

While we were busy complaining to each other about how wet our things were, Mr. Miller, Mrs. Wood and two teachers from Norton, Cath and Spadger, were busy fighting the rain and the dark putting up our tents which saved us all getting wetter than necessary.

We finally made it to our tents after tripping over rocks and lines from other tents. The tents looked reasonably safe considering the conditions in which they had been put up and by whom! We clambered in - two per tent and within about ten minutes were uncomfortably snuggled in - to our wet and cold sleeping bags.

The next day started quite early - six o'clock to be exact. We began with cold Weetabix followed by cold burned bangers and beans. They were delicious?! We ended breakfast with a hot cup of coffee.

Our first expedition was to last all day. Into a little day sack we packed our waterproofs and some lunch. We left the campsite at ten o'clock and headed up a long steep track. We were going climbing. We could see the rock face that we were to climb from the bottom. It was a long strenuous drag up the ever-lasting hill. Mr. Miller kept stopping and telling us that he was admiring the

view, but really he was out of breath. We kept telling him that he should not smoke so many cigarettes!

Eventually we reached the top. At the top we were confronted by a massive tarn, which is like a big lake but in the Lake District they are called tarns. The rock that we were to climb was at the far side of the tarn.

When we got to the base of the rock we had to wait a while until some other people had got a little way up. We began to climb. It was great fun. When we got to the top we had to face the problem of how to get down. There was two ways: either down the way we had come up or down a long, steep scree; we chose the scree. It must have taken us at least an hour to get down.

When we arrived at the camp site we had our tea straight away because we were all hungry. After tea we decided to go for a short walk - without the teachers. It must have been about nine thirty. When we got back, Caroline and Sarah were hungry so we opened a box of Weetabix. Our milk bottle was empty so we borrowed a pint from a scout tent. They said we did not have to repay them!

The following morning nobody wanted to go walking because it was pouring down. The only people who wanted to go were the teachers. We did not go in the end! Instead, we packed up and headed for home stopping in Kendall for about an hour, on the way home.

A. Bayes

"I felt as though I had 1000 butterflies whirling round in my stomach". Thus confided Fiona Pillow to her diary and she probably spoke for the 116 other 4th Formers setting off for their first day at work, participating in our 1982 scheme. Starting from the common point of apprehension at leaving the security of the known routine of school and stepping out into the largely unknown and grown-up world of work, our intrepid 15 year olds encompassed a great variety of activities and experiences in the course of the ensuing fortnight! It is difficult, nay impossible, to do justice to them all in a short account but here is a pot-pourri of their experiences, feelings and conclusions as recorded in some of the log-books they kept.

... 'I seemed to spend all morning putting the old ladies on and off commodes'

... 'Tuesday was finger painting day. Miss Smith mixed a disgusting bright pink sludge and set me to work organising the infants ....'

... 'Then they sent me to the upstairs to look for a sky hook'

... 'we were 4 1/2 miles from Malton when disaster struck - the van ran out of petrol'

... 'While feeding Nina her breakfast, and as I was putting the last spoonful of porridge in her mouth, she let out an almighty scream .... I thought I had choked her'

... 'I learned that builders don't just build ... they cut hay, weed drives, lay turf for lawns, and a host of other things'

... 'Next day I went with the class down to the river for a Teddy-bear's picnic'

... 'I found that work is what you make it ... the more effort you put into it, the more enjoyment and satisfaction you get from it'

... 'Next day they sent me to the stores for a long stand ...'

... 'I never knew there was such a variety to office work ...'

... 'For those with a weak disposition I suggest lion taming as a quiet relaxing career' (this after a week in a nursery class)

... 'Next day I was set to work on a £23,000 Volvo'

... 'It wasn't too bad, but it was the same old thing every day'

... 'I walked the short distance home feeling tired but well satisfied with my first day of real work'

... 'I had never realised that 'Ring-o-ring-o-roses' could be so tiring ...'

... 'I then helped prepare a meal for Richard Burton. He was in a foul temper'

... 'I found work was like a drug. I just couldn't wait for more'

... 'I learned that children aren't for me' (!)

Contributions from Sarah Gale, Paul Shepherd, Alison Willmott, David Cross, Darren Craggs, Adrian Holdren, Donna Mackie, Pamela Collins, Caroline Saul, Karen Hall, Samantha Smith, Malcolm Blenkin.

Prizes for the best kept log books were awarded to:  
Sarah Gale, Paul Shepherd, Alison Willmott, Steven Lamb,  
Sarah Abbey and Catherine Kitching.

## FIRST IMPRESSIONS

'What school have I been placed at?'

'Malton Comprehensive; nice, rural, market town ... no problems'.

'Malton School ... fine ... usual kids, should give you no problems.'

So ... I arrived. Had to walk from the Butcher's shop at the corner. With vague directions, set off at a quick pace.

O.K. ... now where do I go ... ah ... a pupil. What a well-mannered child. Directed me to the West Wing. A typical, but silent, school building with an ominous entrance.

Apprehensively, I reported to the Secretary, who introduced me to the headmaster. We shook hands, exchanged a few words and he disappeared to fetch the infamous Mr. Mason.

'That wasn't too bad. Relax!'

Ah ... Mr. Mason ... this way.

Down a little corridor, across an open hallway and down an endless corridor - kids strewn hither, thither, and yon - most of them bigger than me!!! Sit in this small room, roof-high with books and a notice board just about completely covered with a terrifyingly complex and mind-boggling timetable.

Up ... out ... tramp around the side on our way to the East Wing. Right ... left ... right ... left ... no ... locked ... round and the rest lost, drowned in a haze.

Since then we've all been down that long corridor and

the haze has cleared - we survived!! These 'rural kids' are of a behaviour not to be under-estimated. Amazingly enough nervous anxiety did not attain a high score. Any expectations or hopes of how one's lesson would go, how as individuals or as a form, they will react to you and vice versa on first meeting or later - any such contemplating should be padlocked away. Wait for the reality.

So far, apart from the troublesome sorts, the ups and the downs of great or failure lessons and not so co-operative pupils; everyone, especially the staff has been very helpful.

Your school has a lot going for itself. As a foreigner I wonder what teaching in my 'native' schools will be like.

Beverly G. Hutchinson

## FIRST IMPRESSIONS OF MALTON SCHOOL

Several weeks ago, the first year pupils were given a questionnaire about Malton School. The results were varied:

What do you think about:

### 1. School Assemblies

"I think it is silly: we have to keep standing and sitting."

"Boring, but some are all right."

"I do not like singing."

"It is a good idea, so that you know what is going on in school."

Most people thought that the assemblies were bearable, but some found them boring. A few even said they were good.

Maybe, pupils could perform some of the assemblies and so make them more interesting.

### 2. The Upper School

"Exciting."

"fantastic but not counting six formers!" (?)

"Some are bigheads!"

"Posh and bossy!"

"OK, but some are bullies.."

Views were mixed but most of the first year pupils seemed to like the upper school. What did the present upper school think of their seniors when they first came to Malton School?

### 3. Uniform

"Don't like wearing a skirt."

"It is tidy but you shouldn't have to wear it."

"I do not like the tie, and having to fasten a shirt collar."

Most people did not like the tie, saying that it got in the way. Some held the view that the uniform should be abolished, whilst others thought that it was a good idea, smart and a nice colour.

### 4. School Lunches

"Too many chips."

"Excellent, but not when in second dinners."

"Just edible."

The majority praised school lunches and the choice of food that is offered.

### 5. Should teachers wear uniform and what should it be?

"what a stupid question: teachers had enough of uniform when they were in school."

"I do not think teachers should wear uniform, because the first years might get them mixed up with senior pupils."

"yes, same as we have to wear, to make them look as respectable as we do."

The general view was for teachers to wear the same as us, although mini-skirts and shorts were also suggested!

#### 6. The Sixth Form

"They deserve it!"

"I don't think it's fair because they can wear what they like." (?)

"don't appreciate first formers. I don't think they should have any privileges."

#### 7. Are male teachers better than female teachers?

"Male teachers get it through to you more."

"Yes, because they are better at teaching football."

"I think ladies are better. Men are snobbish."

Male teachers were liked the most. Of course, it depended on the individual.

#### 8. What other comments have you about Malton School.

"I think walking from wing to wing is boring: and why can't the teachers do a bit of walking. It looks like they need the exercise."

"they don't have apple crumble every day."

"sports activities are brilliant."

"More control needed on school buses."

Karen Loseby

### A reply to FIRST IMPRESSIONS OF MALTON SCHOOL from one member of staff.

#### Uniform

I write as a teacher whose height is less than most pupils. When I wear navy blue I am lost in the crowd and get nudged and elbowed in the corridors, so I know how all the small ones suffer.

#### Wing to Wing

When moving from wing to wing it is desirable for the member of staff to reach the classroom before the pupils. Often we have many items to transfer too. It's for speed and (hopefully) efficiency that we use our cars.

#### Male or Female teachers

I like the way the men are referred to as male teachers but the female teachers are LADIES.

M. M. Skelton.

A broken arm or leg is not a disease of old age. Admittedly, these problems take longer to heal in an elderly person than in a younger member of the community. But even if there were complications in a young person's injury, they would not expect to be placed in a ward of people with mental disorders.

Why are elderly people treated differently? They may be frail in body, but many are certainly not frail in mind.



'I come as fast as I could Miss!'

## THE PLIGHT OF THE FORTUNATE

"Lady seeks friends with whom to pursue pastime."

The pastime happened to be 'Scrabble' because this lady, who has an active mind, but a body that unfortunately, and much to her disgust, let her down, was in hospital. This bright cheerful lady was sorely ashamed of her plight. She was confined to a geriatric ward with people who were hardly able to communicate or feed themselves let alone walk or join in her favourite pastime, Scrabble. She constantly found it necessary to apologise for the sight of other patients being spoon fed, or their rantings and complaints aimed at no one in particular. She found her company boring and demoralising.

People such as this lady are placed with senile patients, who live in their own worlds and have little interest in anyone else or what is happening around them. These patients appear to be grouped with regard to their age and not by the severity of their ailment.

There are many diseases of old age which 'geriatric' appears to cover. Surely there should be a distinction made between diseases of the mind, and those of the body. Is it any wonder that this lady and others like her are desperate to go home, or at least get out of the ward to which they have been allocated.

A broken arm or leg is not a disease of old age. Admittedly, these problems take longer to heal in an elderly person than in a younger member of the community. But even if there were complications with a young person's injury, they would not expect to be placed in a ward of people with mental disorders.

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Pippa Evans

## THE WORLD IN THE FUTURE

I pressed the green button which summoned my bed. I lay down, and gazed around. Everywhere there were buttons. You pressed a button for music and one for your food. If you wanted to speak to someone you would press a button, and their face would appear on a screen. You communicated with everyone in this way. People very rarely left their rooms.

Each married couple would live in one small room with buttons for everything. We lived underground as we had escaped from the surface of the earth, from a nuclear attack.

I suppose you think it would be like living in a cell. Not going out, and staying in one room all the time, but it was not, as we had everything we wanted.

Whenever anyone behaved badly we would punish them with what we called 'Homelessness'. This was being taken to the surface of the earth, where you could not survive, because of the radiation. We also breathed artificial air so that when you went to the surface of the earth you were not used to the air up there, and you found great difficulty in breathing.

If you did go out of your room, then you would travel in a small carriage down a tube to your destination.

I was one of the people who had lived on the surface of the earth, and the things I missed the most were playing tennis, going to discos, and social clubs. The Government said it was too difficult to build tennis courts underground although we could play tennis on a television screen with other people, by turning knobs, but that was not much fun.

I lived from day to day in perfect leisure. I

pressed the button for the music to play. Today the music sounded different, there seemed to be a slight defect. I phoned up the Committee of the Mending Apparatus who said they would fix it straight away. The Committee of the Mending Apparatus was a computer, programmed with all the mechanical works of our rooms, so the computer ran through all the works to make sure each one was right.

The defect was soon repaired but then I kept getting other faults. I summoned my bed; it did not appear. I pressed for food and only an apple came instead of my usual juicy steak. I made more complaints but the Mending Apparatus was too busy repairing other peoples' complaints. Now I could not eat or sleep. Then the Mending Apparatus broke down. No one knew how to mend the things; it was a computer, and the person who had invented it had died a long time ago. The light grew dimmer. The air was gradually used up. Eventually there was no more light. I opened my room door, which I very rarely did and looked out; people were running about all over. I found it hard to breathe now. I could not get enough air. People were crawling around, praying not to die. I had now realised my mistake. The machines had ruled us, not us them. Without them we could not survive. We did not know how to. I felt my last breath flow away and I .....

Beverley Earnshaw

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# THE DREAMER

I'm only a common cart horse,  
and nothing to look at I know.  
I'd look absurd on a race course,  
Where my lack of breeding would show.

It is getting late, I am tired and cold,  
We will all be glad to rest our feet,  
But even though I am worn and old,  
Tonight, I will have a special treat.

Snug in the stall when moonlight gleams,  
And I have had a lovely dinner,  
Away I'll race, and in my dreams,  
I'll be a Derby winner!

Samantha Bowker  
4th Form.

In this word searcher there are hidden twenty-one names of famous and not so famous sports men and women.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | R | C | H | O | W | X | L | E | S | T | E | R | P | I | G | G | O | T | Z |
| A | E | T | U | V | W | H | W | O | S | A | D | K | L | N | L | T | U | V | X |
| W | Y | T | H | T | O | O | X | S | K | E | V | I | N | K | E | E | G | A | N |
| J | O | H | N | M | C | E | N | R | O | E | E | N | I | S | N | O | O | K | G |
| I | U | P | U | R | S | T | U | X | S | N | I | G | G | I | H | X | E | L | A |
| M | A | R | Y | P | E | T | E | R | S | A | S | H | O | U | O | T | V | X | R |
| M | I | C | P | U | C | N | R | D | T | U | S | M | S | G | D | Y | L | M | Y |
| Y | G | H | T | A | G | D | J | B | E | A | B | C | T | M | D | A | S | C | G |
| C | A | R | O | L | I | N | E | B | R | A | D | L | E | Y | L | R | D | E | I |
| O | T | I | R | Y | S | T | A | R | E | I | L | U | V | D | E | V | A | I | L |
| N | D | S | R | U | M | R | E | W | I | W | G | S | E | S | E | L | L | U | L |
| N | H | O | I | S | K | T | H | N | C | E | E | D | D | I | E | H | Y | D | E |
| E | S | L | T | E | B | Y | I | W | O | W | H | I | A | S | V | R | T | Y | S |
| R | K | D | R | N | D | A | T | H | G | H | T | N | V | F | U | L | H | P | P |
| S | T | E | V | E | O | V | E | T | T | L | B | S | I | N | E | T | O | A | I |
| D | V | I | D | R | S | L | S | V | R | O | Y | S | S | W | E | T | M | O | E |
| H | A | R | V | E | Y | S | M | I | T | H | H | I | L | U | V | H | P | M | S |
| K | L | N | Q | R | X | W | S | H | A | R | O | N | D | A | V | I | S | V | X |
| S | M | M | G | S | N | K | A | E | R | F | O | E | S | E | B | C | O | E | V |
| E | R | D | V | I | D | M | R | T | H | O | M | A | S | R | S | S | N | L | L |

I thought York City played football until I discovered  
SMIRNOFF

Love is ..... lending someone your Dire Straits Album

Beau Geste or Everyday life in a sand pit in Dorset.



UNDER 13 FOOTBALL TEAM



1st XI HOCKEY TEAM

Top of the Form

There he was at the top of the form  
looking smug, as we sat all forlorn.  
What is twelve times five divided by two?"  
He asked without looking up.  
Who can tell me? What about you?"

Who me?" I asked "Yes you!" she replied.  
I could not have added, let alone multiplied!  
er ..." I stumbled. It might just be ...  
10. It definitely wasn't thirty three.  
Will someone else please tell me?"

He had his hand up straight away.  
He asked "Hasn't anybody anything to say?"  
Please Miss, I have!" he blurted out,  
Almost breaking into a shout.  
He said kindly, "Don't talk while I'm about."

We were all waiting with baited breath.  
The classroom was as silent as death.  
The hush went on. "Yes dear? Come on,  
We all want to know." She went up like a bomb  
When he proudly announced "Forty one!"

There he is, bottom of the form  
Looking like us as we sit all forlorn.  
At last the bell goes. We all start home  
But he still sits their like a garden gnome.  
"Hang on lads! We'll wait for 'im to come!"

P.B.

Limericks from 2-4

There was a girl called Pam  
Who liked eating jam  
one day, for a laugh  
she went for a bath  
and got stuck in the plug, slam-bam

Julie Rex

There was a young boy from Appleton  
who once bought a pig in Malton  
I reckon his nose  
reached down to it's toes  
That poor little pig of Malton

Tracey Ellis

There was an old man of Peru  
Who had to wait in a queue  
His foot took root,  
Grew too big for his boot  
So he started to do Kung-Fu!

member of 2-4

There was a young man from Peru  
who swallowed a Kangaroo,  
when he went out,  
he began to shout,  
and began to do Kung-Fu too!

Micheal Swift

cont

There was a young man called Peter  
Who was a very big eater,  
He ate a tree  
and then a bee,  
and married a girl called Zeetor!

Nicky Wright

There was a young man called Mick,  
Who had a young friend called Dick,  
He swallowed a pill  
then fell down a hill  
and jumped up and said "I feel sick"

peggy Hariana

There was a young man of Malton  
who ate all the grass in Broughton  
He turned as green as the Hulk  
Then went into a sulk  
That poor young man of Malton.

Tracey Mathews



Michael Hainsworth

# STAFF V XI FORM RUGBY

It's awfully bad luck on the teachers,  
They really aren't terribly fit,  
They gasp and miskick and tumble  
And they wear such assortments of kit.

When the ref. blows his whistle for halftime,  
The teachers collapse on the grass,  
But the boys are as frisky as ever,  
And continue to practice and pass.

But they're not quite as blue as they could be,  
Although it's not been their best day,  
They've been boys once again all together,  
And they've enjoyed being invited to play.

★

★

★

At one o'clock, Mr. Settle started the match with the VI Form kicking off and the Staff trying in vain to penetrate their defence, but to no avail. Wave after wave of VI Form attacks eventually paid off with three tries and two conversions, in the first half. In the second half, violence began to creep into the play with Mr. Peters and Mr. Ewing dragging Keith Oldfield into touch by his ears. Anne Witty (the VI Form's secret weapon) was waiting eagerly as substitute in case Keith was unable to continue. Unfortunately for Staff and pupils alike Anne did not come on. The VI form exerted further pressure on the tiring staff, the result was four tries and three conversions. Even with the help of the referee the teachers failed to score.

The Final Score was:

|         |                                                                     |
|---------|---------------------------------------------------------------------|
| Staff   | 0                                                                   |
| VI Form | 38 (tries Stubbings, Veysey 3,<br>Southgate 3; conversion Veysey 5) |

## TEAMS

### The Staff

Mr. Miller  
Mr. Ewing  
Mr. Peters  
Mr. Horsman  
J. Massheder  
A. Taylor  
S. Phillips

### VI Form

D. Goodwill (Captain)  
S. Watson  
K. Oldfield  
R. Abbott  
N. Veysey  
A. Stubbings  
S. Southgate

Referee: Mr. Settle

Richard Abbott

Radio-active Rice Crispies - Snap Crackle and Nuclear Holocaust.

If god had not meant us to write on walls, he would never have given us the first example. (Daniel 5, verses 25-29)

Help the aged - Shoot them.

## COMPULSORY GAMES FOR SIXTH FORMERS?

A desire to rush into print is rarely close to the surface in my priorities in life - but the extreme and recurrent pressure of the editorial staff of the "New Maltonian", perhaps wishing to produce a staff chicken ready for a summary plucking, has finally twisted an aging arm.

The question placed in my court concerns the validity and necessity of obligatory physical education in the Sixth Form of Malton School.

It would be perfectly possible to thumb through the number of thick publications on the educational needs of the young adult and produce a number of opposite quotations supporting the harmonious development of mind and body and emphasizing the possible dangers of ignoring physical well being. "... a sound mind in a sound body" is an obvious example but quotations, like statistics, are open to interpretations and no doubt the pendants would have a field day deciding how sound is sound nauseam. However, if any of the anti-physical education brigade wish to make personal entreaties copies of suitable source material can be forwarded - in plain wrapper of course.

It would be equally possible to remark that the educational establishment has supported the need for physical activity. The 1944 Education Act established that physical education should be an integral part of the school curriculum until the statutory leaving age which is now sixteen. "Ah, sixteen", the cry goes out; a chink in the armour. Surely it would seem, however, totally illogical that the needs of a still developing human being should be arbitrarily changed upon reaching the sixteenth birthday.

May we, however, reluctantly, leave the realms of high level back up - someone has in all probability produced a thesis which supports the opposite points of view anyway - and consider the fundamental points made by the anti-physical education faction.

"We don't want to do it because we dislike it". It might be advantageous to pin-point the reasons for dislike- there surely have to be reasons even for a negative state of mind. Does it possibly place the participant in a situation where he (forgive the chauvinist attitude) is not seen to his best advantage or is unable to cope? In modern jargons this could be interpreted as a character defect. Perhaps there is no interest in any of the possible options offered within the physical activity programme. Perhaps sufficient challenge is not available or perhaps it is considered childish to spend time hitting a piece of leather with a piece of wood or frame-work. If the latter is the case, millions of nominal adults should reassess their attitudes to life immediately. Like it or not, it could quite legitimately be argued that, in an establishment which has as its raison d'être the task of preparing people for life, a small taste in school might be feature he may encounter in adult life. At the risk of sounding po-faced (and possibly distasteful) life at whatever level is concerned with overcoming difficulties and had high degree of competition - neither to be negotiated by merely saying "I don't like it".

"Our time is too valuable to lose when placed against the pressure of our academic studies." The time actually spent each week on obligatory physical activity is two hours. It would seem an unlikely premise to accept that two hours per week will unhinge the academic fervour. Perhaps the point may be made that education is not merely concerned with the acquisition of pieces of paper (important though they may be) but has much wider concepts. Perhaps it may be suggested that Sixth Formers who feel themselves underpressure are not bona fide members of what has, admittedly, to be an academically orientated course but are, to put it bluntly, academic strugglers

For those who do progress to places of higher education it should be emphasized that, as with sixth Form life, University life is to be savoured and is not merely concerned with placing faces in close proximity to text books.

An extremely cynical outlook might cause some thought as to whether the world of physical activity might in some way dilute the predominantly academic solution. Perhaps the sphere of physical education with inbuilt inference of monosyllabic conversational currents in a sea of low IQs might infect thought and intellect. The hackneyed nature of the metaphor might well have proved your case!

"We don't want to do it because they don't do it in X, Y and Z establishments." It smacks of Gardarene swine - in reverse. This wish for conformity, in that physical education may not be obligatory in other establishments, is linked with a wish for non-conformity in an establishment where the format for two years has been explicitly established in pre-Sixth form meetings and literature. One of the time honoured aspects of youth is to knock the status quo (and some of us never fully escape from this endearing occupation) but it would seem unlikely that a change in curriculum or attitude is to be achieved by saying "they don't do it, why should we do it" rather than presenting a well argued case.

One thought does flit across the mind. Possibly in ancient Sparta some of the would-be non-conformists might not have survived to brandish their counter arguments. However one concession can be made. If there were adequately staffed alternatives - whether of an academic or recreational nature - where beneficial (again subjective) activities would be replaced the physical educational opportunities, then a basis for discussion would arise.

May I finally, in anticipation of some reaction, be presumptuous enough to offer a few words and phrases which might prove useful - dyed-in-the-wool reactionary, archaic, not moving with the times, Wormwood Scrubs, freedom of choice, antediluvian, snide, pompous and self satisfied. These might be worth juggling with before you make an authentic job of honing your invective.

R. Thomas

Simon Tait.

Eighteen year old Simon Tait, an ex-pupil of Malton School, has one of the most enviable careers around, and one of the most difficult to achieve. Playing football has dominated a good part of Simon's life; his father, Mr. Robert Tait was a professional footballer and his brother, David, played for Burnley Football Club.

At the age of twelve Simon went for soccer trials to Burnley F.C. mainly through the influence of David Tait. From there Simon went to Wolverhampton, Sheffield Wednesday, Leeds United and Sunderland. During this time he was playing football at school and for the Yorkshire U15 squad and the Scarborough District Team. When he was fourteen he signed schoolboy forms for Sunderland F.C. and continued playing both at school and in Sunderland. However, when he was sixteen, a change of management at Sunderland gave him a chance of doing an apprenticeship at Elland Road.

It was there that Simon's career in football really began, however, like all apprentices he had to work for his privilege, cleaning boots and changing rooms and generally fetching and carrying for the first team members. All clubs stress that discipline is very important both on and off the pitch. Simon, like most apprentices, was found lodgings with a Leeds family, and for a time, he lived with Leeds goalkeeper, John Lukic.

During his time at Leeds United Simon and the rest of the team visited Europe, playing in Switzerland, France and Yugoslavia. These matches are arranged by the club at the end of the season and it is hoped that they give a player greater experience and a chance to meet other players who are in a similar position as themselves. The game, as all footballers are aware, is a very unpredictable profession, as an injury could easily end your career.

Simon stated that, although it is quite hard to get into football and it is hard to gain an apprenticeship, it is even harder to stay in football and make a worthwhile career out of it. To stay in football you have to be a fighter; you have to be good and you have to be prepared for failure and to make provision for yourself, if you do not succeed. Mr. Tait stressed that it is very important for boys not to give up on their school work just because they have signed schoolboy forms - as many clearly do. He has seen boys leaving a club who are heartbroken both because they cannot play football at a professional level and because they have no other prospects of a job.

Despite all of this, Simon has signed professional forms with his former club, Sunderland and since he joined Sunderland he has enjoyed much success; the team reached the semi-finals of the Youth F.A. Cup, finally being beaten by Manchester United and they came second in the Northern Intermediate league. In June, after a hectic tour of Holland, he came back to Malton for a few weeks holiday. When Simon goes back to Sunderland in July, strenuous training will begin and the teams will be picked for the start of the new season. The present climate in football is such that Simon does not know quite where he will be at the beginning of next season. However, whatever happens, Simon is fortunate in the fact that he has a family which knows and loves football and will support him come what may!

Karen Barker



# HOCKEY RESULTS

## GIRLS

|      |   |                 |            |
|------|---|-----------------|------------|
| U.16 | v | St. Andrew's    | Drew 1 - 1 |
| U.14 | v | St. Andrew's    | Postponed  |
| U.14 | v | Filey           | Won 6 - 2  |
| U.14 | v | St. Andrew's    | Won 2 - 0  |
| U.15 | v | Norton          | Won 2 - 0  |
| U.14 | v | Norton          | Won 2 - 1  |
| U.18 | v | Lady Lumley's   | Postponed  |
| U.15 | v | Lady Lumley's   | Postponed  |
| U.15 | v | St. Andrew's    | Won 3 - 1  |
| U.18 | v | Lady Lumley's   | Lost 0 - 1 |
| U.18 | v | VI Form College | Drew 1 - 1 |
| U.18 | v | Whitby          | Won 1 - 0  |
| U.18 | v | Hunmanby        | Drew 1 - 1 |
| U.14 | v | Ryedale         | Lost 0 - 3 |
| U.16 | v | Ryedale         | Cancelled  |

# NETBALL RESULTS

|                |                 |                                         |
|----------------|-----------------|-----------------------------------------|
| v Ryedale      | ul6<br>14<br>13 | Lost 11 - 7<br>Lost 7 - 6<br>Lost 6 - 5 |
| v Filey        | ul3A<br>13B     | Won 10 - 1<br>Won 5 - 3                 |
| v St. Andrew's | ul5<br>13       | Won 10 - 3<br>Lost 9 - 3                |
| v Norton       | ul3A<br>13B     | Lost 14 - 2<br>Lost 6 - 1               |
| v St. Andrew's | ul6<br>14       | Won 21 - 6<br>Won 14 - 2                |

# SPRING TERM FIXTURES

|          |      |                                       |   |
|----------|------|---------------------------------------|---|
| February | 16th | 1st VII v VIth Form College           | A |
| March    | 1st  | ul6, 15, 14 v Pindar School           | H |
|          | 9th  | ul6, 14, 12 v St. Andrew's            | H |
|          | 10th | ul5, 13 v Lady Lumley's               | H |
|          | 15th | ul4, 12 v Norton                      | A |
|          | 17th | ul2, 14 v Ryedale                     | A |
|          | 19th | ul5, 12 Netball Tournaments at Malton | H |
|          | 21st | ul2A and B v Norton                   | A |
|          | 23rd | ul5, 13 v St. Andrew's                | A |

We would like to congratulate Anne Greenwood and Anne Witty, who have just got into the Scarborough and District Hockey Teams. Then Anne Witty went on to enter into the North Yorkshire squad.

The 1st XI played in a rally at Malton School. They played four matches of which they won one, drew two and lost one. It was the first time they had played together and they improved towards the end of the rally.

FOOTBALLBOYSFIRST XI

| Won                 | 1 | Drawn | 0 | Lost                   | 5 |
|---------------------|---|-------|---|------------------------|---|
| Lady Lumley's       |   |       |   | 0 - 5                  |   |
| Great Ayton         |   |       |   | 2 - 1 (Hartas, Veysey) |   |
| Scarborough VI Form |   |       |   | 3 - 2 (Veysey 2)       |   |
| Whitby              |   |       |   | 1 - 7 (Cross)          |   |
| Scorton             |   |       |   | 0 - 1                  |   |
| Lady Lumley's       |   |       |   | 0 - 4                  |   |

UNDER 16's

| Won                     | 3 | Drawn | 0 | Lost  | 2 |
|-------------------------|---|-------|---|-------|---|
| Ryedale                 |   |       |   | 7 - 1 |   |
| Norton                  |   |       |   | 9 - 1 |   |
| Raincliffe              |   |       |   | 3 - 4 |   |
| St. Joseph's, Liverpool |   |       |   | 4 - 2 |   |
| Scalby                  |   |       |   | 1 - 2 |   |

UNDER 15's

| Won               | 3 | Drawn | 0 | Lost   | 3 |
|-------------------|---|-------|---|--------|---|
| Lady Lumley's     |   |       |   | 4 - 1  |   |
| Norton            |   |       |   | 5 - 4  |   |
| Great Ayton       |   |       |   | 16 - 0 |   |
| Ryedale           |   |       |   | 5 - 8  |   |
| Joseph Rowntree's |   |       |   | 1 - 6  |   |
| Raincliffe        |   |       |   | 3 - 6  |   |

UNDER 14's

| Won                     | 1 | Drawn | 1 | Lost  | 5 |
|-------------------------|---|-------|---|-------|---|
| Ryedale                 |   |       |   | 2 - 3 |   |
| Norton                  |   |       |   | 4 - 2 |   |
| Raincliffe              |   |       |   | 3 - 5 |   |
| St. Joseph's, Liverpool |   |       |   | 1 - 6 |   |
| Whitby                  |   |       |   | 4 - 4 |   |
| Scalby                  |   |       |   | 3 - 5 |   |
| Lady Lumley's           |   | 46    |   | 2 - 4 |   |

UNDER 13's

| Won                     | 3 | Drawn | 2 | Lost  | 2 |
|-------------------------|---|-------|---|-------|---|
| Lady Lumley's           |   |       |   | 2 - 4 |   |
| Norton                  |   |       |   | 4 - 2 |   |
| Ryedale                 |   |       |   | 6 - 0 |   |
| Joseph Rowntree's       |   |       |   | 1 - 4 |   |
| St. Joseph's, Liverpool |   |       |   | 1 - 1 |   |
| Raincliffe              |   |       |   | 4 - 4 |   |
| Scorton                 |   |       |   | 6 - 3 |   |

UNDER 12's

| Won           | 4 | Drawn | 1 | Lost  | 0 |
|---------------|---|-------|---|-------|---|
| Ryedale       |   |       |   | 2 - 0 |   |
| Norton        |   |       |   | 4 - 0 |   |
| Raincliffe    |   |       |   | 4 - 1 |   |
| Scalby        |   |       |   | 4 - 0 |   |
| Lady Lumley's |   |       |   | 0 - 0 |   |

BASKETBALL

The season is not yet in full swing, the only match being against Norton.

Under 16's

|        |         |
|--------|---------|
| Norton | 44 - 14 |
|--------|---------|

CROSS COUNTRY

So far in the Area Championship all the teams are holding strong positions:  
First Year 3rd, Second Year 5th, Third Year 5th,  
Fourth/Fifth Years 1st. 47

## H O C K E Y

### Results

|                        |                  |
|------------------------|------------------|
| Archbishop Holgate's   | 7 - 1 (Watson)   |
| St. John's, York       | 4 - 1 (Watson)   |
| Granby High, Harrogate | 4 - 1 (Abbott)   |
| Easingwold             | 2 - 0            |
| Pocklington            | 2 - 1 (N. Booth) |
| Nunthorpe              | 2 - 0            |

The First XI started the season off on a bad note, losing 7 - 1 to Archbishop Holgate's. However, as the season has progressed, the results have tended to get better, although the forwards can not seem to put the ball into the net. Some matches may have been thrown away after being in a commanding position. This has been due to a lack of effort and concentration. All in all, it is a poor start to the season, but we hope to improve our scoring rate and, in turn, win more matches.

### TEAM

K. Oldfield, D. Goodwill, A. Stubbings, D. Fawcett, N. Booth, A. Martin, P. Booth, R. Abbott, A. Harrison, S. Watson, D. Wray.

### RESERVES

J. Massheder, A. Holden, S. Morrill, A. Goodwill.

Simon Watson (Captain)

## RUGBY

### First XV

V Whitby 6 (penalty, Veysey drop goal; Abbot)  
10

Although losing the first game of the season the First XV gave a good account of themselves. The team played with a great deal of effort and determination.





# THE END

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| ■ Cheque Accounts        | ■ Home Improvement Loans     |
| ■ Trustcard              | ■ Mortgage Protection        |
| ■ Savings Accounts       | ■ Bridging Loans             |
| ■ Investment Accounts    | ■ House Purchase Mortgages   |
| ■ Term Deposits          | ■ Business Finance Loans     |
| ■ Student Accounts       | ■ Harvest Savings Plan       |
| ■ School Leaver Accounts | ■ Harvest Bond               |
| ■ Moneybuild             | ■ Family Income Plan         |
| ■ Travel Cash            | ■ Convertible Insurance Plan |
| ■ Personal Loans         |                              |
| ■ Home Insurance         |                              |

Credit Services are not available to persons under the age of 18 and there is normally an upper age limit of 65.

Security will be required on Home Improvement Loans over £3,000 and on Bridging Loans and House Purchase Mortgages.

**TRUSTEE SAVINGS BANK**

*of Yorkshire and Lincoln*

*Branches throughout the area, see Yellow Pages*

For further information or if you require a written quotation of the terms and conditions of any of the TSB credit services mentioned above write to  
FREEPOST, TSB of Yorkshire & Lincoln, 308 Tadcaster Road, York YO1 1UY.

*The bank that likes to say Yes!*