A History of Malton Grammar School
By David Lloyd
Assisted by Howard Fox and Antony Kirby
1965

Foreward by the Headmaster (Philip Taylor)

It would be difficult, without seeming fulsome, to express adequately the pleasure which the publication of this History gives me. Many of us have talked of the need for a definitive History of the School; some of us have promised ourselves that we would do something about it when we had time. It is typical of Mr. Lloyd that he has made time in the midst of his many pursuits. This History is a triumphant vindication of the saying "If you want a job doing, find a busy man."

The outstanding single quality of this History, as I see it, is that it successfully combines the general and the particular. Determined to uphold the tradition that Maltonians have as a happy family, Mr. Lloyd has mentioned by name many hundreds of scholars and traced their fortunes at school and in the world. But he has also, at appropriate moments, made considered and, I believe, eminently fair appraisals of the school, its successes and its failures. It is typical of Mr. Lloyd's good sense that, writing under my regime, he has not hesitated to point out unrealized potentialities of which I am only too sharply aware.

I am sure that every member of the school, past and present, will wish to have his or her own copy of this History. Reading it, scholars will see themselves as part of a continuing tradition, begun in the Sixteenth Century and in our time splendidly reveived and enhanced by Mr. Watt and Mr. Williams.

Introduction by David Lloyd

I began to accumulate the notes for this short history as long ago as 1960, with the hope of publishing something the following year, the fiftieth anniversary of the School's refoundation. But the task was a greater one than I had imagined and the full life of a schoolmaster and family man left little leisure for an undertaking in which I was becoming unexpectedly absorbed. Thus it has not been until this summer, 1965, when I have been away from Malton for nearly two years, that I have had opportunity to write my final version.

I am, as it is often said, all too aware of the many imperfections, but I have taken the view that if I delay much longer the intended history will become yet another of those piles of notes that have never been published. And it can be argued, I think, that a hurriedly written School history is better than no history at all.

Much of the material on which I have worked has been taken from old copies of 'The Maltonian', which appeared regularly from 1917 onwards, and which, on the initiative of Mr. Rolls, have been bound into some ten volumes and now hold an honoured place in the School Library. I also consulted the Staff and Admission Registers, available for the years since 1911. Further information came from the Secretary of Education for the North Riding, from the Clerk of the School Governors, Mr. Gouldsmith, and from the files of the Malton Gazette. Much the most valuable sources, however, have been the recollections of countless old scholars and members of Staff, and my talks with them have been the most enjoyable part of the whole project.

I should make it clear that the collection of material was a joint undertaking by myself and two old Maltonians, Howard Fox,B.A. (1952-59) and Antony Kirby (1956-64), who had special responsibility for the periods 1941-50 and 1931-40 respectively. Howard Fox also did a good deal of private research into the history of the original school at Old Malton, and much of my first chapter is based on his work, and on that of Mr. J. Lawson, a lecturer in the History of Education at Hull University. I am very much indebted to Mr. Rolls and to Mr. and Mrs.Taylor, all of whom, read my first draft, and put their knowledge of the School and its scholars at my disposal. Mr. Rolls, of course, has a knowledge of the School that is quite unique, and his support of my venture has been my greatest encouragement.

Finally, I must give my thanks to the School Governors and to Mr. Taylor for their financial support; I only hope the sales will be good enough for them to be completely reimbursed and, perhaps, for a little profit to go into the School Fund.

My approach to the School's history will be made clear in the following chapters. It was most convenient to use the periods of office of the three Headmasters as my basic framework, though I thought it best to divide Mr. Watt's twenty six years as Head into two shorter periods. My greatest problem was what and how much to say about the Old Maltonians. Some school histories make no mention of old pupils, or only of those who have reached great eminence. This seems to me to be a mistake, for surely it is on the lives of old pupils, undistinguished as well as famous, that one's judgement of a school must ultimately be based. Of many old scholars, of course, I had no information, though I would claim to have gathered some facts about the fortunes of over a half of the two thousand Maltonians who have passed through the School during the last fifty years. From this mass of information I have picked out what seems to me to be of particular interest or that which typifies whole groups of Old

Maltonians. But it is my sincere wish that no one will be slighted or hurt by my omissions or possible misinformation.

No doubt I will be asked my reasons for attempting such a history. The honest answer would be that it was for my own enjoyment. I happen to have a taste - many will consider it an odd one - for the history of all human institutions, but particularly of schools. The story of M.G.S. strikes me as one of absorbing interest, and I can only hope that this will be conveyed to the readers. But a school history can, I think, be justified on other grounds than its writer's satisfaction. I am quite convinced that a school gains by seeing itself as part of a lengthening tradition, that will give its Staff and scholars a keener sense of purpose and make them conscious not only of their debt to the past but of their responsibilities to the future. A written history, however imperfect, can surely do something to foster that tradition and to base it on fact and not on fancies. My own experience confirms the point. I came to M.G.S. in 1958; but though I had soon browsed through most of 'The Maltonian's, it was some years before I became even dimly aware of the past achievements of the School and of the pattern of its early development. It was to fill this sort of gap, and to make the residents of Malton and district aware of just how good a grammar school they have, that I have written this booklet.

D.J.L.
3 King's Avenue, Rochester, Kent.
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Six Blessings

An old revivalist hymn urges us to 'count our blessings.' This can well be the task for our final chapter, for the reader will by now be satiated with facts and may wish to get the School into some sort of perspective before laying this booklet aside. To my mind there are six such blessings, well clear of all others, which have done most to make M.G.S. the splendid School it is and always has been.

First, its setting amidst fair and unspoilt countryside, with an outlook as delightful as that of any school in England. Its pupils have come from the small towns of Malton and Norton, from the surrounding villages and from outlying farms and hamlets. Most of them have had their full share of the integrity and sincerity of the countryside and as pupils they have been trusting, co-operative and friendly.

Second, its size, which has always been small enough to preserve something of the family atmosphere of the early days. The Headmaster and his Staff have come to know their pupils well, not just as names, faces and I.Q's., but so as to be able to give them the help and direction appropriate to their special needs. Many of the pupils have benefited in another way, for a higher proportion of them have held posts of responsibility, or played in School teams, than would have been the case in a larger establishment.

Third, the fact that the School has been co-educational since its refoundation in 1911, and so has given its pupils the many benefits that come in later life as a result of the free and natural association of boys and girls during their adolescence. Co-education is now respectable and its merits are acknowledged by a growing range of informed opinion. Old Maltonians can well be proud that their school was among the pioneers of mixed secondary schools.

Fourth, the kindness and wisdom of its three Headmasters, none of whom have been the efficient pieces of administrative machinery that many of their fellows too easily become, but have all retained a warm-hearted personal interest in the children and teachers in their charge. M.G.S. can be grateful, too, for the length of time that each one has held his office, bringing the School a stability to be envied by those schools that have witnessed a long procession of ambitious and reforming Headmasters.

Fifth, that there have been so many devoted servants of the School, willing to give not only their hearts but much of their lives to M.G.S. This is in no sense an honours list, but who can think of M.G.S. without recalling some or all of 'A.B.', Miss Douthett, 'Mecca', Bruce Rolls, George and Gertrude Barker— and there are others, some still giving service, not very far behind them. It is names such as these that give a school its tradition and its sense of lasting values. May we mention here also the enlightened direction given to School affairs by its Governors, and in particular the active and sustained interest of the Worsley family.

Sixth, the energy and skill of those many teachers who, though not feeling that M.G.S. should be their whole life's work, have nevertheless, during their years on the Staff, given without stint of their time and abilities. We think here, among others, of Marion Edwards, Thomas Curzon, Ethel Turner, Lucy Taylor, Bill Richardson, Beatrice Goldberg, and of many others, several of them still in office.

The School, then, has much of which it can be proud. But this must not lead to complacency. Those of us who love M.G.S. must not be blinded to her shortcomings; they exist today as they did in the past. Much work remains ahead, but those who face it can feel themselves part of a fine tradition, which has sent out into the world some two thousand men and women, the great majority of whom have led happy and useful lives, and many of whom, as this booklet has shown, have done well enough by any worldly standards to reflect great credit on their School, and on all who have laboured there over the last fifty-four years.