

1 Friday, 14 May 2021

2 (10.00 am)

3 LADY SMITH: Good morning and welcome to the last day of  
4 this week's evidence, which of course is the second day  
5 of our evidence about Morrison's school in Crieff.

6 I think we have witnesses ready, is that right,  
7 Mr Brown?

8 MR BROWN: My Lady, the plan today is to have two witnesses  
9 in person and one very short read-in. We start with a  
10 witness, Colin, then I suggest we do the brief read-in  
11 and break, and then follow up with the second witness.

12 LADY SMITH: That sounds excellent. Thank you very much,  
13 let's do that. (Pause).

14 Good morning, Colin. Could we begin, please, by you  
15 taking the oath.

16 "COLIN" (sworn)

17 LADY SMITH: Please sit down and make yourself comfortable.  
18 Colin, you will see there is a red folder in front of  
19 you, it has a hard copy of your statement in it and you  
20 are welcome to use that for reference purposes if it  
21 would help you. Also you will see parts of your  
22 statement that you are being referred to coming up on  
23 the screen in front of you, so use whichever works for  
24 you. Otherwise, please don't hesitate to ask any  
25 questions if you are not sure about anything, and let me

1 know anything that would make your giving evidence as  
2 easy and as comfortable as possible. Please don't  
3 hesitate.

4 If you are ready, I will hand over to Mr Brown, and  
5 he will take it from there.

6 A. Thank you, yes.

7 LADY SMITH: Mr Brown.

8 Questions from MR BROWN

9 MR BROWN: My Lady, thank you.

10 Colin, good morning.

11 A. Good morning.

12 Q. As you have just been told, and as you know, because  
13 I think you have had a quick skim through your statement  
14 this morning in the red folder, it will appear on the  
15 screen as well, so whichever is easier. If we could  
16 just very briefly go to the end of the statement, which  
17 is paragraph 153 on page 29, that shows that you signed  
18 the statement on 25 November last year, that was after  
19 the process of giving the statement, and the last  
20 sentence reads:

21 "I have no objection to my witness statement being  
22 published as part of the evidence to the Inquiry.  
23 I believe the facts stated in this witness statement are  
24 true."

25 And you were happy to sign, having read that

1 particular passage. Okay.

2 I appreciate we are talking about events principally  
3 of many decades ago, so would it be fair to say  
4 recollection is at times hazy but you are remembering as  
5 best you can?

6 A. Indeed, yes.

7 Q. Okay. You are 71?

8 A. Indeed, yes.

9 Q. And your background obviously is that you were born in  
10 the west of Scotland, Dunbartonshire, and went, as we  
11 can read from the early parts of your statement, to the  
12 local primary school, Jamestown Primary, near Balloch,  
13 and obviously your expectations weren't great, because  
14 after two days you announced that that was it, you have  
15 been to primary school and it was time to move on. But  
16 you had to carry on for another three years, by which  
17 stage, as we see in paragraph 5 over the page, when you  
18 were eight the headmaster called your father and  
19 wondered if your father was able to send you to private  
20 school. Was that basically because you were getting  
21 ahead of everyone else?

22 A. I think so. That is not my recollection, I think that  
23 was my sister that actually said that. I don't remember  
24 exactly the situation, but ...

25 Q. All right. But the view was taken that, yes, you should

1           be taken out of the local primary and moved, as it  
2           turned out in your case, to Morrison's Academy in  
3           Crieff.

4           You say you don't know why your parents didn't  
5           choose a school closer to home.

6       A. The obvious place would have been somewhere in Glasgow,  
7           some of the fee-paying schools in Glasgow, but that was  
8           never considered.

9       Q. And you never discussed that --

10      A. No.

11      Q. -- with your parents at the time or since?

12      A. No.

13      Q. You make the point there was no exam to sit, it was just  
14           a question of being admitted. And you got a long list  
15           of items that were required, and a trunk --

16      A. Yes, there was -- yes, all the clothing and so on had to  
17           be obtained.

18      Q. Yes, and you describe going to a big department store in  
19           Glasgow. Was that Paisley's, by any chance?

20      A. I think it was Rowan's, Argyll Street, if I remember  
21           rightly. And there were other places as well. Because  
22           my father was in the clothing business he presumably  
23           could source stuff rather than just retail. It was ...  
24           I remember he knew somebody who made kilts,  
25           for instance, we had to have a kilt for Sundays, and



1           that was done privately.

2           Q. Can you remember, were you excited at the prospect of  
3           going to Morrison's before you got there? What were  
4           your feelings?

5           A. No, I don't recall excitement. No, I wouldn't --  
6           I wouldn't be able to recall any particular emotion one  
7           way or the other.

8           Q. But the day comes and you drive, as you say in  
9           paragraph 9, for three hours with your parents. And you  
10          go to the school, and we have a photograph of the  
11          school, which is document MOR-000000058. That is  
12          obviously Morrison's --

13          A. Scotch baronial Gothic, or whatever you want to call it,  
14          yes.

15          Q. That photograph was taken in the 1950s, so fairly close  
16          to --

17          A. It's exactly as it was, as I remember it.

18          Q. And as we can see, some boys have graduated to long  
19          trousers whereas many on the left are still in shorts?

20          A. You were in long trousers from fourth form, so senior  
21          school 1, 2 and 3 were in short trousers and then you  
22          went to long trousers. Short trousers were with bright  
23          red socks so they were quite distinctive.

24          Q. You would stand out in the town?

25          A. Oh, absolutely, yes.

1 Q. You describe going to the school. Is that where you  
2 went first, the main school building, do you remember?

3 A. No, I don't recall whether -- I don't recall going to  
4 the school prior to going to the boarding house at all.  
5 I don't remember going to be interviewed in the school  
6 or -- no, I just don't remember that.

7 Q. All right. Because we know from paragraph 13, you tell  
8 us there were five boarding houses for boys and three  
9 for girls at the stage you were there, that the schools,  
10 although there were boys and girls, the two really were  
11 completely separate?

12 A. Yes, they were in the sort of the overall walled  
13 perimeter, if you like, but the girls had a completely  
14 separate building which was surrounded by fence,  
15 I suppose, to separate the boys' school and the girls'  
16 school. So there was no mixing at all of boys and  
17 girls.

18 Q. But in terms of the boarding houses, do you remember,  
19 had you been allocated to the one you then spent ten  
20 years in, Dalmhor, before you arrived, or was that  
21 something that --

22 A. I don't know, I don't know how one was allocated to any  
23 particular boarding house, you just -- this is the  
24 boarding house you go to and that was it. I suppose  
25 I could quite easily have gone to any of the others. It

1           was up to the school, I think, to determine.

2           Q. So you were simply, to use the military analogy, posted  
3           there and you went?

4           A. Yes, posted, exactly that.

5           Q. You say in paragraph 14 that all the houses were large  
6           and spread throughout Crieff and Dalmhor was probably 15  
7           minutes' walk from the school grounds, you recollect,  
8           which was the same for most of the other boarding houses  
9           other than a couple that were near the school gates?

10          A. Yes, there was one that was more or less -- in fact two  
11          that were -- one was called Academy House and the other  
12          one was called Avondale, and they were just immediately  
13          outside the school boundary, this high wall that went  
14          right round the school.

15          Q. So there is a lot of walking going on?

16          A. Oh, indeed, yes.

17          Q. Because speaking generally, and we will come to more of  
18          the detail about the boarding house experience in  
19          a moment, your day academically is spent at the school  
20          but meals you return to the house?

21          A. Uh-huh.

22          Q. So that you are going back and forth during the course  
23          of the day?

24          A. Indeed, yes.

25          Q. And out of school hours your life revolves around the

1           boarding house?

2           A. The boarding house, I suppose, and the playing fields.

3           If you had rugby or -- yes, rugby training was in the  
4           playing fields, which in fact I took the opportunity of  
5           just measuring on a map yesterday how far it was. From  
6           the playing fields to the boarding house was  
7           three kilometres, just under two miles. And so at the  
8           end of school if you had rugby training or athletics or  
9           whatever it was, you would have to walk down through  
10          part of the town to what was effectively the river  
11          terrace of the River Earn, which flowed down at the  
12          bottom of the hill sort of thing, and then at the end of  
13          rugby training it was a two mile -- effectively a two  
14          mile, nearly a two mile walk back to the boarding house  
15          to be back by teatime.

16          Q. Yes. I think you also explain that in terms of other  
17          extracurricular activities, for example, the CCF, or  
18          societies and clubs and so forth, they would be out of  
19          the house, obviously. Would that be based at the school  
20          as well?

21          A. The CCF was just within the school grounds, and other  
22          than that your world existed between the school and the  
23          boarding house really, and immediately opposite the  
24          boarding house was a playing field where we could go --  
25          uncut grass, where we used to go and play football and

1           such like.

2           Q. In terms of all the walking to and fro, was that  
3           supervised?

4           A. No. The only time it was supervised was when we walked  
5           down to church at the bottom of the road on a Sunday  
6           morning, and we would have to walk in groups, I suppose.  
7           Other than that, no, it wasn't supervised.

8           Q. In relation to church, from what you have said, which  
9           church you went to was determined by which boarding  
10          house you were in, is that --

11          A. Yes, I think some went to the Episcopal church. There  
12          was a Church of Scotland I think at the bottom of our  
13          hill, I think we were the only boarding house that went  
14          to that particular Church of Scotland at the bottom  
15          of the hill, but other boarding houses would have gone  
16          to other churches within the town.

17          Q. And that was compulsory?

18          A. Yes, yes.

19          Q. I think you may have said that Catholic, if there were  
20          any Catholics --

21          A. Yes, I think there was only one or perhaps two Catholics  
22          pupils in our boarding house and he had to go all the  
23          way down to the bottom of Crieff where the Catholic  
24          church was, and again he just walked unsupervised.  
25          Presumably he went, I don't know.

1 Q. Did you envy him?

2 A. No, not really, I didn't. It was just a duty you had to  
3 perform.

4 Q. Again thinking back to day one you go to Dalmhor, do you  
5 remember that?

6 A. Vaguely. Very vaguely, yes. It was a bit overwhelming.

7 Q. I think you set out your first day at paragraphs 27 to  
8 29 on page 6. You started at Morrison's in 1958 when  
9 you were eight years old, your parents drove you there:

10 "I don't remember much of the first day. I imagine  
11 we were met by the housemaster and shown our dormitories  
12 but I don't recall. I started at the same time as a  
13 number of other boys, however I knew none of them  
14 beforehand. Some were from Scotland but some were from  
15 overseas."

16 And you made friends with a boy whose parents were  
17 in Hong Kong.

18 Just thinking of Morrison's around the time you were  
19 there, 1950s/1960s, in terms of demographics were a lot  
20 of boys, in terms of their parents, their parents were  
21 overseas?

22 A. I think that was the case for some children, yes.  
23 India, Hong Kong, other parts of the world, it must have  
24 been the case. But equally there were children there  
25 much the same as myself where you are coming from other

1 parts of Scotland. So it wasn't -- I wouldn't have  
2 said -- it is difficult to remember exactly, but I would  
3 imagine something like maybe as much as a third of the  
4 pupils would have come from an overseas parent, parents  
5 who were overseas, and the other two-thirds were  
6 Scotland- or UK-based.

7 Q. Going back to Dalmhor itself, this is, would we  
8 understand, effectively what has once been a private  
9 house and has now been taken over and converted into  
10 essentially a number of dormitories --

11 A. Yes.

12 Q. -- for the boys. Paragraph 15, page 3, you say.

13 "It was divided into five dormitories which were  
14 given various numbers and boys moved between them as  
15 they got older."

16 You start in dormitory 6, which is the junior  
17 dormitory.

18 "... all occupied by boys of the same age as me who  
19 would have been starting in primary 4."

20 And you stayed with those boys throughout your --

21 A. More or less, yes.

22 Q. More or less.

23 A. Some of the dormitories held eight or nine beds I think,  
24 and I think dormitory 6 there were only six beds, so it  
25 depended on the availability of spaces within each room.

1 Q. The dormitory effectively became home?

2 A. Uh-huh.

3 Q. Over and above school and organised activity?

4 A. Yes, yes.

5 Q. Just talking then about school, would it be fair to  
6 summarise that school was -- educationally and the  
7 experience there was good?

8 A. Yes, I would have said so. It was academically good.  
9 In a way it was -- I suppose it was a relief inasmuch as  
10 you didn't have the same sort of closed or enclosing  
11 atmosphere, if you like. The school was much bigger,  
12 there were 350 pupils I think. But, yes, it was just  
13 different. It was a place where you would also meet  
14 other pupils from -- most classes I think in school were  
15 about 30-odd pupils, whereas in your boarding house you  
16 might have only had maybe three or four pupils from your  
17 same class in the boarding house, so you were mixing  
18 with a larger cohort of pupils.

19 Q. Yes. In terms of punishment at school, as distinct from  
20 the boarding house, I think we see at paragraph 94 on  
21 page 18 you say:

22 "Schoolteachers always used a 'Lochgelly tawse'.

23 I don't remember there being any other punishment.

24 I think every teacher would have had a strap, and there  
25 were one or two masters who might have needed it more



1           than others, but I would say that in general it was  
2           proportionate and used when necessary."

3       A. As far as I can remember. I believe the rector, the  
4       head of the school, if you like, he had a cane, but  
5       I don't remember in all the time I was there that I was  
6       ever sent -- it wasn't serious enough to be sent to the  
7       headmaster for a cane, although there may have been one  
8       instance, I don't remember whether it was hearsay or  
9       whether it actually happened to me. But I believe other  
10      than the -- each class teacher would have had a strap,  
11      sometimes with two thongs, sometimes with three thongs,  
12      depending on their preference. There may have been  
13      other teachers with other implements, I don't remember.

14     Q. I think perhaps, as we have all always experienced with  
15      our own educations, teachers vary in preference?

16     A. Yes.

17     Q. You recall, paragraph 95, one who used the tawse  
18      occasionally but also used to throw a chalk duster?

19     A. Yes, that was just to wake you up.

20     Q. Which would be quite painful, you say, if --

21     A. Yes.

22     Q. But did you think that was unacceptable at the time?

23     A. No, it was -- you probably deserved it if you were sort  
24      of dozing. It was the [REDACTED] teacher, in fact, and  
25      I think he was the only one that utilised it. It was

1           either the duster or a piece of chalk or something like  
2           that, because in those days it was chalk and talk rather  
3           than the electronic screens and so on.

4       Q.   Yes.  You go on to say in paragraph 96:

5                 "I wouldn't have said the tawse was used  
6           excessively, it would have to be a severe misdemeanor to  
7           warrant its use.  Obviously sometimes I might have  
8           thought its use was unjustified, but looking back  
9           I would say the teachers used it legitimately although  
10          it did absolutely no good whatsoever."

11      A.   Absolutely, yes.  Your hand hurt and that was it really.  
12          It didn't really deter you from doing anything, I don't  
13          think.  It was, yes, just the way it was.

14      Q.   Going back to the house, though, and looking at its  
15          structure both physically and psychologically, you have  
16          agreed the house was home because meals were taken  
17          there.  Everything, your entire life outwith the school  
18          side, the educational side and sports and CCF et cetera,  
19          focused around the house?

20      A.   Yes.

21      Q.   Which I think we are talking in terms of, number of  
22          boys, perhaps 30?

23      A.   32, I think.

24      Q.   When you arrived at the house obviously it is an  
25          entirely new world to you.  Did anyone, as far as you

1           remember, explain what the rules were?

2           A. Not specifically. I don't remember really, it was  
3           50-odd years ago. But no, I think you kind of learned  
4           it by osmosis, or you were probably told by one of  
5           the senior boys if you did something or -- you know,  
6           "This is what you do and don't forget it", sort of  
7           thing. Or if you did something that was wrong then you  
8           learned about it. But, no, I don't remember -- perhaps  
9           other than, "Right, this is your meal times, this is  
10          your bedtime, this is your locker for your personal  
11          gear, this is where you clean your shoes, this is where  
12          you store your sports gear", other than that I don't  
13          remember any details.

14          Q. What I am suggesting is you weren't handed a document --

15          A. No.

16          Q. -- here are the rules of Dalmhor house?

17          A. No.

18          Q. In terms of the structure -- you have told us about  
19          the boys, and we will come back to the role boys had in  
20          running the house, but in terms of adult supervision we  
21          would understand there is a housemaster, and I think in  
22          your time you had two housemasters, is that right?

23          A. Yes, that is right.

24          Q. Both of whom would live in their own accommodation in  
25          the school with their families, or wife I think in both

1 cases, and children if they had any, is that correct?

2 A. That is right, yes.

3 Q. Geographically, where was their accommodation in  
4 relation to the rest of the house?

5 A. Initially the first housemaster actually had I think  
6 probably three rooms actually within -- it was on the  
7 first floor of the three-storey house, and then when he  
8 left the second housemaster had sort of accommodation  
9 built adjacent to the house but connected to the house,  
10 so you would go through a door and you would be into his  
11 own private accommodation, just built immediately  
12 adjacent to the house.

13 So initially the housemaster was actually living  
14 within the original house structure itself, and then the  
15 second housemaster had his accommodation attached to the  
16 building.

17 Q. There were also matrons?

18 A. The matron, yes, there were I suppose a series of  
19 matrons, I can only remember two really. I believe one  
20 of the matrons, maybe both of them at different times,  
21 had accommodation, I don't know what it was like, but  
22 adjacent to the main building there was what was the  
23 garage, I suppose, and it was a room or rooms above what  
24 was the garage of the original house.

25 Q. Go to paragraph 22, and this is looking at the

1           housemasters, you say:

2           "I could have spoken to either of the housemasters I  
3           experienced whenever I wanted, it would have been  
4           possible to knock on their door and done so, but I never  
5           did and they never checked on how any of us were doing.  
6           They were in fact considered by all the boys as "the  
7           enemy" who were not to be confided in."

8           That mentality, was that something that was picked  
9           up by osmosis from older pupils as you arrived?

10          A. I think so, because there was no -- they would be the  
11          people laying down the law and what they said had to be  
12          adhered to. There was no kind of discussion about it.  
13          There was no ... there would be no reason, I suppose, to  
14          go and speak to the housemaster for any good reason.

15          Q. Were you encouraged by housemasters to approach them?

16          A. I wouldn't have thought so, no. I don't remember  
17          really. No, I would have said no.

18          Q. All right. We have heard in relation to other schools  
19          of wives of housemasters playing an informal pastoral  
20          role. Was that your experience?

21          A. No, no, no. The first housemaster's wife, I am not sure  
22          how soon after I arrived in 1958 she had a child,  
23          a young child, so she would have been involved with  
24          that. But, no, they were just sort of an adjunct, they  
25          really had no formal role in the house. And the second

1       housemaster's wife, again -- and also at the second  
2       housemaster's insistence they were in a separate --  
3       sub-separate building, and there was no interaction  
4       between the house -- between the wives and the boys at  
5       all.

6       Q. There would be some interaction I think, and we will  
7       come to this, at mealtimes, where you would sit and the  
8       housemaster would be present for meals, is that correct?

9       A. Yes, occasionally. Not for every meal but occasionally,  
10      yes.

11     Q. What about prep?

12     A. Again perhaps occasionally but generally not, I would  
13     have thought, no. No.

14     Q. The picture you paint is that housemasters were actually  
15     quite remote?

16     A. Yes, I think they were, yes. They were there I suppose  
17     to lay down the law as a senior figure, but other than  
18     that, yes, they -- on a day-to-day basis I would have  
19     said, no, they were not there to interact with at all.

20     Q. What about the matron? How much interaction was there  
21     with the matron?

22     A. You could access the matron. She would normally just be  
23     in what was the room where most of the sheets  
24     and pillowcases, the laundry essentially, was stored.  
25     Each pupil would have had a big area where the

1 laundry -- sheets, pillowcases and towels -- were  
2 stored. So she was in this room and was accessible if  
3 there was an occasion to need to talk to her. But for  
4 what reason? No real good reason.

5 Q. Do you remember engaging with the matron for any  
6 particular reason?

7 A. No, not really, no. Not to any degree, no.

8 Q. You describe housemasters being described as "the enemy"  
9 by the boys. Was that the same mindset as towards the  
10 matron?

11 A. Perhaps to a lesser degree. Because they were adults,  
12 they were to a degree laying down the ground rules,  
13 dictating the rules. Other than that, yes, they were  
14 still an adult, "the enemy" if you like. I can only  
15 guess that if we were breaking the rules and it was  
16 discovered by the matron, then she would then retell  
17 that back to the housemaster. So we had to still toe  
18 the line, if you like, one way or the other.

19 Q. I think as you set out in your statement, you had two  
20 housemasters and two matrons, and their different  
21 characters are reflected in your statement. As far as  
22 the matrons, you describe the first:

23 "... as a bit of a battle-axe, and the second was  
24 a bit younger and more approachable, but I never felt  
25 either was a person I would be able to confide in."

1 A. No.

2 Q. Was there any effort to invite pupils to confide in  
3 matrons? In other words, putting them forward as  
4 someone you could or should talk to?

5 A. No, there was ... I mean, I would ask the question: who  
6 would say "If you want to talk to somebody go and talk  
7 to the matron"? Nobody was going to say that to you, or  
8 unlikely to.

9 I think because the second matron was nearer our own  
10 age -- certainly by the time I got to a more senior  
11 position in the school, third year, fourth year, I'm  
12 guessing, I'd say she was maybe only ten years older  
13 than me at the time then, rather than 30 or 40 years  
14 older. So, yes, from that point of view she was perhaps  
15 more approachable, and perhaps or probably a different  
16 character altogether, but there was no -- there was no  
17 real reason to ... I would ask the question: what could  
18 the matron have done in any case depending on what your  
19 questions might have been or your confidential comments  
20 might have been?

21 Q. Okay. You talk at paragraph 26 about the two  
22 housemasters. Obviously different people had different  
23 techniques. The first was more hands-on and would be  
24 there to dictate and enforce the rules, but the second  
25 was much happier to devolve all responsibility to the



1           senior boys?

2           A. Yes.

3           Q. "As long as the house was kept quiet and tidy and things  
4           appeared to be running smoothly, the second absolved  
5           himself of any responsibilities."

6           Would we understand that, albeit both had slightly  
7           differing approaches, they both wanted the same end  
8           result, which is a house that is quiet, tidy and running  
9           smoothly?

10          A. Yes, I would have said so. The first housemaster was  
11          in fact the [REDACTED] teacher in the school, so he was quite  
12          a [REDACTED] bloke, if you like, and he was not averse to  
13          wielding the gym shoe if need be. And the second was  
14          the [REDACTED] -- [REDACTED]  
15          generally teacher in the school, and he was the one that  
16          just said "I don't want to have any" -- well, not in as  
17          many words, but he obviously just relinquished any  
18          day-to-day running of the house to the senior pupils.  
19          That was the impression. Now, whether it was ever  
20          spelled out, but that was what actually happened.

21          Q. From page 6 onwards of your statement you set out the  
22          routine with meals, and I think you do say at  
23          paragraph 32:

24                 "The housemaster and the matron sat in on all  
25          meals."

1       A. Certainly the matron was there for all meals. The  
2       housemaster may or may not have been present. Some  
3       meals but not always.

4       Q. You then say at paragraph 33:

5                "We weren't allowed back into the dormitory until we  
6       were going to bed at night. We were restricted to the  
7       common room or playing outside."

8                In terms of the common room, can you describe that  
9       space?

10      A. The common room was a room smaller than this area here,  
11      with trestle tables and fold-up chairs, a stove, a solid  
12      fuel stove, and a radio and some lockers -- or I say  
13      lockers, they were just shelves for each individual boy.  
14      It was probably less distance than -- maybe about  
15      the length of this table, so a couple of feet long, and  
16      that was your personal area for your personal  
17      possessions. It wasn't locked or anything like that.

18               We had a bedside locker in the dormitory which --  
19      I don't think it really contained anything, maybe  
20      a washing kit, I think that was about all, and that was  
21      it.

22               So the prep room was really where everything  
23      happened, whether you were reading, doing prep, making  
24      plastic models, playing chess or anything like that. So  
25      you had 32 boys, effectively, if they are not in that

1 room, they were outside somewhere, maybe playing in the  
2 field or whatever.

3 Q. Did people want perhaps to try and have a bit of peace  
4 but simply couldn't because you all had to use this  
5 common room?

6 A. Possibly, possibly, but there was no option really.  
7 Latterly the school or boarding house built a second  
8 prep room at the back of the house which gave more  
9 space, so in fact you then had two areas for prep for  
10 the junior boys and the more senior boys who had prep  
11 for longer. The junior boys would have had prep until  
12 7.30 when we had tea and biscuits or something like that  
13 and then they would go to bed. So during the evening  
14 there was a rotation of pupils gradually going to bed.  
15 The senior pupils, I can't remember what time prep  
16 finished, about 8.30/9 o'clock, something like that for  
17 the senior pupils, in which case all the younger boys  
18 would have gone to bed by that time.

19 Q. We would understand, since you mention bedtime, once you  
20 go to your dormitory to bed, silence was expected to  
21 reign?

22 A. As soon as the lights went out, and there was a lights  
23 out time, it was 7.30 for the small boys, and then  
24 8 o'clock, then 8.30 and so on, and once the lights went  
25 out there had to be total silence, otherwise somebody

1           would come up and listen at the door and then the  
2           consequences were physical.

3       Q.   You describe at paragraph 38 that one or two of the  
4           prefects and both housemasters used to creep around in  
5           soft-soled shoes and listen at the door?

6       A.   Yes, soft-soled shoes or very quietly. They probably  
7           knew where all the squeaks in the floorboards were.

8       Q.   "Suddenly they would burst in and demand to know who had  
9           been talking and punish the culprit by hitting him on  
10          the backside over his pyjamas with a slipper or  
11          something."

12               Both prefects and housemasters?

13      A.   Yes.

14      Q.   In terms of the food, I think you describe it as being  
15          a standard rotational menu, the same things week after  
16          week?

17      A.   Yes, you could dictate, ah, Friday, it's chips or  
18          whatever.

19      Q.   In terms of washing and bathing, shared baths?

20      A.   Yes.

21      Q.   So you would want to get into the bath first to get the  
22          clean water?

23      A.   Yes, that, as far as I can remember, was the case, yes.  
24          You had allocated bath days. There were no showers in  
25          those days, it was a bath or nothing, and obviously

1           the amount of hot water available in a boarding house  
2           was limited, so not everyone could have a bath on the  
3           same day, for instance.

4       Q. I think again, just in terms of leisure time, you have  
5           obviously talked about the common room and this field  
6           across the way where you could play if the weather  
7           presumably was good. But you paint the impression there  
8           was no television except for special occasions?

9       A. There was no television. The only instance I remember  
10          of television was the shooting of JFK in 1962. I think  
11          there was a television in what was occasionally used as  
12          a sick room in the house, and as far as I know it was  
13          never used for anything else other than a sick room, but  
14          there was a TV in there, and we were asked if we wanted  
15          to watch this incident in Dallas, Texas. As far as  
16          I can remember, that was about the only time we were  
17          allowed to watch TV.

18       Q. You were a projectionist?

19       A. Yes, this was in the school, this was the film club, if  
20          you like. I can't think how long that went on, but  
21          certainly it was something I was just vaguely interested  
22          in, the mechanics of a projection system. It was  
23          all 8mm film, and I became the projectionist because  
24          I was sufficiently interested in doing something like  
25          that. So I think -- I'm not sure if it was every Friday

1           during the winter term. Obviously during the spring and  
2           summer term -- during the spring term we probably had  
3           exams to prepare for. During the summer term it was too  
4           light outside so we would -- so it was probably only  
5           during one term, and I think about every Friday night,  
6           it might have been only every second Friday, I don't  
7           know, but I would be the projectionist. We would go  
8           down to the school hall, the main assembly hall in the  
9           school, and show a film.

10          Q. So this is again at the school?

11          A. At the school, yes.

12          Q. Away from the boarding house?

13          A. Yes.

14          Q. You have talked about the CCF. You enjoyed the CCF?

15          A. Yes, again it was something different, something to get  
16           out of the boarding house, really. But for boarders it  
17           was compulsory. So it was every Friday, Friday  
18           afternoon after school, and also there was the  
19           opportunity in the beginning of the summer holidays to  
20           take a week when we would go either to Cultybraggan Camp  
21           near Comrie, or I went to Sennybridge in the  
22           Brecon Beacons one year. Another year I went to Warcop,  
23           which is in Cumbria. Again that was just a week, and it  
24           was optional, you could do that or not as the case --  
25           and it was just basically playing at being soldiers.

1 I had no interest particularly in becoming a regular  
2 soldier, it was just an adventure more than anything  
3 else.

4 Q. Fun?

5 A. It was fun, yes.

6 Q. I think you also say in paragraph 54 you took piano  
7 lessons for a few years and you were in the Scouts, but  
8 you add:

9 "It was all a way of getting out of the boarding  
10 house and away from restrictions."

11 Do you remember that being a conscious decision,  
12 trying to do as much as possible ...

13 A. It was to occupy the time instead of just vegetating in  
14 the boarding house. As you have said before, your world  
15 was very restricted if you were just in this prep room,  
16 the common room, or in the field next door. It was just  
17 something to -- something different to occupy your time.

18 Q. At paragraph 68, and again this echoes what you said  
19 about the school education being good, you say:

20 "School was in general fine and the education was  
21 good. There was the cloud of the boarding house hanging  
22 over you, but what happened in the boarding house and  
23 what happened in the school were like chalk and cheese."

24 Obviously you have talked about perhaps the boredom  
25 of being stuck in the same place -- the boarding house,

1           the common room -- but was there more to it than just  
2           boredom in terms of the chalk and cheese --

3       A. Yes, you ... Yes, you obviously had rules in the school  
4       which you had to adhere to, whether it was don't run in  
5       the corridor, things like that. You had a bit more  
6       physical space, I suppose, in the school grounds. But  
7       you also didn't have these bullies, or the prefects who  
8       were laying down the law to the degree -- there was  
9       a kind of a distinction between a house prefect and  
10      a school prefect. A school prefect could also be  
11      a prefect in the house, but a house prefect didn't have  
12      any jurisdiction within the school. It was just  
13      a hierarchy, if you like, so a house prefect in the  
14      school grounds couldn't lay down the law in any way. So  
15      it was a way of avoiding some of the bullies or the  
16      prefects who were trying to wield authority.

17     Q. How were people chosen to be prefects, do you remember,  
18     in the house, for example?

19     A. It was presumably up to the housemaster. He would  
20     somehow just -- to a degree obviously it must have been  
21     seniority, but it was based on his gut feeling,  
22     impressions, reports. I don't know. A whole variety of  
23     aspects, perhaps. But obviously he would -- the  
24     housemaster would be able to identify somebody that was  
25     willing, capable, able to lay down some sort of law, if



1           you like. Maybe not as strong as that.

2           Latterly I was made to be a house prefect, not  
3           a school prefect, but a house prefect, I can't remember  
4           whether it was fifth form or sixth form, but I remember  
5           being sort of criticised to a degree for not being  
6           strict enough. I didn't want to beat people, and  
7           whether that was what it was based on, whether I was  
8           fraternising too much with the younger boys or joking  
9           with them or not being strict enough, and that sort of  
10          thing. I don't know how it was defined.

11          For instance, rather than beat one of the younger  
12          boys for whatever misdemeanour, I thought there is no  
13          point in, not beating necessarily, but giving them  
14          a punishment, and writing out lines, "I must not do  
15          this, that and the other" one hundred times is just  
16          a mindless occupation and it serves no purpose  
17          whatsoever other than occupy time. And so rather than  
18          that, I would think, well, I have been through the same  
19          system, you are getting to third, fourth, fifth year or  
20          whatever, I know that you are in third year or you are  
21          in second year, you are going to have to learn at school  
22          this poem for an exam, so, here, learn this poem or  
23          learn part of this poem, rather than writing out one  
24          hundred lines, or whatever, which does you no good  
25          whatsoever, so let's put it to some good use. So "Go

1           and learn that poem", or learn a few stanzas of this  
2           poem, or whatever it is, "and come and see me in three  
3           or four days and recite it back to me". So it gave more  
4           of a purpose to any sort of punishment.

5       Q. I think that is distinct from your experience of  
6           learning for weeks a poem about "let us, oh let us, eat  
7           lettuce"?

8       A. I can still remember that. It was just ridiculous. Six  
9           weeks of trying to learn this stupid poem, I don't know  
10          where it came from or -- but a six-week punishment for  
11          somebody who was eight or nine. As far as I know, it  
12          was for splashing water in the bath. You put two  
13          eight-year olds in a bath together with two inches of  
14          water and, you know, a bit of malarkey, and the next  
15          thing you know you've got a six-week punishment. It was  
16          ridiculous.

17       LADY SMITH: Tell me what the six-week element was.

18       A. It was a long, long poem, "Come back in six weeks and  
19          recite it". For somebody of that age, it is -- it just  
20          went on and on. As far as I know, that is how long it  
21          lasted.

22       LADY SMITH: So the poem was hanging over you for six weeks,  
23          like an exam coming up in six weeks' time.

24       A. Yes. But what happened if you didn't know it all,  
25          I don't remember.

1 LADY SMITH: You obviously managed to learn it.

2 A. I can still remember the punchline.

3 LADY SMITH: What was it?

4 A. "Let us, oh let us, eat lettuce".

5 MR BROWN: You have talked about, when you were a prefect,  
6 trying to be more purposeful, thinking of your charges,  
7 younger boys, and what they were doing with their lives.  
8 Was that a transition, obviously from your experience as  
9 a younger boy, but was that a transition you saw  
10 happening more broadly? In other words, was it getting  
11 slightly more purposeful across the board when you were  
12 a prefect? Was that a change, in other words, in  
13 society?

14 A. I think it probably was. I don't think I was alone in  
15 the house structure in realising that this is just  
16 brutal. I had a -- other boys of my same age and maybe  
17 slightly older, we could see this wasn't the thing to  
18 do, and I think in general the amount of physical  
19 punishment was decreasing, and we just basically stopped  
20 it or certainly cut it down significantly.

21 Q. Was that driven by you, the boys, or was there any other  
22 input trying to change things?

23 A. I don't know where the influence -- I cannot remember  
24 where the influence might have come from. I think it  
25 must have been -- because the housemaster wasn't really

1 dictating the physical punishment, because he was kind  
2 of remote, he just left it to us, so I think it must  
3 have been the senior pupils like myself and such as me  
4 would have tried to -- well, not tried to, but cut down  
5 the amount of bullying and physical punishment really.

6 Q. But that is perhaps the point: when you start as a  
7 younger boy, the seniors behaved differently to you?

8 A. Oh, yes, yes. The seniors were the law, effectively.  
9 They were the immediate law. The housemaster was  
10 presumably aiding and abetting that, because he would  
11 come in and wield the gym shoe or coat hanger or  
12 whatever it was that came to hand, and that kind of  
13 devolved to the senior pupils at that time. But  
14 gradually over the ten years I was there, the amount of  
15 physical abuse then decreased, to the extent that  
16 when -- by the time I got to my senior years it was  
17 limited.

18 Q. I think that is what the second housemaster, who as you  
19 have described was pretty hands-off, he just left --

20 A. Yes, that is right. So he wasn't going to -- he wasn't  
21 there for -- he was in a remote part of the building.

22 Q. I think you have mentioned a variety of implements which  
23 were used for beating, gym shoes, coat hangers, cane,  
24 and I think you make reference to one particular boy who  
25 used a drill cane because he was involved with the CCF?

1       A. Yes, that is right. It was a cane of -- sort of a  
2       swagger cane or swagger stick, whatever they call them  
3       now.

4       Q. And you recall in paragraph 111, page 21, this boy  
5       striking another pupil several times across his bottom  
6       over his pyjamas and he was left with red weals for days  
7       afterwards, and all the boy had done by way of  
8       transgression was speaking after lights out?

9       A. Yes, I remember that, because he was a young -- a small  
10      lad, and after it had happened we could see these  
11      stripes across his backside. It was really quite  
12      physical. Of course there is no padding -- some boys  
13      would have tried -- if they knew they were about to be  
14      beaten, whether it was with a gym shoe, what we call  
15      a trainer today, but gym shoes were the weapon of  
16      choice, if you like, generally, but some people tried to  
17      stuff their bottom with a hankie or something like that.  
18      Of course that was always found and, if that happened,  
19      then there was another couple of beatings. Instead of  
20      the four you would get six or something like that.

21      Q. I was going to ask you about the number of ...

22      A. Three, four, six. I don't think it ever exceeded six as  
23      far as I can remember.

24      Q. Was six understood to be the max?

25      A. Yes, generally I would have thought.

1 Q. And that was true of prefects and teachers?

2 A. Uh-huh, uh-huh. And of course the first housemaster,  
3 being an [REDACTED], really put his -- he was  
4 really swinging, really thumping people. And it was  
5 a public beating, it would happen in the common room, in  
6 the prep room, in front of everybody else. You know,  
7 down, down, down, thwack, thwack, thwack, and he was  
8 really ...

9 Q. So these public beatings, that was the housemaster --

10 A. Yes.

11 Q. The first housemaster?

12 A. Yes, yes.

13 Q. Were beatings by prefects public or would they just  
14 occur --

15 A. They would occur as and when I think, generally, yes.  
16 They were public inasmuch as we had nowhere else to go,  
17 so, yes.

18 Q. In terms of hierarchy of pupils, obviously we have heard  
19 of fagging. Fagging, we understand, went on at  
20 Morrison's. What did it mean in practice?

21 A. I had a fag but only -- well, because it was the sort of  
22 the norm. But in general, as far as I can remember, my  
23 fag would -- I'm not sure if he even cleaned my shoes.  
24 We had to have clean laces for rugby boots, that sort of  
25 thing, cleaning rugby boots, cleaning shoes maybe, and

1 taking a bag to the -- a bag of books or whatever, your  
2 school books, to the school. Other than that -- I don't  
3 remember there being anything other than that.

4 Q. Was it viewed critically by the pupils or was it just  
5 accepted?

6 A. It was just accepted, I think. It wasn't -- I suppose  
7 it was regarded as no big deal and perhaps -- perhaps it  
8 was regarded as a badge of honour, "Oh, I am such and  
9 such's fag", but it was no -- I don't think it was any  
10 great hardship or anything like that. It was just  
11 an extra chore you had to accommodate within your own  
12 day-to-day existence.

13 Q. Were you paid for it?

14 A. No. No.

15 LADY SMITH: Was it any part of fagging that it might be  
16 that the boy whose fag you were would stand up for you?

17 A. No. No, there was no ... there was no benefit, I don't  
18 think, it was just having your own personal slave to do  
19 menial tasks, I think.

20 LADY SMITH: No mentoring element.

21 A. No.

22 LADY SMITH: Because I think if you read about the history  
23 of fagging in the 19th century, that was part of the  
24 idea, that the older boy would look out for the younger  
25 boy who was his fag.

1       A. Not that I can recall, no, there was no protection  
2       involved, I don't think.

3       LADY SMITH: Thank you.

4       MR BROWN: Was there any mentoring at any stage, thinking of  
5       when you arrived at the school? Was there an older  
6       pupil --

7       A. No, I don't recall. It wasn't as if, "Right, here's  
8       somebody that is two years older than you, he is going  
9       to show you the ropes". I don't remember that at all.

10      Q. One specific thing you were asked about -- this is  
11      paragraphs 108 and 109 -- is bed-wetting, and you talk  
12      about a young boy from the Solomon Islands who arrived  
13      having never worn shoes before, and you recall he  
14      suffered quite badly and wet the bed frequently:

15               "... but he was in a totally alien environment."

16               Was he in your year?

17      A. No, no, he was --

18      Q. Junior?

19      A. Probably two years below me I would think. He was in  
20      dormitory 6, the first dormitory I was in, so I think he  
21      was a year or maybe two years below me. So that is  
22      how the moving up within the house was accommodated, but  
23      I remember he was in my dormitory, dormitory 6.

24               I say an "alien environment", he would have been  
25      walking around in shorts, T-shirts and flip-flops



1           probably at best. I have been to the Solomon islands so  
2           I know what it's like. So he would have been coming  
3           from a tropical environment to fairly chilly Perthshire.

4       Q. Is that the "suffering quite badly"?

5       A. Well, absolutely, yes, yes, as well as having to put on  
6           all these clothes which he probably never, ever had  
7           experienced.

8       Q. In relation to the bed-wetting, you go on in 109:

9           "I don't remember if it would have been the  
10          housemaster or one of the prefects, however he would be  
11          made to wash and change his own sheets and then he would  
12          be beaten."

13      A. Yes.

14      Q. "It probably would have been the housemaster. He would  
15          be beaten across the backside with a slipper or some  
16          such implement. At that time I wasn't much older than  
17          him and I thought that was appalling. However, there  
18          was nothing I or any of the other boys could do about  
19          it."

20               Are your memories of this clear or hazy?

21      A. It struck me at the time as being extremely unfair,  
22          because if you are asleep and you wet the bed you have  
23          no control over that. It was totally outwith this lad's  
24          control. As I said, I thought it was extremely unfair  
25          to beat this boy for something which he couldn't do

1           anything about.

2       Q.   You talk about being in his dorm.   Were you, as in the  
3       dorm, supportive of him?

4       A.   I don't know.   I would suggest that perhaps -- I mean,  
5       we all felt the same way, that but for the grace of God  
6       we could have been in the same place and being beaten  
7       for something over which we had no control.   But we  
8       couldn't do anything about it inasmuch as -- you know,  
9       we presumably would have given him some sort of  
10      sympathy, but again we couldn't do anything about it.  
11      If whoever it was dictated that because you wet the bed  
12      you had to suffer for it, you had to be punished for it.

13      LADY SMITH:   You say he had to wash his own sheets.   Can you  
14      remember what that --

15      A.   No, I suspect he would have probably had to put them in  
16      the bath and soak them, or something like that, prior to  
17      them going to the laundry.   Yes, he wouldn't have been  
18      in there with soap suds, and so on, it would have  
19      been -- obviously not only the sheet would have been wet  
20      but the underlying mattress would have been wet, because  
21      the beds were a cast-iron frame with just a spring base,  
22      a thinnish mattress, and I don't know whether at some  
23      stage they would have got a rubber sheet to put under  
24      his sheets or not.   That may have been the case but  
25      I don't know.

1 MR BROWN: Presumably that matron was involved?

2 A. The matron would have had to have been involved, yes.

3 Q. Was the matron sympathetic?

4 A. I have no idea.

5 Q. Thank you.

6 In terms of the experience you had as a more junior  
7 pupil of bullying, as you described, and the degree of  
8 corporal punishment, did you ever want to complain about  
9 it?

10 A. Who do you complain to? It was something you had to  
11 endure, and we knew it didn't do anyone much good. I might  
12 have told my parents to some extent, but again you  
13 felt -- I suppose I felt at the time that you got beaten  
14 because you deserved it, but that is ... I never got  
15 beaten at home. But I think if you complained then,  
16 well, who do you complain to? That was the other thing.  
17 If you complained, the chances are you would be picked  
18 on even more.

19 LADY SMITH: Do you think to any extent you felt you were  
20 learning about life, and life was just like this and you  
21 would have to get on with it?

22 A. Yes, that essentially was the situation, you just had to  
23 assume this was the norm and, yes, you had to endure it.

24 LADY SMITH: It is not unusual for childhood to feel like  
25 that, is it?

1       A. I don't know whether in any other situation, in  
2       a non-boarding house -- in a normal home situation you  
3       wouldn't have had to endure physical beating the way we  
4       did. So if I had been at home I wouldn't have suffered  
5       that, I am sure.

6       LADY SMITH: Thank you.

7       MR BROWN: The picture one gets, though, is as you become  
8       older, it becomes less of an issue, is that fair?

9       A. Yes. Two possible explanations there. One, you know  
10      how to avoid the pitfalls and circumvent the rules, if  
11      you like. Or you knew the rules, you knew what to do,  
12      you knew what not to do, you knew how not to get caught,  
13      or whatever it was. And also you are becoming  
14      physically bigger, and I suppose there was always the  
15      possibility you could threaten the person that was about  
16      to beat you. But, no, I don't think that was the case.  
17      But, yes, I suppose you just learned what not to do.

18      Q. You give the example of one of your friends who was in  
19      the First XV?

20      A. Yes, he was big, a well-built bloke, and in fact  
21      I believe one of his athletics records still stands  
22      after 50 years, so he was pretty athletic. But he  
23      apparently -- I wrote to him some months ago, and he  
24      wrote me a long, long letter, in fact I have it in my  
25      bag which I could submit, if you like, but he threatened

1           somebody who was about to beat him and said "If you  
2           touch me again ..." you know, I will put you into the  
3           middle of next week, sort of thing. So he was turning  
4           the tables and the guy never bothered him after that,  
5           because he was physically bigger and stronger and  
6           probably able to defend himself, but that didn't  
7           necessarily apply to everybody.

8       Q. No. So there is that sort of side, and there is also  
9           the side that you were -- as you have told us, you  
10          become the prefect, but the attitude from your year  
11          group seems to have been somewhat different?

12       A. Yes, it ameliorated. The whole physical abuse side of  
13          things decreased and decreased.

14       Q. You said on a number of occasions the education was  
15          good, and obviously you then left the school and  
16          progressed to university and did geology, and we have  
17          the details of your career which has been far-flung,  
18          hence visiting the Solomon Islands?

19       A. Yes.

20       Q. And places further south?

21       A. Yes.

22       Q. Do you remember what your emotions were when you left  
23          school in terms of what you have been talking about?

24       A. I think there was a great relief to be out of what  
25          I would regard really as almost like a prison. The

1 boarding house was very much -- not that I have ever  
2 been in prison, but what I would regard as incarceration  
3 in a boarding house. You were out of that abusive  
4 system and able to make up your own mind, you didn't  
5 have somebody else telling you this is what you will do  
6 from morning until night, so it was a great relief.

7 Obviously it was going to be completely different,  
8 because you were in a boarding house with 32 other boys,  
9 very little contact with girls, and suddenly you were  
10 going into the big wide world. Yes, it was a big leap  
11 into the unknown.

12 Q. You were asked about the impact of Morrison's when you  
13 produced the statement and you do say at paragraph 130:

14 "I can say that I am someone who must always be on  
15 time. I also like being outdoors which came about  
16 because being outdoors whilst at school was a way of  
17 getting away from the strictures of the boarding house."

18 That is presumably both in terms of simply it is  
19 a very confined experience, by the nature of the  
20 boarding house you couldn't do things --

21 A. Yes.

22 Q. -- as well as other aspects.

23 But you said in paragraph 129:

24 "I am sure what happened to me at Morrison's Academy  
25 has had an impact on me throughout my life, however

1 I will require to give it further consideration."

2 Have you given it further consideration?

3 A. Yes, I have.

4 Q. What do you think?

5 A. I actually made a few notes about this. One of  
6 the features of being in the boarding house was that as  
7 long as you didn't rock the boat, keep a low profile,  
8 don't get noticed, stay away from people as much as  
9 possible and you won't get into trouble, if you like.

10 So I think, whether it is on the basis of my  
11 experiences at the boarding house, but I suppose you  
12 could regard me as somewhat introverted, not prone to  
13 going out and shouting the odds and so on. And perhaps  
14 it was a feature of being in the boarding house or  
15 wanting to escape from the boarding house, my athletic  
16 prowess at school was not great, but what I did like  
17 doing was cross country running, because you were out  
18 there, and we could do that on occasions. You'd say to  
19 the housemaster "I want to go for a run in the evening  
20 after prep", and there was a hill behind Crieff, and  
21 I would go out there and just run. Again, it was a way  
22 of getting out and being free of the boarding house, so  
23 cross country running, this solitary environment. And  
24 perhaps it was on the basis of that that I became  
25 a geologist, because you are out in the field, you are

1 away from lots of people generally as a field geologist.  
2 I spent two and a half years in Antarctica as  
3 a scientist, as a geologist, where for half of the year  
4 you are living in a tent with one other person, and  
5 I don't find that difficult.

6 So this sort of keeping a low profile, head down,  
7 don't get noticed, if you like, perhaps all comes from  
8 my period in the boarding house. It's difficult to say  
9 precisely, because everybody is different, but that is  
10 what I feel the impact of the whole boarding house  
11 experience has impressed on me.

12 And of course then there is the other aspect that  
13 because we had no access to girls, well, only very, very  
14 fleetingly, then you are having to learn about that. As  
15 soon as you leave school you are then into a university  
16 situation where suddenly you have the opposite sex all  
17 around you and think, oh, who are these strange people?  
18 And so on. Yes, it was a serious readjustment.

19 Q. You mention that you have returned to two reunions of  
20 the school, the first time 30 or 40 years after you had  
21 left, and on both occasions you met:

22 "... a number of boys I had been with, as well as  
23 some of the teachers."

24 And you recount, in 136, talking to one of the maths  
25 masters about the physical abuse in the boarding house,



1           and how he became latterly in his career a housemaster  
2           in one of the other boarding houses, and he was  
3           horrified to learn of what was going on and indicated he  
4           had no knowledge of it.

5           A. Yes.

6           Q. And that, from what you say in paragraph 137, may be  
7           borne out from what your conversations with other pupils  
8           from the same era as you who were in different houses to  
9           Dalmhor, is that fair?

10          A. That is what I was led to believe, that Dalmhor as a  
11          house was particularly physically abusive. I can only  
12          go on that one comment that happened during one of the  
13          reunions where somebody said to me, "Oh, that never  
14          happened in our boarding house". But whether that  
15          applies to every single boarding house and through the  
16          whole ten years of my incarceration, I don't know.  
17          There may have been other boarding houses that physical  
18          abuse was more prevalent, I don't know.

19          Q. Thinking back to those ten years at Morrison's, you have  
20          a number of different houses which are dotted about the  
21          town. Do you remember if you knew at that time that  
22          your experience was either common or distinct from other  
23          houses?

24          A. No.

25          Q. Was it discussed?

1       A. It was never discussed, I don't think. You are meeting  
2       boys from other boarding houses at school, it's not  
3       a topic of conversation that would ever come up, unless,  
4       of course -- unless the guy was obviously seriously  
5       physically injured in some way and had been injured by  
6       another pupil or by the housemaster, I don't know.

7       Q. I think you have been back on one occasion to Dalmhor?

8       A. Yes, once. Once is enough.

9       Q. Why was once enough?

10      A. It was the first reunion I went to, and as I was leaving  
11      Crieff, it was about half past five in the evening,  
12      something like that, and I was about to drive home and  
13      I thought I will just nip up to the boarding house. So  
14      I went up, knocked on the door, walked in, and I was  
15      talking to the matron. I don't know who the housemaster  
16      was, I think it was only the matron that was there, and  
17      it was somebody I didn't know, so I was just chatting,  
18      and then this girl walked down the stairs. Whether the  
19      house had then become co-ed or sort of a mixed house, or  
20      whether it was all girls I don't remember, but certainly  
21      physically the house hadn't changed at all. I could  
22      have walked around the place with my eyes closed.

23             Anyway, this girl came tripping down the stairs. As  
24      I say, it was 5.30 or 6 o'clock in the evening, it was  
25      probably a Saturday, and she said to the matron, "Right,

1 I am just off to the pictures in Perth". And I looked  
2 and thought, what? We wouldn't have been allowed out  
3 the door at 6 o'clock on a Saturday evening and yet this  
4 girl was going off, by herself as far as I could tell,  
5 going into Perth to go to the pictures. I was shocked  
6 and stunned that the regime had changed. I don't know  
7 when that was, it was probably -- I am guessing and  
8 saying 1985 or thereabouts, so I don't remember exactly  
9 when.

10 But physically the house hadn't changed a lot. It  
11 hadn't changed at all, rather. The decor appeared to be  
12 much the same, and the physical layout was exactly the  
13 same.

14 Q. I think you noted two changes in your statement. One,  
15 there were carpets, and two, there was heating?

16 A. Yes, well, yes. The house was -- yes, we had frost on  
17 the windows of the dormitories during the winter and  
18 there was no heating.

19 Q. By the time you went back things had changed?

20 A. Obviously, yes.

21 Q. As we know in terms of the final chapter of your  
22 statement, which looks at lessons to be learned and  
23 hopes for the Inquiry, you make the point that you sent  
24 your children to boarding school.

25 A. Only in a way by default. I suppose to a degree a bit

1       like myself who -- and again, this is sort of recalling  
2       from my sister, I think, that I was taken out of the  
3       public system because I was obviously bright enough to  
4       achieve more and put into a private system. But my son,  
5       who was at the local primary school, his achievements  
6       were going down and down, and we realised, because he  
7       was getting bored to tears. He would do the task that  
8       was allocated to him and then he was told to go out and  
9       play in the sand pit and, because of that, he wasn't  
10      achieving what he was capable of doing, that is what we  
11      felt and what the teacher felt, but they couldn't alter  
12      the system.

13           So we investigated the possibility of sending him as  
14      a day pupil 20 miles up the road to a school outside  
15      Huntley, and he went there as a day -- I think he went  
16      there for a week, just at the end of a summer term, and  
17      loved it, and we agreed that that was what he would do,  
18      he would go up there as a weekly boarder, come home at  
19      the weekends, because it was only just up the road, and  
20      come back at the weekends, and that was all agreed.  
21      Then three weeks after the end of the summer term, that  
22      particular school, the headmaster phoned me and said  
23      "Sorry, we don't have enough pupils, we are going to  
24      have to close the school so your son can't come".

25           So having given him this taster, we thought, well,

1           what do we do now? Fortunately my father had provided  
2           a trust for both my children to provide an education, so  
3           there was this pot of money there, and we investigated  
4           a couple of schools, one south of Aberdeen and one in  
5           Aberlour, and ultimately chose Aberlour where my son  
6           would go as a full boarder, because it was -- it was  
7           that little bit further, 37 miles from us. Yes, he  
8           could have gone as a day pupil but it would have been  
9           impractical, and in any case he appeared to love his  
10          taster session, if you like. So we elected to send him  
11          to Aberlour, and Aberlour just happened to be the feeder  
12          school for Gordonstoun, and ultimately he went to  
13          Gordonstoun and did very well, enjoyed himself  
14          thoroughly, and my daughter followed the same route.

15        Q. I think, as you set out in your statement, the  
16          experience there was -- it was a very different world?

17        A. Absolutely.

18        Q. And there was pastoral care --

19        A. Yes, yes. They are still in touch with the  
20          housemistress, the matron, whoever it is, yes, and the  
21          pupils.

22        Q. One thing in paragraph 146, you make the point you are  
23          not a qualified teacher, but on one occasion you visited  
24          Aberlour:

25               "... and was asked if I wanted to take a class on

1           a Saturday morning. I agreed and, although it was hard  
2           work for me, I did it for a whole term."

3           Was that just entirely ad hoc?

4       A. It was, it was just out of the blue. One of  
5       the teachers, I don't know whether he saw something in  
6       me or -- because I have been around a bit, I have a  
7       scientific training, I have a lot of interests, and he  
8       obviously felt that I could contribute something to some  
9       of the boys within the Aberlour system. So I would --  
10      there was no guidance given to me as to what subject  
11      I would pick, or subjects, so I -- the difficulty there  
12      was that the age range of the pupils was ten to 14, and  
13      of course you then had to pitch whatever you were  
14      talking about to such a level that you were not going to  
15      lose the ten-year olds and yet not bore to tears the  
16      14 year olds, so it was ...

17           Yes, it was good fun. It made me work. In a way,  
18      it is what I do now. When I am not doing my sort of  
19      day-to-day job, I become a lecturer or a guide, if you  
20      like, on a small cruise ship, and so I am talking to  
21      adults. But you don't want to talk down to people, you  
22      want to stretch them just a little bit and make them  
23      think a little bit, even ask them questions. It is  
24      a bit of both. So it's being a teacher to a certain  
25      degree, and this is what I did at Aberlour and

1           thoroughly enjoyed it. Hard work.

2       Q. And informal?

3       A. Very informal, yes, yes. But again, the discipline, you  
4           couldn't give them a clout around the ear or anything  
5           like that, you had to accept I think that children today  
6           are not the meek and mild children that we might have  
7           been, sitting there rigidly at your desk and quaking at  
8           the dominie standing there and shouting at you. It was  
9           very informal, round a big table. Yes, it was good fun.

10      Q. Is there anything else you would like to add?

11      A. No, I think I have talked enough.

12           I hope that has given you a flavour. Obviously it  
13           is something -- the boarding house situation that I was  
14           put through, I hope it never happens to anybody else.  
15           It was pretty brutal. This underlying sort of constant  
16           brutality or this bullying, justified or not, is  
17           something that, well, my children never experienced, and  
18           I wouldn't like anybody else to have experienced.

19           I suppose throughout my life now I hate to see  
20           injustices done, and that is what I felt happened in the  
21           boarding house where some of the punishments were just  
22           not justified. They were, you know, almost casual, and  
23           something I don't want anybody to suffer really.

24      MR BROWN: Colin, thank you very much indeed.

25      LADY SMITH: Are there any outstanding applications or



1           questions of Colin? (Pause).

2           Colin, that completes the questions we have for you  
3           today. Thank you so much for engaging with the Inquiry  
4           as you have done, both in terms of your written  
5           statement, which of course is part of your evidence, and  
6           by coming along today and making your experience come  
7           alive for me. I am really grateful to you for doing  
8           that. It has added enormously to my understanding so  
9           thank you very much. And you certainly haven't talked  
10          too much, every word has mattered to me,  
11          and I appreciate that. I am now glad to be able to let  
12          you go.

13         A. Good, thank you very much.

14                                 (The witness withdrew)

15         LADY SMITH: Mr Brown, I think we will actually take the  
16          break now. It is 11.25 am.

17         MR BROWN: It's a matter for your Ladyship but the statement  
18          is one page. It's an email.

19         LADY SMITH: Yes, let's get that in before the break then.

20         MR BROWN: I am obliged.

21         MS BENNIE: I am obliged, my Lady. The read-in bears the  
22          document number WIT-3-000000542. My Lady, this  
23          statement is in the form of a communication which the  
24          applicant sent to the school in November 2020. The  
25          witness is to remain anonymous and she will be known by



1 the pseudonym of "Anna".

2 Witness Statement of "ANNA" (read)

3 MS BENNIE: "I understand this is a child abuse inquiry, not  
4 a child bullying inquiry. As such, I will state that  
5 I was a boarder at Benheath from approximately 1954 to  
6 1958. Having been a victim of [REDACTED] at age 2, resulting  
7 in a [REDACTED] leg, I wore a [REDACTED]  
8 [REDACTED]. Guessing that this made me different from the  
9 other girls, I was subsequently bullied by some of the  
10 older girls. I was made to carry their many books to  
11 school, quite a walk from Benheath to  
12 Morrison's Academy, and polish their shoes every night  
13 in the boot room. Any physical chore was given to me  
14 without being noticed by senior house staff. Telling  
15 matron would only have led to more intense bullying.

16 "I had trouble sleeping and was a poor student. On  
17 one occasion I was held down whilst a brassiere was tied  
18 on to me and stuffed with toilet paper on the morning of  
19 class photos being taken, as I was considered a late  
20 bloomer. This, however, was done by girls in my dorm,  
21 not the senior girls.

22 "Bath time was a bit intense. There was a roster  
23 showing two girls at a time in the bath, with the water  
24 being used for four girls. One always wished their name  
25 was up for the first bath and use of the tub at the end

1           without the taps. Using the water for the second duo  
2           wasn't the best. Our hair was washed with a strong  
3           carbolic-type shampoo and sanitary pads were wrapped in  
4           newspaper.

5           "I recall one incident while walking through the  
6           field on my return to Benheath from riding lessons and  
7           finding a lady's watch. I picked it up and, upon  
8           returning to the boarding house, told matron who  
9           immediately made me walk with her down to the police  
10          station to file a report. A few days later, during  
11          dinner time, I was summoned to the sitting room, always  
12          a scary scenario, to find an elderly lady in their  
13          presence. She proceeded to tell me that it was her  
14          watch I turned into the police, and she was so happy for  
15          my honesty that she presented me with a huge  
16          single-layer box of Cadbury's chocolates. Then matron  
17          escorted me back to the dining room where I was made to  
18          share the chocolates with all other 30-plus boarders.  
19          Probably a lesson learned here.

20          "I hated letter writing home on Sundays as your  
21          letter was not sealed until matron agreed that you had  
22          actually written a letter and not just said "Dear mum  
23          and dad".

24          "My very best friend was a day pupil. She and her  
25          sister were very athletic and achieved in many areas.

1           My very best friend was amazing, often taking my hand  
2           and making me run the perimeter of the hockey field,  
3           hoping to increase the strength in my leg. Even today  
4           we are still best friends. However, I should mention  
5           that not all my experiences were bad. I feel the entire  
6           time spent at Benheath made me the person I am today;  
7           tough and resilient.

8                 "I moved to Canada in 1965, where no one knew of my  
9           medical history and where I continue to live. As an  
10          aside, I returned to Crieff for the 150 year  
11          celebrations of Morrison's Academy and met up with many  
12          former pupils and boarders."

13                I am obliged, my Lady.

14   LADY SMITH: Thank you very much. We will take the break  
15                now and then we will have the other live witness for  
16                today after the break. Thank you.

17   (11.30 am)

18                               (A short break)

19   (11.48 am)

20   LADY SMITH: Mr Brown.

21   MR BROWN: My Lady, the second witness today is Geoff.

22   LADY SMITH: Thank you. (Pause).

23                Good morning, Geoff. Could we begin, please, by you  
24                taking the oath.

25

1 "GEOFF" (sworn)

2 LADY SMITH: Please sit down and make yourself comfortable,  
3 Geoff.

4 Geoff, you have a hard copy of your statement in  
5 that red folder in front of you which you might find  
6 helpful. The statement will also come up on the screen  
7 before you, so use whichever works for you, please.  
8 Otherwise, unless you have any questions for me at the  
9 moment, could I just assure you I want you to be as  
10 relaxed as you can giving your evidence and you must let  
11 me know if you have any difficulties at all.

12 I will hand over to Mr Brown and he can take it from  
13 there, is that all right?

14 A. Yes.

15 LADY SMITH: Mr Brown.

16 Questions from MR BROWN

17 MR BROWN: My Lady, thank you.

18 Geoff, hello again.

19 A. Hello again.

20 Q. For today's purposes you are Geoff, you are 66, and you  
21 are here obviously to speak about your time at  
22 Morrison's between 1965 and 1968, is that right?

23 A. 1963 and 1968.

24 Q. 1963, thank you. You have been referred to the  
25 statement that you produced and which, if we go to the

1 final page, you will see at paragraph 125 you signed on  
2 3 August last year.

3 A. Yes.

4 Q. And in doing so you confirmed, set out in the final  
5 paragraph, that you have no objection to your witness  
6 statement being published as part of the evidence to the  
7 Inquiry and you believe the facts stated in the witness  
8 statement are true?

9 A. Insofar as I can rely on my memory, everything is true  
10 to my recollection.

11 Q. Because obviously we are speaking of decades ago?

12 A. Correct.

13 Q. If I can go back in a sense slightly further than the  
14 time you were at school, we know that you were brought  
15 up in Fife in a small village. And I think, is it fair  
16 to say, that your parents, following the lead of the  
17 local GP, felt the local education probably wasn't  
18 adequate?

19 A. There is a specific reason for that. Our [REDACTED]

20 [REDACTED]

21 [REDACTED], was a certain Robert MacKenzie, who is  
22 well known in educational circles. He had some very  
23 radical views on education. He was headmaster of  
24 a school in the Methil area which had a high proportion  
25 of children from very deprived backgrounds. His view of

1 education was in terms of the development and the  
2 improvement of people from such backgrounds and so he  
3 placed very little weight on academic achievement.

4 That was what upset my parents, was simply that  
5 there was not a focus in that school. He went on to  
6 become headmaster of Summerhill in Aberdeen, which had  
7 the Summerhill ethos, and as a result that was the main  
8 reason that I think my parents had academic aspirations  
9 for me, and that was not supported in the local high  
10 school.

11 Q. And the view was taken, putting matters simply, that you  
12 would go to Morrison's?

13 A. Yes, because the only alternative school was not  
14 accessible on public transport.

15 Q. Am I right in saying the same process had already been  
16 gone through in relation to your elder brother?

17 A. Yes, for pretty much the same reason.

18 Q. And he had gone to Morrison's I think ten years before  
19 you, reflecting the age difference, in 1953?

20 A. Correct.

21 Q. We would understand that in fact you didn't cross over.  
22 As you arrived, he was presumably leaving or had gone?

23 A. Yes, he started his first year at university in my first  
24 year at Morrison's.

25 Q. But as a result of that, Morrison's, within your

1 household, was presumably a known quantity?

2 A. Not to me. I don't know to what extent my parents were  
3 aware of the culture and whatever went on in that  
4 boarding house. It was certainly, as an eight-year old,  
5 not a subject of discussion I ever got involved in. My  
6 parents may have discussed it with my brother as an  
7 18 year old, but certainly there was never any  
8 conversation with me about what I might find when I got  
9 there.

10 Q. Did you and your brother, because of the age difference,  
11 really not --

12 A. We lived completely separate lives.

13 Q. From your parents' point of view, it would appear your  
14 brother had been there for ten years and there was  
15 nothing to prevent you going?

16 A. Correct.

17 Q. You had been there visiting your brother, I think, so  
18 you knew the environment?

19 A. Yes.

20 Q. In a broad sense you had been to the school?

21 A. Yes.

22 Q. And we understand, we don't need to rehearse this, but  
23 the school itself obviously is a large Victorian  
24 building, but the boarding houses then -- but not now  
25 because boarding has ceased -- were dotted around the

1 town of Crieff?

2 A. My understanding is that in the early days the east wing  
3 of the main school building was a boarding house,  
4 I think it was called Academy House, but it caught fire  
5 in about 1952. When it was rebuilt, it was rebuilt as  
6 part of the main school, and all the boarders never went  
7 back to the main building.

8 Q. Do you know where your brother had boarded?

9 A. My brother had boarded in exactly the same house. He  
10 was always in Dalmhor.

11 Q. Was that something, if you know, that was part of the  
12 decision to put you in Dalmhor?

13 A. I have no knowledge, other than the fact it was probably  
14 a known quantity. It was a familiar quantity.

15 Q. Was there any choice on your part that you remember?

16 A. No, there was never any choice on my part. But from my  
17 recollection, in the same way that it just seemed the  
18 natural course of events for me to follow my brother, it  
19 seemed to be the natural course of events to end up in  
20 the same boarding house. Because the housemaster was  
21 the same, my parents presumably had met the housemaster,  
22 there was some element of continuity.

23 Q. When you went to Dalmhor in 1963 aged eight, was there  
24 any reference to the fact your brother had just left?

25 A. Not that I remember. There was no overt settling of



1           scores, that I remember. So while I encountered a lot  
2           of difficulty in my -- certainly my early years and my  
3           first year, I don't remember any of it being  
4           deliberately or overtly the settling of old scores.

5       Q. Had your brother been a prefect?

6       A. He had been [REDACTED]. He'd been [REDACTED] for  
7       two years.

8       Q. Yes. Do you remember anything that he said prior to you  
9       going to Dalmhor about the house?

10      A. No. He wasn't at home at the time I went there and, as  
11      I say, there was -- he never really talked about his  
12      experiences, certainly not to me. Again because of my  
13      age as an eight-year old, there was this huge gulf in  
14      terms of maturity and communication, and while he may  
15      have talked to my parents, he never talked to me.

16      Q. I think you make the point at paragraph 15 on page 4  
17      that obviously you have spoken to your brother since  
18      school?

19      A. Yes.

20      Q. And we see halfway -- I think it's the fourth line of  
21      paragraph 15:

22                "He told me more recently he didn't approve of the  
23      physical thuggery and tried to put a stop to it, but it  
24      clearly had come back by the time I started at the  
25      school."

1       A. Yes. My feelings with that was that that may have been  
2       simply that in his early years the thuggery was even  
3       worse, and what I experienced was actually an improved  
4       position from what it had been in his early years.

5       LADY SMITH: So your brother's years at the school were  
6       what?

7       A. 1953 to 1963.

8       LADY SMITH: Thank you.

9       MR BROWN: In terms of the education you received,  
10       we understand obviously there is the house on the one  
11       hand and there is the school on the other.

12       I appreciate, and we will come back to this, that you  
13       were more interested in science subjects, and in that  
14       sense I think, reading short, Morrison's was perhaps  
15       a more traditional school.

16       A. Yes.

17       Q. But the education, would you say you were overall happy  
18       with?

19       A. I would say for the subjects that were covered it was  
20       reasonable. We had the usual mixture, I remember there  
21       were some very good teachers and there were others where  
22       you felt they weren't making the subject as approachable  
23       as you would like.

24       Q. But in terms of the ethos of the school, what are your  
25       views of that?

1 A. In educational terms?

2 Q. I am just talking about the school in terms of  
3 discipline, education, your time away from the boarding  
4 house, in other words, at school.

5 A. I would say it was a very traditional school. The  
6 school was focused on a mixture of academic teaching,  
7 but also in terms of personal development, particularly  
8 in terms of sports.

9 Q. What about discipline within the school setting?

10 A. I rarely encountered any disciplinary -- it was fairly  
11 strict, in the sense that good behaviour was expected at  
12 all times, but the culture in the school itself  
13 I remember being quite different from the culture in the  
14 boarding house.

15 Q. So we should understand there is a distinction. A clear  
16 distinction?

17 A. Yes, very clear, in the sense you probably have seen  
18 from my testimony that I felt, particularly in my  
19 younger years, very threatened in the boarding house.  
20 I never felt safe, I would say it that way, either safe  
21 or comfortable in the boarding house. I never felt  
22 threatened in the school.

23 Q. Thank you. Let's look at the boarding house then and if  
24 we can deal with practicalities first. We understand  
25 Dalmhor was a private house which had obviously been

1 converted for the purposes of boarding.

2 A. Yes.

3 Q. It is some distance away from the main school, and you  
4 would spend a fair part of your day, your school life,  
5 traipsing from boarding house to school and back again,  
6 boarding house to rugby pitches and back again?

7 A. The boarding house was not particularly far from the  
8 school. It wasn't the nearest but by a long way it  
9 wasn't -- there were other houses, like Glen Earn, that  
10 were much further away. It was probably no more than a  
11 five-minute brisk walk.

12 Q. But every day you would be walking after breakfast to  
13 school, back to the boarding house for lunch?

14 A. Yes.

15 Q. Back to school?

16 A. Yes.

17 Q. School to playing fields or house, then playing fields  
18 et cetera. Walking was part of being at Morrison's?

19 A. Yes.

20 Q. At school were there other things to do beyond  
21 education?

22 A. At my age, virtually nothing. I don't remember -- that  
23 was one of the things I found, that I was often bored  
24 because, if you weren't into the traditional sports, the  
25 only thing I remember being involved in briefly was

1           either the Cubs or the Scouts, I can't remember, but it  
2           was certainly in the Scout hut where I got ejected  
3           because I managed to burn the Scoutmaster's hat.

4       LADY SMITH: How did you do that?

5       A. I was told to iron the brim, and I had never been taught  
6           how to iron, so I left the iron on the brim of his hat  
7           and put a big brown iron mark on it.

8       LADY SMITH: That wouldn't have made you very popular,  
9           I don't suppose.

10      MR BROWN: That was the end of your --

11      A. That was the end of my Cubs and Scouts experience.

12      Q. I think you make the point, though, there was limited  
13           option in terms of alternatives. CCF, for example,  
14           would be for older boys. But I think you say at one  
15           point in your statement that you often stayed on in the  
16           main school building, this is paragraph 48 on page 11,  
17           because you were reluctant to go to back to the nearly  
18           empty boarding house:

19               "... because I feared finding myself alone with some  
20           of the older boys."

21      A. Yes. Particularly in my early years that was the case.

22      Q. You joined aged eight and you would go into which class?

23      A. Primary 4.

24      Q. In terms of the first day at Morrison's -- had you been  
25           to Dalmhor to visit your brother?

1       A. No, I had been to the outside of the boarding house, it  
2       is up a short driveway, and I had obviously been driven  
3       in the car up the driveway and met him at the door.  
4       I had never been inside the boarding house.

5       Q. But on your first day, do you remember, was any  
6       particular effort made to welcome you into the boarding  
7       house?

8       A. We were met individually in the sense that each of the  
9       new starts, there were six of us, arrived independently.  
10      We were met by the matron and shown in. I know we  
11      weren't met by the housemaster because Mr PDS --  
12      I remember being met by the matron and, interestingly,  
13      you will have seen the photograph I provided that was  
14      taken on my arrival day, in the background is  
15      Mr PDS tending his roses in his garden, so I know  
16      he wasn't there to see us into the building.

17      Q. Were you given any sense of the rules in operation of  
18      the boarding house when you arrived?

19      A. I don't have a clear recollection. The only thing I  
20      remember is that the boarding house operated to a very  
21      strict timetable, probably for practical reasons. I can  
22      remember it being explained what the daily routine would  
23      be, but beyond that you tended to pick up the rules as  
24      you went along. For example, the rules to do with  
25      attending sports matches on a Saturday morning, and

1 things like that, you just picked up as you went along.  
2 We were told all our possessions were kept in  
3 the matron's room, and simple administrative things like  
4 that, but I have no recollection of anything beyond  
5 that.

6 Q. I think as we see from paragraph 25, one of the lessons  
7 you learned early was the fact that you don't stand on  
8 the grass where you had had your photograph taken, as  
9 you just referred to, because that was not within the  
10 rules:

11 "Several of the older boys gave me hell within  
12 minutes for having stood on the grass as it wasn't  
13 allowed."

14 A. That was the case that, after being shown in by the  
15 matron, we were introduced -- I think I was introduced  
16 to the other boys in my year and then we were told,  
17 "There's the common room, you can go and wait in there  
18 for your dinner", and we were ushered in, and that was  
19 the end of our engagement with the adult staff.

20 Q. I think as you say at paragraph 26, you felt a bit of  
21 a lost soul. You were allocated by matron a locker  
22 and a peg for your clothes:

23 "It felt very strange and impersonal. I don't  
24 remember there being any meeting or assembly to talk to  
25 us about the possibility of homesickness and who we

1           could go to about it. I do remember the first matron  
2           coming into the dormitory at night to comfort boys who  
3           were very upset."

4       A. Yes.

5       Q. Is that simply the first evening or did that carry on?

6       A. No, that carried on for some time.

7       Q. We understand the dormitory has a number of -- the house  
8           has a number of dorms?

9       A. Yes.

10      Q. And they are spread by age, so you would go into  
11          a particular dorm?

12      A. Yes, it was dormitory 4, which was next door to the  
13          matron's room.

14      Q. That presumably was deliberate --

15      A. Yes.

16      Q. -- because you were the youngest boys?

17      A. Yes. It was also the warmest of the dormitories because  
18          it was the lowest in the house.

19      Q. As you went higher it got colder?

20      A. Yes, because all the other dormitories, with the  
21          exception of the senior boys', the prefects' room, all  
22          the other dormitories were up in the attic.

23      Q. You have talked about the matron, and you have obviously  
24          mentioned the housemaster tending his roses whilst the  
25          new boys arrived. Other than those two people, was



1           there any other adult supervision within the boarding  
2           house?

3       A. No. We knew there was a cook, and I think there might  
4       have been a groundsman, there were some other staff, but  
5       they had no direct engagement with the boys in the  
6       house. There was just the matron and the housemaster,  
7       to my recollection.

8       Q. I think in terms of your progress through the house, you  
9       say at paragraph 21 that your first four years were in  
10      dorm 4 and then you moved to dorm 9. That is  
11      progression presumably up the house because you were  
12      getting older. And do we understand that your friends  
13      who joined with you would follow the same progression?  
14      You stayed together, in other words?

15     A. Yes. The fact that I spent four years in dormitory 4,  
16     what was called the baby dorm, was unusual. That was  
17     just a quirk of the demographics and the age profile of  
18     the boys in the house. Normally in previous years and  
19     possibly afterwards you would only have spent two years  
20     in dormitory 4. Four years was unusual.

21     Q. In terms of the dynamics within the dorm, did you all  
22     start together as new --

23     A. Yes, in my first year all six of us started together.  
24     It was only when, in my final year, we moved up to  
25     dormitory 9 that two stayed behind, because by the time

1 I got to that stage I think two of the original six who  
2 started had dropped out. I know that [REDACTED]  
3 had left through illness, and I think one of the other  
4 boys that I had started with dropped out, so that by  
5 age 12 there were only four of the original six left.  
6 There had been two newcomers but they were younger than  
7 us by I think one year so they stayed behind.

8 Q. Was there a sense of -- or was there a group mentality  
9 of the boys who started with you?

10 A. Oh, yes, very much so.

11 Q. Was that a good thing or a bad thing?

12 A. It was a very good thing. Because in the absence of any  
13 other social support framework, that was the only thing  
14 we had.

15 Q. Let's touch upon that social support framework. How  
16 much involvement did you have with the matron and the  
17 housemaster on a day-to-day basis?

18 A. Very little. Purely -- it was only on a management  
19 basis. If you needed something or if you had a question  
20 about something or you had broken something that needed  
21 repaired, you engaged with the staff, with the matron  
22 more than the housemaster. We had very, very little  
23 engagement with the housemaster as younger boys.

24 Q. The housemaster was married?

25 A. Yes.

1 Q. Did you have any dealings with his wife?

2 A. No, none whatsoever. She would come in, she would  
3 possibly, from what we would see, would chat to the  
4 prefects, but she had no mentoring relationship with the  
5 boys. The housemaster certainly didn't have a mentoring  
6 relationship with the boys, particularly the younger  
7 boys. He may have had that with the older teenagers.  
8 The matron offered us some guidance. I would say the  
9 matrons were very different in my time. The first  
10 matron, although she was only there for one term, and  
11 I cannot remember the details, but I have a warm  
12 recollection of her, so I have a feeling that she was  
13 much better at engaging with eight-year olds than the  
14 subsequent matron, who was very well organised, but  
15 I always remember her as being a very cold person.  
16 There wasn't much give and take with the matron. There  
17 was no "Let's all sit down in the room and talk about  
18 some issue", it was purely on one-to-one. You would go  
19 to matron because you had some issue you needed to talk  
20 about. There was no group mentoring or one-to-one  
21 mentoring that I can remember.

22 Q. How many matrons did you experience?

23 A. Three over my time at Morrison's.

24 Q. And the third?

25 A. The third was an unusual one. She was possibly my last

1 two years or just my last year, I can't remember exactly  
2 when she arrived. She was different again. I remember,  
3 even as a 12 or 13 year old at the time, what struck us  
4 was she seemed very young. What her actual age was  
5 I wouldn't like to say. But whereas the previous matron  
6 who had been very organised was quite a cold and distant  
7 person, that matron appeared to us to be very friendly  
8 with the older boys, and that made us feel very  
9 uncomfortable, because again the older boys, we didn't  
10 always get on terribly well with them, we tried to keep  
11 a distance from them, and finding that the matron, who  
12 was closer in support terms to us than the housemaster,  
13 the fact that the matron was very friendly with the  
14 senior boys in the house, they were going in and out of  
15 her room, we just didn't feel comfortable with it. It  
16 was a conflict of interest, is the best way I can say  
17 about it.

18 Q. You have used the word "mentoring" on a number of  
19 occasions. When you started at the school, was there  
20 any mentoring in the sense of older boys being allocated  
21 to young boys to show them the ropes?

22 A. No, no.

23 Q. Was that ever a factor?

24 A. No. What you found through experience was that some of  
25 the older boys were more approachable than others.

1           For example, I mentioned an older boy called  
2           Iain Leighton who I would go to, and I would speak to  
3           him on the basis that he was a very friendly,  
4           approachable person who would help. I don't remember  
5           what matters I might have discussed with him, but it was  
6           quite clear there were some of the older boys that were  
7           approachable and you went to, and some of the older boys  
8           that you avoided like the plague.

9       Q. We will come back to that distinction in a moment.

10               In terms of the house, though, we would understand,  
11           and please correct me if I am wrong about this, that  
12           obviously your dorm was where you slept. The hours  
13           would depend -- the going to bed time would depend on  
14           your age, with obviously a graded system, with the  
15           youngest going to bed at what time? 8 o'clock perhaps?

16       A. 8 o'clock, it started at 8 o'clock. Dormitory 4 was  
17           8 o'clock. And then, as the other dorms, they had  
18           allocated time slots, because there was only one big  
19           bathroom in the house next to dormitory 4 which had  
20           three baths in it. I think there was a small bathroom  
21           upstairs, so there was difficulty getting all the boys  
22           through it.

23       Q. I think, as you tell us in the statement, it was best if  
24           you were bathing first because your water would be  
25           clean?

1       A. That was only in my -- when we started in primary 4.  
2       I don't think that continued for the older boys. It was  
3       more that bath time for the very junior boys was managed  
4       by the matron until you got the hang of the ropes and  
5       what you were expected to do.

6             I think afterwards certainly, even in dormitory 4,  
7       as I was older, you were free to go in, run your own  
8       bath, have a bath, get out, and then you'd go back to  
9       the dormitory, say "Next one in the bath", and they  
10      would go and run their own bath.

11            I think it was just in the early years with matron  
12      supervising, she was trying to get everybody through as  
13      quickly as possible.

14      Q. But in terms of use of the dorm, would I be right in  
15      suggesting that, other than sleeping and the washing  
16      time of the day, your time would be away from the dorm?

17      A. Agreed. The only time you would go to the dormitory was  
18      if you wanted to get something that you had left in your  
19      bedside locker. Other than that you didn't spend time  
20      in your dormitory. Very little time in the dormitory.  
21      It was all in the common room.

22      Q. Other than eating?

23      A. Other than eating.

24      Q. And we should again understand that all meals were taken  
25      in the refectory that was part of the house?

1       A. Yes. One of my recollections was the way that there was  
2       this constant mix of a wide age range, from 8-years olds  
3       to 18-year olds. You were constantly in a mixed age  
4       group in the boarding house. Whereas when you went to  
5       the school you were often just your own year group, you  
6       would be in a group of your peers. That wasn't the case  
7       in the boarding house.

8       Q. I think, in terms of eating, for example, you say on  
9       page 9, at the top of that page, which is the foot of  
10      the second half of paragraph 33:

11             "The top table only had seats on the window side so  
12      people sitting there had a clear view down the long  
13      tables and across the room. The housemaster, his wife,  
14      matron, head boy and prefect sat at the top table."

15      A. Yes.

16      Q. But there are a number of large, long tables --

17      A. Yes.

18      Q. -- which the boys all sat at?

19      A. I think there would have been about three trestle tables  
20      down each side of the room with boys sitting on both  
21      sides, on the inner face and the outer face. In my  
22      statement I say "very like Harry Potter but on  
23      a slightly smaller scale".

24      Q. With the same jollity as Harry Potter?

25      A. Oh no. No. Meal times were in hushed whispers and

1           mostly silence.

2           Q. And stodgy food?

3           A. Yes, of which I had no complaint.

4           Q. Tell us about the common room, though. That was where  
5           you would spend the bulk of the time in the house?

6           A. Yes, it was an old Victorian villa. It was the typical  
7           large room, probably about 20 feet long. It had a large  
8           cast-iron enclosed stove at the side. Everybody was in  
9           there together. Again there were the brown  
10          linoleum-covered trestle tables. The tables were up all  
11          of the time, but the fold-down wooden chairs, because  
12          there wasn't much space, the chairs were always left  
13          folded and stacked on a table at the far end, the window  
14          end. You went in, you lifted a chair off the stack,  
15          unfolded it, and found a space at one of the tables.

16                 In general the younger boys -- you sorted yourself  
17          out by age. You would find a group of your ...  
18          Generally the older boys were clustered around the fire  
19          and the younger boys would find somewhere else in the  
20          room.

21          Q. We understand that there would be chores to do?

22          A. Only on a Saturday morning.

23          Q. Was this just general tidying of the boarding house?

24          A. It was general cleaning. From what I remember, there  
25          was sweeping of all of the floors in the upper floors of



1           the house. They were all linoleum covered, there was  
2           brown linoleum everywhere, and I think it was just  
3           a case of keeping the dust down on the bare linoleum  
4           floors. I don't remember boys ever cleaning bathrooms  
5           or kitchens, but certainly the corridors and places like  
6           the changing room were cleaned out by the boys. I think  
7           the boys had to wash down the changing room floor, it  
8           was a concrete floor. That level of chore.

9           Q. Was it done in a hierarchical way in the sense that  
10          junior boys would do the work supervised by the older  
11          boys, or did everyone take a hand?

12          A. I think everybody took a hand. I don't know whether all  
13          year groups did the chores or whether it was the junior  
14          boys did this. There was no direct supervision of  
15          somebody standing watching you, but I think the prefects  
16          would keep a vague eye on what was going on just to make  
17          sure the job was being done.

18          Q. I think you tell us that within the dormitory there  
19          would be a rota for shoe cleaning?

20          A. Yes, that was one specific one that -- because the  
21          shoe-cleaning area was a little passageway under  
22          the stairs, there was very limited space, so there  
23          wasn't -- it was also the main thoroughfare through to  
24          the changing room, so at best there was only enough  
25          space for about two boys in that space to do

1 shoe-cleaning. So I think the rota system was on  
2 a practical basis as much as anything else.

3 Q. What about fagging?

4 A. Okay, in my time there was no enforced fagging. It  
5 was -- I think, as I say, there was this scheme where  
6 the older boys would employ junior boys. Not all senior  
7 pupils did do it. In fact, I remember having to  
8 persuade one, I think Iain Leighton, to take me on as  
9 his fag simply because he didn't feel the need for it.  
10 Other boys definitely liked it. But it was mainly a way  
11 of supplementing your rather meagre pocket money because  
12 it was paid.

13 Q. Was it always paid?

14 A. In my time, to my recollection, it was always paid.  
15 I think I used to get sixpence a week for cleaning  
16 shirts and shoes.

17 Q. In terms of leisure time within the house, boarding  
18 house, what options were given to you? I think you make  
19 reference to the fact that televisions were coming in  
20 but on a limited basis?

21 A. Yes, that's right. There was no feeling that we were  
22 being denied television. I think it was still enough of  
23 a novelty in 1963. Mostly I remember in my early years  
24 the field across the road from the house was still  
25 a grass field, it was a big hay field, and as young boys

1           in the good weather we would simply go across and play  
2           in this big field with trees. I remember we would climb  
3           the tall trees at the end of the playing field, we would  
4           crawl around in the long grass, playing the sorts of  
5           games that eight-year olds play. But in bad weather  
6           when we were indoors, the sort of thing we would do is  
7           making Airfix models, reading comics, that sort of  
8           thing.

9       Q. But the picture you have is there was a collegiate  
10       spirit when Dr Who was on, because everybody in the  
11       house would rush to watch it?

12      A. We were traumatised by Dr Who because I remember -- I am  
13       exactly in the right age group -- that Dr Who started on  
14       BBC in the autumn of 1963, which was when I arrived at  
15       Morrison's, and everybody had -- we'd heard about the  
16       Daleks, and everybody wanted to get up the stairs and  
17       into the TV room. There was absolute panic to get out  
18       of the dining room and into the TV room. And there was  
19       usually consternation because it was an old valve  
20       television, it would take about two minutes to warm up,  
21       and it would just be coming to life as the titles were  
22       running on the television.

23      Q. Was that one area where really there was no distinction  
24       between young and old?

25      A. Correct.

1 Q. Everyone wanted to watch Dr Who.

2 A. Other than the pecking order. Because it was a small  
3 screen, and all the older boys sat at the front so they  
4 got a better view.

5 Q. That's what I was wondering about. There clearly is  
6 a hierarchy in what you have talked about?

7 A. Yes.

8 Q. Is that where things became darker, from your  
9 perspective?

10 A. Darker ... Not in the sense of privilege, that the older  
11 boys -- there was a pecking order in terms of privilege.  
12 I think we just accepted that as part of the natural  
13 order of the world. It was more the fact that the older  
14 boys, particularly the middle age teenagers, would enjoy  
15 throwing their weight around. As I said, with a few  
16 exceptions, it was the 13 to 16 year old boys who caused  
17 the greatest trouble to the younger boys, the eight to  
18 10 year olds.

19 Q. If we look at page 21, paragraph 96, you begin the  
20 chapter of your statement of abuse, and it's peer abuse:

21 "There was a culture of bullying in the boarding  
22 house. I have no awareness of any sexual advances but  
23 there was widespread and overt bullying and physical  
24 thuggery. In my early years I lived in a constant state  
25 of fear although this changed after two or three years

1 as I grew older."

2 You make the point over the page in paragraph 97:

3 "The biggest troublemakers were the younger  
4 teenagers, aged 14 to, 16 who wanted to climb the  
5 pecking order. They regarded the younger boys as  
6 entertainment or as a nuisance."

7 And you go on:

8 "They would hang around the common room just inside  
9 the door and ambush younger boys as they passed."

10 A. Yes, my recollection of that is there was a gang of  
11 three. There were three of the teenage boys who were  
12 particularly troublesome in my time there.

13 Q. What was done to try and stop this?

14 A. Absolutely nothing, to my knowledge.

15 Q. In terms of the housemaster or the matron?

16 A. They probably weren't even aware of it.

17 Q. Is that because they weren't in the common room?

18 A. No, they were never in the common room. The housemaster  
19 might have come in and spoken to somebody and gone out,  
20 but there was never any constant adult presence in any  
21 part of the boarding house.

22 Q. But we would understand, in terms of hierarchy, there  
23 are house prefects?

24 A. Yes.

25 Q. And some school prefects, who presumably live in the

1           house and have responsibilities beyond the house and at  
2           the school. What would they do when they saw this sort  
3           of behaviour?

4           A. In general, that behaviour only happened -- because the  
5           prefects, even the prefects were not a constant presence  
6           there, because often they would -- for example, I think  
7           there were only three prefects in a house of that size,  
8           and they would often be away, maybe doing sports, or  
9           often they would be up studying in the senior common  
10          room which was quiet. The senior common room was  
11          actually only used as a study room. It was a quiet  
12          room, it was not used as general meeting area. So the  
13          main common room on the ground floor in the old house  
14          was where all of the socialising always took place  
15          across all of the age groups.

16                 So if one of the prefects was out at sports, and one  
17          might be studying up in the senior common quiet room,  
18          there was often no house captain or prefect presence in  
19          the main common room.

20          Q. If there was prefect presence, did that diminish what  
21          went on?

22          A. It depended who was there. Some prefects -- I cannot  
23          recollect clearly names, but I generally have a feeling  
24          that some prefects were better than others at perceiving  
25          the need to keep a lid on the younger boy behaviour,

1           whereas other prefects simply ignored it and seemed to  
2           accept it as the normal scheme of things.

3       Q. Did some of the prefects engage in it as well?

4       A. One of the gang of three when he became a prefect  
5           himself -- no, I think I have to be fair. While I never  
6           warmed to him as a senior boy, as a prefect in the  
7           boarding house, I don't think he was engaging in the  
8           same sort of overt behaviour that he had been as  
9           a younger teenager.

10                Sorry, could you repeat the question? I think  
11           I have lost track of where you were coming from.

12       Q. I was asking whether any of the prefects engaged in the  
13           bullying and thuggery?

14       A. No, I don't think so.

15       Q. I think you talk about one prefect in your statement,  
16           this is paragraph 98, was actually part of the problem.  
17           You say:

18                "I don't know if he behaved that way to all the  
19           younger boys or whether he just didn't like me. In his  
20           middle teenage years he was one of the boys who caused  
21           most trouble. In the sixth form, he continued to be  
22           unpleasant but he was less brutal."

23       A. Yes, he was one of the ones where he was not  
24           particularly pleasant if you had to interact with him,  
25           and if there were other boys causing trouble in the

1           house he was fairly distant from it and didn't step in  
2           to improve behaviour.

3       Q.   You talk in paragraph 97 about the specific harms the  
4           boys would carry out one to another, and you conclude by  
5           saying:

6                 "Another tactic they employed was to drop a pencil  
7           on the floor and tell you to pick it up, and then, when  
8           you bent over, they would take a rugby kick up your  
9           backside, sending you flying across the room. It hurt,  
10          but the feeling of fear was much worse than the pain."

11       A.   Absolutely, yes.

12       Q.   In terms of that feeling of fear, was that ever-present?

13       A.   In the boarding house in my early years, at any time  
14           where you were in a room with the older boys you were  
15           conscious of it being a threat. The analogy I can give  
16           is: think of women walking alone in the dark going home  
17           by themselves, in the way that you hear in the media of  
18           women feeling threatened from violence at night. It's  
19           the same sort of fear, where it's not that something  
20           happens, it's the fact that you are aware that something  
21           might happen, and that was constantly with you. I  
22           remember it being with me certainly in my younger years  
23           as an eight and nine year old.

24       Q.   Was that something, going back to dormitory 4, the first  
25           dormitory when you all joined together, do you remember



1           if that was a feeling that you saw shared by your  
2           contemporaries?

3       A. I remember that the boy -- the other boy I mentioned in  
4       my testimony, [REDACTED], he had a great deal of difficulty,  
5       probably worse than I did, for different reasons. But  
6       we were very different as people, as I said. I don't  
7       remember, for example, [REDACTED], who I shared  
8       a dormitory with, he was a very sporty person, and  
9       I think he fitted into the social scene in the boarding  
10      house much better than I did.

11     Q. I think you say you were particularly tall for your  
12     years?

13     A. Oh, I must have been a terrible, obnoxious child at that  
14     age. Because I was very tall, [REDACTED].  
15     As a result of my family background I wasn't well  
16     equipped socially, and possibly by nature I wasn't  
17     particularly great at handling personal relationships.  
18     I was very tall, I wasn't sporty, and I was interested  
19     in different things. I was not mainstream, if you can  
20     imagine, and that made me stand out.

21     Q. Do you think that was reflected in the behaviour and  
22     thuggery you are talking about --

23     A. Absolutely.

24     Q. -- focusing on you?

25     A. I do not think it was the root cause of it, but it

1           certainly aggravated what was probably a difficult  
2           situation.

3       Q. I think you mentioned a boy, [REDACTED]. If we look to  
4       paragraph 86, is this the boy you remember mentioning  
5       about bed-wetting?

6       A. Yes.

7       Q. This is a boy you say was from Fiji?

8       A. His parents -- I think his family had some colonial  
9       position in Fiji, if memory serves me right. I think he  
10      was some government official in Fiji.

11      Q. Was that where he spent his childhood prior to  
12      Morrison's?

13      A. I believe so.

14      Q. So presumably coming to Perthshire and a fairly cold  
15      house was a fairly fundamental change of landscape for  
16      him?

17      A. I think in the same way that coming from a small Fife  
18      village to that boarding house was a culture shock for  
19      me. I know from my mother, who grew up in colonial  
20      India, very much a colonial and military culture is how  
21      she grew up, and she came to the UK, and she talked at  
22      great length to me about how she found it was a complete  
23      culture shock coming to the UK. I think [REDACTED] would  
24      have found a similar experience going from a colonial  
25      expat tropical island culture coming to cold Perthshire.

1           He would have found great difficulty. And I don't  
2           remember him getting very much, if any, support to deal  
3           with the emotional and cultural side of that transition.

4       Q. You talk about, in paragraph 86, that your dorm was very  
5       supportive of him?

6       A. Fairly supportive, in the sense that as eight year olds  
7       you are not well equipped to support each other. It was  
8       the fact that we didn't -- we didn't penalise him for  
9       the simple errors of social behaviour that the older  
10      boys would not have accepted.

11      Q. Was he targeted by the older boys because he was  
12      different?

13      A. I can't remember if he was specifically targeted. What  
14      I can remember was he was very unhappy.

15      Q. You mention bed-wetting and say he wet the bed in his  
16      early time there, and the first house matron you had was  
17      sympathetic to him?

18      A. Yes.

19      Q. You go on to say:

20                "My dorm with very supportive of him. We had a good  
21                self-supporting peer group and we felt sorry for him.  
22                No-one made fun of him. There was a bit of exasperation  
23                and that was as bad as it went. We kept his confidence  
24                and none of us wanted him to be in trouble with the  
25                older boys."

1       A. That is correct. If I can add one thing to my testimony  
2       that I now remember as a result of this discussion,  
3       I said that two of the group of boys that I started with  
4       left before my final year. One was [REDACTED]  
5       who had meningitis and had to leave for health reasons.  
6       The other was [REDACTED]. He did leave the school,  
7       I believe. I think he was the second boy who left.

8       Q. But in terms of the bed-wetting, from what you saw that  
9       wasn't made an issue of either by the matron or by you  
10      as his room mates?

11     A. No, no. The first matron, who unfortunately I always  
12     regretted was only there for my first term, was viewed  
13     very kindly, and my vague impression was that we warmed  
14     to her and we felt comfortable with her.

15     Q. In terms of the bed-wetting, when she was replaced by  
16     the second, who you described as rather more cold and  
17     efficient person, was there still bed-wetting or --

18     A. I cannot remember if the bed-wetting was just a first  
19     term issue or not.

20     Q. You have talked about the bullying conduct of these  
21     mid-year -- or mid-age boys. More broadly in terms of  
22     discipline within the house, it certainly would be  
23     hierarchical, one would understand, in terms of prefects  
24     and potentially the housemaster?

25     A. Yes, discipline was only ever applied by the prefects

1           and the housemaster. The matron had no disciplinary  
2           role.

3           Q. When you talk about discipline, would we understand that  
4           that would be -- you could be made to write lines?

5           A. Yes.

6           Q. For any purpose or was it pointless?

7           A. It was simply to -- it was a punishment which you didn't  
8           want to do. It was something that was moderately  
9           unpleasant, it was tedious. The line that you were  
10          given usually reflected the crime that had been  
11          committed. So in other words, you weren't given  
12          a chapter of famous prose to write out, or something  
13          like that. It was usually to write out 200 times  
14          "I will not do ..." X, something like that.

15          Q. What about corporal punishment?

16          A. From my recollection, that was only applied for fairly  
17          serious offences. The most common one that I remember  
18          that applied in my situation, certainly junior boys, was  
19          talking after lights out, which was very strictly  
20          enforced. Which isn't to say we always talked after  
21          lights out, it was just that if we forgot and didn't pay  
22          enough attention and made too much noise then we would  
23          be overheard. Because the dormitory door was always  
24          closed and it was a case of if you could keep the noise  
25          down, then you wouldn't be heard. But the trouble was

1           because the attic of the house was very quiet, you could  
2           hear a pin drop. It didn't take much noise for you to  
3           be heard out in the corridor.

4       Q. I think you say at paragraph 88, on the second half on  
5       page 20 that while your brother remembers a wooden coat  
6       hanger being used, you don't:

7                 "Most corporal punishment I remember was meted out  
8       by prefects, and that was three slaps by a leather  
9       slipper on a pyjama-covered backside. Some of them  
10      would really lay into you."

11                Again, it would come down to -- you have talked  
12      positively about some prefects who were trying to be --

13      A. My recollection is that some prefects never used the  
14      slipper and would always use lines. Other prefects  
15      would use the slipper but mainly -- it was largely  
16      symbolic, in the sense that you were scared to death of  
17      what was going to happen. And there were a few, not  
18      many, but there were a few that I remember, it may have  
19      been one or two, who would lay into you.

20      Q. So for the most part it was fear?

21      A. Yes.

22      Q. And the housemaster, if it was up to him?

23      A. If you were called to the housemaster you knew you were  
24      in serious trouble. It was again one of fear in the  
25      sense that you were -- you knew that regardless of how

1           you personally viewed the crime, you knew that the house  
2           organisation was taking a dim view and was going to take  
3           some measures to instill the belief you shouldn't do it  
4           again, whatever that behaviour happened to be.

5           I cannot actually remember, as I think I say in my  
6           testimony, whether the housemaster actually administered  
7           corporal punishment himself or whether he simply read  
8           you the riot act and left his prefects to deal with it.  
9           I don't have a clear recollection.

10          Q. But I think what you do remember is discipline within  
11          the boarding house as opposed to the school was more  
12          common?

13          A. Oh, yes. I never personally encountered disciplinary  
14          steps being taken in the school. Although that may well  
15          have happened for other offences or to other boys in  
16          different situations, but I never personally encountered  
17          disciplinary action being taken in the school.

18          Q. You make an interesting point. You became involved as  
19          an adult with the military cadet organisation?

20          A. Yes.

21          Q. This is paragraph 93. And obviously that uses  
22          a hierarchical set of rules, just as one would expect in  
23          the military. You draw the analogy between that  
24          military system which was taken involving children  
25          through the cadets, and the approach taken by Morrison's

1           in the 1960s?

2       A. Yes.

3       Q. You see similarities, but differences?

4       A. Correct.

5       Q. What are the similarities?

6       A. The similarities are simply the hierarchy that you  
7       establish -- you establish a hierarchy where there are  
8       expectations of particular behaviour and  
9       responsibilities assigned to particular groups. There  
10      is an expectation certainly in the cadets of good  
11      behaviour.

12           If I can digress slightly, for example, the reason  
13      my son got involved with the Air Cadets was because of  
14      the difficulties we encountered with the Scouting  
15      organisation, that he had been in the Scouts -- in the  
16      Cub Scouts and then in the Scouts, but we found that  
17      again in the early teenage years it was becoming a bit  
18      of a free-for-all with a rather hands-off attitude from  
19      the adult staff and the teenage boys were getting a bit  
20      out of control. My son was unhappy. So we went across  
21      to the cadet organisation which was much more  
22      controlled.

23           The difference with Morrison's was that there was  
24      very little adult supervision of behaviour. Where there  
25      was adult engagement it was a bit piecemeal and



1 occasional and that the behavioural standards were  
2 almost entirely controlled through the pupil hierarchy.

3 In the cadets we take child welfare very seriously.  
4 There is compulsory training for all the adult staff.  
5 For example, in the cadet building we use, all the doors  
6 have glass panels in them. So even if at break times in  
7 the middle of an evening cadet session all of the adult  
8 staff retreat to the staff room and have a cup of tea,  
9 we are sitting there with a clear view of what is going  
10 on in the main hall, and any behaviour that we spot  
11 which is out of order we take seriously.

12 The closest analogy I can give to Morrison's is if  
13 we go away on camp, for example, so we might go to  
14 Garelochhead, which is a military training camp, where  
15 the cadets are on their own in the accommodation blocks.  
16 It is one of the things -- we do try to keep a close ear  
17 to the ground in terms of what is the behaviour in the  
18 accommodation blocks overnight. Particularly where we  
19 recognise that there are some cadets who may have  
20 behavioural problems or feel insecure, we take  
21 particular care to talk to them on a one-on-one basis,  
22 just to make sure that there is no difficult behaviour  
23 going on in those areas where we don't have direct  
24 supervision. But there is this constant concern or  
25 recognition that bad things can happen. We have to

1           constantly be on our guard and make sure that it doesn't  
2           happen. That mentality, to my recollection, never  
3           figured at Morrison's.

4       Q. By the sounds of it, people could come to talk to you in  
5       terms of the cadet organisation with concerns.

6       A. Yes.

7       Q. Did you feel able to talk to anyone at Morrison's about  
8       concerns?

9       A. It was less of feeling able, it was -- the culture was  
10      that you -- it never even crossed your mind that you  
11      might talk to an adult. There was this gulf between  
12      the adult staff and the children where it wasn't that  
13      you would be scared to go and say, it was just cultural.  
14      You were expected to deal with life's problems on your  
15      own.

16      Q. There was certainly no indication from the staff, be it  
17      housemaster or matron, that if you did have concerns you  
18      should come to them?

19      A. Again I come back to the background -- your background  
20      when you went to the school. If you had come from  
21      a family background where there was close engagement  
22      with your parents, maybe lots of discussion, and that  
23      you had been used to over the years engaging closely  
24      with your parents with any problems -- I came from  
25      a family background where both of my parents had had

1 a fairly dysfunctional upbringing themselves, they were  
2 not terribly good at being supportive parents, which,  
3 you know, sadly was a reflection of their own  
4 upbringing, it wasn't through personal failure, and as  
5 a result I probably went to the school, and there were  
6 possibly many other boys like myself, who didn't go into  
7 that environment at Morrison's well prepared to deal  
8 with the personal isolation.

9 Q. Did anyone complain?

10 A. Not that I was made aware of. If there had been  
11 complaints it was done behind closed doors.

12 Q. By the sounds of it, society was against the idea of  
13 making waves, is that right or wrong?

14 A. It was more of the alpha male mentality of -- there was  
15 this constant pressure of, you know, you are at the  
16 school, we have our standards to uphold, just deal with  
17 the problems.

18 It wasn't so much don't rock the boat as, if you  
19 found that you weren't coping with the situation in the  
20 school and the boarding house, it was seen as a personal  
21 failing of you.

22 Q. You left Morrison's after five years, basically because  
23 of a change of circumstances, and we don't need to --

24 A. Yes. The reasons have nothing to do with overt  
25 unhappiness at that stage about behaviour in the

1           boarding house.

2           Q. Did you think when you left Morrison's -- you've said it  
3           got slightly easier, (a) because you were getting older,  
4           and (b) perhaps a change in approach by some of the  
5           prefects, the senior boys, trying to make things better?

6           A. I suspect it was more the age dynamic. It was more --  
7           again, as I say, it was the social maturity that by the  
8           time you were 12 and 13 you were conducting yourself in  
9           a much more mature fashion, and as a result you were not  
10          being singled out for ridicule by the teenagers.

11          Q. But was that ridicule by teenagers ongoing to the boys  
12          younger than you, or had there been a shift within the  
13          house generally?

14          A. I confess I have no recollection. Because, as I said,  
15          there was this culture that you basically tried to grow  
16          up, so I suspect that by the time I was 11 or 12  
17          I wasn't paying much attention to the eight-year olds.

18          Q. But I think, as you say in paragraph 110, you then moved  
19          to a day school?

20          A. Yes.

21          Q. Did you go there hoping that your experience would be  
22          different from Morrison's? Or had you stopped worrying  
23          perhaps --

24          A. I had stopped worrying I think by that stage. I had  
25          hoped that my experience of moving to day school would

1           then be a continuity of the sort of social situation  
2           I had at Morrison's in my final year, and to my concern  
3           I found it was much worse, for two reasons. The first  
4           one was that I suddenly found myself back in a bullying  
5           environment, although in this particular case the  
6           trouble came from my own year group and slightly older  
7           boys, whereas in Morrison's it had only been as  
8           a younger boy I had had trouble.

9           The other thing -- I've lost my train of thought.  
10          One was the bullying there, and the other one was the  
11          social isolation that all of the boys in the school  
12          I moved to had joined in senior school, in senior 1  
13          which was the year before. I came in as a new boy in  
14          senior 2 into a society which had formed established  
15          social groups over the previous year, and what I found  
16          was there was a series everywhere of closed social  
17          groups that wasn't easily opened to an incomer, and  
18          I found myself very isolated when I moved to that  
19          school.

20        Q. Although, as you say, being a day school it was only for  
21        an hour or so in the daytime?

22        A. Yes.

23        Q. Rather than the longer periods --

24        A. Yes.

25        Q. -- that would be available in a boarding house?

1       A. Again, like Morrison's, it evolved over time, that by  
2       the time I was probably in about senior 4 or senior 5 or  
3       senior 6, things had normalised and I had absolutely no  
4       trouble at the school. Again, it was purely in the  
5       younger year groups.

6               There was also a physical change, that most of the  
7       trouble centred around a toilet block that was separate  
8       from the main school and where there was no supervision.  
9       That was demolished and rebuilt and, strangely enough,  
10      a lot of the trouble in the school went away with that  
11      rebuilding.

12      Q. Was the demolition because of awareness, out of  
13      interest --

14      A. No, I think it was for purely hygiene reasons.

15      Q. You focused quite clearly on the distinction between the  
16      school and the boarding house.

17      A. Yes.

18      Q. Problems at the boarding house level.

19      A. Yes.

20      Q. There were a number of boarding houses in your time  
21      around Crieff. Did you have a sense whether Dalmhor was  
22      particularly bad? Was this something that was  
23      discussed?

24      A. It was never discussed. I have a vague recollection  
25      that some were better than others. So, for example,

1           there was a smaller boarding house, I forget the name of  
2           it, directly opposite the north gate to the school,  
3           which was the one we used from Dalmhor. It was  
4           a smaller boarding house, and the vibe I always got was  
5           that the boys there always seemed to be fairly happy.  
6           That may be misplaced but that is my recollection.

7           There was a bigger boarding house called Glen Earn  
8           where I always had a feeling that that was a more  
9           difficult boarding house. Just generally the vibe I had  
10          was that it was bigger, there were issues, there were  
11          troubles. I certainly know that that was the house  
12          where, in the year after I left the school, somebody put  
13          LSD in the teapot and had all of the boarders high as  
14          kites.

15        Q. I think you recognise that there were some benefits of  
16        being in boarding school?

17        A. Yes.

18        Q. You recognise at paragraph 118 that being at boarding  
19        school gave you independence and self-confidence, and  
20        you also remember the camaraderie of the dorm room?

21        A. Yes.

22        Q. Although was that camaraderie in adversity or more than  
23        that?

24        A. It was mainly in adversity. We found that, because  
25        there wasn't the wider social framework, your social

1 framework was your small peer group in the boarding  
2 house. It didn't extend to the school as far as I can  
3 remember, although I did maybe go out and visit -- there  
4 was a pupil, whose surname was [REDACTED] who lived near  
5 the school, he was a day pupil, and I remember going to  
6 his house. That was fairly infrequent. But most of  
7 your social framework was your peer group within the  
8 boarding house, not between the boarding houses.  
9 I didn't have friendships, or close friendships, with my  
10 year group in other boarding houses.

11 Q. Looking back then, what lessons should we learn from  
12 your experience?

13 A. In general is the one that -- I think I make the point  
14 that teaching pupils to have self-confidence and  
15 awareness, be practical and survive the practical  
16 difficulties of life, you cannot miss out on their  
17 social and cultural development. To my recollection  
18 there was little, if any, of that at the school. And  
19 certainly the big thing, looking back as the person I am  
20 now, is the complete lack of emotional development. It  
21 was a very emotionally sterile environment in which to  
22 grow up.

23 So the main thing there is that the lack of adult  
24 engagement, you cannot substitute supervision by  
25 teenagers, you need mature adults to develop children.



1           They need guidance and encouragement and I felt that was  
2           completely lacking.

3       Q.   Thank you.

4           Is there anything else you would like to add?

5       A.   No, I think I have put everything in my statement.

6       MR BROWN:   Thank you very much indeed, Geoff.

7       LADY SMITH:   Are there any outstanding applications for  
8           questions of this witness?   (Pause).

9           Geoff, that does complete all the questions we have  
10          for you today.   Thank you very much for engaging with  
11          the Inquiry in the way you have done, with all the  
12          information and memories you have given us in your  
13          written statement and what you have added to it today.  
14          It is really helpful to me to have heard from you and  
15          build the picture further about life at Morrison's in  
16          the late 1950s and early 1960s, and even being reminded  
17          of how terrifying the Daleks were when they first came  
18          along on televisions that had to be warmed up.

19          Thank you for that.   I am now able to let you go.

20       A.   Thank you.

21                               (The witness withdrew)

22       LADY SMITH:   Mr Brown.

23       MR BROWN:   My Lady, that concludes, as I indicated  
24          yesterday, the evidence for today.   The Inquiry will  
25          continue with Morrison's two days next week, Wednesday

1 and Thursday.

2 LADY SMITH: Thank you very much. Thank you all. I hope  
3 you have a good weekend and I look forward to seeing  
4 those of you who are planning to return for the rest of  
5 the Morrison's evidence on Wednesday at 10 o'clock.  
6 Thank you.

7 (12.54 pm)

8 (The Inquiry adjourned until 10.00 am on Wednesday,  
9 19 May 2021)

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20

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23

24

25

## INDEX

1	
2	
3	"COLIN" (sworn) .....1
4	
5	Questions from MR BROWN .....2
6	
7	Witness Statement of "ANNA" (read) .....53
8	
9	"GEOFF" (sworn) .....56
10	
11	Questions from MR BROWN .....56
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

1

2

3

4

5