

Scottish Child Abuse Inquiry

Witness Statement of

Robert COWIE

Support person present: No

1. My name is Robert Scott Cowie. My date of birth is [REDACTED] 1939. My contact details are known to the Inquiry.

Background

2. I obtained a general science degree from Cambridge University. I had intended to go to Jordanhill College when I left university, but my degree from Cambridge was too general for them, much to my disappointment. In those days, independent schools didn't require a diploma in education. I wanted to be able to teach in state schools in Scotland as well so I was a bit miffed when Jordanhill told me that my degree didn't have enough specification. I even asked the secretary of the Cambridge Senate to write, but the Scottish Education Department wouldn't budge. Instead, a temporary job came up at Sherborne School in Dorset. I was filling in for somebody had TB. I therefore started teaching in Dorset immediately after leaving Cambridge.
3. I then came to the job at Edinburgh Academy, thinking that I might stay there for three years. I stayed for a bit longer. I had been teaching for a year when I came to the Academy. I think I heard about the job at Edinburgh Academy through the University of Cambridge appointments board. I was still being sent things by them while I was in the job at Sherborne because I knew that the guy I was replacing was definitely coming back. I also heard about a job at Strathallan there and applied for both, so I had to decide between the two. When I was appointed to the role at Edinburgh Academy, I certainly had to provide references. I used my college tutor from Cambridge University.

I probably would have used my old housemaster at Fettes and maybe the headmaster as well. I think that the school wanted people who were young and willing to do far more jobs than was good for them. I think there was a year's probationary period, but it wasn't emphasised. I wasn't on tenterhooks throughout it.

4. Five years into my teaching career, the General Teaching Council introduced regulations. We were told that we all had to get a teaching certificate. Moray House in Edinburgh ran a crash course for people who had done a minimum of five years teaching, but didn't have a diploma in teacher training. I did that course and obtained a special certificate.
5. My wife, [REDACTED], is Australian so we did an exchange to Australia in 1971. I taught in a boarding school, the King's School in Parramatta, near Sydney. We were there for a year, which was interesting and good fun. Other than that, I spent the remainder of my working life teaching at the Academy and retired in 2000.

Employment with Edinburgh Academy

6. I was appointed to the Academy in 1963 to teach chemistry with a bit of physics. I also taught a bit of maths in my first year there. The staff was expanding at that time so two of us were appointed and one older teacher had retired. Basically, I was an assistant chemistry teacher. I was very lucky because there was a kind of dead man's shoes progression in those days. The age of my chemistry colleagues and myself meant that I benefitted from a gap. When I came back from Australia in 1972, I became head of chemistry. My wife was Australian and wanted to stay a bit longer, but I didn't want to miss the chance to become head of the chemistry department. I was head of chemistry for ten years.
7. I had different jobs at the school, which I personally think kept me fresh. I stopped being head of chemistry to become the housemaster of Scott House in January 1983, a post I held until 1993. I had always been a bit of a piper. When I left my post as housemaster of Scott, I took on the pipe band. I didn't teach them, but I managed them

and organised gigs. That meant I had new guys to get to know and help. We did some tours overseas to Germany and Jakarta and it was great fun.

8.

Now, I think teachers might get a reduction in fees but in my generation, they were paid in full. It was a tremendous pull for people to stay in teaching posts at the school. If your children were enjoying themselves and things are going well for them at school, you'd be reluctant to throw that away. I think it changed from them being paid in full to a reduction at some point in the 1990s.

9. I retired from teaching in 2000. I then took on a job at the Academy in external relations. It involved dealing with former pupils, organising reunions, fielding questions about the school, meeting people who came to visit it and also developing a database of members. It was an office job which gradually tapered off until I finally stopped in 2013.

Role as house tutor

10. I had expressed an interest in boarding at my interview. I also had a job offer at another Scottish boarding school, Strathallan. I was a strong believer in boarding education. I grew up in Hawick. I attended a local primary school and spent two years at Hawick High School. I then got a scholarship to board at Fettes College in Edinburgh. I thoroughly enjoyed Fettes all the time that I was there. I was sold on boarding schools as a way of educating kids. I was therefore keen to work in the boarding houses. The Academy told me that they were developing the boarding and was keen to get me in, so I was offered the position in Dundas House.

11. Initially, I was also a house tutor at the Edinburgh Academy, which was like an assistant housemaster. I didn't have the responsibilities of the housemaster, but I lived in the boarding house. I was in three different boarding houses and I had three different housemasters from 1963 until 1966. It was all boys in my time as a house tutor. I was in Dundas House first, which hadn't previously had a tutor.

12. Dundas House was a waiting house where boys went after the junior house. There was a smaller number of boys there, maybe only about fourteen. The numbers fluctuated so I'm guessing. The housemaster in Dundas House was a man called ICG [REDACTED] ICG [REDACTED]. He was at the school from 195 [REDACTED] to 197 [REDACTED]. He taught general subjects and coached [REDACTED] cricket team for a while. He was a fanatical cricketer and a mildly eccentric guy. I was there for four terms and then Mackenzie House for one term with Paddy Macllwaine, who was at the school from 1948 until 1983. He also taught German. Mackenzie House was a junior boarding house for boys of eight to about twelve or thirteen. I think there were about thirty boys there. I then went into Scott House, which was a senior house for boys of thirteen, fourteen to eighteen years old. I was more interested in the senior houses than the junior houses. The housemaster there was Wilfred Hook, who was in his last term having been at the school from 1947 until 1974. He was a distinguished English scholar and was head of the English department. Paddy Macllwaine came from the junior house and took over. I was with him for a year.
13. There used to be a lot of information in school roll books, which listed housemasters, tutors and matrons. When I was a house tutor, the housemaster in Jeffrey House was Jack Bevan. He was at the school from 1949 until 1982. He was a Welshman who taught English and coached the first XV. Hamish Dawson was the housemaster in Mackenzie House after Paddy McIlwaine moved on to Scott House. Hamish Dawson was at the school from 1953 until 1984. He also taught general subjects.
14. I was on duty three nights a week and alternate weekends or something like that. When I was on duty as a house tutor, I had to be around in the house. I had a room in the house, which was a minute bedsit in Dundas House. I think I had separate rooms in Mackenzie and Scott, but they were both quite small. After school or after rugby, I would come back to the house and I was on duty until everybody had gone to bed and lights were out. I would supervise the boys' homework in the evening. They would amuse themselves for a while and I would try and get on with some marking. I might have a walk around to see that there weren't riots going on. I would go round the dormitories and have a bit of a chat with the boys. I would put the lights out and they would settle down. Sometimes they settled down, sometimes they didn't.

15. I think they changed the organisation of the houses after I stopped being house tutor, but I'm not absolutely certain. I think that Dundas House housed the youngest kids, then they went onto Mackenzie and then the senior houses. I spent three years as a house tutor before deciding that I needed to find a wife. I couldn't do that if I stayed in the boarding houses. I was too busy. I moved into a flat with another teacher until I got married. In addition to teaching, I was coaching rugby in the winter and looking after the sailing in the summer. After about three years, I became involved with the naval cadets so it was a full on job.

Role as housemaster

16. After being head of chemistry for ten years, the post of housemaster in Scott House became vacant. The [REDACTED] housemaster, [REDACTED], was [REDACTED] [REDACTED] of Glasgow Academy. He had been at the school from 195[REDACTED] until 198[REDACTED] and also taught [REDACTED] and [REDACTED] Cadets. I was next in line to go into the boarding houses of those who wanted to do so and I was invited to take over at Scott House. I'd always been quite keen on doing that. I had to hand on my role as head of the chemistry department. You weren't allowed to do both roles, partly because of workload and partly to spread the jobs. I was the housemaster of Scott House from 1983 until 1993. It was quite an interesting job and quite tiring as well.
17. There were two senior houses which were parallel to each other, Scott House and Jeffrey House. When I went into Scott House, my family and I lived in. We had a matron and my wife deputised for her when she had time off. Her time off wasn't generous, but we increased that a bit. It was standard practice for wives of housemasters to deputise for the matron, which meant giving boys supper and dealing with cuts and bruises while the matron was off. We also had a house tutor, who lived in. He shared duties with me.
18. I inherited the house tutor and the matron. The matron was going to leave because she had known the previous housemaster and didn't trust the newcomers, but luckily she stayed on. The house tutor, John Drew, stayed for a long time. He was there for about eight years. He was also a geography teacher. He had been at the school from 1981 and he left around 1995. John Drew was replaced by a maths teacher, Mike Shipley, as house tutor. Mike Shipley was at the school from 1990 and I think he left

around 2015. I always encouraged other members of staff to come into the boarding house as well, to share the duties and to expose the kids to different people. On a temporary basis, a young Australian called Geoff Fisher came in. He was at the school from 1981 until 1984 and he also taught biology. Subsequently, he has held a variety of headships around the world. We also had a New Zealander, Rod Tiplady, who came in occasionally. He was at the Academy from 1992 until around 2010 and he taught physics.

19. I was ill for a while in 1988. I wore myself out and I had ME. Luckily, the GP lived just across the road. He kept me off for quite a number of weeks because rest was the best thing for it. I'm not sure who all helped out, but a lot of staff rallied round. Somebody took over my teaching role, but John Drew, my wife and the matron managed to run the house with the help of additional people who came in the evening. As I recovered, I didn't want to take on a full teaching load but I was back in the house. I used to sleep most of the afternoon, but I was able to get around in the evenings. I picked things up gradually after that.
20. The family accommodation was good for the family. It suited people. The houses have been demolished since, but they were between the two old sandstone boarding houses. The boarding houses had been expanded by [REDACTED], the rector from [REDACTED]. Up until then, the housemaster used to live in a third of the boarding house with his family. In the old days, they would organise the cooking and everything for the children in their care. They were originally designed for fifteen to twenty boys. In the 1960s, they built two brick townhouses between the two old stone buildings. Each had a housemaster living in it. The two houses were mirror images of each other.
21. The kitchen door was a point of communication. Our kitchen was right next to the boys' kitchen. My wife knew quite a lot of what was going on. The boys would come to her at the door. They would ask to borrow things or just chat. One adventurous fellow asked to borrow red wine. He'd had permission from the head of the junior school to shoot some pigeons in the woods. The head of the junior school was keen on country pursuits. He had shot a pigeon and a squirrel and proceeded to cook them in our kitchen.

22. Drummond Boyce was the housemaster in the other senior house. He was a lovely man and a French teacher who was at the school from 1959 until 1992. He was succeeded by Peter Wilmshurst, who was at the school from 1966 until around 1999. He taught Russian and French. He was succeeded by Henry Marsh, who was at the school from 1974 until around 2004. He taught English and was head of the department. When I left Scott House, the two senior houses were amalgamated. While I was a housemaster, [IDX-IDY] were in Mackenzie House. [IDX] was at the school from 196[] until 199[]. He taught [] and [] [] John Lister, who was at the school from 1958 until 1990. He taught classics and was head of that department. Tim Blackmore succeeded him. He was at the school from 1973 until around 2008 and he taught chemistry. John Brownlee was the housemaster in Dundas House. He was at the school from 1964 and I think he left around 1997. He taught general subjects at the junior school and was the deputy head there. When he left, Dundas House was sold and it's now the Polish Consulate.

Oversight of roles

23. The rector had oversight of my roles as housemaster and teacher. There was easy access to the rector. I was very fortunate because I had a lot of freedom in my different jobs. That could be a bad thing, but for me it was a good thing. While I was housemaster of Scott House, the rector was Laurence Ellis until my final year. He was the rector from 1977 until 1992. [INU] [SNR], but he only stayed at the school for three years, leaving in 199[]. The [] was nearby so I could nip down and have a chat with him. []

24. I felt that I has sufficient support in my roles as house tutor and housemaster. I think I probably felt more pressure in my role as a chemistry teacher. When you first start teaching, what you've done at university is not what you're going to be teaching the kids. You have a lot of preparation and marking takes longer. I probably stretched myself too thinly. I spoke to the head of science and he told me that I was doing too many things.

Leadership/rectors

25. I was appointed by [redacted] ICH. I didn't know him at all before he interviewed me, but I was tremendously impressed by him. He was very understated and he seemed very genuine. [redacted] He had a PHD and was a brilliant German literary scholar. I thought that he was a very modest man. He was a controversial man in some respects because he was so concerned about the school that on occasion he wasn't sympathetic to staff. I can recall good friends telling me that, for example, their father was ill and all [redacted] ICH was concerned about was whether games was covered. I liked him and I would still defend him.
26. [redacted] ICH [redacted] by Laurence Ellis, whom I liked as a person. He seemed a bit too tolerant at times. He was a very good Christian man in that he believed in seeing people at their best and thinking the best of people all the time. I think that he was underestimated because people thought that he was too liberal. However, he had a lot of moral courage when it came to expelling a boy. He was a good man and he changed the school for the better in a lot of ways by easing off the discipline a bit. Some of the old guard thought he did that too much and too quickly. He introduced much more drama and art. Music was already strong, but he appointed very good art people and a good drama teacher and these things flourished. The school changed quite a bit under his regime. By the time he left in 1992, people felt that we needed someone to get a grip, rightly or wrongly.
27. [redacted] INU [redacted] who came up from the south. He had been [redacted] SNR of [redacted]. I had actually met him before at a boarding school conference in London. At this stage, boarding numbers were beginning to fall UK wide. I was desperately trying to keep it going because I believed in it and I believed that the Academy benefitted from having boarders. It made it less insular because there were boarders from overseas and a wonderful mixture of kids. When I met [redacted] INU at the conference, he was very enthusiastic. Like a lot of new appointments, he was hailed as the messiah. For whatever reason, he got discouraged. I don't know whether there were personal issues or family illness. He felt that he didn't get enough support from

the staff for some of his ideas. I think he also felt that Edinburgh would be easy. He didn't reckon with Edinburgh. The chattering classes chatter a lot and take much more interest in their kids than he perhaps expected. He left after three years, describing it as being in the interests of his long term health.

28. [REDACTED] left in 199[REDACTED] John Light. I think he left in 2008. I was very supportive of John Light. I think that being a headmaster is quite a lonely job. I was getting towards the end of my career, but I was in sympathy with the way that he ran the school and the standards that he expected from pupils and staff. He possibly expected too much. I liked all the rectors I worked under in their different ways. I was quite happy to work for all of them. They gave me a lot of freedom, whether that be in the boarding house or the sailing club.

Training

29. There was no formal training for the role of housemaster. I learned from the housemasters when I was house tutor. I had also been a boarder myself and had observed the housemasters when I was at school. There would be discussions between house tutors and housemasters. Tutors were young guys and they might try and push the boundaries. It was explained to me that there had to be an adult on that side of the house and that kind of thing.
30. There was quite a change in the school in the late 1970s, early 1980s. There was a new rector. I had great admiration for the old rector, [REDACTED]. He was from a different generation. [REDACTED]
[REDACTED] Laurence Ellis [REDACTED]. He had been a housemaster at Marlborough College in England. He introduced assessments and appraisals. I told him that I already came in to speak to him. I wasn't very keen on extra bureaucracy.
31. In the latter years of Laurence Ellis' tenure, there were staff handbooks and more guidance. I can remember we had a talk from a Scottish educator, who I think was called Manson. I don't know what his position was, but I thought he was excellent. He spoke to the staff about peer bullying. People had complained that they didn't want to

listen to him for an afternoon session, but he was excellent and everyone was really impressed by him.

32. In-service days came in towards the end of Laurance Ellis' time in the late eighties, early nineties. The in-service day I recall best was probably during John Light's time as rector. [REDACTED] INU [REDACTED] in 199[REDACTED]. At that time, a deputy was appointed from outside the school. There hadn't been a deputy before. There had been the rector and the senior master, who was literally the teacher who had been there the longest rather than an appointment. He would stand in for the rector if the rector was away, although they tended not to be away in those days. He would take assembly and people would go to him if there was a crisis. I can't remember exactly when, but around the early 1990s Andrew Trotman was appointed as deputy rector. He also taught English. He came with a lot of ideas and tried to modernise supervision and in-service training. He introduced booklets for teachers, parents and kids.

Culture amongst staff at the Edinburgh Academy

33. I've been told that someone has provided a statement to the Inquiry suggesting that housemasters were quite insular and socialised together. I don't really know what I think about that. When I was a young man in Dundas and Mackenzie, I didn't think that the housemasters were necessarily great buddies. There was an element of rivalry. There was quite a spread in their ages, experiences and interests. Occasionally, I would be told that there was a housemasters' meeting, but I wouldn't be told what it was about. Latterly, when I was a housemaster, I would say that we were quite sociable. We used to have Sunday lunch together. The teachers' kids ate with the boarders in the dining hall. There was a staff room there and the housemasters and their wives ate together. We were very friendly and very together. I don't think that we were insular.
34. I think that school became less insular in my time there. I never felt that it was insular because I had outside interests. I played rugby, admittedly for the Accies, but it became an open club in the 1970s. I sailed at a yacht club. There were people who had been at the school there, but a lot of them hadn't. I also went to church, where there were different people. I was meeting people who weren't from the school. I do think that there was tremendous support and camaraderie amongst the staff at the

school. I think we were incredibly lucky. I'm still very friendly with a lot of people from those days. I really thought that it was a very good atmosphere.

35. When I was young and enthusiastic, I thought that morale was very good amongst the staff. We were very sociable. Parents' evenings took place on a Friday. We would go on to the Raeburn Bar for a drink afterwards. A huge spread of ages came along to that. I was quite sociable. I would try to round up a few members of staff for a drink the night before we came back to work. I was always pleased that quite a spread of ages came along.
36. The camaraderie of the staff was very strong, particularly in the sixties and seventies. Lots of things contributed towards that, some of which we've lost. Virtually all of the teachers helped with games. There was a masters' changing room. We would all go up after school and take our rugby practice. The banter and chat in the changing room was very good. In the old days, we had to write our reports on the same sheet of paper. It was a nightmare if you made a mistake because you had to go round all the teachers, asking to re-write it. The bonus was that you did it in the staffroom. People were in there, working away. People like me, who were busy in the boarding houses, would be doing it in the evenings, sometimes quite late at night. Someone might be tearing their hair out about what to write about a boy. Another member of staff might tell them something about that boy. It meant that we got to know other staff and we got to know other pupils by reputation in an informal kind of way.
37. The morale may not have been so good during Laurence Ellis' time as rector. The staff became a bit more diffuse. Laurence Ellis had different views on appointing people. He sometimes went for what he called "adventurous appointments". One of them couldn't cope and left after six weeks, but I can't remember his name. There were one or two others who were quite good for the school. He believed in having the irritant that grows the pearl, but sometimes these guys didn't fit in quite so well. There was maybe more grumbling.
38. I was chairman of the common room for a while, but I'm not sure exactly when that was. The person before me had chucked it, saying he couldn't stay if that was the attitude. I can't remember what the issue was. There was a vote and I was elected. I

did my best when I took on the role. I can remember having to chair a meeting, which I found incredibly stressful. I felt that I was being attacked over issues, but I can't remember what they were. It might have been about pay and conditions or agitating to have a member of staff on the court of directors. I wasn't really adept at chairing meetings of colleagues, including senior colleagues. I can remember coming back to chemistry lab after the meeting, which was held at lunchtime. My head was pounding. One of my colleagues had written, "Wankers!" on a sheet of paper with a felt-tip pen. It summed it up, but I felt that I had my colleague's support.

39. The chaplain, Howard Haslett, was made redundant in 1999, which was a huge upset. He had joined the staff in 1973. That caused a great split in the common room. Some felt it was long past time and others felt that it should never have happened. I was a friend and supporter of Howard Haslett. I made my case to the rector, but it wasn't my decision. Howard Haslett had been a rugby referee. He did a lot of after dinner speaking. He went on to become a minister in East Lothian. I can't remember if the split was still rumbling on when I was chairman of the common room.

Policy

40. I wasn't aware of any written down policy in relation to the care of children. I was given a refreshing amount of freedom when it came to looking after the kids in the boarding house. One of the issues was what seniors did on a Saturday night. My view was, if they were day boys, what would a responsible parent be letting them do? I worked on that basis. When I went into Scott House, seniors had to be in at 11:00 pm. A lot of parties finished at midnight. Sometimes, the boarders would have to leave parties and maybe the girls they were chatting up in the care of the day boys. Sometimes they would clock in at 11:00 and head out again, boys being boys. I decided to put it back to midnight for the final year kids. I didn't mind staying up and I tried to meet them half way.
41. That was a policy but it was my policy. I don't remember going to the rector to ask whether that was alright. It might have been excessive confidence on my part, but I took that responsibility myself. When boys did come in at 12:00 am, I would always see them in. I would usually give them half an hour and have a walk through the house.

I would occasionally knock on a door if someone had been a bit suspect when they came back. I would just let them know that I was still interested in what was going on. I'm not saying that nobody ever went out again because you can't win them all.

42. I brought people in to the boarding house to help me and improve the experience of the kids. I thought it would be good for them to be exposed to other members of staff. That was up to me. I don't remember discussing it with the rector. I don't think I had any fear that I might be asking inappropriate people. That never crossed my mind. I would talk to them about what was accepted and what wasn't accepted, but it was really on-the-job training. The first time they came in, I would explain the evening and what happened. They used to come in for a coffee or a whisky last thing at night. I would like to think that there was good communication rather than training or a set of instructions.
43. Housemasters did talk together about policy at times. It would be over Sunday lunch or tea. If something cropped up, we would discuss it. There was good and open communication. The only issue was the Saturday night film that would be shown sometimes. Drummond Boyce was senior to me and in the next house. He wouldn't let the boys watch *National Lampoon's Animal House*. The boys were very upset about this. He had the video recorder and he was the senior member of staff so I was very happy to let him take the flak. That was the only kind of issue that I can recall.

Strategic planning

44. The court of directors were responsible for strategic planning. They are more commonly known as governors in other schools, but ours were known as the court of directors. I think there are roughly fifteen directors. The way they are appointed has changed over the years. It used to be by invitation from the existing directors, but I would guess that it opened up about twenty years ago. They now advertise in the school newssheet, which goes to parents, and it's more or less done by application. Candidates are interviewed by existing court members. Latterly, it was open. The danger was parents with a particular axe to grind might come onto the court of directors for four or five years while their child went through the school. Equally, in the old days there could be too many old boys who wanted the school to stay the same as it had

been when they were at school. I think there's a happy medium where you get some former pupils, some external people and maybe some parents. It's harder now to find people who have the time.

45. The court of directors was ultimately responsible for running the school. They appointed the rector. They were supposed to keep an eye on how he or she performed. They had different sections. Some would look after finance and some would look after the education side of things. Someone else looked after the boarding side of things. There used to be a policy and planning committee of the court. The rector needed to get on with the court of directors. In many ways, the school was judged not by the directors but by the head. He or she set the standards of the school. Ultimately, if the head was going to be sacked it would be done by the court of directors. They did have the power and responsibility to hire and fire.
46. There were common room meetings at which plans would be discussed. They were really just at the beginning of term. Strategic issues would be aired so the rector could get the view of the common room. I don't remember any discussion about abuse or preventing abuse in those meetings.

Other staff

47. As head of chemistry, other staff did report to me. However, I was a bit in awe of them. They both had PHDs and I had my general degree. There was a glut of PHD chemists around at the time so both of them had come into teaching. I went on learning chemistry until the day I stopped teaching. The previous head of chemistry, who had gone on to be a housemaster, came back into the teaching team. Latterly, there were four of us and we had all done a stint as head of department. The head of department was responsible for allocating sets. He could try and match up the character of the set of pupils to the teacher. It was a bit like running a football team, trying to use people's strengths.
48. I also managed other staff in the pipe band. It was a bit harder to manage them. I managed the piping instructor and the drumming instructor. I did have support in that from the head of the cadets. The pipe band was technically part of the cadets. It got

funding for uniforms from the cadets. It didn't cover it because the old-fashioned kit was terribly expensive. The parent's committee used to raise a lot of money for the pipe band as well. The head of cadets, Tony Cook, was really my boss as head of the pipe band. He was head of biology and he taught at the school from 1975 until he retired around 2005. He had also been a pupil at the school from 1951 until 1961. We worked very well together and went on tour together. We would share the admin and the responsibility.

49. When I was in charge of the navy section of the cadets, [REDACTED] [REDACTED] had been appointed [REDACTED]. He was at the school from 196[REDACTED] until around 199[REDACTED]. [REDACTED] I became a lieutenant. He was answerable to me. I had to make sure that the people I got to help me with the sailing were responsible men and women. There was a bit of management there. Sometimes a new member of staff would start and someone in their department would tell me that he might be interested in sailing. The more people we had helping, the better. It spreads the load and was useful to have a bigger number of teachers per pupils on each outing.

Recruitment of staff

50. I think most posts at the school would have been advertised in the *Scotsman* or the *Times* newspapers. The *Times Educational Supplement* was a weekly paper. That would be pored over by staff who were looking to move on when it came out every Friday.
51. As head of department, I was involved in the recruitment of staff into the school. The rector kept me informed of the applicants. I don't know whether he filtered them or not, but he would show me letters of application. We would discuss who he was going to interview. He would be the main man carrying out the interview, but I would also take the man or woman round the school. There wasn't a huge turnover of staff, but that was quite interesting.

52. I was only involved in the appointment of one chemistry teacher. He had references from his professor and another academic he had worked with doing post-doctoral research. We had to appoint two matrons in the boarding house. They had to produce references. Some of the references we received were refreshingly frank, like, "Don't touch her with a barge pole," in respect of one candidate. Sometimes people would say that you could phone them for more information. People were often happier to speak on the phone rather than commit something to paper. I think that practice went on right through the school.

53. When it came to child protection, it was believed that within independent schools there was a blacklist. If people had been sacked or really stood out and a headmaster definitely didn't want the person to teach anywhere else, they were allegedly placed on the list and banned from circulating in these schools. I never heard this officially and I never saw it, so I don't know whether that was true. It was a kind of under the table arrangement.

54. After ^{INU} [REDACTED], the court of directors involved some members of staff in recruiting ^{SNR} [REDACTED]. The person who had been responsible for appointing him had been pretty shocked when he decided to leave [REDACTED]. A couple of members of staff were included in the selection process for ^{INU} [REDACTED]. We showed John Light round parts of the school. We also went to the final meeting where everyone was invited to offer their opinions. A human relations expert from one of the big banks was in charge of the numbers and assessments. It was quite interesting. It was also interesting that staff had a say. I think that was a bit of a one off. I don't think that had happened previously. I think senior staff might have shown candidates round and talked to one of the directors on the quiet, but we were formally involved in the case of John Light.

Supervision/staff appraisal/staff evaluation

55. Staff appraisal was introduced by Laurence Ellis in the early 1980s. It meant that teachers had a talk with the rector. It was supposed to be once a year, but I think they became less frequent because of people's time pressures. At its best and when it first came in, you had an interview with the rector at a set time. You discussed what you

were doing and how you were doing it. It was a two way thing. You could also voice any concerns you had about anything happening in the school.

56. I felt a bit guilty because it was towards the end of Laurence Ellis' time. I felt that he wasn't getting out and about in the school enough. He was in his office too much. He was a very decent, long suffering guy and he encouraged me to say anything that I thought about him. He would justify it at the end of our meeting. He told me that he knew I didn't like the appraisal system, but at least we'd had a chance to sit down for 45 minutes and have a chat about things. That was true about a lot of the systems that I was intuitively reluctant about. They stopped things falling through the cracks just because you were too busy. Things might have been missed if there weren't set times to do it.
57. Within the chemistry department, we were very lucky. There was a central office within the chemistry building where all of us had a work area. Not all departments in the school had this. We would come in after lessons and it was wonderful. If something had gone badly, we could ask someone else how they had managed to do it. If it was a pupil who was being a nuisance, we could discuss how colleagues had coped with behaviours. There was a lot of informal support. It was a huge bonus.

Living arrangements

58. I don't think other staff would assume that they could just walk into the boarding house, but it wasn't written down or formally controlled. I think it was a matter of politeness, like walking into someone's house. I can't really remember many members of staff coming into the boarding house. There might have been the odd occasion when a rugby coach came in to tell someone he was playing tomorrow and make sure he knew when the bus was leaving. The odd thing like that might have happened, but there wasn't a lot of staff coming and going unless someone was coming in to do a duty.
59. When ^{ICH} [REDACTED] came in as rector, he had a notion to make the school more like a fully boarding school. He restricted the amount of leave boarders had, which caused

great upset. The two housemasters at the time had evolved a way of doing things. There must have been a lot of pressure on them to make these changes.

60. There was no differentiation between day pupils and boarders from a teacher's point of view. Any aggro was over Saturday nights and the fact that boarders didn't have the same freedom as day pupils. We tried to take the pressure off that by putting the time back to 12:00 am. We also tried to make leave easier to come by. If another parent was willing take a boy for the weekend, that took the pressure off as well. There were some boys who were a bit troubled and it was really better to have them out of the house than in the house.
61. I think there was adequate oversight of the boarding houses by the school. The rector didn't interfere, but he was close by. I could go and chat to him if I needed to. There was also a member of the court of directors who came down to visit the boarding house occasionally. I don't know what triggered that because that hadn't always been the case. One of the directors was very proactive. If my wife or the matron thought there was a problem with the food or the beds or whatever, they could speak to her and she would record that something needed to be done.

Culture within the Edinburgh Academy

62. When I went into the Academy, I think the culture was quite traditional. Sport was important, the cadets were important, work was important. Music was less important, but someone was appointed to revolutionise that. Art and drama were fairly formal. Drama was limited to a production of Shakespeare one year, Gilbert and Sullivan the next. Gradually that opened out.
63. The culture was fairly male. We enjoyed the camaraderie of all boys together. It had its disadvantages and it has certainly gradually changed with more and more women being appointed. That didn't cause any upsets, other than a bit of mumping about the amount of rugby coaching they could do. Now, things are much more open and the place is all co-ed. It's changed over the years and is no longer a traditional boys' school.

64. The tawse died out in the sixties and discipline gradually evolved into what we have today. I was aware of fagging as a pupil at Fettes. In my time at school, boys would fag for the prefects. You would iron their uniforms and light the fire for them coming in after games. That was no longer present at the Academy. There was more house fagging. The juniors did more washing up after supper or little jobs about the house. That was called fagging, but it wasn't in the *Tom Brown's Schoolboys* sense of the word. The senior boys, who were house Ephors, had a responsibility to make sure these jobs were done properly. If they hadn't been doing the jobs properly, they might be given fatigues. Fatigues meant extra duties or sometimes they would be sent up to Granton to buy food from a sweetie shop.
65. The Ephors were given autonomy to do that. I'd like to think that the house was small enough and we were involved enough with the kids that we would be aware of vibes. Boys monitored each other. We got to know them. We didn't make some boys Ephors if we didn't think they would be able to handle the responsibility or they might abuse it. I'm not saying that some boys weren't a bit forceful in what they wanted junior boys to do. If it had come to light, I would have dealt with it. I don't remember that situation arising and I don't remember complaints.
66. There were house rules pinned up on the notice board. I think it was just a sheet of A4. There was guidance there for the Ephors. When it came to appointing Ephors, I looked for honesty and basic decency in the way they treated other people. I looked for a bit of power of command and leadership, but not excessive. Some younger kids would come forward and confess to something that had gone wrong or blow the whistle if they felt there had been an injustice. You looked for honesty and integrity, but I'm not saying they were all perfect.
67. Historically, the boarders reckoned that they were the elite. Because they were a coherent group, they lived together and they had the fields to practise in at evenings and weekends they tended to win sporting competitions. There were divisions for inter-house competition. The boarders formed one division known as 'Houses'. There were three others, made up of day boys. The boarders tended to win the rugby and the cross-country. As the boarding numbers fell, they were augmented by day boys who lived nearby and could come and practise and train with the boarders. Houses didn't do so well in the music competitions. One of the prep school music teachers was upset

about that. He knew them from having taught them at prep school. He got the boarders making music again, to his great credit.

Discipline and punishment

68. When I was a house tutor, I can remember slipping a boy for talking after lights out. That happened once in my first term. There was noise in the room and the boy admitted it. I gave him four whacks on the backside with a slipper, over his pyjamas. It was a slipper picked up off the floor. I wasn't particularly angry or enraged.
69. Corporal punishment was phased out by ICH [REDACTED]. In the fifties going into the sixties, prefects, known as Ephors, had been allowed to beat boys for breaking school rules. I'll never forget ICH [REDACTED] words in the common room in the sixties. He said that he was stopping the practice and that staff shouldn't do it either. He said that if they felt they must, they could still use a strap. Some people did still use the tawse. He said that he couldn't see how civilisation can be achieved by means of a wooden bat. The wooden bat was called the 'clacken' at the Academy. They played a lacrosse-type game with it and it was used as a method of discipline for a long time.
70. Gradually, staff handbooks came into their own. I think that was in the latter years of Ellis' regime [REDACTED] INU [REDACTED]. At the back of the school roll book, there were school rules. However, I don't think there was a written policy on discipline. In a way, nobody would have expected there to be when the policy of the school was that you didn't use corporal punishment. If a new teacher came in, he or she would ask the head of department how to discipline.
71. When I first started at the school, the rules were laid out but I can't remember any policy about discipline. I can remember doing quite a lot of staff induction when I was chair of the common room. That came in in the 1990s. New people would be taken around the school and there would be a party at night. By that time, there certainly would have been a staff handbook. I would have read the staff handbook at the time, but I can't remember what was in it.

72. I can't really remember the school rules. I do remember there being issues about uniform. Boys had to wear uniform when they were out of the school at the weekend. I can remember having a debate with [redacted] because he wanted boys to wear full school uniform to a rugby match at Murrayfield. One lad wasn't going to go to Murrayfield because he would have to change when he went into town afterwards. I thought that it was ridiculous and spoke up at a staff meeting. [redacted] said that the boys shouldn't complain because they would be wearing their duffel coats anyway. I said that if they were wearing their duffel coats, it didn't matter what they wore underneath because it couldn't be seen. He told me off for my scientific logic. Just before I arrived at the school, I know that boys could be beaten by the Ephors if they were caught in a café in Princes Street on a Saturday morning without a cap.
73. When I went into the boarding house, there were a lot of thefts. One of the cleaners was pinching things. Boys were stealing from other boys. One boy actually stole money from the cleaner who had been guilty of stealing watches. It was a really unpleasant business, having to follow that up and question people. I had to keep a note of when people came for money. Parents would agree that each week, I could give boys so much money. I had to act as a bank. I can remember going through this to see if there were any patterns. It was very tedious. If someone had a birthday and their granny had sent them £5, the card might reach them but not the money. We suspected one boy and had to look for the money. It was often boys who were addicted to smoking and needed the money to buy the fags. It was really unpleasant.
74. I eventually managed to get rid of the cleaner over two bars of soap and a toilet roll, but she had gone into it in a bigger way than that. Cassette radios had disappeared and I suspected her. I did contact parents when I thought boys had been stealing.
75. I kept the rector informed about the thefts. Occasionally, I got the police involved. I had to do that once or twice in exasperation because I couldn't get to the bottom of it. There were one or two unhappy boys. I can remember the policewoman saying that she thought that one boy was a square peg in a round hole at the Academy. It was interesting for me to hear this from her. She was sympathetic in both ways. I told the rector when I contacted the police, but I don't know whether the court of directors were informed. I made my own judgement when it came to contacting the police, but the rector would certainly have known about it.

76. It was almost impossible to stamp out smoking. You just drove it somewhere else. I did my utmost to drive it out of the boarding house. When I went in, they were smoking in the changing rooms in the showers. I managed to get them out of there, but they just found a hedge to go behind.

Day to day running of the school

77. There was information sharing about pupils. I don't know whether the practice lasted, but there used to be a review meeting at the beginning of every school year. That happened in the late eighties, early nineties. I found it very useful. Information would be shared verbally. The whole staff would be present. We almost went through the whole school, discussing pupils, their subjects and anything that was needed. Some teachers would complain about having to listen to things about pupils who weren't in their class. I thought it was good because you might see a boy doing something in the playground. If you knew a bit about him, you were likely to treat him with more understanding. I thought it was worthwhile, but there was a bit of muttering against that.
78. If I thought someone's behaviour wasn't good, I would share my concerns with other teachers who knew the pupil. I sometimes went to the class teacher. I think the fear of sharing information has got worse, because of confidentiality. If a new person comes in and starts behaving badly in class, it might not be the right response to jump down his throat. If you know that something has happened to cause him to come to the school then it's better. Latterly there was less sharing of information because of concerns about confidentiality.
79. There tended to be staff meetings at the beginning of every term. Occasionally, an evening would be convened to discuss a particular topic. The rector would convene and chair any such meeting.

Concerns about the school

80. The only external report I can recall was a parent who raised a concern about two boys. There was a suggestion that something inappropriate had taken place between the boys. I had already been aware of the incident and had investigated it. There had

been a bit of fantasising going on and one of the boys got scared. I was satisfied that I couldn't have stopped what happened and the parties concerned knew that it shouldn't have happened.

81. A parent learned something of this incident through another parent because the boys had spoken to other people at school. He then contacted the rector. There was a suggestion that a rape had taken place. I was very impressed by the rector because he was up like a shot. The rector spoke to me and came to the boarding house to investigate what had happened. He questioned the boys concerned and asked them very direct questions. He was satisfied that it was adolescent behaviour and that was the end of it. The parties involved knew that it shouldn't have happened.
82. The only other external concern I can recall was when a gang of third formers attacked a boy in the fourths in his classroom. He was quite seriously injured and taken to hospital. That made a double page spread in the *Herald* newspaper. It was soon after Laurence Ellis was appointed as rector in 1978 or 1979 and almost ended his tenure. Some boys were suspended and one or two were expelled as a result of that incident. Some of the boys involved were boarders and some were day pupils.
83. The court of directors appointed a senior master, Colin Evans, to be in charge of discipline after that. His job was to try and tighten things up. I'm sure there was a published remit for him. Boys would be sent to him. He was one of my chemistry colleagues. Quite often, I would go into the chemistry staffroom in the morning and he would be speaking to a boy who had been sent to him for smoking or lateness. It was usually relatively minor things. Disciplinary matters would be channelled to him by class teachers.
84. If there were concerns about a child, the rector had the responsibility of telling the parents. I can't recollect an occasion when I was involved in that, but the rector would definitely be the person who would contact parents either to sympathise or support the victim or complain about the behaviour of the perpetrator.
85. If a parent complained about a member of staff, I'm sure staff would have been made aware of that on occasion. Equally, the rectors were pretty loyal to their staff. They would try and defend the member of staff, but hopefully not if it was an indefensible

thing that was being complained about. The rectors that I knew would try and take the flak, but equally they would speak to the member of staff. I would think there would be records or files about any such complaints, but I don't have any personal knowledge of that. The rector had a secretary and lots of filing cabinets. There were record books from year to year about staff, which I've certainly seen. If there was a disciplinary matter, I'm sure it would have gone in that book.

86. I understand that an applicant has told the Inquiry that his mother reported abuse by Iain Wares to [redacted]. He has suggested that [redacted] told his mother it would be unhelpful to complain and that her son must have an over-fertile imagination. I wasn't aware of that at the time. I've heard about that alleged version of events on the radio in recent years. It's possible that could have been said, but I don't know.
87. It has been suggested to me that the picture of the Academy provided to the Inquiry by applicants is that the school was inward-looking, had a high opinion of itself and that reputation was the primary concern, including over child protection. I think that describing the school as inward-looking is a bit hard. Pupils were sent to school in Paris and Parisian boys came in exchange. That was a [redacted] initiative to develop links with the French school because he wanted better language skills.
88. One of my friends was a Quaker. He was a pacifist so he was against the cadets. Gradually, people were allowed to stop doing the cadets and he started social service. It was quite early days for doing that. We were looking into the community to the extent that boys would go along to help at Stockbridge House. They would chat to people there and so on. The Duke of Edinburgh's award came in around that time and, again, there was a social service element to that. The PE teachers and teachers involved in running rugby and cricket were keen to develop fixtures with state schools. We played against Forrester High School and East Lothian state schools. Maybe it did seem a bit insular, but I think the school was coming out of that by the sixties.
89. I think the school probably was pleased with itself. Coming from an opposition school, I used to think that products of the Academy would strut about Edinburgh thinking that they owned the place. There might have been that attitude there. They wore their ties all the time and expected that to open all doors. I think that was dying from the fifties and into the sixties. It was becoming more open.

90. The Academy was obviously concerned about reputation. All schools are concerned about their reputations. When I was there I didn't form an impression that reputation was the primary concern, including over child protection. I knew that [redacted] was concerned about reputation, as indeed were housemasters. I find it hard to think that [redacted] might have taken that attitude when a mother reported her concerns about Iain Wares. I don't know whether he couldn't believe it or didn't want to believe it. I think that would have been a gut reaction rather than a calculated attempt to stop the boys saying things about the school. I think he had enough wisdom to have known that the latter would have been counter-productive. His reported response would have clearly been an error of judgement on his part.
91. The attitudes of parents were different then too. Parents left their kids at the school gates. They didn't come into the classroom, whereas nowadays they are there all the time. A lot of parents handed discipline over to the school. They were concerned about how their sons studied and learned and left behavioural issues up to the school. I think that was quite a widespread attitude. It changed when mums got more involved in schools and in choosing schools. They wouldn't accept what had happened to their fathers, husbands and brothers when they were at school. They wanted more involvement and to know what was going on. It was changing.

Reporting of complaints/concerns

92. There was no policy when it came to complaints from pupils. Parents could write to the rector if they were concerned about something. Luckily, I don't remember having any personal experience of that. It was a different world in terms of communication. Childline was introduced by Esther Rantzen in the mid-1980s. There was a public payphone in each house. We were instructed to put the Childline number up beside it, so that kids use that. They could have done that privately without me knowing. The phone was in a booth so it was relatively private.
93. I wasn't aware of any procedure being in place if an allegation was made against a teacher. I don't know whether it was in a file somewhere. If there was a concern, it would normally go to the class teacher, who had quite an important role in getting to know the kids. He had a pastoral role and kids could come to him. He would then take

it up with the rector if he wanted to. Alternatively, the pupil would tell his parents and the parents would take it up with the rector. I don't think parents were backwards in coming forwards if they thought that something was wrong.

94. There were no guidelines given to staff if they had concerns about another member of staff. You would rely upon common sense. If you were concerned about something untoward happening, whether that be peer to peer or staff on pupil, you would report it higher up the chain and go to the rector. That must have changed when written handbooks were produced latterly. They were very comprehensive.
95. If a member of staff had concerns about how the school was being run, they could go to the court of directors. It would be up to the individual. I did go to the court of directors on one occasion. I told the rector that I was doing so. I was complaining about the bursar as I felt he wasn't allocating sufficient funds to the boarding houses. I think it was discouraged and concerns were supposed to be channelled through the rector, but there was nothing to stop you going to the court of directors if you thought the main problem was the rector or you felt that you had to. I never felt constrained and that I couldn't do that.

Trusted adult/confidante

96. We used to have evening prayers or little assemblies twice a week. I took those services. They weren't really holy services. I would find a relatively 'non-religious' bit of reading and a prayer. I would talk to the boys as a masse during those services. I would give any pastoral guidance or complain about behaviour if the boys had been over the top. I'd like to think that when we pinned up the Childline notice, I would have told the boys about it and suggested they use it if they had any problems.
97. If a boarder was troubled and it was because of me saying they couldn't do this or that, he obviously wouldn't come to me. I always thought that one of the strengths of the school was that there was a big range of activities and the teachers were involved in them. Ordinary subject teachers also did games. To my mind, the educational benefit of that was that there was a bigger chance of a pupil having somebody they knew or trusted on the staff, an adult that they could go to. I think rugby helped a lot with that.

There were a lot of boys who were good rugby players but ill to keep in order. You would hope that the rugby coach could speak to a boy and tell them not to screw things up for the sake of the team.

98. I always believed that the pastoral responsibility was everybody's. I remember the man who came to speak to the staff about bullying saying that it was a whole school responsibility. I think that's one of the dangers of over-structuring the place. The class teacher passes things up the line and then it gets passed up the line again. You need to be able to deal with it there and then. People did feel quite responsible for their class. They got to know their class. You would hope that pupils in the class would go to their class teacher, rather than a year head who might not know them.

External monitoring

99. I think I was inspected in my chemistry teaching on three occasions. I can't recall being inspected in my pastoral role. I remember sitting down with the inspector after I'd recently retired. I was still in the school and the inspector wanted a general overview of what I thought about things. Since I stopped being a housemaster, I know that there have been pastoral inspections but I don't know whether they took place when I was there. I can't remember inspectors coming round the boarding houses. I suspect that pastoral inspections may have occurred after I stopped being a housemaster in 1993, but I can't remember them.
100. The inspectors did speak to the boys in the classroom. Some of them liked to teach the class. They were sometimes frustrated teachers and they enjoyed the interaction, but it also helped them to understand the level the pupils were at. I think they did get the opportunity to speak to pupils on their own, but I can't remember that clearly. I think they were given pretty much free access if they wanted to do that and it was in their remit. It wasn't a matter of hiding anything. I was given feedback by one of the inspectors. He was complimentary to me off the record, but I had a very good class at the time. The official feedback was very bland, either good, very good or poor. The rector was given a more detailed verbal feedback so he could take action if he needed to.

101. The rector used to come round, showing prospective parents the school. Laurence Ellis in particular liked to do that. He would stand at the door and tell you to carry on with your lesson. Because of that, he would have an idea of what was going on in the classrooms.

Record-keeping

102. I think that records were kept of disciplinary matters. I'm pretty certain that the Ephors had a discipline book. There was a discipline book in Scott House. I must admit that it fell into a bit of disrepute because it depended on the Ephors. In the old days, it would have listed beatings if they took place. Latterly, pupils were given fatigues, which were extra jobs to do. They might have to sweep out the common room or wash up after supper. They were recorded. I was never involved in any staff beatings, but I'm sure that they would have been recorded. I only once used the tawse, in my first year. I honestly can't remember whether I wrote it down or whether I was expected to write it down. I think I probably didn't write it down because it was relatively minor. I didn't record the incident when I used the slipper on a boy in 1963.

Child protection arrangements

103. There were one or two incidents when I was housemaster at Scott House, but they didn't involve staff. The rector, Laurence Ellis, was very good at discussing anything that had gone wrong and took that very seriously. The guidance and help was there. He had been a housemaster himself in England.
104. There was no discussion about child protection when I first arrived at the school. I'm not too sure when that came in. I vividly remember an in-service day, which was relatively recent. I think it was in the late 1990s, early on in John Light's tenure as rector. It was all about child protection. I don't know what triggered it, but it was something external. My feeling is that there were external pressures or guidelines from the inspectorate that prompted it, but I'm not sure about that because I wasn't involved in that level of management. The school obviously felt that they had to get external people in to lecture us about child protection.

105. It was the most depressing start to a term. Everybody was so down about it. The implication was that we couldn't do anything because it would be assumed that we were doing it for our own nefarious purposes. For example, if you put an arm around a kid's shoulder. If a child is crying then what do you do? I can remember that the rector at the time said his advice was to do what we had always done, but be aware that attitudes had changed. I remember feeling very low about that at the time. I'm not saying that it wasn't necessary, but I suppose it was the assumption of a lack of trust that we would behave ourselves.
106. The emphasis was more on not laying yourself open to charges and being careful. The suggestion was that in the current climate, you were more likely to be accused or that it would be alleged you were doing something for the wrong reasons. It wasn't necessarily from the pupils point of view. The nearest we got to the pupils getting some help was the introduction of Childline in the boarding houses. Equally, the atmosphere was such that the feeling was if pupils had a concern, they would have reported it.
107. I know a lot of former pupils who are now being quoted and were at the school in the sixties and seventies are saying that they wouldn't have talked to their parents or the chaplain about abuse. Quite a lot of the pupils that I know from that period, who are now in their sixties, are quite upset about a lot of the things that have been said. They didn't see any abuse, it didn't happen to them and they had never heard about it. There were undoubtedly things that shouldn't have happened that did happen. I'm not trying to suggest otherwise.

Investigations into abuse – personal involvement

108. I wasn't involved in any investigations into abuse at the school or any civil claims about abuse. I wasn't involved in any police investigations while I was still at the school, other than the reports I made to the police about thefts in the boarding house.

Police investigations/criminal proceedings

109. ^{IPT} [REDACTED] was at the Academy from 197 [REDACTED] until 197 [REDACTED]. He then went to [REDACTED] before ending up at [REDACTED]. He was convicted of interfering with kids at [REDACTED] and served time in prison. The police turned up about three years ago. They asked me if I knew ^{IPT} [REDACTED]. They told me that there had been another complaint, which must have related to his time at the Academy. They quizzed me about what I knew of ^{IPT} [REDACTED]. I was interviewed at length about him. I was asked whether I knew him in the boarding house, but I didn't overlap in the boarding house with him. He might have been a tutor in the boarding house that I took over, Scott House.
110. I don't know how ^{IPT} [REDACTED] was recruited to the school. He might have come straight from university. I think he was probably recruited by ^{ICH} [REDACTED], who was very keen on hillwalking and outdoor activities. ^{IPT} [REDACTED] was a rock climber as well as a hillwalker. He also played rugby to a good standard. He was a house tutor so superficially he ticked all the boxes. ^{ICH} [REDACTED] was very keen on what people had done at school. He thought it was a good indication of the kind of school masters they would make. I can remember him saying that to me once, but I don't know where ^{IPT} [REDACTED] was at school himself. I had nothing to do with his appointment.
111. ^{IPT} [REDACTED] taught [REDACTED]. He taught in the next [REDACTED]. He didn't keep very good control of his class. He wouldn't take any advice about how to keep the behaviour of the class. He was quite a young, new teacher. There was a raised platform and demonstration bench [REDACTED]. It gave you a little bit of extra height over the class, especially if you were a small guy like me. ^{IPT} [REDACTED] was always wandering around and mingling with the class. I said that he might find it easier if he could see all of the class at once. He told me that he liked to be friendly with the pupils. I had no idea about any behaviour that might have been questionable when he was at the Academy.
112. I was aware of him leaving in the late seventies, but I didn't know the reason. I think the Academy was his first teaching place and it wasn't unusual for people to move on. There was a theory that to get promotional experience, you had to move on and three years was probably seen as the minimum. There was no hint of him being pushed.

Whether he was or not, I don't know but I never heard any suggestion of that at the time or subsequently. I don't remember whether he left at the end of term. I wasn't aware of any rumours about his departure at the time.

113. Following my statement to the police, I haven't been cited to attend court. I don't know whether anything further charges have been brought against [IPT] relating to his time at the Academy. I've been told that he was sentenced to six and a half years in [] for abuse at []. The response of the one or two of my former colleagues who knew [IPT] was shock. Nobody had suspected anything, including [IZM] [IZM] who used to climb with [IPT] and was quite friendly with him. [IZM] was a [] teacher who was at the school from 197 [] until around 200 []. He was also a house tutor in Mackenzie House.

Convicted abusers

114. Other than [IPT], I'm not aware of anybody who worked at the school being convicted of abuse of a child.

Response to allegations of abuse

115. I don't remember there being any response from the Edinburgh Academy after [IPT] [IPT]'s conviction in []. I don't know whether the press release mentioned that he'd been at the Academy. My personal feeling, and maybe it's wrong, is that these behaviours don't reflect the ethos or the standards of the school. I've seen a former pupil say publicly that the school was a cesspit of paedophilia and sadism. That can't be challenged, which seems to defy the laws of natural justice. [IPT] left the school in 197 [] and he was convicted in []. It's a long time. Over the lifetime of any school or organisation, there will be some bad behaviours.
116. I can remember reading about allegations against Guy Ray-Hills at Loretto in 2001. It sounded like his behaviour was quite egregious. I'd stopped teaching by that time. I heard some of the chat at the Academy, but I wasn't involved in any decision making.

I don't know whether there was any discussion about Guy Ray-Hills. I've been told that Loretto contacted relevant former pupils after the allegations against Ray-Hills came to light. I don't know whether the Academy considered doing anything similar. I was out of the classroom by that time so it wouldn't have been any of my business.

117. In the early 2000s, I can also recall there being bad press about the school from the actor, Iain Glen, who had been a pupil at the Academy. At the time, I was in the Accies Club dealing with external relations. It was quite a grand title, but I was really just the club secretary and dog's body. One of the things that I did was scan the newspapers for news about the Academy. Chiefly, it would be about sporting things such as playing rugby for Scotland or that kind of thing. If Iain Glen was getting good reviews for Hamlet in Bristol, I would put it in the newssheet. I was aware of the report where Iain Glen discussed his time at the school. He wasn't very specific, but he definitely said that there were things that happened that shouldn't have happened. He said that he was sure the school had changed and that it was a different school now.
118. I think that was the first time anything came to light publicly suggesting abuse at the Academy. Iain Wares wasn't mentioned in the article, but I can remember there being some speculation about who Iain Glen was referring to. I can remember somebody saying that they thought it was Iain Wares, who had gone to Fettes and had to leave there. Nobody was actually certain that it was Wares. At the senior school, we didn't necessarily know the comings and goings of the junior school staff.
119. That article triggered a more wide-ranging article about abuse at the Academy in the *Scotsman*. It followed up on what Iain Glen said, but it was fairly vague and non-specific. I think there was some contact with the rector and former pupils were beginning to get in touch from that time. I've no reason to believe that they weren't given humble apologies for anything that happened and told that the school didn't know what was happening, but had taken measures to reduce the risk of it happening again.
120. I can remember John Light being rector in the 2000s. He mentioned a boy who had been in touch. I think I asked him how serious the allegations were and John Light said there were things that shouldn't have happened. I would like to think he was given

a sympathetic ear from the powers that be at the time, but I was out of the loop by then.

Abuse at the Edinburgh Academy

121. There was no definition of abuse when I was at the Academy. If a child had been mistreated or abused when I was housemaster, I certainly would like to think that he would have come to me to talk about it. Whether they would or did, I don't know. I don't know whether any of the people I was involved with in Scott House have actually come forward to say they were being abused. In a boarding situation with teenage boys, there are peer to peer relationships or activities. In a way, they're part of growing up. Usually, I heard about these and I could talk to the boys about them. If it was serious, I could talk to the rector. He would reassure me or maybe talk to the boys.
122. I can recall an incident in the late 1970s, shortly after Laurence Ellis started as rector. A gang of third formers attacked a boy in the fourths in his classroom. He was quite seriously injured and taken to hospital. That made a double page spread in the *Herald* newspaper.
123. There was a blacklist of masters for people whose behaviour had been deemed to be wholly unacceptable. If a headmaster definitely didn't want the person to teach anywhere else, they were allegedly placed on the list and banned from circulating in independent schools. I never heard this officially and I never saw it, but I know that such behaviours weren't reckoned to be widespread. Physical abuse, in the sense of what would now be called sadistic behaviour, such as over-zealous use of the tawse or someone losing his temper and hitting someone across the head was more accepted. It would be commented that someone was a bit vicious with the tawse. It's a matter for the psychiatrist to work out whether these guys were getting some kind of gratification or whether they had just been driven to distraction. Kids can be terrible and vicious.

[REDACTED]

John Brownlee

124. John Brownlee is still alive. He was housemaster at Dundas House. Geoff Fisher came in to assist me at Scott House. He didn't live in, but he visited as tutor. He told me that he didn't like the way John Brownlee treated the pupils. He said that he was far too rough. Brownlee had that reputation. Kids came through the prep school where he was teaching. He was undoubtedly over the top with some of his physical punishments.
125. As a teacher, I hesitated to judge. I looked for explanations in the person's background, where he grew up, when he grew up and what kind of parents he had. He did have a chip on his shoulder. Geoff said he was happy to come along and help in Scott house, but he hadn't enjoyed helping out in Dundas House because of the way Brownlee treated the kids. He didn't go into any specific detail.
126. I wouldn't be surprised if Geoff had mentioned his concerns to the rector, but I don't know whether he did. With hindsight, I now wonder whether I should have done more when Geoff spoke to me about John Brownlee. At the time, I just thought that was the way he was. He treated [REDACTED] quite roughly too, not physically but verbally.
127. I was also aware of Brownlee's reputation because [REDACTED] went through the school. I think it was probably fairly widely known and to the headmaster as well. I think the headmaster probably also thought that John Brownlee had a bit of a chip on his shoulder and could be rough and ready. It wasn't thought to be so bad that he needed to be given a warning or disciplined. I was never part of any conversation or discussion to that effect, but I think that would have been the view taken. I'm saying that with hindsight. The headmaster is still alive and we do chat about these things, so I think that would have been the view.

Iain Wares

128. There has been a lot of discussion about Iain Wares in recent years. From what I've read and heard, he is easily the most egregious abuser. He was at the school from 1968 until 1973. At the time he was at the Academy junior school, I had no suspicions or idea that he was an abuser. I think my former colleagues are in a similar position. I didn't know him well. He was a teacher in the junior school. He was a sporty sort of guy. We used to have a staff rugby match against the third XV. I remember him playing in that on one or two occasions. We went to the pub afterwards for a beer. I can remember him being there and briefly chatting to him on one occasion. I didn't know him, other than that he was a young South African who was keen on his sport.
129. I wasn't aware of the circumstances of his departure from the Academy. He went on to teach at Fettes. It wasn't unknown for teachers to change between the two schools. People did that, particularly sporting people who went there to coach the first XV if they'd been coaching a lower team at the Academy or whatever. After he left Fettes, I did hear that there had been some trouble. I had no idea before that and I don't think it was widely known at all. I have no recollection of there being any chat or discussion that the school knew what was going on when he was at the Academy. I didn't hear any boys talking about him.

Hamish Dawson

130. Hamish Dawson was regarded as quirky and slightly eccentric. Some pupils and young Accies described him as mad. I got to know pupils who had recently left the school because I played rugby for the Accies as a young teacher. Some of them could be quite frank in what they said about Hamish Dawson. However, I never heard any suggestion that he carried out sadistic or sexual acts at that time. He was a bit zany. He had a variety of sticks in his classroom. He didn't necessarily use them on people but he called them instruments of correction. With hindsight, that must have been pandering to what he wanted to do or maybe what he did on occasion with kids and beat them more violently.

131. I worked with Hamish Dawson. He helped me with sailing activities. At the time, I had no suspicions or worries about him. His family circumstances were that they tended to keep themselves to themselves a bit. I've spoken about the camaraderie between staff and the friendliness of their wives. The Dawsons seemed apart from that, but whether that was because he was a bit older I don't know.
132. Hamish Dawson was in charge of the rugby fixtures, which he took very seriously. He encouraged fixtures with state schools. Early on, another teacher showed me around the Academy on my first Saturday there. He pointed out all the different teachers. Hamish Dawson was there. Because he was in charge of rugby, he talked about boys in the showers. He said you had to make sure that the boys washed properly after rugby, otherwise the mothers complained if they came home with dirty knees. He said that I shouldn't be frightened to go in and make sure that they were having a shower. At the time, I thought that I wasn't sure I would do that. I let it go and it was never an issue. Later on, I heard through a family connection that boys had been made to run into cold showers as a punishment and Hamish Dawson sprayed them with water in an inappropriate way. I heard that story about six years ago. With hindsight, it made me think about the comments he had made to me about the showers.
133. It's hard to believe that some of the things reported to have happened did happen, unbeknownst to the house matron, the house tutor and other boys. It's alleged that things happened in front of boys, who were made to watch. It's hard to believe that out of ten boys, nothing would have come out but who knows? Everybody has been tarred with the same brush by some of these accusations, which is obviously quite hurtful and upsetting to people.

ICQ

134. I do remember there being some chat about an old guy who is now dead. He was at the school from 193 until 197 and he taught . His name was , but he was known as . He was a housemaster when I was house tutor in the mid-1960s. In the context of the times, it was an all boys' school and women's parts would be played by boys in school plays. In about 1965, 1966, I can remember one of the matrons pointing out that had his arms around one of the boys. It was on

the stage and in character of the show. She was commenting that he might actually have been enjoying it. She didn't say anything else about it and I had no other suspicions or concerns about him.

135. One of my friends was in his boarding house. He told me that ^{ICQ} [REDACTED] used to like to sit on the edge of your bed at night and pat your head in a paternal way. He was known as Pa ^{ICQ} [REDACTED]. He had four kids of his own. I doubt if he was getting any kind of gratification out of what he was doing.

^{IBP} [REDACTED]

136. ^{IBP} [REDACTED] was at the Academy before me. I think he was probably about three or five years older than me. He was at the school from 196 [REDACTED] until 198 [REDACTED]. He was a house tutor in Scott House. When I went into Scott House as a house tutor, it was after he had moved out. He taught [REDACTED] and was a very clever [REDACTED]. He was a nice guy and very kind. I had no suspicions about him at all when I was working with him.

137. ^{IBP} [REDACTED] had terrible trouble with discipline. He was a sad guy in many ways. He was very overweight. The kids in the house were horrible to him. They would tap on the table and stop when he looked up. They kept doing it because they were kids and they could be cruel. I can remember being at his funeral. It was very small with about seven or eight people in attendance. One guy had come up from London. He had known him at university. He was astonished because he said that he had been the life and soul of the party at university. His confidence had obviously been totally knocked when he started teaching. He should never have been teaching kids. He should have been teaching at university.

138. Later on, when I was in the club office, I can remember a former pupil coming in and saying that he'd had a talk with ^{IBP} [REDACTED]. I don't know when the conversation between the former pupil and ^{IBP} [REDACTED] took place, but he came into the club office around 2005. He said that ^{IBP} [REDACTED] had admitted to urges, which he felt difficulty controlling. There was no suggestion from the former pupil that ^{IBP} [REDACTED] had ever given in to these urges, but I was quite shocked to hear that. I think it was after Iain Glen had

spoken about his experiences at the Academy, which might have prompted him to recall the conversation. I didn't see or hear anything untoward about him, until the former pupil came forward.

IEG

139. I remember him as an Australian gap year student from [REDACTED] in Sydney. He was a young guy and he just came to the Academy for a year around 198[REDACTED] or 198[REDACTED]. I chatted with him about Australia. I didn't work with him directly, but because he was Australian we might have had him in for a coffee and chat with my wife. I chatted to him about [REDACTED] because I knew the school. I'd taught at one of its rivals when I was in Australia for the year. He seemed like a friendly guy. I never saw or heard of him doing anything inappropriate.

IEH

140. I know [REDACTED] quite well. He was a pupil in my house when I was housemaster. He was a pupil from 198[REDACTED] until 198[REDACTED]. He was always a bit advanced for his age. He was quite hard to handle. He came out of our house, left school and became a tutor in Mackenzie House from 198[REDACTED] until 199[REDACTED]. I like [REDACTED]. He probably had a relatively rough upbringing. His dad was a policeman who went on to do very well selling pharmaceuticals. [REDACTED] was a very good sportsman. It's possible he threw his weight around a bit. He could have seemed a bit of a bully with the other kids in the house. He was almost a year ahead of his time. He was friendly with the people in the year above him. He was in the rugby team and the athletics team. He was an international [REDACTED]. He was a fairly confident, macho young guy. I didn't see him interact with kids when he was a house tutor. I didn't see or hear of him doing anything untoward. I wrote a reference for him when he went into Mackenzie House.

IGY

141. I'm shocked that [REDACTED] has been named as an alleged abuser. He was an interesting guy. He was slightly eccentric. He was a [REDACTED] teacher. He'd been at the school before I got there. He'd then gone off to Nigeria. He was quite friendly with a

lot of the staff that I came in to join in the science department. They all talked about him and then he came back to the Academy. He was there from 195█ to 195█ and then 196█ until 196█. He was a sailor as well. He had a boat down in Granton so he helped with the sailing. He was a jovial sort of fellow and slightly unconventional.

142. He was highly regarded. He went away to become an inspector in England. He had done the crash course in teaching at Moray House, but he couldn't be bothered with it. His wife actually wrote the essays for him and then he became an inspector of schools. I used to meet colleagues who knew him at conferences. They said he was wonderful because he stuck up for the state schools. Because he was public school educated himself, he felt that he could take on anybody. He wasn't cowed by authority. He did a great job as inspector. Sadly, he died quite young. I have no idea what he could have been accused of. I only saw him with children doing good things, helping them to launch boats and sailing. I wasn't aware of any rumours about him.

IDQ

143. I didn't know IDQ very well. He taught █ from 197█ until 198█. He went down to █ School in Dorset after leaving us. He subsequently became a █. I didn't see anything inappropriate with him or hear any rumours about him acting inappropriately. He was quite a dour fellow. I suspect, but I don't know, that he might have been quite a harsh disciplinarian. It's a hunch rather than something that I saw.

IGG

144. I knew IGG. He was SNR █ from 196█ until 197█. He seemed quite amiable █ I never saw or heard of him doing anything inappropriate with children. I would have thought he would have been quite gentle when it came to discipline.

IBL

145. IBL was a slightly odd chap. He was a general subjects prep school teacher and a visiting house tutor at Mackenzie House. He was at the school from 196 until his death in 198. I think he probably took his own life. IBL's father was a vicar. I used to chat to him quite a lot at tea because he came to the boarders' tea.

146. I didn't see him act inappropriately towards the boys. It was terribly sad when he died. He seemed like a nice chap and I'd be sad if any allegations against him are true.

Mr IFS

147. Mr IFS was a at Raeburn Place. He was light-fingered and stole cash from my wallet. I think it was in the seventies or possibly the early eighties. He was well-liked and well-respected amongst the Accie rugby and cricket players. I told other people about the theft but I don't think anything happened to him. I didn't see him interact with the boys and I didn't hear of him doing anything inappropriate.

Mr IHC

148. I knew IHC but not very well. He was a teacher in the prep school from 196 until 197. I know who he was, but I barely knew him. I think I taught one at one stage, but I don't know much about him.

IDO

149. I knew IDO quite well. He was a teacher in the prep school from 196 until 199. He also coached cricket team and squash team. I think that he was a bit strict. was in his class and told me that he could be a bit strict and slightly frightening. I thought that he was a good guy. I didn't see him interact with children or disciplining them.

IDR

150. IDR was a design technology teacher. He was at the school from 196 until he retired in 198. He was another character. I can remember the pupils did a skit of him once. They used to have a thing called the free and easy when they took the mickey out of the teachers. They had a caricature of IDR, rushing around in a blood-stained lab coat with an axe, looking for Geits, which was the name for first year pupils. He had a reputation for being a bit shouty and intolerant of the young. He was a big bear of a man. He might have shouted at pupils and seemed a bit ferocious. I thought that he was a nice chap and a good guy. I never saw any interactions with the pupils that were inappropriate.

ICR

151. ICR was at the Academy from 196 until 197 and was a teacher. He became a deputy head at a school in Glasgow. He did a year's exchange in Australia. He was a house tutor at the Academy as well. I didn't know him terribly well, but I can't see him coming across as fierce.

IFP

152. IFP was a Yorkshire man. He was a teacher and was also a house tutor. He coached the cricket team. He was at the school from 196 until 199. He wouldn't tolerate fools gladly. I think he would have been in the firm but fair category. I didn't witness him doing anything untoward towards children at the school.

IBW

153. IBW was the and was at the school from 196 until 197. He did a colossal amount for at the school and went on to become at Stewarts Melville. He was a pretty hard man if you fell out with him. He was fine and jovial if you were his friend, but if you fell out with him he tended to write you off.

154. Eventually, when he went to Stewart's Melville, there was tremendous rivalry between the schools' respective junior rugby teams. ^{IBW} [REDACTED] had a hard edge to him in that regard. I thought he was a genial enough man. I can't see him being abusive towards children. I didn't witness anything like that and I didn't hear of him doing anything untoward.

^{ICA} [REDACTED]

155. I can't believe that ^{ICA} [REDACTED] is on a list of alleged abusers. He was at the school from 196 [REDACTED] until 200 [REDACTED]. He had a heart attack before he left the school, which was possibly stress related. He was far too gentle to be a prep school teacher. He was also a house tutor. I certainly never heard of or saw anything untoward with ^{ICA} [REDACTED].

Mr ^{IDV} [REDACTED]

156. ^{IDV} Mr [REDACTED] was known as the 'sergeant major'. He was at the school from around the 1960s and 1970s until possibly into the 1980s. He was involved with the Combined Cadet Force (CCF). I knew him. I thought he was a pleasant guy. I think he'd had a pretty rough upbringing on [REDACTED]. He was very anti-drink because I think his dad was an alcoholic. He used to look after the stores and did the nitty gritty of accompanying the shooting team to competitions, along with a teacher. I think that he was pretty well-liked. I never saw or heard of him doing anything untoward.

^{IFO} [REDACTED]

157. ^{IFO} [REDACTED] was the matron at Mackenzie House when I started at the school. I think she was there from early 1960s until around 196 [REDACTED]. She was a formidable lady. She used to scare me a bit. She intimidated us all. She wore the big, white old style matron gear. She'd been there longest and was very much the matron of Mackenzie House. She was quite good fun when you got to know her a bit better. It was a funny dinner table with ^{IFO} [REDACTED], ^{IBP} [REDACTED], ^{IFP} [REDACTED], ^{IDX} [REDACTED], myself and the three matrons. ^{IBW} [REDACTED] eventually came and he lightened things up. He was a bit more outspoken and outgoing. Everybody else was slightly frightened to say anything in case Miss ^{IFO} [REDACTED] disapproved of it. I've no reason to think that she was

inappropriate or disciplined boys in any kind of bad way. I can see that she might have been a wee bit scary if you were a wee boy and you had done something wrong. I don't think you'd do it a second time.

IDP

158. IDP was an ex-army physical training instructor. He used to be in the senior school in roughly the fifties and sixties and then he went to the junior school as the janitor there, where he remained until the 1980s. He would take PE in the senior school and was involved with the cadets. I don't think he would have stood for any nonsense, but I never saw or heard of him doing anything inappropriate.

ICP

159. ICP was SNR from 192 until 196. I must have met her, but I didn't know her. Primary school teachers of that vintage were a formidable lot and she was the head of them. I don't think boys would have messed with her, but I never heard any suggestion that she was over the top. She might have spoken to some boys in a way that their mothers wouldn't have spoken to them if they were behaving in a way that Academy boys shouldn't. Her tongue might have been sharp, but I don't know of her doing anything in appropriate.

ICG

160. ICG was the first housemaster that I worked with. He gave me a list of fifty tips produced by the prep school association. One of them stuck in my mind, which was words to the effect, "Always remember that there'll be somebody in charge of the class and if it's not you it'll probably be the least suitable of the pupils." I think there's a lot of truth in that.

161. ICG was a phenomenally good cricketer. He played a number of times. I was his tutor for four terms. He was a little bit eccentric to work with and he was passionate about his cricket. He did coach for a while, but the senior boys couldn't quite cope with him. He was so enthusiastic about his cricket that he took it

too seriously. I never saw him doing anything untoward and I never heard anything like that from any of the boys.

IGT

162. IGT was old school. He was at the school from 192 until 197. He was a colourful character. He was very friendly with young staff. His wife had been an actress and they were quite sociable. They made a point of inviting young teachers round when they came to the school. I never saw anything inappropriate with him. He was well regarded. Initially, he taught to the junior classes in the upper school. He then taught senior classes in the junior school in his latter years. He was also a housemaster in Mackenzie House before I arrived at the school. By modern standards, he probably used his tongue more robustly with the kids than you would nowadays. I didn't witness him interact with the boys.

ICF

163. ICF was a prep school teacher from 193 until 196. I think some of the young boys might have been scared of her. I'm not sure if it was her or another similar prep schoolteacher, but I can remember one former pupil coming back to the school. He said that he had been terrified of her when he was in Primary 4. He said she lived near him so he would take a huge detour to avoid her house. I've no first hand knowledge of her, other than that she and the other female prep schoolteachers were quite a formidable breed.

IDZ

164. IDZ was a good friend of mine. He was at the school from 195 until 198. He taught and . His nickname was 'IDZ'. It was partly because his initials were so was already in there, and partly because he was a bit ratty. He went on using a gym shoe to maintain discipline. He probably went on using the tawse longer than others. He was a decent guy and I've no reason to think that he was ever over the top in any way. I've never heard anything like that

about him. Some kids might have said that he was a bit keen on using the gym shoe because that was his way, but I never heard anything untoward about him.

IFN

165. I knew IFN well. He navy section of the CCF. He was and he was at the school from 196 until around 199. I had also been in the same house as him when I was at school. I don't know what the allegations would be against him, but I can't see him as being overly strict. A lot of these people are complex characters. I think IFN probably said inappropriate things at times to girls. He wouldn't have thought that they were inappropriate. He would have been surprised that anybody could take offence from his comments. I never saw him do anything untoward towards pupils.

166. I was told a story that he allegedly told a girl playing hockey that she should get a sports bra. It was out of order. She pulled up her jersey to show that she was wearing a sports bra. I think it was all quite jovial. IFN would have thought that she might be distracting to the boys or do herself an injury. I'm absolutely certain that he wouldn't have said that for his own titillation. I think he told a group of us about that story himself, possibly in the late seventies or early eighties. I don't think he was that kind of guy at all.

Mr IGF

167. I can't remember a Mr IGF There was an old teacher who was there before I came from 192 until 195. His nickname was IGF, but I don't know much about him.

IFR

168. I never saw IFR do anything inappropriate. He was at the school from 197 until 198. He was a teacher and a house tutor. He seemed to be a genial guy. He still comes back to school reunions. He went on to teach elsewhere successfully. He might have been a tutor in Hamish Dawson's house, but I'm not certain of the

years. I know that he was a house tutor for a bit. I think he liked socialising on a Friday and Saturday night and didn't like being stuck in the boarding house very much. I didn't see or hear of anything untoward about him.

IEF [REDACTED]

169. I don't know of a IEF [REDACTED]. There was a [REDACTED] who went on to the High School of Glasgow. He was at the school from 197 [REDACTED] until 198 [REDACTED] and taught [REDACTED]. I can't think that I know who IEF [REDACTED] is at all.

David Standley

170. David Standley was initially a physics teacher who became the head of science and then the deputy rector. He was at the school from 1970 until around 2015. He was a good guy and he served the school incredibly well. Personally, I didn't always see eye to eye with him on matters of school policy. I have no reason to think that he was anything other than appropriate with the boys. He was well liked as a teacher and he was a good teacher. He was a talented sportsman and helped coach the cricket team with IDO [REDACTED]. He was very friendly with IDO [REDACTED] and they took [REDACTED] for many years. I didn't see him disciplining boys. They wouldn't have messed him around, but I don't think he would have been a beater or a belter. He might have been verbally sharp, but most teachers have got to have a bit of verbal ammunition.

IDX [REDACTED]

171. IDX [REDACTED] was one of the saints of the school, partly because he died so young. He died when he was 61 about two years after he retired in 199 [REDACTED]. He was very well-regarded and I was pretty friendly with him. He was quite a zany kind of guy in some ways, but I don't think there was anything untoward. I took over from him as tutor in Mackenzie House. When I took over, he told me that in the evenings the boys sometimes want a 'rag'. I asked him what he meant by that and he said they would want to fight you. I asked if you had to go along with this and he said it was harmless enough. At the time, I was a bit wary of this. Physically, I wasn't concerned about it. He told me that if they climbed on top of you, you should bend over and they'd fall off.

It was a kind of letting off steam thing. I think it was absolutely innocent. In my case, I wouldn't have done it if it hadn't been a custom. I don't know why or when it became a custom. There was absolutely no suggestion in my mind of anything untoward in [IDX]'s motives, behaviour or dealings with the boys.

172. [IDX] could be quirky in the way that he punished boys. There was one boy who took the mickey out of a boy who had polio and a limp. The boy in [IDX]'s house was mocking his walk. [IDX] put him in a splint. His friends explained to him that was what it felt like. It was a slightly unconventional way of dealing with the bullying and unpleasantness, but I wouldn't have said it was untoward.

[IDY]

173. [IDY] was [IDX]'s wife. She would have been in Mackenzie House with him from 197[] until 198[]. Her brother had been [] at the Academy. Her grandfather had been a well-respected Academy teacher and housemaster around the time of the First World War. Possibly, she could have been sharp with the kids.

[IDT]

174. [IDT] was a good man. He's about ninety now and getting a bit frail. I saw him recently at Colin Evans' 60th wedding anniversary party. I never witnessed him doing anything untoward, but I do remember him coming into the staff common room a bit distressed and worked up. He said something about having just hit someone. He had obviously wanted to get it off his chest. He wasn't proud of it.
175. I can remember seeing signs of frustration in him. I had taken the rugby team above his. If there was a late call-off, I had to take someone off his team. I had already taken some people from his team and I had to take someone else. I can remember telling him on a Friday lunch time and he threw his briefcase into the wastepaper basket. He was quite upset about it and said it was the last straw. There was that side to him. He went on to become [] at Glasgow Academy. He wasn't an abuser in any shape or form. Kids can push teachers and they're human.

ICL

176. ICL was a teacher from 196 until 199. The kids thought that ICL was a bit mad. He was quite highly strung. He'd been at School in Cumbria. He was appointed by CH, who had known him at, liked him and wanted to give him a chance at teaching. He was at the school for a long time. In many ways, he did a good job. He was a keen on the hills and a reliable mountaineer. He was in the CCF.
177. ICL was nicknamed ICL because he taught but he was also probably quite cross, enraged and maybe he shouted at times. When he retired, ICL lived in Germany. He helped us to organise a successful pipe band tour in Germany. He was a friend of mine.
178. He maybe behaved in a bit of a *Fawlty Towers* way in class. I think he would jump around, squawking, on his knees. He'd do John Cleese kind of behaviours when he was driven to distraction by his class, but I don't think that he would have hit people. I never witnessed anything like that and he didn't have a reputation for being over the top with the boys.

IBU

179. I know IBU very well. He was at the school from 196 until 199. He was PE department and games. I know that there have been allegations against him. He's alleged to have been obsessed with making sure boys didn't wear underpants under their gym kit. I'm not sure whether it was in the rules, but it was accepted practice that they weren't allowed to. They had to change completely. It was a sweatiness, hygiene thing that probably had its origins in old public schools where underwear had to last for a week. I know that at Fettes you could be beaten by a prefect for wearing a vest under your PE kit. It sounds pretty dreadful, but I think it was the same kind of rule. I'm aware that he has been blamed for being too fond for checking up on this. I didn't hear of this when I was at the Academy, but I've heard about the allegation subsequently. I just can't believe that he was doing that for his own gratification.

180. [REDACTED] could be quick to rouse, but equally he could be very kind. He was a supporter of the underdog. He's a very complex character. He's 89 and getting a bit frail. I feel sorry that he's being investigated and questioned, but that's up to the Inquiry. It's fair enough if there have been complaints. He went on to full retirement. There was no suggestion of any complaints about this at the time. I heard about this later. The first time I heard about it, I couldn't believe it. I have heard it from others. I asked [REDACTED] about him and they said that he was a bit keen on being in the changing rooms and making sure people showered. There could be bad behaviour in the changing rooms and there are slippy, hard floors. He also liked to chat to the pupils.
181. It looks and sounds bad, but I didn't witness anything. I'm sure he did shout at boys, but I didn't witness it. He had a tremendous following. There are a lot of Accies who went through the school with him and are very friendly with him. In a sense, they knew what he was like. He was hard, but he was [REDACTED] He'd had to stop rugby because of an injury [REDACTED] He was used to dealing with All Black front rows so he wouldn't always suit a delicate twelve year old.

Craig Hamilton

182. I didn't know Craig Hamilton very well. He was a young prep school teacher and house tutor in the 1990s. He left after being found with inappropriate material on his computer. I didn't hear any suggestion that the material was unlawful.

Iain Storie

183. I knew Iain Storie well. He was at the school from 1978 until 2000. He was a chemistry teacher who became the head of chemistry for a while. After he left the school, he was convicted of downloading unlawful material from the internet. He asked me to write a character reference for his trial at court at Haddington Sheriff Court, which I did. It was around 2007, 2008 or 2009. He ended up doing community service. He was a bachelor. I have no evidence of any untoward behaviour towards girls. [REDACTED]

[REDACTED]

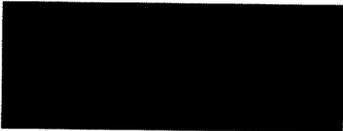
IQA [REDACTED]

184. IQA [REDACTED] was a South African. He was a junior school teacher. He was in the boarding house after I left. I think he was at the school for a short time around 200 [REDACTED], 200 [REDACTED]. We knew him, up to a point. My wife was working as the school nurse by then. I know that the then headmaster was going to drive him to the airport when he left. We'd had him for a meal so my wife offered to drive him. The headmaster said no and that he would drive IQA [REDACTED] to the airport. It was as if he didn't want any chat. I don't know whether that was significant or not. I heard that he tended to sit in the television room when he was on duty, watching the television with a glass of whisky in his hand. I didn't witness or hear of him doing anything untoward.

Lessons to be learned

185. I hope that the baby doesn't get thrown out with the bath water. We shouldn't try and be so restrictive of activities and people doing activities that kids miss out on a lot of opportunities. Teachers will be so frightened to take kids on a camping, sailing or hillwalking trip in case they're accused of doing this, that or the next thing that they just won't do it. That would be a shame because it would be the kids who would lose out. I think the level of checking is pretty thorough nowadays. I think that the inspectors do a good job and there are plenty of inspections. I think that the vetting and references now mean that people are so aware of people who have slipped through the net. A lot of these doors will have been closed already. It's difficult to strike a balance. Life isn't easy.

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

Signed..... 

Dated..... 28/07/2023