

Scottish Child Abuse Inquiry

Witness Statement of

Tony COOK

Support person present: No

Others present: Legal representative for Edinburgh Academy, Michael Short, Clyde & Co.

1. My full name is Antony Cook, but I am known as Tony. My date of birth is [REDACTED] 1942. My contact details are known to the Inquiry.

Background

2. I was born during the War. Just after I was born, my father went abroad. He was in North Africa and the Far East and he was away for about four years. When he came back, my brother and sister were born. My brother, [REDACTED], was born in 1947 and my sister, [REDACTED] was born in 1948. It was the first time I'd seen my father, [REDACTED] I always felt that perhaps he didn't favour me. I'd been with my mother and grandparents for all this time. He wasn't a very communicative man. He had [REDACTED] in Bristol. After the War, he taught at a school in Leeds. A job came up at [REDACTED] [REDACTED] and he got it. We moved to Scotland as a family in 1951. My father was a [REDACTED] teacher at [REDACTED] until he retired around 1978.
3. I attended Edinburgh Academy as a pupil between 1951 and 1961. I wasn't a great academic at school. I went to agricultural college after leaving school. I probably squandered my time a bit there. I worked in London for a short while and then decided that I needed to get a degree. I was interested in the environment. I lived at home for a year while I got the right qualifications. I then went to Aberdeen University where I

did a degree in zoology. I then started reading for a PhD at Edinburgh University. I did that for three years from 1972 until 1975. While I was there, I was pondering what I was going to do afterwards. As you get into doing any sort of research, you become more focused on things that often have less and less relevance to other people. What I did enjoy was helping with third and fourth year students, which I did for a bit of extra money. I was helping them with their practical work and guiding them through. I realised that I quite enjoyed that kind of thing.

4. A job came up at the Edinburgh Academy. I hadn't occurred to me to go back there, but I thought it would be good to see what an interview was like. I didn't have any experience as a teacher so I didn't know if I could do it. I applied for the experience and lo and behold I got the job. I accepted the job and started at the Academy in 1975. I was there for 28 years until I retired in 2003.
5. I didn't actually write my PhD up in the end. I thought I would write it up when I had extra time as a teacher. When you're teaching at a school which involves you not just during the day, but at weekends and beyond, you don't have much spare time. I postponed my PhD and didn't complete it.
6. I am now president of the Edinburgh Academical Club. I did some other things after I retired, but then I got involved with the organisation of a staff reunion. Someone asked me to help. It was very successful. Lots of staff attended and we had a great evening. After organising the reunion, I somehow got roped into being on the council of the Academical Club around 2017. You're only allowed to be president for three years. It then came to the point that a new president was required. I wasn't putting my name forward, but somehow it was put up anyway and I was appointed as president of the Academical Club in 2019.
7. The Academical Council have the privilege of nominating somebody to sit on the Court of Directors for the school, in order to represent past pupils. It doesn't necessarily need to be the president, but it happens to be me at present.

Edinburgh Academy – attending as a pupil

8. I was seven when I started at the Edinburgh Academy as a pupil. [REDACTED]
- [REDACTED]
- [REDACTED] The boarding houses were only occupied by members of staff who had been at the school for a fixed period of time. They did have junior members of staff. If you came to the school as a bachelor, you might go into the boarding house as a junior member of staff. If you came as a married man, you had to find your own accommodation until the time came for you to be asked to go into a boarding house. I never boarded at the school, but I had lots of friends who did.
9. I didn't have to sit any sort of entrance exam. I don't think it was as competitive to get into the school as it can be now. There were entrance exams at that time, but I don't remember sitting anything. There were about eight or nine hundred pupils when I was there as a pupil. It grew gradually. It went through quite a difficult time when they were trying to expand. It was quite a small site in the centre of town, which had only been devised for three or four hundred pupils.
10. [REDACTED]^{SNR} of the school was [REDACTED]^{IZP} during my whole period of time at the school. After I left, [REDACTED]^{ICH}, who appointed me as a teacher. I knew [REDACTED]^{IZP} from a distance, although he did have events which he'd invite families to and that sort of thing. He was a bit remote. You couldn't hear much of what he said when he spoke.

Routine at Edinburgh Academy

First day

11. I can remember my first day at school. It was brought into sharp focus recently because the boy who looked after me died. We were exactly the same age. I had come

into the school so the teacher asked him to look after me. He did that and showed me where the toilets, water fountain and tuck shop were. He showed me where you did your PE in the morning. He went to live in America and I stayed in touch with him on and off. His death brought my first day into focus. I think it was standard practice to ask another boy to look after a new boy. There were no guided tours or anything like you have nowadays. It's totally different now. In those days, it was sink or swim. You were there and you had to get on with it. You just had to survive.

12. When I arrived, I had a slightly English accent. It's difficult to define whether what happened to me was bullying or not. It didn't last long. Looking back on it, it didn't bother me that much. There were other people in the same category.

Schooling

13. I started at the prep school, which in those days went up to Primary 5. You then went into the senior school as a 'geit', which was the name given to boys in the first year of senior school. That remained the case for several years until the new junior school building was built at Inverleith. There was then a Primary 6 before boys moved onto the senior school. I spent two years at the prep school before moving to the senior school at the age of ten.
14. When I was at the junior school, it was behind the main school building at Henderson Row. All the junior school teachers were female and all the senior school teachers were male. That changed a little when the new junior school opened and two or three male teachers moved to the junior school.
15. In those days, quite a lot of staff had returned from the War. They all had experiences of the War. Some of them didn't want to share those experiences with people, whether or not they were shell-shocked. They often came straight back into teaching. Mr Cooke had a military cross, as did the art teacher and [REDACTED] rector, [REDACTED] ICH [REDACTED]. Not all of the teachers had fought in the War. Some of them were too old.
16. The school day always started with an assembly. There was a janitor, who wore a top hat and a waistcoat. The rector came onto the stage. The whole school was there. We

sang hymns and said the Lord's Prayer. There were announcements about what was going on or what had happened. It was quite a formal thing. We then went off to our lessons. Each lesson was initiated by a bell, which the janitor rang. He rang a bell at the end of the lesson and you then had five minutes to get from one to the other. Sometimes he was a bit late with his bell. I think he probably enjoyed the odd tippie now and again. The janitor also came round every class during period 2 to check for absentees. He was a lovely guy and very proud of his job. He was still at the school when I came back to teach.

17. We had three periods and then a break. The whole school would then be in the yard in divisions. The divisions were what you might call houses. The PE instructor would be there and we took our jackets off. We did exercises for about five minutes. The prefects, who were called 'Ephors', would be patrolling and making sure that there was no slacking. They could give you lines if you were slacking. At the end of that, there was a big race to get to the tuck shop and get a greasy pie, bun or bottle of milk. We all played hailes in the yard with the clacken. We would leave our clackens lined up at the back of the classroom. They would hang on a personalised peg. We would race out to play hailes in the yard before we had to get to the next lesson. Hailes is a game a little like shinty. It is played by two teams of no fixed number, but hopefully the same number of players. The clacken is a wooden bat, shaped like a large, flat spoon, used to hit the ball or carry it on its flat face. A haile or goal is scored when the ball is hit between the goals. The clackens were and still are manufactured by a local joiner. Each school leaver will have one and will have it personalised with friends' signatures and good wishes. The game is still played at the end of the summer term, but in a bastardised form.
18. We followed both the English and Scottish curriculum. We tended to do O'level exams, which were English. That would lead on to either Highers or A-levels. You could do a Higher in one year or an A-level in two years. For a period of time, some boys took O'levels a year early to give them an extra year for Highers. That was still happening when I came back to the school to teach.
19. They had very complicated names for classes. There was the Geits, then 1A, 1B and Lower 2. The brighter boys were in Lower 2. Sometimes, they were really forging ahead with things. They had a setting system, which divided all children up according

to their ability. It's frowned upon nowadays, but on the other hand it enabled teachers to roar ahead with bright pupils and give extra time to those who were struggling. There were two classes called Lower 4 Star and Lower 4 Cross. They were supposed to be equal, but they weren't equal and we knew they weren't equal. We knew that some of the brighter boys were in one or the other. I wasn't always in the classes for brighter boys.

20. Everybody had to do Latin. In those days, you needed Latin to get into university. If you couldn't do Latin, it was pretty awful. There were six or seven Latin teachers.
21. Sport was a big thing when I was a pupil at the school. Cricket and rugby were the main things. Hockey didn't really much exist at that time. If you were in the first XV, it was a big deal. There was also squash, which was very good, and fives was played a lot. Everyone had to do sport.
22. We didn't have school on a Saturday, other than for detention or games. We didn't have classes. Games were on Saturday morning. If we were playing against a boarding school like Fettes, Merchiston, Glenalmond or Strathallan, games took place in the afternoon because they tended to have classes in the morning.

Boarders

23. Quite a lot of pupils were also boarders. There were four boarding houses. The two main, senior houses were Scott House and Jeffrey House. They would have about fifty pupils in them. Mackenzie House was a more junior house. Dundas House was slightly smaller with maybe ten or twelve pupils. We had divisions for competitions. Houses was one of the divisions and was for the boarders. Cockburn, Carmichael and Kinross were the divisions for day boys. Houses used to win all the sports competitions because they used to practice together at night.
24. [REDACTED] and [REDACTED]^{IGE} were teachers who lived together. They were great friends. We didn't query the fact that two men lived together. Sometimes, when the boarding houses were full boys would stay with teachers. I'm not sure whether [REDACTED] [REDACTED] and [REDACTED]^{IGE} ever put up boys. I didn't read anything into that.

25. I knew quite a few boarders when I was at school. We had to attend a school service once a month on a Sunday. Otherwise, Sundays were free. I used to invite boys who were boarders to my house. We would have lunch and go for a walk or whatever. I think all of my friends who boarded were pretty straightforward about things. I was speaking to a friend the other day, who told me that he was bullied when he first arrived at the boarding house. If you come into an environment where everyone knows each other, it can be difficult. You're expected to be part of the group and it can be difficult to penetrate it. There's a reluctance to involve someone else. He said he felt that at first, but it evaporated quite quickly when the other boys found out that he was quite strong or that he did other things.

Teaching staff

26. Children who had parents as teachers could have a problem, depending on the member of staff and the way they were viewed. There used to be a reciprocal agreement with other schools, that you could do a swap. When Lawrence Ellis came to the school as rector, his son went to Fettes. He didn't think it would be fair for his son to be at the Academy. [REDACTED] [REDACTED] was quite a disciplinarian and he did beat me once. He [REDACTED] It happened just once, before we [REDACTED] [REDACTED] I think he was quite well respected by the others. He was quite a good [REDACTED] teacher, particularly with children who weren't very good at [REDACTED] He also ran all of the athletics [REDACTED]. There had been athletics, but it was the sort of thing that only happened in March. He was very keen on it and got it really going. When [REDACTED] [REDACTED] arrived as PE teacher, children could do athletics in the summer instead of cricket. It became really popular and we were unbeaten for ten years, by any school.

Trips/activities

27. We did go on trips, but they were nothing like school trips nowadays. There was a Field Society, which went away at Easter time. They would go to Skye or places like that. There was also the Combined Cadet Force (CCF) and they would go on camps. When I was a boy, the CCF was compulsory for your last four years of school. It was still compulsory when I came back to teach, but gradually it became more voluntary.

They still have it, but you can also do social service as well. It's not as military as it used to be.

28. The biggest section of the CCF was the army section. I think I joined the RAF section because [REDACTED]. I didn't really have much option. They didn't have a Navy section, but there was latterly in about 1965. CCF practice was every Monday afternoon. We would parade in the front yard and then we did some training. There was a shooting range.
29. I went on camping trips when I was at school. My first ever camping trip was with Hamish Dawson. I went in the summer holidays when I was about fourteen. He took a group of boys of his choosing away and we camped in Loch Morlich in the Cairngorms. There were about a dozen boys there with Hamish Dawson and his friend, who was not associated with the school. We went by train to Aviemore and then we had to walk the rest of the way. Hamish Dawson taught us how to put our tents up and cook. The second year, we put our own tents up and did our own cooking. That trip was fine, although the midges were bad. I can remember boys talking after lights out. Hamish Dawson would make sure we got our kit right. He would look after us when we were walking on the mountains.
30. Hamish Dawson used to go on canal trips on small boats. He did it with a teacher called Iain Storrie. They used to take kids with them. I was speaking to a former colleague who told me that she used to go on the canal trips in the eighties. Looking back on it, she said she used to share a cabin with a child. You wouldn't do that nowadays, but then it was just a way of filling up the space. I never went on a canal trip so I don't know what happened on those.
31. When I came back to teach they had a field centre called Blair House, which was a wonderful place. You could take a group of kids there and go walking or whatever. It was always difficult to get boys to stop talking after lights out. You would get them to stand outside for a little bit. They would only be told to stand outside when they were in tents, not when they were in the main house.

32. Maurice Cooke was a great climber. He was the person who brought the Duke of Edinburgh award to Scotland. The first ever Duke of Edinburgh gold medallist was from the Academy.

Visits/inspections

33. I wasn't aware of inspections happening often. I think they were occasional. I don't think they really counted for much. I think inspections were always carried out by Department of Education. They used to warn the school in advance. An inspection after you've been warned is almost like a waste of time. It's better just to turn up and see what a school is like. Otherwise, things are done that aren't normally done to impress the inspectors. I can remember a teacher called [IGF]. He never smiled at all, ever. On this occasion, there was a school inspector sitting at the back. [IGF] came in and greeted us all with a big smile. We all looked at each other wondering what was going on. He said, "Good morning, boys, and how are you all doing today?" It was completely out of character.

Ephors

34. There were junior and senior Ephors, which was the name given to prefects. They were selected by the rector. I think he would consult members of staff. The system has changed over the years. They still have Ephors at the school, but it's much more child-orientated. The staff select pupils and then the children choose from that selection.
35. When I was at school, there were eight senior Ephors, who had the privilege of administering corporal punishment. That gradually disappeared. The boarding houses also had a fagging system, to some extent. The senior boys had some authority over smaller boys to polish their rugby boots. I have heard from a friend who boarded that the older boys did occasionally whack younger boys with a slipper, but nothing very much.
36. When I was at the school as a boy, the senior Ephors had a court on a Friday afternoon. If you were caught transgressing, for example throwing a gym shoe, you'd be told to go the Ephors' room. You'd be standing outside, trembling. When you went

in, there was a table with these eight huge men, as they appeared to you. Each of them had a clacken. They'd accuse you of whatever it was you'd done. You'd then go outside and they'd assess your case. A finding of guilt was not inevitable, but it was rare that a good enough case could be made to prove your innocence. The Ephors would decide how many beats of the clacken they'd give you. You then had to put your head under the table and your hands on top. You would hear the feet pounding down and then bang on your bottom. If you thought you were going to the Ephors' court, you wore an extra pair of pants. It didn't make a lot of difference. They were allowed to administer up to six beats. It didn't happen very often and you could appeal to the rector. If the rector rejected your appeal, the Ephors could give you double. Ephors could also give out detentions and lines.

37. The Ephors had a 'beat book'. They had to write down how many beats were given to whom and for what. I don't think there was any other oversight of punishments imposed by Ephors. I'm not sure what happened to the beat book.

Discipline/corporal punishment

38. The rector could beat you himself. He was the only person who used the cane, which he kept in a long, wine-coloured, velvet box. I never received the cane from the rector. That was a very rare thing. I was speaking to someone the other day, who was at school at the same time as me. He got the cane from the rector and it broke. He had three huge wheals on his bottom. In those days, that's what life was like. It's difficult for people to understand nowadays. Corporal punishment was a fact of life. We just accepted it. It was quick. In a way, there was a lot to be said for it. It was all over with. You put your hand out and bang, that was it. We could also be given detention. We could get any combination of things.
39. [redacted] was a bit of a disciplinarian, I don't think he used the tawse very much. I think he did use it but he wasn't famous for using it on a regular basis. Those were the teachers who were respected more, rather than the teachers who used it in every lesson. I never saw [redacted] discipline a pupil so I'm going by what people said to me. [redacted]. [redacted] did teach me for one year. It was awful because I'm hopeless at [redacted] I think [redacted] was well respected.

We have reunions every now and again. Most people who were taught by him say they respected him, [REDACTED]. You never know.

40. Most teachers did use the tawse. Some might have just used a slipper. There were some teachers who I never saw using a tawse. I can recall one teacher using what I would call prophylactic tawsing. He would get us in and tell us all to put our hands out. He would tap us, but not hard at all. He would tell us to behave for the rest of the lesson. It was one way of doing something, but we didn't respect him at all. He had a pathetic tawse, a bit like a bookmark.
41. We would always discuss these things. If we got beaten by somebody, it was just a fact of life. We didn't go on about it. Sometimes, it was a token of esteem if you had taken a beating and you were still there to tell the tale. We did feel that it wasn't necessary for some teachers to go as far as they did with the tawse, but children of that age don't have much in the way of comparisons. If you went right back and looked at the history of the school, corporal punishment was something that was administered all the time. There was an expectation by parents and teachers that it would happen.
42. In Victorian times, there was a teacher called D'Arcy Wentworth Thompson. He taught Latin and Greek. The only subjects at school in those days were Latin, Greek and maths. The rector would stand in his classroom, which was the main hall, and read the first leader from the *Times* newspaper. The whole school had to translate it into Latin. You had to try it, even if you only got one word right. Latin and Greek were so important. The teachers of those days were of professorial standard. D'Arcy Wentworth Thompson loved Greek and Latin so much that he didn't want to beat his pupils. He wanted them to love the subject. This was very important to him. He wanted them to do it because they loved the language and the imagery, not because it was being beaten into them. There were complaints from parents. The expectation was that children would be beaten. That was thought to be how children learned, by being beaten into submission. Complaints were made to the rector at that the time. Lord Cockburn was involved in adjudicating on all of this. In the end, D'Arcy Wentworth Thompson left. He was hounded out because he didn't beat people.

Abuse at Edinburgh Academy

43. There were some very good and strong characters as teachers. Most of them were absolutely straight as a die. One or two had a quirky nature or some hidden side to them that you never knew about. If you were in a boarding house, you did know. [redacted] would be the first teacher that I would say may have been dodgy. What he did in the boarding house, I have no idea. If you're a teacher in a boarding house, you're seeing children not just in the school. You're putting them to bed. They're in their pyjamas. That is a more dangerous situation which can be exploited. My friends who were boarders didn't speak to me about anything like that when I was at school. It's more something that I've considered in recent years.
44. [redacted] also taught [redacted] and [redacted]. He was the [redacted] when I was a boy. He was the dodgy teacher when I was at the school. He'd retired by the time I returned as teacher. I don't remember him using the tawse much, but I can remember him sidling up to people. The desks were different those days. They were long and either two or three seaters. The teacher would sit down and tell you to shove up while he explained something to you. [redacted] would sit a bit too close and pat boys on the knee. He didn't do that to me, but I saw him doing it to other boys. I describe him as dodgy because that wasn't quite the thing to do. You didn't go putting your hands on someone's knee. I wondered what he was doing it for. As boys, we used to just laugh it off. We didn't really make a big issue of it. I suppose people could have been upset by it, but I can't remember anybody being upset about it.
45. I was in Hamish Dawson's very first class when he arrived as a teacher, class 2A. He taught me history. I remember him vividly. I knew him pretty well as a boy. I went to his house several times. He was a quirky guy in some ways. Teachers had different ways of using corporal punishment. He had rather strange sort of contraptions. They were really a bit of a joke. They were called 'correctors'. He made a bit of a game of it. If someone forgot something, there would be a 'memory corrector' or something like that. It might be a piece of wire or a piece of wood, nothing much.
46. I do remember Hamish Dawson used to throw things. He would throw chalk with great accuracy. He would throw a log. There was a log that held the door open. If you were

inattentive, he would throw it across the room. We would manage to duck, which was the key thing. He had a knot in his teacher's gown, which he used to whack people with around the chest. Sometimes it was almost in fun, but sometimes a decent knot could give you a good old bash.

47. He did use compasses sometimes, but I never saw that. He used them to frighten people. I was never aware of there being a compass on his desk but we all had geometry boxes with compasses and dividers so they were always lying around. A friend of mine left the school because Hamish Dawson had goaded him with a compass. His parents complained because the boy got hurt. He had actually been jabbed by the compass. The parents went to the rector and told him what had happened. I wasn't involved in any way, but I don't think the rector pursued it. The parents took their son away and sent him to Glenalmond. The friend is five or six years younger than me so I didn't know him at school. I taught his two sons subsequently and he became a personal friend. He told me about what happened with Hamish Dawson, but I didn't witness Hamish Dawson using a compass.
48. Hamish Dawson was a quirky guy, but then one assumed that teachers always were. They were always a bit different. We assumed that teachers didn't have any other sort of life at all. It wasn't until teaching changed dramatically and we took people out for weekends and walked in hills with them that we realised that some of them were actually quite normal people. When I say that Hamish Dawson was quirky, I mean that he would throw things around the place. With other teachers, you knew what they were going to do. You could work out that if you did this, this was probably going to happen. I'm not sure you could do that with Hamish Dawson. You were never very sure what was going on. I didn't see the other side to Hamish Dawson, that I now know exists. When I was a boy at the school, Hamish Dawson was not in a boarding house. When I returned as a teacher, he was a housemaster.
49. Teachers did use things like pencils when the rubber at the end had fallen out. They would use it as a trigger in the back of the neck if, for example, you weren't doing your sum properly. Some teachers made punishments into a bit of a charade. They could just whack you straight out with the tawse. Staff never used the clacken, as far as I was aware. It was always the tawse. In those days, teachers tended to keep them on

their person. Sometimes, they kept it in a locked cupboard. They might say something to you along the lines of, "Right, Cook, here's the key. Please go and get me my tawse out of the cupboard." You would have to go and fetch the tawse.

50. One teacher, ^{IGE} [REDACTED] used to borrow a tawse from someone else. He would tell you to go to Maurice Cooke and ask if you could borrow his tawse. You would take it back and get whacked with it. You then had to take it back and you were told to remember to say thank you. You had to say, "Thank you very much for the use of your tawse." I suppose that was rubbing it in a bit. Maurice Cooke was a history teacher, but he never taught me. I don't remember him using the tawse in the same way as ^{IGE} [REDACTED]

51. ^{IGE} [REDACTED] was greatly feared as a teacher. He taught [REDACTED]. He was a tremendous cricketer. He used to play for [REDACTED]. You did not want to get the tawse from him. He had a particularly thick, heavy tawse. You had to put both hands out and make sure he didn't hit you on the wrist. If he hit you on the wrist, it would swell up. There was a certain skill involved in that. You didn't want to mess around with him.

52. If you tell a boy you're going to beat him at the end of a lesson or ask him to come back to be beaten, to me that is drawing it out. It's extending the punishment into more of a psychological thing. ^{IGE} [REDACTED] was one of the teachers who would do that. We didn't think about it as being a strange thing he'd devised. It was just the way that he behaved.

53. There was a teacher called ^{IOS} [REDACTED] who was a sadist and a vicious guy. He became [REDACTED] of Kelvinside Academy. He was a [REDACTED] teacher. He used to enjoy making people cry. He used to rub it in. People expected corporal punishment. People administered it in lots of different ways. Some didn't do it all. I don't think we rationalised it a lot as children. We just thought some guys were pretty vicious or some guys were going over the top a little bit. I think we did think that at the time. If someone made a boy cry and appeared to take delight in it, that wasn't a very pleasant thing. ^{IOS} [REDACTED] did that. He was not a very nice person.

Reporting of abuse – whilst a pupil at the Edinburgh Academy

54. It's difficult to know whether other teachers were aware of the extent of [redacted] ^{IOS} [redacted]'s punishments. It's difficult to know how much one teacher knows about what happens in another teacher's classroom. The classroom is very much the teacher's environment. The teacher is often acting to some extent. He might be doing things that might be out of character to make an impression. He might act differently than he would outside the classroom to ensure behaviour is kept under control. I've been in people's classes on an observation basis. As soon as someone is observing, behaviour changes. I think other teachers probably must have known of teachers who were heavy-handed. I think they turned a bit of a blind eye. They would have thought that was their way of doing it and you didn't interfere.
55. A decent rector would really know what was going on. There must have been complaints. Boys wouldn't complain to a rector. Boys would complain to their class teacher or to their parents. In those days, there wasn't a set up with year heads and that sort of thing. The class teacher was responsible for roll call and that sort of thing. If a boy was sobbing in the corner, his class teacher might ask him what the problem was. A boy might say something, but he might not. Some people did get pretty upset. Some people are much more sensitive. Others don't care if they get smacked. They almost like it, being the tough guy or the hard guy. For some more sensitive people, the same punishment is draconianly different to them, whether it upsets them for a short period of time or for the rest of their lives. Sometimes it can trigger something later on in life. The fact that something happened to you that you forgot about can suddenly be rekindled. People then start worrying about the effect it might have had on certain aspects of their life and relationships with people.
56. I was never punished to the extent that I was crying and mentioned it to a class teacher. I don't think I was punished very often. [redacted]
[redacted]. I don't think so, but I don't know.

Employment with Edinburgh Academy

57. I left school in 1961 at the age of seventeen. I returned to the Academy as a teacher in 1975 and remained there until 2003. I was employed as a biology teacher, but the expectation was that wasn't all you did. The rector at the time was [REDACTED] When he interviewed me, he said that he could see that I had been in the RAF when I was at school. He said that presumably I would be joining the RAF section of the CCF as an officer. It was my interview so I told him that, of course, I would. I joined the RAF section, but I wasn't a very military person. I was taking no notice of it all. I had plenty of other things to do because I'd never taught before. Half way through my first year, the guy running the RAF section left to take up a job in Glasgow. He told me that I'd be taking over running the section. I ended up running the whole CCF in the end, but I hadn't gone to the school to do that.
58. When I started teaching at the school, I was expected to do other activities as well. You could choose to do something after school that would interest children. I took cycling proficiency and taught them how to mend punctures and that type of thing. You got involved in things and to me that was a great thing. You would see children in a variety of different circumstances. You could see them in the classroom, but also at a rugby practice or doing something completely different, like Highland dancing.
59. I can still remember teaching a class Higher biology in my first year. After a few weeks, I set the class a test. One guy in the class wrote nothing, other than his name on the top. I didn't know what to do with that. I told him to take it home with him and do the whole thing. I told him he could look up all the answers. I wondered what made the guy tick. I went to watch the first XV play on the Saturday. He was in the centre and he was a magic rugby player. I then knew what he was thinking about in my biology class. It was always great to be able to see kids in different environments. They can all do something that other people can't do. Whatever it is, they'll find something if they do lots of different things.
60. I taught biology the whole time I was at the school. I ended up becoming head of department in around 1984, 1985. Sometimes, you got a slightly lightened teaching

load if you did other things, like being head of the CCF or head of rugby. You were given fewer lessons.

Recruitment process

61. The rector relied on the head of his department, Peter Mawby, when it came to biology. Peter Mawby had got all my references. ^{ICH} [REDACTED] didn't ask me anything at all about biology. ^{ICH} [REDACTED] asked me if I ever liked going out into the hills. I told him that I liked hillwalking and climbing. He started on that and we spent the whole interview talking about the mountains. It was so important to him that you were interested in the hills and outside. He was a great climber and hillwalker himself and it was very important to him. He had built a team of people who all loved the outdoors and could do that kind of stuff. About twice a term, we used to go out on a hill walk with children on a Sunday. There would be ten or twelve members of staff there. Latterly, there would be two or three members of staff because people's weekends became more sacrosanct and there were less teachers who liked that sort of thing.

Oversight of roles/staff appraisal

62. There wasn't much liaison between me and the department head. I wasn't given any training or induction at all. I was teaching A-level and Higher classes immediately, on my first day. I was absolutely gobsmacked that Peter Mawby didn't give me the textbook. I didn't have a textbook to work from when I was teaching my Higher class. I realised that the pupils had quite a good textbook. I was teaching the Nuffield A-level course, which was quite a demanding course. It took me into areas that I hadn't done. I'd studied botany at university, but I really needed to catch up on a lot of the course. I thought Peter Mawby could at least have told me there was a textbook that went along with the course. It was completely bizarre in those days. He just assumed that I knew everything and I could do everything.
63. Things changed a lot by the time I became head of department in the mid-1980s. By then, you checked what staff did and looked into their lessons. We already knew in biology. We walked in and out of each other's lessons all the time. We would be looking for a bit of an elephant's tooth or something like that. You had to walk into other

teacher's classes so you always knew whether they could keep discipline and that kind of thing.

64. As head of department, I managed other staff employed at the school. I was responsible for advising the rector when it came to recruitment of new members of staff. The rector always had the ultimate decision. He would see the bigger picture of whether he needed a woman or someone who might go into the CCF. He knew the sub-plot. If there were two good candidates, I might prefer one, but he would choose the other for a certain reason. He would always be able to do that.
65. I was head of the biology department rather than the whole science department. There had been a head of the science department as well as a head of each of the three science departments, but I think they did away with the head of science. I would attend head of department meetings, chaired by the rector. They were mostly about exams and that sort of thing. There was very little discussion about any problems.
66. When I first started teaching, there were no female teachers. Biology got one quite quickly and then another one. I don't remember giving them any training. I just assumed that they'd be able to do the job.
67. Appraisal came in more officially just before I retired. In the biology department, we worked together a lot. We would go to Blair House with a group of children and see each other interact with the children. We would see each other taking field work. I asked whether we needed to have an official appraisal because it seemed somehow to be unnecessary. I knew exactly how my colleagues taught and what their discipline was like. In some subjects, I think you had to have appraisal including a lesson, to check what someone was like as a disciplinarian. I didn't think we needed it in biology, but we did have to have official appraisal which was signed off.

Training

68. I didn't have to complete any kind of probation period. You trained yourself. Either you could do it or you couldn't do it. There's nothing worse than being a teacher if you can't

do it and you can't get discipline. Kids can be so cruel. They look for a weak point and exploit it if they possibly can.

69. After I had been teaching for six or seven years, the then rector, Laurence Ellis, said he thought that I should get a teaching qualification. I attended a short course at Moray House College of Education in Edinburgh. It was one term and got me a Post Graduate Certificate of Education. When I started as a teacher, you didn't have to have a teaching qualification. It was important to have the qualification if I wanted to move on or look for another job.
70. When I was head of the biology department, I would help other teachers if I thought they needed it. It was an informal thing. Sometimes, you could hear a class misbehaving. It might be a young teacher who was just starting off. If you walked into the classroom, there would be a deathly hush because somebody else had walked in. You might just be passing, but it would settle it. If that happened, I might talk to the teacher later and ask if they were having a bit of trouble. It should be their head of department who did that. You would expect that. None of the teachers in my department had any problems with discipline so they didn't need any help like that.
71. The only teacher who needed help in my department was a young man. I had to warn him about being overly friendly with the pupils. He was just out of university and a brilliant sportsman. The kids loved him. He had a rowing machine in his lab. He just slightly overstepped the mark in friendliness. I had to explain to him that you have to be friendly, but you mustn't overstep that moment where the children are taking advantage of your friendliness and doing things that are over the top. He did take that on board. He was struggling with his actual biology teaching at the time. He came in at weekends sometimes and I would teach a lesson on a particular topic. I would tell him how I would do it and sort of coach him through it. That wasn't an expectation of me as head of department. There wasn't any formal training like that.

Policy

72. I don't remember child protection featuring in any strategic planning at the school. I don't remember child protection being talked about at all. I don't think there was much in the way of a policy in relation to the care of children when I was employed by the

school. I didn't have any involvement in that. Nowadays, it's amazing what's in place. In those days, there was just an assumption that things happened. The way that teachers were selected to go into a boarding house is an example of that. You would think that it was quite an important job. You're there in loco parentis, having to sort out discipline and everything to do with the house. You would have thought that there would be some kind of procedure, but that wasn't the way they did it. They worked down the list in terms of how long someone had been at the school. They would work out someone had been there for twenty years so he would be next. They obviously wanted senior people, but there was never any training.

73. Some people were just not suited to it. There was a guy called Stewart Fowlie, who was a mathematician. He was not a disciplinarian and he didn't enjoy being a housemaster. He was no good at it and you could tell beforehand that he wasn't the right person for the job. He wanted the job because it was a good job. It meant that you had accommodation for free. It was a way of saving a lot of money. There was no focus on child protection when it came to selecting housemasters. I don't remember anything like that. It was just assumed that you would be treating people like a parent would treat their child.
74. A lot of teachers were married and some were unmarried. There were people of different sexual persuasions. I was aware that there were people who were homosexual. With some, it was fairly obvious. There were others who you might call asexual and they didn't care about it. There were a whole range of people, as you can imagine when you get sixty or seventy people together. I never thought anything about it. I don't remember any training in child protection. I used to go to the houses sometimes to babysit. I can't remember having any concerns about any tutor.
75. I didn't have any involvement in policy for discipline and punishment of children. Nobody ever said anything about it. When I started teaching, [ICH] was the rector. When he arrived at the school, it was more or less the end of Ephors doing beatings. [] was the head Ephor in my year at school. In 196 [], he was having second thoughts because of what they had to do. He was beginning to wonder about the use of corporal punishment by Ephors. [ICH] then arrived as the new rector, so it was not difficult for the custom to be dropped. [ICH] decided that Ephors

using corporal punishment had to finish. I think it probably came to an end in 1963 or 1964. When I returned to teach at the school in 1975, corporal punishment was still in use by staff but it had to be written down in a book.

76. As head of biology, I instituted an annual lecture for parents of twelve year olds. We would discuss how we taught sexual reproduction or AIDS and sexually transmitted diseases. The parents would want to know what information their children were getting. During the AIDS epidemic, we discussed how much we needed to tell the parents about it and about how it's transmitted. Some parents were against the children being told about anal penetration. We told them that it was a fact of life and children needed to know about it. I suppose we were creating policy as we went along with that. Other parents wanted to hear parents talking about these things so they were ready to deal with these issues.
77. We would also learn about topics such as alcohol. I would ask a speaker to come in and talk about the effects of alcohol. The questions would sometimes range beyond that so other things came into it. Nothing was particularly laid down. If we were doing sex education, a variety of topics could arise and it could develop into something else. Sometimes, the best questions and discussions are spontaneous. Children ask questions that they think are getting you off topic but it can develop into something else.

Recruitment of staff

78. When I was head of the biology department, I was involved in the recruitment of staff. I would give candidates test lessons. I gave someone a test lesson when he came for his interview and he's still teaching at the Academy.
79. There was a girls' school called Oxenfoord Castle just south of Edinburgh. It was a small school and low in numbers. Suddenly, I read in the *Scotsman* that it had closed down in 1993. One of my members of staff was going on maternity leave. It was my responsibility to find somebody to replace her so I was looking for somebody. I knew that Leslie Fairweather was a biology teacher. I phoned her up and said that I had seen Oxenfoord was closing. She'd just discovered that too after reading the

newspaper. I offered her a temporary job at the Academy and she accepted it. I knew that she was a brilliant teacher. There used to be biological conferences where teachers would meet and I'd met her at those.

80. Biology became more popular and there was more enthusiasm for it. At times, we realised we didn't have enough teachers. One time, we got a chap called Jeff Fisher. He was not a biologist. He was a biochemist. He taught chemistry, but he could teach a bit of biology at a certain level. We also had a guy who did a bit of PE. He'd done A-level biology so his biology wasn't very good. He needed a bit of extra coaching, but he wasn't teaching biology at a very high level. He was very popular with the kids because he was young and good at sports. It was left up to me quite a bit to look for new members of staff.
81. I didn't often see references for potential new members of staff. I don't remember reading them very much. That was more done by the rector and the head of science. I would hope that they spoke to the referees themselves. The business of referees is very difficult. When people are trying to get rid of somebody, there's different terminology they can use. That can be a problem.

Living arrangements

82. I was never a housemaster myself so I lived separately from the school, although I lived quite nearby. As far as access to the boarding houses was concerned, you can't exactly lock them up. People have to have access to them. I would go along to a boarding house of an evening sometimes, to look after the pupils for a couple of hours. I don't remember having any problems getting in. I didn't really think about that at the time. I was probably a bit naïve. Looking back on it, the security of a boarding house is very difficult to guarantee, particularly escaping. If a boy wants to escape and go and have a pint in Stockbridge, it's very difficult to prevent. He can leave a certain window open or a certain door on a snib. This has always happened. Sometimes, it's found out and sometimes it's not. It's very tough when you're in the middle of the city. People can sneak in and out, whereas at Glenalmond it's a ten mile walk to the nearest place.

Discipline and punishment

83. When I came back to Edinburgh Academy as a teacher, the tawse was still being used. There was a book that you had to write in if you did use it. You had to write down the fact that you'd used it and who you'd used it on. Those days were rapidly disappearing. It was only some of the older school teachers that did that.
84. I can't remember seeing any written policy on discipline at the school. I was never advised not to use corporal punishment. It was left to me to decide whether I wanted to use it or not. You did realise that you had to write it down, so there had to be some evidence of why, what and who. The book was kept on a table in the masters' lodge. I think it was called the 'beat book'.
85. When you're a teacher, you've got to have discipline. There are lots of different ways to ensure that you have discipline. One of them is to have that threat, that if you don't behave then this is going to happen to you. I never felt that I needed to have that as a teacher. I felt that I could communicate with the class perfectly without having that threat. There would be threats of one sort or another. I used red lined paper that had to be taken home and signed by parents if someone hadn't done their homework properly or that sort of thing. To me, that was enough.
86. There used to be a senior master, who was the teacher that had been at the school the longest. There was then a member of staff in charge of discipline. I think that was introduced in the time of Laurence Ellis. He wasn't a disciplinarian at all. It was decided that there needed to be a master of discipline rather than just a senior master. The first such master was Colin Evans. He was a tough guy and everybody respected him. His big problem was that he smoked and he always had to bollock people for smoking. He would also be in charge of the Ephors and would supervise them.
87. If someone was found smoking, that was a disciplinary matter that needed to be reported to Colin Evans. You wouldn't deal with that yourself. There was a master on duty each week. If you were the master on duty, you had to wear a gown so everybody knew it was you. You could whirl around the school going anywhere you liked. There were toilets and you knew fine well that the door would be open a bit. When they saw

you coming, the cigarettes would all go out. You'd go in and they'd say, "Hello, sir. No, there's nothing happening." If that happened, I would report what I suspected to Colin Evans. As there was no direct proof, no punishment would be meted out.

88. I would sometimes be involved in the discipline of smokers as the head of biology. When we were teaching about the lungs, we would show pupils a little machine. We would put a cigarette in one end and there would be a vacuum pump there. We had a piece of cotton wool, soaked in ethanol. We would light the cigarette and put it through. It was sucked through as if someone was smoking it. The cotton wool started to go yellow very quickly and burned quite quickly. We put it into a petri dish, took it round the class and asked them to sniff it. It smelt disgusting. When they were thirteen, children would say that they would never smoke after seeing that. Unfortunately, it doesn't last. Some people take two or three cigarettes and they've absolutely got to have one. Others don't care that much. I used to be involved in sprays that you could use to make things taste horrible. I was therefore involved in that kind of discipline when it came to smoking, but otherwise it would be referred to the master of discipline.

Ephors

89. When Ephors were being selected, they used to put a list of names on the notice board. You could either sign on one side and say yes or you could say no, but you had to give a reason for saying no. For example, if that boy had lied to you or you had seen a side to him that made you think he wouldn't make a good Ephor. It could be countered by the rector. There's never a perfect system. You try to involve the pupils, but they always want the wrong people. They tend to want the pretty girls and the big, hard men. They have a slightly different agenda, which is why I think a balance between the two is probably the right thing. That came in more when I was a teacher. The staff would come up with a list and the pupils could vote for the Ephors. The head Ephor was always selected by the rector. The process of selecting Ephors changed much over the years with a varying amount of pupil and staff participation, I cannot give precise timings as it was not a linear process.
90. Ephors still had some responsibility for discipline when I returned to the school as a teacher. For example, when everybody came into the morning assembly there was a

period of five or ten minutes before staff and the rector came in. An Ephor would be on the stage, just making sure nobody was doing anything stupid like throwing hymn books. It was quite a limited responsibility. They would patrol classrooms during breaks. People were supposed to go out and run around. Some people like to stay inside, but there was a danger that they could get into some kind of mischief if they were in the classrooms.

91. The Ephors were overseen by the master in charge of discipline. I don't think there was much written down as rules for Ephors. In those days the senior Ephors had more power than the junior Ephors. They could give more lines out and things like that.

Boarders at the school

92. When I taught at the school, I had a relationship with quite a lot of the boarders. In those days, half term would be Friday, Monday and Tuesday. The boarders all had to go somewhere. Some had parents living in Hong Kong, but they had to have somebody looking after them in this country. It might be an aunt in Paisley. When it came to half term, they didn't want to go to the aunt in Paisley. My wife and I used to take ten or twelve of them up to Blair House in the school minibus. It was a complete mixture of people. There were boys from Africa and boys who were just at the Academy for two years. They all gelled together pretty well. They could sleep in, but we did all sorts of things. We took them on walks and we took all our food with us. The boardings houses were delighted that we'd taken them. I know that they enjoyed themselves because they said thank you many times subsequently. My wife and I were able to be involved in looking after them those weekends.
93. I don't think boarders were treated differently than day boys. I always felt they got a slightly raw deal in that they weren't allowed to necessarily do everything that a day pupil could do. I have two daughters who both went to St. George's School. One came to the Academy after doing her Highers because she wanted to do art with John Brown. The other daughter, who was two years younger, then wanted to come to the Academy. She said that she was sick of St. George's and there were boys at the Academy. She was very much one of the boys. She had a boyfriend, who used to come and stay with us over the weekends. As another teacher, I could tell a

housemaster that I was going to look after someone for the weekend or overnight. The housemaster would trust me so that used to happen on occasion, for example if there was a dance.

94. The boarders had to go through that process so it somehow wasn't like being a normal person. They had to be back at a certain time. If you wanted to spend a night with a friend, it was easy for parents to arrange it but harder if you were in a boarding house. I did think that they had a tougher time because their parents weren't there. I think it was an accepted thing if you went to a boarding school. Because the Academy was primarily a day school, the boarding element was a bit different. There had to be a bit more flexibility. If you were in a pure boarding school, that was it and there would be rules about things.
95. We did have some girl boarders after girls started attending the school. The girls' house was Mackenzie House. Tim Blackmore was the housemaster there.
96. The rector had overall responsibility for the oversight of the boardings houses. I'm not sure how he exercised that responsibility. He relied heavily on the housemaster to be in charge of discipline. I didn't really think about that when I was a teacher. I did think it was slightly odd that they appointed housemasters by seniority and not ability. If you take twenty people, about half of them will not be suited to the role, whether for temperamental or other reasons.

Day to day running of the school

97. Information sharing about pupils tended to be on an ad hoc basis. I don't remember there being systems in place for that. In the morning break, which wasn't very long, teachers would all be together in the masters' lodge. It was a wonderful opportunity to do everything. You had to pick a rugby team or discuss what had happened to a certain pupil. Everybody was there. It was a clear way of communicating quickly with someone. You could speak to another teacher if someone hadn't done something properly and was in detention. You might arrange another meeting to discuss it further at another point.

Concerns about the school

98. I don't remember the school ever being the subject of any specific concerns. There were sometimes individual problems with the odd teacher. There was a teacher called [redacted] IOT. He was the [redacted] and he was in the RAF section with me. He was really a very unpleasant person. He was a very bright guy and he could speak eight languages or something like that. He used to take judo. It's obviously a contact sport. In demonstrating judo, you have to show them locks and positions. It was suggested that he did that inappropriately with girls. I know that was reported by more than one girl. I think it was in the 90s, around 199[redacted] or 199[redacted]
99. Val Bland used to be in my biology department. When girls came into the school, there all these rules for boys. Things like skirt lengths were a completely different set of rules. Val Bland was put in charge of girls. I think somebody said to me that Val Bland had been told about [redacted] IOT's conduct. I don't know what happened with the complaints about [redacted] IOT, but certainly complaints were made. He subsequently left the school, but not at the time the complaints were made. He went to France because his wife was French. He was a very difficult man to cope with I don't know whether he was disciplined in any way. Everybody suggested that he should have been disciplined because it's the sort of thing that gets round staff quite quickly. I don't know why it wasn't taken any further or whether the parents of the girls were informed.

Reporting of complaints/concerns

100. If a pupil wanted to make a complaint, I don't think there was a formal reporting process in place. If you were unhappy about something, you could speak to somebody. You might go to the Padre, Howard Haslett, who would be able to take the appropriate steps. He was a nice intermediary person who could weigh things up and decide whether to take things further. I doubt whether complaints were recorded, but I suppose that the rector might have had records about each member of staff. I don't think it was advertised that a pupil could make a complaint. The person they might go to was their class teacher and latterly the year head. I suppose pupils would have been made aware of that, but I don't know how formally.

101. I always encouraged children to have free opinions about things. If something is going wrong, it needs to be sorted out as soon as possible and not dragged on. You need to be able to talk to people. I suppose that every child would have a different person. They'd all have somebody. It might not be their class teacher. It might be a teacher that they thought they got on with or a tutor or housemaster if they were a boarder.
102. Some parents were always complaining about stuff. Somehow, nothing was ever right for some people. You'd take what they said with a pinch of salt rather than people who were genuine and maybe had two or three children and had seen it all before. If they complained, you might respect their view more. If a complaint was made about a teacher in another department, I wouldn't have been made aware of that as a matter of course. I don't think there was a channel for that.
103. I have been made aware that an applicant stated to the Inquiry that his mother reported abuse by Iain Wares. He has stated that the rector, ^{ICH} [REDACTED] told his mother that it would be unhelpful to complain and that her son must have an over-fertile imagination. I can well imagine that happening. Children do have imaginations that can be over-fertile. On the other hand, you don't want that sort of thing to be happening on your watch. You wish it would go away and therefore the temptation is to react in that way, especially if it was just one complaint. ^{ICH} [REDACTED] didn't like to get involved in personal altercations. He worked with brown envelopes. If there was a problem, he would write a note. You knew the severity of the problem depending on whether the envelope was sealed or not. He had a massive supply of brown envelopes. That was the way that he dealt with things. He was a slightly remote person. He liked to view things, like the first XV match, from a distance.

Pastoral care

104. Howard Haslett was the Padre of the school. He was also an English teacher. He was very much looking after the welfare of the children. He was also a great sportsman. He knew people like John Jeffrey and David Sole, who were Scottish rugby internationalists. There used to be sportsman's dinners at the school with British Lions rugby players as speakers. There would be tables of people paying £100 a ticket and auctions. They would raise lots of money for school rugby tours.

105. Howard Haslett used to check places out before the tour. If the first XV was going to South Africa, he would go and check what the schools they were playing were like to make sure the boys had a decent tour. He cared very much about that. On the other hand, there was a bit of criticism of him. He would take an English class. Sometimes, a child would come up to him and tell him that his parents were splitting up. He would make time to speak to them, but often he'd be late for lessons or miss lessons. Parents didn't like this and would complain. Looking back on it, he shouldn't have been teaching lessons. He should just have been doing his caring bit and his raising money bit.
106. Howard Haslett was very good in his pastoral care role. He could talk to the pupils. He was absolutely great at the beginning of term service. It was difficult to inspire them, but he'd get them onside with a laugh and a joke. We had a member of staff who committed suicide, [REDACTED] It was very sad. Howard Haslett spoke brilliantly about it. Unfortunately, he was given a teaching load as well.
107. Howard Haslett had a very unfortunate departure. He was sacked by John Light around 1999. I was president of the common room at the time so was keenly aware of staff feelings. It was a very difficult time. A member of staff was sacked for what some might say were dubious reasons. I remember leaving the biology department one evening. I saw Howard and he told me he had an appointment with John Light. I asked him what it was for and he said he had no idea. Twenty minutes later, he phoned me and told me that he'd been sacked. I went round to see him. It all came down to a computer, which may have been a school computer. He had some financial information on the computer, some of which was his own information and he regarded it as private. John Light had decided that he wanted access to that computer. Howard said he couldn't have it so John said that he was fired.
108. Howard Haslett went on to become a minister in East Lothian. He's come back talking to me and other people from the Academy now. Previously, he didn't want anything to do with the school at all. He's now retired and I go and meet him sometimes. Howard Haslett is distraught about Hamish Dawson and the abuse that happened under his watch. He didn't know what was going on and officiated at Hamish Dawson's daughter's marriage. It's been very difficult for him.

External monitoring

109. I think there were about two external inspections when I was a teacher at the school. It was a tremendous hullabaloo, getting ready for an inspection. We had to have a departmental handbook with everything in it. We had to have every single chemical that we used and what its danger was. We had to have risk assessments for every single practical that we did. We didn't do half of that. It would be impossible to teach a lesson and test whether the iodine was iodine. We used to just grab some iodine because we knew what iodine was like and said it was iodine on the bottle. We didn't do a test every single time, but we were supposed to do that.
110. The inspectors did speak to children as well. I worked hard to get the departmental handbook ready. I was very proud of it and it had everything possible in it. These expectations were all coming in at that time. They were all things that you were supposed to do in a perfect world, but it's not a perfect world.
111. When I first started teaching, we used to take eighty second years to Dirleton. Four of us would take them along with a lab technician. We didn't have a parental permission slip. We just told the kids to bring their welly boots on Thursday and that we'd provide lunch. That was it. That was all you needed to do. You didn't have to have a risk assessment. You did an informal risk assessment because you always do when you're working with kids. You just did everything. Latterly, you then had to go out and do physical risk assessments and have folders of this, that and the next thing. It means that spontaneous things no longer happen. Previously, a child would ask a question and you would try it out. Now, everything has to be researched in fantastic detail. I'm aware now that teachers have to go through all these procedures.

Record-keeping

112. I don't think there was a policy on record-keeping. There used to be something called a 'blue book'. I wasn't aware of it when I was at school. I don't know whether or not they were in use pre-War. The blue books were the provision of the class teacher. Members of the science department didn't usually have a form class as such. Class masters had a group of pupils who were their class and who they looked after. I only

had a form class on one occasion. I had been in Australia for a year and when I came back, the rector asked me to take a form class. It was great, having a form class. You learned a lot more about the kids, the ones who were always late or hadn't washed. You hoped to be able to help them a bit.

113. At the end of the year, the class master would write about each boy in the blue book. It was a totally frank assessment and not the sort of thing that a parent would see. This practice occurred from my time as a pupil through to my time as a teacher. In a way, these blue books were lethal. They might say things like, "This boy is basically a bully," or, "This boy is a thug." The class master could use terms like that because that was what he felt about the boy. If a teacher was writing a report for a parent, he would never use that terminology. He might suggest that a boy was a little bit over-assertive in some ways, but he didn't need to mince words in the blue book.
114. The purpose of the blue book was so that the succeeding class teacher could understand the true nature of the child, unvarnished. The next teacher could read over the blue book. He could keep any eye on certain boys. He would also be made aware that a boy might need a bit of extra care and attention if, for example, his parents had just split up. Everything was in there. It was from one person's point of view, but you could look back on what had been written previously. Of course, children change. Some members of staff would perhaps have a certain antipathy toward a child. When you're teaching children, you don't always get a rapport. Sometimes, a teacher and a child can grate against each other. I think the rector probably read the blue books. They were kept in a room and you could consult them at any time. I could have consulted my own when I became a teacher, but I didn't. I'm not sure what happened to the blue books. They were seen as potential dynamite so they were probably destroyed as things became more open and accountable.

Child protection arrangements

115. I really don't know what child protection arrangements were in place to reduce the likelihood of abuse or inappropriate conduct by staff. We weren't given any guidance when it came to protection of children from abuse. I think it was just assumed that we knew how to care for other people. There was a basic assumption that because you'd

been employed, you were okay. They didn't need to keep establishing complicated routines. I don't remember being given guidance about responding to reports of abuse. We were given quite a lot of autonomy.

116. You're not supposed to touch a child now in any way. I remember discussing this with a violin teacher. He said that it was impossible to teach the violin without touching someone's hand. Some activities are more tactile than others. I took scuba diving. In the training procedures for scuba diving, you have to be able to resuscitate somebody. You're supposed to put your mouth over somebody else's nose and seal it. I was supposed to do that with children, but I was not happy about doing that so I deviated from that slightly. I used my discretion and the children practiced on dummies instead.

Bullying/peer abuse

117. Bullying can cover so many different aspects. I don't remember there being specific guidelines about it. It just seemed that we understood what bullying was. You could see it in your class. If someone had a mild stutter and stuttered when they asked a question, someone else might pick that up. They might ask a question and pretend to stutter. I would sharply stop that and the person would know. I would probably speak to them afterwards. It was just something you didn't do. They thought it was a clever thing to do. You had to make them learn very quickly that it was not and that it was very hurtful.
118. We did used to have in-service days sometimes. They would be the day before the beginning of term. All of the staff would be present. There might have been something about bullying at those. Usually, people would be brought in from outside to lecture staff.

Leaving Edinburgh Academy/life after teaching

119. I left the school when I retired in 2003. The rector asked me if I wanted to stay on, but I had other things that I wanted to do. I had enjoyed my time there but I had been associated with the Academy for a long time. I wanted to do something else. After

retiring from the Academy, I worked for a company called Care and Repair. I would go around elderly people's houses, changing lightbulbs and putting up curtains. I enjoyed doing that. I met a huge variety of people and I could help them out. I did that for quite a few years.

120. I also did some teaching, but not very much. I taught at St. George's for a short while and George Watson's College. Watson's is a massive school. I got roped into standing in for someone else. The lessons were very proscribed, which I hadn't been used to. I don't know whether the Academy were asked to provide me with references for those positions.

121. I've been on the council of the Edinburgh Academical Club since 2017 and am currently its president. The council has about twelve to fourteen members. The rector is on the council by appointment, along with the headmaster of the junior school and the deputy rector. There is a staff representative and the rest of the council are people who attended the school. We like to keep a balance of different ages and genders.

122. As part of my Academical Club role, I am also a member of the school Court of Directors. Those who sit on the Court of Directors are unpaid. Hardly any of the Court of Directors attended the school. Out of twelve, thirteen members, around three are former pupils. It used to be made up of former pupils, but it's now accepted that you want a wide variety of people. The positions are advertised or people suggest others for roles. We might need a lawyer, an accountant or somebody who's good on some aspect of running the school. We might want an expert who can oversee the trading company.

123. There are sub-committees on finance, planning and that sort of thing, each with three members. Someone who is an accountant would be running the finance committee along with two other people. All the school accounts will come through them. They can read them and pick out certain things. They can read accounts and know exactly what's going on. There might be an architect on the planning committee who knows what's going on. There are about four sub-committees, but I'm not on a sub-committee. I am purely there to represent the Academicals. A lot of the directors don't have background knowledge of the school and I have quite a bit. The bursar is in charge of taking minutes at the Court's meetings.

124. The Scottish Council for Independent Schools is not represented on the Court of Directors as such. They do oversee us in a way. The Association of Governing Bodies of Independent Schools (AGBIS) advises us on the way that we run the Court and whether we're doing it properly.
125. The rector has quite a lot of autonomy when it comes to running the school, but he is subservient to the Court of Directors, who appoint him in the first place. There is very close contact between what he's doing and the direction he's going in and the Court. At every single meeting, we have a report from the rector and the headmaster about what's happening in the school. We receive reports about any disciplinary procedures, such as someone being suspended or, rarely, expelled. The reports also include details of sporting events and what's going well, or not.
126. I was involved in writing valedictorys when I was a teacher at the school. They are normally written by a present member of staff. To use Hamish Dawson as an example, his valedictory would be written by his head of department, either ^{IFN} [REDACTED] or George Harris. That's the normal way that it's done. ^{IFP} [REDACTED] has just died and I will write his obituary. I'll go to whoever wrote his valedictory. When Peter Wilmshurst died, I went to ^{IFP} [REDACTED] who had written his valedictory. I asked him if I could use some of the valedictory.

Investigations into abuse – personal involvement

127. I don't think I was ever involved in any investigation into abuse of children while I was at the school. I haven't been involved in the handling of any complaints about historical abuse at the school.

Police investigations/criminal proceedings

128. I was contacted by the police three years ago. I think it was to do with ^{IPT} [REDACTED]. They were asking me about him and how well I knew him. I think it was around the time other things were surfacing about the school. I put them in touch with several

other people that I thought might be able to help them. It was just a chat in my drawing room. I didn't give them a signed statement and I never heard from them again. I've never given evidence at court about the abuse of a child.

Abuse at the Edinburgh Academy

129. I don't think the school had a definition of abuse when I worked there. Abuse is a very difficult thing to define. I've often felt that sexual abuse and physical abuse are completely different, but I can appreciate that they're probably not to some people. You can abuse people in lots of different ways. Somehow, I think if there's a sexual aspect to abuse it's more serious but I'm maybe wrong in that.
130. After Nicky Campbell, the broadcaster, left the school, he came back to talk about aspects of broadcasting and that sort of thing. He seemed very happy. He wrote an autobiography in which it came out that he had been adopted. He didn't express any antipathy towards the school. Suddenly, things changed. I don't know whether things became more amplified in his mind or whether things took a different perspective. I don't know what the real reason is. I'd really like to talk to him about it. I'd be really interested to talk to the survivor's group.
131. Nicky Campbell was a bit of rogue, but I didn't actually teach him. I think he had a tough time in the junior school. There was somehow more physicality there. There was a group of two or three teachers who were strong disciplinarians. It was widely known amongst the teaching staff. Whilst I knew that some junior school teachers were strong disciplinarians, I wasn't aware of the detail of it at the time. A tough disciplinarian can mean different things to different people. The teachers who had that reputation were John Brownlee and ^{IDO} [REDACTED].
132. Recently, I was writing an obituary for a chap who was around my age. His son met me to discuss his father's obituary. He then started talking about how unfortunate things were at the Academy, where he had also been a pupil. We mentioned John Brownlee and ^{IDO} [REDACTED]. He also said that ^{ICA} [REDACTED] had been vicious. I said I found that hard to believe and he said it was a fact. ^{ICA} [REDACTED] was at the school

for a long time and the whole time I taught at the school. I went on CCF camps with him. After we retired, I would go on walks with him as part of a group of retired teachers.

133. I like to think that my colleagues would have confided in me if they had concerns about someone being an abuser. To actually have a meeting with somebody is a more formal thing. If you were walking on a hill, it was a better way of getting things out into the open. I can't think of any specific occasion when someone did confide in me about suspicions of abuse.
134. There was someone else who left the school instantly around 1998. I can't remember his name. He wasn't a teacher, just someone who helped out. He was attached to the junior school and was in Mackenzie House as a tutor. I'd had an accident on my bike and smashed my face in. I'd had plastic surgery. I was off school. During that period of time, the young tutor was found to have pornographic material on his computer. I don't know how it was discovered. He was immediately suspended while investigations were carried out.
135. I've been in touch with several compatriots of my children in recent years. They were in the boarding houses and I never heard anything about abuse when they were at school. It does upset me that they may have been abused. I had time with them when they were at school and they had the opportunity to discuss it with me. They never did. I would have hoped that they could have done. I don't know why they didn't tell me at the time. They felt that they couldn't talk about it. That worries me and upsets me, that people couldn't have said they were having a terrible time. I'm sure I would have done something about it if they had spoken to me about it.

Specific alleged abusers

John Brownlee

136. John Brownlee was a teacher in the junior school. Staff at the senior school didn't have much to do with staff at the junior school. He was very keen on rugby. He used to come down to Raeburn Place until quite recently to watch rugby. James Burnett used

to be the headmaster of the junior school. He was replaced by a man called Smith who was a big, strong rugby guy. A group of teachers at the junior school dominated the atmosphere there. I don't think it was a very pleasant atmosphere at the junior school. Smith got the sack in the end when ^{INU} [REDACTED] was ^{SNR} [REDACTED]. It wasn't really a good time for the school.

137. In recent years, I've learned that Brownlee was a bit of a sadist. Former pupils have described to me how he used to shut people's heads in a locker and then hit them. I discovered that Brownlee was acting this way during the 1980s, but I only learned of this in the last few years. I know of people who have told me that they were physically abused by Brownlee and yet they have sent their own children to the Academy. They say that the school is completely different now. They're prepared to put those moments aside.

138. I saw Brownlee with groups of children at rugby. You could tell by the way that children spoke to him and looked at him that there was a bit of fear involved. You can see it in children's faces. I always felt that was not what you want. You want respect but not fear. The perception of Brownlee amongst staff was that he was a very hard man and that he was overdisciplined. It's very difficult to draw the line between strong discipline and over discipline where you are abusing your authority. I now know that he was abusing his authority over little children in the prep school who were only eight or nine years old. I never saw him abuse a child. I spoke to a former pupil recently who told me that Brownlee used to take boys out into the corridor. The other boys could hear the beatings going on. He then used to come back in and carry on with the lesson. I would have conversations with Brownlee whilst watching rugby, but I never felt comfortable with him as a friend. I think that was partly because I had a feeling that he was a bit of a bully.

Iain Wares

139. Iain Wares had left the Academy before I started teaching there. I don't remember him being discussed by other teachers when I was there. The only person who has mentioned him is an ex-colleague, who used to play squash with him now and again. When it came out that he was facing allegations of abuse, he was appalled.

140. Iain Wares and his wife were in our babysitting group, but I don't think he came round to our house. I never really knew him properly. All I know is that a guy who used to teach at Fettes told me he had seen Wares in a changing room with boys, completely naked. He saw that in the late 1970s, but he didn't do anything about it. He told me about this incident recently, when Iain Wares' name started coming up in the media. It jogged people's memories and the teacher who had taught at Fettes remembered this odd thing that he had seen.
141. I don't know whether the school was aware of allegations of abuse against Wares at the time of his departure. It's quite possible, but that would have been before I started teaching at the school. If there was a complaint against anybody in the school, [REDACTED] [REDACTED] should have known. I'm aware of public remarks made about Iain Wares by Iain Glen in 2001 and then in 2011 by [REDACTED]. I can't remember a big thing being made of it by the school on either occasion.
142. I can recall Loretto being exposed to publicity about abuse by Guy Ray Hills in 2001. I don't remember there being any discussion about potential problems at the Academy around that time. I'm not aware of there being any discussion amongst staff or senior management about contacting relevant former pupils of Iain Wares. I don't know whether they just hoped that it would go away. I think you always want to be open. The school is now being totally open about the whole thing and asking people to come forward. They've changed their stance, even within the last year, and are now completely open.

Hamish Dawson

143. I'm aware that allegations have been made against Hamish Dawson. I never saw that aspect of his behaviour. I think it tended to be in the boarding houses when abuse happened. Hamish Dawson was not in the boarding houses when I was a boy. When I returned as a teacher, he was a housemaster. His wife, Sheena, had a dress shop in Stockbridge. She kept herself a bit separate. In those days, the housemaster's wife had quite a strong association with the house. She would be above the matron, very much as a mother figure. I'm not sure that Sheena necessarily was in that role.

144. Dawson came up to me and told me that he was retiring at the end of term in the early 1980s. He said that he wanted to get rid of his instruments of correction and make some money for charity. He asked me to auction them for him. Some of the instruments had been made by boys. They would say that he didn't have one for something and make some strange little contraption. We auctioned these things and it was a joke, really. People gave £1 or £2. They took them away and it made £30 or so for charity. Maybe it was an odd way of absolving himself.
145. It always worries me when I find out that I worked with an abuser. Hamish Dawson particularly concerns me. It hurts me to think about what he undoubtedly did. I never thought he was doing anything particularly nasty. He didn't seem to be in the same league as the heavy tawfers when I was at the school as a pupil. I never really thought much about it. I wasn't aware of any concerns about him when I was teaching. By that time, he was just coming out of the boarding house. He moved to a house in Barnton and then he retired. I don't remember other staff having any concerns about Hamish Dawson. I think they just saw him as another teacher. I wasn't aware of him abusing children during my employment, other than corporal punishment. I didn't see him as being in a separate category from anybody else when it came to corporal punishment.

IPT

146. I didn't have any concerns about IPT abusing children. The main thing I remember about IPT is that he wasn't a good disciplinarian. In my very first teaching class, my lab was right beside the department. It was sealed off, but I could hear everything that was going on in there. IPT had absolutely no discipline at all. It was awful, listening to his class. You could hear pandemonium going on in there.
147. IPT wasn't at the school for very long. He was there when I first started teaching in 1975. He was probably there for about years. He used to take athletics with me. He was in one of the boarding houses as a tutor at the time. He would come across and do some running. I can remember that he had a very odd running style. he was in the department as a teacher, I didn't really know him. He wouldn't really mix with other members of staff. If we went for a drink on a Friday, I don't remember him ever being there.

148. I know that ^{IPT} [REDACTED] went on to teach at [REDACTED]. I'd just started teaching when he left so I didn't give it any thought. People came and went. I don't know why he left. I don't know whether it was before the end of term. It is possible because I think he suddenly wasn't there. Something in my memory suggests he might have left before the end of term. Sometimes people are in the wrong job or the wrong environment and they need to move on. Sometimes people mucky their copybook in some way. It may not be a reportable thing, but enough that they need to start afresh. I'm hypothesising because ^{IPT} [REDACTED] wasn't the sort of guy I talked to easily. I can't remember ever sitting down and having a conversation with him. I never related to him at all and couldn't tell you anything about him as a person. Normally, you would get to know someone but that didn't happen with him.
149. I'm aware that he was jailed for [REDACTED] in [REDACTED]. I remember people talking about the fact that ^{IPT} [REDACTED] was in prison. He'd left suddenly and gone to a different world and then he wasn't there for very long either. I think he went to [REDACTED] College, but I don't know how long he stayed there for or why he left. We had strong associations with some schools and knew a lot of their staff, but we didn't with [REDACTED] [REDACTED] College.
150. I don't really know what sort of response there was from within the Academy when ^{IPT} [REDACTED] ^{IPT} [REDACTED] was jailed. I wasn't asked for any comment by the school. Somehow, he never really appeared to be part of the Academy. With some people, I'd be really upset if they were jailed and I'd know exactly the reason for it. ^{IPT} [REDACTED] was such a transitory person. He didn't really get involved in anything. He came like a butterfly and moved on. I think he left in ^{ICH} [REDACTED] last year at the school.
151. I don't know of any other person who worked at the school being convicted of abusing a child. Iain Storrie was a chemistry teacher at the school. There was some investigation going on into material that he'd had on his computer. It was just after I'd retired and he had also retired. I wasn't totally clear what the investigation was about. He asked me to vouch for him and I gave him a reference. Various people were gunning for him and he wanted me to give him a good character reference. I'd been to Blair House and at rugby practice with him. He wanted me to say that he seemed okay to me, which he did.

Response to allegations of abuse

152. When ^{IFT} [REDACTED] was jailed, I suppose the school could have approached former pupils. There is a question about how much you want to dig things up. I think it's important to give people the opportunity to come forward and give it publicity. I wasn't sitting on the Court of Directors at that time so I don't know whether there was any discussion about it.
153. Magnus Magnusson wrote a book called *The Clacken and the Slate* to celebrate the school's 150th anniversary in 1974. Richard McLauchlan is an academic and writer who is updating the book. When he agreed to update the book, none of the recent allegations of abuse had come to the surface. Now he is faced with a very difficult task. We had a long discussion about where he wanted the emphasis to lie. The rector has already said to Richard McLauchlan that it needs to be warts and all. The rector doesn't want it to be a cover up of any sort. If things have gone on in the past then they need to be clearly exposed.
154. A lot of schools have had similar sort of things. In a way, the Academy has been a bit unlucky in having somebody well known creating this exposure. I'm not saying it's a bad thing, but it might not have happened to the same extent if it hadn't been for Nicky Campbell.
155. I'm aware that the Academy has received multiple complaints over the last ten years. There have been a range of complaints and some have been less serious than others. I do think that the school should have been more open sooner. I think it was a mistake to do otherwise. If you cover anything up and people discover that something has been covered up, then people assume that there is a lot more hiding underneath. People then start remembering and there can be a flurry of realisation that you can join this club. There are all sorts of things that should have been done better, but if you reported every tiny suspicion you had about everybody it would be an impossible situation. It would be a minefield.
156. I know that the school's apology to survivors is not hollow. They are absolutely determined to get this right and sort things out. I think the school probably has been a bit defensive. I think it's a natural thing, to be defensive when you don't have all the

facts. There was an image of the Academy as being a bit overbearing in the past. I don't think that's the case anymore. It's changed so dramatically for the better. I think the change came about because girls were introduced in the mid-1970s. There came to be more respect, not just of the opposite sex but of each other. I think that was the beginning of the transformation.

157. It's very difficult to go back and say what should and could have been done. I think they're addressing the issue now, but I can understand why some survivors want nothing to do with the school anymore. Others who have had a tough time have come back and seen the good things. There are so many good things happening at the school.

Lessons to be learned

158. I think it's important to go much more into people's backgrounds when they're appointed. You shouldn't believe references because they are often twisted and contorted to get rid of somebody. There needs to be some method of judging a person as you see them. That's the great skill of an interviewer, to be able to pick that up. There are some very good actors out there who have been able to get away with hell. If you want to work with young people so that you can express these dark sides to yourself, apparently it's not that difficult to get a job doing that. It should be difficult because it should be picked up, but it's a great skill to be able to interview in that way. It's very difficult to define what these skills are.
159. When you meet someone for the first time, you get a feeling about them. It's very difficult to quantify what that feeling is. Some people seem true and honest and you get on with them. Other people, you don't think you have anything in common with and feel nervous about them. Some people don't have any empathy or feeling for other people. Interviewing is difficult. Going through someone's CV and seeing what their qualifications are is all very well, but that's just on the surface. It's no good having the most brilliantly qualified person if they're not good at communication or discipline. There has to be a better way.

160. Having been involved in some military service stuff, I know that one of the things they do is take interviewees away for a weekend. They give them every opportunity to make every mistake possible with drink, drugs, women and everything. If there is a weakness, it will probably come out during that process. It's an expensive process and you won't get rid of everybody, but you'll get rid of some people who are in that job for the wrong reasons. There will always be people like that and it's a sad thing that they could just turn up and get a job. I don't think my background was gone into in much detail. It was just assumed that I must be a good chap because [REDACTED] was at the school, which is not the right way to go about it.

161. 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..... [REDACTED]

Dated..... 14-08-23