

Scottish Child Abuse Inquiry

Witness Statement of

IDL

Support person present: No

1. My name is IDL. My date of birth is 1960. My contact details are known to the Inquiry.

Life before going to Edinburgh Academy

2. I was born in Edinburgh. My mother's name was . My father's name was . He was the at the Royal Scottish Museum, as it was then, on Chambers Street, Edinburgh. I am the youngest of four children. was born in 1950. Sadly, she has passed away. was born in 1954. was born in 1957.
3. We lived in a nice big house on in Edinburgh. It was a very old-fashioned middle-class household. My father was distant and down to earth. We didn't see a lot of him. Looking back, I think he never really wanted to have children. It was more my mother who was the one who was hands on with the children. She was very nurturing.
4. Both my mother and father came out of the boarding school system. My father was at Worksop Boarding School in Nottinghamshire. My mother went to some terrible boarding school in South Africa and hated it. If it had been my father's choice, we would all have been sent to boarding school as far away as possible. My mother disapproved of boarding school greatly. She was the one who refused to allow us to

go to boarding school. Accordingly, the next best thing for us was to be sent to day school.

5. I don't know why Edinburgh Academy was chosen for us. I think it was because it was the poshest day school my parents could find within Edinburgh. Our mother wanted us to stay at home in Edinburgh and my father was very traditionally academic. Looking back, I do suppose Edinburgh Academy had excellent academic credentials, so that would have helped when it came to my parents selecting a school for us.
6. I remember we visited the school before I started. I can't remember much about it. I had to do a test to get in. It was a sort of entry exam for want of a better word. I can't remember what we did. I'm told I got everything right except I couldn't recognise a hippopotamus but I learnt that was I called it a 'hittalbotamus'. My mother dined out on my reading of that name for years.

Edinburgh Academy, Edinburgh

7. I attended Edinburgh Academy as a day pupil from the age of four to the age of about seventeen. That means I would have attended the school between 196█ and 197█. I was one of the oldest in my year. All my schooling was at Edinburgh Academy.

Layout and structure of the school

8. Edinburgh Academy was divided into three separate schools. The Pre-Prep school and Denholm Green kindergarten, was at Denholm Green House near Trinity. Denholm Green was for children between the ages of four and seven. No one boarded in the Denholm Green. The building was very old fashioned. It was an old house in its own grounds. Denholm Green was different from the Prep and Upper schools in that it was more like what you might call a modern school experience in that it was less formal even if very old fashioned. I remember that everyone was referred to by their forenames. That was different to the Prep and Upper schools. However, we would still call all the teachers Miss or Mrs.

9. The Prep school was on Arboretum Road near Inverleith. It was opened around about 1964. It was a modernist purpose built school building. It was like an upmarket version of any other school building of that time. The school was sort of discombobulated a bit towards the back. That was where the Music and Art areas were alongside some portacabin type classrooms. There was a block at the back for the sixth form with three or four classrooms in it. I believe they've now blended both the Junior and Prep school into one school located on Arboretum Road and much of that has probably been rebuilt. When I was there the Prep school was for children aged between seven and eleven. There were four forms in Prep school called third, fourth, fifth and sixth form. Things were still a bit old fashioned in the Prep school. I went there in the mid to late 1960s. Things were still on the cusp of change. I'd say the school was no better or worse than anywhere else I could have been at that time.

10. The Upper school was located on Henderson Row in Stockbridge. The Upper school was for children between the ages of eleven and seventeen. It consisted of the original 1824 Edinburgh Academy building with additional classrooms to both sides. It also had a library block, a row of science blocks and another row of classrooms on the other side. At the back of the school there was a block which was where the first form was located. Those in first form were known as the 'geits'. I don't know why children in first form were called geits. I remember that in Prep and Upper school we weren't allowed to call anyone by their forename. Everyone was called by their surnames. That even included your best friend. I was probably about twelve or thirteen before I dared use Christian names when talking to friends even at home.

Staff who were present at Edinburgh Academy

11. Denholm Green had all female staff. I can't remember there being any male staff until I was about nine or ten. I'm sure the headmistress was called Miss Taylor, but I can't tell you the structure of the people below her. Other teachers I remember by name are Mrs Landells.

12. The headmaster of the Prep school was Mr Britain. I remember that there was a sort of gender change with the staff after the first two years. Teachers I remember from the Prep school include Miss Peterkin, Mr ICG, Mr Ferguson, Mr IBL, Ian Wares, Mr IDO and Miss McKenzie. Miss Peffers was the Art mistress, Mr IHE taught and Mr IDP taught Gym. I remember Mr Brownlee took rugby, but I can't remember what he taught even though he was my class master in the Prep school sixth form.
13. The rector of Edinburgh Academy was Mr ICH. He was the rector until my last year. He was a distant man. He always seemed to be permanently half asleep. I remember we had assemblies every morning. Those assemblies could turn into rather dreadful school services. Mr ICH more or less fell asleep during all of them. He always seemed to be in this state of distance. I'm told that in his day he was good at rugby and cricket and was a 'good all-rounder.' Mr ICH was ultimately replaced as rector by Mr Ellis.
14. Mr IJX taught in the Upper school. As did Mr IDT. The Art department was run by a man called Mr Bowman. He taught really through just 'being there' rather than anything else. He was a kind person though. Mr IDZ taught. Mr Hamish Dawson taught History. Mr IDR or IDR taught woodwork. Mr IBW taught. Mr IBP was a teacher in the Upper school. I think I can recall all the staff at the Upper school, for better or worse.

The children at Edinburgh Academy

15. It was pretty much all boys at Edinburgh Academy. There were girls when I was in my final year, but not before. There were about a hundred boys in every year and generally about twenty to twenty five in every class. There were perhaps slightly less children in the classes in Junior and Prep school. Towards the end of Upper school there were far fewer of us in each class. My best friends at Edinburgh Academy Prep school were Nicky Campbell and Iain Glen. We went right through school together before veering different ways in our teenage years. I didn't see Nicky again until recently. I have lost

all touch with Iain. Other boys I remember being at the school at the same time as me include [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and a boy whose surname was [REDACTED]

Siblings

16. My brother, [REDACTED], and I went to Edinburgh Academy. My two sisters went to a school called St. Dennis. We were all day pupils. [REDACTED] went before me and had a completely different experience from me at Edinburgh Academy. I think he said he got corporal punishment once in his entire time at the school. He must have been very good at charming the authorities. I think Ian Wares, who was a teacher at the Prep school, turned up at the school just as my brother was leaving. My most problematic years were my last two years at the Prep school. [REDACTED] would have gone on to the Upper school by that time. I have spoken to [REDACTED] about Ian Wares and the things he did at the school. [REDACTED] said that he remembered Ian Wares but had nothing to do with him as he was just about leaving at that time.

The Routine at Edinburgh Academy

Travelling to and from school

17. I think Denholm Green was mornings only to begin with. From second form onwards it was afternoons as well. I am slightly confused about that. My father used to take us into school in the morning. In Denholm Green there was a school bus that took us back after school finished in kindergarten and, I think, the first form. After a couple of years, we just used a service bus to get home after school. I remember my mother taking me on the bus and explaining how to get a transfer ticket and what routes to take between bus stops. There I was as a six year old crossing town by bus.

Mealtimes / food

18. We all had lunch in the Denholm Green together. The food was dreadful. Looking back, you were comparing it to home cooking, so it was never going to be as good. The food did improve markedly in Prep school. I think during that time R.S. McColl's took on the role of preparing the food. I think it was soon discovered that the food was more expensive, so we went back to what we had before in the Upper school. For a short time at Prep school, we were allowed packed lunches which was great.
19. You either ate the food or suffered in the Denholm Green. There were no alternatives. You'd be sitting staring waiting for the time to run out if you didn't like the food. I remember that whenever it was mashed potatoes, we would all try and hide things in the mashed potato. Mrs Landells, who was a teacher in the Denholm Green, would walk around with a fork and poke it into your mashed potato to make sure you weren't hiding anything. Even if she found a pea in there, you'd be sitting staring at your plate over play time until you ate it all. That was a typical punishment of that time.

Uniform

20. The uniform was very similar all the way through school. You could probably have gone on wearing the same from four years old right up to eighteen if you'd wanted. In general, most people wore a blue blazer with matching shorts and blue socks. We also had to wear a pale blue 'S' belt and a cap. You could also wear a grey suit with grey shorts and grey socks. I remember that you could wear blue socks with grey shorts but not blue shorts with grey socks. We sometimes wore a grey or a blue jersey. Everybody had to wear black shoes. By the time you reached the Upper school you were allowed to wear grey trousers.
21. I remember that if you lost your cap you had to go to the prefect's room, which was called the Ephor's room, to see if it had been handed in as lost property. You then had to pay a shilling or 5p to get your cap back. You can imagine what ended up happening when you presented that to a bunch of seventeen year olds who were short of money. They were randomly taking cash from younger boys.

22. The staff were strict about the uniform. In the Prep and Upper school, you could get into trouble if you made a mistake with your uniform. That wasn't so much the case in the Denholm Green. I remember we were all continually moaned at if we had our socks down or had our shirt tail hanging out.

Education

23. It was a very old fashioned classical education. 'Education being the mother of all wisdom and learning' was basically the ethos at Edinburgh Academy. That was carved in Ancient Greek on the front of the stone portico. It was all very academic. I suppose that was, alongside a sense of loyalty to the institution, just like any other school at that time.
24. At Denholm Green there were lessons. It was just the usual thing. We were taught English, Arithmetic, History, Latin and Geography. There were no doubt some science classes too. I don't remember there ever being any issues with Denholm Green surrounding the quality of the education.
25. At Denholm Green, whoever was in charge of you taught you everything. That was the same in the early stages of Prep school. As time went on, the teaching became more specialist. You would have all your classes with different teachers depending on the subject. Inevitably you got to know more of the teachers because of that. I'd say I learnt quite a lot. I wasn't interested in Latin, so I didn't learn a lot of Latin. I was interested in History, so I learnt a lot about that. Looking back at my time in the Junior and Prep schools, I would say a lot of the education was old fashioned but effective. That was the nature of the game I suppose.
26. Things became very mark conscious in the Prep and Upper school. In the classes everyone had a number which indicated how well they were doing. Your number would change as you moved around so you always knew exactly where you were. You could be 15th and told you needed to improve. Everyone knew how you were doing because your number was made public. There were tables up on the walls with

everyone's marks. It was a sort of '*pour encourager les autres*' set up. That system created a pecking order.

27. The way we were taught changed again in the Upper school. We were divided up into sets rather than forms. For some reason, and I don't know why, English was the only exception to that. What set you were in depended on your academic prowess. I suppose you knew exactly where your strengths were in terms of specialism. I remember some of the classroom sizes were monumental in the Upper School. We were in these rooms that were originally designed for the massive classes they would have had in the mid-nineteenth century.
28. One problem with how the Upper school was structured, when it came to our education, was that the master in charge of a set went down a set every year. They did that so everyone was taught by different people as you progressed through the school. The problem with that was that boys may move down the sets as well. That meant that, if someone was teaching you that you couldn't really work with, you just carried on down the sets with that same teacher. I experienced that set of circumstances with a teacher who took me for [REDACTED] Mr IJX [REDACTED]. I remember that in the end Mr IJX [REDACTED] just said, when it came to me, it just wasn't working. He said I was clearly quite able but admitted the reason we couldn't operate together was because he just couldn't teach me. Sadly, I was moved down a further set to one which was run by one of the teachers who was a bully.
29. Looking back, there was no appreciation of the fact that teaching is a rapport between two people. Some people just can't work with other people, whether that be because of a difference in age, or the particular teaching method used by the teacher. Certain teachers just aren't going to suit certain people. There was no understanding of any of that in the school. It was very old fashioned in that way.
30. Mr Bowman took me for Art in the Upper school. I found myself to be quite good at Art. I think I enjoyed the subject because, although the teaching I was receiving was bad, I could still do it. I liked doing it and I found it quite fulfilling. Edinburgh Academy was the kind of institution where there were very few people who actually showed

themselves to be kind. Mr Bowman was one of those teachers and I quite liked the atmosphere in his classes. You knew when you were in one of his classes that no one was going to hit you or molest you.

31. I don't suppose you really understand what you're learning until you're older. When you're younger you do everything because everybody else is doing it. You assume the education is good for you because that's what you're being told. When I look back on the education I received from the perspective of what I value now, I don't think I realised what I'd learned at the school until well after the event. I would say that the education I received was a good education but an education of a very specific type. The school effectively trained people to question things but also trained them to be very much part of the establishment. It was a strange sort of mixture in that way.

Sport

32. I hated sport. I was never into any sport in any way at Edinburgh Academy. At Denholm Green there was never any serious sports. It was more fun with races and things like that. In Prep school it was straight into rugby. You had to play rugby in the winter and cricket in the summer. I've always been quite a timid soul and I find the game of rugby quite bizarre. We were being told as a bunch of six and seven year olds to throw ourselves at the feet of someone running and to try and tackle them. I just didn't see the sense in doing that and didn't ever want to do it. I just saw it as a way of getting yourself kicked in the face.
33. The Upper school had squash courts, fives courts and there was a big gym block as well. Rugby, however, was the sport that was central to the educational experience at Edinburgh Academy. If you didn't like it there were very few alternatives offered. That led you to becoming regarded as some sort of refusenik if you showed yourself unwilling to 'play the game.' Being someone who didn't buy into sport led to you being left with the feeling of someone who was 'other'. You might not have a problem with peers or with staff but if you didn't partake in the rugby, you would be viewed with some kind of suspicion. You were viewed as someone who wasn't part of playing with

the team spirit. Not taking part could also very much lead to either being bullied by both staff and students or being ignored, which is what happened in my case, I think.

34. I found rugby such a waste of time and was always working out ways to avoid it. It was having no alternative that really annoyed me. Students that were highfliers at rugby were particularly favoured at the school. Being good at rugby certainly benefited them. I remember that there was a lot of bullying on the rugby field. I remember being kicked into the scrum once or twice by Mr Brownlee. There was no reason for that because on that day I was full back. He just did that because I was hanging around and he knew I was a malingerer. It was just a kick up the backside and pushing me into the scrum. There was quite a lot of kicking and shoving by teachers on the rugby field. Kicking boys into place wasn't really all that unusual.
35. I remember that before going to the Upper school my brother told me that someone would pop their head into class and ask if anyone wanted to do swimming. He told me that that would be the only time it would be offered or advertised. He told me just to say "yes" as that was the only alternative to rugby. It required stealth to go swimming. They offered swimming yet they didn't really publicise it. Lots of people just didn't know it was there. When I got to the Upper school, I followed my brother's advice and asked to go swimming. Going to swimming was infinitely better and it got me out of rugby.

Parents interaction with the school

36. My parents were never at the school other than for parent's day. I wouldn't attend that when that happened. I would be told by my parents what had been said. I had a good idea how I was doing because we were being tested all the time and everything was marked. You knew how you were doing and everything was competitive.

Religion

37. Edinburgh Academy was nominally very Christian. It wasn't made a big thing of but there was quite a lot of religiosity going around. A lot of the staff were Christian so

there was an undercurrent of religiosity present. It could make some staff members very cross when that was transgressed. I remember in [REDACTED] a teacher by the name of Mr [IDZ] [REDACTED] once went into a paroxysm of rage when he asked the class what we considered to be a great work of fiction. I think Nicky Campbell said, "The Bible, sir." Nicky saying that started Mr [IDZ] [REDACTED]'s five minutes of ranting. He was screaming at Nicky accusing him of blasphemy. Mr [IDZ] [REDACTED] just went on and on.

Boarders

38. About a quarter of the boys boarded. We obviously mixed with the boarders in classes. However, at the end of the day day pupils all went home, or did whatever they wanted, and the boarders all went off to their boarding houses. By the time I was an older teenager I used to have an open house for boarders. Two or three of my friends would often come home with me and stay for weekends. That was often against the rules, but we would come up with some reason for them staying. I would then deliver them back to the boarding houses on the Sunday night in my Mark 1 Ford Escort.
39. The greatest threat my parents could make was to tell me they could turn me into a boarder. A number of people I knew were punished by their parents for bad behaviour through being made to board for a year or so. It was a horrible threat because the one thing that made the Academy tenable for me was the fact that I got home in the evenings. It was a threat I couldn't forget. To be under the constant control of those people and the regime of the school would have been completely unbearable. I would have had to wear the uniform all the time, been entirely regimented and forced to watch every first fifteen rugby match. Being placed in boarding school was effectively like being offered a holiday in prison for a while. There was also no secrecy about what went on in the boarding houses. We all knew the staff meted out corporal punishment left, right and centre in the boarding houses. We were aware of all the stuff about Mr Dawson.

The discipline at Edinburgh Academy

Discipline in Denholm Green

40. I don't remember any corporal punishment being formally meted out in Denholm Green. The punishments in Denholm Green were the sort of old fashioned types like hanging around somewhere for a long time staring at a wall. I remember doing that sort of thing. I would say that sort of punishment was strict but fundamentally fair. I wouldn't have thought anything about it at the time. Mrs Landells was a Denholm Green teacher who sticks out in my mind as being quite nifty with a ruler across the back of your knuckles. She would sometimes tap the ruler across your knuckles. It was all fairly innocuous. I have to say that was just par for the course at the time. She was just one of the stricter people in Denholm Green.

Discipline and corporal punishment in the Prep school

41. We sometimes got given old fashioned 'I must not...' type lines at the Prep school. That was different to the Upper school where you made to copy things out of books, or worse, the school rules and dress regulations. The rules weren't too bad, but the dress regulations went on for ever and dated back to the 1820s.
42. I distinctly remember seeing corporal punishment meted out early on in my first year at Prep School. The incident involved a teacher called Miss Peterkin punishing a boy called [REDACTED]. [REDACTED] was a boy far bigger than the rest of us. I think she did that just to instil the fear of God into us all. I can't remember what, if anything, he'd actually done. He'd probably just been talking in class. Miss Peterkin picked him out of a class of seven year olds and made us all watch as he was given a 'clackening' using a clacken. A lot of the corporal punishment in the school was done in front of the rest of the class so that everyone could see it.
43. Miss Peterkin gave him two beats, I think, across his clothed backside. Corporal punishment was always issued over the clothes in the school. Two strikes were enough to instil that fear into us all. We all stood there shaking. I remember [REDACTED]

██████ started crying. Everyone was quiet after seeing that. No one had ever seen that kind of public flogging, for want of a better word, meted out on us before. I don't remember ever seeing corporal punishment used again by Miss Peterkin after that incident the Prep school. Possibly it had the desired effect.

44. At that stage, the idea that corporal punishment could be used was all very new. Witnessing that sort of punishment sits in the back of your mind for the rest of your life. You're just waiting for someone to get angry enough to mete out corporal punishment. I would say that from that moment on, the threat was always there. You effectively came to learn that the ultimate punishment for any misdemeanour could be that you'd be bending down and getting beaten.
45. My brother, ██████, has told me that his only experience of receiving corporal punishment in Edinburgh Academy was getting the tawse from a teacher called Mrs McKenzie in Prep school. That was a real rarity as it was mainly a clacken that was used over the backside. I don't know why a tawse was used. She perhaps came from a state system where that punishment was more common. That is the only time I ever heard of that implement being used at the school.

Ephors (prefects)

46. There were no prefects in the Prep school, but we did have them in the Upper School. They were called 'Ephors'. Ephors were chosen by the staff. They had their own room in the Upper school. Ostensibly, the boys who became ephors were actually chosen by the boys. The boys would put forward nominations and the staff would then decide from the nominations which boys were to be ephors. Looking back at the system, the staff might as well have chosen them themselves.
47. Not surprisingly, anyone who was any good at rugby or sports, would become an ephor. Being an ephor became a way into university for many of the boys who held that position. If you were good at sport and an ephor somehow your place at Oxbridge was assured. Looking back, their entry into Oxbridge seemed to have nothing to do

with academic credentials because I remember most of those boys not being particularly academic.

48. Ephors didn't issue corporal punishment. I know that when Mr. [REDACTED] arrived at the Academy in the sixties he said there shouldn't be boys meting out that sort of punishment on other boys. He eliminated the ephors from being allowed to mete out corporal punishment. I remember that there was still a 'Beats Book' from the 1950s and 1960s in the ephors room at the Upper school when I was at the Academy. I remember all the previous books were in a bookcase in the Rector's office. I have no idea where they will be now. Back then corporal punishment had to be recorded by law.
49. I remember looking at one of the books and seeing what had happened recorded in horrible graphic detail. You can only imagine what a bunch of seventeen year olds would be writing up. I remember that whenever an ephor broke a clacken, which was what they used to beat pupils, on somebody's backside there was a red diamond in the margin on the page and the victim would be dispatched to the woodwork room for a replacement so they could receive an extra beating for breaking the clacken. What a thought!
50. Although the ephors didn't issue corporal punishment, they still had a role in disciplining the younger boys. I remember boys in the Upper school being disciplined for having flares on their trousers. I remember seeing ephors measuring peoples flares with a ruler. Looking back, that all sounds so ludicrous now. Ephors would punish boys through giving lines or issuing tasks. It was invariably a task that you knew you would never manage to do. It was just a punishment until they felt they had bullied you enough or they wanted to go off and do something else.
51. Ephors sometimes meted out punishments in the form of push-ups or other various things you would ordinarily have to do in a gym class. At other times ephors would make boys run around the school. You would have to do it in a certain time. If you couldn't manage that you would be running round the school until it was dark. Sometimes the time you would have to finish running would be the time when the

ephors wanted to go to the pub. If you get a bunch of seventeen year old rugby players to decide what punishment to mete out on a bunch of fifteen year olds they're going to make sure it's punishing. As far as I know there was no control or supervision of the ephors. The ephors just made things up as they went along.

Corporal punishment

52. In general female members of staff didn't mete out corporal punishment across Edinburgh Academy. I think that was partly why the frequency of use of corporal punishment changed over the course of Prep school into the Upper school. There was a significant change as the teachers changed from all female to all male.
53. Corporal punishment started happening much more frequently in the fifth and sixth forms of the Prep school. In sixth form the corporal punishment became far more frequent and regular. There were a lot of angry young men amongst the teachers who might give you the clacken or might not fairly arbitrarily. You might have a disruption in a class and whoever was teaching would look around for whoever it was they thought was the most disruptive member. The teacher would just pull a boy out and give them a good beating with the clacken. It could have been anybody so quite often it was meted out on the wrong person.
54. The clacken was the implement that was used to issue corporal punishment. It was rare that anything else was used. The clacken was a hard wooden bat, kind of like a wooden spoon but absolutely flat. It was the length of a tennis racket with an end like a wooden spoon. It was designed for a game called 'Hailes' which is a game I've only seen being played once or twice on special occasions. No one ever played it at Edinburgh Academy. As far as we were all concerned the only reason a clacken was made was to beat people with. I remember hearing that in earlier times boys at the Academy were expected to make their own clackens. It was sort of like digging your own grave. I think they were made of oak. I say that because it was possible to break the clacken across someone's backside and oak does have the potential to fracture. You would have to hit someone very hard to do that, but it did happen.

55. As far as I'm aware all the teachers had clackens and most would threaten boys with the use of them. Not everyone used them though. Some even gave them names. I remember that Mr [REDACTED] who ran the [REDACTED] lessons, named his 'Satchmo'. He was always flailing it around threatening people with dire action, but I don't ever remember him using it on anybody. There were three individuals in particular who were seen to be free with the clacken and actually used it. Those individuals were Mr Brownlee, Ian Wares and Mr [REDACTED]
56. When it did happen, you were called out in front of the class. You were made to bend over and touch your toes. You were then given anything up to six beats with the clacken. It was usually six in sixth form. Everyone had to watch this going on. When you saw it, you were fascinated, fearful and mesmerised by it all. Whoever had been getting punished had to then return to their desk and act as if nothing had happened. The more they acted as if nothing had happened the better it was for them. If they showed any form of tears, they would become known as a cry baby. The humiliation of returning to the class and having everyone watching to see how you react was more humiliating than the actual beating. Boys were almost egging you on to start crying so they could ridicule you. It's a very interesting psychology because all the other boys are also sitting thinking "thank god it wasn't me." They're pleased that you've been beaten and not them.
57. If something ever happened that couldn't be pinned on a particular individual it was commonplace in those days for an entire class to be punished. No one would ever snitch on whoever had done whatever it was. You would just sit down and take what was coming. I remember one occasion in particular where that happened. I can't remember exactly what happened, but something happened that made Mr Dawson very angry. He decided everyone was going to be punished and it was to be after school. Everyone had to report back to his classroom after school. When we arrived back at the classroom after school, we were given the option of either getting beaten or writing lines. The interesting thing was that, out of about twenty people, fifteen boys chose the corporal punishment. Five, including myself, chose to do the lines. The reason I didn't want the beating was because I hated it. I also thought that Mr Dawson was going to have to sit there supervising us all if some of us opted to do lines.

58. Of course, the nature of the law and language of school children was that you never clyped on anyone else. You just took it and whoever else it was just got off. I look back on all of that and realise that we were actually trained to be like that, the old stiff upper lip, it didn't matter what happened you just carried on and said nothing. I hated the whole corporal punishment thing. They tell you that it starts to have this effect that you start to rather enjoy it. You can become dependent on it and it can sort of sexualise you. In the end the use of corporal punishment all ended and thank God for that.
59. I can't tell you how many beatings I saw by teachers with clackens. It was just a common occurrence. I would say weekly in my sixth year of Prep school. Someone would do a misdemeanour, they would then be called out in front of the class, given a few beats, and then sent back to their desk. Looking back, I would say it was all down to that little group of class masters, Mr Brownlee, Mr IDO and Ian Wares. They had a technique. You could actually count the pause. It was about two or three seconds between each stroke. Your backside was stinging with pain and then "whack" there was another stroke. Of the standards of punishment of its time it was just pure sadism. They were causing the maximum pain without actually physically damaging somebody so that they had to go to hospital.
60. There were some boys who tended to be picked on by certain teachers. I remember a small dumpy chap called [REDACTED] and another chap [REDACTED] who both went through these phases of being beaten. It was like attention was drawn to a particular person, who was always seen to be the troublemaker. That could last for a few weeks before someone else was pulled out. It certainly wasn't unusual for someone to get more punishment than was due to them.

Lines

61. In the Upper school we did have lines. That was a common enough procedure. You would be told to write out one, two or five hundred lines on any topic you wanted unless you had been specifically told to write out the rules and dress regulations. You were

not allowed to write on Shakespeare or the Bible as it was seen as being privileged to write about those. I used to write out the Road Traffic Acts and Regulations.

Records of discipline and punishment.

62. I don't know what disciplinary records were kept. I would assume corporal punishment was, or was meant to be, recorded but I don't know what the staff did. There was a 'Beats Books' in the ephors room. There were also all the previous Beats Books in a room behind where the rector would sit. You could see them there, even in 1978 or whenever it was. I didn't ever actually see any ephor or member of staff record any disciplinary action. I doubt it would ever be mentioned to parents either.

Bullying at Edinburgh Academy

63. Edinburgh Academy had a bullying culture, so the boys were very good at bullying each other. I would say the whole place engendered a bullying culture. I was never into violence, and I was never bullied by any of my peers. My brother, [REDACTED] wasn't as good at charming his peers as he was with the teachers. That led to him being bullied mercilessly.

Abuse at Edinburgh Academy

64. The abuse and corporal punishment got really bad when we all moved into the fifth and sixth form of Prep school. It was the sixth form in particular where that culture became particularly bad. That was when the corporal punishment changed in nature. It became clear that when it came to the corporal punishment, those who used it were really enjoying it. Looking back, it was clear there was a sexualised element to all of that. How much we all understood what was actually going on was another matter. There was a big deal of naivety because we were all small children. We had no access to the information that would have allowed us to be informed. I'd imagine that the

majority of us didn't even know what procreation was. I imagine that is different nowadays.

Ian Wares

65. Ian Wares started at the school around about the time that my brother was leaving. He was very free and easy with his corporal punishment. I suspect that if you get one teacher behaving in that sort of way it sort of encourages other teachers to behave in the same way. Things may have got worse during the period Ian Wares was at the school because of that but I can't say that for certain.
66. The school had an appalling system in place which resulted in one of the most psychologically frightening experiences I ever had at the Academy. If a mistress sent you out the class, you would have to stand at the door of the class in the corridor outside. You would just be hanging around keeping quiet. You had no idea what time it was. You would stand there hoping and praying for the bell to ring. If you were out there you were fair game for any passing male member of staff. They were allowed to beat you before sending you back into the class again. It was like a deferral of corporal punishment. I remember that the worst part attached to that punishment was the fear of being beaten. I remember boys pleading with the teacher not to be sent out of the classroom. Once you were outside you would try to think of excuses as to why you were there.
67. When I was eleven, I was sent outside the Art room for talking. It was something minor like that. It was a long corridor. You could hear every footstep echoing from miles away. I was terrified a male teacher would pass me. I was particularly fearful that Mr Brownlee, Mr IDO or Ian Wares would find me standing there. We all knew they were the teachers who would lay it on heavy. In the end it was Ian Wares who came along. He asked me why I was in the corridor. I told him whatever the reason was. Ian Wares then dragged me off to his classroom and beat me six times with a clacken. He aimed at, and hit me, on the back of my thighs not my backside. Just the way he did that to me has stuck in my mind ever since. It was just sadism of the highest order. It was extremely painful and left red marks on the back of my legs. I was wearing

shorts, so he was effectively hitting the skin at the top of the back of my legs as I was bent over. It was so painful. I was then delivered back into the classroom after my beating.

68. Looking back, I was on my own and it was less embarrassing receiving the actual punishment because of that. However, in other ways being alone was more psychologically punishing. You had plenty of time to think about it all while you were standing waiting in the corridor, for the inevitable to maybe happen. The beating was also invariably harder when you were on your own. That was the only time I was beaten in that way and the only dealing I ever had with Ian Wares. I have been told that Ian Wares interfered with boys in a sexual manner, but he didn't do that with me. He just meted out a bit of sadism.

Mr Brownlee

69. Mr Brownlee was my class master in sixth form of the Prep school. I think that is why I remember him particularly well. He was very free with the clacken. He issued corporal punishment relatively frequently. Invariably it was in front of the whole class. He operated a system where there was, for homework, a test involving six questions. For every question you got wrong you got a beat with the clacken. That was extremely memorable. I remember once in sixth form I got four wrong, so he beat me four times. I was never any good at homework.
70. I was beaten when found standing in the corridor on three or four other occasions by Mr Brownlee. All those occasions occurred when I was in sixth form. He was my form master so he would also carry out physical punishments in his class as well as when he might find you in the corridor. I remember on one occasion he found me and I said I was going to the toilet in the hope he might not bother waiting. Of course, that was a vain hope. He then watched me going back into the classroom only to be sent out again. All this meant that I got an even worse beating with his clacken on that occasion.

71. Mr Brownlee always delivered his victims back to the class with a snide smile on his face. The beatings from Mr Brownlee were so painful that you would need to have a constitution of steel to be able to pretend that they didn't hurt. I didn't ever see anyone that was able to hide the pain caused by those beatings. In fact, I would say that the most upsetting part of the whole process was seeing boys always quaking in pain while trying not to cry with everyone staring at them.

Mr [IDR] or [IDR]

72. Mr [IDR] or [IDR] taught woodwork in the Upper school. He could get pretty stropy with people. He would threaten to hit people with tools in the woodwork classes. He would threaten to stick a chisel up your nose. I remember he would put the blade right up against your nose so it was touching. I saw that happening to other boys. I remember in particular that happening to a boy called [REDACTED]. There was so much of that kind of behaviour in his classes. You just thought "well he's not harming me so it must be alright." You didn't think that it wouldn't have taken much for something like that to go sadly wrong.

Mr [IDP]

73. Mr [IDP] was a PE master in the Prep school. I never saw him using a clacken, but he was very handy with a ping pong bat. He would use that if you weren't being fast enough. He would hit boys, including myself, on the backside with that when they were climbing up the bars and at other time in the gym. I do remember how surprisingly sore it was when he did that. Your shorts were even more micro when you were doing gym so that was very sore.

Hamish Dawson

74. There were some teachers who were a bit 'touchy and feely' at Edinburgh Academy. The famous one was Hamish Dawson. He was my History teacher. I know that he is now dead. I remember that he had a desk and shelves full of implements for meting

out punishments. There must have been over ten different implements and they all had stupid names. One I remember was the *'Bad Prep Bonker'* which was a length of 3x2 dark stained and decorated whitewood. The way Mr Dawson dealt with people was all a big performance in front of the class. He would say things like "thirty five minutes until the end of class, that's thirty five taps with the Bad Prep Bonker." He would then tap boys across the head, the hands, bits of your backside, just wherever, with this length of wood. It was all rather unpleasant. I remember that another of the implements he had was A length or hard wood. It was like a ruler which was split. He would whack it across your hand. I remember that it really nipped and left a line across the palm of your hand.

75. When Mr Dawson was doing all this tapping, he would also do a lot of tickling and fondling. He would get boys into awkward sorts of positions to make them wriggle a bit. It was all done as if it was fun. I remember that his punishments were invariably done in front of the whole class. He would laugh and encourage boys to egg one another on and giggle along during his performances. It was like a ritual humiliation being done in front of a laughing class but with a clear sexually predatory motivation, which was to feel up small boys.
76. If it wasn't some bit of stupid corporal punishment, he would get the boy over his knee and hoick up their shirt. That happened to me. I would have been between twelve and thirteen years old and in class 2B. He would sort of feel while he wrote on your back with a red biro. I remember one thing he wrote on me was "I am a very naughty boy." It would be in the small of your back, so it was almost impossible to get it off. I remember that when he did that to me his hands were all over me. I don't remember him getting his hands down my clothes, but he was always feeling through them. He did that to many boys. It was just a way of feeling boys up. It happened in almost every class to someone. Mr Dawson stopped doing what he was doing to us when we were older and reached puberty.
77. When I consider what was happening from the perspective of an adult, Mr Dawson was obviously just getting off on younger boys and the whole thing really was quite sexualised. However, as a child we weren't aware of that. I would say that we just

wouldn't be aware that all the things that were going on in the Prep school were sexual. It's only when you're a bit older and on the cusp of puberty they start to mean a bit more.

78. Looking back at the abuse that occurred at Edinburgh Academy, and in particular with the prep school masters, I find it impossible not to imagine that looking at a small boy bending down in front of you in micro shorts, when you're armed with a wooden instrument you're going to beat them with, isn't sexualised. When I try to imagine it from the position of the beater, I can't help but think "what were you thinking?"
79. Mr Dawson and Mr Brownlee both ran junior boarding houses. Both Mr Brownlee and Mr Dawson were known to carry out sadistic practices. I remember all these horror stories coming back from boys that Mr Dawson would have them sing songs and perform various stupid acts in the showers while Mr Dawson was masturbating. I remember being told that by boys by the name of [REDACTED] and [REDACTED]. They told me that they were victims of that sort of behaviour. They were about twelve when that happened. I think that was Mr Dawson's favourite age. They spoke of him doing that to them and to others.
80. At the time I did sometimes wonder if the stories I was hearing, concerning the boarding houses, were true. However, it was so often reported that I came to the conclusion that these things probably were. These were just the sort of things boys would talk about in class. When Mr Dawson left Edinburgh Academy there was an article in the school magazine, the Chronicle, by Mr Ellis. Mr Ellis was the rector at the time. It made light of all the implements Mr Dawson had. I remember thinking that that was not something they should have been drawing attention to, or perhaps not in way Mr Ellis was.

Mr [REDACTED]

81. Mr [REDACTED] was a [REDACTED] teacher in the Upper school. He taught me during my first year of the Upper school. He only taught me that year because I was moved into a lower set the subsequent year. He was another teacher who liked to feel up small

boys. He was a big fat man who hugged boys as a punishment if he was really angry with the boy. It was like a bear hug type of thing. It was always done in a slightly jokey manner. He did that to me on two or three occasions and I saw him do that to other boys. He would give you this hug if you'd done something wrong in class. I remember that sometimes his hands groped you down around your buttocks. To some degree that was worse than the red biro and the fondling I experienced with Mr Dawson. That was because Mr **IBP** had an appalling body odour and was very fat.

82. Mr Dawson and Mr **IBP** were the only two teachers I can definitively say that had a thing about young boys. They both did what they did with me, a few times, and there was most definitely a sexual motive. I was being groped and fondled in a very sexualised way. I'm told that Ian Wares was also up peoples shorts and all the rest of it. I didn't ever experience that. Mr Brownlee just got off on making people extremely sore.

Mr **IDT**

83. Mr **IDT** taught me **IBP** in my fourth year in the Upper school. The one thing that happened absolutely frequently at Edinburgh Academy was teachers and staff getting angry. I remember some teachers would get incandescent with rage. They would be red faced, their eyes would be popping, and they would be shouting, screaming, and insulting you. Mr **IDT**, who was a **IBP** teacher, was one of those teachers. He would get so angry and I could never pin down why. He and others would throw wooden board rubbers at boys. Those board rubbers were not soft. They were hard wooden things like shoe brushes. They would whistle past your ear and rattle into the corner of the room. If you were hit by one of them, you could have broken your head open.

Reporting of abuse at Edinburgh Academy

84. There was absolutely nobody anyone would have been able to speak to at the school. There was absolutely no chance at all of that happening. The staff were always talking

to one another. As a young boy, likening the place to a prison, you're just thinking that if you speak to one person they will tell it to another person. We all just kept our mouths shut.

85. When we got a bit older the boys would talk about Mr Dawson and the things he did when we were younger. That was spoken about quite a lot between the boys. I'd say that started when we were about fourteen or fifteen. We would be in his classroom for a meeting and would start looking around. It was then that we would talk about what happened. I suppose Mr Dawson would have known that what he was doing might be reported back. He therefore had to make it all appear as a bit of fun. We did seem to become complicit in the whole performative action, that's how it worked in the classroom. I dread to think how it worked in the boarding houses.
86. I was eleven or twelve when everything was going on at the Academy. During that time, I was particularly miserable. I was really bitter about the school. I really hated it and I did all the stuff you might expect at home. I had temper tantrums, was shouting and screaming and all that sort of stuff. All that stuff was going on yet, at the same time, I couldn't bring myself to actually say what was going on. I'd be weeping and wailing but I wouldn't be able to articulate why I was weeping and wailing. I find that very weird now when I look back on it. I think were I have to reported what was happening with my father he would have had the view that I was just young and had to get over it. However, I don't think my mother would have been that way. I think she would have been slightly more shocked. I remember that my parents did offer to send me to other schools. I had all my friends at Edinburgh Academy so I didn't want that. As far as I was concerned all the other schools would be exactly the same anyway.
87. The whole system was such that I don't think many people ever took stuff home with them. They went there, they suffered whatever they went through, and they never talked about the school. You somehow became really loyal to the place and you wouldn't talk about things. That's just the way it was. The school was a completely detached world.

Leaving Edinburgh Academy

88. I left Edinburgh Academy in 1971 when I was seventeen and went on to Edinburgh College of Art. I remember that the school saw no career path in practicing Art because the place was all about academic prowess. I think I was the first person, post-war anyway, who actually said they wanted to go to an art school.

Life after leaving boarding school

89. Edinburgh College of Art was so different. Suddenly my life became enjoyable. I went on to study ceramics and glass and design history. I completed my post graduate degree in ceramics and glass. I then got a scholarship to go to the Royal College of Art in London. I did two years there and at the Victorian and Albert Museum. I then got a job at [REDACTED] teaching design history. I went on to teach Design History in a few other places before finally going to [REDACTED]. That's where I am now. I've been there for thirty years.

Impact

90. There were large numbers of people at the school who bought into it all. Those boys were all the stars of the rugby field. I don't imagine those people are the ones contacting the Inquiry. Whatever people say we were all damaged by our experiences at the school. I think everyone is psychologically scarred by that type of experience whether they think so or not. Those boys who weren't the stars of the rugby field ended up one of two ways. You were either endlessly sarcastic about it all and laughed it off, like me, or you ended up a nervous wreck. I've met a fair number of nervous wrecks thanks to their experiences at the school. I have friends that can't get it out of their minds at all.

91. We were trained to show no emotion towards anything. The only emotion you showed would be a wry smile or a bit of laughter or sarcasm. I think that has had a huge impact not only on me but on society too. I'm like that to this day. I cannot cry for things and cannot show emotion. I end up laughing because it is the only option in a time of crisis I know. That comes from my time at school. You had to make a joke of a crisis because you'd actually had all the other options beaten out of you.

92. There was very little by way of compliments at Edinburgh Academy. That was the world that we were in. You never did well but you certainly knew when you were doing badly. One thing you could never do was to admit to doing well. You would never ever big yourself up or claim to have done anything. There was a fear of the repercussions doing that might bring. Even today I can't bring myself to do that. I find it difficult to big myself up in a report or something like that. I was never seen to be particularly intelligent when I was at school. I was never designed to sit exams and I think the way I learnt was different. Fortunately, in the art world, exams are unheard of. That is one of the great joys of teaching in an Art and Design school.

93. I really think the whole Edinburgh Academy thing screwed me up psychologically. To say we were misogynists would be an understatement. We were being brought up in an all-boys' institution for boys and women were effectively not there. I can say that I had no interests, sexually, for quite a long time after leaving Edinburgh Academy. I didn't actually go on to form any meaningful relationship with anyone until 1990. My entire sex life during my twenties was just taken from me. I am a bit bitter about that. I found it very difficult to form any kind of relationship with women. It wasn't that I didn't get on with people, I just couldn't form a meaningful relationship. I think most people thought I was gay. That would have been equally difficult because of the nature of the place.

94. When I was about ten years old, I decided I didn't ever want children. I didn't want to put them through the same misery I was going through. I just didn't want to inflict the childhood I was having on anyone else. That's how I was thinking back then. Those thoughts were with me back then but not so much now. I now know that were I to have children I wouldn't give them the same childhood as I experienced.

95. I have had quite a lot of unpleasant dreams about being back at Edinburgh Academy. I haven't had those dreams for a long time now. I last had them when I was in my forties. The dreams were very much about what I've said in this statement. It was all very weird because when I was close to waking up my mind would click into saying "hang on you're forty five" and then I would wake up.
96. For many years I just hated going to Edinburgh Academy. I used to go to reunions, but I've not been to one of them for over ten years. The reunions were just an opportunity for everyone to reminisce about how crap it was. I remember getting the 'heebie jeebies' every time I went there. We would be shown around by the current sixth formers. They would be completely baffled by what we were all saying.

Treatment and support

97. I have never thought about having any kind of treatment or support in the past. It's only now that I've thought about that. It is something I would be very interested in doing and is something I've spoken about with my partner.

Reporting of abuse in adult life

98. I have known of the Scottish Child Abuse Inquiry for several years now. More recently I made contact with Nicky Campbell who was at Edinburgh Academy when I was there. I had listened to Alex Renton's programme on Radio 4 about the English Public School system and had heard the podcast Alex Renton did with Nicky Campbell. Listening to those programmes deeply affected me and I was quite shocked by it all. It was through contact I had with Alex and Nicky that it was suggested I should contact the Inquiry and provide a statement.
99. I spoke to the police in early November 2022. I contacted them after I contacted the Inquiry. They came to see me and I provided them with a statement. They told me

that they would incorporate my statement into any action they subsequently took. They also said that, even if someone was dead, they could still record the crime. In that way I feel that reporting it was still worthwhile.

Lessons to be Learned

100. Edinburgh Academy was fighting to retain its identity from about 1930 or 1950. It really did not want to acknowledge that the world was changing. As I got older, I hated the place. By the time I was about twelve I really loathed it. One of the reasons I hated it was because of the hypocrisy. They ran the place as they did in 1932 whilst at the same time claiming they were at the forefront of cutting edge education. The fact that, somehow, they felt they were modern really hacked me off. They refused to move with the times and believed, indeed taught people, that anything that was popular culture was rubbish.
101. I have read Alex Renton's book on his family's involvement in the slave trade and the British Empire and listened to some of his reporting. His point about the system is that it was created to develop a certain type of person. The system was set up to effectively create the leaders of the British Empire. His view was that the system was flexible enough to accommodate those people who didn't buy into it. Those persons were shoved out into the arts where they could be safely eccentric and not actually disrupt the system. I think that perception of the system sums up Edinburgh Academy quite well.
102. These sorts of schools need to employ better staff. I know there are all sorts of checks and balances and disclosures but that is a separate thing. Schools need to be looking for staff that have some credentials in teaching rather than just being able to kick a ball about a pitch. Were that to have happened when I was at Edinburgh Academy that would have helped. Back then I don't think staff needed any qualifications. They didn't need to know much. It was as if they just needed to talk nicely and to seem to know something. Some of the teachers at Edinburgh Academy just weren't geared up to deal with people a lot brighter than themselves. Whenever they were faced with

someone that could answer back in a way that was intellectually difficult for them to answer, all hell would break loose. It would be taken as a sort of insult.

103. The people management at Edinburgh Academy was obviously seriously problematic. The way these schools manage things was as if the staff who worked there could do no wrong. I find the whole Ian Wares thing quite incredible. If Ian Wares was so bad at [REDACTED] why was he shunted on to Edinburgh Academy? Why wasn't he just sacked at [REDACTED]? I am aware he went to Fettes after leaving Edinburgh Academy. He was sent on to Fettes with a reference that said he was a thoroughbred. Instead, he shouldn't have been given a reference. He should have been given his books and told to get out.
104. It's as if these schools can't be seen to have anyone who has done wrong amongst themselves. If anyone does cause a real problem, they just get shunted off to another department. They get sent somewhere where they may cause the same problem elsewhere a few years later. Then the whole cycle starts again. I think that approach still exists today. I can think of several people in the world of education who have done a really bad job then miraculously got appointed into an even higher post in another institution a few weeks later. The same happened in the Catholic Church with paedophilic priests. They just get shunted around. It seems to be something that was endemic in institutions at that time. They seemed to be unable to discipline their own.

Hopes for the Inquiry

105. I think a lot of it is problematic because it was a cultural thing. We were paying the price for the culture at the school. Unfortunately, I think that those staff who were abusers transgressed the culture at the school quite happily. Doubtlessly a lot of the people I have named in this statement are now dead. However, for those who are still alive, I wouldn't be at all unhappy to see them convicted for whatever this Inquiry discovers they have done.

- 106. Edinburgh Academy need to do better than just saying it was all in the past and it was nothing to do with them. That seems to be the general line that they're adopting. It's either that or they say that people were only obeying orders. Edinburgh Academy needs to show a bit more culpability. They need to effectively admit that what happened was wrong, that they were wrong and that they need to take some responsibility for what happened. They shouldn't pretend that because it happened so long ago that it doesn't matter. It does matter to a lot of people.

- 107. 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..... IDL [Redacted Signature]

Dated..... 13 February 2023