

## Scottish Child Abuse Inquiry

Witness Statement of

GEU

Support person present: No

1. My name is GEU. My date of birth is 1955. My contact details are known to the inquiry.

### Background

2. My father's name was . For most of his life, he was a doctor in the army. He was a graduate of Edinburgh University. My mother's name was but she was known as . She was from East Kilbride and trained at the Victoria Hospital in Glasgow. She then joined the army as a nursing sister. She met my father out in Malaya, which is where I was born. My parents moved around various garrison towns, at home and abroad. They retired to Edinburgh and have both died now.
3. I am the eldest of four siblings. I have two brothers, and , and a sister, . All my younger siblings also went to Morrison's Academy. and live in Edinburgh and lives in San Diego. I was nine months old when my parents left Malaya. We then lived in various locations in the UK until my father was posted back to Malaya. That was when the question of boarding school came up, as my parents weren't impressed with the military school in Malaya. They started to think about how I was going to get a decent education and I was sent to primary school in Helensburgh.

### **Larchfield Preparatory Boys' School, Helensburgh, Argyll and Bute**

4. I believe Larchfield is now called Lomond School. I went there at the age of nine in 1964. I remained there until 1967 before moving to Morrison's Academy for my secondary school education. Larchfield and Morrison's were like chalk and cheese. I enjoyed my time at Larchfield. I felt that we were well looked after and well regulated. There was corporal punishment, but it was mildly applied by one or two teachers and probably deserved. It was a good school and I was impressed by the teachers that I had. I think they wheedled the best out of me. At Larchfield, I was described as a "shy, sensitive, intelligent boy who hides his light under a bushel".
5. I don't remember any bullying at Larchfield. We were a bunch of equals. The age spread in a primary school was less so there was less opportunity to engender hatred of junior boys than at Morrison's. I can clearly remember two of the matrons at Larchfield. The first one was an awful person. Her nickname was 'Haggis'. One day, I had a streaming cold. She made me sit next to her at breakfast time and gave me a cup of hot milk with some pepper in it. I think I quibbled at the pepper, so she put even more in. I think she was only there for one year and then another lady took on the duties of matron, Mrs Evans. She was a nurse and she was very good.
6. At a young age, I was flying around the world during the school holidays. My mother's sister, my aunt [REDACTED] lived in East Kilbride. I would get the train from Helensburgh to Glasgow. She would pick me up from Queen Street Station and I'd stay with her overnight. She would take me to Glasgow airport and off I flew. There were also other family friends who my parents could call on if [REDACTED] wasn't available.

### **Leaving Larchfield**

7. I was very sad to leave Larchfield, but I had to move on at the end of primary school. I think Morrison's was selected because my parents were very good friends with Colonel [REDACTED] and his family. He was also in the Royal Army Medical Corps. His two sons went to Morrison's Academy and I think that was the main connection that my

parents had with the school. If it was good enough for them, it was good enough for my parents. It was a rotten decision, but my parents were naïve at that point.

8. I didn't sit an entrance exam for Morrison's, but I did visit on one occasion before I started. I went there with my father and met the rector, Mr J.E.G. Quick. The meeting was more to satisfy my father than me and I wasn't given any information about the school. Both my brothers and my sister started at Morrison's some time after me.

### **Morrison's Academy, Ferntower Road, Crieff, Perthshire**

9. I started at Morrison's for my first year of secondary school. I was twelve years old. The school building was a neo-Jacobean, Victorian build. It was in a nice, leafy residential area of Crieff, up the hill from the town centre. I think there were between four and six hundred children in the school. There was a primary and a secondary school with well-populated classes throughout. At that time, the boys' and the girls' schools were separate but all within the same compound. The four primary school forms were also in a separate building. I think the majority of pupils were day pupils, but there was a substantial number of boarders. The boarding houses were tied to the school. The housemasters and housemistresses were often teachers taken from the school.
10. The boys' boarding houses I can remember are Glenearn, Dalmhor, Avondale and Academy House. I do remember that Academy House had a reputation for being the toughest house. The girls' boarding houses were Benheath, Ogilvie and Newstead. The boarding houses were big, residential properties scattered around Crieff. I was in Academy House for my entire seven years at Morrison's. There were about 32 or 33 boys there at any one time.
11. RZB [REDACTED] was the housemaster for the entire time that I was in Academy House. He was married and had an apartment in the boarding house building, but his wife took no part in the activities of the house. They had [REDACTED] When I was in about fourth year, RZB [REDACTED] asked me if I would take his son to the cinema.

I think [REDACTED] eventually went through Morrison's as a pupil. I believe there was a matron in the house, but I cannot picture any of them. I think they had so little bearing on day to day life that I can't recall them at all.

12. Academy House was an old building with a modern extension built upon two floors. It was separate from the main school building, which was across a road and through a side gate. The boarding house had its own dining room on the ground floor. On the top floor of the extension there was a common room where we did our prep and kept our school books. It had single desks stacked up around the sides, which were laid out at prep time. Below the common room was the locker room, where we kept our shoes and games kit. There was a drying room and a toilet block.

### **Routine at Morrison's**

#### *First day*

13. To learn discipline, when we arrived at Academy House we were paired with an experienced junior boy. If you contravened the rules in the first week, your buddy took the punishment so it was up to your buddy to keep you on the straight and narrow. In the second week, you were both punished. After the first two weeks, you were on your own.
14. I remain close friends with GEG [REDACTED]. The closeness was there from the first day at boarding school when we were both sitting on our beds. We realised that both of our fathers were doctors and our mothers were nurses, having both trained at the Victoria in Glasgow.

#### *Mornings and bedtime*

15. Academy House had four dormitories and a separate single room for the head boy of the house. We had the old-style, metal beds that you might have seen in a hospital at

that time. We each had a bedside locker. There were no cupboards or wardrobes for our clothes, which were kept downstairs in the matron's room.

16. If you were in the junior dorm, RZB would appear outside with his handheld bell and brass clacker at 7:25 am. He would ring the bell and we then had about five minutes to get up, get to the bathroom, get washed and get out. It was the duty of one of the younger boys to then take the brass bell and wake up dorm three at 7:30 am, dorm two at 7:35 am and the head boy, senior dorm and prefects at 7:40 am. The bell boy duty was on rotation. This was a problem for some of the very new boys because they didn't know how to read a clock. Within the first two weeks, their buddy would help them. After that time, they were by themselves trying to read the clock which caused some problems from time to time. We also made our own beds, but I'm not sure whether we did that before or after breakfast.
17. I can't remember what time we went to bed at, but it would have been early. The prefect in charge of the dormitory was left to supervise the boys at night. I remember one boy wetting the bed on several occasions. RZB would sweep in with a new set of bedding and change the bed. The poor child would be sent off to get new pyjamas and sent back to bed again. I remember that happening during the night, but I also recall discoveries of his wet bed in the morning as well. Those occasions were less visible to me because I would have made my bed and gone. There was no formal punishment for wetting the bed, but there was public humiliation. News would spread through the house so it wasn't a secret. There was a younger boy who was known as 'Pee Wee' because of occasional bed wetting.

#### *Mealtimes/food*

18. We had all our meals in the boarding house. We were all in the same dining hall together, including the housemaster, RZB. There was a smaller table in the bay window where the primary school age boys sat with the matron. There were two longer tables, one for the junior boys, which had a prefect at its head and one for more senior boys. There was then a slightly set apart smaller table, where RZB sat with the prefects.

19. Most of the boys seemed to be in a state of perpetual starvation. The food wasn't good quality. Eating was a problem for some of us. There was some fairly vile stuff served up, but the expectation was that we would eat everything on the plate. It was an obsession that had probably derived from the Second World War. The prefect at the head of the junior boys' table would be hurrying along anybody who was being slow, to eat it all, get a move on or else.

#### *Washing and bathing*

20. There were about four or five sinks in a row in the bathroom. On the other side of the bathroom there were two baths. There was a bath rota pinned on the wall. I think we were on the list for about two baths a week. I think we had fresh water, but we were discouraged from filling the bath too full. Bath time wasn't supervised, although RZB [REDACTED] cruised by now and again to check bath time was happening.

#### *School*

21. School took place in the main Victorian school building, which was in its own large compound. There were several buildings on the school compound, the boys' school, the girls' school, the primary school building, the science block, the swimming pool and the gymnasium. There were teachers for languages, mathematics, science, art and physical education. I don't know who the heads of department were at any one time. There were five lessons in the morning, we went back to the boarding house for lunch and then there were three more lessons in the afternoon. I think school finished around 3:30 pm, but there were games some days after that. After tea, we sat down and did prep in the boarding house.
22. The schooling was all geared towards the Scottish Certificate of Education, O'levels and Highers. I haven't been to other schools, but I guess it was designed to get us through those qualifications. I've always said that anything I've achieved in life was in spite of Morrison's. I don't think it was a very good school and I wasn't impressed by the education at all. I seemed to start off alright and I left with surprisingly good

qualifications. They weren't very good qualifications, but they were surprisingly good for me given my track record of performance in my latter years at school.

23. My school education wasn't great. I repeated fifth year, which I think was fairly uncommon, in an effort to try and improve my grades. It had been an early dream of mine to study medicine, but my grades just would not support that. I needed better grades in my Highers to get into university and study for a science degree. I managed to do that at the second attempt.
24. The school games were rugby in the winter and cricket in the summer. From third year, there was an option of hockey as an alternative to rugby. I wasn't a great rugby player so I tried hockey for one year. I went back to rugby as it was far less dangerous.

#### *Uniform/clothing*

25. We wore school uniform, which changed as you progressed through the years. All primary school pupils and first and second year pupils wore shorts. When we went into third year, we wore long grey trousers but the top-half remained the same. We carried on wearing our school uniforms in the boarding houses. We only wore our "civvies" if we were doing something that would take us beyond the bounds of the school, such as sailing and fishing. We had a set of our own clothes for those occasions. We were supposed to travel home in our school uniforms.
26. The clothing store was downstairs in the matron's room. There were lockers built in to the side of one wall. They had hanging space below for blazers. We had two blazers, a good one and an everyday one. Those who were able to wear long trousers had them hanging up there. We kept our spare shirts, underpants and socks in those lockers. I think there were staff who took care of the laundry. I do have an image of going into the clothing store and seeing a matron ironing, so I don't know whether that was part of the matron's job.



### *Cleaning/chores*

27. The boarding house had a fagging system. Each prefect had his own fag, who was a junior boy. I think there was a fagging system in all the boys' boarding houses, but I don't know how the girls' boarding houses operated. The fag's tasks were to clean the prefect's shoes, clean his rugby boots and laces and carry his school books and leave them outside the designated classroom. There was a maid, who was a young woman employed to clean the boarding house. We just had to keep our own personal spaces spick and span.

### *Leisure time*

28. We had a bit of time before tea and before bedtime to idle. There was a television room downstairs in the boarding house. There was a bookcase cabinet in the TV room. It contained quite a lot of RZB books. He'd fought in the Second World War and read extensively about different campaigns. Coming from a military family, I did find several of those books interesting. The house took a set of newspapers every day, so there was a range of quality press lying around in the common room. We also used to play cards.
29. When the weather was good, we could go up into the school grounds and have an impromptu game of football ourselves. When it snowed, there were quite a few sledges. At the weekend, we'd drag them up the Knock, the hill upon which Crieff is built. I do remember going sailing on Loch Earn, but that probably only happened on two or three occasions. I really enjoyed those trips, but I don't know who organised them. I think the sailing trips were for all boarders rather than just my house.
30. On some weekends, there would be films. In the central hall, which was the main assembly hall of the school, boy and girl boarders would come together to watch a reel to reel movie. Boys were on one side and girls on the other. I volunteered to be the projectionist, which I enjoyed. I felt that I had to get involved sometimes. I would run the projector. There would be a break as I took the old reel off and put the new



reel on and then it would carry on. There was the occasional disaster when the film broke. I became quite adept at mending old celluloid film quickly.

31. We were allowed to go fishing on a Saturday. We would dress up in our civvies for that. We would go and fish somewhere along the River Earn. We were allowed to ask for a packed lunch to take with us. I would always grab that opportunity, not because I wanted to catch fish but because the packed lunch was inevitably better than anything that might be served in the boarding house.
32. The school had a Combined Cadet Force (CCF). All boarders were compelled to join it, but it was voluntary for day pupils. Coming from a military family, I was interested in the CCF. There was also a school pipes and drums band. I became a side drummer, which interested me. The piping and drumming tutors travelled up from Queen Victoria School. I think band practice and individual skills practice took place on a Friday evening. We would perform at school sports days or when an inspecting CCF officer would come round, but it wasn't a huge performance calendar. It was mostly inter-school band competitions.

#### *Trips and Holidays*

33. In the winter term, there was a trip to the Perth Repertory Theatre. It was a trip for all the boarding house boys and girls. We would see whatever play was on. The Ministry of Defence assisted in paying for my fees at boarding school. They only paid for travel for the Christmas and summer holidays. The Easter holidays were left for parents to deal with. I'd go to my aunt's house or to friends of the family. I also remember spending a couple of Easter holidays with one of my friends from school. His father was a GP on the Isle of Skye. We were a couple of teenagers, rampaging across Skye. It was brilliant.

#### *Birthdays and Christmas*

34. My birthday was always during the summer holidays, but I can't remember birthdays being celebrated at Morrison's. I went home for the Christmas holidays.

*Religious instruction*

35. I wouldn't say religion was a big thing at Morrison's, but attendance at church on a Sunday was compulsory. All the boarders from Academy House went to the local Church of Scotland church every Sunday morning, which was about one hundred metres away. The minister was Reverend Henry Tait. One of the duties of a senior boy was to ring the bell at church on a Sunday. One or two senior boys were confirmed. I never went down that route, probably because I didn't like the senior boys concerned and it didn't seem to be a place that I'd want to be. I think we also said grace before every meal.

*Visits/Inspections*

36. My father's cousin, [REDACTED] was a dentist living in Dunblane. On one or two occasions I had a day pass from boarding school to go out with him and his wife. They took us out for tea.
37. My father was overseas for much of my time at Morrison's. He was stationed in Germany when I was a junior boy. I didn't see my parents, other than for Christmas and summer holidays. They were unable to come for sports days. I remember meeting Brigadier [REDACTED] who was a close friend of my father's, on one sports day. He also took me fishing once with his younger son.
38. I don't remember parents wandering around the boarding house. There were absolutely no inspections of the boarding house. In retrospect, I do wonder why the rector, deputy head or governors didn't take an interest. I would have thought that the rector had overall responsibility and would have seen it as part of that responsibility to know how the boarders were doing. One way of doing that would have been to get down and dirty and appear in the boarding house from time to time. As far as I was aware, there was no external scrutiny.

*Family contact*

39. There was a compulsory letter writing period on a Sunday morning before we went to church. I wrote to my parents every week and I received letters from them. The letters weren't vetted in any way. Other than my letters, my parents received my report cards from the school at the end of every term. They didn't have any other contact with me or the school.
40. My younger brothers and my sister started at Morrison's while I was there, as their age allowed. My brothers were placed in Academy House with me, which would have been common practice. My sister was in Ogilvie House.

*Healthcare*

41. If we were unwell, we would go and see RZB in the morning. When I first went to secondary school, I still had my tonsils and adenoids. I'd been absent for several days of primary school with tonsillitis. That occurred again at Morrison's. I went to see RZB on a couple of occasions and my tonsils were dreadfully infected. There was a sick bay in the boarding house with about two or three beds in it. You might be put in there if you had a really bad cold or tonsillitis in my case. I don't remember seeing a doctor on any occasion.
42. We had regular check-ups with the local dental practitioner. We went to his surgery in [REDACTED] My father's cousin, [REDACTED] was a dentist living in Dunblane. A number of years after I'd left school, I met him at my parents flat in Edinburgh. At that time, he was working in the Scottish Civil Service. He was investigating dentists who had allegedly "gone for a walk" around patients' mouths, administering unrequired treatment to generate an income stream. I mentioned the name of my dentist at school and he nodded, confirming that the dentist was suspected of giving unrequired dental treatment. If it happened to me, I wonder how many other boarders it happened to.
43. My dental layout is slightly unconventional. My teeth are slightly too big for my mouth. Ever since primary school, my parents tried to have that dealt with through visiting an

orthodontist in Glasgow. When I left primary school, it couldn't be dealt with by a local dentist. I had occasional trips to the Perth Royal Infirmary dental practice. They tried to straighten my teeth out using various plates and braces, unsuccessfully as it turned out.

### *Discipline*

44. Within the school, there were prefects. It was their duty to enforce good behaviour. For example, you had to keep to the left or the right on the stairs. If you were running down the wrong side of the stairs, the prefects would give you a warning. I don't really remember crossing any prefects in the school. My problem was more in the boarding house. In the school, the expectation was that if you disobeyed the rules and didn't take a warning, you would be reported to the rector. That was the main sanction.
45. I remember some teachers using the belt or the tawse, but I can't remember what Quick, the rector, used. He probably used the tawse, but I never fell foul. I was belted a couple of times by teachers, once by RZB and once by the deputy head, who was also the history teacher. I can't remember what my misdemeanours had been.
46. There were school prefects, but in the boarding house there might only be two or three of them. There were roles for five prefects in a boarding house. Two or three other senior boys, as selected by the housemaster, were nominated as house prefects. There were four dormitories. There was a prefect in each dormitory, as well as a separate room for the head boy. Their role was to ensure good order and discipline. I don't remember there being any serious issues of discipline in the boarding house. There was low level bullying between peers occasionally. It was an ever present possibility.

### **Abuse at Morrison's**

47. The general thing that junior boys lived in fear of was being beaten for something by a prefect. Even more disconcerting was the fact that the beatings might take place after lights out. Dormitory four contained junior boys and some primary school boys. If the prefects decided to carry out an inspection of shoes or rugby lockers, they might decide that a boy's shoes were filthy and go up to the dormitory and beat him. It was never one prefect. It was always two or more who would turn up. It was for the spectacle rather than the exercise of discipline. It happened after lights out so you didn't feel safe in your own bed. The prefect would turn up and you might be presented with your dirty shoes. You were taken out of bed and hit on the backside with a slipper or the prefect's gym shoe. You then went back into bed.
48. I would often have bruising to the backside as a result of being hit with whatever instrument, but I didn't sustain any more serious injuries. I don't think any other boys ended up needing hospital treatment.
49. There was a fagging system in the boarding house. Each prefect had a junior boy as a fag. If the fag didn't do the tasks he was asked to do, the prefect would beat him. It happened to me. I would make a mistake, not intentionally, and suffer for it. I was beaten with a gym shoe, which was what was most generally the instrument to hand. Down in the locker room, there might be drumsticks lying around which would be used in beatings. My younger brother, [REDACTED], has grim memories of being beaten with a drumstick. From speaking to him, I think he had an open, bleeding welt as a result of that beating.
50. Senior boys would send junior boys to China, which meant flushing their heads down the toilet. I can't remember who did that, but it was an occupational hazard as a small boy. You used to be able to get mini darts, which were about five centimetres long and mostly plastic with a metal point. Before a meal, all the boys would assemble in the common room. We would go down in table order, which was essentially arranged by seniority. To expedite matters, the junior boys were always lined up by the door. I think there was a gong and when it sounded, there was a stream of boys heading down the

stairs. The junior boys would be lined up for about five minutes. On more than one occasion, someone would bring out these mini darts and throw them at the boys' legs. We were wearing shorts, so there would be a lot of skipping about, trying to dodge the darts, much to the senior boys' hilarity. We would sometimes be made to run across the room, which added more sport because they would try and hit a moving target.

51. At mealtimes, some things were fairly unpleasant to eat, but there was also the psychological state of some of us. We were in such a state of perpetual fear that we weren't able to eat. We just weren't hungry. We were being forced to eat this stuff that we didn't want to eat and it led to problems. We had to sit at the dinner table until all of our food was gone. Other people had to sit there as well, so they would become angry and frustrated. It didn't happen to me, but one or two boys regurgitated their food and were forced to eat that as well. It wasn't a pleasant environment to be in.
52. The eating problems tended to occur at the junior boys' table, which had a prefect at its head. We tended to work out our eating issues by the time we reached the senior boys' table. My memory is that the prefects involved in force feeding were [REDACTED] in my first year and [REDACTED] in my second year. [REDACTED] was particularly bad. It didn't happen to me very often, but it happened a couple of times.
53. I remember a senior boy called [REDACTED]. He wasn't a prefect. He would pick a junior boy and ask him to get him a penny chew from McLaren's Dairy, which was only about fifty metres away. We had to make our way out the house, run down, bring it back. He'd then say, "Now, go and get me another one." If there was any quibbling, he had a particular technique of twisting the boy's arm. He would use the knuckle of his index finger and punch between the arm muscles. I think he was a true sadist. I remember not being the victim and watching him do it to other boys. He enjoyed it.
54. Something called "the rabbit run" happened a couple of times when I was at Morrison's. On a Sunday, there was a compulsory Sunday walk after lunch. [REDACTED] led the walk occasionally, but otherwise it would be a prefect. We would go up the Knock and around it. When we came down, there was a long, gradual path. In the summer, it was surrounded by bracken. They would hold the junior boys up at



the top. The senior boys would go down the path and hide themselves on the upslope side. A couple of senior boys would herd the junior boys to sprint down the path. As we were running down and went past the senior boys, they would push us off the path and we would go rolling down through the bracken. It caused vast amusement to the senior boys.

55. In the winter months, all the boys were obliged to gargle with disinfectant in the morning. There would be a bottle of concentrate in the washroom. There were glasses there for cleaning our teeth. We had to put a small measure of disinfectant in the glass. It was an amber coloured liquid. We would then add water to it until the glass was about half full. It would turn white. We had to gargle the mixture and spit it out. Peer on peer pressure meant that one or two boys were forced to drink it rather than spit it out.
56. In the common room upstairs, there were big metal storage heaters. They were on in the winter and got very hot. The senior boys had fun making small boys sit on the storage heaters until they couldn't stand it anymore. It happened to me. If you made enough noise and screamed out in pain, you got off with it by eventually being released. There may have been boys who were injured doing that, but I didn't see that.
57. I can't put a date on it, but I think it was the summer term of my second year. I'd been working on cleaning some band kit. As a junior boy, you were liable to being told to do things like that. [REDACTED] was a drummer in the school pipes and drums band. I think it's more likely to have been in the summer because that's when they did most of their shows. I can't remember what I'd done wrong, but I was in the locker room downstairs. [REDACTED] was standing in front of me, shouting at me for something I'd done wrong. In his frustration, he picked me up. I would have been wearing a blazer, so he would have picked me up by the lapels. He smashed me against the wall, which was block concrete.
58. I remember the hard impact of the back of my head against the concrete. He then put me down. I remember swaying backwards and forwards and the room turning a bit. I remember another senior boy looking at me with concern, but I can't remember who it



was. He didn't intervene, but nobody did with [REDACTED]. [REDACTED]  
[REDACTED] He was a prefect. Nobody interfered with [REDACTED]  
[REDACTED] That was the end of the incident. I had a big lump on my head, but it wasn't bleeding so I carried on.

59. I think there are others who suffered worse than me at Morrison's. I think it's for them to come and tell their story. Even though their stories deserve to be heard, I would have difficulty telling their stories. I heard about some of these incidents, but I wasn't there. I heard about an incident on the Knock where a boy was forced to strip naked, under threat of being beaten up. I didn't see it, but everybody was talking about it. I leave it for that boy to come forward and tell his story. I think my statement needs to be about me, but I heard credible things that were all part of the picture.
60. As I became more senior, I wasn't picked on directly or beaten although it didn't mean that I avoided peer on peer bullying of the verbal kind. The real perversity of the system is that I ended up [REDACTED] of Academy House in my final year. It was because I repeated a year and then went on and did sixth year. It was almost a case of last man standing. [REDACTED] made me [REDACTED] which put me in a position of power. I had to take responsibility for [REDACTED] of the house and the other prefects. I think that was a confidence booster. I made a conscious decision that I wasn't going to [REDACTED] house as it had been [REDACTED] previously, which seemed to require constant beatings of small boys. I thought there must be another way. I'll leave it to other younger boys coming forward to complain about me, but from my viewpoint it was a more benign and humane system.

### **Reporting of abuse whilst at Morrison's**

61. I didn't report what happened when [REDACTED] assaulted me. No junior boy would have confronted [REDACTED]. The expression was that we didn't clipe, we didn't tell tales. Months before the assault by [REDACTED], I was staying with my Aunt [REDACTED] in East Kilbride at the end of the Christmas holidays. I would have been returning from Hanover in Germany, where my father was stationed at the British Military Hospital.

62. My aunt heard me sobbing when I was in bed. She came in and asked me what the problem was. I can't remember exactly what I told her, but I would have told her that I was being badly treated at school. I told her I was being beaten and forced to eat food. She would have asked me who was doing this and I would have given the name [REDACTED]. I think my aunt phoned [RZB] and gave the name [REDACTED]. I believe that my aunt informed my father of the situation and he subsequently wrote to [RZB] but I don't have a copy of that letter.
63. Last year, I found the response from [RZB], which was a letter dated 14 January 1969. I have provided a copy of that letter to the Inquiry. He called all the prefects into the matron's room and gave them a talking to. I don't know whether he spoke to [REDACTED] alone. I think he told them to ease up and that he'd had a complaint from a parent. He then spoke to me alone in the matron's room and told me that things were going to be better. I remember one of the prefects telling me things would be better, which I took as an act of kindness.
64. In the letter, [RZB] said he would move to my table at meal times. It wasn't much of a consolation. He, too, had a commitment to make boys eat all that was presented to them. He stated in the letter that he believed that "these steps will go some way towards easing the situation", but there is no commitment to resolving the situation. He stated that he did not condone the use of corporal punishment, but he made no effort to ban its use or moderate its application.
65. In the letter, he also excused the prefect concerned, saying it was the result of "excessive zeal" rather than of a bullying nature. I reject this analysis completely. [RZB] attempted to excuse the frustration of [REDACTED] and other prefects, stating, "Delay at mealtimes, particularly during the short lunchtime break, can be irritating when caused by dallying over food." What he meant was that [REDACTED] wanted to get away to see his girlfriend at lunchtime. Further, the suggestion of 'dallying' is insulting and shows a total disregard of the reasons for the inability to consume food.

66. RZB [REDACTED] said that the prefects had to learn the responsible exercise of authority. I don't know how this was supposed to occur when there was no guidance or oversight provided to the prefects. RZB [REDACTED] concluded by saying he had spoken to me, and that I appeared "quite cheerful". I was perhaps quite cheerful at the prospect of not being thrashed quite as often, but how long was that to last? I believe that this incident did not settle matters with [REDACTED]. To the contrary, I believe it likely intensified his antipathy towards me. I believe it contributed to the violent assault I suffered at the hands of [REDACTED] later that year.

### **Leaving Morrison's**

67. I repeated fifth year because I needed better grades in my Highers to get into a university science degree course. I managed to improve my grades and got into my first choice university, Edinburgh, where my father had studied medicine. I studied biological sciences. I wasn't a good student. I think the most kindly thing that could be said is that I obtained a sportsman's degree. I spent most of my time doing other things. It was a waste of an education.

### **Life after leaving boarding school**

68. I wasn't a good student at university. I lacked the motivation. I was coming from a very restricted environment at school to the full freedom of university. I made full use of all the freedoms available to me. I joined the Officer Training Corps (OTC), as my interest in the military continued. I joined the University Pipes and Drums, which was a subsidiary of the OTC. I took up archery and did quite well at university level. I gave that up to take up sky diving. As well as being a military doctor, my father had been a military parachutist. One of my earliest memories was watching him parachute at Hankley Common in the south of England. There was a university parachute club so I joined that.

69. After I left university, I spent a year or so looking for a job. It wasn't easy with a poor degree. At that time, there was something known as job creation, which was an official government programme. I was engaged in that and then in 1978 I got a position as a trainee river inspector with the [REDACTED] I was based in Dumfries and wandered around Dumfries and Galloway, sampling waters and effluent and investigating pollution. Because it was a trainee position, my employer funded me to go to Paisley College of Commerce and Technology on weekly day release. I worked towards the exams of the institution of water pollution control. Once I was working for a living and enjoying the work, I could see the sense in the study. I enjoyed the course.
70. I was a member of National and Local Government Officers Union. They funded crammer sessions towards the diploma exams, which I did one summer. The sessions were a week at Dowden College in Cambridge. After that, in the autumn of 1979, I sat the diploma exam of the Institution. It was four full written papers over two days. I believe I was one of [REDACTED] that year and I passed. That academic achievement made me realise that I was perhaps not as stupid as my previous academic record made out.
71. When I was at university I took a commission in the Royal Artillery, Territorial Army (TA). I was with a headquarters unit based in Woolwich. Because of my interest in parachuting, I asked if I could do the military parachute course. To my surprise, I was allowed to go off to Lyneham and take the military parachute course. All the other people on the course were marines, paras and SAS so there was a degree of self-inflicted humiliation in that. When I passed the course, my headquarters unit had to find a job for me and suggested that I took the commando course. I started training with Royal Marines Reserves in Glasgow before continuing my training with Royal Marines Reserve, Bristol when I moved to Cornwall. On that basis, I was able to join a TA commando unit, [REDACTED] Royal Artillery. The unusual thing about that unit, which didn't apply anywhere else in the TA at the time, was that we were part of a regular regiment. The quality of training and experiences were a great confidence booster for someone who had had no self-esteem.

72. I had fallen into environmental work as a river inspector, but on the basis of passing the diploma exams I got a job with South West Water in Truro in Cornwall. I spent nine years in Cornwall with a year's break when I went back to university to study for a Master's degree. I managed to gain a Master's degree with distinction from Napier College, now Napier University.
73. I stuck with parachuting and started a parachute club in [REDACTED] with some friends. I joined a competition sky-diving team. We did quite well [REDACTED]  
[REDACTED] Those kind of experiences built me up again to full recovery from what I experienced at school. I have attempted to represent that graphically in a table representing my perception of where I was in life after I left school which I have provided to the Inquiry.
74. I left South West Water in 1990, which led into the time of privatisation of the water industry in England and Wales. As a scientist, I was briefing consultants to do jobs. I sent my CV out to a few consultants and was picked up by a Scottish firm. I worked for them in Exeter. I worked as a consultant for about eighteen years. I was then living in Exeter and asked to move to Reading. Instead, in 2010, I became self-employed as a water and waste water specialist. It was about getting myself out there, making contacts and keeping the work rolling along.
75. I've been married twice. I got married in 2000 and my first marriage lasted about six years. I met my current wife in 2008 and we've been together ever since. My wife has six sons, but I don't have any children of my own.

### **Impact**

76. I found a file my sister gave me after my parents died. It contained most of my school reports. It wasn't until I reviewed my school reports a few months ago that I started to analyse my academic performance. The reports had numbers, scores or letters for grading. Because I'm a scientist, I deal with data. I put the data on a spreadsheet, which I have provided to the Inquiry. What struck me was that I seemed to be



performing reasonably well in first and second year. There was then a sudden drop-off and I remained consistently poor. I wondered what could have caused the drop-off, but I had been picked up and smashed against a wall.

77. In retrospect, I believe I suffered a traumatic brain injury when [REDACTED] assaulted me. I believe it had a short to medium term impact on my education and development for five to ten years. I started to look into head injuries and I was rather shocked at what I read. I have provided the Inquiry with a copy of the document that I based my investigation on, which was *Childhood Acquired Brain Injury: The Hidden Disability*, published by the National Association for Special Educational Needs in 2018. It's circumstantial evidence, but I was left wondering whether it wasn't all me and the very sudden drop off in my academic performance might have been as a result of the head injury. It wasn't permanent. It shattered my confidence in education, but I feel I subsequently redeemed myself in things I did since leaving school.
78. It does rankle that nobody picked up on this. The research hadn't been done at that time, linking a brain injury to such a decline in performance. I think it was just put down to my idleness. I did find it frustrating at school.
79. I feel there was quite a long recovery time in my education after Morrison's. Even then, I didn't feel vindicated until 1985 when I studied for a Master's degree at Napier College, now Napier University. I managed to gain a Master's degree with distinction. Those sort of achievements made me realise that something went wrong in my early education. I needed confidence, interest and practical application to realise that I actually could do academic work and study. I was hugely lacking in confidence when I went to university. I think a process of recovery had started at boarding school. I gained confidence as a senior boy when I was no longer subject to repeated beatings and when I was appointed [REDACTED] of Academy House.
80. Abuse has negative effects, but it can also induce a desire to achieve. I sometimes say that the only thing I learned at Morrison's was how to suffer. When I was doing pre-commando training, doing press-ups in a Highland burn with snow all around, it felt normal to me. One other impact of my experiences at Morrison's is that I think I'm

quite reserved. It takes a while for me to trust and warm to a person. I can't remember the first time that I spoke to a girl. Interactions with girls at Morrison's were few and far between. Things changed at university, but it was a very repressed upbringing.

81. I've never had any counselling about my experiences at Morrison's. I do have my close friend, GEG [REDACTED], who was at school with me. One of the ways of dealing with trauma is to talk about it. I've had GEG [REDACTED] and GEG [REDACTED]s had me. I've had no formal counselling, but I've had GEG [REDACTED] to talk to.

### **Reporting of abuse after leaving Morrison's**

82. Until I came forward to the Inquiry, I had never reported what happened to me at Morrison's to any authority. I did contact a couple of people to see if they remembered me being assaulted by [REDACTED]. I spoke to my friend, GEG [REDACTED]. He thinks he might remember it. I'm connected to [REDACTED] on Facebook, but I haven't met him since school. He remembers school as a fairly dreadful place, but he doesn't remember the incident with [REDACTED]. The other person I contacted was [REDACTED], who would have been a contemporary of [REDACTED]. He was also in the pipe band [REDACTED]. He didn't remember the incident but he did refer to his difficulties with [REDACTED] in his email. [REDACTED] wasn't a person to mess with. He was taller and more intellectually capable than [REDACTED].

### **Records**

83. School reports were often not even a full line describing my performance over a twelve week period. My parents kept my school reports and I obtained them after they died. I haven't tried to obtain any other records from my time at Morrison's.



### Lessons to be learned

84. In the military, there is the Manual of Service Law and Queen's Regulations. You know where you stand. Each day, there are part one orders posted, which are legal documents. They are guides for soldiers and officers about what's happening. To an extent, similar rules apply in civilian life. The thing that strikes me in retrospect is that there was no similar structure at Morrison's. Discipline was applied arbitrarily. There was no written document or a formal lecture on the rules. We learned the hard way or through the advice of a peer.
85. Especially with respect to the prefects, there was no formal code of discipline. It was what they had learned from being abused previously themselves. Although RZB [REDACTED] hinted at some sort of supervision in the letter that he wrote to my father in January 1969, I could see no checks and balances by the housemaster on the performance and activities of the senior boys and prefects. If you're going to run a system, it needs to be monitored and regulated. There is going to be a need for boarding schools in the future. There's a Latin phrase *quis custodiet ipsos custodes*, which means if you give people power over others, who acts as their guardians? There has to be a system and there wasn't when I was a boarder.
86. I don't think it's necessary to send children to boarding school. From my parents' point of view, there was a time when there was perhaps a necessity, just to gain an education. Nowadays, if I was sending a child to boarding school, I think I'd know what questions to ask and what sort of regime would be appropriate.

### Hopes for the Inquiry

87. When I started off the process of giving evidence to the Inquiry, it wasn't to gain revenge or punishment on people who had abused me or my friends. It was to prevent it from happening in the future and disrupt any complacency which might exist. I think complacency does exist. I'm fearful of the response that I read from the advocate speaking on behalf of Morrison's at the Inquiry hearings. To paraphrase what I heard

him say, it was, "Some bad things happened thirty years ago but we gave up doing boarding fifteen years ago and it's not a problem for us." Even a day school, as we're starting to see in the English press, has its problems. I'm not sure that complacency has been disrupted within those in power today. That's what the Inquiry has to address.

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

Signed..........

Dated.....18 May 2021.....