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Tuesday, 30 November 2021

(10.00 am)

LADY SMITH: Good morning, and welcome. As you'll no doubt all remember, today we return to evidence in relation to the provision of residential care by Fettes College, and I think Mr Brown is ready to update us as to what's happening this week.

Mr Brown?

MR BROWN: My Lady, good morning. As Your Ladyship will recall, my last words on Friday were we will have one live witness and three read-ins. Within half an hour, naturally, that had changed. The one live witness who was due to appear today now cannot appear for a variety of reasons, including the bad weather, because he lives remotely.

The decision has been taken simply to read him in, because all the witnesses today speak in relation to one chapter, which is 'Edgar'.

LADY SMITH: Yes.

MR BROWN: And it would be, I think, neater to finish that off today and to move on to pastures new.

If it becomes possible for the witness to come and give live evidence, that will be actively considered and I will update Your Ladyship as I can, because there is scope to slot in, as necessary.

1 LADY SMITH: Thank you.

2 MR BROWN: But the impact of that will mean that today will
3 be a shorter day, which I imagine may please some,
4 because obviously the dynamics of a read-in as opposed
5 to a live witness are a great deal shorter.

6 LADY SMITH: Of course. Very well.

7 MR BROWN: I would now start to read the first read-in, my
8 learned junior Ms Bennie will read the next two and then
9 I will read the last, but I think it should take most of
10 the morning.

11 LADY SMITH: Thank you very much.

12 'Rory' (read)

13 MR BROWN: The first read-in is from 'Rory', whose witness
14 statement has the reference number WIT-1-000000523.
15 'Rory' is 55 and starting from paragraph 2:
16 "I was always going to provide a statement about the
17 abuse I sustained at Fettes College after my mum and dad
18 had passed away. I know that they went through a lot to
19 send me to Fettes College, they sacrificed lots to pay
20 the fees, and I didn't want them feeling guilty because
21 they had done something wrong, because they didn't.
22 One of my mates sent me an article that was in
23 a newspaper, the Daily Record, I believe, which was
24 about the abuse at Fettes College. I thought if
25 somebody was going to have to go through this, then they

1 shouldn't stand alone, when I knew what had happened.
2 It's for that reason I'm providing my statement now, and
3 both my parents are, thankfully, alive.

4 My dad's job was very demanding and I didn't see
5 very much of him as his job moved him about a lot as he
6 got promoted. He wanted us to have a stable place to go
7 to school if he had to keep moving, so my brother and
8 I went to Fettes."

9 Moving on to paragraph 7:

10 "I liked rugby. I liked a lot of sport, and in
11 those days academia was irrelevant. It really wasn't
12 an issue, if you messed around in classes or didn't get
13 results, if you could do sports.

14 I remember life was all right before I started at
15 Fettes. I don't remember the decision being made, and
16 it wouldn't have been a decision I was involved in
17 anyway. The fact it was a boarding school, that was
18 probably the biggest thing in its favour. My dad is one
19 of those that makes decisions for you, there isn't
20 really a consultation process. I don't recall exactly
21 how I was told, I would have just been told I was going
22 to Fettes College next week, or something like that.

23 I can't remember if there was any visit to Fettes
24 before starting. I wouldn't have thought so.

25 Fettes didn't ask for an entrance exam. The view

1 was that if you went to Fettes you'd do all right
2 because you're not really paying for an education.
3 I know that's what it says on the tin, but what you're
4 really paying for is business contacts. Should you show
5 an ability to do something, the Fettes community has
6 a lot of people in it that will support you in all sorts
7 of ways.

8 Even now, there's a group of lads I was at Fettes
9 with that go on holiday every year and everyone has
10 different contacts and if anyone needs help, it's there.
11 You almost pay for ambition and that network. When you
12 go to Fettes, it's misunderstood that it's a posh
13 school, because it's not a posh school, it's about cash.

14 People who are in the school are people who have got
15 cash at that moment in time. The amusement arcade
16 owners' sons all went to Fettes, as did Armed Forces
17 children and Nigerians and Chinese. There was a mixture
18 of people who had nothing in common at all except the
19 fact that their families had enough money to send them
20 there."

21 Moving on to the description of Fettes College at
22 paragraph 15:

23 "I remember Fettes Junior School had one main
24 building, with two floors, which was connected to the
25 main house, that was Malcolm House, the headmaster's

1 house. The two floors were straight and parallel with
2 wooden floors. There were boot rooms for kit and stuff
3 like that at one end on both floors and a stone
4 staircase.

5 As you walked into the building, to the left was
6 where you went for morning registration and where all
7 the masters sat on chairs on a little platform. We all
8 sat on the floor in front of them. To the right was
9 stairs that went up to the headmaster's study, a kitchen
10 and classrooms. There were classrooms downstairs as
11 well and another little kitchen place."

12 Moving on to paragraph 21:

13 "When I first started at Fettes, I was a junior day
14 boy and then I moved to weekly boarding. I don't know
15 when that was. I then stayed in the boarding house, one
16 of the senior boys' houses at the senior school. The
17 junior boarders would all stay with housemasters and
18 their families, that was more or less how it worked.

19 There were dormitories in the houses for the senior
20 boys. Malcolm House, for example, where I was as
21 a senior, had a room set up with three sets of bunk
22 beds. So, six senior boys were living in there.

23 You wore a tie which depicted which house you were
24 in and you played against the other houses at football,
25 rugby, tug of war, everything. Your house really became

1 your home and you looked after the boys who were in your
2 house.

3 My [SNR] was [FTG] who was
4 a fabulous individual. He was a really nice man, even
5 though he once gave me the slipper. He was a helpful,
6 positive, supportive man.

7 The [SNR] was an evil, nasty,
8 horrible individual. He went on to become [SNR] at
9 [REDACTED] You couldn't engage with him. He talked at
10 you and threatened you with almost everything he said.
11 I remember at [REDACTED] he said that anyone who
12 used the word spastic would be suspended from the school
13 from that point forward. It's not a term that's used
14 now, but in 1979 it was still being used, but it was the
15 way he said it [REDACTED] and in such a threatening
16 manner. He wasn't an abuser in any way, he was just
17 a very unpleasant individual.

18 I would say the majority of the boys in the junior
19 school were day boys and the flip of that is true of the
20 senior school. Once you are in senior school, you have
21 to be a day pupil or a full boarder. There were only
22 about five day pupils in my time, the rest of the school
23 was boarders.

24 Day pupils couldn't really integrate because they
25 missed 50 per cent of what went on so it wasn't a good

1 thing to do.

2 When you became a senior and joined the senior
3 school, you were called a new man, that's what you
4 became. There was a list of things had you to have and
5 one was 42 hankies. You also went from wearing shorts
6 to wearing a suit every day. At the age of 12 or 13,
7 that's a big difference, but the whole point was that
8 you had become a new man, you were a man now.

9 You also became a fag then, which they don't do any
10 more. That's actually a shame because that's what your
11 mentoring was about. Whilst you are effectively
12 a slave, it didn't really work like that. You became
13 a fag to someone, a person in their last year, and they
14 might get you to make their bed or clean their shoes,
15 that sort of stuff, but they then looked after you as
16 well, if you were ever in any trouble.

17 I was a fag for three heads of senior school on the
18 trot in my three years in junior school, and I was head
19 fag, so I was in a good place. They would cover for me
20 in ways, or if I'd been caught smoking by another
21 prefect, my head of school would go and have a word with
22 them and tell them they wouldn't be taking it any
23 further. Things along those lines.

24 Fettes school was run by the pupils, not by the
25 teachers. The teachers were there to educate and

1 referee. You had a hierarchy with school prefects at
2 the top across the whole school, house prefects beneath
3 them, who were in charge of the people in their house,
4 and beneath them it was just sixth form. I don't
5 remember any kind of hierarchy in the junior school but
6 there might have been."

7 Moving on to the routine at Fettes College:

8 "Fettes wasn't the sort of place you would get any
9 kind of welcome or anything like that. I don't remember
10 being shown around by staff or by older boys, there was
11 nothing like that.

12 I think we were given a map and our timetable of our
13 lessons and then we just had to work it out. I think we
14 were teamed up with someone, but I can't remember."

15 Moving on to paragraph 40:

16 "In your first year of senior school you were put in
17 a little dormitory with about six or seven beds. There
18 was also a prefect staying in that dormitory with you.
19 He would come round and give you a sort of friendly
20 punch at bedtime, nothing bad, he was sort of looking
21 after you, there was a bond.

22 After your first year, you went to the big upper and
23 the little upper, where all the senior dormitories were.
24 There was 15 beds down one side of a dorm and 15 down
25 the other, with a couple at the end. They had pieces of

1 wood, which only came up to about waist height, between
2 the beds. The windows were stuck open all year round.
3 You would get snow on the floor at times. It was needed
4 for ventilation with all the boys in there.

5 It was very noisy and there wasn't any privacy and
6 of course the usual things would happen, like nicking
7 your bed and dismantling it, so when you came to bed at
8 night there was nothing there.

9 There were boys struggling with homesickness and
10 that type of thing and I think it was dealt with better
11 at senior school because it was dealt with by the boys
12 as a unit. On one hand you didn't want to show
13 a weakness, because it would be exploited, but at the
14 same time, if it was a real weakness, other boys would
15 help them. Initially boys would probably take the piss
16 but once it was realised it was a proper problem, then
17 the boys in your own year would be supportive.

18 I don't remember there being anyone you could go to
19 in junior school if you were struggling with
20 homesickness. There might have been, but because it was
21 a day school, they might have expected boys to go home
22 and speak to their mum."

23 Moving on to paragraph 57 and leisure time:

24 "We played rugby, cricket, hockey and swimming. We
25 didn't play football at the school, but I did play it

1 with my mates most nights and in the senior school.
2 There was also a nine hole golf course within the
3 grounds as well.

4 The only outlet of freedom I had other than my mates
5 was sport, which I loved. The school were happy for
6 boys to continue with everything because you did sport.
7 It was more important to be in the First XV at rugby
8 than get an A in English. I suppose there was a huge
9 outlet through the sport to get rid of your aggression.

10 When we were about 15 we used to escape on
11 a Saturday night, which was really dangerous because you
12 had to jump the wall, which was quite high. We would
13 get on a bus and head up town. When we were younger we
14 would get chips, which was often a sanctioned trip, but
15 as we got older, we would go for a pint in places where
16 bar staff were a bit blind. There was no identity
17 checks in those days anyway.

18 An easier way to get out was to put on your running
19 gear, your tracksuit trousers and a rugby shirt and look
20 as if you were out for a run. Then you could run
21 straight out of the front gate and the teachers would
22 think you were going out for a run.

23 We did used to get quite drunk and then to have to
24 climb up a rope to get to the fire escape, which then
25 got us back into the building. That was dangerous, and

1 when I was at Fettes, one of the lads died on the way in
2 once. He had been trying to get into School House,
3 which was much harder to get into, and a window came
4 down on his neck.

5 I remember the staff read out the wrong name of the
6 person who had died, because he had been wearing
7 somebody else's jacket and it had a different name on
8 it. I think the response was to nail the window shut.

9 Drugs were massive at Fettes. You could go for
10 a fag at break time and boys would be smoking joints and
11 taking speed. Many of the boys were streetwise, they
12 weren't posh, so they knew where everything came from.
13 To be honest, everyone knew where to get drugs in
14 Edinburgh in the late 1970s and early 1980s. I hated
15 drugs because I wasn't able to control how my body felt.

16 I think **FTG** once caught a number of boys with
17 drugs and there were some suspensions for some of the
18 boys. The people that take drugs in that environment
19 are the ones that are going to take drugs, they weren't
20 coerced into taking them. Cash wasn't an issue either
21 for most people, so they could get what they wanted."

22 Moving on to paragraph 76 and schooling:

23 "We didn't really get a choice when it came to the
24 subjects we had to do in senior school, not like today.
25 I did all right in the subjects where I liked the

1 teachers, so English, history and French, I really liked
2 those.

3 The women teachers were generally much better, and
4 that was because they were younger and much more in
5 touch. Some of the male teachers were just so old, some
6 were in their 70s, and just marking time.

7 The headmaster of the senior school was
8 Cameron Cochrane, who was absolutely hopeless. He
9 didn't know who any of the boys were, or their parents,
10 he had no idea. As far as I could see, all he did was
11 travel the world doing presentations to business people
12 about the school and what a great place it would be to
13 educate their children.

14 I also remember Chenevix-Trench, who was the
15 headmaster of the senior school before Cameron Cochrane.
16 he wasn't right in the head, he was old and slightly
17 blind and he had been in a Japanese prisoner of war camp
18 where he was tortured. However, he was viewed as
19 a friendly person by the boys. He used to come to the
20 swimming baths all the time and throw 50 pence pieces in
21 for the boys to swim down and get."

22 Moving on to paragraph 83:

23 "The schooling was all right, other than the abuse
24 from 'Edgar'. I don't remember anything else that was
25 particularly bad. Some of the teachers would throw

1 wooden blackboard dusters at you, but that was just par
2 for the course. That could hurt.

3 There was a teacher who would get you to come out in
4 front of the class and slap you on the tips of your
5 fingers with a ruler. I can't remember who that was.
6 It would be sore for a bit, but it wasn't anything bad.

7 I remember getting a report card that said I was
8 a bit of a bully boy and I remember sitting down and
9 talking about it with my dad. That was not fair and
10 could only have been about me beating up a boy that had
11 beaten up another boy, who was smaller than them.

12 We did get an end of term thing, which each teacher
13 wrote a page on. I think the pages were all put
14 together and sent to the parents. It was just
15 a summary, I don't think there was anything covering
16 discipline. The school just wrote me off as a bad egg.
17 They only concentrated on people that were going to make
18 their school look better.

19 The teaching was appalling and although I did do
20 O-levels, I never finished my last year at school. Our
21 year was the worst, academically, in the history of the
22 school. There was actually a big shake up after that
23 because the teaching was so bad and they got rid of
24 a lot of teachers.

25 There was no educational support available. I think

1 the school just thought we were messing about and not
2 working hard enough.

3 Some teachers were really good, but some were well
4 past their sell-by date. There were even some that were
5 pissed, actually drunk when teaching. CBU taught
6 and although he was a really good teacher, he
7 was always reeking of alcohol. That was fairly normal
8 for a public school of that period and it didn't
9 actually make them a bad teacher.

10 Everyone knew who were good teachers and who
11 weren't. You would know if you had any chance of
12 passing something depending on which teacher you got.
13 Likewise, you knew which teachers were massive
14 disciplinarians and which were extremely lax."

15 Moving on to paragraph 94 and healthcare:

16 "Mental health and welfare were not things that
17 existed when I was at Fettes. You could always have
18 gone to see the minister, but it wasn't something you
19 did."

20 "Work", paragraph 97:

21 "I can't remember doing any work in junior school
22 but we did in senior school. I was actually head fag
23 after my first year so I was giving the work out. It
24 was my responsibility, so if something wasn't clean or
25 right, it would be me that got the grief.

1 I proportioned the cleaning tasks, like the toilets
2 and the boot rooms. Gardening was a punishment that
3 prefects could hand out and that was hell. I actually
4 hate gardening now and I think that's because it was
5 used as a punishment at school. We would pick up all
6 the leaves from the main path, which could take eight
7 hours, so all day on a Sunday. If cleaning jobs weren't
8 done right you would just have to go back and redo them.

9 I can't remember actual cleaning staff but there
10 must have been, for when we weren't there, and you
11 couldn't have left it to just the boys as we weren't
12 that good at it. As head fag I would supervise the
13 cleaning jobs and then a prefect would oversee it and
14 come and look at what we had done.

15 We also did CCF, Combined Cadet Forces, on
16 a Wednesday afternoon, which was an army type of thing,
17 and after two years of that you choose to do two years
18 of community service. I really enjoyed that and it
19 teaches you quite a lot, going to army camps and all
20 that kind of stuff.

21 The community service work could be digging people's
22 gardens in council estates or helping old ladies by
23 doing washing up for them. We also did work at St
24 Columba's Hospice, things like more gardening and just
25 helping out in the hospice.

1 I did community service with a Franciscan Friary in
2 Pilton giving heroin addicts food.

3 Personal possessions.

4 I had nothing personal. If you go to a place like
5 that you own nothing and you learn very quickly that
6 possessions are a weakness. If you have something that
7 is precious to you, it will be exploited and used
8 against you. Even your own clothes, you never wore your
9 own clothes or rugby shirts, you just picked up one that
10 was there.

11 I remember a boy in my room who used to fill one of
12 my socks with shaving foam and leave it in my drawer.
13 He did it every day and after about seven or eight days
14 that kind of thing drives you mental. I didn't know it
15 was him at the time and it went on and on and on. He
16 thought it was funny but it really messed with me. So
17 you really didn't want to own anything.

18 We had a tuck shop under the dining hall, which was
19 open quite a lot of the day. It was effectively just
20 a massive sweet shop full of everything that you
21 shouldn't touch.

22 They also had a thing called the tuck box room where
23 there were wooden boxes with padlocks on them. Inside
24 the boxes were your sweets and that was generally for
25 the lower years. They would have keys for their boxes

1 and they could go in there and get their sweets out.
2 I once went in there with a pal and he took a hammer to
3 the top of one of the boxes and that was him in and away
4 with the sweets from that box. So you did learn that
5 having things like that was a waste of time and nobody
6 kept anything that was precious to them.

7 Even now I haven't got anything I couldn't leave.
8 I could walk away from my house tomorrow and it wouldn't
9 matter what was left behind. I have no attachments.
10 That definitely stems from my time at Fettes.

11 I didn't get any pocket money, but a lot of the boys
12 did. It came from your parents but you could easily
13 make money. You could sell fags and pornographic
14 magazines, and make quite a lot of money."

15 "International students", paragraph 112:

16 "There were a large number of boys of different
17 nationalities at Fettes. There were boys from South
18 Africa, Australia, America, Nigeria, China and
19 Hong Kong. Some of them couldn't even speak English
20 properly. It would have been much harder for them and
21 they would have had the mickey taken out of them for
22 their nationality.

23 The biggest contingent were probably English and
24 from Yorkshire, which is not only a big county but has
25 a lot of wealthy people from the textile industry. They

1 would put their kids up to Scotland.

2 I remember the Chinese looked after themselves and
3 nobody got into a fight with them. There weren't that
4 many Chinese in Scotland around that time. We certainly
5 had many nationalities and it must have been more
6 difficult for some people."

7 "Family contact", paragraph 116:

8 "In junior school I would see my parents in the
9 evening when I was a day boy, but I saw very little of
10 them once I was boarding, I would just see them at
11 weekends.

12 Contact with home was hopeless in senior school.
13 When I came out of Fettes, I just did not know my
14 parents. I do now, but I didn't know them at all then.
15 I didn't know them as people and that is a very sad
16 thing about boarding schools.

17 I don't think I ever wrote home. There was a call
18 box in each house but I never really called home and my
19 dad never called me. It wasn't really something that
20 was done. My mum knew that if I phoned her, I wasn't
21 having a good time. She would always ask me what was
22 wrong, so I didn't phone her.

23 It's partially my fault, I guess, because once I was
24 in the system, that was me, seeing friends on holidays
25 and whatever. I then moved on to a job. I didn't

1 experience any time with my dad and all the things he
2 did, I hated.

3 You have to make an enormous effort as a parent and
4 you can only do that if you've got time. My kids all
5 went to day school and I know my kids, whereas my mum
6 and dad didn't know me from Adam."

7 "Discipline", paragraph 123:

8 "Prefects were responsible for some of the
9 discipline. I believe the prefects even had a right to
10 cane as well, although I never saw any of them do it.
11 One of the things they did do was a physical punishment,
12 which you would get at 7 am. It was held by prefects
13 and if you'd done something wrong, which you usually
14 had, you had to do these exercises outside in your rugby
15 kit until you were physically sick.

16 That was only in senior school, and it was all right
17 actually, as it would get you fit. We did things like
18 running up hills carrying stones and standing against
19 the wall crouching up and down holding stones, always
20 until you couldn't do any more. You would get that kind
21 of punishment for mocking prefects, that type of thing.

22 I wouldn't have said it was unfair, you knew what
23 you were getting into, so if you took the risk, you knew
24 what could happen. It was all right.

25 I think most of the prefects handled their

1 disciplinary responsibilities fairly, but if they
2 overstepped the mark, they would be dealt with. I can
3 give you an example. I was in the prefects' pantry with
4 another boy on one occasion, which we were not allowed
5 to be in. My friend was heating a spoon on the gas ring
6 when this prefect came in and started having a go at us.
7 My pal threw the spoon at the prefect and he caught this
8 white hot spoon with both hands, sticking his hands
9 together. He had to go to hospital for that, but he
10 didn't ever overstep the mark again after that.

11 There was a respect, though, and if you were caught
12 for something, you would be quite happy to be penalised
13 for doing so. However, if boys were going to bully you
14 and do more than they should, then there would be some
15 form of natural justice. It could be a brutal system,
16 but it was relatively fair.

17 Houses did look after houses, though, and in senior
18 school you fought the system together as a unit. We did
19 everything together. At weekends we were together and
20 we played football and rugby together. We would do
21 things we're not meant to, like climb over the wall and
22 go into town to meet girls. We did everything together
23 and we looked after each other.

24 We were right next to Broughton High School and it
25 was a very tough school. We were the exact opposite to

1 them in their minds, so we did have fights quite
2 frequently, especially on the chippy run at night, and
3 they could get quite nasty.

4 I only got the slipper once, from FTG in
5 junior school, as I said. He used a Dunlop slipper
6 thing which was bloody bad. He used a cane in senior
7 school but I was never ever caned by him.

8 I was named by a boy as having been involved in
9 kicking him when he was on the ground in a fight with
10 another boy. I didn't kick him, but at Fettes you
11 didn't have a voice, so I got clobbered for that.

12 It was in FTG study and he gave me six
13 whacks on the bottom with his Dunlop slipper. My shorts
14 were up but it made one hell of an imprint. I didn't
15 cry, I went back to class, and when I sat down that was
16 it, it was bloody painful. What made it worse was that
17 it was 'Edgar's' class that I went back to at the time.

18 If you did something that was a bit more serious,
19 you could be given a gating card. You then carried it
20 about with you and it had to be signed by a school
21 prefect every 15 minutes. That was throughout the whole
22 day. It was mainly a housemaster that would give you
23 a gating card but I'm sure prefects could issue them as
24 well.

25 I was only caned once in senior school, by my first

1 housemaster, who didn't like me.

2 I can't even remember what I got caned for, but he
3 drew blood on my arse on the second stroke. I got two
4 or three strikes and it was a nightmare. Again, that
5 wasn't something that wasn't outlawed in the school, it
6 was part of the agreement was made when your parents
7 sent you to the school.

8 Caning happened, I wasn't the only one, and
9 I imagine it was fairly regular. Sometimes there was
10 a queue of boys waiting to get the cane. There were
11 a few housemasters who had a reputation as severe
12 disciplinarians.

13 I didn't feel robbed in that scenario because I knew
14 that if you misbehaved and got caught, that was
15 potentially going to happen to you. I wouldn't say it
16 was wrong at the time, you do your crime and you pay
17 your price. It was usually for something you never
18 expected to get done for and then you would get away
19 with bad things that were high risk. Things like going
20 up town after lights out and trying to gain re-entry
21 after experiencing the town, sometimes by climbing
22 ropes.

23 Bullying.

24 The bullying was rife at Fettes, but really, it was
25 nothing worse than you might get in a rugby club.

1 Usually the bullies would get sorted, a bit, anyway. If
2 you were an academic and poor at sport, you were going
3 to have a tough few years.

4 There were physical punishments from prefects every
5 day at Fettes. Not just the exercise punishments. The
6 prefects were 17 and the third and fourth formers were
7 13, 14, 15, so if there was a problem, a lot of the time
8 the punishment would be physical.

9 It is just how it was, though. I don't think it was
10 particularly bad. In today's window it would be seen as
11 abusive, but it was all right then. I felt it was
12 proportionate and I think most would agree it was fair.

13 If somebody bullied somebody nastily, which did
14 happen, then retribution would happen to that person.
15 So, if a fifth former beat up a third former, which
16 happened, the retribution would come from the prefects
17 on the fifth former.

18 The retribution would come in the form of a beating
19 of some kind and that really was a daily occurrence.
20 People could get hurt during that, but, as I've said, it
21 was no worse than anything you might get on the rugby
22 pitch.

23 There were some nasty things went on. I remember
24 one of the boys getting punched and his kidney burst and
25 he ended up in hospital. There was proper fighting and

1 if you weren't strong physically it was much more
2 difficult to have a pleasant time because you became
3 a target for bullies.

4 At the same time there were enough boys around to
5 recognise and understand, if that was happening, for
6 them to fight the bullies. It wasn't run by the
7 teachers, as I have said. I would say that the majority
8 of the time the boys policed the place better than the
9 teachers did. They actually knew what was going on, and
10 if someone was being unfairly harmed, the person
11 responsible wouldn't carry on getting away with it
12 because of that.

13 Abuse at Fettes College.

14 Teachers would lose their temper and do things like
15 throwing the dusters and smacking you with a ruler,
16 which may sound bad but it wasn't unusual for the
17 period. It just wasn't the same in 1977 as it is today.

18 'Edgar' was the worst, and he was an odd individual
19 because he had a rage in him. His head would go very
20 red and he would shake and shout and pull your hair,
21 throw board dusters at you or bang your head on the
22 table. He did that to me and to other boys in the
23 class. It was like he flipped into a different person.

24 He used to always have his hands in his pockets when
25 he was watching the kids at break time. He used to take

1 me into the boot room and talk dirty to me. I don't
2 remember the first time but that happened frequently,
3 during most maths lessons and during breaks. He would
4 also encourage me to talk dirty back to him. The chat
5 was in the boot room and sometimes in the playground,
6 but I never saw him take anyone else into the boot room.
7 That was fairly regular for me, right through my time in
8 junior school.

9 At the age of 10 or 11, when a person in authority
10 does that, it was unusual, it was exciting, because you
11 didn't normally get that from a teacher. I didn't know
12 then what I know now, of course, but you didn't think it
13 was wrong, you thought it was good.

14 He would talk about body parts and ejaculation and
15 be all smutty and dirty. He would get particularly
16 excited about ejaculation, but I don't remember him
17 actually touching me in the boot room, I only ever
18 remember him doing that in the classroom, where there
19 were lots of witnesses.

20 I know boys knew what he was doing. I know I wasn't
21 the only one, as he did it to tons of boys. He would
22 call you up to his desk and as you were getting your
23 book signed he would put his hand up inside your shorts,
24 inside your pants and play with your willie and stuff.

25 You would maybe be at his desk for about two minutes

1 or so, and then he would tell you to go back and sit
2 down. I saw him do that all the time, with lots and
3 lots of boys.

4 I don't know whether you were aware it was wrong,
5 because at the time you didn't think it was a bad thing.
6 It didn't feel wrong, but when you knew it was wrong, it
7 was too late. Nobody ever discussed it but you could
8 see him doing it to other boys.

9 I can't remember when it first started, but it went
10 on for a long time. It definitely started when I was
11 a day pupil and it went on right through my time at
12 junior school, every time there was a maths lesson.

13 I think 'Edgar' left before I did and I think the
14 staff knew. There was a boy who was a bit older than me
15 started at Fettes, he was a real nutter, and 'Edgar'
16 tried it on with him in class. I was there and the boy
17 told him to fuck off. I think the boy disappeared
18 fairly soon afterwards and then 'Edgar' left.

19 Most of my mates now all know about the abuse by
20 'Edgar' and some were probably in his class when it
21 happened. My mates knew I was going to do something
22 about it as well.

23 I'm not aware of anything else happening to me at
24 Fettes that I would describe as abuse but it wouldn't
25 surprise me if the Inquiry had a few of the girls that

1 went to Fettes come out of the woodwork about how they
2 were treated early doors.

3 Some of the masters weren't used to girls and
4 although I wasn't present and didn't witness anything,
5 I have heard a few things which weren't very pleasant or
6 fair for the girls, who wouldn't have been used to the
7 level of brutality that was the norm there.

8 I'm not saying who, or anything else, but I did hear
9 that a girl who had done something bad was once told to
10 do a handstand in front of her class. The girls wore
11 kilts and that was unfair and humiliating.

12 Reporting of abuse at Fettes College.

13 I did ask about the ruling on the caning I got from
14 my housemaster. I don't think it was an appropriate
15 punishment. I was told at the time that my parents had
16 signed up and agreed for me to go to the school and that
17 part of the school rules were that teachers could cane
18 you. As a result, that was it and I think the cane was
19 outlawed, by law, fairly soon after that anyway.

20 I didn't tell my parents about any punishments
21 I received because that would mean having to admit that
22 I'd been done for something, and then having to explain
23 what it was I'd been done for, which I hadn't actually
24 done, and I doubt they would have believed me.

25 I didn't tell anyone about the abuse from 'Edgar'.

1 There was no point, as no one would have believed me.
2 I say that now, but I don't know what I felt at the
3 time. I feel that at the time I didn't feel it was
4 wrong. I didn't have any sexual experiences to bank on
5 what it was like, as it was one of my first. Now, and
6 shortly after, I knew it was wrong and I was robbed.
7 The only person I could have gone to, to tell, would
8 have been my dad, and I certainly wouldn't have done
9 that.
10 A minister who came in was Norman Drummond, who was
11 an ex-paratrooper and the first rugby team coach. He
12 was hard as nails but had a soft side to him as well.
13 He was a lovely man and would have been a person you
14 could have gone to, but you had to know that about him.
15 There was one occasion when I was in my first year
16 of senior school, I was about 13 or 14, when
17 I completely broke down and I was taken in to see the
18 housemistress. I was inconsolable and she was very kind
19 and looked afterwards me for two or three hours.
20 I couldn't say anything to anyone and I didn't say
21 anything to her, but I do think she told my parents
22 there was something wrong but that I wouldn't talk about
23 it.
24 I was being asked if I'd made somebody pregnant and
25 all sorts of stuff, but I didn't say anything. I was

1 trying to be careful not to tell anybody because it
2 would show a weakness. I didn't say anything to my
3 parents.

4 Leaving Fettes College.

5 I wouldn't say I was provided with anything from
6 Fettes College on the education front. I think they
7 were completely judgemental and incorrect about the way
8 they prepared boys for the world.

9 I think being co-ed it did prepare you for women
10 quite well because up until that point we didn't have
11 a knowledge of women, and then they were friends and
12 classmates. Being in an all-boys' school throughout
13 would have been a nightmare coming out of the school.

14 My dad decided not to waste the money on another
15 year at Fettes and I was sent to college. That was the
16 end of my academic career."

17 Moving on to paragraph 177:

18 "Fettes just cut you off completely. I went back
19 with a mate of mine on Founders' Day about two or three
20 years after we left. My housemaster came up to us and
21 said hello to my pal and asked him how things were
22 going. He then looked at me and just walked off.

23 I did go back with another friend last year for the
24 first time ever since that. We were looking at their
25 boarding houses, which you can do one day a year, and

1 they have all completely changed. They have nice little
2 bedrooms with three beds and they are very nice.

3 Another event I was at was a drinks do at The Dome
4 several years ago now. We met a guy called Mr Spens,
5 who was the headmaster at that time, and as soon as we
6 started talking about the abuse that happened, he walked
7 away. It was just general chat, but as soon as the word
8 abuse came up, he walked away.

9 Impact.

10 I would say that all of us that have come out of
11 Fettes are pretty dysfunctional in our own ways, but is
12 that a result of the Fettes machine or of the families
13 behind us that are creating the revenue flow to have
14 something like that exist?

15 I'm not a man who looks back. You are who you are
16 because of what happened in the past but you put things
17 in boxes or whatever and close the boxes. It never goes
18 away though, it is something that defines the person you
19 are now.

20 There are bits of me that make me angry because
21 I hate injustice more so than the normal person and
22 that's why, in a funny way, I remember the bullying
23 incident in the senior school as well.

24 At the same time, I doubt I would have said the
25 abuse I suffered at junior school impacted my education.

1 I would probably have said it's just who I am or
2 whatever. When you get older and wiser and realise that
3 you should have achieved and what should have happened
4 even in the 70s, I realise I got a raw deal and that
5 makes me angry.

6 My anger was put in a box ready for when my parents
7 had died to be able to have my retribution, but that
8 hand has now been forced a little bit, with me speaking
9 to the Inquiry. My thing was not wanting my mum and dad
10 to find out because I know the financial hardship that
11 they went through to get me to Fettes and I wasn't what
12 you would call a success.

13 I am one of those people who have a bar, that I want
14 to do better than my dad. Unfortunately he set the bar
15 really high and it's been really hard. I have mates who
16 have done really well and we have talked about that.
17 They say that if their kids have no chance of achieving
18 better than them, then their kids will have a really
19 tough struggle in life to find out what's their purpose.
20 What will they do because they are always going to be
21 worse than their dad and feel a failure as a result.

22 It is really important that they can treat their
23 kids to show that it's not about failure and that wealth
24 is only one measurement, and there are many other
25 measurements of life that are far more valuable than

1 wealth. It's great saying that but very hard to
2 understand it."

3 Moving on to 192:

4 "There were boys at Fettes who had no idea of the
5 value of money and would swap a Rolex watch for 10 fags.
6 The fags meant more to them at the time than the watch,
7 which meant nothing. They generally weren't very nice
8 people, so it was fine to exploit them.

9 I haven't actually had very good health in my life.
10 I don't really like women getting too close to me
11 either. I've been married for 26 years and my wife is
12 a fabulous women in so many ways, but she isn't
13 an affectionate woman. That's actually helpful to me,
14 well, I say that, because I feel I would like to have
15 an affectionate woman but I don't think I'd be very good
16 with one, I don't think I'd manage. Throughout my life
17 though, that's something I've craved but I haven't had
18 but it's because I have chosen not to have it.

19 I do find myself thinking about my experiences at
20 Fettes. I relate them to my everyday life and I have
21 a very vivid memory. It's not going to go away. What
22 have I done about it, I've thrown myself into my work,
23 I've tried to be with my family and I've tried not to be
24 the things that I know are wrong."

25 Treatment and support, paragraph 198:

1 "I haven't had any kind of treatment or support for
2 anything related to my abuse.

3 This is the first time I have reported anything,
4 apart from talking about it with my mates. I haven't
5 reported anything to the school. I wouldn't know who to
6 speak to.

7 My mates understand, and although it didn't happen
8 to them, they were there and they know the environment.
9 I did break down once, on a trip, but they knew, so they
10 were all right.

11 I would like the police to know about the abuse
12 I suffered, and if they wanted to pursue the person,
13 then that's up to them. I would progress things if they
14 contacted me. I know the person that did it, I know
15 what he did and how he did it. I have a photographic
16 memory and one thing that isn't helpful is that I can
17 picture everything like it was yesterday.

18 Lessons to be learned.

19 I obviously would have changed the junior school
20 bit, but I don't think I would have changed the senior
21 school bit. I enjoyed that, even though it could be
22 a very unpleasant place to be a lot of the time.

23 It creates lows that you will never reach again and
24 strips you of ego to a certain extent as a man. Ego is
25 an awful thing for blokes and you couldn't have one in

1 Fettes, it would have been beaten out of you.

2 It also stripped you of material things that are not
3 necessary and created lifelong friends who knew what you
4 knew, if you can understand what I mean by that. I have
5 a group of friends and we still share all our ups and
6 downs because they are my day-to-day family.

7 In relation to the junior school, I would say that
8 when you are of that age in that period, you were not
9 treated as a little human and I think that is something
10 I would change. They actually have a lot more nuance
11 and understanding.

12 I don't think that's helped me because I'm bad at
13 understanding that about other people now. You sort of
14 end up teaching how you were taught, in terms of a lack
15 of respect sometimes. Although there was some respect
16 in the senior school, between the boys and with some of
17 the masters.

18 I'm not very balanced because of the section of
19 society I was brought up in and I wanted my kids to
20 understand people from all sections of society. I hope
21 it never happens again and I hope that if he is still
22 alive 'Edgar' gets his comeuppance. If he isn't, then
23 his family should know who he was.

24 I have no objection to my witness statement being
25 published as part of the evidence to the Inquiry.

1 I believe the facts stated in this witness statement are
2 true."

3 And 'Rory' signed it on 17 November last year.

4 LADY SMITH: Thank you very much, Mr Brown.

5 Ms Bennie.

6 Alistair Murray (read)

7 MS BENNIE: Thank you, my Lady. The next statement bears
8 the reference WIT-1-000000526 and, my Lady, this is
9 a statement of Mr Alastair Murray:

10 "My name is Alistair Fergus Horsburgh Murray. My
11 year of birth is 1942."

12 My Lady, in paragraphs 2 and 3 the witness tells us
13 about his professional qualifications and his work
14 history, including that he taught chemistry at
15 Fettes College from 1967 until 1973 and that he returned
16 to Fettes College junior school in 1975 where he
17 remained until 1995.

18 "Employment with Fettes College.

19 As well as teaching at Fettes, in 1967 I was asked
20 to do scouts for a year before joining the army
21 section of the Combined Cadet Force. I taught
22 chemistry, science and geography at the senior school.
23 From 1967 to 1968 I was also the residential tutor at
24 Carrington House. Between 1968 and 1973, I was
25 a visiting tutor as I lived in my own property.

1 When I returned to Fettes in 1975, I was employed at
2 the junior school. I was involved in teaching science,
3 geography and mathematics. I also supervised prep and
4 lights out once a week. I organised various activities,
5 including recreational camping, taking groups of mainly
6 senior school pupils fishing. I was also involved in
7 supervising rifle shooting on the school range as
8 an after-school activity. For a few years in the 1970s,
9 I organised a cross-country team for various races.
10 I was also very much involved in the Senior School Cadet
11 Force.

12 My initial recruitment was carried out in London by
13 SNR [REDACTED], FNP [REDACTED]. He had spoken to the
14 headmaster of my previous school where I did my teaching
15 practice. When I was employed in my post at the junior
16 school, I was interviewed by FTG [REDACTED] who was SNR [REDACTED]
17 SNR [REDACTED] junior school. He already knew me
18 from my earlier years at Fettes.

19 Between 1967 or 1973, my line master for Carrington
20 House was Michael Leslie. I have no adverse things to
21 say about him, but the house was really organised by the
22 head boy. For my chemistry teaching the head of
23 department was Roger Miles. He arranged the syllabus,
24 which I followed. Between 1975 and 1995, the science
25 course had no textbooks so I wrote the two-year course.

1 Eventually, books were published, which were purchased
2 by the school. I did have plenty of opportunity to
3 discuss the syllabus with senior school staff, whom
4 I knew. I suppose appraisal was in the form of results.
5 I had no adverse feedback.

6 As far as training is concerned, I was largely
7 trusted to teach my subject well. I did spend one day
8 at Malvern College for the science course. When it came
9 to supervision of prep and lights out, the
10 housemistress, FGA gave me guidance and I reported to
11 her when I had completed my tasks.

12 My only responsibility for the residential care of
13 the children was when it was a duty evening and
14 I supervised prep and lights out. I can't remember any
15 changes to the policies in that regard as things seemed
16 to work well and happily. Teachers carried out the
17 duties and also chatted to each other during the day.
18 Basically, pupils were well-behaved. Punishment for
19 poor homework was to do it again. There was no corporal
20 punishment. CRS was SNR

21 and there was regular communication
22 about day-to-day events. I am not aware of any process
23 for dealing with complaints and allegations against
24 staff. I presume that they were attended to privately.

25 I didn't have any involvement in or responsibility

1 for strategic planning in relation to the school. I had
2 no involvement in the management of staff employed at
3 the school nor was I involved in the recruitment of
4 staff to the school. I was not involved in the training
5 of staff, but we were expected to keep up to date with
6 our academic subjects.

7 I had no involvement in the supervision or appraisal
8 of staff. There were no specific evaluations.
9 Presumably, if there were any deficiencies, they would
10 have been brought to notice.

11 Apart from the one year when I was a resident tutor
12 at Carrington House from 1967 to 1968, I lived outwith
13 the school. Some of the staff lived in college
14 accommodation, such as the housemasters and tutors. The
15 only people who had access to the children's residential
16 areas were the residential staff and the visiting duty
17 tutor, who allowed those living in to have time off.

18 Culture within Fettes.

19 The culture within Fettes from 1967 to 1973 seemed
20 happy. Senior pupils had significant responsibility in
21 the running of the school. Fagging did exist but I was
22 not aware of any abuse of this. I had no involvement in
23 it. The housemasters ran the house and the senior
24 second year sixth played a significant part in how the
25 house was run. Examples of fagging included the

1 cleaning of rugby boots and bringing cups of cocoa into
2 the sixth year's study at night-time. When I was at the
3 junior school from 1975 until 1995, it seemed like
4 a very happy environment. Fagging did not exist within
5 the junior school.

6 Discipline and punishment.

7 Between 1967 and 1973, staff and senior pupils were
8 able to punish children. I'm not sure to what extent
9 pupils could do this. I'm not aware of any formal
10 policy in relation to discipline and punishment.
11 However, for written punishments, a log was kept in the
12 house. Duty members of staff would also sign the
13 logbook if they were covering for the housemaster.
14 I don't know how staff and children at the school were
15 made aware of such formal policy. Senior pupils were
16 able to exert discipline and I assume were supervised by
17 the housemaster.

18 Between 1975 and 1995, only staff were able to
19 discipline and punish children at the junior school.
20 I'm not aware of any formal policy in relation to
21 discipline and punishment at the junior school.

22 I wasn't involved in the day-to-day running of the
23 junior school. I therefore cannot comment further on
24 whether any child being abused or ill-treated would have
25 come to light.

1 I am not aware of the school being the subject of
2 concern because of the way in which the children and
3 young people in the school were treated. If there were
4 any such concerns, these would have been attended to by
5 the housemaster and senior management.

6 If any pupil at the junior school wished to make
7 a complaint or report a concern, he would complain to
8 any member of staff. I'm not aware of any formal route
9 for complaints. I do not remember there being any
10 complaints that were raised with the teaching staff. If
11 there were complaints, I don't know where they would be
12 recorded.

13 If a junior pupil had concerns or worries, I assume
14 he could confide in the housemistress or the headmaster.
15 I also hope that pupils would feel comfortable
16 approaching any member of staff.

17 During my periods of employment at Fettes, the
18 school did not have a definition of abuse that it
19 applied in relation to the treatment of children at the
20 school. Pupils had access to teachers and house staff
21 at all times, but nothing was formally introduced up
22 until I left in 1995.

23 I'm not aware of any specific guidance being given
24 to staff on how children in their care should be
25 treated, cared for and protected against abuse,

1 ill-treatment or inappropriate behaviour towards them.
2 No guidance was given to staff on how to handle and
3 respond to reports of abuse or ill-treatment. If
4 anything had arisen, staff would approach the headmaster
5 or housemistress. I'm not aware of there being any
6 arrangements in place to reduce the likelihood of abuse,
7 ill-treatment or inappropriate conduct by staff towards
8 the children at the school. However, the junior school
9 was a very open teaching location when it came to
10 classrooms and the like. I assume that the children
11 protection arrangements did work.

12 I think there were three visits by inspectors but
13 I'm unsure of the dates. One was during my initial term
14 of employment and the other two were during my second
15 term of employment at the school. I don't know whether
16 the inspectors spoke to pupils or whether staff were
17 present when they did so. I do remember one inspector
18 remarking on wildlife exhibits in the laboratory in
19 a complimentary fashion. Otherwise, I did not receive
20 any feedback from the inspectors.

21 I am not aware of any record-keeping at the junior
22 school. If there were records, they would have been
23 kept confidentially. Personally, apart from classwork,
24 I did not keep records as anything which arose would go
25 to the headmaster or the housemistress.

1 Over the years I took nearly a thousand junior
2 pupils camping. I also arranged fishing trips.
3 I completed logbooks for both the fishing and camping
4 trips of those who attended. After each trip, I would
5 ask a pupil to complete the logbook, recording their
6 fond memories. I gave the logbooks to Andrew Murray,
7 who was the head of history at the senior school.
8 Andrew Murray was also in charge of the archives at
9 Fettes at one stage.

10 Specific alleged abusers.

11 I do recall Anthony Chenevix-Trench. He was the
12 headmaster when I was at Fettes. My employment
13 coincided with his tenure, but I can't remember which
14 years. He was more than 60 years old. I remember him
15 as being very pleasant and cheerful, but I didn't know
16 him personally. Basically, I have no personal knowledge
17 of his relationship with pupils and did not see him
18 discipline children or abuse children.

19 I recall CBU I don't know when he arrived at
20 Fettes but he was still there when I retired. I would
21 guess that he was 30 to 40 years old. He taught
22 and I think he was a house tutor, along with other
23 duties. I knew him as an enthusiastic and good member
24 of staff. He came to the summer Cadet Force camp for
25 the catering and he did it well. I didn't know him

1 socially. I did see him with the children, but to no
2 great extent. I didn't see anything adverse in that
3 regard. I didn't see him discipline children, nor did
4 I see him abuse children. I didn't hear about him
5 abusing children.

6 DXM

7 DXM

8 was not at Fettes during my employment.
9 He was there in the two years that I was away from
10 Fettes and I believe he left soon after arriving.

11 I do recall 'Edgar'. I coincided with him during my
12 years teaching at the junior school, but I'm not sure
13 which years. He was about 40 years old. 'Edgar' was
14 a teacher and also had various other roles, including
15 games, rugby and cricket. He was a colleague of mine.
16 He was a very cheerful and friendly member of staff.
17 I knew him pretty well at school but not socially.
18 I did see him with children and I have no criticism of
19 him in that regard. I did not see him disciplining or
20 abusing children, nor did I hear of him abusing
21 children.

22 William Steen. I remember William Steen but not
23 well. I would estimate he was between 40 and 50 years
24 old and my employment coincided with him some time in
25 the 1970s and 1980s. He was involved in the management
of the swimming pool. I don't remember much about him

1 as I didn't meet him to any extent. He seemed pleasant
2 but I didn't know him well. I don't remember seeing him
3 with the children as I didn't visit his teaching. I did
4 not see him discipline children or abuse children.
5 I did hear vague rumours about him, but no details.
6 I cannot elaborate on that further as I have no
7 knowledge to elaborate on.

8 Additional questions about 'Edgar'.

9 I have been told by the Inquiry that a number of
10 applicants and former pupils allege that 'Edgar'
11 physically and sexually assaulted them. This has come
12 as a complete shock to me. I have also been told by the
13 Inquiry that an applicant and former pupil at Fettes
14 recalls a specific occasion at a junior school assembly
15 when 'Edgar' appeared to lose control of himself,
16 screaming at and then violently manhandling a pupil by
17 the name of 'Raymond'. He has stated that another
18 teacher, Mr Mineyko, and myself had to intervene and
19 wrestle 'Edgar' away from the pupil. I am surprised
20 about this and I cannot remember the occasion at the
21 assembly. I can only surmise that Andrew Mineyko was
22 principally involved in this. That does not imply that
23 the information provided to the Inquiry is incorrect.

24 Helping the Inquiry.

25 When it comes to lessons that can be learned to

1 protect children in boarding schools, now and in the
2 future, I would presume that much more formality has
3 been added to the child protection and to the care of
4 pupils since 1995.

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

9 My Lady, the statement is signed and it's dated
10 16 November 2020.

11 LADY SMITH: Thank you.

12 Andrew Mineyko (read)

13 MS BENNIE: My Lady, the next statement bears the reference

14 WIT-1-000000613. This is a statement of

15 Mr Andrew Mineyko:

16 "My year of birth is 1950.

17 I graduated from Aberdeen University in Spanish
18 Studies in 1973. I then continued my education to study
19 a Postgraduate Certificate in Education and graduated in
20 1974. I was employed as a teacher of French by Fettes
21 Junior School from September 1975 to July 1980.

22 I occasionally also taught Latin and English. I also
23 did some coaching in sports, including rugby union,
24 hockey, cricket and athletics, and that was part of my
25 job.

1 In those days it was a day school so I had no
2 boarding house duties, nor junior school house tutor
3 responsibilities.

4 In 1976 I became a Lieutenant in the CCF of Fettes
5 College. This involved supervising pipe band practices
6 and instructing in small arms use, and also in assisting
7 at CCF camps.

8 I had one interview with the SNR [REDACTED] the junior
9 school, FTG [REDACTED] and a very short meeting with him and
10 the college's headmaster, Anthony Chenevix-Trench, whose
11 reputation from his time at Eton always bothered me.
12 Knowing that he was trigger happy with the cane made me
13 uncomfortable with his use of the cane. I knew of his
14 reputation from reports in newspapers that I had read
15 one or two years before I worked at Fettes. Also, I met
16 one or two people later in life who were pupils at Eton
17 at the same time as he was the head. That reinforced my
18 view of him. I took the post only because it did not
19 involve direct contact nor day-to-day rulings from him.

20 My only reference was from my former headteacher,
21 which was a very kind one, being also my report on my
22 probationary year as a teacher.

23 As far as I remember, Fettes College in toto
24 required GTCS registration by the mid 1970s.

25 Fettes Junior School was small, to the extent that

1 I was the only teacher of French. My line manager was
2 [REDACTED] FTG [REDACTED] and for the year 1979 to 1980, SNR [REDACTED]
3 SNR [REDACTED] the junior school, Mr CRS [REDACTED]

4 There was no training at Fettes Junior School.
5 Other teachers were much more experienced than me and
6 I just fitted in. Where the CCF was concerned, I went
7 through the normal training for a Cadet Force Officer.

8 Culture within Fettes College.

9 My main impressions are that several houses were
10 very lax in any sort of adherence to school rules and
11 distinctly subversive towards some. This involved no
12 abuse of pupils. I steered clear of senior school
13 involvement, apart from CCF, as there were politics
14 going on between the houses and the staff. I also
15 taught in a separate building.

16 For example, I had to arrange rifle practice on
17 an outdoor range and before the bus came to collect us,
18 I met two of the boys I was taking with me walking out
19 of the school gates. I asked them where they were going
20 and they told me "up town". They told me that they had
21 permission and this was despite their housemaster
22 knowing they were going on a Cadet Force outing. It was
23 actually live rifle firing practice and very difficult
24 to get a booking. The housemaster had simply told them
25 that that was not important. I don't recall which house

1 it was or the name of the housemaster. This answer
2 applies to the college, obviously, as the junior school
3 did not have houses. I heard from being in the staff
4 common room of various attitudes of staff members to
5 what went on within the school. I don't recall hearing
6 anything that caused me great concern.

7 I do not know if fagging existed, but I do not think
8 so.

9 Discipline and punishment.

10 Being a day school, the junior school, with pupils
11 coming in from all over Edinburgh and even from Fife,
12 and with physical discipline not allowed, I suppose that
13 we had little means of punishment in the junior school.
14 There were one or two junior pupils who boarded with
15 teachers, including some with FTG and his wife.
16 I think some of these pupils had parents who lived
17 overseas or too far away to be a day pupil. They were
18 treated by the school as day pupils.

19 In the junior school, I think the policy was "no
20 physical - refer to headmaster". I think I was told
21 this on joining the staff.

22 The possibility of discipline being the
23 responsibility of senior pupils did not apply to a two
24 and a half year day school for pupils aged 10 who would
25 be leaving at the age of 12 and a half years. There

1 were no senior pupils in the junior school.

2 If a child in the school had worries, I suppose they
3 could have talked to the junior school staff or,
4 of course, their parents, whom they saw nightly. Within
5 the junior school, the practice did not change.

6 I do not know if children in practice raised
7 concerns in this way.

8 Within the junior school, the school did not have
9 a definition of abuse that it applied in relation to the
10 treatment of children.

11 I do not remember any instruction to staff about how
12 children in their care should be treated or cared for
13 other than with respect.

14 I also do not remember any guidance and instruction
15 for staff on how to handle reports of abuse or
16 ill-treatment of children. Particularly given the small
17 size of the junior school, it was up to you, that is
18 total autonomy in relation to these matters.

19 I was not aware of any child protection arrangements
20 in place at the junior school.

21 I was not involved in any investigation on behalf of
22 the school into allegations of abuse of children at the
23 school or into inappropriate behaviour by staff towards
24 the children.

25 Specific alleged abusers.

1 Anthony Chenevix-Trench was to retire in 1979, so he
2 was aged about 65 to 70. Anthony Chenevix-Trench was
3 the headmaster of the whole school.

4 He was totally remote. I did not speak to him more
5 than half a dozen times.

6 I remember Anthony Chenevix-Trench's reputation from
7 his time at Eton. He was a weak headmaster. Some of
8 the housemasters were allowed to be far too lax and did
9 not expect pupils to stick by the school rules. The
10 housemasters did not enforce school rules within the
11 houses. No action was taken from above to prevent this
12 happening. The housemasters ran their houses more or
13 less as they wished and without interference from the
14 headmaster.

15 Anthony Chenevix-Trench was not my cup of tea, even
16 allowing for his World War II experiences. I did not
17 know Anthony Chenevix-Trench at all well.

18 I did not see him with children.

19 Anthony Chenevix-Trench was always fond of the
20 youngest. This does not imply that I had any suspicions
21 concerning his behaviour. I did not see him
22 disciplining or abusing children. I heard of him
23 abusing children when he was at Eton. I never heard
24 this being discussed amongst the staff. He had been at
25 the school for some time before I arrived and they had

1 become used to him.

2 'Edgar'.

3 'Edgar' could have been at any age from 35 to 40

4 when I started, but I may well be out in my guess.

5 'Edgar' taught and coached sports within the junior

6 school. I knew 'Edgar' as a colleague.

7 I remember 'Edgar' was good to talk to, once one got

8 beneath the hard shell. He was always firm, even hard,

9 or at least brittle. He lived on a short fuse. He took

10 no nonsense from pupils and the telling off he gave was

11 always quite severe. His tone was severe, but in my

12 experience not abusive. He was good at sports.

13 'Edgar' was pleasant, but not a kindred spirit.

14 I did not know him outside of school hours.

15 I saw him with children at or travelling to school

16 sporting fixtures. With children he was always firm,

17 but he did not usually go too far. He did give one or

18 two of our youngsters rather too much of a telling off

19 for their age, but I should never have recalled the

20 incident below had the Inquiry not raised it. I did not

21 see him disciplining or abusing children. I recall very

22 little of my time at the school generally and cannot

23 recall any other incidents involving 'Edgar'. I do not

24 recall any responses from either Mr Chenevix-Trench or

25 FTG, but if there was, it was more likely to have

1 been [FTG] [SNR] the junior school.

2 I do not remember hearing allegations that 'Edgar'
3 was sexually abusing pupils. A former pupil's
4 allegation of a physical assault that I intervened to
5 stop stirs a faint memory. I'm not sure that
6 Fergus Murray and I had to wrestle 'Edgar' off the
7 victim, but that in general the incident did happen.
8 I cannot believe that the matter was so physical that we
9 had to wrestle 'Edgar' off the victim. I think it's
10 more likely that we caused 'Edgar' to calm down and stop
11 shouting at the pupil. If there had been a physical
12 incident like that, I would have recalled it.

13 Helping the Inquiry.

14 The only suggestions I can think of as lessons to be
15 learned would financially ruin all education authorities
16 and all private schools, both day and boarding.
17 I suppose the psychological testing of teachers might
18 help, and more detailed medical reports, physical ones.
19 Teachers would require a paid-for course in psychology
20 and training in treating all pupils equally, a teacher
21 training assessment or an apprentice-style training
22 scheme. To run that for all teacher applicants would be
23 expensive to pay for the training before they qualify as
24 teachers. Then the trainee teachers could decide
25 whether they could manage dealing with such issues as

1 teachers, some will drop out, but better the initial
2 expense than future court cases.

3 I have no objection to my witness statement being
4 published as part of the evidence to the Inquiry.
5 I believe the facts in this statement are true."

6 My Lady, this statement is signed and it's dated
7 23 January 2021.

8 LADY SMITH: Thank you very much, Ms Bennie.

9 MR BROWN: My Lady, that might be an appropriate stage to
10 break.

11 LADY SMITH: We could take a break just now because that's
12 been quite a solid run for the stenographers to take on.
13 So we'll have a break and then return to -- is it just
14 one more read-in we're down then?

15 MR BROWN: Yes, we're down to FTG read-in, and as
16 Your Ladyship is aware, there's been reference to
17 a number of documents through the course of this chapter
18 of the evidence and what I would propose to do, because
19 there's reference in his statement to a lot of
20 correspondence, to read the statement and then
21 sequentially as best I can in date order read
22 correspondence and the board minutes from 1978 to 1979
23 so that there is a continuous record of them.

24 LADY SMITH: That sounds like a good idea. That would be
25 helpful, Mr Brown. Very well.

1 (11.12 am)

2 (A short break)

3 (11.39 am)

4 LADY SMITH: Mr Brown.

5 MR BROWN: My Lady, thank you.

6 [REDACTED] FTG [REDACTED] (read)

7 Beginning with the statement of [REDACTED] FTG [REDACTED], which has
8 the reference number WIT-1-000000427:

9 "My name is [REDACTED] FTG [REDACTED]. My date of birth is in 1939.

10 I have provided the Inquiry with my CV, which
11 provides a brief resume of my qualifications and
12 employment history.

13 I was employed at Fettes College from 1970 until
14 1983. Between 1970 and 1972, I was employed as
15 [REDACTED] teacher and house tutor. I then became head
16 of the [REDACTED] department in 1972. Between 1973 and
17 1979, I was [REDACTED] SNR [REDACTED] of Fettes Junior School.
18 I was [REDACTED] head of [REDACTED] in the senior school from
19 1974 until 1976. Between 1979 and 1983, I was the
20 housemaster of Glencorse House and taught A-level
21 [REDACTED]

22 I left Fettes in 1983 and moved to a school in
23 [REDACTED] as headmaster. It became co-educational that
24 year. I became headmaster of a school in [REDACTED] in
25 1991. In 1993, I employed a full-time trained school

1 counsellor there. We were one of the first schools to
2 employ such a person. It was of huge benefit to
3 housemasters and mistresses, to me and of course to the
4 pupils. This counsellor reported directly to me and to
5 the boarding staff responsible for the welfare of the
6 pupils. The chaplain also reported to me.

7 Fettes College.

8 Recruitment.

9 I was interviewed for my role at Fettes in London by
10 SNR [REDACTED], FNP [REDACTED] An offer of
11 post then followed along with an invitation to stay at
12 the Lodge, Fettes, [REDACTED].
13 A house in Comely Bank was provided as a future
14 residence for us.

15 Initially my line manager was ECD [REDACTED] who was
16 the head of the [REDACTED] department. FNP [REDACTED] was
17 the SNR [REDACTED] and he was very
18 approachable.

19 In 1971, Tony Chenevix-Trench was appointed as
20 headmaster. I was invited to [REDACTED] a new junior school
21 to open in September 1973. At that time, I had close
22 liaison with the headmaster, who was my line manager.
23 All potential members of staff were introduced to
24 Mr Chenevix-Trench before their appointment was
25 confirmed.

1 As a housemaster of Glencorse in 1979, I was
2 answerable to Cameron Cochrane, who became headmaster
3 in September 1979. Cameron Cochrane was also
4 approachable, but we did differ in our vision of the
5 future of Fettes.

6 In terms of training and support, I received much
7 help from ECD [REDACTED] when I became head of the
8 [REDACTED] department. I also received considerable
9 support and help from Tony Chenevix-Trench in [REDACTED]
10 [REDACTED] Fettes Junior School [REDACTED]

11 Cameron Cochrane was always helpful. However, he
12 did not share my vision that Fettes should become fully
13 co-educational. I wanted the school to accept girls at
14 third form level when they were 13 years old.

15 I believed that co-education was a natural and
16 beneficial preparation for life in a world occupied by
17 both men and women.

18 The governors asked me to present a paper on the
19 issue. I visited several co-educational schools in the
20 UK and America. The governors then promoted the
21 acceptance of girls at 13 years old and the senior
22 school became fully co-educational under Mr Cochrane.

23 My wife and I lived in Comely Bank from 1970 until
24 1972. We then moved to Malcolm House, which adjoined
25 the new junior school, remaining there until 1979. When

1 I was appointed housemaster of Glencorse House in 1979,
2 we moved there until I left Fettes in 1983. Our
3 accommodation in Glencorse House adjoined the boarding
4 house with entry on all floors.

5 The house matron and house tutor lived in apartments
6 within the boarding house which was situated within the
7 school grounds. Only myself, my wife and the house
8 matron and house tutor had access to the children's
9 residential areas.

10 We worked hard to instill kindness and respect for
11 others. Co-education assisted in this. There was more
12 kindness and mutual respect after the school became
13 co-educational. Art, drama and museum were strong and
14 balanced a tendency in the school to place too much
15 emphasis on sport. I ran the [REDACTED]
16 I also [REDACTED] three school plays.

17 Discipline and punishment.

18 Staff managed discipline within the school along
19 with school prefects and house prefects. There were
20 only eight school prefects, who were mostly the heads of
21 houses. There were approximately 40 house prefects.

22 The prefects' duties included the supervision of
23 dormitories and homework and the distribution of light
24 domestic tasks around the boarding house that fell to
25 pupils, for example putting out the bins and collecting

1 milk and break for the communal kitchen.

2 School and house prefects could issue punishments
3 such as changing into and out of games clothes four
4 times or rising an hour early at 6.30 am. They did
5 not administer any corporal punishment. Caning was only
6 administered by housemasters or the headmaster. It was
7 very rarely used in Glencorse House and only by the
8 housemaster. This was a rare event for serious
9 misdemeanours such as theft or bullying. It was on the
10 backside, over trousers in private for a maximum of four
11 strokes. I beat approximately four boys over a period
12 of four years. It was not intended to be to the point
13 of bruising.

14 The boys were 13 years or older. There was no
15 corporal punishment in the junior school, so the cane or
16 belt was not used there by me or other staff.

17 I encountered some bullying but believed it had
18 ceased in Glencorse. I forbade the administration by
19 the prefects of some of the more draconian traditional
20 punishments, such as forcing juniors to run up and down
21 the stone stairs carrying a heavy log.

22 There was very little formal written policy in
23 relation to discipline and punishment when I took over
24 as housemaster of Glencorse in 1979. However, I believe
25 the boundaries were clear.

1 Records of canings and minor punishments were kept.

2 Senior school records were kept in my study.

3 Boys who were problematic were referred to me. The
4 main sanctions were gating, which meant being confined
5 to the boarding house except for lessons or games, or
6 suspension, which meant being sent home to their parents
7 for a short period. I was not aware of members of staff
8 using corporal punishment too much or over-rigorously.
9 Beating was very seldom used.

10 Records were kept of all pupils in the house and
11 detailed reports written by subject masters and
12 housemasters at the end of every term. The records were
13 kept in a filing cabinet in the housemaster's study.

14 Similarly, records were kept at the junior school
15 and a detailed report was written for parents at the end
16 of every term. All pupils had a tutor and the report
17 contained a specific report by the pupil's tutor, form
18 master and the headmaster. All reports were handwritten
19 and carefully considered. I have no idea for how long
20 records were retained or whether they made their way to
21 a central archive.

22 Policy.

23 I was responsible for the care of [REDACTED] pupils in the
24 junior school, which is now called Fettes Preparatory
25 School. Latterly, I was responsible for the care of

1 pupils in Glencorse House. All policies change over
2 time and they were written up to be available for all to
3 see. I believe that they became more exacting. School
4 inspections made such requirements crystal clear.
5 Training and child protection were given much more
6 prominence to the benefit of all.

7 Whilst at Fettes, I was responsible for the
8 well-being of [REDACTED] junior school pupils and then in
9 1979 for all the members of Glencorse House. The
10 chaplain, house tutor and matron reported to me as the
11 housemaster. At the junior school, I was responsible
12 for appointing [REDACTED], but I consulted SNR [REDACTED]
13 SNR [REDACTED] over each appointment. We would
14 advertise in The Times Educational Supplement, normally
15 with success. We would take up references given by the
16 candidate and also often telephone the candidate's
17 present school. References were expected to cover
18 teaching ability, integrity and aptitude for the
19 advertised post.

20 As head of the senior school [REDACTED] department,
21 I was involved in the personal development of staff in
22 our department. SNR [REDACTED] the junior school, I was
23 also involved in the personal and pastoral development
24 of staff. Termly and annual interviews were carried
25 out. I was closely involved in the development of

1 staff, appraisal and evaluation. This occurred in my
2 role as SNR [REDACTED] and head of department. It also
3 involved attending lessons of members of staff and
4 providing commentary on their performance.

5 Child protection.

6 I believe that all staff understood that children in
7 the care of the school should be protected from abuse of
8 any sort, physical or sexual. However, in 1970 or even
9 1980, specific instruction in identifying this was not
10 given. Nor was guidance given on how to handle and
11 respond to reports of abuse or ill-treatment of
12 children. All staff knew they should inform their
13 direct senior staff member if they suspected any child
14 was being abused by anyone, another child or a member of
15 staff. We were all aware of the need for child
16 protection, but around 1980 it was not underlined and
17 magnified in the manner it is today. That being said,
18 we did our utmost to protect children from abuse by
19 other pupils or members of staff.

20 There was no specific definition of abuse when I was
21 at Fettes, but all staff understood it to be bullying or
22 inappropriate handling of any sort. I do not believe
23 that a clear definition of abuse was communicated and
24 explained to staff in the manner it now is under the
25 banner of child protection. By 1985 child protection

1 and awareness of child abuse had become a very important
2 aspect of teaching and caring for children.

3 Day-to-day running of the school.

4 After the commencement of the junior school
5 in September 1973 I organised the timetable, lessons and
6 recreation and class sizes and groups. I was also
7 closely involved in the day-to-day running of the
8 school. I am confident that if any child was being
9 abused it would come to light at around the time it was
10 happening. It is very likely it would also have been
11 brought to our attention by the parents of the abused
12 child. The junior school was essentially a day school
13 and parents were in constant touch with their children
14 and contact with staff was encouraged.

15 Complaints.

16 I do not remember a formal complaints procedure
17 being in place in 1973. If complaints were received,
18 they were treated very seriously, but I do not remember
19 a scheme of officially recording such complaints. I do
20 not recall there being a specific procedure for managing
21 and recording complaints by the time I left Fettes in
22 1983.

23 [REDACTED] was very involved with the pupils at
24 the junior school. Pupils would confide in her and she
25 would pass on their problems or difficulties to me or

1 an appropriate member of staff. I am sure a complaints
2 procedure now exists and has done for some time at
3 Fettes, but I cannot say how much this is now used.

4 Abuse at Fettes College.

5 I never directly witnessed the abuse of children at
6 the junior or senior school. Abuse or ill-treatment was
7 very rare and I would expect it to reach me via the
8 parents of a pupil. This is what occurred in the case
9 of 'Frank'. His mother spoke to me in the Lent term of
10 1975. She informed me that 'Edgar' had inappropriately
11 touched her son when 'Frank' was standing by his desk
12 having his work checked. Other than the complaints
13 against 'Edgar', I did not receive any complaint of any
14 abuse by a teacher on a pupil during my time at Fettes.

15 'Edgar'.

16 We advertised the post filled by 'Edgar' in The
17 Times Educational Supplement and he applied to us. The
18 headmaster of the Edinburgh Academy Preparatory School,
19 Jim Brittain, gave 'Edgar' an excellent reference.
20 There was no mention of him being dismissed from
21 a school in South Africa, nor of his inappropriate
22 touching or fondling of pupils at Edinburgh Academy. If
23 there had been mention of those issues, we would
24 certainly not have employed him. I may well have
25 telephoned Jim Brittain to discuss the application as

1 I knew him well.

2 'Edgar' was introduced to Anthony Chenevix-Trench
3 and we were delighted to have found an accomplished
4 maths teacher and games coach.

5 Allegations by 'Frank' against 'Edgar'.

6 I do recall 'Frank'. He was a pleasant boy, tall
7 for his age. I remember meeting him with his mother in
8 the Lent term of 1975. They disclosed that 'Edgar' had
9 inappropriately touched 'Frank'.

10 Information that I received from the Inquiry
11 provides details of the behaviour alleged by 'Frank' in
12 his evidence to the Inquiry. I understand that 'Frank'
13 has alleged that 'Edgar' would stroke and slap his
14 thigh, insert his hand up into his shorts and under his
15 pants, whereupon he would fondle his genitals and insert
16 his finger into his anus.

17 On one occasion, 'Frank' has alleged that 'Edgar'
18 had kept him back after class, grabbed his hair, shouted
19 at him, put his hand down the back of his trousers and
20 inserted a finger into his anus. The details 'Frank'
21 has provided to the Inquiry are of much more serious and
22 intrusive behaviours than were conveyed to me at the
23 time.

24 The information I have received from the Inquiry
25 also indicates that 'Frank' has stated on one occasion

1 'Edgar' pulled a pupil named 'Raymond' up by his hair
2 until his hair tore from his scalp. I am horrified to
3 hear of 'Edgar's' assault on 'Raymond' and I should have
4 been made aware of this.

5 I remember 'Raymond', but my memory fails me over
6 the details of his removal from the school. I cannot
7 remember the detail of 'Raymond's' complaint. I was
8 certainly not aware of 'Edgar's' hair pulling.

9 I believe that 'Raymond' had boarded with 'Edgar' and
10 his wife. Had we known at that time anything of
11 'Edgar's' appalling behaviour, we would never have
12 allocated a pupil to board with them. 'Edgar' and his
13 wife had also adopted a child.

14 Allegations by 'Ben' against 'Edgar'.

15 The Inquiry has provided me with details from
16 a statement provided by another pupil named 'Ben', who
17 attended the school between 1974 and 1976. I was not
18 aware of 'Ben' or his father making any complaint to the
19 school at the time. I understand that 'Ben' recounts
20 that 'Edgar' had regular outbursts of anger and rage,
21 involving screaming at boys, grabbing them by the hair
22 and banging their heads on desks. This happened to him.
23 He remembers 'Raymond' having a bald patch where his
24 hair had been. I believe that my study was directly
25 above 'Edgar's' classroom, so not far away. I was not

1 aware of him having outbursts of anger and rage.
2 I believe that these complaints arose from the time
3 before 'Edgar's' intensive treatment from
4 Professor Walton. We knew he was tense, but after his
5 summer of treatment in 1975, he became a much calmer
6 person.

7 'Ben' has also stated to the Inquiry that on one
8 occasion, at a school assembly, 'Raymond' was seized by
9 'Edgar', dragged about and thrown against walls, whilst
10 'Edgar' screamed and shouted. He recalls that three
11 other teachers were present, Mrs Orchard, Mr Mineyko and
12 Mr Murray, and that the two male teachers wrestled
13 'Edgar' out of the room. Mr Mineyko, Mr Murray and
14 Mrs Orchard were indeed working at the junior school in
15 the period 1974 to 1976. I do not remember an incident
16 in assembly involving the above three teaches and
17 'Edgar'. They should have told me about it. However,
18 it is extremely distressing to hear of it now.

19 'Ben' has stated that teachers drank alcohol at
20 lunchtime. I wish to make the point that the teachers
21 did not drink alcohol with lunch. I do not recall staff
22 ever taking alcohol into a meal with pupils. Neither
23 staff from the junior or senior school took alcohol into
24 the school dining room during school meals.

25 Involvement in investigation of abuse by 'Edgar'.

1 From my memory, 'Frank's' mother approached me at
2 school one day to advise that her son had made her aware
3 of the abuse by 'Edgar'. After meeting with 'Frank' and
4 his mother, I informed them that 'Edgar' would leave the
5 school.

6 I'm sure that I spoke to 'Edgar' about the
7 allegation once I had received the information from
8 'Frank's' mother in 1975. I'm sure that 'Edgar' did not
9 deny that he had inappropriately touched 'Frank'. There
10 was no discussion of the specifics of this, and
11 certainly not in the explicit terms now alleged. He did
12 not say that it had never happened.

13 In my view, he had admitted it and he knew that he
14 was leaving. 'Edgar' admitted his offence. I was
15 answerable to Mr Chenevix-Trench, the headmaster of the
16 senior school at the time. He was closely involved when
17 it came to dealing with 'Edgar'. Both
18 Mr Chenevix-Trench and I decided that 'Edgar's'
19 employment at the school should be terminated. In the
20 end, we did not terminate 'Edgar's' employment at that
21 time following the intervention of Professor Walton.

22 We were approached by a senior psychiatrist,
23 Professor Henry Walton of the Royal Infirmary. 'Edgar'
24 had told him that he was going to be sacked.
25 Professor Walton wrote to us, pleading with us that

1 'Edgar' should be allowed one term's medical leave
2 whilst he dealt with his abusive behaviour. He assured
3 us that he would cure 'Edgar' of his inclinations and
4 behaviour.

5 I was firm that I did not want to keep 'Edgar' at
6 the school. Mr Chenevix-Trench's view was that, having
7 been approached by such a senior psychiatrist, we must
8 respect his opinion and give him the chance to cure
9 'Edgar'. I was answerable to Tony Chenevix-Trench and
10 therefore persuaded that we should put our trust in
11 Professor Walton. 'Edgar' therefore remained at Fettes
12 Junior School.

13 After the intervention of Professor Walton,
14 I informed 'Frank's' mother of the new plan, explaining
15 that 'Edgar' would be treated by Professor Walton.
16 I believe I had a second meeting with her. I apologised
17 again, having already apologised for 'Edgar's' abuse of
18 'Frank'. 'Frank's' mother was happy we were dealing
19 with the situation, but she was sceptical of 'Edgar's'
20 ability to reform. She advised that in her own medical
21 opinion, 'Edgar' would not change.

22 'Edgar' did not continue to work at the school after
23 'Frank's' mother's disclosure. Instead, he began his
24 intensive treatment at the Royal Infirmary under
25 Professor Walton. All his classes and games were

1 covered by other teachers. No external report was made
2 in respect of the abuse, but Tony Chenevix-Trench was
3 involved in all decisions. He had the final say as my
4 superior.

5 'Edgar' returned a much calmer and gentler person.
6 For three and a half years he was an excellent
7 schoolmaster. But then one more complaint came at the
8 beginning of the Lent term in 1979, stating that he had
9 fondled a boy. I do not recall the name of the parent
10 or boy concerned. It was an isolated complaint, but
11 a very serious one, which resulted in the dismissal of
12 'Edgar'. I cannot recall any more about this particular
13 instance of fondling. 'Edgar' did continue to teach
14 lessons and supervise sports until his employment was
15 terminated at the end of the Michaelmas term in December
16 1979. He was under careful watch and threat of
17 immediate dismissal and I do not believe that he
18 offended again. The senior school headmasters,
19 Mr Cochrane and Mr Chenevix-Trench, were closely
20 involved in the treatment and supervision of him.

21 After the incident with 'Frank', we had considerable
22 concern about 'Edgar's' treatment of children, but
23 I must reiterate that he had excellent references from
24 Edinburgh Academy Preparatory School. We did not
25 receive any other complaint about 'Edgar' prior to

1 hearing from 'Frank's' mother. His abuse of 'Frank'
2 would have been more than sufficient for us to terminate
3 his employment, had it not been for the intervention of
4 Professor Walton.

5 I did not report 'Edgar' to the police. I am not
6 aware that 'Frank's' mother, Professor Walton,
7 Mr Cochrane or Mr Chenevix-Trench did either. I do not
8 believe that we were obliged to inform the police about
9 the complaints of abuse in 1979.

10 Correspondence relating to 'Edgar'.

11 The Inquiry has provided me with copies of
12 correspondence relating to 'Edgar'. Firstly, I have
13 been provided with a letter dated 18 January 1979
14 addressed, 'Dear Tony'. I do recall writing this
15 letter, which was to Tony Chenevix-Trench. When
16 I referred to 'Edgar's' 'misdemeanour', I was referring
17 to him fondling a pupil, something he had also done in
18 1975. Although mention is made of giving him 'one more
19 chance', in fact we did not give him one more chance and
20 we terminated his employment at the end of Michaelmas
21 term in 1979, mid-December. All of this was discussed
22 with Tony Chenevix-Trench, who had the final say when it
23 came to the management of 'Edgar'.

24 I have also been provided with a letter dated
25 8 February 1979 addressed, 'Dear Cameron'. I know that

1 I did write Cameron Cochrane about this time, but I have
2 no recollection of writing this letter. Cameron
3 Cochrane became headmaster of Fettes in September 1979.
4 It is not signed by me and, unlike the letter dated
5 18 January 1979, is not typed on my office headed paper.
6 It also refers to matters of which I had no recollection
7 prior to being shown these letters referred to by the
8 Inquiry in 2020.

9 The letter includes the words, 'As 'Edgar's'
10 curriculum vitae states, he was at a school in South
11 Africa from 1966 to 1967 and was dismissed for indecent
12 practices'. At the time of 'Edgar's' appointment, we
13 relied on an excellent reference from his former
14 employer Jim Brittain, headmaster of the Edinburgh
15 Academy Preparatory School. We were unaware of
16 'Edgar's' alleged indecent practices in South Africa or
17 of alleged fondling at the Edinburgh Academy at this
18 time. According to the letter of 8 February 1979, of
19 which I have no recollection, 'Edgar's' history of
20 offending only came to light some time after his
21 indecent behaviour in 1975 when a parent reported his
22 behaviour to me, and before 8 February 1979, being the
23 date of the letter.

24 I have no memory of having been told of 'Edgar'
25 being dismissed from the South African school, though

1 this letter suggests that by 1979 I had become aware of
2 this. However, the letter does document the steps
3 I took to manage the situation, share information and
4 seek advice from my superiors. I have no recollection
5 of having written this letter or of the information
6 about 'Edgar's' previous misdemeanours.

7 The letter seems to suggest that the CV referred to
8 contained details of his previous employers, including
9 the school in South Africa. It also suggests that the
10 information about the circumstances surrounding his
11 departure from that school emerged much later in 1975,
12 some time after he had offended at Fettes. I therefore
13 wonder if this further information may have become
14 available through Professor Walton. 'Edgar' certainly
15 did not disclose the fact that he had been dismissed by
16 the South African school on the CV he provided at the
17 time of his appointment in 1973. At that time, we were
18 totally unaware of this fact. I have no recollection of
19 having known about any previous misdemeanours committed
20 by 'Edgar' prior to being shown this letter referred to
21 by the Inquiry in 2020. According to this letter, it
22 wasn't until after 1975 when he offended at Fettes
23 Junior School that we became aware of any previous
24 misdemeanours.

25 If the letter of 8 February 1979 is to be believed,

1 'all of this emerged in 1975'. I believe that it must
2 have been through Professor Walton that we were made
3 aware of 'Edgar's' previous misdemeanours. If we had
4 known this information in 1973, then we could never have
5 appointed him. Equally, we were not aware of any
6 problem at Edinburgh Academy, either loss of temper or
7 inappropriate touching. He was given an excellent
8 reference by the Edinburgh Academy. We were absolutely
9 unaware of any background of prior issues either of
10 indecency or temper outbursts. I have no recollection
11 of having been aware of any previous misdemeanours at
12 Edinburgh Academy prior to being shown the letter
13 referred to by the Inquiry.

14 We witnessed a transformation in 'Edgar's'
15 personality brought about by his treatment with
16 Professor Walton. In 1975, 'Edgar' was sent on
17 sabbatical for treatment. We were assured by
18 Professor Walton that, with treatment, he would be able
19 to manage his behaviour. For that reason, he was
20 allowed to continue to work with children again.
21 Indeed, his treatment seemed to be successful until
22 1979, when he re-offended and his employment was
23 terminated.

24 'Edgar' was watched very carefully in the period
25 from 1975 until 1979. He had regular follow-up with

1 Professor Walton. We were shocked and disappointed when
2 we heard from a parent at the start of Lent term
3 in January 1979 that he had relapsed and was guilty of
4 fondling a boy. His employment was terminated at the
5 end of the year. I shared information about 'Edgar's'
6 misdemeanours with the senior school headmaster,
7 Tony Chenevix-Trench, the board of governors through
8 Mr Robin Salvesen and Professor Walton. They were all
9 aware of the situation.

10 I have been shown a letter dated 9 January 1979 by
11 the Inquiry, which appears to be from Tony
12 Chenevix-Trench to a preparatory school in South Africa.
13 It was written by him literally days before he heard
14 from me that 'Edgar' had re-offended, as evidenced by my
15 letter to him dated 18 January 1979. My letter of
16 18 January was most likely written immediately upon my
17 receipt of the information regarding the offence. It
18 would be helpful to find out from the school archives
19 the date of the first day of the Lent term 1979 at
20 Fettes, which would be the date on which I heard the
21 news from the victim's parent.

22 When Mr Chenevix-Trench wrote the letter of
23 9 January 1979, it is unlikely that he knew of the
24 recent offence. He most definitely knew of the
25 inappropriate behaviour towards 'Frank' in 1975 and, if

1 the letter of 8 February 1979 is to be believed, of the
2 extent of 'Edgar's' offending history. I have never
3 seen the letter before. I would not have supported
4 Edgar in any application for a teaching post in
5 South Africa. I cannot explain why no mention is made
6 by Mr Chenevix-Trench of 'Edgar's' prior conduct.

7 The Inquiry has provided me with copies of letters
8 dated 12 July 1979 and 20 June 1979, which seem to
9 relate to 'Edgar's' applications for positions at
10 Gordonstoun School and in South Africa. The letter of
11 20 June 1979 does appear to be from Mr Chenevix-Trench.
12 I was not aware of the job application to Gordonstoun
13 School. I would not have supported either his
14 application to Gordonstoun or the school in South
15 Africa. I recommend in my letter to 'Edgar' dated 18
16 January 1979 and in the open reference that I wrote for
17 him that he work in commerce, industry or educational
18 administration and definitely not near pupils of junior
19 school age. I was not asked to support him in any
20 application for a position at Gordonstoun.

21 The Inquiry had provided me with an undated letter
22 of reference. From the description under my name, it
23 does appear that this was prepared by me after July
24 1979. I do recall writing this reference for 'Edgar'.
25 It was intended to support him finding work outside of

1 teaching. I had discussed 'Edgar's' future with him and
2 we had agreed that he would look for work in commerce or
3 industry. He knew that I would not support a role in
4 a junior school. He promised that he would not apply
5 for another teaching role. That is the reason for my
6 failure to mention his history of offences against boys
7 at the junior school. I certainly would have disclosed
8 the history of abuse had he applied to a school but he
9 solemnly promised not to do so. Hence, my emphasis on
10 his suitability for a job in commerce or industry.
11 I remember unease about my reference at the time as
12 I was relying on an omission in my open reference to
13 prompt a future school to contact me should he apply
14 rather than writing an explicit warning.

15 I did not mention the abuse of children in 'Edgar's'
16 care in the reference because I believed and believe
17 that anyone in education reading my reference would have
18 contacted me. I believe they would want to understand
19 why I had only recommended him for a role in commerce
20 and industry and stated that he would be a valuable
21 member of a company with no mention of a school.

22 Nowadays we would have stated explicitly that he
23 should not be allowed to work near children. He would
24 be on List 99, now called the Children's Barred List
25 Check. At that time, I was not aware of any specific

1 Fettes policy relating to the provision of references
2 where there were allegations of abuse. There was
3 a clear lack of framework. The tragic consequence is
4 that it is likely that the South African school did not
5 warn Edinburgh Academy, who in turn did not warn
6 Fettes College before 'Edgar' took these positions.

7 I sent a copy of my reference to the new headmaster,
8 Cameron Cochrane, for approval. He was fully aware of
9 the situation and 'Edgar's' abusive behaviour. This was
10 the only reference that I wrote for 'Edgar'. No school
11 ever approached me in relation to this reference. Now
12 that I have seen documents provided to me by the
13 Inquiry, I realise that Mr Chenevix-Trench was,
14 unbeknownst to me, corresponding with schools and
15 supporting 'Edgar's' teaching career.

16 Anthony Chenevix-Trench.

17 As already stated, I do recall
18 Anthony Chenevix-Trench. My employment coincide with
19 his from 1971 until 1979 when he was aged 54 to 61. He
20 was headmaster of the school whilst I was the head of
21 Fettes [REDACTED] department. I was then invited to [REDACTED]
22 Fettes Junior School, now known as Fettes Preparatory
23 School, so I had a lot of contact with
24 Mr Chenevix-Trench. I remember him as being charming.
25 He always had time to listen and help. I knew him well

1 and he was very experienced. I very rarely saw him with
2 children, but he seemed to be at ease when I did.

3 I never saw Mr Chenevix-Trench discipline children,
4 but I heard that he used the cane frequently. It was
5 a generally known fact that he used the cane but not
6 excessively. This would have happened if
7 the housemaster had passed a pupil on to the headmaster
8 for a very serious offence. I never saw
9 Mr Chenevix-Trench abuse children or heard of him
10 abusing children.

11 CBU

12 I do recall CBU He was at Fettes throughout my
13 time there, 1970 to 1983. He was approximately 25 to 38
14 years old at that time. He was employed as a
15 teacher. He had no direct link to my role, but he was
16 a cheerful companion. I think we may have joined Fettes
17 at the same time. I remember him as being cheerful and
18 hard working. I knew him quite well, but I wouldn't
19 describe him as a close friend.

20 I did see CBU interact with children. He seemed
21 to be happy in their company. I never saw him
22 discipline the children and I never saw him abuse any
23 children. I never heard about him abusing children.

24 DXM .

25 I never met DXM but I heard that he had been

1 dismissed from Fettes. I have no knowledge of the
2 details of [DXM], dismissal beyond hearing that he
3 had been dismissed for misconduct. I know nothing more
4 about any allegations against him and therefore cannot
5 comment any further about him.

6 Final thoughts on the case of 'Edgar'.

7 I would like to comment further that we, the school,
8 should have dismissed 'Edgar' immediately after
9 'Frank's' mother's complaint in 1975. That was what
10 I wished to do. I think that Mr Chenevix-Trench was too
11 compliant with Professor Walton's response. When it
12 came to my own response, I was overruled by the
13 headmaster of Fettes. I think that Mr Chenevix-Trench
14 was too lenient with 'Edgar' in 1975, allowing him the
15 opportunity to return to Fettes after treatment. In
16 hindsight, I think we should have made him redundant
17 immediately in 1975 but offered to continue to pay him
18 whilst he received treatment from Professor Walton.

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

23 And [FTG] signed the statement on 3 September
24 2020.

25 LADY SMITH: Thank you.

1 MR BROWN: As indicated, my Lady, it would be helpful,
2 perhaps, just as a timeline of events, to read
3 through --

4 LADY SMITH: For the documents to be read.

5 MR BROWN: I'm afraid this involves darting from one page to
6 another, the documents not being in particular order,
7 but hopefully it will make sense.

8 Documents relating to 'Edgar' (read)

9 MR BROWN: The first document and the document we'll rely on
10 particularly is FET000000048, which is the file provided
11 by Fettes for 'Edgar'.

12 The first page is, if Your Ladyship would bear with
13 me, page 22, and is a letter from the preparatory school
14 in South Africa to Anthony Chenevix-Trench, the
15 headmaster of Gordonstoun, and the heading is:

16 "Application for the post of headmaster."
17 And the South African school.
18 "January 1980.

19 Edgar has confidentially submitted an application
20 for the above post and has given your name as one of his
21 referees. It will, therefore, be very much appreciated
22 if you will assist the chairman of the committee
23 responsible for this appointment by giving him your
24 opinion about the suitability of this applicant.

25 "[The school in South Africa] has an enrolment of

1 300 plus boys from Class 1 to Standard 6 between the
2 ages of 6 and 13 years. The headmaster is responsible
3 for the administration, curriculum, activities and
4 discipline of the school. He will also have some
5 responsibility for the financial administration of both
6 the school as the association's registered office is
7 situated in the school in [South Africa]."

8 And then details of who the responses are to be sent
9 to are provided.

10 The response from Mr Chenevix-Trench can be found on
11 pages 20 and 21 and are dated 9 January 1979. It's not
12 perhaps the easiest to read, as Your Ladyship can see,
13 but I think it reads as follows.

14 LADY SMITH: We can probably manage. Just take your time.

15 MR BROWN: "Dear Mr Moreton.

16 Thank you very much for your letter of 28th December
17 enquiring about 'Edgar'.

18 'Edgar' came to us some five years ago to teach in
19 our new venture, which was just launched then, the
20 Fettes Junior School. This school takes boys from 10.5
21 up to about 13. There is no doubt that he is
22 an extremely competent teacher."

23 I'm not sure the next line is particularly legible.

24 It carries on to:

25 " ... boys in his house when necessary, though the

1 school is ... mostly in Edinburgh. He is an extremely
2 good games player as well in almost every field of
3 activity and has [something something something] the
4 children."
5 LADY SMITH: "... wife and children", maybe?
6 MR BROWN: Possibly.
7 LADY SMITH: "... has his own wife and children"? Or
8 something like that.
9 MR BROWN: Yes.
10 "His wife would ..."
11 I think there's a reference to --
12 LADY SMITH: "... make an admirable matron ..."
13 MR BROWN: "... matron and mother to a preparatory school."
14 I think it actually may be easier to read on the
15 screen than my efforts to read the document itself.
16 "When he first came here, 'Edgar' was rather
17 unsettled and I was a bit worried about him for a time,
18 but since then he has done extraordinarily well and is
19 thoroughly settled here, and the only reason for his
20 wishing to leave is that he feels he should now move on
21 to tackle bigger problems. I think he himself is
22 perfectly capable of being an excellent headmaster of
23 a junior school. He was brought up in South Africa and
24 is no stranger to the climate out there. There can be
25 no doubt at all that his wife would be a perfectly

1 excellent wife to a headmaster.

2 Before he came here he taught at the Edinburgh
3 Academy, a very great and good school, and it might just
4 be worth your writing to the rector of the Academy for
5 a further opinion. He came out of a good stable and is
6 certainly a thoroughbred. Of his devotion to duty there
7 can be no question and my worries which I originally had
8 about his temper have since been completely allayed for
9 in the last three years he has won the affection and the
10 confidence not only of the boys in the junior school at
11 Fettes but also of all the staff. I should say that the
12 Junior School is placed in the middle of the main school
13 and uses all the main school facilities, eg science
14 labs, playing fields and so on. All masters at our
15 junior school are on the staff of the senior school as
16 well and paid exactly the same. He is a very acceptable
17 member of the common room.

18 I hope these remarks will help you in your
19 selection. He is certainly a man I think you should
20 take very seriously, for although he is comparatively
21 young and he looks younger than he is, he is both fit,
22 able and conscientious and a man of total integrity.

23 With best wishes.

24 Yours sincerely."

25 LADY SMITH: Just to keep track of the timeline, by the time

1 this letter was written, 'Edgar' had left the employment
2 of Fettes?

3 MR BROWN: No.

4 LADY SMITH: No?

5 MR BROWN: This is January 1979.

6 LADY SMITH: Oh, this letter is January 1979.

7 MR BROWN: So shortly before -- this is the letter that
8 FTG says was written clearly in ignorance of the
9 second complaint.

10 LADY SMITH: Of course. It was halfway through December in
11 1979 that 'Edgar' left.

12 MR BROWN: Yes, that's right.

13 If we can then go back, my Lady, to page 1 of the
14 same document and this is the letter from FTG to
15 the headmaster, to Tony Chenevix-Trench, and it's dated
16 18 January 1979, nine days after the last letter:

17 "Dear Tony.
18 'Edgar'.

19 I have seen 'Edgar'. He admits to his misdemeanour
20 and promises never to repeat it. I stressed the
21 seriousness of even such a 'minor' irregularity. He
22 seems to have absorbed this. I explained that one more
23 such offence and he would be asked to leave; and that it
24 was because of his excellent teaching, coaching and his
25 general approach over the last 18 months that you and

1 I had decided to give him one more chance. I explained
2 that my successor would have to be made aware of the
3 situation as would your successor. I explained that
4 I could not, in the light of this incident, recommend
5 him at present to be a headmaster of a prep school. He
6 said he would withdraw his application for the headship
7 of [the South African school] and of the junior school.
8 I suggested, as a friend, that he look for a job out of
9 teaching, or at least away from boys of junior school
10 age. He said he was sure his father in South Africa had
11 contacts; and he also suggested the Lothian Region
12 education offices. Do you want to see him?"

13 There's then, over the page on page 2, the letter
14 dated 8 February 1979 to Cameron, which was referred to
15 in **FTG** statement:

16 "Dear Cameron.

17 I am sorry to have rather suddenly sprung on you the
18 problem of 'Edgar' just before the meeting last Monday.
19 I do not know how much Tony added to that brief version
20 of events, but I feel I should fill in the details.

21 As 'Edgar's' curriculum vitae states, he was at
22 [a school in South Africa] in 1976-77, and was dismissed
23 for indecent practices. He came to Moray House and took
24 his primary teacher's certificate, and no mention of
25 what had occurred [in South Africa] was made. In

1 1968-73 when at the Academy, he apparently -- all this
2 I have learnt since he came here -- had problems of loss
3 of temper and occasional fondling of boys. The Academy
4 were apparently unaware of it and he had an excellent
5 reference from Jim Brittain. All this emerged in 1975
6 when a parent of a boy at Fettes Junior School informed
7 me that her son had been fondled by 'Edgar', touched --
8 no more. We decided that 'Edgar' must leave. He had
9 been seeing a Professor Walton from the Royal who
10 pleaded with us to keep him on but released him for the
11 summer term so that he could have intensive treatment as
12 an in-patient. 'Edgar' also had a mild drinking
13 problem, which the hospital believed was closely
14 connected with the other problem. Professor Walton
15 advised us that 'Edgar' would be quite cured. I suppose
16 we were foolish to listen but we final agreed to
17 cooperate. Walton insisted that if 'Edgar' were to
18 leave, he would collapse as an individual.
19 (Professor Walton, incidentally, is on study leave at
20 present after being convicted of shoplifting.)
21 Anyway, on 'Edgar's' return there were a few temper
22 problems but none of the other. He then fairly quickly
23 improved and became a much gentler and more effective
24 schoolmaster -- much respected by the boys and getting
25 good results with them in CE. I believed that

1 Professor Walton was, after all, right and last term
2 asked Robin Salvesen if he would officially appoint
3 'Edgar' as senior master here. He organises the games
4 fixtures, coaches 1st XI hockey and cricket, squash and
5 swimming, and is a most efficient organiser and
6 administrator in addition to his maths teaching.

7 When I got a telephone call on the first day of this
8 term from a parent in Bermuda telling me that 'Edgar'
9 had been fondling boys -- in however small a way --
10 I was very sad. It is the one blot on a copybook
11 otherwise clean since the original disaster. Tony's and
12 my present position is that we have strongly advised
13 'Edgar' to find another job as soon as possible. We
14 have not set a deadline on this, or even said that he
15 must leave, although I believe he must. I am confident
16 he will not repeat his fondling in the immediate future,
17 but expect that in 3 or 4 years' time the problem will
18 reoccur.

19 The two possible areas for 'Edgar' to find a job
20 would seem to be in educational administration or
21 through his father in South Africa -- a successful
22 businessman with many contacts. 'Edgar' has written to
23 him and I hope will find an opening there. Is there
24 anything you can do with your knowledge of the
25 Department of Education? I am sorry to ask. I believe

1 one can certainly trust 'Edgar' so far as Christmas,
2 which would give my successor his help as senior
3 master -- he is seen as such by the rest of the staff,
4 who [presumably the missing word is 'know'] nothing of
5 this all this -- for one term. Other than this sad
6 business, 'Edgar' has been an enormous help to me in
7 many, many ways.

8 Robin Salvesen suggests it might be better to hand
9 over a clean slate to my successor, but feels it is your
10 decision. For 'Edgar' to leave earlier than December
11 1979 would put pressure on us to replace him, especially
12 with the present advertising problems. We would have to
13 wait until 24th February to know the job specifications,
14 as it may depend on what subjects SNR
15 offers.

16 The shortlist looks fairly promising, if a bit
17 short.

18 With very best wishes and I am sorry to burden you
19 with this."

20 If we could then go to page 23, my Lady, of the same
21 document. This is a letter dated 2 February, just for
22 completeness, from the South African school to
23 Mr Chenevix-Trench thanking him for his letter about
24 'Edgar':

25 " ... which gave us a very clear idea of his

1 potential suitability for the post of head of our
2 [preparatory] school.

3 We have since received a letter from 'Edgar'
4 withdrawing his application for personal reasons."

5 One then moves, my Lady, to a document we've already
6 seen, but again it makes sense with all the matters,
7 it's worth reading again, which is FET000000004 and is
8 the board minute of the governors for the meeting of
9 19 March 1979 held at the school at 5 pm. Going onto
10 page 2, second line:

11 "FTG [REDACTED] reported that it had been necessary for
12 'Edgar' to be asked to leave because of a complaint from
13 a parent concerning an indiscretion with her son. The
14 headmaster also spoke to this matter. There had,
15 unfortunately, been a history of such behaviour. Since
16 'Edgar' had come to Fettes, it had been discovered that
17 there had been an incident in South Africa, which is
18 believed to have been of a serious nature. There had
19 been one previous very minor incident at Fettes
20 following which 'Edgar' had undergone psychiatric
21 treatment from Professor Walton in whose opinion he had
22 been cured. There had then followed three exemplary
23 years during which 'Edgar' had proved himself to be
24 an excellent teacher and a very good man in every other
25 way.

1 The latest incident complained of was of a very
2 minor nature and had not been sufficient to cause any
3 disturbance to the boy concerned. 'Edgar' is at present
4 under medical supervision, and in the view of both the
5 headmaster and FTG [REDACTED], there is no real risk of any
6 further incident occurring. The fact that 'Edgar' was
7 under medical care, and the opinions expressed by the
8 headmaster and FTG [REDACTED] as to the improbability of
9 future repetitions, satisfied Dr Muir that there was no
10 present necessity to ask 'Edgar' to leave.

11 The main question was when 'Edgar' should leave.
12 The headmaster and FTG [REDACTED] stated that the
13 administrative problem of replacing 'Edgar' in the
14 middle of a year would be less if he were to leave at
15 the end of the winter term 1979 than if he were to leave
16 at the end of the summer term. In all the
17 circumstances, but not without some hesitation, the
18 governors decided that 'Edgar' should be allowed to stay
19 until the end of the winter term 1979. In reaching that
20 decision, the governors made it clear that he would be
21 dismissed instantly if there was a further complaint of
22 however minor a nature. The mother of the boy concerned
23 had told FTG [REDACTED] that she was happy to leave the
24 matter entirely in the hands of the governors, in the
25 knowledge that 'Edgar' was again under medical

1 supervision."

2 If we can return, my Lady, to FET000000048 and
3 page 8, this is a letter from Gordonstoun School, the
4 then headmaster's secretary, who writes to Anthony
5 Chenevix-Trench on 15 June 1979 saying:

6 "We have received an enquiry from 'Edgar' regarding
7 a position becoming vacant in our mathematics
8 department. I am enclosing a full job description and
9 Mr Mavor wonders if you would be kind enough to let him
10 have your opinion of 'Edgar' as a candidate. There are
11 in fact two positions, and 'Edgar' has expressed
12 interest especially in the teaching of mathematics to
13 the less able.

14 I am also enclosing a stamped, addressed envelope
15 for your reply."

16 If we could then go to page 24 of the same document,
17 I appreciate that the date on this handwritten letter
18 from 'Edgar' to -- when he says "headmaster", I would
19 take it to mean Chenevix-Trench for reasons that will
20 become clear.

21 LADY SMITH: Okay.

22 MR BROWN: "Just to say that, although my primary aim is to
23 go out of teaching initially, I have applied for a job
24 at Gordonstoun teaching maths to the less able up to
25 O-level. This type of post in a co-educational set up

1 took my fancy.

2 Whilst on the subject of jobs I was wondering
3 whether you would be prepared to write an open
4 reference. South African employers still use this type
5 of reference quite a lot.

6 Yours sincerely.

7 'Edgar'."

8 The reply to that letter appears to be dated 20 June
9 and is on page 25 of the same document.

10 LADY SMITH: But it was dated July?

11 MR BROWN: Yes.

12 LADY SMITH: Somebody's got their month wrong.

13 MR BROWN: Yes. The content of the letter, which is, with
14 the reference "ACT", clearly from Chenevix-Trench:
15 "Dear 'Edgar'.

16 Thank you for your letter which I should have
17 replied to some time ago, although it is actually dated
18 12 July, which I don't think we have quite hit yet,
19 though it feels to me rather as though we have."

20 Or "had".

21 "Of course I will write you an open reference for
22 South African employers and do what I can to help about
23 Gordonstoun, if they get in touch with me."

24 We then go back to page 7 and a letter to or reply
25 from the acting headmaster, Cole-Hamilton, to Mavor, the

1 headmaster of Gordonstoun:

2 "Dear Mavor.

3 You will have heard by now of our sad loss. We are
4 all very much shocked and trying to carry on as best we
5 can until the end of term. I have been invited to stand
6 in in Tony's place, which is why I am answering your
7 letter about 'Edgar'.

8 If Tony had had time to answer your letter before he
9 was taken ill, I am sure he would have given you a very
10 full report on 'Edgar'. I know 'Edgar' well, socially,
11 but my information about him as a schoolmaster is all,
12 I'm afraid, second-hand. I know that you have asked
13 FTG [REDACTED] to write about him as well. I have been in
14 touch with FTG [REDACTED] and he has told me what he is going
15 to say and how he is going to say it. I have no reason
16 to disagree with anything that he will say or really
17 anything to add to it. In fact, it would be
18 presumptuous for me to do so. I am very fond of 'Edgar'
19 and [his wife] and they are both very acceptable members
20 of the Fettes community. They will, in fact, fit in
21 anywhere. I very much hope he will get fixed up in
22 a job that suits him.

23 I am sure you will forgive me ducking out like this.

24 Best wishes."

25 If we then go to page 10 of the document, this is

1 the undated open reference provided by FTG, it
2 would appear. Your Ladyship will see that under
3 FTG name at the bottom, he's described as
4 SNR Fettes Junior School until 1979",
5 hence the certainty that it's after that period. Headed
6 just:

7 "'Edgar'.

8 'Edgar' has taught maths at the Fettes Junior School
9 since its foundation six years ago. A senior master in
10 the school, he has proved himself to be an excellent
11 organiser, an efficient teacher and an able coach of all
12 games, especially squash and hockey.

13 He is perceptive, sensitive, quiet and reasonable,
14 and I thoroughly recommend him for a job in the world of
15 commerce and industry, where his efficiency and
16 excellent administrative abilities allied to great
17 common sense, will make him an extremely valuable member
18 of a company.

19 I shall be very pleased to speak further on his
20 behalf."

21 Finally, so far as this document is concerned, if we
22 could go to pages 5 and 6, and this is a letter,
23 I think, from the notepaper of the SNR
24 the junior school, but from 'Edgar' dated 21 November
25 1979, so shortly before his departure:

1 "Dear SNR [REDACTED]
2 I have just realised that time is running out for me
3 as I will be in the Southern Hemisphere in less than
4 three weeks from now.
5 I wonder if I could ask you to write an open
6 reference about me as South African employers seem to
7 ask for this kind of reference in the first place.
8 FTG [REDACTED] suggested that I show you the reference he
9 wrote for Gordonstoun, but unfortunately Jean Porter and
10 CRS [REDACTED] have been unable to find it in the files.
11 Nothing came of [and then there's reference to
12 a school] job as a high-powered mathematician able to
13 teach the top classes was required.
14 I have enjoyed my time here and wish you and Fettes
15 well in the difficult times that lie ahead.
16 Yours sincerely.
17 'Edgar'.
18 To close this chapter of the evidence, my Lady,
19 obviously the Inquiry is well aware of the sensitivities
20 around ongoing proceedings, no matter that has caused
21 concern to a number of our applicants.
22 LADY SMITH: Indeed.
23 MR BROWN: The Crown have obviously been liaising with the
24 Inquiry and they've been as helpful as they can be in
25 the circumstances.

1 What I can say to Your Ladyship is that as of last
2 week, we obviously know how many people have applied to
3 the Inquiry, and Your Ladyship has heard from them in
4 one form or another.

5 There are currently 20 complainants engaged with the
6 Crown. Thinking of the evidential requirements of the
7 Inquiry, one could take into account named individuals
8 in applicant statements, but perhaps, rather than
9 engaging in an exercise which may or may not be
10 accurate, one can perhaps remember that on the evidence
11 of a number of applicants, half of a class of 20 would
12 be subject to either violence or sexual behaviour or
13 both.

14 LADY SMITH: Very troubling.

15 MR BROWN: My Lady, that concludes what might be described
16 as the 'Edgar' chapter. Tomorrow we will start with
17 something a little different.

18 LADY SMITH: Thank you.

19 MR BROWN: It is, I'm afraid, and I don't know why this is,
20 whether it is winter, whether it is anxieties about
21 Covid or whatever, this week I think there have been --
22 we're down at least five oral witnesses who will have to
23 be read in, so I apologise in advance to everyone that
24 it will be somewhat patchy, but that is of necessity.

25 LADY SMITH: We'll do the best we can. Thank you very much

1 for that update, Mr Brown.

2 I'll rise now until 10 o'clock tomorrow morning.

3 Thank you all for coming today so far. Thank you.

4 (12.41 pm)

5 (The Inquiry adjourned until 10.00 am

6 on Wednesday, 1 December 2021)

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I N D E X

'Rory' (read)	2
Alistair Murray (read)	35
Andrew Mineyko (read)	45
FTG (read)	54
Documents relating to 'Edgar' (read)	80

