

Scottish Child Abuse Inquiry

Witness Statement of

PGR

Support person present: No

1. My name is PGR My date of birth is 1936. My contact details are known to the Inquiry.

Life before boarding school

2. Both my parents were born and brought up in Scotland. The family consisted of my father and mother, my brother, my sister and myself. My brother was seven years older than me and my sister was four years older than me.
3. I was born in Hong Kong, where my father was a doctor. In 1938 my brother was taken to Britain by my mother, accompanied by my sister, to go to Loretto Junior School. My mother and sister returned to Hong Kong after leaving my brother in the care of my mother's parents in Scotland. In their absence I remained in Hong Kong with my father and a Chinese nanny (called an amah). It was usual then for the children of ex-patriot British to be sent to boarding school in Britain from the age of about eight.
4. My father told me that the choice of Loretto was on the advice of my father's much younger brother, who had been at Daniel Stewart's College, Edinburgh. He told my father that the Loretto boys were much the best boys he met from boarding schools when playing matches against them.
5. My mother, sister and I were evacuated to Adelaide in South Australia well before the invasion of Hong Kong by the Japanese. In fact my father was able to visit us there before

he was made a prisoner of war in Hong Kong when it fell to the Japanese on Christmas Day 1941.

6. I went to kindergarten and then to the local primary school in Adelaide and then eventually, in 1944, to board at Scotch College, Adelaide. My memories of that school are good, though I was there only for 2 terms as a boarder and a couple of weeks, as a day boy, before my mother, sister and I sailed to Britain early in 1945. We arrived in Scotland in May 1945, where we then lived with my maternal grandmother as my grandfather had died in 1942.
7. My brother had been at Loretto since 1938, moving from the Junior to Senior School in 1943. I did not go to school between leaving Australia in January 1945 and September 1945, when I went to Loretto Junior School.
8. I had a very happy summer, being allowed to roam on the farm, then owned by my grandmother. I spent much of the time with the farm hands as they went about the farm work, picking up Scots language among other things.
9. I had no memory of my brother before my arrival in Scotland in 1945 and very little of my father before he arrived in Scotland in October 1945, two months after the Japanese surrendered.
10. It had always been expected that I would go to Loretto, like my brother, and I presume this continued to be the intention, especially in the uncertain times immediately after the war in Europe when my father was still a prisoner of war of the Japanese. In addition, my brother had obviously been happy and benefited from his time at Loretto and my parents wanted me to have the same opportunity.
11. My sister started at a boarding school in Scotland in 1945, but when my parents settled in Leicester in 1946, after my father had recovered from his years of captivity and gained a post in Leicester, she went to a day school in Leicester.

Loretto Junior School, Musselburgh (September 1945 to April 1950)

General

12. The Junior School, popularly known as "Loretto Nippers" or "The Nippers", had about fifty boys aged 8 to 13, all boarders. There were three resident masters and one non-resident mistress, who taught the junior class of 8 to 9 year-olds.
13. The three masters were the Headmaster, C.S. Tim Colman, and two unmarried men S.T. Hutchinson and initially Colin Mason, who left at some stage, late in my time there.
14. There was one main house, North Esk Lodge, in which the Headmaster and his wife and family lived as well as most of the boys. There was a smaller house, Eskbank, in the grounds, in which perhaps ten or so boys were housed, as well as one of the male staff.
15. Three of the four classrooms were also in Eskbank. The rest of the boys were accommodated in North Esk Lodge along with a resident male member of staff. Placement of boys in the two houses was changeable. There was also a resident unmarried female matron who supervised the boys domestically, particularly at bed-time in my memory, as well as for illness or first aid.

Routine at Loretto Junior School

Mornings and bedtime

16. We were roused by a bell in the morning and went for a walk/run on the pavement of the road round the block containing the school before breakfast.
17. Sleeping was in dormitories arranged by age, and bed-time supervised by the matron. The younger boys were in rooms of five or six boys in North Esk Lodge, and older boys in two rooms of I think up to ten or twelve in each.

Mealtimes/food

18. Mealtimes were supervised by staff at tables arranged by seniority, the oldest being at a table with the Headmaster and the youngest at a table with the Headmaster's wife.
19. Food was good in spite of post-war rationing, though with a very repetitive weekly menu. The daily porridge was not generally liked and similarly the mid-morning milk, which I suspect was made up from powdered milk. Breakfast and tea milk was fresh. We had to eat at least a small portion of all dishes.

Washing/bathing

20. On getting up we had a cold tub, which meant a quick immersion in cold water up the neck. This was not supervised, but peer pressure ensured that we all did it.
21. After afternoon games we had hot baths followed by another quick cold tub. In North Esk Lodge this was in one of two large bathrooms, each with four hot baths and a cold bath and several washbasins. Because of the post-war fuel shortage, hot water was rationed by a red line on the bath and baths were shared by two or even three boys simultaneously and in succession.

Clothing/uniform

22. For uniform we wore an white open-neck shirt, blue flannel shorts, red woollen stockings, tweed jacket and optional white jersey all the year round. Sunday dress was the kilt.

Leisure time

23. We had leisure time each evening and much more on Sundays. We were allowed to play in the grounds at any leisure time, including after dark on winter Saturday evenings when we played a mass game of team hide and seek, with local rules, with most of the boys taking part.

24. There was a radio available, but of course no television at that time. There was a library with an extensive collection of books, including children's books, which we were encouraged to borrow and read. Newspapers were available, I think *The Scotsman* and *The Bulletin*. In the top form we had to choose an article from one of these papers each week and tell the class about it.
25. We were allowed into the town, Musselburgh, on Saturdays to certain designated shops to spend pocket money provided by parents, which was issued on demand but was obviously monitored. We were not supervised in the town. The sweet ration was also given out after Saturday lunch.
26. We had a full afternoon mandatory games programme with rugby in the winter, hockey in the spring and cricket in the summer. We also had an outdoor physical training session each morning.
27. Tennis, football and shinty were also available in our free time in the summer, all unsupervised. We all had bicycles in the summer term and we all cycled to public swimming baths in Portobello which was about three miles away, at least once a week, in summer. We were in a crocodile format with a master at the front and back of the procession.
28. A form of shinty and cycling in the school grounds in free time were popular, and this included a form a "bicycle polo" using shinty sticks and a tennis ball.

Schooling

29. The academic curriculum led to the Common Entrance Examination for entry to "public schools" and this exam was required for entry to Loretto Senior School. Most boys went on to the Senior School, though some went to schools better suited to their weaker academic needs and some others, often the sons of senior school staff, to other, sometimes English, independent schools, often with scholarships.

30. We did homework, which we termed "prep". I think it was probably an hour long and was supervised in a large room, with the youngest boys, known as "early bedders", going to bed after a short session of prep, probably half-an-hour. The older boys had free time after prep, though sometimes there was an activity such as dancing.

Healthcare

31. Health was overseen by the matron or Headmaster's wife, with the doctor attending daily for those referred to him. The only routine checks I remember were a doctor's inspection of new boys and a weight and height measurement each term, duly recorded on the boy's school report to parents.
32. There was a sickroom for ill boys in the Junior School for brief minor treatment, with longer term illness being dealt with in the school "sickhouse", which served both Junior and Senior schools. It had a fulltime sister in charge.

Religious instruction

33. The school was "Christian Inter-denominational". We were taught Scripture in the Junior School and attended Sunday Chapel services in the Senior School Chapel. The school chaplain was from the Anglican Church and served both Senior and Junior Schools and also taught history in the Senior School.
34. We were very aware of the Senior School, as we went there for weekly gym sessions with the Senior School gym instructor, but more particularly for singing practices with the Senior School in the Chapel and for Chapel services. We also often watched and supported the Senior School first teams at matches on the playing fields, which were adjacent to the Junior School and which we shared with the Senior School. Chapel services were fully choral in four part harmony, with the whole of the Senior and Junior Schools in attendance. The Junior School supplied most of the treble line in the singing. We would also take part, with the Senior School, in the School concerts and we would attend the Senior School plays.

35. Concerts and plays took place on a stage which was at one end of the Senior School gymnasium and which could hold the whole of the Senior and Junior Schools as a choir, with orchestra, for concerts.

Family contact

36. Parents could take their sons out for tea on Saturdays and for lunch and tea on Sundays, but many did not as they lived, as did my parents, too far away. Sometimes, as in my case, a friend's parents might take a boy or two out with their own son. Saturday tea had to be at the Co-op tearoom in Musselburgh, but on Sundays local parents would take boys home or sometimes to restaurants or hotels outside Musselburgh.
37. We had a letter-writing session each weekend and had to write home if our parents had not visited that weekend. Parents wrote to their sons and letters were distributed daily as they arrived.
38. My brother was seven years older than me and in the Senior School for my first three years at the Junior School. We could see each other, but I don't think we did so very much except when we went out together on a Sunday to visit our paternal grandmother in Edinburgh. We travelled together by tramcar in each direction. My parents lived in the Midlands of England and very rarely visited us.

Discipline

39. A few senior boys were designated as "leaders" and they were expected to set a responsible example and report offences by other boys to the Headmaster.
40. Discipline in the Junior School was I suppose fairly strict, but I do not remember it as at all oppressive. Punishment was normally three strokes of the cane, known as beating, by the Headmaster.

41. We accepted it as the usual run of events and I don't think we thought very much about it. I think the strokes were probably quite gentle in fact. I think most boys were beaten several times a term.
42. I was never aware of abuse while I was in the Junior School.

Loretto Senior School, Musselburgh (April 1950 to August 1955)

General

43. The senior school was separate from the Junior School, though some facilities were shared, as I have described, such as the Chapel, the gymnasium and the playing fields, where there were certain pitches allocated to the Junior School.
44. There were about 220 boys, all boarders, accommodated in a number of houses of varying size. The largest residential house was Schoolhouse, which, for accommodation purposes, was divided into two parts, Schoolhouse South and Schoolhouse North, each with its own resident housemaster, one of whom was married.
45. The School matron and the School housekeeper, who oversaw domestic arrangements and feeding, were two unmarried sisters resident in Schoolhouse. The Headmaster's study, with his secretary's office, was also in Schoolhouse.
46. The teaching staff were entirely male and also all resident in school properties within walking distance. A staff photograph in 1945 shows sixteen teaching staff in the Senior School, apart from the Headmaster, but I think there were probably about twenty or so when I was a pupil.
47. Those bachelor staff who were not housemasters lived in a building adjacent to the school grounds.

Mealtimes/food

48. Dining was also in Schoolhouse. There was one sitting for each meal for the whole school. Bachelor staff ate breakfast in the dining hall at a staff table but had their evening meal separately. All staff ate lunch at their own table in the dining hall.
49. Boys ate at tables, each of which had a prefect at the end, with boys of all years, sitting by year down the table. Food was brought to the table from a hatch at the adjacent kitchen, by boys whose duty rotated.
50. The main course at lunch was served on plates at the side of the dining room by three of the school's non-teaching staff. They were, in fact, the groundsman and two joiners. The plates of food were then brought to the table by senior boys on a rota at each table. One had to learn to carry four loaded plates at a time. The rest of the food, including vegetables, was shared onto plates at the table.
51. Staff took no part in maintaining order at meals, the heads of tables, who were prefects, being responsible for this. I do not remember any problems of disorder at meals. Boys were allocated to tables, with a mixture of year groups and houses at each table, and with one allocation for breakfast and lunch and another for teas.
52. The teas consisted of "small tea", which was a tea bread and a cup of tea, at 4.30 pm, and a high tea meal, at 6.20 pm. This allocation was again a deliberate policy to get all boys to know other boys of all year groups.
53. The food was good and varied in the Senior School, bearing in mind that for some of the time there was still some rationing. The porridge was also good. I remember that a boy noticed that the prospectus, I think, said that milk and biscuits were always available on demand. He tested the system, and found to his surprise that he was given both. The fact that this was such a rare instance shows I think that the food was adequate. There was also a barrel of ship's biscuits which were always available if one was hungry.

Clothing/uniform

54. Dress was white open-neck shirt, blue flannel shorts, red woollen stockings, tweed jacket and optional white jersey all the year round. Prefects were allowed to wear long grey flannels after the afternoon exercise.
55. Formal dress on Sundays was the kilt for Chapel services. Other formal dress on occasions was white flannel shorts and red blazer in place of blue shorts and tweed jacket, known as "Red and Whites". On hot Sundays this was worn in place of the kilt as the formal dress, and also for formal occasions such as events at school like concerts.

School ethos

56. The ethos of the school was that we were one community with a system which emphasised the responsibility of each boy for others, particularly through the system of Heads of Rooms and Prefects.
57. The house system was deliberately underplayed and boys were moved from house to house after their first two years to fulfil the aim of giving responsibility to boys as they developed.
58. Apart from Schoolhouse, the other houses were all adapted houses close to the school which the school had acquired. They were of differing size with differing sizes of dormitories, always referred to as "rooms".
59. Each house had a housemaster, with the exception of one house, which had a small number of boys in two rooms, which was built onto and communicated with the school's "sickhouse", the housemaster for which lived in a boys' house about 50 metres away, along the street.
60. Some housemasters were married, others were not. Most boys stayed for five years, progressing from the Third Form (Scottish S2) through the Fourth Form, Fifth Form (O Level year), Lower Sixth and Middle Sixth (A Level year). A few boys stayed for another

year or part of a year in the Upper Sixth, usually to take Oxbridge Entrance exams, and some left after the O Level year, if it was felt they would not benefit from the Sixth Form curriculum.

Discipline

61. In general, discipline was very widely vested in prefects, who were selected by the headmaster, often bearing in mind the impression they had given as heads of rooms.
62. A culture of responsibility for others was emphasised by the "Head of Room" and prefect system. Heads of rooms were Sixth Formers who were not prefects. They were responsible for order and discipline within their dormitory. Dormitories were always known as "Rooms". Rooms held boys of all year groups and the boys changed each term, very often with a change of house.
63. The allocation of boys to houses and rooms was made each term by the Headmaster, the next term's lists being posted on the last day of each term.. Heads of rooms gave verbal reports on the members of their rooms to the Housemaster twice a term.
64. Each house had a head of house (senior prefect) and one or two house prefects, and these had responsibility for discipline throughout the school. They were allowed to beat, but most beating was carried out by the heads of houses and the head house prefect.
65. There was a range of offences for which the punishment was beating. They included being late for roll-calls, late into room at night, late for meals, going onto a lawn unless for playing or practising games, untidiness of one's book locker in which one kept one's textbooks and exercise books (these were subject to occasional checks by prefects), dirty shoes (subject to inspection by prefects in rooms at night, by which time they were meant to be clean for the next day), eating out of doors, particularly eating in the streets, snowballing within range of windows and so on. The punishment was usually three strokes.

66. More serious offences, meriting four or six strokes, would include avoiding afternoon exercise or cutting a run short, lying, drinking or smoking. The most serious offences might well rather be escalated to the Headmaster.
67. The boy being beaten wore ordinary school dress, for which the trousers were blue flannel shorts, much thicker than modern sports shorts. He bent over and received the strokes by a cane. The cane was supplied by the school and was the only permitted instrument. I do not know of any other instrument ever being used by prefects.
68. In my time this was really the only form of punishment. It was accepted generally and I do not think it was resented or felt to be wrong by many boys. I do not think it led to unfair or abusive behaviour by prefects, although some had reputations of being harder than others, but this is generally true in any system of discipline.
69. Beatings by prefects were recorded in a book kept in the prefects' common room and it was inspected by the Headmaster, but I do not know how frequently. I don't think many boys, if any, entirely escaped being beaten in their time at Loretto. Equally, I do not know of any who suffered long-term damage from it.
70. I, like almost every boy at that time, was beaten from time to time. I cannot remember which particular offences I committed, but I think I can claim that they were usually for careless breaches of rules, as I was not a particularly naughty or rebellious boy. Beating was with a cane, just as I have previously described.
71. There was no fagging at Loretto and we were in fact proud of that and scorned the system we knew existed at other boarding schools. There were communal duties, such as in the dining hall or in houses, which were shared round a year group, but there was no personal service to any other boy.
72. It was common knowledge that fagging existed at most of the traditional English public schools, notoriously of course at Eton and Harrow. It was certainly popularly believed that it existed at Fettes, which we regarded as more modelled on the traditional English schools than was Loretto.

73. I do not have access to the Loretto Staff Handbook of 2014, but its prohibition there, does not, to me, necessarily imply that fagging had ever been permitted or practised. Its absence from previous published rules was because it was not contemplated. I can imagine it being put into the rules to reassure parents that such a practice was not allowed at Loretto rather than as a ban on a previously existing practice, just as rules might specifically be introduced to prohibit the use of drugs or sexual intercourse between pupils when such possibilities began to exist.
74. Many boys had friends or relatives at Fettes. I have since read that fagging was ended there under the headmastership of Chenevix-Trench from about 1970. I can vouch for it not being sanctioned or happening at Loretto in my time as a boy, and it was certainly never knowingly allowed.
75. This does not mean, of course, that a boy might never do a favour for a senior boy, but there was no right for a senior boy to require a junior boy to carry out a personal task for him.
76. As a boy, I was very happy with the room system and usually found it very satisfactory. One didn't necessarily like every boy, particularly, but the company changed every term and it did give you a chance to get to know boys of all ages across the school.
77. I never had a bad experience in a room, and I believe that the system worked well, both in that a senior boy's behaviour was in fact under scrutiny by his fellows and juniors, and also that the welfare and happiness of juniors was made part of the responsibility of the senior boys. I did not experience any abuse of this system by senior boys. In fact I believe it was helpful in exposing any unhappiness of junior boys.

Routine at Loretto Senior School

78. In senior school we were roused in the morning by a bell at 7.00 am, rung by a boy. This duty was shared round a year group over the term and juniors had to be clear of the bathroom, known as tubroom, after immersion in a cold tub, by a second bell at 7.15.
79. All had to be dressed for rollcall by a prefect at 7.25 and then went to breakfast in Schoolhouse at 7.40, having taken a walk/run for about 10 minutes, known as "links", as the walk was out across the neighbouring golf course, and back to Schoolhouse at the run.
80. School prefects came late to breakfast. Meals were compulsory, but what you ate was not. Lessons began at 8.30 am. Each year group had a "free" lesson each morning which was spent out of doors if the weather was fine.
81. There were six 40-minute lessons timetabled in the morning, with a break for an assembly in the dining hall (known as "Double") at 10.00 am which was addressed by the Headmaster, and another 10 minute break around 11.00 am. There were five morning lessons on Saturdays and an early lunch.
82. On Monday, Thursday and Friday afternoons there was a lesson after lunch, then games and then two more lessons before high tea at 6.20 pm. On Tuesdays there was no lesson immediately after lunch and games were replaced by the JTC (Junior Training Corps). Wednesdays were half-days with free time apart from games in the afternoon.
83. Two of the late afternoon lessons each week were devoted to singing practice in the Chapel for the Sunday Chapel services or for a concert. On Saturdays there was a singing practice in the evening in Chapel, followed by prayers. On weekday evenings there was a homework (prep) session from 7.00 to 8.30 pm, supervised for the junior three years in a large hall by a member of staff and unsupervised in smaller rooms for the Sixth Formers, followed by free time.

84. The whole school assembled in the dining hall at 9.30 in the evening on weekdays for announcements and a prayer ("double") before dispersal to houses for the night. Lights out was at 10.00 pm.

Leisure time

85. There was free time on weekday evenings after prep from 8.30 pm until the evening "double" at 9.30 pm, known as the "free hour". On Sunday afternoons in the autumn and spring terms there was a walk outside the grounds on a choice of set routes. The rest of Sunday was free time, which was not supervised. On Sunday evenings all had to be in their rooms from about 8.15 pm until early lights out at 9.30 pm. This time was spent reading or in conversation, and I always enjoyed this quiet relaxed time.
86. Housemasters could give leave to older boys to go to Edinburgh to attend theatre or concert performances. These were unaccompanied, the boys using public transport on their own. This was an example of the trust placed in boys as part of their development. Breaches of trust were considered serious.
87. Games were compulsory on Mondays, Wednesdays, Thursdays, Fridays and Saturdays. The games were Rugby in the autumn term and the first half of the spring term, hockey for the second half of the spring term and cricket in the summer. Cricket was of token duration for those senior boys who were not interested in it, and they played other games instead.
88. Swimming was a popular alternative and involved cycling to the public baths in Portobello or Port Seton, as the school pool had been requisitioned during the war as a degassing station and had become derelict. The school swimming pool re-opened in 1952.
89. When games were cancelled in bad weather, boys were sent on a run on the surrounding roads over set routes, the distance suiting the time available. Occasionally these were timed, with a generous time allowance which all could achieve, but usually they were unsupervised, with walking allowed for all but a short distance along about a half-mile stretch of road from the school on the outward and return legs.

90. Games were considered an important part of school life. Most boys embraced them with enthusiasm, but there were some less athletically endowed who felt that they were over-emphasised and would have been happier with less emphasis.
91. On Tuesday afternoons there was compulsory Army Cadet Corps training in the Junior Training Corps (JTC) (later to become the CCF). Boys were promoted in the Corps as NCOs or Junior Under-Officers without reference to their position of responsibility as prefects, and training of the younger boys was undertaken by the promoted cadets as well as by professional soldiers who came from Edinburgh. Boys in the Fifth and Sixth Forms had to attend a week's camp at an army training camp for schools in the first week of the summer holidays.
92. Some activities relied on free time for their practice, art and carpentry beyond a weekly art lesson for the three junior year groups being examples. There was a well-stocked general lending library as well as an academic "Sixth Form Library". There was a record player and collection of classical music LPs available to boys to play in spare time when LPs became available in the early 1950's.
93. Some boys had radios, and there was of course no television. Instrumental music lessons were available individually and there was a school orchestra which played at school concerts with a stiffening by the instrumental teachers, who were peripatetic apart from the Director of Music, who taught piano in addition to taking the choral singing practices and being the Chapel organist.

Schooling

94. The academic curriculum was based on O Level in the Fifth Form and A and S Level in the Middle Sixth. There were three streams in each year group up to O Level, but boys could enter the school direct into the top stream in the second (Fourth Form) year.
95. A number of boys would try for Oxford or Cambridge in an Upper Sixth year group after taking A and S Levels. Eight of my year group in fact went to Oxbridge.

96. From time to time there were lectures for the whole school from external people on a variety of subjects of interest and also musical recitals from well-known musicians. I remember a lecture from Duncan Carse, the explorer, on South Georgia and a piano recital by Myra Hess.

Healthcare

97. Apart from termly weighing and measuring, there were no routine health checks, but the matron could be seen at any time and the doctor attended daily to see those referred to him by the matron.
98. Occasionally boys would have to go to hospital in Edinburgh, mainly for sports injuries at Edinburgh Royal Infirmary. Normal bed care was in the school "sickhouse", a separate house with a number of rooms and beds, where there was a full-time sister. This could be quite busy in the flu season or during other epidemics, such as chickenpox, measles or German measles.

Religious instruction

99. On Sunday there was a scripture lesson in the morning followed by morning Chapel, and an evening Chapel service. The school chaplain was from the Anglican Church and served both Senior and Junior Schools and also taught history in the Senior School. Chapel services, including Communion, were interdenominational.
100. Chapel services were fully choral in four part harmony, with the whole of the Senior and Junior Schools in attendance. The Junior School supplied most of the treble line in the singing. If a boy had a good voice, broken or unbroken, he would be given solos to sing in Chapel. Similarly senior boys read one of the lessons in Chapel at morning services.
101. As can be seen from the amount of time given to singing practice, choral singing was an important aspect of Loretto life and made for a lasting, generally good, memory for most Lorettonians. There have been occasions after lunches for Old Lorettonians over the age

of 60, when a piano was available, when the company has broken out to sing from memory some of the popular anthems of more than 40 years ago.

Family contact

102. All boys returned home in school holidays and during the one half-term holiday, which was a long weekend in the summer term, although some boys whose homes were a long way away were asked out to a friend's home for the half-term holiday.
103. Parents could take their sons out for Saturday tea or for both lunch and tea on Sundays on two or three designated weekends in a term, but many of the more distant ones did not.

Abuse at Loretto

104. I was not aware of any serious abuse at Loretto. Of course boys could be unpleasant to each other at times, and some of this could be termed bullying, but I do not think that there were many instances where this was serious to the extent of causing real enduring misery for a boy.
105. Such bullying, where it did occur, was, I think, almost always confined within a year group, and this is where Loretto's system of mixing year groups helped in eliminating bullying of younger boys by older and to some extent within a year group, contrary to what those who had not experienced the system might expect.
106. I knew of no abuse of boys by staff.

Leaving Loretto

107. After leaving Loretto, I have maintained close friendships with many of my contemporaries and also, because of the mixing at Loretto, been able to have friendships with many who

are either older or younger than myself because of knowing them comparatively well at school.

108. On leaving Loretto pupils become members of The Lorettonian Society, whose aim is to connect former pupils and to support the school. The Society holds dinners and lunches in Edinburgh and London annually and some other social events and publishes personal news annually in a substantial section of the school magazine and on the Society's website, where personal news is in a password protected section.
109. I have attended many such events over the years and found them an enjoyable way of keeping in touch with friends. There is also an Old Lorettonian Golfing Society which is popular with those who have continued to play golf as adults.
110. Boarding at Loretto, quite apart from the formal academic education, which gave me a good entry to higher education, gave me great opportunities to develop as a responsible citizen. It gave me self-confidence and the ability to present myself to an audience, both by taking part in drama and singing and also as a prefect. I think it also taught me that we all have responsibility for others.
111. I think that Loretto was unique in independent schools in the way it mixed pupils. It led to a relaxed and friendly atmosphere with close relations between boys of all ages and between boys and staff, which was fruitful for all. This was certainly made possible by its small size. It was in marked contrast to my experience when teaching in a large English independent school later.

Conclusion

112. I hope that my account as a pupil at Loretto may help the Inquiry to place their other evidence about Loretto in the context of a school which in many ways was unusual. I have been shocked and surprised by much of what I have read of the abuse at some institutions and have realised that we were living in a very different regime and that my experience

may have led me into some naivety about the abuse which has happened in some boarding institutions.

113. My experience also led me to want to become a schoolmaster in a boarding school. I felt that I had benefited from just such an education at Loretto.

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

Signed.....PGR.....

Dated.....27 November 2020.....