

Scottish Child Abuse Inquiry

Witness Statement of

CCX

Support person present: No

1. My name is CCX. My date of birth is CCX, 1950. My contact details are known to the Inquiry.

Life before going into Morrisons Academy

2. My mother was Scottish and my father was Polish. They married towards the end of the war. My father stayed in the forces until 1947. He was attached to the Royal Welsh Fusiliers, then the Americans although he was Polish. He was a solicitor in civilian life prior to the war. Poland had a large conscripted army. People were trained to do something and should there be conflict they would be called up and they were partly trained. My father found himself in this country, having come through Europe, as did many thousands of others. They reformed in France, then France fell and he came over to this country.
3. My mother was in the First Aid Nursing Yeomanry. Some of them were attached to the Poles as ambulance drivers. She spoke fluent French and Spanish. She was out in Spain during the time of conflict before the second world war. She passed away when I was fifteen.
4. She realised there was an under-current towards Poles in this country. When I was born, she gave me two Scottish names and my father gave me three Polish names. She told me I didn't have to change my name by deed poll, because some Poles were finding it hard. They had married Scottish women and tended to anglicise their

names. I stuck with mine. I was known as CCX at school. My mother was Scottish but found herself to be an alien because she married a Polish person. She had to go to the police station every fortnight to register.

5. My parents bought a property with a bit of land in [REDACTED] but didn't know what to do. My father's brother arrived from a prisoner of war camp in Europe. My uncle was an agriculturalist and said my father had no chance of practicing law in this country as his English wasn't good enough. He told him he should keep some animals.
6. My father kept pigs and poultry. My mother used the large house as a guest house, which was filled up with elderly people. Some had come back from the colonies and didn't have a home, so they became geriatric basically.
7. I was brought up by an elderly grandmother who was quite fierce and she controlled me. She decided I was going to Morrison's Academy as her son had went to Watsons, in Edinburgh. She said I'd get a good education. I can't disagree with that. As my mother had these elderly people and my father had the livestock, my granny took me on holiday. She would usually take me to see her sister in Fife.
8. Nothing untoward happened to me as a child. If you did something wrong, you were punished. My mother had a bull whip and put the fear of god in me saying that I'd get that if I misbehaved. My mother acquired other property in [REDACTED] next door. She over extended herself buying these things
9. I have no siblings. Because of the war I was lucky they had me. I think my mother was forty when she had me. My wife is a retired midwife. She said it's not unusual for women to have their first child in their mid-forties, but I think it was quite unusual then.
10. The granny I speak of was my mother's mother. The biggest drawback I've had is that my granny said that no-one should speak to me in Polish, because it would confuse me, therefore I was spoken to in English. I didn't speak to my father very

much. All the Polish kids I knew growing up were bilingual. I was the oddity. It would have benefited me to learn Polish.

11. My granny bought me my new uniform from a shop in Creiff. I remember being in the shop trying it on and then going off to school. The school was ten miles by bus so my mother thought it would be better to wait until I was six years old rather than almost five. The first year at Morrison's was in a junior primary school.

Morrison's Academy, Crieff

12. I went to Morrison's initially for a half day. On my first day I remember getting dragged out of bed in the dark early, getting my uniform on and taken by my mother to the bus and taken to Crieff. Then she took me up the road to school.

Routine at Morrison's Academy

First day

13. I was handed over to the primary one teacher and we were introduced to the other kids. It was fairly laid back, you were encouraged to be polite, open doors for young ladies, the girls in the class. Everyone settled in and got along. Classes were small. There were things to stimulate your education, like plasticine and bits of wood. You had to use your imagination, which was no bad thing.
14. There was a large area outside. It was grass and trees and you could go out and play. It was quite safe because there was a big wall and gate and you were told where you could go.
15. The school was an old house with rooms converted into classrooms. It was fairly basic. You didn't have electronics, you had a blackboard. You had a teacher who sat behind a desk. They made you understand what you were allowed to do and not allowed to do. The first year I found was quite instructive. It was laid back. I made a few friends. They didn't hit you.

16. Once you were into primary two you had these kids turning up, one or two to start with, then in the third year slightly more. These kids were from the colonies or other parts of the world. By this time you were aware, by looking at maps, that a lot of the world was ruled by the UK. That's what you were told. So these kids arrived and they were totally lost.

Boarders

17. Even though Morrison's is a private school now, when I went to it, it was a state aided boarding school. A state aided school in those days was one which took in kids that had no facilities to go onto should they pass their eleven plus. If you were in Perth and passed your eleven plus exam you went to Perth Academy, if you failed you went to Perth High school. In Crieff if you passed your eleven plus you had nowhere to go. They paid Morrison's to take these kids. If the headmaster thought they didn't fit in come year four he culled them. Not a huge percentage but there was this cull. The state aided element of this dried up under Labour so the school wanted more boarders. They don't board now.
18. At an early age you were made aware of the existence of boarders. They would tell you. These kids would come, their mums would rent a house for a year, put their kids to school as day pupils then after a year they became boarders. I have this recollection of this little girl asking me if I would be her friend, wanting me to hold her hand, because she was totally lost. I met her at a reunion many years later. A lot of these kids wouldn't know who their parents were. They were away the better part of the year. Because of the time it would take to get to Hong Kong or Singapore they wouldn't go home in the shorter holidays. They possibly went home during the summer holidays.
19. You rarely saw the parent of a boarder therefore they had an attitude. They congregated as boarders. The very junior ones were boarding privately somewhere. The more senior ones were boarded by the school. These youngsters were there under the guidance of the housemaster and the bidding of some older boy.

20. The boarders, who were juniors, had an allowance, like pocket money. They would be let out under the guidance of someone older. Their access to Crieff was limited until they were older, in case something happened.
21. As you got older you were allowed to approach a boarding house and saw some of the antics there. We considered them normal. There was a policy in the boarding house that if you didn't eat your breakfast, you got it for your tea. This could be distressing for me watching it and for the child going through it and the physical violence associated with it. I saw this.
22. These kids were sent away from their parents from the colonies or if they were in the forces. You had all sorts of different people sending their kids to boarding school. This was meant to produce a well-rounded person. It didn't succeed terribly well because of what they were subjected to and they had nobody to have a one to one with.
23. The boarding houses were locked at a certain time of night and opened in the morning. They went round and counted who was in the beds. You had all ages in one and there were several boarding houses. When you were in school, to enhance competitiveness you were in a team, a house. Kids were in teams and there was a boarding house for each team. The girls had this too.
24. The girls and boys were kept apart, although the schools were adjacent to one another. I remember the deputy head belting a boy because he was holding a girls hand in the street. That was bringing the school into disrepute. They were both boarders. The one proviso to this was when you were in Croft Wheat, the junior school. Up to primary three boys and girls ran around together. After primary three, the boys and girls went different ways. It's all different now. There was an invisible barrier. You couldn't speak to them but in the morning and at night the boys and girls who weren't boarders would be on the bus mixing together.

25. In the boarding houses it tended to be younger pupils mixing together with an older pupil looking after them. The older ones would be working together because they had exams and they had to keep their own company to enhance their maturity.
26. As a day pupil we paid a smaller fee than boarders. The school wanted more boarders of non-British origin and it was prestigious for parents to get their kids educated in Scotland and they expanded this part of the thing.
27. I was in the cadets at school, the Officer Training Corps (OTC), and having friends who were boarders, you would visit the boarding houses. There were boarders that had difficulties and because they had no-one to talk to they would write to newspapers agony pages asking what they should do. My friend got a girl pregnant. Both were at the school but about to leave. They left suddenly.

Mealtimes / Food

28. The school didn't provide lunch so my mother had to arrange for me to go to a café or a guest house. Boarders used to complain to me about food. Nobody suffered from malnutrition but I don't think a great deal of thought went into this.

Washing / bathing

29. We didn't think much wrong with the facilities there but when you think about it they were seriously bad. There was no privacy. It was probably like being in the army, or worse. There was a lack of decency. The toilets, bathrooms and wash hand basins in the boarding area had no screen, nothing. There was no privacy if you had a wash, a bath or doing the toilet. In the school there was a urinal and a cubicle, so there was a bit of privacy there.

Clothing / uniform

30. The uniform for starting as a junior was short blue trousers, red knee length socks, black shoes, airtex grey shirt, a blazer with a braid around it, an airtex vest, a hat

with a braid on it, a button on the top and a peak, and a tie. You had to have a semi waterproof blue overcoat. You couldn't bring the school into disrepute. As you got older you were allowed to wear long trousers.

31. I was in front of the headmaster for the way I was dressed but I wasn't belted. I had a button missing. My mother had passed away and I couldn't sew very well. My OTC uniform was immaculate.

School

32. I started in Croft Wheat. This was for Primary one, two and three. In the first three years it was an induction into reading, writing and arithmetic, how to interact with other pupils, be polite, respectful, play games and work as a team member.
33. It was quite good. You had the company of other kids the same age. It wasn't overbearing. It wasn't threatening. It was quite constructive. In your first year you only went to school for half a day. This was fine, no homework, etc. No pressure really. That went on for all of first year.
34. In the second year you moved on to a different teacher. Your lessons moved on as well. You stayed at school for the full day. I got the bus to Crieff in the morning and the bus from Crieff at night. It was similar in the third year.
35. I then went to the main building or campus for primary four to seven. At this age you were still looked upon as someone who couldn't wear long trousers. You wore shorts. I was nine years old when I began in the main campus. In the first year I had one teacher, Mrs Forrester. She was old school, I learned how to do joined up writing. She was set in her ways but her classes were quite interesting. It was quite a successful year.
36. When you went to the main campus you came across male teachers and the attitude towards your abilities changed quite markedly. It was much more regimented. Some teachers were far more authoritarian and took delight in punishing kids with a leather

belt. Their over-zealous behaviour ended up with me having my wrists cut with a belt once.

37. I moved on to primary five at the age of ten and had male teachers. You had one form master, you had a desk in his class and you rotated to different teachers for different subjects. The next teacher was one straight out of teacher training and he'd give you lines. Hundreds of lines, usually for being slightly late. It would take you six hours at night to do these lines. At the end of the day he was learning really. He didn't stay at the school very long.
38. In form one you were ready to get lined up to do your 'O' levels in form four. In form five you did your highers and you did your sixth year studies in form six for those going on to further education. You were assessed as you went along. Every term you had an exam and a report to take to your parents. You got three of these a year. You would get comments on them. The headmaster wrote on the bottom of one of mine that I was indolent. I didn't know what it meant at the time and I asked my mother, who wasn't happy. She said I wasn't indolent.
39. At the age of twelve and thirteen, we moved on from basic core subjects. We were being lined up to what we would do in exams for technical, science and art subjects and the workload got greater.
40. The headmaster told the teacher that certain boys were running at thirty per cent in their exams and couldn't be presented for their 'O' levels, because he needed a certain number of passes. He would tell them someone was running at forty five to fifty per cent and needed a quiet word. The children were asked if they thought they could do better, otherwise they wouldn't be presented for their 'O' levels. You needed five 'O' levels or four 'O' levels and be a good athlete to get into fifth year to then get a minimum of three Highers to get into university.
41. The three main things the headmaster liked were art, the classics and sport. His name was J.A.G. Quick. He was there the whole time I was there. When I was in

Croft Wheat it was the headmistress of the girl's school who ran it, whose name was Murie. She died quite young.

42. You had to be fairly robust in school because if you and the teacher weren't connecting you had to think of ways of learning sufficiently to get through your exams.
43. The teachers in the latter part of your scholastic time were trying to help you through the exams to attain standards. Some in the middle were sadistic and you wondered what the hell they were doing there. They didn't make you learn anything because you sat there wondering what was going to happen next.
44. The headmaster used to cull people during 'O' level year. If you weren't academic or a good sports person you were out. I was on the receiving end of that unfortunately. I broke my leg playing rugby. My mother died that year. I sat my 'O' levels, failed, re-sat them and passed, but he didn't want me there, even though you were paying to be there.
45. The headmaster had a disregard for what people wanted to be. You can't all be artists, musicians and sports people. He had a zero tolerance. His attitude for running the school was what he wanted and what he wanted to attain, not what the kids wanted.
46. If you wanted to discuss anything with anyone you had to go through the headmaster. The only time my mother could speak to a teacher was at the end of term prize giving day. Parents were allowed to go to that. It was just a general thing. There was no interaction between parents and teachers.
47. There was no sex education. It was like girls were aliens. You didn't know how to talk to them as you got older. When I was at school you weren't allowed to talk to them. It was crazy. I know it's changed now. I'm not blaming this on the teachers.

48. If you were a teacher at Morrison's you got free education for your children and that suited some of the teachers that were there.

Trips / Holidays

49. There were trips, skiing and other things, but these were expensive. For most parents it was out of their league. There was OTC camps, trips to the theatre, to Pitlochry and the chosen few would be taken to Edinburgh and Glasgow. Some of it was for boarders, some of it was for a combination. There was a social club. That was for boarders. That was just before I left the school.

Birthdays and Christmas

50. At Christmas, when you were younger you'd make some decorations with paper and sticky gum. You'd do more when you were younger. You did more than when you were older.

Visits / Inspections

51. People came to visit the school, but not when we were about. Once someone came to see what standard of French we'd attained. We would be asked things in French and we had to translate. So there were people who came around to see what you'd attained. With regards to people's welfare, I don't think anyone came around.

Religious Instruction

52. The headmaster was in charge of religious instruction. You'd gather in the assembly hall, sing a couple of hymns and there was a reading. A chap I was at school with, who was dyslexic, his sister was the little girl who held my hand at the beginning of school, told me at a reunion, he was chosen to do a reading by the headmaster and couldn't do it. Why he asked him I don't know. He should have got him to do a dry run privately. Anyway, he couldn't do it. He did get to the end. The headmaster took

him down to the study and gave him a severe beating because he'd let the school down.

53. The [REDACTED] teacher, [CDU] was there before I arrived. In those days we had to have prayers in the morning. Most of us were of Church of Scotland. My mother may not have had time and took me to the Episcopalian church. [CDU] was a Plymouth brethren. His beliefs were completely contrary from anyone else I knew. I was a member of the scripture union and I spoke to a bloke who had been to Morrison's and he was there in the era when [CDU] broke a boy's wrists with the belt and he wasn't allowed to use a belt after that. I don't know the name of the boy. These people had one thing on their mind. If you misbehave we'll beat you, if you're stupid, we'll beat you. It doesn't work like that. Even the headmaster didn't want stupid people. He would tolerate boarders more than day pupils.

Sports & Clubs

54. We couldn't join the cubs or scouts at school if we were day pupils. They were usually run by the school master. We were told to join our local group.
55. We had boxing at the school but it stopped because a boy got brain damage. It was run by the economics teacher. We used to spend the period of economics packing the boxing ring away. I was in form one then. Sports were part of the criteria. The headmaster wanted a criteria of high academic pass rate and sport at international level.
56. The girls school had their own gym teachers. We had two gentlemen who taught us to swim, play rugby, athletics and gym work. Teaching was minimal. If you were caught with a football, Mr [CFR] [REDACTED], one of the [REDACTED], would take his penknife out and burst it and say it's the wrong shape. His favourite weapon was a gym slipper and he'd do it in the swimming baths, on wet trunks. He seemed to have some idea that this would hurt more. If you were doing life-saving a heavy block was put on the floor of the pool and you had to dive down and get it. If you couldn't do it

by the third time you got the slipper. A lot of us got it. I thought, why doesn't he just take time to explain things better. He's dead now.

57. There were some natural athletes and Mr CFR paid more attention to them. He was a total waste of time. He just tried to belittle boys. He was sarcastic and tried to make you feel like shit. He wasn't as bad as other teachers like CDU and CDT and didn't play with girls underwear or touch up little boys. He just wanted to undermine you and express his authority.

Corporal Punishment

58. If the kids were a bit unruly then teachers had to give out corporal punishment as a last resort to get them to understand. I've seen a teacher belt a whole class. We were a bit unruly and we were warned. 28 boys were belted. They all lined up and the teacher was knackered by the end. One teacher, a music teacher, took off one of the taws from the belt so that it would hurt more. He was crazy.
59. Some of the kids were taller than the teacher. Many of the boarders didn't know not to misbehave. I think because they had no parental guidance.
60. Some of the teachers were fair, they punished you but gave you fair warning, like Mr Lauder, the form head. You were given a chance. They were fair. Some were elderly and couldn't control a class and were coming near the end of their career. Some were good, they took an interest. What the criteria for employing teachers was, I had no idea.

Abuse at Morrison's Academy

61. In the class I spent the whole year waiting to be hit with a thick perspex ruler from the teacher, Mr CDT. He was an extremely violent teacher. I was fairly young at the time, but even now I would like to meet him. He died of a heart attack before I could go and confront him. Fifty to fifty-five years on and it still disturbs me the beatings I took from that man. He was one of several in the school.

62. We had a mix of teachers, some were gay, some with normal relations with women and some we were curious about as to what their intent was. Teachers that inflicted severe damage on pupils, such as the [REDACTED] teacher, [CDU], who used a leather belt on someone and broke their wrists.
63. [CDU] wasn't allowed to use the belt after he broke the boys wrists, so he had a habit of picking a child up by the hair and kicking their shins while their knees were bent, shouting at them, telling them they were stupid. In fact, some of them were dyslexic and they couldn't understand, they couldn't read. He thought if he beat them up they wouldn't be stupid. It doesn't work like that.
64. The headmaster was a bit sadistic if you had to go to him for punishment. He would take a polished wooden box out and give you the choice of what implement you wanted him to beat you with. If he was provoked or thought someone had let the school down he would throw you about his study. I never experienced that myself, but I heard about it. When you look back on it now, it still disturbs you after all these years.
65. I was eleven when Mr [CDT] cut my wrists with the belt for forgetting my homework. This was the first time I'd experienced extreme violence. If you were thought to be lackadaisical he'd hit you on the back of the head with the ruler and say, "Waken up laddie". He took the ruler from a friend of mine. This was his first weapon of choice. He wasn't allowed to keep a belt in his desk drawer so the pupil had to go to the form head to ask for the belt and take it back to [CDT] before he beat you with it.
66. [CDT] would hit people on a daily basis, 24/7. I think there was one day he didn't use the ruler and I thought there was something wrong with him. [CDU] was ok to a point, then on any given day he would run up and down in a tirade and pick on someone he thought was stupid and pick them up by the hair and kick them in the shins. At the end of the day, he knew what he was doing. If he kicked them too hard he'd have broken their legs.

67. My mate from [REDACTED] had marks on his wrist from getting the belt from [CDT] and his dad approached him at his house in [REDACTED] and there was an altercation. He was so incensed that the man had used excessive force on his son.
68. Girls of a certain age, in the [REDACTED] class, had a male teacher called Mr [CDV] who used to interfere with their underwear. The girls told me on the bus home. His two sons were at the school.
69. I came into contact with [CDU] when I was thirteen. He was the [REDACTED] teacher. He was extremely [REDACTED] orientated. The [REDACTED] could do no wrong. I wasn't a victim of [CDU] [REDACTED] was a victim. I witnessed it a few times. He was a lovely boy, a good rugby player, but he was a slow reader. He left Morrison's. [CDU] would have been around his late forties, early fifties.
70. One chap told me recently that the [REDACTED] teacher, Mr [CFS] was attracted to younger people. It came as a shock to me. There's something not right there. I don't think anything goes on like this now, but you never know.
71. I was in a class and an adult tradesman touched my leg and I was mortified. This was a man called [CFT] he was a carpenter or joiner. If this happened in school and you can't get out of the way, this is not good. It's not funny.

Reporting of abuse at Morrisons Academy

72. I told my mother about being belted by [CDT] when he cut my wrists. I showed her what had happened. She had a look but didn't do anything. I'm not blaming her, she was brought up with the thinking if you deserved the punishment then you take it. She wasn't bad that way. One teacher asked me to show him and asked why I'd been belted. He seemed to be concerned. This was Mr Lauder, who was head of the junior school. He asked me a day or two later. He noted the marks and that was it.

Leaving Morrison's Academy

73. I wanted to go to university after I left school. My mother had gone to university, which was an oddity for a woman in the 1930's. I excelled in some things and not in others. My dad was a solicitor, he must have had an ok standard of living in Poland. I looked around the class, saw the richest guy, who was a friend of mine, and thought, "What did this guy's dad do". So I thought I could go into engineering, or agriculture.
74. I stayed and did my Highers in form five. I then repeated to do another two highers. I passed one and failed one. I wanted to do veterinary science. I went off and studied agriculture, thinking I might do veterinary science afterwards. I didn't. I left Morrison's with ten or eleven 'O' levels and four highers. In relation to some of the others I did alright.
75. The headmaster was glad to see the back of me. The year before I was due to leave I was sitting my highers. Every year at the school they gave the McCrosty medal to someone who'd done most for the school. Some of my friends voted for me because they thought the headmaster hated me more than anyone. I thought they were pulling my leg. I didn't go to the vote and I went to school the next day and a friend told me that I should have been there and voted for myself and I'd have got the McCrosty medal. The headmaster was mortified.

Life after being at Morrison's Academy

76. I went to Edinburgh university and got a degree in agriculture. I met my first wife in college. I did some research at the Bush Estate when I finished because my wife was involved in some calf rearing project at the time. She didn't pass and went off to Aberdeen university to try and resit her exams.
77. I went to [REDACTED], near Montrose. I lived in a caravan for a bit. My father passed away and I got married. I sold a piece of land in [REDACTED] and moved to Wales.

78. I came across a man after I'd graduated, who was going into the world of teaching and was useless, he annoyed me and I asked him why he wanted to be a teacher and the betterment and fulfilment of pupils never came into what he told me. He wanted respect from other people and I thought, you're in the wrong job.
79. There were some boys that I know from Morrison's who couldn't hack university because they couldn't do normal things, cook tea, wash clothes, deal with money. They were academically brilliant too.
80. I see people at reunions who were boarders and because you haven't seen them for many years they can't open up. In my job, having dealt with some farmers for three generations, and farming being fairly lonely, they gain confidence and you get to hear their problems.
81. The reunions I've been to have taken place since 2000. The oldest teacher I came across was in his nineties. He was there in 2008. A man by the name of Meechan. He was a Latin teacher and in charge of the OTC. He was fair. He gave you a chance.
82. There is a man, he's a dentist up in Perth, by the name of [REDACTED]. He was a leading light when he was at school. I'm not terribly friendly with the bloke but he was the pipe major in the band and I was in the OTC. Because of our positions we would talk. This guy qualified as a dentist and worked in Perth. He went to the USA to enhance his dentistry career then returned here. He had his kids educated in Morrison's. I caught up with him a few years ago. His attitude had totally changed. He'd found something out that he didn't like.
83. I've got two children and two step children. All of them were born in Scotland. My children are [REDACTED], born in 1976 and [REDACTED] in 1977, there are eighteen months between them. My step children are [REDACTED], who was also born in 1976 and [REDACTED] in 1978.

Impact

84. Morrison's taught me a lot of things. It wasn't all bad. I thoroughly enjoyed myself in some classes and in OTC. I have mixed feelings about the school. Some of the boarders had a hard time of it. It's caused them problems in later life. I've spoken to them at reunions. There was a degree of keeping the best and leaving the rest. People shouldn't be treated like that. As far as physical violence, yes there were boys who stuck your head down the toilet and pulled the flush. There was bullying at the school. I was bullied and I bullied kids. That was minor compared to what else went on.
85. My wife did psychiatric nursing. She's my counsellor. She's very good. She can see it coming before it happens.

Reporting of Abuse

86. I have never reported the abuse carried out at Morrison's except for telling my mother and informing Mr Lauder about being belted by CDT [REDACTED] when he cut my wrists.

Records

87. I don't know if there are any records. I'd love to see what there is but I don't know if they exist or if they've been shredded or if the school would let me see them.

Lessons to be Learned

88. I think a lot of these teachers didn't realise what they did to some people. They should have had a better understanding of humanity. People like CDT [REDACTED], kids just sat in his class afraid. Why should an eleven or twelve year old sit there and be afraid.

89. I think you had people there that knew nothing about teaching children. You could have had people that understand the psyche of children.
90. 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.

CCX



Dated 22/8/2018