

Tuesday, 27th June 2017

(10.00 am)

LADY SMITH: Good morning.

We now start the evidence in the fifth full week of this phase of hearings. I think you indicated -- or not you. Mr Peoples, I'm sorry. It was indicated at the end of last week that we would start the week with a witness from Quarriers; is that correct?

MR PEOPLES: Yes, my Lady. Good morning.

The next witness is Mrs Alice Harper, who is currently the chief executive of Quarriers.

MRS ALICE HARPER (affirmed)

Questions from MR PEOPLES

LADY SMITH: Thank you.

Do sit down and make yourself comfortable, Mrs Harper. If you want to adjust the microphone to a level that's comfortable for you, so you don't need to keep craning your neck forward, then please do.

Mr Peoples, when you are ready.

MR PEOPLES: Good morning.

I think you are Mrs Alice Harper.

A. That is right.

Q. And that you are currently the chief executive of Quarriers?

A. That is right.

1 Q. And that you have been in that position since June 2014?

2 A. That is right.

3 Q. And that you joined the organisation in July 2012 as
4 deputy chief executive?

5 A. That is right.

6 LADY SMITH: Just a moment, Mr Peoples.

7 Are you not hearing clearly enough? (Pause). The
8 witness, okay. Mrs Harper, could you just fiddle around
9 with the microphone as feels comfortable. It may be
10 that actually if you pull it down a little more, but
11 bend it at the neck to straighten -- no, I would try to
12 straighten it and then down. (Pause). Try now.

13 Please do indicate again if you can't hear in the
14 public benches.

15 MR PEOPLES: Yes, if you could keep your voice up. I know
16 sometimes you don't want appear to be shouting, but it
17 is quite far back to some of the people who are here
18 today. So if you can keep your voice up, that will help
19 matters I hope.

20 LADY SMITH: Thank you, Mr Peoples.

21 MR PEOPLES: I think you were asked earlier this year to
22 provide certain evidence in the form of a report in
23 relation to various matters that the Inquiry were
24 interested in getting information from Quarriers about.

25 A. That is right.

1 Q. For present purposes today we are concerned with part of
2 a report that you were asked for, which I would term
3 part A and part B of a report you were asked to deal
4 with, in which you were asked certain information and
5 certain questions about Quarriers and various matters
6 connected with Quarrier's Village.

7 A. That is right.

8 Q. I think that pursuant to that request you have, on
9 behalf of Quarriers, produced a statement by yourself
10 and responses to parts A and B of the request.

11 Before we begin looking at matters and looking at
12 the response itself, could we perhaps have up your
13 statement and the responses; it is QAR.001.001.0001.

14 LADY SMITH: You will see this coming up on screen,
15 Mrs Harper. If you want to look at hard copy, there is
16 a blue file beside you. Has that got everything in it?

17 MR PEOPLES: I am not sure it has the whole --

18 LADY SMITH: It has not actually, looking at it.

19 MR PEOPLES: I think there are some recent documents which
20 may have been added, so --

21 LADY SMITH: It has some recent documents.

22 MR PEOPLES: If there is a problem I am sure we can obtain
23 a copy, but hopefully the screen will allow you to
24 respond to any questions that I have of you today.

25 I take it you are familiar with the content of the

1 report for the purposes of giving evidence today.

2 A. Yes.

3 Q. I propose not to go through it all. I appreciate today
4 it is evidence before the Inquiry and we can all --

5 LADY SMITH: Mr Peoples, I am sorry, can you just hang on
6 a moment.

7 Ms Dowdalls, you are getting the documents up on
8 screen, are you?

9 MS DOWDALLS: Yes, I am now, my Lady.

10 LADY SMITH: You need to go into "court" and then "published
11 view".

12 Is that all right?

13 MS DOWDALLS: Yes, it is. Thank you.

14 LADY SMITH: Good. Mr Peoples.

15 MR PEOPLES: As I was just saying, parts A and B and your
16 statement represents evidence which you have provided on
17 behalf of Quarriers to the Inquiry. My intention today
18 is not to take you through every last word of this
19 report, but to look at various matters within it to
20 obtain a general picture at this stage on the various
21 matters, which these parts are concerned with.

22 Those here today should appreciate that the whole of
23 the report is evidence that you provide to the Inquiry
24 and will be treated as such.

25 So far as my approach is concerned, I would like to

1 begin by asking some general questions and rather than
2 take you laboriously to each page of the report, I will
3 try to deal with those matters initially by way of
4 general heads. If you feel the need to refer to the
5 report or ask for assistance, I will try and give it to
6 you, but I think it might assist in getting a general
7 picture at an early stage in your evidence, if I do it
8 if that way. It is just to let you know.

9 I will start perhaps with some basic information
10 about Quarriers, for those who are unfamiliar with the
11 organisation.

12 So far as the background to Quarriers is
13 concerned -- and this is found in your report -- the
14 organisation was founded by William Quarrier in 1871.

15 A. That is right.

16 Q. At that time it was known, I think, as The Orphan Homes
17 of Scotland?

18 A. That is right.

19 Q. For the purposes of parts A and B of the response,
20 I should perhaps also say for the benefit of those who
21 are listening to this evidence, that in these parts
22 there is reference at times to what's called the
23 "organisation" and by that we mean Quarriers itself, the
24 organisation known as Quarriers. At other parts of A
25 and B there's reference to what's called the

1 "establishment". I think, again to allow others to
2 understand the approach of this document, "the
3 establishment" for today's purposes is a reference to
4 Quarrier's Village?

5 A. That is right.

6 Q. So if I use these terms, then can you take it that I'm
7 dealing with them in that way.

8 So far as Quarrier's Village, the establishment, is
9 concerned, that establishment was opened, as
10 I understand it, on 17th September 1878.

11 A. That is right.

12 Q. It was opened at a site at Bridge of Weir?

13 A. That is right.

14 Q. It was initially known, if I have understood your report
15 correctly as "The Orphan and Destitute Children's
16 Emigration Homes"?

17 A. That is right.

18 Q. Before coming "Mr Quarriers' Orphan Homes of Scotland"?

19 A. That is right.

20 Q. Then at some later stage it became "The Orphan Homes of
21 Scotland"?

22 A. That is right.

23 Q. I think that description was used when Quarriers became
24 a limited company; is that correct?

25 A. That is right.

- 1 Q. That occurred in about 1926, I think.
- 2 A. 1926, yes.
- 3 LADY SMITH: That wouldn't have been a normal commercial
4 company?
- 5 A. No.
- 6 LADY SMITH: That was a way of forming a charity --
- 7 A. That is right.
- 8 LADY SMITH: -- in a particular legal -- with a particular
9 legal status.
- 10 A. That is right.
- 11 LADY SMITH: We call them now "companies limited by
12 guarantee".
- 13 A. That is right.
- 14 MR PEOPLES: I think that so far as the organisation after
15 that is concerned, the company status remained but the
16 name of the organisation did change.
- 17 A. Yes.
- 18 Q. After 1926 and in particular the name was changed to
19 "Quarrier's Homes" on about 2nd June 1958.
- 20 A. That is right.
- 21 Q. Then, on 1st November of 1998, it became known as simply
22 "Quarriers"?
- 23 A. Quarriers, that is right.
- 24 Q. And that's what it is known as today.
- 25 A. That is right.

1 Q. Just by way of looking at what would be described as the
2 legal status of the organisation, we have just heard
3 that it became a company limited by guarantee in 1926,
4 and on 15th January 1966 the organisation became
5 a registered charity.

6 A. That is right.

7 Q. At this stage if we can get some idea of the extent of
8 provision that Quarriers made for children in need of
9 residential care. My understanding is that in total
10 Quarriers, the organisation, has accommodated in excess
11 of 30,000 children over the years.

12 A. That is correct.

13 Q. And that at its peak, or during its peak years -- which
14 I think were probably pre the Second World War and
15 perhaps during the Second World War -- Quarriers
16 accommodated, at Quarrier's Village, something
17 approaching 1,400 children --

18 A. That is right.

19 Q. -- at some stages.

20 I think, as we will see, that the numbers subsequent
21 to the Second World War did gradually decline in the
22 1950s and 1960s and 1970s for various reasons, which we
23 will maybe come to in due course.

24 A. That is right.

25 Q. But perhaps in the 1950s/1960s, it was something in the

- 1 order of 500 children or thereabouts.
- 2 A. That is right.
- 3 Q. And that by the end of the 1980s it had reduced,
4 I think, according to the report, to one person.
- 5 A. Yes, that is right.
- 6 Q. So far as the arrangements at the village were
7 concerned, the accommodation consisted originally --
8 well, perhaps not originally, but the accommodation
9 consisted of, when completed, 43 cottages, as they were
10 described.
- 11 A. That is right.
- 12 Q. Just again to get some kind of timescale on this,
13 I think we were told -- and this is at QAR.001.001.0008
14 of part A of the report and I don't think -- well, we
15 can put it up but I don't think you need to look at it,
16 that by 1998, the only cottages that were being used as
17 residential accommodation for children were cottages 30
18 and 43?
- 19 A. I would know their names as Rivendell and Country View.
- 20 Q. I think as we see at (viii) they are described there
21 simply as cottages 30 and 43, but that would be the
22 position so that the other cottages that had been used
23 were no longer being used as residential accommodation.
- 24 A. That is right.
- 25 Q. Am I also right in thinking that there came a time when,

1 instead of 43 cottages being used, the number reduced to
2 something in the region of 30 cottages as numbers of
3 children decreased post-war?

4 A. That is right.

5 Q. Post the Second World War?

6 A. Yes.

7 Q. Would that number have been the number in use in, for
8 example, the 1950s and 1960s and beyond or -- can you
9 put an approximate date --

10 A. I couldn't put an approximate number on but certainly
11 the numbers of cottages did decline after the Second
12 World War in line with what was happening in the
13 external environment and the thinking around about
14 children and how they should be cared for.

15 Q. So far as the organisation itself was concerned, am
16 I right in thinking that originally it mainly served the
17 west of Scotland?

18 A. Uh-huh, mainly, yes.

19 Q. And that in the past the governing body was known as
20 "the council of management"?

21 A. That's right.

22 Q. And that that governing body changed to become a board
23 of trustees fairly recently -- was it 2008 or
24 thereabouts?

25 A. Round about then, yes, and that exists today.

- 1 Q. And that exists today.
- 2 So far as today is concerned, in terms of
- 3 governance, there is a board of trustees?
- 4 A. That is right.
- 5 Q. Can you tell us how many people are on that board?
- 6 A. Yes, we have 14 board of trustee members, which includes
- 7 our chair and our vice chair.
- 8 Q. So far as their qualifications are concerned, in broad
- 9 terms, what sort of range of experience and skills are
- 10 required?
- 11 A. We have a diverse range of skills. We have a robust
- 12 recruitment process for our trustees and the background
- 13 of the individuals who are on our board currently come
- 14 from a legal background, a financial background, public
- 15 sector background, private business, also marketing,
- 16 that type of background, and health.
- 17 Q. What about experience of child protection and
- 18 safeguarding?
- 19 A. Yes, public sector, so, yes, social work -- we have two
- 20 members from a social work background and one from
- 21 health.
- 22 Q. When you say "public sector" that would embrace people
- 23 with experience --
- 24 A. By that I meant social work --
- 25 Q. No, I just wanted to clarify what was included in that

1 type of experience.

2 LADY SMITH: When you say you have a robust recruitment
3 process for trustees, briefly, what do you do?

4 A. We look first of all at the skills that we require on
5 the board.

6 LADY SMITH: So you keep a skills matrix, do you?

7 A. We have a skills matrix. We also look at how long
8 trustees have been in their positions. We advertise and
9 we have a recruitment process which includes
10 an interview, references, and also the people that we
11 support are involved in that interview process. Our
12 trustees, like all our staff, are PVG checked as well
13 and we do have fit and proper assessment. So it is
14 linked into the National Voluntary Council good trustee
15 guidelines.

16 LADY SMITH: Thank you.

17 MR PEOPLES: I think, and I'm not going to take you to it at
18 this stage, but I think in the report itself, under the
19 governance section, you make reference to various codes
20 of conduct and codes relating to good governance that
21 are recognised standards currently --

22 A. Yes.

23 Q. -- which are, as I understand the report, used and
24 applied by Quarriers insofar as the board of trustees
25 are concerned?

- 1 A. Yes, that is right.
- 2 Q. How does that compare with the past in terms of the
3 council of management and how members of that council
4 were recruited? Can you just give us a broad comparison
5 at this stage in terms of the processes by which people
6 became members of the council of management?
- 7 A. I am not familiar with the processes but I assume that
8 it would be people that were of good standing, that
9 William Quarrier and his subsequent colleagues would
10 know in the community and perhaps people that would
11 benefit the organisation. That's as much as I can say.
- 12 Q. Would that have been the general approach to recruiting
13 members until fairly recently, as opposed to what you
14 described as the rather robust procedures that are in
15 place today?
- 16 A. Again, before I joined the organisation, there were
17 procedures in place but they wouldn't be as robust as
18 they are today.
- 19 Q. Again, if you could help me -- but if you can't just
20 perhaps I could at least flag up the point -- insofar as
21 those earlier procedures were concerned, which may not
22 be as robust as the ones you described this morning,
23 from what date are we talking in terms of those
24 procedures? Are we talking about from 2000 onwards or
25 from the 1990s or from an earlier period?

- 1 A. In respect of the procedures that we have in place
2 today?
- 3 Q. No, in respect of procedures applying to the council of
4 management, you said there were procedures and I think
5 you probably had a human relations department at some
6 stage which was created.
- 7 A. Yes. We have a human resources department that has been
8 created, so there would be a process of interview and
9 PVG checks for trustees in the past, but date-wise I --
- 10 Q. We are talking about relatively recently, aren't we, in
11 terms of -- if we are going back to an organisation that
12 started in 1870 and was operating from that period
13 onwards, these processes, like PVG checks and so forth,
14 are a relatively modern development, are they not?
- 15 A. That is right, yes.
- 16 Q. So far as the current structure is concerned, governance
17 arrangements, you told us about the board of trustees,
18 but I'm not sure I asked you this: can you give an idea
19 of the numbers of trustees?
- 20 A. Yes, we have 14 trustees at the moment which includes
21 our chair and our vice chair.
- 22 Q. Then you also have what might be described as
23 an executive team or senior management team.
- 24 A. That is right.
- 25 Q. Which you head up as chief executive?

- 1 A. That is right.
- 2 Q. You are not a member of the board, as such, are you?
- 3 A. No, I am a chief executive in charge of our executive
4 team and responsible for the organisation, but our legal
5 directors are our board of trustees.
- 6 Q. But you are effectively reporting to the board as chief
7 executive?
- 8 A. That is right.
- 9 LADY SMITH: Do you attend board meetings --
- 10 A. Yes, all of them.
- 11 LADY SMITH: -- in the usual way as one would expect of
12 a chief executive?
- 13 A. Yes.
- 14 LADY SMITH: Thank you.
- 15 MR PEOPLES: You would prepare reports for these meetings
16 and, no doubt, if you have any issues to raise or
17 recommendations or reports these will appear on the
18 agenda, these meetings, for consideration, discussion
19 and action if appropriate?
- 20 A. That's right, yes.
- 21 Q. Insofar as -- again, just to take the current position
22 at this stage: in contrast to the past, am I right in
23 thinking that currently Quarriers as an organisation is
24 providing, if I can use the expression, support mainly
25 for adults?

- 1 A. Yes, a large part of our current provision is for
2 adults: young adults in homelessness and adults with
3 disabilities.
- 4 Q. So far as current provision in terms of residential care
5 for children and young persons under 18 is concerned,
6 what's the situation? You mentioned Rivendell, I think.
- 7 A. Yes, within Quarrier's Village today we have two
8 registered homes: one is a care home for children with
9 disabilities, with a maximum of six places registered by
10 the Care Inspectorate; and Country View, which is
11 a respite service for children with disabilities and
12 again the maximum placement is six. They are both
13 registered with the Care Inspectorate and graded 5 as
14 very good.
- 15 Q. So far as what we could call your current children's
16 services, the ones you have described that are provided
17 in Scotland, these services are ones which, as I think
18 we have heard from other evidence, would be services
19 regulated by what's now known as the Care Inspectorate?
- 20 A. That is right.
- 21 Q. And previously the Care Commission, I think, had some
22 involvement?
- 23 A. That is right.
- 24 Q. From about 2001?
- 25 A. 2001.

- 1 Q. And the Inspectorate from 2011?
- 2 A. Yes.
- 3 Q. Insofar as the village itself is concerned, am I right
4 in thinking it is now a mixture of cottages and other
5 buildings which are used by the organisation for various
6 purposes, including Rivendell, which you have mentioned,
7 and any support services that are based at the village?
- 8 A. That is right. The cottages --
- 9 Q. And respite care --
- 10 A. Those two that I have mentioned, but our other cottages
11 today are for adults with supported living, providing
12 support to those adults with disabilities, but other
13 cottages are privately owned or leased.
- 14 Q. Are some buildings are used by private businesses also
15 these days?
- 16 A. That is right.
- 17 Q. Going back to the past, if I may, then I think you have
18 confirmed that there were as many as 43 cottages
19 accommodating children in the village at its peak.
- 20 A. That is right.
- 21 Q. Although that number reduced latterly perhaps to 30 and
22 then finally to just a couple at the end of 1980s?
- 23 A. That is right.
- 24 Q. As well as these cottages -- it is described as
25 a village -- is it correct to say that it did have a lot

- 1 of features of a village, albeit a village for children,
2 in terms of having its own church?
- 3 A. That is right.
- 4 Q. It had its own school?
- 5 A. That is right.
- 6 Q. It had some farms?
- 7 A. Yes, it was based on three farms, Hattrick, Nittingshill
8 and Carsemeadow Farm.
- 9 Q. Did it also have two hospitals at one stage?
- 10 A. Two hospitals.
- 11 Q. What were these hospitals used for?
- 12 A. They supported children with epilepsy and also those
13 with tuberculosis and, you know, there were obviously
14 children who were unwell and they could have medical
15 checks at the hospitals.
- 16 Q. I think it also had a fire station.
- 17 A. It had a fire station.
- 18 Q. Did it have shops?
- 19 A. Shops: post office, drapery, sweet shop.
- 20 Q. Workshops?
- 21 A. Workshops, carpentry.
- 22 Q. Were these workshops places where the children did some
23 form of work?
- 24 A. Yes.
- 25 Q. And would perhaps learn some --

- 1 A. Skills for the future, yes.
- 2 Q. What might some might refer to as vocational training?
- 3 A. This is true.
- 4 Q. So far as education was concerned, to get the broad
5 picture, would children in Quarriers, in the past, have
6 largely attended the school within the village?
- 7 A. Uh-huh. Initially they attended the school within the
8 village and then in latter years they went to local
9 authority schools in Kilmacolm and neighbouring
10 villages.
- 11 Q. Could you help me a little bit with "the latter years",
12 just to get a broad picture of when schooling was
13 arranged outwith the village?
- 14 A. I think it would be in the 1960s that primary school age
15 children would go to Kilmacolm for school and the
16 children that were secondary school age -- I think it
17 was Paisley that they went to.
- 18 Q. What happened to the school in the 1960s then? Was it
19 still used for education?
- 20 A. I think it would be closed.
- 21 Q. We have already had, I think, an overall number of
22 children going -- that have passed through the village
23 and also the numbers at the peak time that were living
24 there at any one time. You have already touched upon
25 the fact that, as part of life in the village, that

1 children in the past would receive some form of training
2 in workshops.

3 A. That is right.

4 Q. Would they also be involved in what might be called
5 domestic chores within the cottages that they were
6 accommodated in?

7 A. Yes.

8 Q. What sort of chores would they be asked to do?

9 A. Chores certainly that children were involved in would
10 include cleaning cutlery, washing, making beds, cleaning
11 boots, baking, cooking, that type of thing.

12 Q. Am I right in thinking that as part of the village
13 arrangements there was actually a training ship?

14 A. That is right. There was the James Arthur ship, which
15 was built near the Sommerville Weir Hall, which was the
16 central building. Its purposes was also thinking about
17 children and their future and future employments. The
18 children would spend time on the ship, which was on dry
19 land, learning sailing.

20 Q. Were children accommodated on the vessel?

21 A. Apparently.

22 Q. And so far as the work is concerned, did children work
23 on the farms that were part of the village set up?

24 A. Yes. Certainly, from the history, boys would help out
25 on the farm with some farming chores.

- 1 Q. Were they paid for that work?
- 2 A. No, I don't think so. I think there was pocket money
3 but I'm not sure if that was -- I can't remember if that
4 was related to their work.
- 5 Q. Was work compulsory in the past?
- 6 A. It would be part of their future -- to ensure that they
7 had the skills, etc. So this is about setting them up
8 for the future. So at a certain age that would be
9 compulsory.
- 10 Q. So I suppose in modern times children -- and you may
11 well know this -- would probably be given a choice in
12 that sort of matter and be consulted, "Do you want to do
13 this or not?" But would it be fair to say that in the
14 past --
- 15 A. I haven't --
- 16 Q. -- it wouldn't be a matter of choice?
- 17 A. I haven't read anything in the history or the evidence
18 that would lead me to see that there had been a choice
19 given.
- 20 Q. So far as the village was concerned, I think there were
21 also, apart from gardens that were attached to the
22 various cottages, there would be -- were there also
23 other gardens, communal gardens and so forth within the
24 village set up?
- 25 A. I'm not sure that's something that I have read in the

1 evidence, the research that I have done so far, but
2 given it is a very rural area I would imagine there
3 would be.

4 Q. Is it likely that the children would be given gardening
5 work --

6 A. Within the gardens, yes, I assume so.

7 Q. -- as well as learning some sort of trade in workshop
8 settings as well?

9 A. I assume so.

10 LADY SMITH: Did they grow food during the war?

11 A. Yes, they did. It was something that certainly within
12 the Anna Magnusson's "The Quarriers Story" that the
13 children were actually fairly well off in comparison
14 with others at the time of war because of what they grew
15 on the farms.

16 MR PEOPLES: I will come to this in a little bit more detail
17 but was -- were there what's called "house fathers", who
18 I think were men who were living in the cottages? Did
19 they have to have a trade?

20 A. Yes. They generally worked during the day, either on
21 the farm or had another job within the village, and then
22 obviously came home in the evenings and their role was
23 house father.

24 Q. In the evenings rather than -- and during the day they
25 would be working, what, generally within the village

- 1 rather than outwith the village?
- 2 A. My understanding is from the information that I have
3 read it was as much as possible like a family, so the
4 parents/father, particularly at that time, would go out
5 to work and come home.
- 6 Q. What about the house mother, as the woman who was in
7 charge of a cottage was known? What was her role?
- 8 A. I understand her role would be about ensuring that the
9 household was tidy, kept clean, food, etc, and also
10 sowing duties and perhaps other domestic duties.
- 11 Q. Did the house mother have any assistance in practice in
12 relation to these duties and responsibilities?
- 13 A. House aunties -- they employed house aunties.
- 14 Q. Was there any other staff to assist?
- 15 A. Not in the early days but in the later years there was
16 other staff brought in, such as domiciliary workers.
- 17 Q. When you say "the later years", are you able to think of
18 a general --
- 19 A. I think it would be around about the 1960s, there was
20 additional support within the cottages. Cottage
21 numbers -- the children within the cottages, the numbers
22 dropped, but also there was additional support and so
23 therefore there was more free time for children.
- 24 Q. So the extent to which children worked decreased, the
25 numbers of children in the cottage decreased, but the

- 1 numbers of staff increased to include not just, for
2 example, a house mother and house aunty, but also
3 domestic staff and domiciliary staff/workers?
- 4 A. That is right.
- 5 Q. Would all of these workers have been women in those
6 days, apart from the house fathers?
- 7 A. My understanding is, yes, they would be women apart from
8 the house fathers.
- 9 Q. So far as children who were accommodated in the village
10 are concerned, how long would they typically spend at
11 Quarrier's Village?
- 12 A. Again through what I have read, and the research,
13 children would stay generally until their leaving age,
14 unless the parents requested for the child to come back
15 to them.
- 16 Q. When you say that, you mean the school leaving age from
17 time to time?
- 18 A. Yes.
- 19 Q. I suppose before the 1970s it was 15?
- 20 A. 14 or 15.
- 21 Q. I think at one stage it was 14, but then it was raised
22 to 15 after or around the war?
- 23 A. Then subsequently to 18 and then today to 20 and, for
24 the children we care for, 25.
- 25 Q. Does that mean that some children could have been in

1 Quarriers Village from almost birth to school-leaving
2 age?

3 A. That is right.

4 Q. Once they reached school-leaving age, children in that
5 categories, did they immediately leave Quarriers or did
6 they spend further time there in the past?

7 A. Again, from the research that I have read, that for
8 children that were coming up to school-leaving age, that
9 they could go into hostel accommodation organised by
10 Quarriers and/or recommended landladies/landlords, so
11 there was almost like a stepping stone for some children
12 to prepare them.

13 Q. In the case of the young persons who were accommodated
14 in hostels that were provided by Quarriers, where were
15 these hostels located?

16 A. Perhaps Glasgow and Paisley we think.

17 Q. Is Overbridge an example of one of those hostels?

18 A. Overbridge, yes.

19 Q. Did it open in the 1960s or did it open earlier?

20 A. I can't remember the exact date.

21 Q. As we noted earlier, the original name for the village
22 was "The Orphans and Destitute Children Emigration
23 Homes"; can I ask you a little bit about that at this
24 stage.

25 Does it follow -- and I think it maybe comes out of

1 the report -- that children were sent from Quarriers to
2 places like Canada and, I think, more recently to
3 Australia and other countries?

4 A. That is right.

5 Q. Is that the case?

6 A. Yes.

7 Q. Am I right in thinking that of the 30,000 or so children
8 who passed through the village, is it around 7,000 --

9 A. 7,000.

10 Q. -- were sent to Canada?

11 A. 7,000 went to Canada, to Quebec, Ontario and Manitoba.

12 Q. Would that -- and I think this is probably dealt with in
13 the Magnusson book that has been referred to in the
14 report. Were these children sent I think -- were they
15 all sent prior to the start of the Second World War, the
16 ones that went to Canada -- or mainly, anyway?

17 A. Yes, mainly, yes.

18 Q. Was Canada the main destination prior to the war?

19 A. Canada was the main destination, yes.

20 Q. So far as the post-war period is concerned, did
21 Quarriers continue to send children to either Canada or
22 elsewhere?

23 A. There were children sent to Australia.

24 Q. Correct me if I'm wrong, but I think that emigration
25 schemes, not run merely by Quarriers but perhaps by

1 other organisations, were effectively discontinued in
2 the late 1960s. They may have been formally maintained
3 until a later date, but is that in broad terms your
4 understanding?

5 A. That is right.

6 Q. Just taking the position of -- taking the period from
7 the end of the Second World War 1945 through to the mid
8 to late 1960s, can you give us any idea of how many
9 children Quarriers sent abroad under emigration
10 arrangements?

11 A. I think -- in total I think that was round about 137.

12 Q. Was there any particular destination that these children
13 were sent to?

14 A. As I say the majority were Canada and a smaller number
15 to Australia.

16 Q. In the post-war period?

17 A. Yes.

18 LADY SMITH: In the post-war period? I thought you said it
19 was mainly Canada pre-war.

20 A. Pre-war.

21 LADY SMITH: Post-1945?

22 A. I would need to check that.

23 LADY SMITH: Thank you.

24 MR PEOPLES: But the overall numbers --

25 A. Were 7,000 to Canada.

1 Q. But the overall number post-war that were sent, whether
2 to Canada or Australia, seem to be just over 100 if your
3 numbers are accurate.

4 A. I would have to check that.

5 Q. There wasn't migration on the sort of scale there had
6 been prior to the start of the Second World War?

7 A. No.

8 Q. Does the organisation maintain contact with either
9 children who went abroad either to Canada or Australia
10 or their descendants?

11 A. We keep in contact with the Canadian descendants. In
12 fact I met one of the Canadian descendants last year on
13 his visit over to Scotland and there was ...

14 Visitors came over -- before I started with
15 Quarriers, I think it would be 2011, there was
16 a delegation from Canada. We have a garden,
17 Maple Grove, and a maple tree in front of our head
18 office building. I remember that.

19 Q. What's the position about those who went to Australia?

20 A. I don't believe we have the same -- we have contact.

21 Q. Is there any reason for that?

22 A. I'm not sure if there's any reason or if -- yes, I'm not
23 sure.

24 Q. Perhaps I could ask one more question on that in a
25 moment.

1 Did Quarriers, in relation to children who were
2 sent, whether to Canada or Australia, have any policy on
3 the matter, written or unwritten?

4 A. There is -- again, through the research, there is
5 evidence that children were asked permission, their
6 parents were asked permission, and children were asked.
7 Whether that was all children or you know -- so there is
8 some recording but you know if that's comprehensive,
9 I can't confirm that for all children.

10 Q. Yes, because I think the way the matter is put in the
11 report, if I'm not incorrect, is that children were
12 offered the opportunity of going to Canada or Australia
13 and so forth. Would that aptly describe the situation
14 in reality?

15 A. That would be how it would be described. Obviously
16 today that isn't something that would be considered at
17 all because your knowledge of what children -- how
18 children should be cared for is -- we wouldn't be
19 sending children abroad today, but at that time in
20 history it was seen to be something as an alternative
21 and an opportunity for children.

22 LADY SMITH: Is there any evidence of the children being
23 informed as to what it was that they would be going to
24 in Canada or Australia?

25 A. There is not much information that I have read

1 research-wise other than this was something that would
2 provide them with new opportunities to be with families
3 and be in a different country that was developing.

4 MR PEOPLES: So you wouldn't be able to say that Quarriers
5 had evidence that there was what one might term these
6 days an informed choice on the part of the child who was
7 sent to Canada or indeed elsewhere?

8 A. It is not what you would do today.

9 Q. But even if someone approached them and needed to get
10 their consent and said, "Would you like to go to
11 Canada?" it might just have been as simple as that. It
12 may not have been a more sophisticated approach to
13 explain the pros and cons, to explain the implications
14 for the child, the implications for contact with
15 siblings or family, or their roots in the
16 United Kingdom.

17 A. There's no -- I haven't read any evidence otherwise.

18 Q. I will come back to the general records that Quarriers
19 have, that have been used.

20 Is there much in the way of records to show the
21 process in the case of individual children and how it
22 was conducted and what persons were involved?

23 A. As far as I have read, they have a medical check, they
24 are offered the opportunity, they have, you know,
25 certain items that they take with them. For some

1 children, certainly through the Anna Magnusson "The
2 Quarriers Story", some children are excited by this,
3 a new adventure, you know, going on a ship, etc. But
4 again, is that an informed choice? I would think not.

5 Q. No. I think -- and I'm not going to refer you to it at
6 the moment -- but I think it is correct to say that in
7 her "The Quarriers Story", is that effectively
8 an official sort of publication that Quarriers have
9 supported, "The Quarriers Story" by Anna Magnusson?

10 A. It is certainly an independent -- you know,
11 Anna Magnusson is an independent author who has written
12 a story, speaking to people, and obviously there's
13 references there to certain documentation and reports,
14 etc, to help with regards to the building up of that
15 story. It was reprinted, I think, in 2006 to update it
16 to some extent. I think it is a fairly accurate view of
17 Quarriers through the ages --

18 Q. I think the first edition was 1984, but I think for
19 various reasons we can maybe explore shortly, there was
20 a revised edition in 2006, as you have just said.
21 I think in probably both editions, in relation to the
22 position of migration of children, Anna Magnusson does
23 record in some detail the journey and the issues that
24 arose and the concerns that arose both in the 19th
25 century and indeed in the early 20th century,

1 particularly about emigration to Canada.

2 A. Yes.

3 Q. Because I think there was concerned raised, not just in
4 the 20th century, but in the 19th century about the
5 treatment of children and the degree to which their
6 progress was monitored once they got to the Canadian
7 shores; is that correct?

8 A. Yes.

9 LADY SMITH: Just going back to the taking of consent from
10 parents and from children: are there any records -- for
11 example forms -- that were signed by them?

12 A. Certainly within our records there are some forms that
13 are signed by parents, but again whether all parents
14 signed it, I would be doubtful, again back to the
15 reasons why children would be referred to Quarriers. So
16 it wouldn't be in all cases.

17 LADY SMITH: Do these forms set out what information had
18 been given to the parents before they signed away their
19 children on that form?

20 A. I'm not aware of that.

21 LADY SMITH: And no forms that evidence the children's
22 signatures or that the children had the matter fully
23 explained to them?

24 A. No, not that I'm aware of.

25 MR PEOPLES: So far as the location of these forms are

1 concerned that do exist, are they contained in what's
2 referred to compendiously as "the children's files"?

3 A. Children's files, yes.

4 Q. So if there is information about matters such as this
5 particular topic, then the place to find it is in the
6 children's files?

7 A. That is right.

8 Q. Particularly children that are known to have left
9 Quarriers and have gone to -- and went to Canada, that
10 would have been recorded as part of the information
11 about discharge?

12 A. Yes.

13 Q. Just on the subject of -- going back to Anna Magnusson's
14 independent publication. You said that she drew upon
15 contributions from former residents of Quarriers over
16 the years.

17 A. Yes, I think she spoke to residents because there is
18 reference to how people may have felt at the time.

19 Q. Was she also given access to the archives of Quarriers
20 for the purposes of preparing her publication?

21 A. Yes, there is some reference to Narrative of Facts,
22 which was the organisation's annual reports. That would
23 be an example.

24 Q. If I move on now to just again cover the reason why
25 a child would have been admitted to Quarriers. Am

1 I right in thinking that, if one goes back in history,
2 the original reason was essentially that children came
3 who were either orphaned or where one parent had died?

4 A. That is right.

5 Q. Particularly in the situation where the father, if the
6 father was the breadwinner and wage earner, died, the
7 situation might arise, before the welfare state in 1948
8 and beyond and the existence of other forms of state
9 support, that the mother might not be able to support
10 the children of the family and in those days there might
11 be quite a large number of children in families.

12 A. That is right.

13 Q. Conversely if the mother died and the father was the
14 breadwinner, he might find it difficult, at least
15 historically, to cope with caring for the children and
16 for that reason he might make arrangements for the
17 children, or some of the young children particularly, to
18 be admitted to Quarriers?

19 A. That is right.

20 Q. Under those sort of arrangements -- "voluntary
21 admissions" I think would describe them broadly
22 speaking -- the surviving parent, if able to make
23 a financial contribution, would be expected to do so.

24 A. Yes, I guess so.

25 Q. I think over time the reasons why children came to be

1 admitted expanded, if I could put it that way. Maybe
2 I could just ask you to look very briefly whether the
3 broad reasons are summarised at 0045 of
4 QAR.001.001.0045.

5 A. That is right. There's seven key reasons: true orphans;
6 illegitimate children; broken homes; desertion by one or
7 other parent; eviction; cruelty/neglect; and/or illness
8 of a parent.

9 Q. So there were a variety of reasons why a child, at least
10 after the initial --

11 LADY SMITH: Mr Peoples, just a moment.

12 Ms Dowdalls, I saw you shaking your head. You may
13 have to re-enter a password because the system has been
14 quiet for a few minutes. (Pause)

15 Can I just check whether any other representatives
16 need any assistance? No. Everyone all right?

17 Thank you, Mr Peoples.

18 MR PEOPLES: I think there is a summary there at section 1.7
19 of part A under the heading "Children's
20 background/experience in the past"; there is a listing
21 of the various reasons why a child might have been
22 admitted to care.

23 Those reasons have been taken from what was referred
24 to as "The Staff Guide on Quarrier's Homes" at
25 appendix 4; is that right?

- 1 A. That is right.
- 2 Q. Is that a reference to a document that has been produced
3 and is available for this part of the hearings? It is
4 entitled "A Staff Guide on Quarrier's Homes"?
- 5 A. That is right.
- 6 Q. I can perhaps put that one up at the moment
7 QAR.001.001.0165. I think that's the document that this
8 information has been taken from; is that correct?
- 9 A. That is right.
- 10 Q. One difficulty with this document is that it doesn't
11 have a date.
- 12 A. I understand, yes.
- 13 Q. But at least we know that there are references, I think,
14 to legislation. If we go to QAR.001.001.0168, towards
15 the foot of that page, do we see under "child care",
16 there is a reference to the Children Act of 1948 and
17 then a reference to further legislation in 1958 and
18 1963?
- 19 A. That is right.
- 20 Q. But we don't see any reference to the Social Work
21 (Scotland) Act of 1968. So would it be fair to assume
22 that this document was probably prepared some time
23 between 1963 and 1968 --
- 24 A. Yes.
- 25 Q. -- as a guide for staff.

1 A. As a guide, uh-huh. We believe that such a guide would
2 probably be available from the 1940s and updated
3 throughout the years. So this is perhaps an updated
4 version.

5 Q. If your assumption is correct, can you help us: what
6 would have happened to the previous guides or --

7 A. I can't. I don't know what would have happened to
8 previous guides. This is certainly one that we have
9 come across and therefore put this -- submitted this for
10 evidence.

11 Q. Yes, I will maybe just ask a general question at this
12 stage. You have also produced what are termed "standing
13 orders", one of which does have a date and another one
14 doesn't have a date, and there are some differences
15 between the two documents. One is dated July 1944 --

16 A. Mm.

17 Q. -- and the other is undated. So far as those standing
18 orders -- and I will come back to them -- are they the
19 only sort of documents of that type that your researches
20 have uncovered so far?

21 A. Yes, and similar to the staff handbook, as you have
22 mentioned, there were probably revised editions but they
23 are the only ones we have come across.

24 Q. Just so that we can maybe put this into the evidence,
25 I will just flag up what these documents are. I think

1 the dated document is QAR.001.001.0391. It is headed,
2 "The Orphan Homes of Scotland". So we know from that
3 title that it must have pre-dated the change of name but
4 in fact we are assisted, if we go to QAR.001.001.0404.

5 Do we see, if we scroll down --

6 A. There is a date on that --

7 Q. -- July 1944?

8 A. -- (overspeaking) July 1944.

9 Q. The other document, which was undated and is in slightly
10 different terms, is at QAR.001.001.0157, if we could put
11 that up briefly.

12 That seems to be a similar type of document, albeit
13 there are some differences between the two. It covers
14 largely the same sort of matters as the other document
15 but doesn't -- well, doesn't have a date. I will maybe
16 come back to those two documents in due course and
17 perhaps suggest that the document we are now looking at
18 is probably earlier than the one that's dated.

19 So we have been looking at the sort of reasons, both
20 original reasons and the subsequent reasons, why
21 children were admitted to Quarriers. In broad terms,
22 looking at that matter, before the passing of the
23 Children Act (1948), which placed quite a lot of
24 responsibility for taking children in need of care into
25 care, placed a duty on local authorities, before that am

1 I right in thinking that in very broad terms the usual
2 way in which children would come into Quarriers was by
3 way of some sort of voluntary admission, either by
4 a surviving parent or someone acting in the interests of
5 a child who had been orphaned or who had been abused or
6 neglected or whatever?

7 A. That is correct.

8 Q. And that some of the children that came in pre-1948 may
9 have come in via orders made by a juvenile court. We
10 have looked at legislation with other witnesses about --
11 like the children and young persons legislation in the
12 1930s which gave powers to courts to commit children to
13 the care of fit persons. Whether directly or
14 indirectly, it is possible that presumably the children
15 would have come to Quarriers via that process.

16 A. Yes.

17 Q. But they would also come via parents directly?

18 A. Yes.

19 Q. And post-1948 they could come in those ways, but would
20 also have come in order to fulfil the local authority's
21 duty to provide care, including accommodation for
22 children in need of care away from home?

23 A. That is right.

24 Q. Maybe after 1948, would it be reasonable to proceed on
25 the footing that a lot of children who were admitted to

1 Quarriers would have come via the local authority route
2 of the local authority requiring accommodation for
3 children who were seen to be in need of care away from
4 home?

5 A. Yes.

6 Q. Then I think after the 1968 Act, the Social Work
7 (Scotland) Act, children would continue to come via some
8 sort of statutory process but, in that case, I think it
9 was through the Children's Hearing System and orders
10 made under that --

11 A. Yes, Children's Hearing --

12 Q. -- system?

13 A. Yes.

14 Q. Before I go on to ask about some other matters, this
15 might be a convenient point to just have a quick look at
16 some documents to show what the village looked like
17 because some people might assume that it is a village
18 and that it's got some cottages in it, which, as most
19 people would assume, cottages are fairly small
20 buildings.

21 A. Yes.

22 Q. I think William Quarrier's cottages are rather
23 different.

24 A. They are all individual but they are large Victorian
25 houses, usually consisting of four or five bedrooms.

- 1 Q. If we could turn to, firstly, QAR.001.001.0428.
- 2 This is one of the newer documents which I think
- 3 will be in your file, but I'm hoping it will come on
- 4 screen as well. That, I think, represents an aerial
- 5 photograph of Quarrier's Village. That would be fairly
- 6 familiar to you?
- 7 A. Yes, it is.
- 8 Q. I'm not sure when it was taken, but is it fairly
- 9 recently?
- 10 A. It looks fairly recent.
- 11 Q. So you can tell from the photograph --
- 12 A. Yes.
- 13 Q. But just if you can help me, right in the centre of the
- 14 photograph, there is a large building with a tower; is
- 15 that the church?
- 16 A. That's the church, yes.
- 17 Q. Am I right in thinking that it was built in about 1888
- 18 or thereabouts?
- 19 A. I guess thereabouts, I couldn't tell you the exact
- 20 date --
- 21 Q. Don't worry about the exact date. It was built in the
- 22 19th century. Again, from what I think I picked up from
- 23 the report, that it was a very large building and could
- 24 take almost 2,000 people.
- 25 A. That's certainly what my research would say.

- 1 Q. Presumably you have been inside --
- 2 A. I haven't been inside the church; it is flats, it is
3 privately owned.
- 4 Q. So by the time you came to Quarriers it had been
5 developed into a series of flats that are privately
6 owned?
- 7 A. Yes.
- 8 Q. Can you help me: so far as the rest of it is concerned,
9 there seems to be quite a large building to the right of
10 the church towards the bottom right-hand corner of
11 the --
- 12 A. Yes.
- 13 Q. What's that?
- 14 A. That would have been one of the school buildings and
15 again it is privately owned and converted into flats
16 now.
- 17 Q. Right. So far as -- there seem to be quite a lot of
18 substantial looking buildings, more towards the foot of
19 the photograph, dotted around and there's a number of
20 roads or paths that go through them. Are they cottages?
- 21 A. Yes, they would have been cottages and certainly
22 Bethesda, which I can see in the left-hand bottom
23 corner, would be a hospital at one point for children.
- 24 Q. So that is the one at the very foot and on the left-hand
25 side. It seems to be quite elongated compared with some

- 1 of the others buildings?
- 2 A. Yes.
- 3 Q. That was a hospital at one stage?
- 4 A. Yes.
- 5 Q. There are some smaller buildings to the right-hand side
6 of the photograph. Are they of more recent origin --
- 7 A. Yes, they would be a more recent development, housing
8 development where we would have at some point sold off
9 some land to developers.
- 10 Q. I think that the descriptions talk about a general hall
11 which at one stage was used for various purposes,
12 I think including visitors' days or things like that.
13 Do we see that in the photograph?
- 14 A. It is in the bottom right-hand corner, where you can see
15 the cars, you can just see the corner of the building
16 and that would be Sommerville Weir Hall, which was known
17 also, I believe, as the central building.
- 18 Q. So we only see part of that in this particular photo at
19 the very foot on the right-hand side.
- 20 A. Yes.
- 21 Q. And there is a row of cars that are parked just at
22 the -- to the side of the building. So that was the
23 general hall or Sommerville Weir?
- 24 A. Sommerville Weir and it is now the Three Sisters Coffee
25 Shop.

- 1 Q. Where would the workshops have been?
- 2 A. The workshops are actually out of the picture. They
3 would be below and that would be where -- the butchery
4 and the bakery, etc, would be along there.
- 5 Q. I don't know if you can help me: if we were looking in
6 the direction of the church, from the road that comes
7 from the foot of the picture --
- 8 A. It would be opposite the church, at the lower end.
- 9 Q. If we are looking towards the church from that road,
10 what direction are we looking in?
- 11 A. If you are looking from the church down that road, it
12 would be south of --
- 13 Q. So the foot of the picture -- the photograph is south?
- 14 A. Uh-huh.
- 15 Q. And the top of the picture, towards where we see the
16 river and the road that crosses, is that the north?
- 17 A. Uh-huh.
- 18 Q. And therefore west is to the left-hand side and east to
19 the right?
- 20 A. Yes.
- 21 Q. The farmland we see around this part of the village, was
22 that part of the farmland that was owned by Quarriers?
- 23 A. I guess so, but I don't know exactly what boundaries
24 each of the three farms would have.
- 25 Q. If we move on to another aerial photograph that was

1 I think taken recently, probably at about the same time,
2 which is QAR.001.001.0429, I think this captures
3 a similar but different shot of aerial view of the
4 village; is that right?

5 A. Yes.

6 Q. I think we see again the church. This time it is more
7 towards the top left-hand corner of the photograph.

8 A. Yes.

9 Q. Do we now see the Sommerville Weir or general hall on
10 the right-hand side --

11 A. Yes, we see that on the right-hand side, where the cars
12 are and --

13 Q. And the school that you mentioned in between, between
14 the hall and the church?

15 A. That is right.

16 Q. We see a number of substantial houses. These would be
17 cottages, some of these?

18 A. Yes. Certainly, towards the bottom of the page, I can
19 now see where the bakery and the butcher shop, etc,
20 would be.

21 Q. Towards the foot of the --

22 A. Yes, yes.

23 Q. So far as the cluster of buildings that seem to be below
24 the school and below the general hall, there seems to be
25 what looks like a large area of building. Are these

- 1 workshop areas?
- 2 A. Those are. They are now rented out to some private
3 businesses.
- 4 Q. I think we see what looks like a white van just to the
5 south of what would be the west side of the --
- 6 A. It will be the Three Sisters bake van.
- 7 Q. Right. So just above that is the workshop area?
- 8 A. That is right.
- 9 Q. So far as the village is concerned, as it would have
10 appeared in the past, can you have a look at a plan,
11 QAR.001.001.0345. I'm not sure we can see the whole
12 thing, but does that sort of capture the general layout
13 of Quarrier's Village.
- 14 A. Yes.
- 15 Q. It shows the various 43 cottages, which are numbered on
16 the plan; is that right?
- 17 A. Yes.
- 18 Q. So it shows their general location and if one was trying
19 to access that part of the village, would one come in
20 through Faith Avenue from the --
- 21 A. Yes, you would come from Craigbet Road, turn right, just
22 after the bridge, onto Faith Avenue.
- 23 LADY SMITH: How far away from Bridge of Weir is the
24 village?
- 25 A. Probably a couple of miles.

1 LADY SMITH: I see you would go southeast to go to
2 Bridge of Weir.

3 A. Uh-huh.

4 Q. What about the distance to Kilmacolm?

5 A. Kilmacolm is about two or three miles.

6 LADY SMITH: That is north of the village?

7 A. Yes.

8 MR PEOPLES: How far is Glasgow from here, roughly?

9 A. Roughly about 10 miles.

10 Q. Would the main entrance at one time have been via
11 Faith Avenue?

12 A. The main entrance would have been via, yes,
13 Faith Avenue, yes.

14 Q. Would there be sort of gates or something or pillars --

15 A. Yes, because William Quarrier's home is Homelea, which
16 is the first house on the right of Faith Avenue.

17 Q. So that is where he stayed?

18 A. Yes.

19 Q. I think we see, to the east of that, the old village
20 shop?

21 A. Yes.

22 Q. We see what the general hall, the Sommerville Weir Hall,
23 which is marked as well.

24 A. Yes.

25 Q. We see various cottages which are fronting onto

- 1 Peace Avenue at the bottom.
- 2 A. Yes.
- 3 Q. Some that seem to be along Faith Avenue and indeed some
4 in other parts, Hope Avenue and Love Avenue, if we go
5 towards the north, and nearer to the church?
- 6 A. Yes.
- 7 Q. Do we see the church, which is called Mount Zion --
- 8 A. That is right.
- 9 Q. -- which is marked and we see what's called the old
10 school; I take it that is the school that Quarriers
11 used?
- 12 A. That is right.
- 13 Q. What was "The Exchange"?
- 14 A. The Exchange, yes, that building there, I can't remember
15 what that was historically. Today it houses our
16 fund-raising department and some of our support services
17 are there.
- 18 Q. Insofar as the workshops are concerned, can you just
19 help me with that again? Where would we find those on
20 this plan?
- 21 A. Going along Faith Avenue, just after Homelea.
- 22 Q. There would be workshops?
- 23 A. Yes.
- 24 Q. Is that Bethesda?
- 25 A. No, that was a hospital.

- 1 Q. It is a hospital, sorry.
- 2 A. Round about where the old village shop is, round about
3 there.
- 4 Q. Okay. So what was Ladeside? Could that have been
5 workshop?
- 6 A. I am not sure. It could have been.
- 7 Q. It is not given a number, so I take it it was not
8 a cottage.
- 9 To the other side of -- is it Craigbet Road?
- 10 A. Craigbet.
- 11 Q. To the west of that, on the other side, on the left-hand
12 side of the plan, there seems to be various buildings
13 which are named, including head office; was that where
14 the administrative offices were?
- 15 A. That's where our current administration is. Our head
16 office is there, and you know, there's an Abbeyfield at
17 this moment, that is run by Abbeyfield for older people.
18 It is not owned by Quarriers.
- 19 Carsemeadow was at one time a school. It is not
20 an old building; it probably was built some time in the
21 1960s.
- 22 Q. Where were the administrative buildings in the days of
23 the council management? Were they where the head office
24 is now located or were they situated in some other part
25 of the village?

1 A. The head office was a baby -- a home for babies in the
2 past. I'm not sure where the actual offices would be
3 for the council of management.

4 Q. What about the superintendent who was in overall charge
5 on a managerial level of the village; is that right?

6 A. Yes.

7 Q. Where would that person --

8 A. I don't know.

9 Q. What about someone called -- is it the general director
10 or the director general --

11 A. Director general.

12 Q. He was an individual who was above the superintendent in
13 the pecking order; is that right?

14 A. Yes.

15 Q. Was he located or did he work at the village and reside
16 there?

17 A. I'm not absolutely sure. I would have to check that out
18 historically, but I'm assuming it would be.

19 Q. Did the superintendent live and work in the precincts of
20 the village?

21 A. Yes.

22 Q. Presumably -- obviously we have heard about the house
23 parents. They stayed in the cottages?

24 A. They stayed in the cottages, yes.

25 Q. What about other staff, like the aunties and domestics

- 1 and domiciliary workers, where did they stay?
- 2 A. Certainly the aunties stayed in the cottages. They were
3 mainly in the girls' cottages with the house mothers.
4 The domestics, because that was a later -- that was
5 later on, I don't know whether they lived and worked --
6 lived and then came into Quarrier's Village to work,
7 that they lived outside. I'm not sure. I don't have
8 that information.
- 9 Q. Would there have been staff quarters though other than
10 the cottages for staff who weren't residing in the
11 cottages where the children were accommodated?
- 12 A. I'm not aware of that.
- 13 Q. What's The Exchange that we see in the plan? There is
14 a building called The Exchange. It is above the
15 number 14.
- 16 A. Yes.
- 17 Q. What's that?
- 18 A. That currently today holds some of our support services.
19 I can't remember what the actual function of The
20 Exchange building was prior to that.
- 21 Q. Do we know where the fire station was?
- 22 A. The fire station was -- so, go back to Faith Avenue, as
23 if you are travelling across the bridge on
24 Craigbet Road. It was situated at --
- 25 Q. I see yes. I see the plan says:

1 "Leading to staff cottages, fire station, poultry
2 farm and Craigelea."

3 There does at some point appear to have been staff
4 cottages to the west of Craigbet Road and also a fire
5 station and a poultry farm. What was Craigelea then?

6 A. I'm not sure.

7 Q. Okay. So far as the -- if we could leave the plan for
8 the moment and just maybe look at a few photographs of
9 some of the buildings that we have been discussing that
10 were within Quarrier's Village, including cottages, the
11 school and indeed Mount Zion Church.

12 I think you have produced some black and white
13 photographs of these buildings to assist the Inquiry.
14 We have -- if we look at QAR.001.001.0346 to begin with,
15 that's headed "Head Office -- Laing Shrewsbury"; is that
16 the current headquarters?

17 A. That is the current head office.

18 Q. That was the one we saw in the plan we have just looked
19 at?

20 A. Yes.

21 Q. You said that was not administrative buildings, it was
22 a nursery?

23 A. At one point -- no, not a nursery; a baby home is how
24 I think it was termed in the information I have read.

25 Q. Okay.

1 Then, on the same page, further down, there's
2 something called "Gateway, Campbell Maltman". We see
3 the gateway in the plan; it is to the west of
4 Craigmart Road. But what was that?

5 A. Today again it is our support services, human resource
6 function. In the past -- I can't remember, I would have
7 to check that.

8 Q. Okay. Maybe that's something that in due course someone
9 could assist us with if possible.

10 A. Yes.

11 Q. Then if we go on to QAR.001.001.0347, we see the
12 building that's now the Abbeyfield nursing home. It is
13 called Campbell Snowden. Again can you help us with
14 what that was in the past? Is that something at least
15 we could ascertain?

16 A. I can't actually remember. Again we can check these
17 out. Today this is owned by Abbeyfield, which is
18 another agency, and it supports older people.

19 Q. It looks a bit big to be a villa or a cottage. Maybe
20 someone could perhaps assist us in due course. I think
21 the other photo on that page, if we scroll down, is the
22 rather modern Carsemeadow, which I think you said may be
23 a 1960s building.

24 A. That is right.

25 Q. If we go on to QAR.001.001.0348, there are another

1 couple of photographs in black and white. The first one
2 at the top is called Elim. What was that? Is that
3 a cottage?

4 A. Again, I would assume that was a cottage. It has been,
5 certainly in recent years, rented out to private --
6 I think a building or a construction organisation. At
7 this time it lies empty.

8 Q. I suppose the only thing I'm thinking is that it has got
9 the number "46" before it and I don't think there were
10 46 cottages. I'm just wondering if that's correct.
11 Anyway --

12 A. 43 cottages, certainly from my information.

13 Q. If we look at the other photograph on that page -- if we
14 scroll down, the next photograph is --

15 A. That's the Marcus Humphrey Building, which again today
16 is an older people's home, but obviously in the past it
17 was a hospital for the children.

18 Q. It was known as Elise Hospital in the past?

19 A. Yes, and it sits opposite our head office at this time.

20 Q. We see the name "Marcus Humphrey" on the plan we looked
21 at. I don't need to go back to it.

22 I say these are in black and white but I see it is
23 in colour; it is mine that are in black and white.

24 Forgive me.

25 If we go to QAR.001.001.0349, we have something

1 that's referred to -- preceded by the number 45 -- as
2 Bethesda, what's that? It doesn't seem to have a number
3 on the plan to represent a cottage; is that something
4 different from a cottage?

5 A. Bethesda, as I understand it, was for children who were
6 sick. It is today -- again, it is for support services
7 and it is mainly used for meeting rooms and training.

8 Q. Also on this page, if you scroll down, there is
9 a building called Nittingshill. Again, it is not given
10 a number on the plan to signify it was a cottage, so was
11 that used for some other purpose?

12 A. I'm not sure. I don't know. We would have to find that
13 out. We will get that information --

14 Q. That's fine.

15 Then if we go on to QAR.001.001.0350. That shows
16 the school within the village --

17 A. Yes.

18 Q. -- which we saw in the earlier plan, the old school.

19 A. Yes. Today that's private flats.

20 Q. Okay. Then if we just scroll down, we see what, the
21 large church, Mount Zion Church?

22 A. Yes. As I mentioned again today, the church has been
23 reconfigured into private flats.

24 Q. And there is a bell tower there; is that right?

25 A. Yes.

1 Q. Insofar as worship was concerned in the past, was there
2 any particular faith that worshipped or services
3 conducted in the church? Was it Church of Scotland or
4 non-denominational? I don't suppose there is such
5 a thing really.

6 A. Certainly I understand from the evidence that I have
7 read -- the research is that William Quarrier ... It
8 was mainly about Christian values and that children that
9 were admitted to Quarriers were protestants. Church was
10 a key part of their daily routine, worship and attending
11 church certainly on a Sunday, twice a day -- at least
12 twice a day.

13 Q. So that was his faith at least?

14 A. Yes.

15 Q. And I think, as the report indicates, that was quite
16 a driving force behind the way he saw the village
17 operating and how it should be run; is that right?

18 A. Yes.

19 Q. Because there was a heavy emphasis on attending
20 services --

21 A. Yes.

22 Q. -- and worship?

23 A. And daily worship, yes.

24 Q. Okay.

25 Am I right in thinking that, although the majority

1 of children would have been of some protestant faith, it
2 was not seen as a denominational village, if you like?

3 A. That is right.

4 Q. Then, if we go on to QAR.001.001.0351, do we see there
5 a close-up of the general hall, Sommerville Weir Hall?

6 A. Yes, Sommerville Weir Hall.

7 Q. And below that is what you have told us is the old
8 village shop.

9 A. Yes, that's it.

10 Q. Because there's reference, I think, in some of the
11 documents that have been produced to a tuck shop; would
12 that be in the school?

13 A. I'm not sure. I have certainly -- within my research
14 there is a tuck shop, but I can't remember seeing
15 where -- you know actually reading where it was.
16 Certainly the workshops were behind this building here
17 to the right (indicated). So the joinery, butchery,
18 etc, was to the right of this old village shop.

19 Q. I suppose if there were people living as a form of
20 family in cottages, that there would be a need for some
21 form of local shop.

22 A. Yes.

23 Q. Then, if we go on in QAR.001.001.0352, we see the
24 building known as Ladeside, which I think I asked you
25 about earlier. I was just wondering if -- it seems to

1 be located to the east of the old village shop between
2 the old village shop and the Sommerville Weir Hall. You
3 are not sure what that may have been used for?

4 A. No, I would have to get that information to you.

5 Q. Then Homelea is the other photograph on this page and
6 that was where Mr Quarrier lived until he died?

7 A. Yes, and today it is rented out to private business.

8 Q. I think he died in the early part of the 1900s; is that
9 right?

10 A. Yes.

11 Q. Although his family continued to be involved in the work
12 of the village?

13 A. His daughters.

14 Q. Albeit the organisation was formed into a limited
15 company in the 1920s?

16 A. Yes.

17 Q. If we now go on, do we see on QAR.001.001.0353 -- my
18 Lady, I'm conscious of the time but I wonder if I can
19 finish these photographs briefly.

20 LADY SMITH: It is a few minutes before 11.30; do you think
21 we will be finished by 11.30?

22 MR PEOPLES: I hope so, I'm not planning to --

23 LADY SMITH: Thank you.

24 MR PEOPLES: If we look at QAR.001.001.0353, that's called
25 Braehead; do we know what that is? It doesn't seem to

1 be a cottage and it is --

2 A. I'm not sure and I would have to check that. I would

3 have to check that out but that could be the

4 superintendent's home. Certainly in the past it is

5 something -- well, today it is rented out. We rent that

6 house out, but it sits opposite our head office and it

7 is next to Marcus Humphrey.

8 Q. Then the other photograph there is the lodge house. Did

9 someone stay there to check who came in and out?

10 A. I would guess so, yes.

11 Q. Then, after that, there are a series of photographs

12 starting at QAR.001.001.0354 of the various cottages.

13 I'm not going to take you through all of those but I was

14 going to maybe just look at one or two examples. Can we

15 start with, I think, QAR.001.001.0355.

16 A. Riverview sits next to Sommerville Weir Hall. It would

17 be a cottage for children in the past and it is now --

18 Q. Sorry --

19 LADY SMITH: You did say QAR.001.001.0355, Mr Peoples. Is

20 that what you meant?

21 MR PEOPLES: I meant to go to QAR.001.001.0355 as

22 an example.

23 If we scroll down, we see cottage 4 was one of the

24 cottages that was built as part of the village. If we

25 pass on to QAR.001.001.0356, to look at just another

1 couple of examples, do we see cottage 5 and below that
2 cottage 6? I think we see, although they are large,
3 they are Victorian villas, stone built, they are
4 different in design.

5 A. Yes.

6 Q. Deliberately so, I understand, from the concept that
7 Mr William Quarrier had in mind.

8 If I look maybe at a couple more or so.
9 QAR.001.001.0360. I see if we scroll down on that page,
10 in fact The Exchange was at one time cottage 14. That
11 one has been answered, I think, now.

12 A. Yes.

13 Q. If I just look at another, cottage 22 on
14 QAR.001.001.0364. That's another -- if you scroll down
15 again on that page -- example of a private residence.
16 It is quite grand by modern standards.

17 A. Yes.

18 Q. At least on the exterior.

19 Then just lastly on this one, if we look at
20 cottage 42. I think this is an example of another
21 private residence. It is on QAR.001.001.0374. We see
22 cottage 42, which is again showing the general size and
23 layout from the exterior.

24 Lastly, if I could just ask you to look at
25 QAR.001.001.0378. If we just take the bottom

1 photograph. It is referred to as "the village hall" but
2 in brackets it is called "workshop". That appears to be
3 an example of the type of building that was used as
4 a workshop?

5 A. It has recently been called the administration building
6 and it is empty at this moment in time.

7 LADY SMITH: Does that complete our survey of the
8 photographs, Mr Peoples?

9 MR PEOPLES: I think that is a convenient point.

10 LADY SMITH: We will stop now for the mid-morning break. If
11 we can be ready to go again please just after 11.45 am.
12 Thank you.

13 (11.35 am)

14 (A short break)

15 (11.47 am)

16 LADY SMITH: Mr Peoples.

17 MR PEOPLES: Thank you, my Lady.

18 Mrs Harper, if I could move away from the
19 photographs and perhaps come back --

20 A. Sorry, could I just clarify one thing. I was reflecting
21 about the emigration.

22 The 7,000 -- I am not sure I made this clear because
23 we talked about post Second World War. Most of the
24 migration of children, 7,000 to Canada, happened between
25 the 1870s and 1930.

- 1 Q. 1930 --
- 2 A. Yes.
- 3 Q. -- not 1939? I think I may have suggested pre-war but
4 you think it might have been about 1930?
- 5 A. I think it was about 1930.
- 6 Q. So the great majority of children that were sent through
7 Quarriers to Canada, or indeed anywhere, the great
8 majority had been sent prior to 1930?
- 9 A. Yes.
- 10 Q. Given the figures you produced --
- 11 A. 1870s to 1930. A small number which come into the terms
12 of this Inquiry, 1930 to 2014.
- 13 Q. So some children still went but not in the sort of
14 numbers that were being sent before?
- 15 A. That is right.
- 16 Q. Perhaps just picking up on that point, as originally
17 conceived, William Quarrier's intention was to send
18 substantial numbers of children to what he saw as
19 a better life in places like Canada.
- 20 A. He believed at that time it was in the best interests of
21 the child.
- 22 Q. So it was part of his thinking that it wasn't just
23 a sort of random thing, he actually -- he had in mind
24 that that would happen and indeed in some ways it also
25 allowed him to accommodate more children from the

1 streets of Glasgow and elsewhere if some who were taken
2 to the streets were sent to Canada.

3 A. From the research I have done he was influenced by
4 Annie MacPherson, who was a philanthropist at that time,
5 who encouraged and also saw or felt at that time that it
6 was beneficial for the children, at that time.

7 Q. Yes, because I think again we maybe just touch on this
8 when we look at the extracts from the Magnusson
9 publication, but I think just to be clear, neither the
10 cottage principle, which was used by William Quarrier,
11 as opposed to the large institution which was
12 commonplace, neither that nor the idea of migrating
13 children was something original to William Quarrier.

14 He, to some extent, had learned from others,
15 including Annie MacPherson, as you said, at least in
16 relation to sending children to places like Canada.
17 I think the cottage principle was something, as
18 I understand from the reading I did, which may have come
19 from Europe in fact or Germany or somewhere of that
20 kind. It was not completely innovative?

21 A. No, but other -- again from my research, the 7,000
22 children from Quarriers was part of a bigger picture of
23 other agencies, over 100,000, sending children abroad.

24 Q. Yes, because --

25 LADY SMITH: If it started in 1870 that would be, what,

1 about 33 years before William Quarrier died?

2 A. Yes.

3 LADY SMITH: So it would suggest that he may have had some
4 direct involvement himself for quite a period --

5 A. Yes.

6 LADY SMITH: -- in sending no doubt a lot of children in the
7 remainder of his lifetime?

8 A. Yes.

9 MR PEOPLES: I might come back to that briefly when we look
10 at Magnusson, but just to fill in that picture because
11 I think there were a few twists and turns in relation to
12 Canada that William Quarrier didn't necessarily agree
13 with.

14 LADY SMITH: I think his own father died there; is that
15 right?

16 A. I'm not sure about that one.

17 LADY SMITH: It may be suggested he died of cholera when he
18 was serving on a ship that docked in Canada. I may be
19 wrong. I think I read that.

20 MR PEOPLES: There's obviously a lot of information because
21 it has been a long period, but we will try and piece it
22 together as best we can.

23 If I could turn to just some more general
24 information about the way things operated, particularly
25 in the past. If I could turn to the topic of staff at

1 Quarriers and staff recruitment, if I may.

2 For quite a considerable period of time there were
3 boys' cottages and there were girls' cottages.

4 A. Yes.

5 Q. During the period when that was the situation, my
6 understanding from the report that has been produced and
7 the material relied on is that the boys' cottages had
8 a house mother and a house father.

9 A. Yes.

10 Q. I think you say the mother would care for the children
11 and the father was intended to be an example of what
12 an adult male should be, in setting a good example,
13 going out to work, teaching the child to follow in his
14 footsteps, the boy.

15 A. Yes.

16 Q. And that he would go out to work and come back and he
17 would be the male influence in the evenings.

18 A. Yes.

19 Q. Was there also a rationale that in the case of boys
20 there was more of a need for a house father because they
21 might be expected to require more in the way of
22 discipline?

23 A. I could only assume so. I can't remember reading
24 anything that would confirm that, but I can only assume
25 that might be the case.

1 Q. Well, whether that was or not -- whether that was the
2 case or not, am I right in thinking that when one
3 compares the situation of the boys' cottages with the
4 girls' cottages that certainly historically the girls'
5 cottages had a house mother only and there was no house
6 father?

7 A. No house father; a house mother and a house aunty.

8 Q. I was just thinking at the moment the primary figures,
9 the house mother and the house parent. There was
10 a contrast there, a difference of treatment, if you
11 like, between girls and boys, in that the boys had
12 a house father and a house mother, that was the desired
13 arrangement in terms of each of the cottages that were
14 for boys, but in the case of girls they would have
15 a house mother, albeit supported by other female
16 adults --

17 A. Yes.

18 Q. -- like house aunties.

19 You mentioned the cottage aunty. If we go back to
20 the situation where there were boys' cottages and girls'
21 cottages -- and we can maybe discuss when that changed.
22 But when there were boys' cottages and girls' cottages,
23 in the boys' cottages can I just be clear what the
24 position was? Did the boys' cottage have a house mother
25 and house father and, by today's standards, quite

- 1 a large number of children?
- 2 A. That is my understanding.
- 3 Q. So there was not a house aunty if there was a house
4 mother and a house father, at least historically?
- 5 A. Everything I have read hasn't advised me that there was
6 an aunty in the boys' houses.
- 7 Q. At the time Quarriers was operating with large numbers
8 so 1,400 at any one time, and there were boys' cottages
9 among the cottages, the sort of broad number of children
10 in each cottage could be in the order of 25 to perhaps
11 35, something of that --
- 12 A. 25 to 30.
- 13 Q. Albeit that over time and decades that fell to probably,
14 well, maybe 12 or so as the numbers declined in more
15 recent times.
- 16 A. Yes.
- 17 Q. So far as the girls' cottages were concerned then, in
18 the early days there would be a house mother?
- 19 A. Yes.
- 20 Q. Am I right in thinking she would be a single woman or
21 a widow?
- 22 A. Yes. That would --
- 23 Q. Generally speaking?
- 24 A. Generally, yes.
- 25 Q. But she would be assisted by a cottage aunty?

- 1 A. That is right.
- 2 Q. Who would also live in the cottage?
- 3 A. Yes.
- 4 Q. Does it follow that there was one cottage aunty per
5 cottage for girls?
- 6 A. That's my understanding.
- 7 Q. So originally the cottage aunty would only work in one
8 cottage?
- 9 A. Yes.
- 10 Q. Did that ever change when the cottage aunty could work
11 in a number of cottages at any one time?
- 12 A. I believe at one point there was a staff shortage, and
13 that might have been round about the 1950s, and there's
14 an implication that there might have been some sharing
15 of staff. But in relation to specific staff, you know
16 whether that was house fathers, house mothers or house
17 aunties, that's not written but there was just
18 a statement that there was a shortage of staff and staff
19 may be shared.
- 20 Q. If I can just ask this: insofar as other staff are
21 concerned, there came a time, as I understand your
22 evidence this morning, when apart from the house father,
23 house mother and cottage aunty, there would come a time
24 when other staff were introduced into cottages such as
25 domestic staff, domiciliaries?

1 A. Yes.

2 Q. Broadly speaking at what appointed in time are we
3 talking about here? Post-war or --

4 A. Yes, post-war.

5 Q. 1950s, 1960s?

6 A. Either the 1950s or 1960s. The exact date --

7 Q. I'm not worried about the exact date I'm just trying to
8 get the picture. There did come a time when that --

9 A. It was after the Children's Act and round about -- you
10 know, the Children's Act was 1948 and the Social Work
11 Act is 1968.

12 Q. Was part of the thinking behind that that the previous
13 regime, where children were expected to work and do
14 chores and all sorts of things -- "necessary duties"
15 I think is the way the standing orders describe them --
16 between, for example, getting up in the morning and
17 going to school, that that was -- that changed and some
18 of those chores, if you like, were done by adult staff
19 who were employed by Quarriers?

20 A. That is right.

21 Q. So far as these additional staff are concerned, would
22 they -- because of the nature of their work -- be
23 employed in more than one cottage at any one time such
24 that they might act as cleaners and domestics for
25 several cottages? Would that be the case?

1 A. I don't remember reading any evidence to say that but
2 I guess -- I assume that could be the case, that as they
3 are not part of the family set up, they could work
4 across cottages.

5 Q. I suppose, if that were the case, that whatever the
6 position about house mother and house father and indeed
7 cottage aunty was concerned, those who had the
8 opportunity to work in different cottages at the same
9 time would have the opportunity to compare and
10 contrast --

11 A. Yes.

12 Q. -- regimes and treatment and so forth?

13 A. Yes.

14 Q. So they could build a picture of whether one cottage was
15 better than another in their estimation?

16 A. I guess so, I assume so.

17 Q. Insofar as the age is concerned of the individuals, can
18 we just start with house mothers and house fathers? Was
19 there any age profile that was considered appropriate
20 for people who would take charge of initially 25 to 30
21 children or latterly 12 children in one house? Was
22 there any --

23 A. All I know from the evidence in respect of recruitment
24 would be that they demonstrate Christian values, have
25 a love of children, and that's all that I know.

- 1 Q. That was it?
- 2 A. Yes. I assume that they are adults and they have left
3 school but whether they are older adults, middle-aged or
4 whatever, I can't actually confirm that from what I have
5 read.
- 6 Q. So would it be possible that in the case of a house
7 mother, or indeed house parents, they could be either
8 a couple or a single woman in their or her 20s or 30s
9 rather than someone who is more mature?
- 10 A. It could be.
- 11 Q. And in the case of cottages which simply had the house
12 mother, that person, if single rather than widowed,
13 might have never had children or had the experience of
14 raising her own children?
- 15 A. That may be the case.
- 16 Q. But as long as she had good Christian values she was
17 seen as suitable for recruitment, whatever age?
- 18 A. Exactly. That was the two key reasons: Christian values
19 and a love of and an interest in children.
- 20 Q. There was no question of saying, until perhaps much more
21 recent times, that they had to possess particular
22 qualifications --
- 23 A. No.
- 24 Q. -- or have some kind of suitability criteria applied to
25 them other than the ones you have mentioned?

- 1 A. That's true.
- 2 Q. Indeed, am I right in thinking that until perhaps more
3 recent times -- maybe the 1960s from the report you
4 produced -- that when it came to training, that would be
5 unusual prior to the 1960s at least?
- 6 A. This is true. There are certain government reports that
7 were done by Angus Skinner in 1992 and also the Curtis
8 report in England and Wales which actually highlighted
9 the lack of training and qualifications for individuals
10 who worked in child care.
- 11 Q. I suppose that apart from perhaps lack of training and
12 not applying recruitment criteria of the type you would
13 apply today and that, there was -- the impression I get,
14 there is a common thread running through this response
15 that there was -- that house parents enjoyed a very
16 large measure of autonomy within Quarrier's Village for
17 a very long time --
- 18 A. Yes.
- 19 Q. -- and they weren't subject to any rigorous supervision,
20 even by the superintendent or those who were in
21 managerial positions within the village. Would that be
22 a fair comment?
- 23 A. There were certainly, as you have mentioned and referred
24 to earlier, the staff handbook and standing orders,
25 which were basically the principles on how cottage

1 mothers and fathers should run their homes, and also
2 that they should look after the children similarly to
3 how they would look after their own. But other than
4 that, they were given a fair bit of autonomy.

5 Q. I suppose that allows for a great deal of variation
6 depending on how someone saw -- how they might raise
7 their own children and how they might discipline them,
8 what they might punish them for, how they might treat
9 them; would that follow?

10 A. Yes, and that's certainly something again through
11 Anna Magnusson's book, "The Quarriers Story", also more
12 recently with the "Time To Be Heard" report, it is
13 something that there's certainly written reports about
14 the variation between cottages and the variation in
15 respect of how house parents conducted their business.

16 LADY SMITH: When you refer to "Time To Be Heard", you are
17 talking about the report by Tom Shaw?

18 A. Tom Shaw.

19 Q. I suppose that if the exhortation was to treat these
20 children as you treat your own, it was not of much value
21 to someone who was a single person who had never had
22 children?

23 A. That's true.

24 Q. Just so far as recruitment is concerned, leaving aside
25 the more modern procedures you just described, I am just

1 trying to get a picture of how someone typically could
2 have been recruited in those days.

3 Would there be any process of interview conducted
4 with them and, if so, by whom?

5 A. I'm not aware, from what I have read, that there would
6 be an interview as such.

7 There's some reference to professional --
8 a character reference from professional individuals,
9 maybe the likes of a doctor or whatever, a church
10 member, something like that, but there isn't
11 documentation on how people were recruited.

12 Q. So really the demand was for the sort of Christian
13 couples or single women with good Christian values,
14 according to themselves and perhaps anyone that was
15 supporting them in terms of their application for
16 employment, if they approached Quarriers?

17 A. Yes.

18 LADY SMITH: When you refer to references, character
19 references, are those documents, the references
20 themselves, still in your records?

21 A. No, we don't have any staff records. Obviously going by
22 record keeping generally, we keep records for seven
23 years on staff. There is no staff records.

24 MR PEOPLES: It rather sounds as if though that a lot of
25 this historically would have been done by word of mouth

1 because if someone is prepared to speak up for someone
2 as having the necessary attributes that William Quarrier
3 saw as the appropriate ones, that it was enough just to
4 say so and it wouldn't be any more formal than that. Is
5 that --

6 A. That was the general assumption.

7 Q. So there wouldn't be the sort of thing where it would be
8 that someone would be necessarily asked to provide
9 a written reference including addressing various issues
10 that you might ask for now, if you were seeking
11 a reference?

12 A. No.

13 Q. They might not ever be asked about matters of overall
14 suitability to work with children and that. I mean, it
15 would just be whether they appeared to be, to put it
16 very loosely, good Christians?

17 A. I can only make that assumption; we have got no records
18 to go by.

19 Q. I suppose also the system -- well, maybe that is
20 an inappropriate way to describe it. The recruitment --
21 method of recruitment was such that you could end up
22 having house parents of any age, some with no experience
23 of child care, with no training, no qualifications --

24 A. Yes.

25 Q. -- and so forth?

1 A. And as I mentioned before, some of the reports would
2 suggest this wasn't just within Quarriers. I am not
3 diluting that fact, but across the board there was
4 a significant lack of training and supervision and
5 qualifications in child care in general.

6 Q. So, insofar as there was -- I think the point you are
7 making to -- you are making is that if one is seeing
8 this as a part of a child care system, that for a large
9 part of the period that we are interested in as
10 an Inquiry, our time frames, that there was very little
11 regulation by the State of the process of recruitment
12 and selection criteria, vetting and so forth, and in
13 practice organisations like Quarriers -- and indeed
14 others -- would have operated in the way you have
15 described?

16 A. Yes.

17 Q. Therefore, there was the obvious risk that you didn't
18 know what you were going to get.

19 A. Absolutely.

20 Q. It might end up that if you chose a person that didn't,
21 despite their professed Christian values, treat children
22 well, you might end up with a cottage that was a bad
23 cottage, but if you were lucky you might end up with
24 someone with a cottage that might be seen as a good
25 cottage.

1 A. Certainly by today's standards it is the opposite with
2 respect to the vigorous safe recruitment practices, the
3 regulatory framework and the training policies and
4 procedures that are in place.

5 Q. I think, again we might look at this at some point, that
6 while the State seemed to get a degree of interest in
7 voluntary homes and perhaps on the issue of punishment,
8 if you like, for example, and had certain powers of
9 inspection, that there doesn't appear, as I read it in
10 the case of certainly voluntary homes like Quarriers, to
11 have been much in the way of regulation of the process
12 of selection and recruitment --

13 A. No.

14 Q. -- until very recently, where now there is a much
15 greater emphasis and indeed mandatory requirements in
16 some cases; is that right?

17 A. That is right.

18 LADY SMITH: Was there any evidence that staff such as the
19 house parents were encouraged to understand the
20 background that had brought the child into their care
21 and, by reference to that background, which no doubt had
22 made the child vulnerable, what the child's particular
23 needs were?

24 A. No. Nothing that I have read or researched shows that
25 there's an understanding or an awareness of the needs of

1 the child from a psychological and emotional
2 perspective. In those days the priority was to re-home
3 the children, provide a family environment, ensure that
4 they are clothed, their medical needs were met and that
5 they are fed, etc. But there's less emphasis on the
6 emotional and psychological needs of the child which,
7 obviously from being brought into care, would be
8 significant.

9 LADY SMITH: Yes, thank you.

10 MR PEOPLES: So certainly for a large part, the period we
11 are looking at here, the emphasis was on material needs
12 and food shelter, clothing and accommodations, these
13 sort of things --

14 A. Yes.

15 Q. -- rather than looking at the -- making the transition
16 to care a smooth one and indeed one that the child
17 understood the reasons for and the discussion of their
18 background and so forth? I suppose those are the sort
19 of things today that people would carry out as a matter
20 of routine.

21 A. Yes, there is a lot of emphasis today on the holistic
22 needs of the child, transitions, both into care and, you
23 know, going out of care.

24 Q. I suppose if -- I think the report does tell us that
25 once a child was admitted to Quarriers, certainly

1 historically, there could, not infrequently, be moves
2 between cottages for a variety of reasons?

3 A. I understand that children would be moved in their
4 cottages to do with their age so there wouldn't be
5 a mixing of very young children and older children.

6 Also, from the 1940s onwards, that there would be
7 more focus on keeping siblings together, so when
8 vacancies came up, so siblings could be together, so
9 that would be a move again.

10 Q. I suppose, whatever the reason, one of the consequences
11 of a practice of moving children for whatever reason, in
12 a regime where there is a lot of autonomy and variations
13 in treatment, a move could be quite traumatic in some
14 cases for a child say, for example, they moved from what
15 could be described as objectively a good cottage to
16 somewhere which was objectively judged a bad cottage,
17 could it not?

18 A. Yes. Again, it is an assumption but children being
19 brought into care is traumatic, but then, as you say, to
20 have more uncertainty and be moved from cottage to
21 cottage would provide more distress.

22 Q. I think you told me earlier that obviously some children
23 could be admitted to Quarriers at a very young age and
24 stay there until school leave age and perhaps slightly
25 beyond that. That's one scenario. Although I think in

1 more recent times, again maybe after the -- particularly
2 after the Social Work (Scotland) Act, but also the
3 Children Act, children might spend shorter periods in
4 Quarriers but might return there from time to time, when
5 the emphasis was trying to keep them in the home but
6 sometimes they needed residential care for a period.

7 A. That is right. There is evidence that shows that
8 children could be readmitted, perhaps going back to the
9 parents and that breaking down again and children having
10 to be re-admitted.

11 Q. In that situation, it wouldn't automatically follow,
12 because it would be subject to availability, I suppose,
13 that the child would end up going back to the same
14 cottage or have contact with the same house parents as
15 they had before.

16 A. Yes, I can't assume they would go back to the same
17 cottage. You would hope that there would be attempts
18 to, you know, keep some continuity but again there isn't
19 any evidence.

20 Q. Who would decide in any of these situations, where
21 a child had been admitted either for the first time or
22 on a further occasion, where the child would be
23 accommodated?

24 A. It would be back to Quarriers' management who would
25 decide where availability of beds were.

1 Q. Would be that one of the obvious criteria for selection
2 of cottage, whether there is a place available?

3 A. It would be one of the key reasons, one of the key
4 criteria.

5 Q. We have touched on the numbers of children in each
6 cottage. I think you told us that in the peak years,
7 I think, which were probably before and during the war,
8 the numbers might be in the order of 25 to 35 children
9 in each cottage. If I could just refer you at this
10 stage to your part of the report, QAR.001.001.0044.

11 If we just scroll down a little bit more. Just at
12 (v), I think the question is asked there:

13 "How many children occupied
14 a bedroom/dormitory/house?"

15 I think there we see a reference drawing upon
16 information from "Time To Be Heard", the Shaw report,
17 that cottages in the 1930s catered for 25 to 30 boys or
18 girls with numbers gradually falling over the decades to
19 approximately 12:

20 "The children shared a room with varying numbers."

21 While the numbers varied as well, clearly the
22 children did not have their own rooms, which might be a
23 modern tendency, is it not?

24 A. Today they have their own rooms, but then in the 1930s
25 you are talking roughly about six to seven children per

1 room.

2 Q. Again, correct me if I'm wrong, but if one is looking at
3 maybe more modern practices for the children in
4 a residential setting, they will be allowed a degree of
5 choice about the way that their own room is decorated
6 and how they want it to be arranged?

7 A. Yes.

8 Q. Am I right in thinking, if we are going back to these
9 times, they just had a very stark type of dormitory
10 setting with perhaps a cupboard for a few possessions
11 and a bed and little else?

12 A. That would be my understanding. Today children's
13 bedrooms are personalised and the child is involved in
14 that decoration, as well as their family's carers.

15 In those days, where there were six or seven
16 children sharing a room, certainly I would imagine it
17 would be fairly basic. But given the alternatives in
18 the 1930s, where that would have been perhaps a poor
19 house, that would have been even more stark.

20 LADY SMITH: Mr Peoples, just a moment.

21 Have you got a problem again, Ms Dowdalls? We will
22 get it sorted. (Pause)

23 Have you now got the page?

24 MS DOWDALLS: I will have the page in a moment.

25 LADY SMITH: It should be QAR.001.001.0044 coming up at the

1 end.

2 MS DOWDALLS: Yes, I have that now, thank you.

3 LADY SMITH: That is the only page we have looked at in this
4 section.

5 Mr Peoples was looking at the occupation of bedrooms
6 over the period. Thank you.

7 MR PEOPLES: Mrs Harper, if I could just stay on this page
8 briefly. Do we see there as well the information that,
9 according to Quarriers' Narrative of Facts, as you say,
10 we should understand that to be a form of annual report
11 that Quarriers produced and still has records for?

12 A. Yes, we do.

13 Q. "According to Quarriers' Narrative of Facts in 1963
14 there were approximately 14 children [I think it means
15 on average] within 30 cottages."

16 A. Yes, it is an average, that's right.

17 Q. That gives us some assistance as to when the number of
18 cottages reduced from the original full complement of 43
19 to 30 and that is the early 1960s where by that stage it
20 was the state of play.

21 A. Yes, the local authorities were filling their own homes
22 as a priority first and then referring to voluntary
23 homes such as Quarriers.

24 Q. So we have heard of the numbers at the peak years for
25 Quarriers and when the peak years really started to fall

1 away post-war and particularly after the Children Act
2 (1948).

3 A. Yes.

4 Q. Just in terms of that, maybe I could just refer you at
5 this stage to your report in terms of the section
6 dealing with numbers. It is at QAR.001.001.0035. It
7 might be convenient just to look at that briefly.

8 If we just pause there we see that you are telling
9 us -- I think as we heard this morning -- that:

10 "Between 1930 and 1989 Quarriers accommodated nearly
11 1,400 children in 37 establishments at its peak."

12 I just want to check that I have got this right.
13 The 1,400-odd and indeed the numbers that we see in the
14 table that follow that statement are largely, or
15 exclusively, a reference to Quarrier's Village are they?

16 A. Yes.

17 Q. Is the 37 establishments -- what is that a reference to?
18 Because there are 43 cottages. I'm not sure that can be
19 right.

20 A. That is right. Yes, checking this, 37 establishments is
21 the total within Quarriers, the organisation, and the
22 village -- which Quarrier's Village is an establishment
23 on its own. So Quarrier's Village is one of the 37.

24 Q. And the table essentially gives the total number for
25 Quarrier's Village, does it? Because I think if we look

1 at the figures for the establishment that are also given
2 on another table, at QAR.001.001.0041, I think the
3 figures are the same.

4 A. Yes.

5 Q. I'm sort of making the assumption that while during the
6 period we are interested in, Quarriers may have had 37
7 establishments including Quarrier's Village --

8 A. Yes.

9 Q. -- the numbers we are looking at in this table relate to
10 Quarrier's Village; is that fair?

11 A. Yes.

12 Q. I just want to understand I have got that right.

13 As we can see from the table if we go back to -- we
14 don't need to go back, we can probably get it from the
15 page that's there. We can see from the page that is in
16 front of you, which is QAR.001.001.0041, we can see from
17 that table that up until the start of the Second World
18 War in 1939, the numbers -- well, they peaked in 1930 at
19 nearly 1,400 and by 1938 they were still around 1,150 or
20 thereabouts.

21 A. Yes.

22 Q. Then, during the war years, 1939 to 1945, the numbers
23 increased a little bit I think from -- in certain years
24 like 1942 and 1944, for example, and 1945. Just by way
25 of explanation for that, was that anything to do with

1 the evacuation of children from inner cities in either
2 Scotland or elsewhere?

3 A. I think it was to do with evacuation but I think it was
4 to do with, you know, the loss of life in the war --

5 Q. In war as well.

6 A. -- that left children you know without a father.

7 Q. So there may have been a combination of factors --

8 A. Yes.

9 Q. -- at play at that stage?

10 Then I think we see the post-war, just at the
11 foot -- sorry I'm looking at a different table. The one
12 I have been using is at QAR.001.001.0035. If I can go
13 back to that for the moment. It is the same table,
14 I think. But post-war, in 1946, the numbers are still
15 high and compared with the pre-war and during the war
16 figures.

17 Is it we go to the next page QAR.001.001.0036, which
18 has the remaining figures in the table, do we see from
19 1947, do we see that by 1949 the figures have dropped
20 below 1,000 of admissions?

21 A. This is to do with the Children's Act.

22 Q. Yes. Do we see the effect of that beginning to feed in
23 as we go through the 1950s and then into the 1960s, that
24 the numbers drop quite significantly to -- well, broadly
25 speaking, in order of about 500?

- 1 A. Yes.
- 2 Q. I don't want to get too bogged down in the precise
3 figures. If we take that up to about the passing of the
4 Social Work (Scotland) Act in 1968, we see that the
5 numbers -- you say largely as the impact of the
6 Children Act and how child care was viewed following
7 that legislation, the numbers have dropped
8 significantly?
- 9 A. Yes.
- 10 Q. Then, on the passing of the Social Work (Scotland) Act
11 (1968) again, do we see to some extent perhaps that
12 legislation and I think possibly another significant
13 development, local government reorganisation in 1975 in
14 the creation of Strathclyde Regional Council --
- 15 A. Yes.
- 16 Q. -- together may provide in large measure an explanation
17 why the numbers declined to the point that at 1979,
18 there was just over 350 children and by about 10 years
19 later it was down to one?
- 20 A. Yes. Again, much later on there was the Care in the
21 Community Act as well. It was about re-settlement and
22 the closure of larger institutions, resettling people
23 into the community.
- 24 Q. We did discuss this with other our witnesses, but again,
25 just to put this in context and these figures in

1 context, the Children Act of 1948, apart from placing
2 duties on local authorities to take children into care
3 and make provision for them, including in places like
4 Quarriers, they required to set up their own
5 arrangements for such children, including fostering,
6 which was the favoured option --

7 A. Yes.

8 Q. -- but also some local authority homes --

9 A. Yes.

10 Q. -- which would compete, presumably, with Quarriers, if
11 I could put it that way?

12 A. Yes. My understanding was that the first port of call
13 would be the local authority homes and then it would be
14 the likes of Quarriers.

15 Q. And that these sort of factors started to play into the
16 explanation for numbers reducing --

17 A. Yes.

18 Q. -- because a lot of children were coming through the
19 local authority route for care and the local authority,
20 I think, was under a positive requirement to try to put
21 them into foster care rather than residential care?

22 A. Yes, again it seems to be more family type -- more of
23 a family type of setting so foster care seemed to be
24 preferable.

25 Q. If that wasn't possible for any reason, as you have

1 explained, because they had their own homes, the local
2 authorities would start there and it would only be if
3 they didn't have space that they would perhaps look to
4 Quarriers to help.

5 A. That is right.

6 Q. Then, I think -- and we heard this I think from other
7 witnesses -- that when a more positive duty was put on
8 to promote welfare, together with the emphasis of trying
9 to keep families together in the 1960s -- I think the
10 1963 Act had a very positive duty -- that the policy was
11 to try to support children in the community so far as
12 possible.

13 A. Trying to keep the children with their own families as
14 much as possible.

15 Q. So that was another factor, which meant that it led to
16 a decline in the use of residential care and in
17 particular the use of Quarriers for residential care.

18 A. Yes.

19 Q. Would that serve to explain -- I know in rather short
20 form, but I'm just trying to get the general reasons.

21 A. Yes, that is the general decline of Quarriers and
22 basically the model, if you like, was becoming out of
23 fashion as well, the village and the sort of cottage
24 type provision.

25 Q. Well, I was going to say maybe the other factor, which

1 I didn't really articulate there, was apart from all
2 these changes, the idea of a large village, albeit not
3 a large institution as such, a large village in a rural
4 setting dealing with children from perhaps deprived
5 areas in the cities was falling out of fashion as the
6 way forward --

7 A. Yes.

8 Q. -- and it was seen that they should either have support
9 at home in the inner city or support or residential care
10 within a reasonable distance of the home --

11 A. Yes, more in the localities.

12 Q. -- in the city.

13 A. Yes.

14 Q. While Quarriers took a large number of children prior to
15 the war through voluntary arrangements and placements,
16 after the Children Act (1948) and over time, would it be
17 correct to think that the majority of children that were
18 coming to Quarriers would come via the local authority?

19 A. That is right. Mainly local authority referrals -- and
20 increasingly so by the time we get to the 1960s, through
21 the Children's Hearing System.

22 Q. I think for a period -- I don't want to be quoted too
23 accurately -- the local authority did have, prior to the
24 Children's Hearing System, its own discretion between
25 1948 and 1968 to take children into care by decision and

1 then to place them in a suitable setting.

2 A. Yes.

3 Q. If I put it rather bluntly, Quarriers at that stage
4 wasn't the first port of call for them?

5 A. Yes.

6 Q. They would start by saying, can we foster these children
7 if we can't keep them in their home with support, and,
8 if we can't foster them, do we have a place for them,
9 and, if we don't have a place, we will have a look at
10 what Quarriers has to offer; was that the reality of
11 what was happening?

12 A. Yes.

13 Q. So to some extent Quarriers' fate in the provision of
14 residential care was heavily dependent on the local
15 authority and how it performed its functions?

16 A. Uh-huh. Going back to the past, if you like, we had --
17 Quarriers hadn't relied on state funding for a long time
18 and this was also reliance then on state funding.

19 Q. Yes because the children who were coming via the local
20 authority to Quarriers after 1948, the funding for those
21 children was coming from the local authority, so it was
22 the state who was funding the care of those children,
23 and the state was deciding whether those children were
24 coming to a voluntary home run by a private provider,
25 and the state really had the means to either make

1 provision that would benefit or would allow Quarriers to
2 operate in the traditional way or not.

3 A. Yes.

4 Q. Can I just move on from that, if I may, to the treatment
5 of siblings? I think you have said earlier that one
6 reason why a child might move between cottages at
7 Quarriers within the village would be perhaps to put
8 siblings together.

9 A. That was at one point in time, yes.

10 Q. Was that at a point in time when the cottages had ceased
11 to be single-sex cottages and were catering --

12 A. Were mixed.

13 Q. -- for boys and girls?

14 A. That is right.

15 Q. So does it follow that before that development, then,
16 boys and girls were effectively, at least so far as
17 their accommodation was concerned, segregated?

18 A. Yes, that is right.

19 Q. I just want to try to establish, if I may, when that
20 changed because I think the report indicates that did
21 change. Maybe before you answer my question I could
22 refer you to a page in the report that just assists on
23 this. It is at QAR.001.001.0049. If I could start
24 there.

25 If we look under (viii) a question was asked:

1 "What was the policy/procedure and practice
2 regarding admission of siblings?"

3 This is simply siblings but I think it does deal
4 with the issue more generally of segregation and mixing
5 of boys and girls.

6 Do we see there that it says:

7 "In the early years boys and girls from the same
8 families lived in separate cottages ..."

9 Which would reflect the general position?

10 A. Yes.

11 Q. "... although they would be educated together."

12 I think that's simply saying that when they went to
13 school they had the opportunity to see each other.

14 A. Yes, and when they went to church.

15 Q. Were they allowed to sit together in the large church?

16 A. I don't know if they were allowed to sit together, but
17 they would see each other. I don't know the detail,
18 whether they could sit together.

19 Q. It might be difficult if they simply went as a group of
20 cottage children if they were simply allowed to take any
21 seat that they wished to. So it might not in practical
22 terms be much of a contact?

23 A. No.

24 Q. It says that:

25 "Latterly cottages were mixed sex and mixed ages

1 reflecting the diversity of a family home."

2 It was not just latterly; I think in the days of
3 girls' and boys' cottages, I think it is correct to say
4 that the intention was to have a range of ages to
5 reflect the fact that families aren't all the same age.

6 A. That is right. I understand from the research that it
7 was in the 1940s that there was a pilot to mix children
8 gender-wise and so there was mixed cottages and then
9 from the 1960s. So there would be much more of
10 an effort made for children to be with their siblings.

11 Q. Can I refer you then in relation to that answer just to
12 another page in the report at QAR.001.001.0051 at
13 (xiii), I think. Just towards the top I think it is.
14 It is making the statement that one consequence of mixed
15 cottages was it allowed families to be kept together.
16 It says:

17 "This model, tested in the 1940s [which I think you
18 told us], became an established part of provision in the
19 1950s."

20 I wonder if that is right. Can I take you to
21 another reference, if I may. If I could take you to
22 QAR.001.001.0339, which is -- this is part of an extract
23 from Anna Magnusson's book, the revised edition in 2006.

24 Do we see there, under the -- it is on page 153,
25 I take it, that it says:

1 "After 24 years as superintendent of the children in
2 Bridge of Weir, Mr Hector Munro retired in 1963 and his
3 place was taken by Mr Roy Holman from London. One of
4 the first things Mr Holman did on his arrival was to
5 start mixing boys and girls in the cottages."

6 That would suggest, if it is accurate, that it was
7 really Mr Holman's initiative to put this as a standard
8 practice.

9 A. That is my understanding that it was a change of
10 superintendent and that that would be in the 1906s.
11 Certainly I remember reading that in Anna Magnusson's
12 book.

13 Again in the 1940s, when it was trialled, I think
14 that was to do with a change in superintendent as well.

15 Q. Just while we are on that page now, I'm going to come
16 back to the book extracts, at page 154, just below that,
17 I think there is a reference to presumably Mr Holman's
18 successor -- is it Joseph Mortimer?

19 A. Yes.

20 Q. Who was the superintendent of Quarriers who was
21 appointed in 1965. It would appear one of his main
22 areas of concern, it says, was the training of staff.
23 It says:

24 "Up to that point Quarriers homes had been more
25 concerned that their staff should profess a Christian

1 faith and be committed to the ethos and traditions at
2 Bridge of Weir than that they should have professional
3 qualifications.

4 "He [that's Mr Mortimer] began to second some of his
5 staff to child care and social studies courses all over
6 the country and, with his assistant, a
7 Mr William Dunbar, devised new in-service courses to
8 replace those which had been going on in a desultory way
9 since the 1950s. One day a week the cottage parents
10 from the homes and other people from outside the village
11 with a specific interest in child care matters attended
12 lectures and seminars on such subjects as child
13 development, the problem of adolescence, the health of
14 children, and the importance of leisure time and how
15 best to use it for the benefit of children."

16 Then it goes on, if I may read it:

17 "It was also during this period that the foundations
18 of a social work unit within the homes were laid. The
19 social workers provided much needed support and back-up
20 for cottage mothers and fathers. It was becoming
21 obvious that looking after 15 or 20 children under one
22 roof was a mammoth task for anyone and that more staff
23 were needed in every cottage. Staffing levels were
24 gradually increased and by the early 1980s each cottage
25 had either a cottage mother and father plus four

1 assistant house parents, or a cottage mother with five
2 assistant house parents, all working on a rota basis.
3 There was also a cottage manager who was put in charge
4 of the smooth general running of a group of cottages."

5 Then just to take that through further at this stage
6 just in terms of changes that were occurring in the
7 1960s, just under the heading on page 156 it goes on to
8 say:

9 "The Quarriers' children were given a voice to
10 express their needs and wishes. In 1967 Joe Mortimer
11 held the first meeting of the boys' and girls' council,
12 at which children from all cottages discussed questions
13 and suggestions about village life from their point of
14 view."

15 The opinion is expressed that:

16 "This was ahead of its time: it wasn't until 1975
17 that the National Children's Bureau launched their 'Who
18 cares?' campaign with a book written by children in care
19 about what it was like to be in care."

20 So there was quite a lot going on.

- 21 A. There was a lot going on and also Quarriers sent people
22 to do their social work training/social work degree
23 training, which they funded staff to do that. So,
24 again, there came the sort of belief in the quality of
25 the profession that you have to invest in your staff in

1 respect of their development.

2 Q. Would this training that was being introduced have been
3 training that existing house parents were expected to be
4 involved in? Was it mandatory or discretionary?

5 A. No, it was made mandatory. I think there was --

6 Q. In the 1960s?

7 A. Certainly there was some kick back I think, I remember
8 reading -- I think it was in Anna Magnusson's book --
9 that there was some resistance to that. You know, that
10 people had been recruited because of their values and
11 their love of children and they are now required to be
12 trained. So that was obviously a cultural change at
13 that time.

14 There are training records going back to -- we have
15 evidence going into the 1940s.

16 Q. So there appears to have been some evidence of
17 resistance to these significant changes?

18 A. I think -- I couldn't say how many people or whatever,
19 but there was a comment within The Quarriers Story that
20 this was a change for staff to get used to, they are
21 going to have to be trained and attend training,
22 specific elements of child care.

23 Q. While it is not the 1960s, I think, but following the
24 passing of the Social Work (Scotland) Act (1968), and
25 what is seen as the advent of the professional social

1 worker, or the creation of social work departments by
2 local authorities and so forth, my understanding is that
3 Quarriers established its own in-house social work
4 department --

5 A. Department.

6 Q. -- or team at Quarrier's Village.

7 A. Yes, that is right.

8 Q. Is that correct?

9 A. Yes.

10 Q. Why did it do that if local authorities were setting up
11 their own departments with social workers in the field?

12 A. I can only assume it was to do with the changes at the
13 time and the need to demonstrate qualifications and
14 experience and also that with regards to the needs of
15 the children there you see an increase in staffing. So
16 I assume there must have been a recognition that we need
17 also to increase the number of staff that are trained
18 specifically and qualified to deal with children.

19 Q. So, by the early 1970s, there was a social work team in
20 place at Quarrier's Village?

21 A. Yes.

22 Q. By then training had become -- did you say mandatory?

23 A. Yes, there was mandatory training.

24 Q. Perhaps despite the initial resistance from some
25 quarters, and mixed cottages had been introduced in the

- 1 early 1960s. So these were --
- 2 A. There was much more of a focus as well, or an increasing
3 focus, on the child's emotional and psychological needs
4 because you had people such as Bowlby who were writing
5 about the maternal influence there on children and
6 also --
- 7 Q. That's John Bowlby?
- 8 A. Yes.
- 9 Q. Is he a proponent for what's called the attachment
10 theory?
- 11 A. That is right.
- 12 Q. And it is the importance of relationships in the early
13 years?
- 14 A. And it still stands today.
- 15 Q. So there were a lot of changes going on both in social
16 care philosophy and changes in legislation and more of
17 a focus on children. This was, to an extent being
18 implemented, if you like, by Quarriers with some of
19 these changes and the introduction of new
20 superintendents who -- in place of the predecessors who
21 were used to presumably the traditional methods.
- 22 A. And also listening --
- 23 Q. Would that be the case -- sorry, just to answer my
24 question, would that be --
- 25 A. Yes. And children's voices -- children being listened

1 to, that was part of the set up and the intention of the
2 children's council.

3 Q. But can I just be clear on one point about the council,
4 just while it is in my mind: the council was not a forum
5 for individual complaints about ill-treatment or abuse?

6 A. No it was about views and suggestions. So it wasn't, as
7 far as I'm aware, about complaints or abuse.

8 Q. But by the times it might have been a development that
9 wasn't seen in all care settings --

10 A. Yes.

11 Q. -- albeit it was seen in some, I think, because I can
12 think of -- one that springs to mind is Loaningdale.
13 I don't know if you heard of that.

14 A. No.

15 Q. But I think it introduced a resident participation in
16 the early 1960s, so it wasn't completely innovative, but
17 it might have been untypical of the general picture?

18 A. Yes.

19 LADY SMITH: So this would be the sort of forum where the
20 children could voice their views on the content of the
21 timetable, for instance?

22 A. Yes, or activities, you know, or holidays or whatever.

23 LADY SMITH: Thank you.

24 MR PEOPLES: Notwithstanding the advent of structured
25 training and the introduction of a social work team

1 on-site and so forth, the fact remains that -- and as is
2 pointed out in part B of -- and perhaps also in part A
3 of the report, seven staff at Quarriers, four male and
4 three female, were convicted of abuse of children, some
5 physical, some sexual.

6 A. Yes.

7 Q. As I understand it -- and I don't want to get into
8 detail of this, I want to get a general picture of
9 that -- all were or had been house parents?

10 A. Yes.

11 Q. And all were employed, I think, for a considerable
12 period of time by Quarriers?

13 A. Yes.

14 Q. Some at the same time as each other?

15 A. Yes.

16 Q. Again, I think that of those convicted, by my reckoning
17 and from the information that I have, of the seven that
18 were convicted staff, in relation to the convictions,
19 there were in the order of 23 complainers?

20 A. 23, yes.

21 Q. 18 female and five male. Take it from me, I have had
22 a chance to look at that. I'm trying to give the broad
23 picture.

24 A. Certainly for myself 23 individuals, yes.

25 Q. The abuse of which they were convicted occurred in four

1 decades, the 1950s, the 1960s, the 1970s and indeed the
2 early 1980s.

3 A. Yes, from 1955 to 1981.

4 Q. And most of the abuse occurred within
5 Quarrier's Village, either in one of the cottages or
6 elsewhere within the village?

7 A. The majority.

8 Q. And as I say, the convictions, I think, involve both
9 sexual and physical abuse.

10 A. Yes.

11 Q. Some of those convicted received very lengthy prison
12 sentences.

13 A. Yes.

14 Q. I think, just to get the general picture again -- and
15 I think this is a matter for another day in terms of
16 detail -- but the convictions were all, I think, on
17 dates subsequent to the year 2000?

18 A. The convictions?

19 Q. The convictions, not the abuse.

20 A. The convictions, yes.

21 Q. The actual trials and the convictions were at a time
22 when I think the cottages were no longer being used in
23 the way that they had traditionally been used.

24 A. Yes.

25 Q. I think, if I'm correct, the majority of the convictions

1 followed upon a major police investigation into alleged
2 abuse at Quarriers --

3 A. Yes.

4 Q. -- which began in the early 2000s?

5 A. 2002 to 2006.

6 Q. I think it was known as Operation Orbona.

7 LADY SMITH: I think the police operation must have begun
8 before 2002; is that not right? Certainly the first
9 major trial was 2002.

10 MR PEOPLES: I said that deliberately. I think there was
11 a conviction but I do not think it may have arisen out
12 of the major investigation, but perhaps a prior
13 investigation.

14 LADY SMITH: You are not suggesting these are all part of
15 the same thing, you are talking about a police
16 investigation that kicked off after the 2000 trial?
17 Right, I see.

18 MR PEOPLES: I just said -- I suppose the way I put it was
19 the majority of the convictions followed on this
20 investigation, but I think at least one significant
21 conviction may have pre-dated the start of the major
22 operation but was nonetheless the subject of
23 an investigation before the trial and conviction of the
24 individual concerned.

25 A. Yes.

1 Q. Again, and I do not want to go into the detail at this
2 stage, but I want to put, at least to be clear -- and
3 this I think emerges from some of the information in
4 part B of the report -- that one of those who were
5 convicted, one of the seven, had been the subject of
6 an allegation of sexual abuse made to Quarriers in the
7 early 1980s? I think that's in part B of the response
8 that has been lodged.

9 A. Yes.

10 Q. I will come back to this when I look at part B in more
11 detail, but I think the factual position as I understand
12 it from the response is that that allegation was
13 reported to the police and that the police made some
14 form of investigation involving attendance at Quarriers,
15 but there was no separate investigation by Quarriers --

16 A. No.

17 Q. -- of the matter at that time?

18 A. No.

19 Q. And that no action was taken in relation to the alleged
20 abuser and that the employee concerned continued to be
21 employed by Quarriers thereafter?

22 A. It is difficult for me to without -- we can't give the
23 names but, yes, uh-huh.

24 Q. I do not want you to go into the detail just now. I'm
25 trying to get the broad picture --

- 1 A. It is my memory --
- 2 Q. Because we will look at this on another day. I think
3 you know who I am discussing.
- 4 A. Yes.
- 5 Q. All I'm trying to get to is that there was no
6 separate -- and I think that's said in your part A
7 response --
- 8 A. There was no separate investigation by the organisation.
- 9 Q. As might or as would, I think you say, happen now.
- 10 A. Yes.
- 11 Q. There would be -- whatever attitude the police took to
12 the matter, Quarriers, as an organisation, would look at
13 the matter --
- 14 A. Yes.
- 15 Q. -- they would inform other agencies and they would, no
16 doubt, review the whole situation generally?
- 17 A. Yes, we have a number of agencies we have to notify,
18 including SSSC, the Care Inspectorate commissioners,
19 etc, and, yes, there would be an internal investigation
20 despite no further police investigation.
- 21 Q. I take it that if an allegation was made -- and I think
22 in this case the allegation came via an agency rather
23 than the complainer, an external agency, I take it that
24 certainly if that scenario arose today that the employee
25 concerned would be suspended --

- 1 A. Suspended.
- 2 Q. A non-disciplinary suspension pending investigation, but
3 would be suspended and taken away from the environment
4 he or she would be operating in.
- 5 A. Yes. That is right part of our safeguarding procedures.
- 6 Q. But I am right in thinking that, so far as you are
7 aware, that did not happen in the case of this
8 particular --
- 9 A. Not as far as --
- 10 Q. -- individual?
- 11 A. Yes.
- 12 Q. Insofar as that particular allegation is concerned,
13 which I think is one that Quarriers was aware of when
14 the alleged victim was still a child or a young person
15 in care at Quarriers, where would the record of that be
16 contained now? What happened? Would it be in the
17 complainer's file? Would it be elsewhere?
- 18 A. We have the children's records. If there's police
19 involved, police in the past -- as part of
20 Operation Orbona the police took the records to look at
21 the allegations.
- 22 Q. I suppose what I'm saying is, if an external allegation
23 came -- did come at that time, then one action that
24 appears to have been taken was that the police were
25 contacted on that occasion at least and came in, but so

1 far as before that action was taken, what would have
2 been done? Would the allegation have been recorded and
3 would it have been recorded in a particular place such
4 as a complaints book or some other record and, if so,
5 where would that record have been kept at the time?
6 Where would that record be found now?

7 A. It would normally be within the child's records.

8 Q. That's where you would expect to find information about
9 this matter?

10 A. Uh-huh, if it is to do with a child.

11 Q. Would you therefore expect that if a child -- if there
12 was a complaint concerning a child, how the complaint
13 was made, whether by the child or by some other party,
14 that such a complaint ought to have been recorded at the
15 time it was made --

16 A. Yes.

17 Q. -- or brought to the attention of Quarriers?

18 A. Yes, that's what I would assume at that time. That's
19 where the records would be kept.

20 Q. You are saying "assume"; I'm just wondering if you have
21 seen evidence of that happening in the records you have
22 had a chance to look at, that allegations are recorded?

23 A. There are some recordings of allegations, yes, in
24 children's records.

25 Q. Not the one I'm talking about here, but more generally?

- 1 A. Yes.
- 2 Q. At least in relation to the records you have had access
3 to and looked at for the purposes of this report, you
4 have seen some examples of allegations which are
5 recorded?
- 6 A. Yes, and also through our Aftercare Archivist Service
7 that we have within Quarriers, where people will attend
8 a request to see the records, if there's any disclosure,
9 if you like, at that time, then we keep records there
10 too.
- 11 Q. I follow, but I'm trying just to go back to the position
12 where someone, either directly or through an individual,
13 makes a complaint or alleges ill-treatment. Just to be
14 clear, there are certainly -- I will put this way --
15 examples, because I suppose you haven't had a definitive
16 look through all the children's records.
- 17 A. I haven't had a look through all children's records;
18 I have seen some samples, yes.
- 19 Q. You have seen samples where allegations -- not
20 historical in the sense that they have been made by
21 an adult about things which have happened to that adult
22 when he or she was a child but --
- 23 A. Yes.
- 24 Q. -- there are examples of contemporaneous allegations
25 made either by a child or made on behalf of a child

- 1 which --
- 2 A. Yes.
- 3 Q. The ones you have seen, are they contained in the
- 4 children's files you have taken a sample look at?
- 5 A. The ones I have seen in the children's files, yes.
- 6 Q. But based on the fact that you haven't looked at the
- 7 whole set of files --
- 8 A. I haven't looked at the full set.
- 9 Q. -- you couldn't tell me now --
- 10 A. -- personally, no.
- 11 Q. But I think -- I am not sure in this part of the reports
- 12 that we have that we are able to discern (a) whether
- 13 that exercise has been done with someone and, if so, how
- 14 many allegations, contemporaneous ones, are to be found
- 15 in the children's records. Has that exercise been done?
- 16 A. We haven't looked through all the children's historical
- 17 records. Although -- no, we haven't looked through all
- 18 of them. Although a lot of records will have been
- 19 checked, I can't give you the percentage of that.
- 20 Q. The ones that have been checked, you have certainly
- 21 found examples of allegations being made?
- 22 A. Yes.
- 23 Q. Do the records explain what action and response was
- 24 taken in relation to those?
- 25 A. I'm thinking about one as an example. So I have one in

1 my head that the child made allegations which was
2 referred to an agency and that that agency -- the child
3 wasn't believed. The child was then referred to our
4 psychologist who again, and in that particular case, it
5 was not -- the child's story wasn't believed.

6 Q. That's actually the child or the young person
7 I mentioned before who alleged abuse by an individual
8 who was subsequently convicted, not of the matter that
9 he was accused of, but of abuse of others of a sexual
10 nature.

11 A. Yes.

12 Q. So that is the one that springs to mind?

13 A. Right.

14 Q. But you are not suggesting that's an isolated example,
15 it is just the only thing you have found in terms of
16 contemporaneous allegations?

17 A. That's an example.

18 Q. Just an example.

19 A. Yes.

20 Q. So that during the period when Quarriers was operational
21 as a village with the cottages being run, there would be
22 examples of children raising complaints of ill-treatment
23 or abuse, however you want to describe it, of one kind
24 or another?

25 A. Yes, and also within certain reports, etc, that's been

1 the case that there has been further information coming
2 through from the -- in the likes of the "Time to Be
3 Heard" report.

4 Q. I'm focusing deliberately just to get an understanding
5 of the state of knowledge of the organisation when, say,
6 children were still children and some were complaining
7 of some form of ill-treatment or abuse, that there are
8 examples you have found already of such situations that
9 were brought to the attention of Quarriers.

10 A. Many of the allegations and complaints that we have
11 within the submission come after 2000, so several
12 claims.

13 Q. I know you have made that point and I take on board the
14 point you are making, but I take it from the answer
15 "many" there were also others that were made before then
16 and Quarriers would be aware that at least some
17 children, when they were still children, were saying
18 that they were suffering some form of ill-treatment or
19 abuse of some kind or another --

20 A. Certainly through the -- I can't remember if it is the
21 standing orders or the staff guidance for example that
22 they could make an appointment to see the superintendent
23 if they had complaints and there is evidence that
24 children sometimes have been moved or house parents have
25 been moved in that case.

1 Q. Again we can come back to this this afternoon, I'm
2 conscious of the time, but if -- we will come back to
3 the process of making complaints and you have mentioned
4 standing orders and we can look at that, but apart from
5 the fact there was a process, it would appear that
6 process was at least invoked in some instances and that
7 the records would establish that people did complain in
8 fact --

9 A. Yes.

10 Q. -- at a time when they were children?

11 A. Yes.

12 Q. Would the records -- or are you able to say whether the
13 records, not maybe the one that involved the police
14 being brought in, but did the records in other cases
15 disclose adequately what response was made to such
16 complaints and allegations?

17 A. Other than what -- the example I have given and other
18 than information such as house parents being moved or
19 children being moved, I don't have any other
20 information.

21 LADY SMITH: Thank you. I think we will stop there for the
22 lunch break, Mr Peoples. If everyone could be back at
23 2 o'clock, please, we will sit again then.

24 (1.05 pm)

25 (The luncheon adjournment)

1 (2.00 pm)

2 LADY SMITH: Mr Peoples.

3 MR PEOPLES: My Lady.

4 Mrs Harper, perhaps I could start this afternoon by
5 just looking at one or two things in the report just to
6 pick up on some points that I think we may have covered,
7 but I just want to go over some of them with you.

8 If we could put up initially QAR.001.001.0026. One
9 of the matters that the report was asked to deal with
10 was what was described as "the ethos of the
11 organisation".

12 I think we can read the full report in relation to
13 this matter but I'm just going to pick out a couple of
14 passages which I hope captures the general flavour of
15 what is said as regards that matter.

16 At the top of page QAR.001.001.0026 it is stated
17 that:

18 "The ethos or beliefs of the organisation at the
19 time and throughout ..."

20 I think this is throughout the period we are
21 concerned with:

22 "... is that everyone was valued and should be
23 provided with opportunity to reach their true
24 potential."

25 I think that is a short but reasonably succinct

1 statement.

2 A. It is similar to today.

3 Q. Maybe I could refer briefly to an earlier statement
4 which appeared in the staff guide, which we think was
5 prepared between 1963 and 1968, which is to be found at
6 QAR.001.001.0166.

7 I think that the opening paragraph is the one that
8 I would just refer to briefly, which is that:

9 "The basic principle behind all the work of this
10 community [this is Quarrier's Homes] is a simple belief
11 that our work is done for God."

12 So there is quite a heavy emphasis on Christian
13 values and Christian ideals and I think you have
14 explained that that was heavily influential in terms of
15 selection of house parents and so forth.

16 A. Yes.

17 Q. If I could maybe turn also to QAR.001.001.0025, I think
18 the point that is essentially made in this section of
19 part A is that really the ethos has been unchanging
20 throughout the period we have looked at and indeed from
21 the earliest times but -- and if we look at (iii) there,
22 just briefly, if I could say, this is a response to the
23 question:

24 "What did the organisation see as the
25 establishment's function, ethos and/or mission in terms

1 of the service that the establishment provided to
2 children accommodated there?"

3 It makes the point that:

4 "Essentially, the Quarriers' mission remained
5 constant from the days of William Quarrier: to help
6 people reach their true potential, and this rings true
7 today. The early approach and concepts of care which
8 included the creation of a family model (house parents)
9 and accommodation within cottages as a community
10 (Quarrier's Village) were a means of providing positive
11 social role models and a nurturing environment for
12 children. They were generally regarded as both
13 innovative and groundbreaking for their time and were
14 the key drivers to creating positive transformational
15 change.

16 "As years and decades went by, this model of care
17 was replaced by moves to keep children, wherever
18 possible, in the family home and able to access familiar
19 and localised support. This fundamental shift led to
20 a decline in the provision of children's homes, the last
21 of which in Quarrier's Village closed in 1998."

22 I think the point there made is that while the ethos
23 has remained unchanged, the functions, services and so
24 forth changed over time largely for reasons we explored
25 this morning and I don't want to go over that ground

1 again.

2 But what I would like to just maybe look at briefly
3 is at QAR.001.001.0027 in relation to issues of changes
4 in terms of practices and functions and it is (vii) at
5 the bottom of the page. The question is really designed
6 to establish or elicit information in relation to the
7 changes and when and why they came about. It is said
8 there that:

9 "The most significant changes and transitions in
10 services will have taken place throughout the 1980s and
11 1990s. The changes were driven by many factors."

12 On that page, one of the factors was:

13 "Fundamental changes in the approach to care across
14 the sector."

15 If we turn to the next page to see the remaining
16 factors that are listed:

17 "Changes in the structure of local authorities as
18 well as their funding and contractual processes."

19 I think we dealt with that matter sufficiently this
20 morning:

21 "The introduction of new legislation."

22 This is probably in the much more modern era of
23 disclosure, obligations and vetting procedures:

24 "Professionalisation of the sector through
25 regulation and regulatory bodies."

1 I think to some extent that is a shorthand way of
2 referring partly to the Social Work (Scotland) Act and
3 the changes it introduced but also that over time, as
4 I think we saw with other witnesses, there is a greater
5 degree of state regulation over voluntary homes, albeit
6 it may have been light touch as compared with the other
7 care settings that this Inquiry is concerned with.

8 We see obviously another factor was:

9 "Improved knowledge, research and practice regarding
10 child care."

11 The next bullet point is:

12 "Realignment of Quarriers' human resources function
13 which has led to an increased focus on staff engagement,
14 whistle-blowing, staff development and management."

15 I don't want to labour this point, but I think one
16 of the things you pick up in the report is that you have
17 a whistle-blowing policy which you encourage your staff
18 to use if they have concerns about either other staff or
19 the treatment of children or matters of that kind; is
20 that the position currently?

21 A. Yes. The current position is and, of course, our
22 whistle-blowing policy covers more than children because
23 of the wide diversity of our services.

24 Q. I appreciate that. But when did that policy first --
25 when was it first introduced officially?

1 A. I can't remember the date of that, but we have had it in
2 place certainly prior to me starting with Quarriers in
3 2012 and we review all our policies and procedures on
4 a regular basis, so ...

5 Q. Because I think I'm on solid ground saying that I don't
6 suspect that for most of the period we are dealing with
7 that whistle-blowing, as either a policy or a concept,
8 was in use and applied in Quarriers.

9 A. In Quarriers and I guess elsewhere.

10 Q. Another fact that has been mentioned -- this is set out
11 in some detail in the report and I'm not intending to go
12 through it, it is there to be read but we touched on it
13 this morning:

14 "Improved governance by Quarriers' board of trustees
15 combined with guidance and training for trustees by OSCR
16 and NCVO."

17 Can you help me with that one, National Council of?

18 A. National Council of Voluntary Organisations.

19 Q. Then also another factor that is mentioned is:

20 "Improvements in the safeguarding of children
21 following serious case reviews in recent years."

22 And you give examples of those, including
23 Victoria Climbié, the Rotherham Inquiry, and Baby P.
24 These are all quite modern?

25 A. Yes, but they all informed a review of procedures and

1 practices, etc.

2 Q. And there is some reference, obviously, to the
3 Kilbrandon Report in the early 1960s and the
4 Angus Skinner report "Another Kind of Home", which you
5 mentioned this morning, 1992. The movement towards the
6 children's rights as reflected in the Children
7 (Scotland) Act (1995) and indeed the UN Declaration on
8 the Rights of Children.

9 I think the "Advocacy for Children: Who Cares?"
10 Report is another factor you mention. I think this is
11 an emphasis of giving children an effective voice as
12 well as just a voice.

13 A. A voice, yes.

14 Q. But would it be fair to say that these changes to a
15 large extent are changes or these factors are factors
16 which have to some extent been in play in the recent
17 times rather than historically?

18 A. Yes.

19 Q. Indeed, that's why you say that the major changes were
20 occurring really in the 1980s and 1990s and indeed that
21 was almost at the end of the period of operation of
22 Quarrier's Village as it traditionally operated?

23 A. Yes.

24 Q. So far as the traditional way of doing things was
25 concerned -- I think I made this point earlier today but

1 maybe I'll just pick it up in your own report -- there
2 was a considerable degree of autonomy enjoyed by house
3 parents.

4 A. Yes.

5 Q. I just wanted to just see to what extent that is borne
6 out by the information that has been provided in the
7 report.

8 If I could start in fact with QAR.001.001.0029.
9 This is -- if I could look at (v). One of the questions
10 being asked in this section is to do with the daily
11 routine for boys and girls cared for at
12 Quarrier's Village.

13 I'm not going to go through the whole of this answer
14 but I just wish to record that what's been said is:

15 "The daily routine for boys and girls cared for at
16 the establishment would have depended upon the
17 individual house parent."

18 You mentioned standing orders --

19 A. Yes.

20 Q. -- and I will come back to those in due course --
21 providing staff with some information on routines. But
22 that is a reflection, isn't it, of the reality, that
23 a lot was left to the individual house parents and how
24 they chose to run their individual cottages?

25 A. Yes. There is, as mentioned there, the standing orders

1 that gives us a structure for house parents to follow
2 but what we don't have is the evidence of how that was
3 monitored and how well that was complied with.

4 Q. Just on that point though, you have produced two sets of
5 standing orders that have been unearthed from the
6 researches of the material that you have listed in your
7 own statement.

8 Were these the only standard orders you were able to
9 find of the kind that give the sort of detail of how one
10 deals with particular matters relevant to the conduct of
11 a cottage or other care establishment?

12 A. Yes.

13 Q. Is there any evidence that those documents underwent
14 significant revision after 1944?

15 A. I'm trying to remember. I think there was something
16 that I read that makes me think that there was some
17 revision at some point but the dates escape me, so
18 I can't confirm that.

19 Q. So far the researches have not been able to unearth
20 anything -- on the assumption that I made this morning
21 that the latest of those documents you produced is 1944,
22 am I correct in thinking you haven't been able to find
23 anything that post-dates that that would be similar in
24 terms to these documents?

25 A. There is something that I have read that would suggest

1 that the staff handbook and the standing orders
2 underwent some revision but all we can find is what we
3 have put in our submission.

4 Q. So if it did undergo revision you can't tell us when and
5 to what effect?

6 A. No.

7 Q. Therefore I suppose I can almost anticipate what you are
8 going to say to me on this one, but can you give me any
9 indication over what period the standing orders you have
10 been able to find were in force?

11 A. No, I'm not able to give that information. That's what
12 I was trying to say earlier.

13 Q. So it is just another way of looking at --

14 A. There is no record of compliance, you know, how well
15 they complied and what monitoring was in place.

16 Q. If we go over to page QAR.001.001.0030, just on the same
17 topic of autonomy as against internal regulation, which
18 is really the point I'm probably trying to explore with
19 you, do we see, if we just scroll down a little bit
20 further, that there is a paragraph beginning:

21 "Leisure activities depended on the interests of the
22 house parents."

23 Again, does that to some extent reflect that there
24 was a variation and it depended very much on the house
25 parents and their attitude to various matters, not just

1 recreation but discipline and other matters?

2 A. Yes, that is correct.

3 Q. Can I just ask you this point: this autonomy that runs
4 through the traditional model and leads to some form of
5 conclusion that it was largely self-regulated cottages
6 within a wider village environment, was that
7 a deliberate strategic decision of William Quarrier to
8 say, "Well, I will not interfere in any way beyond
9 setting out some parameters", like the general
10 principles like the Christian faith and treat the
11 children as you'd treat your own and so forth? Was that
12 some sort of deliberate strategy that was built into the
13 model?

14 A. I can't say that I recall any deliberate strategy on
15 that basis, but I do remember that there's some
16 Home Office guidance that has been sent out by the
17 superintendent, if you like, for compliance against
18 those rules, if you like, but again no evidence about
19 how well they complied or how well they were taken on
20 board.

21 But back to the question about William Quarrier's
22 strategy, I can't make any comment on that because
23 I haven't found anything that would confirm that.

24 LADY SMITH: Is there a risk that it could have built up
25 resentment amongst children if children in one cottage

1 got a better deal, for example, in terms of the leisure
2 activities that were the choice of those house parents
3 as compared to another cottage?

4 A. I assume that could be the case and certainly through
5 the evidence in "Time to Be Heard" there's certainly
6 comments made by children that -- adults, they were
7 children in Quarriers, you know saying that some
8 children had better cottages and house parents than
9 others. That could be a potential.

10 MR PEOPLES: Can I put this proposition to you then: if you
11 look at it somewhat dispassionately and objectively,
12 this either practice, or even if it is an intentional
13 component of the cottage model, was an inherent weakness
14 in the model because it did leave an awful lot to
15 individual discretion, judgement and was not something
16 that would produce consistency of treatment?

17 A. In hindsight today we can obviously look back and say
18 there was a number of weaknesses in the model but in
19 those days, taking ourselves back to that time, there
20 were also a number of strengths in that model given what
21 the children's background were and where they had come
22 from.

23 Q. I'm not trying to shrink -- there are no doubt pros and
24 cons to every model, but I'm still putting the point to
25 you that this model doesn't, like some models that might

1 be devised, produce a consistency of outcome and
2 treatment because if the house parents have this degree
3 of autonomy then you will not get consistency --

4 A. Of course.

5 Q. -- unless you apply consistency by prescription or very
6 rigid rules which everyone must follow.

7 A. Yes.

8 Q. Because I think some organisations, when we hear
9 evidence from them, might have adopted a slightly
10 different approach, albeit using this model, by laying
11 down in very close detail how operations must be
12 conducted. I'm thinking of one in particular:
13 Barnardo's. Although they had a lot of establishments
14 I think they did closely control the way each one should
15 be run. I don't know if you are aware of that. You may
16 or may not be.

17 A. I am not aware of Barnardo's rules, no.

18 Q. Just again on this theme of autonomy, if we look at
19 QAR.001.001.0052 and go towards the bottom of the page,
20 at (xvii), the question asked is:

21 "What provision was made for the celebration of
22 children's birthdays, Christmas and other special
23 occasions?"

24 At least in relation to birthdays the statement is
25 made:

1 "From the 1930s, the celebration of birthdays varied
2 from cottage to cottage."

3 Again, is this a reflection that there was no
4 uniformity of practice and so some might have a birthday
5 treat, some might not?

6 A. Yes, that's true.

7 LADY SMITH: Without a celebration of birthdays, a child
8 could lose track of their own age, couldn't they?

9 A. I guess so. If there's no celebration of their
10 birthday, but again it goes back to the time when
11 children's emotional, psychological, etc, wasn't the
12 first priority. Therefore -- and given, I guess, there
13 were 30 children in a cottage and two house parents and
14 the volume of work, it might not have been their first
15 priority but it is very sad to think that's not
16 celebrated.

17 MR PEOPLES: One of the other matters that the report was
18 asked to address was the issue of culture, both
19 organisational culture and, I suppose separately, staff
20 culture. They may sometimes overlap or separate but
21 some questions were asked of that and I think in
22 relation to that matter, if we could just -- if you
23 could turn to QAR.001.001.0084 and just to
24 section 2.2(i). The question asked was:

25 "What was the nature of the culture within the

1 organisation?"

2 The response is:

3 "It is very hard to discern the nature of the
4 culture within the organisation from 1930 until
5 approximately the 1990s."

6 Does that really reflect what it comes to? You are
7 not able to --

8 A. It is difficult to make a judgement on the culture
9 historically with, you know, how -- what records give
10 you a flavour for culture other than what we have
11 discussed before with regards to the autonomy of house
12 parents. There will obviously be cultures within the
13 establishments, the cottages. Also with regards to the
14 religion and the focus on going to church, for example.

15 William Quarrier, as mentioned there, was a driving
16 force in respect of trying to do the best for children
17 and prepare them, you know, health, clothes, and
18 preparing them for an adult life.

19 Q. I suppose that the ethos of the founder isn't
20 necessarily reflected in the culture of the organisation
21 he founded.

22 A. Certainly from what we have read and his history is that
23 he was a driving force.

24 Q. Maybe you misunderstood. I'm not suggesting he wasn't
25 during his life, but ultimately what he saw as the core

1 value or the core -- or the ethos that we have just
2 looked at in these passages would not necessarily in
3 practice be reflected by those who are part of the
4 organisation.

5 A. Carried through --

6 Q. I think we know that from other examples in recent times
7 about other organisations where perhaps things have gone
8 on where they should not have gone on.

9 A. Yes.

10 Q. However, you are able to say on that page, if we scroll
11 down that:

12 "At local level, staff cultures varied between
13 individual cottages depending on who was in charge and
14 their leadership style."

15 If we go over the page to QAR.001.001.0085:

16 "Staff were encouraged to treat children as they
17 would their own."

18 I think this is something you referred to earlier:

19 "But reports from former residents would suggest
20 that this varied greatly. Documents such as the 'Staff
21 Guide on Quarrier's Homes' and 'The Orphan Homes of
22 Scotland: Standing Orders' existed which provided
23 guidance to house parents as well as one example of
24 a letter dated 1937 from the chairman to fathers in
25 charge of the boys' cottages. Despite these, house

1 parents exercised a great deal of autonomy over how they
2 ran their cottage and the culture that existed."

3 Does that fairly summarise the position?

4 A. Yes.

5 Q. Indeed, it is made in relation to a separate point that
6 you touched on this morning. In terms of the nature of
7 the care given, the point is then made that over the
8 decades there was a move towards developing a more overt
9 nurturing culture for children. That is a kind of key
10 concept today --

11 A. Yes.

12 Q. -- nurturing, whereas perhaps the more traditional
13 approach concentrating on material needs was something
14 that was more evident until very recent times.

15 A. Yes.

16 Q. Just while we are on that point, I suppose what we read
17 about this letter -- I will maybe just refer to that one
18 briefly. I will come back to the standing orders. But
19 the letter itself I think is a reference to a letter
20 that has been produced and is part of the hearing
21 bundle.

22 It is a letter, I think, that was written in 1937 by
23 James Kelly.

24 A. Yes.

25 Q. It is at QAR.001.001.0175. If we could just have

1 a brief look at that. This was a letter written to the
2 fathers in charge of the boys' cottages dated
3 22nd September 1937. I'm not sure I find it easy to
4 read some of this.

5 A. No.

6 Q. Hopefully we can do our best with the substance of it.
7 It is addressed to fathers in charge of the boys'
8 cottages and says:

9 "I am sorry to have to write this letter but I do so
10 at the request of the executive committee."

11 Would that be the council of management or a
12 committee of the council of management?

13 A. Yes probably a committee of the council of management.

14 Q. It seems to be recording that:

15 "Several cases of extreme corporal punishment meted
16 out to lads have been brought to our notice within
17 recent date. One of these complaints has come from the
18 Royal Scottish Society for the Prevention of Cruelty to
19 Children, another from a donor, and another from
20 a visitor. The receipt of such reports has vexed us
21 very much. I do not wish to enter into the reason which
22 may or may not have been the cause for the punishments,
23 but I wish to express my own personal conviction [is
24 it?] with regard to excessive corporal punishment.

25 "Severe thrashing not only makes nervous wrecks of

1 [something] boys but hardens others and produces
2 defiance rather than penitence. It blunts the
3 sensibility at a time when it is most desirable that the
4 boy should be [something] by an intelligent
5 understanding of his own doing ..."

6 Should that be "awakened"?

7 A. Not sure.

8 Q. It is difficult to tell:

9 "... an attempt made to secure a response to efforts
10 for his welfare. A boy who has been severely thrashed
11 loses respect for the persons who did the thrashing.
12 Thrashing is wrong and represents a denial of that which
13 is of God in every boy, even the most troublesome.

14 "I trust all who receive this letter will accept it
15 in the spirit in which it has been written and help to
16 remove from the life of the village this loathsome and,
17 I feel, unnecessary form of punishment.

18 "May I conclude by saying I am not unmindful of the
19 difficulty of running either the cottage or the village
20 life of our community and I do appreciate the services
21 rendered by all our fellow workers."

22 That is from the chairman?

23 A. Yes.

24 Q. Even then there was a concern, by the standards of the
25 time, that there was excessive corporal punishment being

1 meted out?

2 A. Yes.

3 Q. Just in terms of this issue, autonomy of house parents,
4 I see it is stated, if we go to QAR.001.001.0092, under
5 (iii), which is dealing with seeking information on the
6 oversight and supervision arrangements by senior
7 management within the establishment, that's within
8 Quarrier's Village; and it is said:

9 "House parents reported to the superintendent and
10 deputy superintendent until 1974."

11 It is again a point that's made earlier:

12 "It is recorded in 'Time to Be Heard' by Tom Shaw
13 that house parents operated with a degree of autonomy."

14 It says:

15 "At every council of management meeting which took
16 place approximately every two months, the superintendent
17 presented a report to the council based on their
18 inspections of the establishment. From 1974 onwards
19 house parents and latterly [as they were described] unit
20 managers would report to the assistant director."

21 Then it goes on to deal with the more modern times
22 and policies and arrangements in place.

23 Just on the same page, if we go down to (iv), which
24 is dealing with oversight arrangements by the
25 organisation, do we see it stated that:

1 "From 1930 until the late 1980s, the organisation is
2 essentially the same as the establishment. Part of the
3 role of the superintendent would be to inspect cottages
4 within the establishment."

5 I suppose the question I have for you, and you are
6 probably anticipating, is: did that happen in fact and,
7 if so, how often and was a report prepared for each
8 cottage?

9 A. We don't have any evidence of the inspections of
10 cottages to go along for this Inquiry but, as per
11 evidence submitted, certainly the rule there was between
12 the 1930s and 1980s that there would be visits
13 conducted.

14 We don't know the frequency and what was the
15 outcomes, what was the findings.

16 Q. You have not been able to find any record of any visits
17 or inspections to inform you on these matters?

18 A. Not by the superintendent, no.

19 Q. Are there records that have been retained that would
20 relate to the functions of the superintendent that you
21 have consulted to show what he was doing in including --

22 A. I don't recall seeing any records that relate to
23 inspections.

24 Q. We wouldn't know, I take it, whether these inspections
25 were -- we certainly don't see anything, do we, from the

1 standing orders that have been produced that these
2 inspections were to be carried out on a periodic basis
3 as a matter of routine or that they were to be reported
4 upon or recorded by the superintendent?

5 A. Or whether they were announced or unannounced.

6 Q. Exactly. We know none of these things.

7 A. I have nothing.

8 Q. If we could just look at the standing orders then. And
9 against that background briefly, can we start with
10 QAR.001.001.0157.

11 I'm going to suggest to you that probably once we
12 have looked at this one and the next one, this one is
13 probably the earlier of the two documents.

14 If we start anyway, it doesn't have a date but it
15 does -- it is headed "The Orphan Homes of Scotland:
16 Standing Orders". It has a prefatory note:

17 "These standing orders should be carefully observed.
18 They may be supplemented or revised from time to time by
19 circulars, numbered, dated and signed by the
20 superintendent with authority and on behalf of the
21 executive committee. All such circulars as well as the
22 standing orders, being confidential to the staff, should
23 be kept in the folder provided, and in a place to which
24 the children cannot have access. Circulars will be
25 enclosed in sealed envelopes and addressed personally to

1 the head of each household."

2 I suppose the first question is, we don't see any
3 circulars that are numbered, dated and signed by the
4 superintendent with the authority and on behalf of the
5 executive committee in the bundle. Have you been able
6 to --

7 A. If we had found any we would have included them.

8 Q. Although they look as if they are supposed to be fairly
9 official and the sort of things that might or ought to
10 have been retained.

11 A. Through the vast quantity of information we have looked
12 through, we haven't come across -- we would have
13 included them as part of our evidence.

14 Q. One possibility of course might be that the
15 superintendent over time didn't bother with circulars
16 and just did things on a rather ad hoc and casual way
17 and didn't record all of the actions that he took and
18 all of the practices he either instructed or acquiesced
19 in.

20 A. I can't comment on that.

21 Q. It is a possibility?

22 A. There is a possibility.

23 Q. Because it might be thought a little odd that if there
24 are no circulars and the best that one can come up with
25 is a circular that probably was prepared before the war

1 or around the Second World War.

2 A. It's an assumption. I guess.

3 Q. This is where I think we find though that the standing
4 orders at least say that:

5 "It is ever to be borne in mind by [those who are
6 supposed to read this document] that the aim of the
7 founder of these homes and his successors was and is
8 that they should be carried on according to the ideals
9 and plan of a Christian family. Therefore every home
10 should be a happy family with house father and house
11 mother, by example as well as by precept, will seek to
12 train the children committed to their care as if they
13 were their own."

14 I think that is the reference you referred to
15 earlier, which of course depends on whether you have got
16 that experience to draw on, I suppose, as well.

17 A. Yes.

18 Q. Just looking at the document, or at least some parts of
19 it also, it deals with a lot of different matters, the
20 first being -- I'm not sure if they are in relative
21 order of importance, but the first one is family
22 worship, but I suppose that reflects the importance of
23 family worship in the Quarriers' model. There's then
24 dealing with saying grace before meals. There is then
25 a section dealing with communications and it says:

1 "All communications should be addressed to the
2 superintendent and indeed if there's any communication
3 between homes and schools it must be through the
4 superintendent. Members of the Orphan Home staff may
5 not have direct communication, written or verbal, with
6 members of the school staff regarding the children or
7 organisation of the homes or schools."

8 Have you been able to find any evidence to explain
9 the rationale behind that one?

10 A. No, I haven't come across anything to say what is the
11 rationale behind that other than it is assumed that it
12 might be some kind of governance arrangement. That's
13 all I can say otherwise --

14 Q. Today it strikes us as rather odd that you cannot have
15 any form of communication unless it is done through the
16 superintendent.

17 A. It is a bit strange, but I don't know why.

18 Q. If we turn over to page QAR.001.001.0158. Do we see in
19 relation to politeness:

20 " ... the children's behaviour should be inculcated
21 constantly by example as well as by precept of all the
22 workers. Every child must address members of the
23 council of management, the superintendent, the matron,
24 the house fathers and house mothers respectfully and
25 salute (boys) or bow (girls) to them except that there

1 should be no saluting indoors or during the progress of
2 a game in the play field.

3 "When members of the council, superintendent, matron
4 or visitors enter a playroom or other part of any house
5 where children happen to be, they should at once rise to
6 their feet and remain standing in a respectful attitude
7 of attention until permitted to resume their seats or to
8 carry on whatever work may have engaged them."

9 It goes on:

10 "Every effort should be made to keep the children
11 natural."

12 There may be a contradiction there:

13 "This is especially applicable in answering
14 questions put to them by visitors or others.
15 Forwardness is to be deprecated but frankness should be
16 encouraged by every possible means."

17 Then there is a reference to begging or
18 solicitation, which is to be frowned upon and
19 prohibited.

20 One might not think that that is necessarily how
21 children living in a natural family environment would be
22 expected to behave when their mother or father worked
23 into the room, even by the standards of the time, but no
24 doubt I could be corrected.

25 A. It is definitely seems to be a contradiction of what it

1 was trying to achieve within a family environment, that
2 you would --

3 Q. And --

4 A. -- bow or salute.

5 Q. And then when it comes to politeness, paragraph 6 goes
6 on:

7 "It is not sufficient to tell children their duty;
8 they must be trained in its performance."

9 It would appear that some of them took that perhaps
10 further than they ought to have done, based on some of
11 the experiences that people have recounted of life in
12 Quarriers.

13 A. Some.

14 Q. For some. Then it makes some assumptions:

15 "Most children are naturally inattentive but
16 imitative. They will therefore more readily do what
17 they see done rather than what they are told to do.
18 They will require many reminders; nevertheless, when
19 given an order to do or not to do anything, they are not
20 expected to await a second telling before performing or
21 refraining from it."

22 That is quite severe.

23 A. It is quite severe.

24 LADY SMITH: What about:

25 "Children will more readily do what they see done

1 rather than what they are told to do"?

2 That still holds good, doesn't it?

3 A. Yes.

4 LADY SMITH: The adult has a duty to behave well if you
5 expect a child to behave well.

6 A. A role model.

7 LADY SMITH: A model of good behaviour is one of the most
8 effective ways of guiding a child.

9 Mr Peoples.

10 MR PEOPLES: I suppose it depends on what your behaviour is,
11 of course. It doesn't tell people how they behave and
12 the house parents behave as no doubt they see fit.

13 LADY SMITH: That's why I was hypothesising good behaviour;
14 they need to be aware to demonstrate that behaviour.

15 MR PEOPLES: I will read this because it might be a clue to
16 tell us which is the earlier of the documents. The next
17 paragraph starts:

18 "Never permit a child to delegate a duty to another
19 nor to speak of work as though it were degrading. Duty
20 is only drudgery to the indolent or incompetent."

21 So that is what is said. I will just maybe say in
22 passing that that sentence I have just read is omitted
23 from the July 1944 version, which makes me think, as
24 a matter of probability, that this is the earlier of the
25 two documents. I don't know if that's a fair way of

1 looking at it.

2 A. You would assume that because of, you know, later
3 documents are more about the relaxation of rules.

4 Q. Then, it doesn't -- this particular document is not
5 particularly informative on the matter of punishments.
6 It just states:

7 "The punishments should be regulated according to
8 the adapted Home Office scheme."

9 Are you able to help me with that or not, what the
10 adapted Home Office scheme is?

11 The only thing that -- maybe to assist you, can we
12 briefly look at one of the more recent documents that
13 has been provided. It is QAR.001.001.0405.

14 The problem with this document is that it has no
15 date either. I don't know whether it was found beside
16 the document I have just read or somewhere else, but it
17 bears to be:

18 "Regulations regarding punishment issued by Her
19 Majesty's Secretary of State of the Home Department."

20 That is the Home Office?

21 A. Yes.

22 Q. "To be observed in all Home Office institutions."

23 Then it says in bold:

24 "Only slight alterations have been made where the
25 original expressions were not applicable to The Orphan

1 Homes of Scotland."

2 It looks as if someone within the organisation has
3 adapted or modified this document in some way; is that
4 a fair inference?

5 A. I guess so. If it is a state ... a Home Department
6 document, you would not expect it to have an exclusion
7 for The Orphan Homes of Scotland.

8 Q. They are usually more general.

9 But it does -- it is possible this could be
10 an adapted Home Office scheme, I suppose.

11 A. Possible.

12 Q. Whether or not it is, we will just look at what it says.
13 It says that, at least at the date it was adapted, it is
14 saying in paragraph 1 that:

15 "Punishment shall be reduced to a minimum. Where
16 punishment is required for the maintenance of
17 discipline, it shall consist primarily of ... forfeiture
18 of privileges or rewards, loss of marks or occasional
19 loss of playtime; but no child shall be deprived of
20 recreation over a period of more than a week.
21 Alteration of a single meal, so as to render it less
22 attractive, but the nutritive value shall be not
23 substantially reduced."

24 That was an approved form of punishment at the time
25 it would appear. Separation from other children appears

1 to be acceptable:

2 " ... provided that only a light and airy room shall
3 be used for this purpose and that this form of
4 punishment shall be applied only to children over 12 and
5 that some form of occupation shall be given [during the
6 period of isolation]."

7 Then it says:

8 "If it is necessary to continue this form of
9 punishment for more than 24 hours, the written consent
10 of the superintendent shall be obtained. Considerable
11 care is required in the application of this form of
12 punishment, particularly in the case of nervous
13 children. It should always be arranged that the child
14 should be enabled to communicate easily with house
15 father or house mother in case of need."

16 The second regulation provides:

17 "No child shall be punished more than once for the
18 same offence."

19 I think that is something we can all agree with.

20 The third is that:

21 "Corporal punishment shall not generally be resorted
22 to until other methods have been tried and have failed,
23 and the administration of such punishment shall be
24 subject to the following conditions."

25 Firstly:

1 "It shall be inflicted only with a strap as
2 prescribed by the Secretary of State; if used on the
3 hands, the number of strokes shall not exceed three on
4 each hand; if used on the posterior, it shall be applied
5 over a boy's ordinary cloth trousers and the number of
6 strokes shall not exceed six for boys under 14 or eight
7 for boys over 14, provided that in exceptional cases,
8 with the special approval of the superintendent, 12
9 strokes may be administered to boys over 14.

10 "For girls: apart from ordinary childish
11 chastisement, corporal punishment shall only be --"

12 I should pause and say ordinary childish
13 chastisement is not defined:

14 "Corporal punishment shall only be used in the last
15 resort and shall only be of a light and moderate
16 character and no corporal punishment shall be inflicted
17 except on the hand and then only with a strap as
18 prescribed by the Secretary of State and shall not
19 exceed three strokes on each hand. Except in cases of
20 minor punishments, no corporal punishment shall take
21 place in the presence of other children. No weakly
22 child suffering from physical or mental disability shall
23 be to punished without the sanction of the medical
24 officer. No corporal punishment shall be inflicted
25 except by the house father or house mother and

1 punishment of children by other children is prohibited."

2 Someone has added a note which looks as if it is one
3 of the adaptations:

4 "Every punishment shall be reported in the
5 bi-monthly report and a full explanation shall be given
6 of the method of punishment and of the reason for its
7 infliction."

8 The fourth regulation is that:

9 "All punishments shall be immediately recorded in
10 the punishment book kept by the house father or house
11 mother."

12 It says:

13 "Except as provided by rule (3), no person employed
14 in the institution shall inflict any kind of corporal
15 punishment and the term 'corporal punishment' includes
16 any form of striking, cuffing, shaking or physical
17 violence."

18 It does appear, at least at some point in time, the
19 organisation has adapted regulations which were
20 administered by HM Secretary of State for the Home
21 Department and sought to apply them to matters of
22 punishment at Quarriers. That appears to be what's
23 happening here.

24 A. Yes.

25 Q. Whether it is tied in with paragraph 7 of the standing

1 orders is anyone's guess at the moment, is it?

2 A. Also, as you mentioned, the definition of some of the
3 things within we don't know, such as how did they decide
4 which child was of a nervous disorder, that type of
5 thing.

6 Q. But it does appear that there's at least some attempt to
7 put in some kind of internal regulations regarding the
8 matter of corporal punishment, albeit they make
9 differences in treatment as between girls and boys and
10 as between boys over 14 and boys under 14, a time,
11 I rather suspect, when 14 was the school-leaving age.

12 A. Yes.

13 Q. If we pass onto the document that was dated the standing
14 order, QAR.001.001.0391. We have already seen this
15 morning that document has a date of July 1944.

16 A. Yes.

17 Q. In many respects it is not dissimilar to the previous
18 document that we looked at, but there are some
19 differences, if we just have a brief look at, it which
20 may be worth at least noting. There is no prefatory
21 note as we saw in the previous one. It starts with
22 simply a foreward which says:

23 "The Orphan Homes of Scotland is not a remand home
24 or an approved school, but a home where necessitous
25 children, denied the blessings of good parents and of

1 a normal home, may receive, under the blessing of God,
2 all that the orphan homes can give them:

3 Which is then described as:

4 "A happy home life, warm clothing, nutritious food,
5 sound education, apt training for their future,
6 sympathetic understanding and affection and, above all,
7 the inestimable blessings of Christian influence and
8 teaching."

9 Then there follows in bold that to whom the orders
10 apply should bear in mind; that is simply a repetition
11 of what we saw before that the home should be a happy
12 family and so forth. Then it follows:

13 "These standing orders must be rigidly observed."

14 It is a change in wording; it was to be "carefully
15 observed" in the previous version and now it is to be
16 "rigidly observed" for whatever reason.

17 Then there is reference again to the possibility of
18 supplementation or revision from time to time by
19 circulars dated and issued by the superintendent. They
20 don't seem to be numbered any more, but there at least
21 seems to be some sort of process for altering these
22 internal rules.

23 I think again some of the matters in here remain
24 very much the same as before and including, I think, the
25 section on politeness and duties and training. But

1 interestingly, when we come to punishment, which is
2 paragraph 7, there's more content in the body of the
3 standing orders; do we see that?

4 A. Yes.

5 Q. In relation to discipline and punishments, it is
6 recorded or it is stated that:

7 "Discipline shall be maintained by the personal
8 influence of parents who shall endeavour to reduce all
9 forms of punishment to a minimum. Punishments must be
10 regulated according to the Children and Young Persons
11 (Scotland) Care and Training Act (1933)."

12 Then there is a description that:

13 "Punishment, where necessary, shall consist mainly
14 of reasonable forfeiture of privileges or rewards.
15 Children must not be deprived of meals. Children must
16 not normally be deprived of recreation for more than one
17 day at a time. Where punishment takes the form of
18 a reasonable period of isolation, the child must never
19 be locked in a room or cupboard."

20 It is a bit more explicit about how a child may be
21 isolated and it shouldn't be in a locked cupboard,
22 although it doesn't seem to restrict isolation to
23 children over 12, is it? I think we saw that from the
24 previous document. Was there some sort of -- perhaps
25 I'm wrong. No, this form of punishment according to the

1 regulations of the Home Office was to be applied to
2 children over 12 only, but there's no restriction in
3 terms of age here, is there?

4 A. No.

5 LADY SMITH: I suppose it is left to the house parent as to
6 what appears to be a reasonable period.

7 A. Yes.

8 MR PEOPLES: Indeed.

9 LADY SMITH: It could be felt not to be reasonable in the
10 case of a very young child, but there is a very wide
11 discretion available.

12 MR PEOPLES: Indeed. The language of the next part is
13 perhaps to be compared and contrasted with the
14 regulations we just looked at. It says:

15 "If corporal punishment is considered necessary,
16 a light tawse only may be used and only to the following
17 maxima: girls, three strokes only may be inflicted in
18 all on any one occasion, and only on the hands."

19 That echoes generally the regulations we saw before:

20 "In the case of boys under 14, two strokes on each
21 hand or four strokes on the posterior over ordinary
22 cloth trousers."

23 That seems to be a reduction in strokes.

24 A. Mm.

25 Q. "Boys aged 14 years or most: three strokes on each hand

1 or six strokes on the posterior over ordinary cloth
2 trousers."

3 Again that seems to be a reduction. What we don't
4 see here is the message that this should be a sanction
5 of last resort; it is just one of the available options
6 and it is left to the house parent in his or her
7 discretion to decide if that sanction should be
8 employed. There is no suggestion this must only be used
9 if all other methods are --

10 A. Yes, other than:

11 "Shall endeavour to reduce all forms of punishment
12 to a minimum."

13 Q. But it doesn't put this in the category of the last
14 resort if punishment is necessary --

15 A. No.

16 Q. -- at all?

17 A. No.

18 Q. But what it does say at QAR.001.001.0394 is that:

19 "Every punishment must [it is in bold] be
20 immediately entered into the punishment book and the
21 record shall show: date of punishment, name of offender,
22 age, nature of offence, name of person who administered
23 the punishment, nature of the punishment, and in the
24 case of corporal punishment its exact amount."

25 There seems to be, as of 1944, a rule requiring

- 1 a record to be kept of punishment and that there is to
2 be a punishment book that's available for that purpose.
- 3 A. So, we have submitted a blank punishment book. We have
4 not been able to find any completed punishment books,
5 although we know that they would be in operation, if you
6 like, but we haven't been able to find that through our
7 research, so we submitted a blank punishment book.
- 8 Q. Just before I ask you about that, can we look at what
9 has been submitted. It is at QAR.001.001.0422, which
10 I think is the document you have made reference to.
- 11 It is described as:
12 "Quarrier's Homes, Bridge of Weir, logbook."
- 13 Does that title "Quarrier's Homes" give us any clue
14 as to date?
- 15 A. The timescale.
- 16 Q. When would that be?
- 17 A. It was before the -- so that would be 1960s or 1970s.
18 I think 1998 was the change to just to "Quarriers", when
19 the "Homes" part was dropped, so it would be prior to
20 that.
- 21 Q. Would it postdate Quarriers Homes of Scotland?
- 22 A. Yes.
- 23 Q. Can you help me with this: it is a blank document; where
24 was it located?
- 25 A. It would be located within our records, our archives.

1 That's as much as I know.

2 Q. If we just pass over to page QAR.001.001.0423, which is
3 headed "Record of Punishments". What has to be recorded
4 in this particular document is: the date, which seems to
5 reflect what we saw on the standing orders; name,
6 I think that also does; "nature of offence"; there is no
7 reference to age, which was one of the requirements of
8 the standing orders.

9 A. No.

10 Q. "Person administering punishment." That again echoes
11 the standing orders we looked at in paragraph 7.
12 "Nature and amount of punishment".

13 I have to say that the document isn't just
14 a punishment book though because if we look at
15 page QAR.001.001.0424, it appears to be used to record
16 other information, like the number of children. Would
17 that be the number of children in the cottage?

18 A. Yes.

19 Q. Then, if we go to the next page, QAR.001.001.0425, there
20 is to be a record made of the names of children without
21 visitors; is that children who don't get visitors?

22 A. Yes.

23 Q. Then if we go to page QAR.001.001.0426, there is
24 information to be completed about fire drills. Then if
25 we look at page QAR.001.001.0427, this is to be the

1 record of visits, who visited and when.

2 A. Mm.

3 Q. What we have here -- is that the whole book that was
4 found?

5 A. That's it, yes.

6 Q. It looks like from quite an early stage, 1944, there has
7 to be a book that at least includes a section that would
8 be described as the punishment book for the purposes of
9 standing orders and indeed we have seen a book here
10 which records other information.

11 A. Yes.

12 Q. We have heard there are 43 cottages, which were reduced
13 eventually to perhaps 30 during the 1960s. Yet I think
14 you are telling us that you haven't been able to locate
15 any punishment book or logbook of this kind. None.

16 A. To date we haven't been able to find any completed other
17 than what we have given in as a submission.

18 Q. What apart from this has been --

19 A. Yes.

20 Q. Do you find that surprising?

21 A. Yes.

22 Q. Because it does seem almost difficult to believe that no
23 one can locate even a single book for what, on the face
24 of it, could be a very extended period of time from the
25 end of the war until perhaps when these books ceased to

- 1 be used.
- 2 A. And given the records that we keep on children, etc, it
3 is a surprise that we haven't been able to locate/find
4 any books through our extensive research.
- 5 Q. Because unlike staff records -- and you have given
6 an explanation for why some of these don't exist because
7 of retention policies about staff information -- this is
8 in relation directly relevant to children that would be
9 the sort that might, in other circumstances, be in the
10 children's file or at least should be treated as part of
11 the children's record.
- 12 A. Yes, I agree.
- 13 Q. Yet none has come to light?
- 14 A. None.
- 15 Q. Have you made enquiries of people who would have been
16 house parents and would have used these books as to what
17 happened to them or not?
- 18 A. We have searched the records, basically we have
19 looked -- our archivist aftercare worker is very
20 knowledgeable. We have not been able to find any of
21 those records at all.
- 22 Q. Have you asked any former house parents who are still
23 alive --
- 24 A. We have.
- 25 Q. -- what happened to them?

1 A. We haven't been able to find any answers to that at all.

2 Q. They have not told you what happened or not? What did
3 they tell you? Was the explanation that they themselves
4 can't --

5 A. I don't have any answers to that question. There hasn't
6 been an explanation.

7 Q. They have not responded then?

8 A. I have not interviewed those individuals myself.

9 Q. So that source hasn't been explored for the purposes of
10 this report or ascertaining whether these records might
11 be traceable?

12 LADY SMITH: You say you have not interviewed them yourself;
13 has anybody spoken to them?

14 A. Yes, our lawyer has spoken to one of the previous house
15 parents.

16 LADY SMITH: Have you been told what they have said about
17 punishment books?

18 A. No.

19 LADY SMITH: All right.

20 Mr Peoples it is just after 3.00 and I would like to
21 give the stenographers a five-minute break at some
22 point; would now be convenient?

23 MR PEOPLES: It is as convenient a time as any.

24 LADY SMITH: Very well, we will take 5 minutes now.

25 (3.03 pm)

1 (A short break)

2 (3.08 pm)

3 LADY SMITH: Mr Peoples.

4 MR PEOPLES: Mrs Harper, just on the matter of the logbooks,
5 there are, I think, of course, house parents who are
6 still alive and some of them, I think, live within what
7 was the former boundaries of the village.

8 A. Yes.

9 Q. So there are people who could be approached to establish
10 their state of knowledge on this matter and do you
11 understand at least some may have been approached
12 already on this matter?

13 A. Yes, but I haven't approached them.

14 Q. You haven't personally?

15 A. We have not approached them in respect of any statement
16 for our submission.

17 Q. Just on a general question, for the purposes of this
18 report, you have listed various sources of information
19 and you have provided some indication of who might be
20 witnesses who could, if alive, who could assist the
21 Inquiry on, no doubt, this or other matters but you have
22 not approached those persons who were ex-employees or
23 any of them?

24 A. No.

25 Q. That may not have been strictly true because I think in

1 fact I'm aware of at least one employee, former
2 employee, who may have provided some information to the
3 Inquiry recently where Quarriers' lawyer was present at
4 least.

5 A. Yes, but I wasn't present.

6 Q. I don't want to misrepresent the position. So far as
7 you know, you haven't done anything and whether that's
8 the sole situation where an ex-employee has been
9 approached or at least has been -- has provided evidence
10 in the presence of the lawyers --

11 A. That is all I know.

12 Q. You don't really know much on these matters?

13 A. No.

14 Q. Okay.

15 So far as the records that are available are
16 concerned, do they touch upon this particular type of
17 document, this logbook or punishment book, is there
18 references to this document, albeit the document
19 itself -- or an example where the document has been
20 located? In all these records that Quarriers do have,
21 are there none that make any reference to punishment
22 books or logbooks or records of this kind?

23 A. Other -- I don't recall any other documents other
24 than -- other references other than what we have
25 submitted there.

1 Q. I think just on the question of its -- the significance
2 or otherwise of the first page of the document, which
3 I seem to have misplaced. I think it said --

4 LADY SMITH: Was that just the front sheet that said
5 "logbook" or "Quarrier's Homes logbook", I think.

6 MR PEOPLES: Yes. I think we established this morning, did
7 we not -- sorry, I have it in front of me. It is
8 "Quarrier's Homes". I think that the organisation's
9 name was changed to "Quarrier's Homes" on 2 June 1958
10 from what had previously been described as The Orphan
11 Homes of Scotland.

12 A. Yes.

13 Q. It became Quarriers on 1 November 1998. So one
14 possibility is that this logbook was in operation post
15 2nd June 1958 until perhaps the 1st November 1998.

16 A. Possibly with the title of "Quarrier's Homes" --

17 Q. With the title?

18 A. Yes, we would assume that.

19 Q. But no example has been traced?

20 A. No.

21 Q. How big was this book, the example you have given? Is
22 it the sort of book that over time would have to be
23 replaced by a new book when it was filled up?

24 A. I can't recall the book itself, but I would imagine
25 that, yes, once it is filled up and given the number of

1 the cottages, then it would be replaced from time to
2 time.

3 Q. Is there any evidence on the records where the completed
4 books would have been --

5 A. No.

6 Q. -- stored or taken to or --

7 A. No because if we had that information we would have
8 looked in that area, you know, if it was archived.

9 Q. But presumably -- sorry, maybe I should ask another
10 question. Is there any evidence that the organisation
11 at any stage took an organisational decision to -- not
12 to retain those records, this particular form of
13 records, like logbooks and punishment books?

14 A. We have not been able to find any evidence that there
15 has been an instruction to destroy the records. We
16 can't find that at all.

17 Q. Would any --

18 A. We just can't find them.

19 Q. Would any of the retention policies, they would not have
20 covered this particular classification document would
21 they?

22 A. No, there is no written evidence to say that these
23 records were destroyed or where they were archived,
24 except we have looked extensively and we are not able to
25 find them.

1 Q. Let's, for the sake of argument, say that this document
2 may have been in use at least between 1958 and 1998,
3 when the title "Quarrier's Homes" was in use for all or
4 part of that period, presumably there were inspections,
5 external inspections during that time between 1958 and
6 1998 by inspectors acting on behalf of, for example, the
7 local authority or the state.

8 A. Yes.

9 Q. One of the matters you would expect them to be
10 interested in are records of this type because --

11 A. Yes.

12 Q. -- we see that the Home Office regulations envisaged
13 that records of this kind would be kept, no doubt, for
14 the purposes of being examined by the state or
15 inspectors acting on behalf of the state.

16 A. Yes.

17 Q. Is there any indication of whether any comment was made
18 by inspectors who did come to the village between 1958
19 and 1998 to the effect that either the records were
20 missing or incomplete or not available for inspection or
21 any other comment of that kind?

22 A. Through the extensive reading and research that the team
23 and myself have done, I can't recall any comment from
24 local authorities or any record of local authority
25 inspections that would highlight that. So I haven't got

1 any evidence.

2 Q. Because, without taking you to specific regulations,
3 I think we have seen from other evidence we have had to
4 date in the hearings that there came a point in time
5 when there was a requirement, by virtue of regulations
6 made by the state, to keep records of this type and to
7 record important incidents. I think one example might
8 be the 1959 regulations about conduct or administration
9 of children's homes as an example.

10 Certainly we are talking about documents that might
11 have been introduced post 1958.

12 A. We understand it is a key document and we can't find any
13 records.

14 Q. Are there any records that show that inspections by and
15 on behalf of the state, whether local or central
16 government, were carried out in that period? Have you
17 records of that kind?

18 A. We don't have records of that kind of, you know, what
19 would be tantamount to being the Care Inspectorate
20 records of today. We don't have that information.

21 Q. From your records we have no way of knowing whether the
22 state in fact carried out inspections and if so what the
23 purpose was and what the findings were?

24 A. In that period, we have obviously the recent records and
25 they are available also from the Care Inspectorate but

1 we don't have the past records.

2 Q. I'm mainly focusing at the moment based on this issue we
3 are discussing between 1958 and 1998 because I know in
4 2001 the Care Commission would become involved and the
5 Care Inspectorate and so forth. But pre-2001, but post
6 1958, are you saying that there's really nothing in the
7 records you have examined so far to show the frequency
8 of external inspection or visits and what the purpose of
9 those were and when they occurred and what the findings
10 were?

11 A. I don't have any of those records and I don't recall
12 seeing those records.

13 Q. Insofar as the records might be relevant to particular
14 individual children in the care of the organisation, are
15 they not the type that, as a matter of general policy,
16 should have been preserved?

17 A. Yes, and today with regards to -- there's absolutely --
18 not any punishment like there was in those days, but
19 child management strategies are all agreed by the
20 multidisciplinary teams and recorded.

21 Q. If I could take you back, if I may, to -- not to
22 punishment but to another matter, the matter of
23 complaints.

24 If we could go back to -- we will start with the
25 earlier document which is QAR.001.001.0164, which is

1 part of the standing orders which we are assuming at the
2 moment may be the earlier version of the standing
3 orders, the undated version.

4 If we look at the page there at section 40 firstly.
5 It says:

6 "Complaints of any sort should be made personally to
7 the superintendent. Should any cause for complaint or
8 other matter requiring adjustment arise with reference
9 to a child in another home, it should be reported to the
10 superintendent or matron, and not to the house father or
11 house mother of the home in which the child lives.
12 Should any child have a grievance or complaint, whether
13 real or imagined, which he desires to bring to the
14 notice of the superintendent or matron, permission
15 should readily be granted at the first convenient time
16 for such an interview. When a child returns home after
17 absconding, no punishment should be administered until
18 the superintendent has been consulted and has given
19 instructions how to deal with each case on its merits."

20 So you will have seen that I suppose --

21 A. Yes.

22 Q. -- in passing? And I think without necessarily taking
23 you to the page, the later version, July 1944, is to the
24 same effect; that's at QAR.001.001.0403. I don't think
25 we need to bring it up at the moment.

1 It says the same thing. Well, perhaps it is being
2 brought up.

3 A. Yes.

4 Q. It is the same provision. That, I suppose, could be
5 described as a complaints procedure, albeit maybe not
6 the type that one would see in modern times, which seems
7 to envisage that if a child has some form of grievance
8 or complaint and desires to bring it to the notice of
9 the superintendent, they should seek permission and it
10 should readily be granted to have an interview with the
11 superintendent. Have you seen any evidence of
12 grievances or complaints --

13 A. No, other than --

14 Q. -- that have been made to the superintendent using this
15 process?

16 A. No. Other than what I have read in that if there has
17 been complaints about treatment, there's information
18 I think it was in "The Quarriers' Story" where a child
19 could maybe be moved or a house parent may be moved.
20 That would indicate that there has been a complaint of
21 some sort.

22 Q. What this provision doesn't tell us is what -- if
23 a complaint happened to be made by a child using this
24 procedure, how it was to be dealt with and indeed
25 recorded by the person to whom it was to be made, the

1 superintendent.

2 A. Yes, and what outcome.

3 Q. Is there a complaints book that you have come across or
4 a complaints form?

5 A. Unlike how we operate today, we haven't come across
6 a complaints book.

7 Q. Because it is not a matter that features in the logbook,
8 even the blank one that we have looked at just before
9 the break.

10 A. Mm.

11 LADY SMITH: In this system, how would the child regard the
12 superintendent? As a rather remote figure?

13 A. I think it would be my assumption, so I'm speculating
14 here, it would be very difficult for a child to make
15 a complaint, I would imagine, given at that time there
16 is some evidence that a child may not be believed.
17 Also, for example, with bed-wetting, the child would be
18 seen as a problem.

19 So I'm just assuming -- and it is speculation --
20 that on occasions it might be difficult for a child to
21 raise a complaint. I'm not saying it has not happened
22 or that it wasn't considered but that could be the case
23 where it could be difficult.

24 LADY SMITH: I think I was trying to explore the impression
25 you have of the structure and the likelihood of a child

1 actually feeling that they know the superintendent and
2 would be comfortable with going and, in their own
3 possibly inarticulate way, trying to explain that
4 something is wrong in their lives.

5 A. And I would imagine that the superintendent would be
6 more of a remote figure in comparison to the house
7 mother and the house father.

8 LADY SMITH: It looks good in print, but I just wonder how
9 realistic it was in practice.

10 A. Yes, and again it is an assumption on my part.

11 MR PEOPLES: It might be even more unrealistic if the
12 complaint was related to the house mother or house
13 father from whom permission to be interviewed was to be
14 sought, that they would presumably ask them, "Why do you
15 want to see the superintendent?", "Because you have just
16 ill-treated me". It is not maybe the easiest situation
17 for a child who is already vulnerable to deal with;
18 would that be fair comment?

19 A. Yes.

20 Q. It doesn't look like it is a very appropriate procedure
21 for this type of problem.

22 A. Again, it may have worked in some instances, but I don't
23 have the written evidence to be able to confirm that.

24 Q. So there's nothing in the nature about a complaints
25 record, an official record, where complaints over time

1 would be recorded and could be available for examination
2 in a form that was systematically catalogued? There's
3 nothing of that kind that you have come across?

4 A. I have not come across that.

5 Q. But I think you told us earlier, probably before lunch,
6 that there is some evidence in children's files that
7 allegations were raised, whether using this procedure or
8 otherwise, when they were children and that they raised
9 issues of ill-treatment or abuse or potential --

10 A. And where --

11 Q. -- behaviour of that sort --

12 A. As I say, children may have been moved to different
13 houses and house parents.

14 Q. But that's the only place in which something -- some
15 matter of that kind has been located in terms of
16 a record?

17 A. Yes.

18 Q. So there's nothing that could be described as
19 a complaints book that would record this separately and
20 would be available to someone to say, "I see there is
21 a lot of complaints coming from this cottage or about
22 this person or about a particular type of problem"?

23 A. Not that I'm aware, not that we have found evidence of.

24 Q. If an inspector was looking at records to inform
25 himself, if it is to do with welfare, whether there is

1 a problem either with a child or about a system or about
2 treatment generally, it wouldn't be that easy to discern
3 the problem if they have to wade through lots of records
4 to see if there's any entries and then try and piece
5 them together and come up with some conclusion?

6 A. There has obviously been --

7 Q. Do you take the point I'm making?

8 A. Yes. There's obviously been the evidence of complaints
9 made by the RSPCA (sic) and a donor --

10 LADY SMITH: I think it was the RSPCC.

11 A. Sorry, did I say the RSPCA?

12 MR PEOPLES: Yes.

13 A. RSPCC.

14 Q. So there is evidence of that. If one of these documents
15 was dated July 1944 and there was a complaint of that
16 magnitude that caused the chair of the then committee of
17 management to write to house fathers, can we read
18 anything into it, whether this standing order was in
19 part influenced by that letter, for example?

20 They are not far apart in time, are they?

21 A. It could be. It could be. I assume.

22 Q. Maybe we will look at another one to see if that's the
23 possibility about treatment of children. Just while we
24 are on the page -- I think we are on QAR.001.001.0164.

25 LADY SMITH: No, we are on QAR.001.001.0403 I think at the

1 moment.

2 MR PEOPLES: Perhaps I could go back to QAR.001.001.0164, if
3 I may, just to compare and contrast these orders yet
4 again and deal with another matter which is dealt with
5 by way of the -- this is the organisation's policy or
6 attitude to a particular issue, which I think is the
7 treatment of children suffering from incontinence of
8 urine. Do you see that at QAR.001.001.0164,
9 paragraph 38, this matter is dealt with at some length?

10 It reads that:

11 "The objectionable habits of children who are
12 bed-wetters and given to soiling their bed clothing and
13 wearing apparel are very difficult to cure. The utmost
14 sympathy is felt for house mothers who have to put up
15 with all the consequent inconvenience. In every case
16 the matter should be reported to the medical officer and
17 his instructions as to treatment carried out as far as
18 possible. No treatment should be given apart from such
19 direction. In dealing with such cases house fathers and
20 house mothers should consider how they would handle the
21 same condition if the children were their own. It will
22 be helpful to refer to the medical notes on enuresis and
23 bed-wetting enclosed with these standing orders."

24 Clearly the issue was addressed as a matter of
25 official regulation and --

1 A. It is very sad, it is about you know -- it reads that it
2 is about the -- the sympathy is felt for the house
3 mothers as if it is a nuisance to the house mothers
4 rather than thinking this is part of the child's --
5 either their age, their behaviour development, even a
6 medical issue. Even without these reasons, these
7 children have come in through traumatic backgrounds. So
8 bed-wetting can be a sign of trauma as well. So it is
9 really sad to think these children have been treated in
10 that way.

11 LADY SMITH: The attitude is that this is deliberate
12 wrongdoing on the part of the child, isn't it?

13 A. Yes.

14 MR PEOPLES: Certainly the organisational attitude to
15 bed-wetting can be summed up that, so far as the
16 organisation was concerned -- and this was conveyed in
17 these orders to house parents -- that this was
18 an objectionable habit.

19 A. Yes.

20 Q. No doubt that might have influenced the way that the
21 house parents dealt with that problem.

22 A. Yes, uh-huh.

23 Q. Just looking at that particular issue in the later --
24 which we believe to be the later standing orders, can we
25 look at QAR.001.001.0403 now.

1 If we see there, there's a similar provision, save
2 to this extent: it still remains an objectionable habit
3 in July 1944 and for however long this standing order
4 was in force -- and we don't know how long it remained
5 in force -- but not only that, there's now been added in
6 bold, for reasons that are not explained in the
7 document, that:

8 "On no account are children made to be sleep next to
9 rubber sheets."

10 That is an addition to the earlier paragraph. Has
11 any evidence been unearthed as to why it was felt
12 necessary to put that addition in to standing orders?

13 A. We have no evidence to say why or we haven't found any
14 evidence to say why that has been added but the
15 assumption would be that some house parents have allowed
16 children to sleep next to rubber sheets there. Again
17 with this particular issue, attitudes changed over time
18 with improved training and awareness of child care.

19 Q. But this is 1944 and the training really only started to
20 be properly structured in the 1960s, according to the
21 information that Quarriers have given. It is a long
22 time to wait, particularly if these orders were still
23 being applied either in practice or otherwise without
24 revision between 1944 and the 1960s, whenever these new
25 understandings of problems and different approaches were

1 introduced.

2 A. Yes.

3 LADY SMITH: While you are on that page, I see under
4 paragraph 39, the last of the three subparagraphs there,
5 there is a reference to both house girls and working
6 girls. Can you help me understand what those two
7 categories were?

8 A. I can only think that it might relate to where we have
9 read, again within "The Quarriers Story", where we had
10 kitchen boys. So it was when boys came to the age of
11 leaving school that they would be employed or work
12 full-time in the kitchen to give them skills, vocational
13 skills. So maybe -- I'm just suggesting that might be
14 the same for working girls. It may be that it is
15 a vocational situation helping to prepare them for life
16 after Quarriers.

17 LADY SMITH: Possibly after they had left school but above
18 they had left Quarriers?

19 A. Possibly.

20 LADY SMITH: Thank you.

21 MR PEOPLES: If I could just return to the issue of
22 complaints for the moment briefly. There's nothing in
23 these standing orders to indicate what, if any, action
24 the superintendent should take on receipt of a complaint
25 in terms of informing the council of management or

1 executive committee. That's fair comment, that there's
2 nothing to that effect?

3 A. Yes, I haven't come across anything in my research.

4 Q. Have you seen anything -- sorry.

5 A. No, nothing within the research that we have done to
6 date.

7 Q. Has shown that if a complaint was made and however
8 recorded --

9 A. And/or if it was referred up to the council of
10 management.

11 Q. So is there any evidence you have been able to find that
12 a complaint or grievance about alleged ill-treatment or
13 what could be characterised as abuse ever went from the
14 superintendent or the senior management at the village
15 to the council of management or the executive committee
16 of that council that dealt with that type of matter?
17 Have you seen anything to that effect that shows they
18 were informed of an issue of that kind and that the
19 matter was discussed?

20 A. At this time, no, I can't recall.

21 Q. But clearly, in the case of the 1937 letter, external
22 parties have alerted the then chairman or the executive
23 committee to a problem.

24 A. So you would assume that they know about that.

25 Q. Well, they knew about that because the chair wrote

1 a letter -- no doubt at the behest of the committee, as
2 he said in his letter, to deal with it. So that matter
3 reached the governing body.

4 A. Mm-hmm.

5 Q. But you have not been able to find other examples of
6 that?

7 A. I'm not aware of any other examples or any other similar
8 letters in any other case out to house parents.

9 Q. I suppose the difference between that case and the sort
10 of cases envisaged here in paragraph 40 is, in the case
11 of the 1937 situation, it was an external group of
12 persons who drew attention to the problem.

13 A. Yes, it wasn't internally raised; it was external.

14 Q. Just following that through, I think it was this
15 morning, there was some discussion of the allegation in
16 1982 or thereabouts which resulted in the police being
17 involved where a complainer, who, as you have told us,
18 was not ultimately believed, made a complaint of sexual
19 abuse against the person who was subsequently convicted,
20 albeit sexual abuse of other children at
21 Quarrier's Village.

22 Is there any evidence that that allegation was
23 reported up to the council of management or the
24 executive committee of that council by the
25 superintendent or the director general and discussed by

1 the governing body?

2 A. I haven't seen and I don't recall any information that
3 that was raised further up, other than that individual
4 was referred on to the psychologist who was employed by
5 Quarriers.

6 So maybe we could assume that it would have been
7 raised, but I can't confirm that, I don't know. I don't
8 know.

9 Q. But if you have -- do you have -- I'm not sure I'm
10 entirely clear but in terms of the records that do still
11 exist, so far as executive committee minutes are
12 concerned -- I see that -- sorry. I'm just reading --
13 in fact if I go to QAR.001.001.0001 then maybe I have
14 the answer here. Could we just go to that? At this
15 stage maybe it is a convenient point to look at the
16 situation of records generally. Have we got that?

17 LADY SMITH: 001?

18 MR PEOPLES: 0001. It is the first page of your own
19 statement Mrs Harper. It is in paragraph 4 about
20 "Available Documentation" that has assisted in the
21 compilation of this report.

22 If we are looking at a situation where we are
23 dealing with an executive committee or a meeting of the
24 council of management, would I be right in assuming that
25 any record of such meetings would be contained in one or

1 both of the council of management minute books and
2 executive committee minutes?

3 A. Yes.

4 Q. Are these the sources you would normally consult?

5 A. Yes, they would be.

6 Q. I suppose, unfortunately, in the case of the example
7 I have just raised for you, which was serious enough to
8 involve the police, if that postdated the minutes that
9 are referred to in this paragraph, because it was 1982
10 or thereabouts, then looking in these minute books for
11 the periods of 1926 to 1978 and 1946 to 1979 would not
12 assist us, would it?

13 A. No.

14 Q. But I suppose if one looked at those books for the
15 periods that they relate to, one can perhaps get
16 a picture of the sort of matters that were reported up
17 and discussed, including any concerns about the way in
18 which cottages were run and the way in which house
19 parents treated children and any concerns that were
20 being raised by or on behalf of children; would that be
21 fair?

22 A. Yes.

23 Q. We could get a picture from that exercise, could we?

24 A. Yes.

25 Q. Has that exercise been done?

1 A. No -- well, we have looked at the records up until that
2 period but we can do another check and see if there's
3 anything else to deduce from there.

4 Q. I suppose, just to take an example, if Mr Kelly was
5 instructed to write a letter 1937 by the council of
6 management or an executive committee thereof of, one
7 might expect to see something about that matter at least
8 in one or other of these types of document, the
9 management minute books or the executive committee
10 minutes.

11 A. Yes.

12 Q. That would be fair to assume, wouldn't it?

13 A. Yes.

14 Q. Just so far as the general issue of concerns about the
15 treatment of children and the behaviour of house parents
16 or other staff towards children is concerned, apart from
17 that, if we look at the other documentation that you
18 have mentioned in your statement, the annual reports or
19 Narratives of Fact, which go from 1871 to the present
20 day, would they contain a discussion of things of this
21 nature?

22 A. No, not the Narrative of Facts or the annual reports.

23 Q. Sorry, just before I -- if I could go back to the other
24 two documents that are listed as 4.2 and 4.3 on
25 QAR.001.001.0001 under "Available Documentation", why do

1 they end in 1978 and 1979? What happened thereafter
2 to -- because the council of management, did they not
3 continue to exist until --

4 A. Yes.

5 Q. -- much later in time?

6 A. Yes.

7 Q. Do you know the answer to that?

8 A. No.

9 Q. Would you be able to find out?

10 A. Yes.

11 Q. The executive committee also, why it seems to stop?

12 A. Yes, because we continue with the executive committee.

13 LADY SMITH: Of whom was the executive committee formed?

14 Who were its members?

15 A. Who were its members?

16 LADY SMITH: Yes.

17 A. Certainly today it is myself and we have got three
18 executive directors, so it would be the operational
19 managers, directors of the time.

20 LADY SMITH: Is there any evidence of direct contact between
21 house parents or house parents' representatives and
22 either the executive committee or the management board?

23 A. House parents and the management board? I'm not aware
24 of that.

25 LADY SMITH: I just wondered what systems they had for

1 finding out what was happening.

2 A. Yes, because today, you know, certainly our board
3 members visit services as well as we have a service
4 committee about all things to do with the care of adults
5 and children that we look after so there is certainly
6 governance there.

7 LADY SMITH: I can see if there had been fewer cottages, one
8 might have had committees with a representative house
9 parent from each cottage on the committee, but with the
10 sort of numbers you are talking about, that may never
11 have been thought of as practicable. But it just looks
12 as though there was a gap there --

13 A. Yes.

14 LADY SMITH: -- and no system for house parents getting
15 together to share knowledge, experience and ideas, and
16 then communicate with the council of management board or
17 anything of that nature.

18 A. I'm not aware of that.

19 MR PEOPLES: Just on that matter, just to pick up on the
20 point that her Ladyship has been raising with you. Can
21 we just go to QAR.001.001.0091. I think I maybe
22 mentioned it this morning, but just to go back to remind
23 ourselves about the council of management.

24 I just want to be clear. If we look at 2.3 under
25 "Leadership". It says that:

1 "In 1930, Quarriers was governed by a council of
2 management with a chairman."

3 That became the board of trustees in 2008 or
4 thereabouts, with a chairman, and that in 1937 was
5 Mr Kelly, for example. It says:

6 "Within the council of management there was also
7 an executive committee."

8 That might suggest that the executive committee
9 referred to there was a subcommittee of the council,
10 rather than what we would term an executive team, like
11 the one you run today, or have I got that wrong?

12 A. In my head, I sort of imagine that's still similar with
13 the council of management. There was an executive
14 committee, so that in my head would be the
15 superintendent and maybe other directors.

16 Q. So your understanding would be that until the post of
17 superintendent was done away with in 1974, which we see
18 on that page -- and it was a post that existed, I think,
19 from 1930 onwards -- that the superintendent would have
20 been a member of the executive committee along with,
21 from 1956, the general director?

22 A. Yes, my understanding would be that. But I can check
23 that out. The superintendent is the chief executive of
24 the day.

25 Q. He was until 1974, but the general director, I think,

1 took that position from 1956 -- sorry, I'm confusing
2 you. From 1956 the post of general director was created
3 and the post of superintendent was retained until 1974.
4 My understanding, but no doubt you can clarify this for
5 us, was that if we are looking at the structure, there
6 would be a council of management, possibly subcommittees
7 of that council, and then there may or may not have been
8 something separate called the executive committee, but
9 there was also a general director below that and below
10 him the superintendent. Is that your understanding,
11 that the superintendent was not as senior as the
12 general director between 1956 and 1974?

13 A. I am not clear. My view would be that that person would
14 be almost like the equivalent of a sort of director of
15 operations today; you know, deputy chief executive type
16 of role, that the house parents would report into that
17 person. That person may or may not report into the
18 council of management.

19 Q. We know from the information that's also supplied that
20 the post of superintendent disappeared under some kind
21 of restructuring in 1974, but the post of
22 general director was retained until 1995 when it was
23 replaced by the title "chief executive officer". Now it
24 may be that the general director assumed larger duties
25 after 1974, but -- and that role was eventually

1 re-labelled "chief executive officer" from 1995?

2 A. That's my understanding.

3 Q. But there was at one time a general director and
4 a separate individual who was superintendent and
5 I suppose what I'm really trying to clarify is --

6 A. Whether the superintendent was his deputy.

7 Q. Yes. And what these individuals' relationships were to
8 the executive committee that's referred to in this
9 answer, at 2.3 (i)?

10 A. We will clarify that.

11 Q. Just on the question of contact between the council of
12 management, the governing body, if you like, and at
13 least the superintendent; if we turn over the page to
14 QAR.001.001.0092 at (iii). I think I may have taken you
15 to this this morning, forgive me if I'm repeating
16 myself, but it says the reporting structure was such
17 that house parents reported to the superintendent until
18 1974.

19 Now it may be they reported to the director general
20 after that, but it says that:

21 "Every council of management meeting which took
22 place approximately every two months, the superintendent
23 presented a report to the council based on their
24 inspections of the establishment."

25 Whatever that embraced. Now, do these reports exist

- 1 and what do they say? If he is giving information --
- 2 A. I don't recall seeing the inspections of the
- 3 establishment. I think I mentioned that earlier to you.
- 4 Q. Because, as we saw this morning, at (iv) on the same
- 5 page, that part of the role of the superintendent would
- 6 be to inspect cottages within the establishment?
- 7 A. Yes.
- 8 Q. So you might expect that was the process by which
- 9 information about what was going on would be collated
- 10 and ingathered and then reported up the chain?
- 11 A. Yes.
- 12 Q. If it was operated?
- 13 A. Yes.
- 14 Q. And operated in a structured way. But you have not been
- 15 able to see any evidence that there was?
- 16 A. Yes, I haven't been able to see any evidence.
- 17 Q. You would have thought that might be the sort of record,
- 18 that, if you have got management minute books and
- 19 executive committee minutes, that there would be some
- 20 evidence of that happening in practice and that there
- 21 would be some indication from these reports what the
- 22 superintendent was telling the council of management or
- 23 not telling, as the case may be?
- 24 A. I don't recall but we can check and confirm.
- 25 Q. Okay. Just to help me, while we are on the subject of

1 documentation, if we go back to QAR.001.001.0001.

2 I'm not too concerned with item 4 because I think it
3 is not really likely to cast much light on what we are
4 interested in. But number 5, under paragraph 4
5 "Available Documentation", "Register of House Parents".
6 What sort of information does that contain?

7 A. It contains the names of the house parents and also what
8 qualifications the house parents have.

9 Q. But if there was any issues arising out of their conduct
10 as house parents that would not be --

11 A. I do not think it is a register of their conduct.

12 Q. That would be in their personal records?

13 A. If -- yes, we don't have employee records, but we
14 certainly have the register of house parents.

15 Q. The sort of records that might contain information as to
16 whether they were the subject of allegations, how these
17 allegations were dealt with, what findings and what
18 action, if any, was taken, would be in the records that
19 you don't have?

20 A. Yes, they would be in their employee records.

21 Q. We have seen the letter from the chairman. That's
22 item 7. "Time To Be Heard" is Tom Shaw. Feeling safe
23 is a document prepared in 2002 by the SIRCC, for short.

24 A. Yes.

25 Q. Quarriers' story book, we can come back to that if

1 necessary. We have seen the blank logbook which is item
2 11. We looked at the standing orders and the staff
3 guide. The first memorandum, which we have not looked
4 at, and that may be something we will come back to in
5 due course. We looked at the punishment regulations
6 I think today and how they tied in with the standing
7 orders.

8 A. Yes.

9 Q. The only other matter that's mentioned as a source of
10 information is historic litigation files. What is the
11 earliest date that those files started? Do we know?

12 A. With regards to litigation, certainly the information
13 that we have is from 2000 onwards of abuse that happened
14 between 1955 and 1981.

15 Q. So the litigation would concern claims made against
16 Quarriers in respect of abuse some years before?

17 LADY SMITH: 1950?

18 A. Around about 1955 to 1981, that's when those who were
19 convicted committed offences.

20 MR PEOPLES: Yes. I think we heard that this morning.

21 So far as the litigation is concerned, are you aware
22 whether statements would have been taken from people who
23 might have knowledge of what was going on, either by way
24 of state of knowledge about abuse, or a state of
25 knowledge about procedures, complaints; matters of that

1 kind?

2 A. I understand that when the allegation -- when there was
3 conviction of one individual, and there was obviously,
4 as we mentioned, the police Operation Orbona ,it would
5 be the police that would take forward these
6 investigations.

7 So if they were speaking to others who may be
8 witnesses, that would be under -- that would be with the
9 police.

10 Q. Are you saying that for the purpose of litigation there
11 would be reliance on statements taken by the police
12 rather than statements taken by or on behalf of
13 Quarriers or their lawyers and insurers?

14 A. It would be taken by the police, as far as I understand.

15 Q. And no separate statements were taken by Quarriers or
16 their lawyers or their insurers for the purposes of the
17 civil claims?

18 A. For civil claims yes, I think that would be done for
19 civil claims.

20 Q. Statements would have been taken; so they might contain
21 some information from perhaps people like former
22 residents, former staff, who might have knowledge of the
23 matters which were the subject of claim?

24 A. As far as I know, but I can't confirm that.

25 Q. I suppose if statements were taken, no doubt there will

1 be some exploration of what happened to the logbooks and
2 punishment books and policies and procedures that were
3 in place and matters of that kind to establish the
4 picture?

5 A. I assume so.

6 Q. It may well be, if that sort of information was
7 ingathered at the time of the first claims -- did you
8 say around 2000 or just thereabouts, around the time of
9 the convictions?

10 A. Certainly it is round about 2000. It was when
11 Dr Phil Robinson came into post.

12 Q. It is possible there might be information there that we
13 might not be able to obtain in other ways; if, say,
14 those who were approached, such as Mr Mortimer, who I
15 think is now deceased, if a statement was taken from
16 him, for example?

17 A. I guess that would be with the police.

18 Q. If he was still alive in 2000 he may have been seen for
19 the purposes of a civil claim as well?

20 A. Yes.

21 Q. That might provide some information as to his role, what
22 he did and what he recorded and where it was and so
23 forth, is that possible?

24 A. I assume that, yes.

25 Q. So that could be a valuable source of information about

1 some of the matters that you don't have the information
2 to hand today, is that correct?

3 A. That is right.

4 Q. It might also give us a flavour for the number of
5 allegations that were made, at least at that time, in
6 relation to alleged abuse and ill-treatment at Quarriers
7 by staff, whether convicted or not?

8 A. Yes. But certainly those that were convicted, as
9 mentioned, the abuse had taken place between 1955 and
10 1981. For those who have made allegations at that --
11 that time period is slightly different.

12 Q. Earlier or later?

13 A. From recalling, I heard something along the lines of
14 1953, a bit wider, so just within --

15 Q. So maybe a longer timescale than the period covered --

16 A. -- allegations.

17 Q. I'm sorry, I'm talking over you. It might be a longer
18 period than the period covered by the convictions?

19 A. Slightly longer.

20 Q. Therefore it follows that those who made claims -- there
21 was a number of complainers I think beyond those who
22 were the -- who were complainers in successful
23 convictions?

24 A. Yes.

25 Q. But some of the claimants would be in that category?

- 1 A. Yes.
- 2 Q. Presumably the claims related to a range of abuse,
3 physical, sexual, perhaps emotional and so forth?
- 4 A. Yes.
- 5 Q. And neglect or whatever, emotional neglect.
- 6 A. Yes.
- 7 Q. I don't want to go into the detail of this, at this
8 stage, but were any of these claims litigated on their
9 merits to a conclusion and findings made to your
10 knowledge? Do you know what I'm saying? Did they have
11 some sort of full proof or legal proof to establish the
12 facts or did they ever get that far?
- 13 A. I can't comment on that. I can't confirm --
- 14 Q. Because I think we know, and I don't want to take up too
15 much time, we know that a number of cases both against
16 Quarriers and others were dismissed for reasons of time
17 issues?
- 18 A. Yes.
- 19 Q. But what I was wondering was whether there were any that
20 went the whole distance, if you like, to establish or
21 explore what was going on and when. Are you aware of
22 any cases?
- 23 A. I'm not, other than the information about the number and
24 the reason and the time period and also those that have
25 had criminal convictions.

1 Q. Were any cases to your knowledge, I don't want the
2 details, settled by Quarriers?

3 A. I understand that there is one case -- one individual
4 that has settled, but I do not know the detail of that.

5 Q. But we are not talking of large numbers then?

6 A. No.

7 Q. To date?

8 A. No.

9 LADY SMITH: Mr Peoples, it is just about 4 o'clock. Can
10 you give me an indication of how much longer you need
11 with this witness?

12 MR PEOPLES: I think, bearing in mind that I have still got
13 part B to go over, and given I believe my learned friend
14 Mr Gale may want to raise some questions -- I don't know
15 what the state of play with his questions is at this
16 stage -- I do not think we are going to finish
17 completely today. I don't think there's any useful
18 purpose to be served by suggesting that if we go to
19 4.15 pm or something of that kind, we are going to
20 finish because --

21 LADY SMITH: I'm conscious of the fact that Mrs Harper has
22 had a long day already and the stenographers have been
23 beavering away since 10 o'clock this morning, with not
24 a huge amount of break. So I think we will break now
25 until tomorrow morning.

1 Can you give me some indication of how much longer
2 you will need of Mrs Harper's time tomorrow?

3 MR PEOPLES: My intention I think, subject to looking
4 a little bit tonight, is probably to really concentrate
5 tomorrow on part B, which is a bit shorter. We have
6 already canvassed I think --

7 LADY SMITH: You have touched on it.

8 MR PEOPLES: So I'm hoping that we can deal with that matter
9 in the course of the morning.

10 LADY SMITH: And with regard to any outstanding questions
11 that Mr Gale would like to raise, that would give
12 an opportunity for you and he to liaise to see if you
13 could reach an agreement on what matters you could cover
14 and if that was enough for Mr Gale.

15 MR PEOPLES: Can I say one thing on that, perhaps for
16 Mr Gale's benefit to reflect on, because he will have to
17 decide whether some of the issues raised have been
18 adequately covered.

19 LADY SMITH: Indeed.

20 MR PEOPLES: I have explained to him that, insofar as
21 matters have been the subject of evidence through this
22 witness, because of the nature of the exercise which is
23 to some extent to establish Quarriers' position on
24 various matters, it is not to be taken that there is any
25 prejudice by not raising questions that might seek to

1 challenge at this stage. There is an opportunity that
2 will be given in this case, at a case study, to do that.

3 I just put that now in the public forum because my
4 own assessment is that some of the questions are
5 probably more suited to that stage of the process rather
6 than this stage of the process, but no doubt Mr Gale can
7 consider that overnight and we can discuss it.

8 LADY SMITH: Yes. Mr Gale, could I invite you to reflect on
9 the questions that you have submitted so far and liaise
10 with Mr Peoples before we sit again tomorrow. If there
11 is an outstanding matter which Mr Peoples is not minded
12 to question the witness on, but you wish to make
13 an application about, could you let me know through the
14 secretary or through the solicitors to the Inquiry
15 please and I can deal with that application at
16 10 o'clock before the witness is brought in?

17 MR GALE: I hear what my Lady says, certainly.

18 LADY SMITH: Thank you. We will adjourn otherwise today at
19 this point.

20 (4.05 pm)

21 (The Inquiry adjourned until 10.00 am on Wednesday, 28th
22 June 2017)

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