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Thursday, 12 March 2020

(10.00 am)

LADY SMITH: Good morning.

Mr MacAulay, you promised us a witness at 10 o'clock  
this morning.

MR MacAULAY: Good morning, my Lady. We do have a witness  
and the next witness is Anna Snjolaug Magnusson -- and  
the stenographers have been told how to spell the middle  
name!

LADY SMITH: Thank you. I'm just disappointed you thought  
they wouldn't know, Mr MacAulay!

ANNA SNJOLAUG MAGNUSSON (sworn)

LADY SMITH: Is it all right if I call you Anna?

A. Yes.

LADY SMITH: Would you like to sit down and make yourself  
comfortable, please.

Anna, I'm sure you're a witness who's well used to  
using a microphone and I won't need to warn you that we  
need you to speak into it; the stenographers listen to  
you through the sound system, so it's quite important.

When you're ready, I'll hand over to Mr MacAulay and  
he'll explain to you what happens next.

Don't let me rush you, take your time to get  
organised.

Questions from MR MacAULAY

1 MR MacAULAY: Good morning, Anna.

2 A. Good morning.

3 Q. Can I confirm that your full name is Anna Snjolaug  
4 Magnusson?

5 A. Yes.

6 Q. Can I also confirm with you that your date of birth is  
7 [REDACTED] 1960?

8 A. Yes.

9 Q. You've been called to give evidence, Anna, because  
10 in the past you have written about child migration to  
11 Canada; is that right?

12 A. Correct.

13 Q. I'll be looking at that in a moment, but first of all,  
14 can I just get some feel for your background? And  
15 I think you tell us in your statement, which you'll find  
16 in the red folder in front of you, that you are  
17 a writer, a broadcaster and a radio producer; is that  
18 right?

19 A. Yes.

20 Q. I think you tell us also you've worked for BBC Scotland  
21 for about 20 years or so?

22 A. Yes.

23 Q. Since 2009 then, you've been a freelance broadcaster?

24 A. Yes, doing quite a lot of work for the BBC as  
25 a freelancer, contracts, different things, and also

1           doing a bit of writing, a bit of abridging for radio,  
2           a little bit of radio teaching, just after I left, so  
3           I kind of -- a classic freelancer's mixed bag.

4           Q. In addition to writing scripts for broadcast on  
5           Radio Scotland and Radio 4, you have also produced  
6           a number of books of non-fiction?

7           A. Yes.

8           Q. And the two books in particular that we're interested  
9           in, one is "The Village" and the other is an updated  
10          version of that, and that's "The Quarrier's Story"?

11          A. Yes.

12          Q. So far as "The Village" is concerned, was that published  
13          in 1984?

14          A. Yes.

15          Q. And the revised version, is that 2006?

16          A. 2006, yes.

17          Q. Just looking at the difference between the two: the  
18          accounts you give on child migration, were they revised  
19          for the revised edition in 2006?

20          A. They were added to for that version because I had gone  
21          to Canada in 1996 and recorded original migrants  
22          face-to-face and so I incorporated quite a lot of that  
23          material, which I then had made two half-hour programmes  
24          for Radio Scotland on, I incorporated quite a lot of  
25          material for that into the revised Canada chapter.

1 Q. Well, again, we'll look at some of that in a moment.

2 Can I first begin by asking you to explain the  
3 background to how you came to write "The Village"?

4 A. Well, the actual job, if you like, came to me via my  
5 sister, my elder sister, in a way, because she had been  
6 making a television documentary about Quarriers in about  
7 1982 and, after the documentary, the director asked her  
8 if she would like to write this book that they wanted  
9 done. They wanted a sort of commissioned history to  
10 bring their story up to date and talk about some of the  
11 changes they were going through. My sister couldn't do  
12 it, being very busy, and being my older sister, she sort  
13 of laughingly said, "But I'm sure my younger sister  
14 would be happy to do it."

15 So I then had an interview, I was just out of  
16 university, and I went on an interview with Dr Minto,  
17 and ended up writing the book, being commissioned to do  
18 it.

19 Q. Dr Minto, what was his role?

20 A. He was the director at the time.

21 Q. You tell us in your statement at paragraph 7 that when  
22 you saw James Minto, that he explained to you that there  
23 were to be two primary aims for the book, that the  
24 Scottish public would get a strong idea of the story of  
25 Quarriers and where they were going, and that aspects of

1 the story that had not previously been covered would be  
2 included.

3 A. That's correct, yes.

4 Q. Did you understand that at this time Quarriers were  
5 undergoing a form of transformation?

6 A. Yes. They were actually in a bit of a crisis because  
7 their traditional model of care, which was a lot of  
8 children living at the Bridge of Weir, the village  
9 there, was changing because childcare had changed and  
10 fostering was much more prevalent now, Strathclyde  
11 region was sending children into foster care rather than  
12 into orphanages, and also they got a new computer system  
13 at one point, which meant that they could see what  
14 capacity they had in their own facilities for children.

15 So Quarriers' numbers dropped suddenly -- really,  
16 the signs had been there for years, but Quarriers hadn't  
17 really been paying enough attention and so suddenly they  
18 had a situation where they had 50 too few children  
19 coming into Quarriers, into Bridge of Weir, and couldn't  
20 cover the costs, so they were in a massive financial  
21 crisis.

22 Q. Before you had begun this particular piece of research,  
23 had you known anything about Quarriers at all before  
24 that?

25 A. I cannot remember if I had ever heard of them before,

1           although they were very, very, and still are, well-known  
2           in Scotland. But no, I didn't know very much at all.

3       Q. In paragraph 10 in the statement -- and it'll come on  
4       the screen, it's also in front of you -- you make  
5       a comment there in the second sentence:

6           "It was from this era ..."

7           And I think that is the period up to the Second  
8       World War:

9           "... that I subsequently got stories from people  
10       about beatings and punishments for bed-wetting in some  
11       cottages."

12       What's the source for that?

13       A. One of the things I did in order to give a sense of what  
14       life was like for a Quarriers girl or boy living at  
15       Bridge of Weir, I had wanted to get first-hand stories,  
16       so I had been in touch with people asking -- I think  
17       I put a letter in the Daily Record or something asking  
18       for people to get in touch if they were Quarriers boys  
19       and girls, to tell me about life there. I got quite  
20       a lot of replies stretching back to the 1920s and sort  
21       of up to the 1950s.

22       So that formed a chapter in the book called "Cottage  
23       Life", I think, so it was about the regime, it was about  
24       the life there, it was about the positive aspects and  
25       also about the negative aspects for some children in

1 cottages, who were very badly treated. So I got -- as  
2 I did, as you'll hear later with Canada, I got a mixture  
3 of replies and life stories.

4 Q. Did that form then part of the research that you were  
5 carrying out for the book itself?

6 A. Yes, I was getting -- I wanted to do life in the homes,  
7 in Bridge of Weir, and particularly life for migrants  
8 going to Canada.

9 Q. Just looking at the research itself, leaving aside  
10 Canada for the moment, what other paths did your  
11 research take?

12 A. Well, I wanted to set Quarriers in its historical  
13 context, so I researched about the background of  
14 William Quarrier, where he came from, about Scotland and  
15 Glasgow in that period in the 19th century.

16 I researched kind of different models of care for  
17 children. I looked at statistical accounts of Glasgow  
18 for information about the terrible conditions that  
19 people lived in and the massive problem of children  
20 living on the street, children surviving on their own,  
21 orphans sometimes with no home to go to.

22 So Quarriers wanted that historical setting made  
23 clear to get a strong sense of what William Quarrier  
24 himself came out of, which was very deep poverty as  
25 well, and what drove him to try and change the poverty

1           and the want that he saw round about him when he'd  
2           become quite a wealthy businessman.

3       Q.   And did you discover that there were other books that  
4           had been written about Quarriers?

5       A.   Yes, I list them at the back of the book.

6       Q.   You also tell us that at that time the unofficial  
7           archivist for Quarriers was a man by the name of  
8           Bill Dunbar; did you spend some time with him?

9       A.   Yes, because there was the -- the archive room, you  
10          know, a room in the main building, I think, at  
11          Quarriers, and that's where they were rows and rows of  
12          the old, old diaries of admission going a way back to  
13          the 1870s and there were also years and years of annual  
14          reports which were called narrative of facts, and there  
15          was a huge amount of information in that, so I spent  
16          quite a lot of time poring over them.

17      Q.   Let's just look at the Canadian angle for a moment or  
18          two then. I think you made it clear to Dr Minto that  
19          you did want to look at the Canadian angle, is that  
20          right?

21      A.   He asked me. He said that part of what they wanted to  
22          do in this book was to tell the story of the migration  
23          to Canada, which hadn't been dealt with before in any  
24          detail at all, and he was very keen that that part of  
25          the story would be told.



1 Q. Can I just put the relevant chapter for the background  
2 to migration on the screen. I'll ask you to look at  
3 some aspects of it. That's at LIT-4. We're looking at  
4 a chapter, it's chapter 5 in the book, headed "The  
5 Golden Bridge". I think this particular chapter sets  
6 out the background to Quarrier becoming involved in the  
7 Canadian migration process; is that right?

8 A. Yes.

9 Q. You begin by actually taking a quote from Dr Barnardo  
10 about how:

11 "A rescue home must be continuously gathering in  
12 fresh inmates."

13 And goes on to say:

14 "But to secure the open door in front, it must  
15 maintain an exit door in the rear"; is that right?

16 A. Yes.

17 Q. And did you from your research discover that Dr Barnardo  
18 had been involved in migration?

19 A. Yes, and that Barnardo's themselves sent -- there were  
20 about 30,000 children from Barnardo's, so he was working  
21 in it, other people were working in the area, sort of  
22 free agents and different people, Maria Rye, people like  
23 that. Reformatories, poorhouses, a lot of institutions  
24 were getting involved in that, and then Quarrier got  
25 involved himself.

1 Q. You've written towards the bottom of that page that:

2 "They saw emigration as advantageous to the child,  
3 good for Canada, an expanding country which desperately  
4 needed labour and settlers, and an ideal way of easing  
5 the burden of Britain's poor and homeless children."

6 Was that the general philosophy that you were able  
7 to discover at that time?

8 A. Yes. I think that was the feeling, because these  
9 organisations were taking in so many children, trying to  
10 help by the light of the day, the children, they were  
11 then looking for a way of keeping their doors open for  
12 more. Canada and new lives and a source of, clearly,  
13 cheap labour became the factors in people being  
14 interested in sending them.

15 Q. You have mentioned already Maria Susan Rye and you talk  
16 about her on the next page. You also mention  
17 Annie Macpherson, who you describe as "a tireless Scots  
18 philanthropist", and she also became involved in child  
19 migration?

20 A. Yes.

21 Q. Was she influential in persuading Quarrier to become  
22 involved?

23 A. Yes, because he met her and she had started this --  
24 she'd taken boys from the rescue homes and from  
25 workhouses and she had already set up a kind of

1 receiving home in Ontario and had started this process  
2 of funnelling children through to Canada, and she and  
3 Quarrier met and Quarrier liked what she was doing,  
4 he was interested in it because he too knew that his  
5 night shelters and overnight homes in Glasgow, they were  
6 filling up, and he, in the time, thought that it would  
7 be advantageous to children and an opportunity for  
8 a better life than living on the streets by sending them  
9 abroad. But it also allowed him to keep filling up the  
10 homes and then emptying them.

11 Q. You mention there these in particular were in Glasgow;  
12 this is before his time at Bridge of Weir?

13 A. Yes, he started sending them in 1872 and Bridge of Weir  
14 wasn't opened until 1878.

15 Q. If we turn to the second page, page 2 of the book that's  
16 on the screen, just to pick up the date you've just  
17 mentioned, the page on the left-hand side, the last main  
18 paragraph, what you set out there is:

19 "Ontario was by far the most popular province and it  
20 was to this area that Quarrier sent his first band of  
21 children on 2 July 1872."

22 You go on to tell us:

23 "The group consisted of 35 boys from the Cessnock  
24 home and 29 other children from orphanages in Maryhill  
25 and Edinburgh, all under the charge of Quarrier's

1 friends."

2 There you give us the number and indeed the sources  
3 for the boys and, as we know, these were not boys who  
4 had been at Bridge of Weir.

5 A. Correct.

6 Q. And it was all boys at this time?

7 A. Yes. So the boys were -- the Cessnock homeboys were the  
8 ones who were in sort of overnight accommodation in  
9 Glasgow.

10 Q. And if we move on to page 4 and if we look to the bottom  
11 on the right-hand page, five or six lines from the  
12 bottom, you give us some numbers and you say:

13 "The numbers of children sent over from  
14 Quarrier's Homes in Glasgow increased steadily,  
15 especially after the homes at Bridge of Weir."

16 And you mention the 35 boys already that were sent  
17 out in 1872, 66 the following year, 103 in 1879, and in  
18 1881 two separate parties, 50 boys in [REDACTED] and over  
19 the page to page 5, eight girls in [REDACTED]. And then you go  
20 on to describe even bigger parties.

21 As a consequence of that did Quarrier buy a property  
22 to use as his own distribution centre?

23 A. Yes. Through Agnes Bilbrough, who Quarrier knew, they  
24 got a receiving home called Fairknowe in Brockville,  
25 Ontario. They'd previously been using one called

1           Marchmont Home, so this was their own one run initially  
2           by Agnes Bilbrough.

3           Q. And I think you've provided a photograph of that for us.  
4           If we turn to page 5 and rotate.

5           A. That's right.

6           Q. Is that a photograph you were able to source?

7           A. Yes.

8           Q. And it looks like a fairly large establishment.

9           A. Mm-hm.

10          Q. You go on to tell us then how child migration fared  
11          in the latter part of the 19th century, and in  
12          particular you draw attention to a report that we have  
13          already had some evidence about.

14                 That's a report by Andrew Doyle, who you describe as  
15          a lawyer and former inspector for the London Poor Law  
16          Board. He produced a critical report on child migration  
17          in 1874.

18          A. Yes.

19          Q. What was the impact of that?

20          A. Well, unfortunately, very little. I mean, he had -- I'm  
21          trying to remember, if that was the one about the case  
22          of [REDACTED]?

23          Q. I think that was later.

24          A. He basically, because there had been worries in England  
25          about children simply being sort of scooped up off the

1 streets and sent off, and at the time it was the  
2 distinction made between worthy orphan children and what  
3 they used to call hardened street Arabs, so the worry  
4 was that criminal children were also being scooped up  
5 and sent to Canada. But as he researched, he discovered  
6 that the problem was actually what was happening to  
7 these children and whether they were being properly  
8 looked after and who knew who they were, what were the  
9 safety guidelines about it, did anybody know what  
10 happened to them.

11 He found that there was very, very little  
12 record-keeping or organisation, and people like  
13 Maria Rye had no idea where the children went or had no  
14 way of contacting, no way of keeping an eye on what  
15 happened to them.

16 Q. You go on to tell us in the book that after that  
17 Canadians began to turn against migration. If we turn  
18 to page 7 of the book, towards the left-hand side --

19 A. I don't have anything yet.

20 (Pause)

21 I've got it now.

22 Q. What you say towards the top left is this:

23 "Some years later, though, public opinion in Canada  
24 began to change. Although farmers always remained in  
25 favour of the British children, the 1880s saw many

1           Canadians turn against immigration."

2           And that was a time of economic depression, is that  
3           right?

4           A. Yes.

5           Q. Was that then a reason why they didn't want British  
6           migrants coming in to do the work?

7           A. Well, yes, it was one of the -- it was the reason that  
8           was given, that this was cheap labour and would it be  
9           depriving Canadians of work.

10          Q. You mentioned the [REDACTED] case and you then deal  
11          with that in the second half of this account. That  
12          happened in 1896 and this is a boy who was found dead  
13          in the most appalling conditions; is that right?

14          A. That's correct.

15          Q. What was the outcome of that?

16          A. Well, the outcome was very strange because rather than  
17          focusing on the appalling cruelty that he suffered  
18          at the hands of [REDACTED] and the fact that he died,  
19          what they focused on was that he had been a poor  
20          physical specimen in the first place, so that he was  
21          undernourished, diseased, and he shouldn't have been in  
22          Canada in the first place.

23                 So they looked at the wrong thing. They looked at,  
24                 "This is shocking that we're being sent the dregs of  
25                 Britain", rather than looking at what actually happened

1 to him; he wasn't looked after, he was abandoned, and he  
2 died.

3 Q. Did the concern in Canada lead to legislation?

4 A. Yes. That was when the act of 1897 was brought in and  
5 that was all about monitoring and checks and  
6 documentation. They wanted to check British children  
7 when they arrived to make sure that they were healthy  
8 and not poor physical specimens. But they also were  
9 insisting on the registration of receiving homes, of  
10 checks, proper checks, and so it was the first attempt  
11 to try and get a sense of who was coming and what was  
12 happening to them.

13 Q. If we turn to page 8 of the book, you mention this piece  
14 of legislation on that page. It's about halfway down.  
15 What you say is:

16 "So in March 1897, Ontario ..."

17 So this was a state act?

18 A. Yes.

19 Q. "... passed an act to regulate the immigration into  
20 Ontario of certain classes of children."

21 And you've explained what the reasons for that were.

22 But what was Mr Quarrier's response to this piece of  
23 legislation?

24 A. Well, his response was very characteristic of  
25 William Quarrier, who was very much a one-man show.



1 He was passionate about what he did and most of the time  
2 believed that he knew best and he didn't like committees  
3 and he didn't like folk interfering with his work.

4 He was angry because Quarriers' work itself was not  
5 criticised, they were singled out as being a well-run  
6 programme, and so he was angry and he said why should  
7 his work suffer for the fact that other organisations  
8 were not looking after their children.

9 So he refused to see that others -- just because  
10 he was doing well did not mean that the whole system  
11 couldn't be improved, so he decided he wouldn't send any  
12 more at all and he refused to send more children to  
13 Ontario.

14 Q. And did that remain the position for a number of years  
15 until he died?

16 A. Yes, until after his death.

17 Q. And he died, I think, in 1903 and did Quarriers'  
18 emigration resume in 1904?

19 A. Yes.

20 Q. Against that historical background can we then look to  
21 the research that you carried out to ascertain the views  
22 of children who had been migrated.

23 I think one of the steps you took was to write  
24 a letter to newspapers in Canada; is that right?

25 A. Correct.

1 Q. Can you tell me about that?

2 A. This was clearly in the historical days, long before  
3 email and that sort of thing, so I decided that although  
4 there was a lot of historical information in the diaries  
5 of admission, written in copperplate, all about these  
6 children, what I wanted was to get in touch with people  
7 who were still alive, who remembered their experiences,  
8 and any descendants of theirs I could get in touch with  
9 to get their stories. I just wanted real living people  
10 to be able to tell me what happened.

11 So I looked up a lot of local newspapers in Ontario  
12 and I wrote a letter explaining what I was doing and  
13 asking anybody who wanted to tell me their story or  
14 their father or mother's story or their grandparents'  
15 story to get in touch.

16 Q. I'll put a copy of the letter you wrote on the screen.  
17 WIT-3-000000058, page 2. Are you looking there at  
18 a copy of that letter?

19 A. Yes.

20 Q. And was this letter reproduced in a number of local  
21 newspapers in Ontario?

22 A. Yes. Once or twice, when I got a letter, a little --  
23 it would be enclosed with a little version of the  
24 letter.

25 (Pause)

1           I have a memory of getting sometimes a letter that  
2           had the little letter from me enclosed, but often it was  
3           sort of cut down, it wasn't necessarily always printed  
4           in the same version.

5       Q. We can read this for ourselves. In the second column  
6       you explain what you're trying to do and you say:

7           "I am trying to find out what happened to those  
8           young boys and girls and what their new life in Canada  
9           was like."

10       And you wanted readers to get in touch?

11       A. Yes.

12       Q. And what happened?

13       A. I got letters, I got airmail envelopes written in sort  
14       of shaky hands from original emigrants. I got letters  
15       from sons and daughters and granddaughters and  
16       grandsons. Initially, from memory, some of them were  
17       quite brief: I saw your letter, I was a Quarriers boy or  
18       girl, or my father was, and these are my dates. So not  
19       always with a great deal of information in the first  
20       letter. Others would immediately launch into a bit of  
21       their story.

22       So as these letters came in, I would read them all  
23       and ones where I thought, there will be more here, more  
24       information here, more story here that I can get,  
25       I would write back and ask some more questions and ask

1           for more details of experience and stories.

2           Q. Looking to the response, can you give us some  
3           understanding of the number of responses that you got?

4           A. It was so long ago, but I'm sure it was dozens, it was  
5           dozens. For this inquiry, I looked through my study and  
6           files and things and found some of them. Some of them  
7           I kept, actually, to this day. I kept corresponding  
8           with one or two people right up until maybe sort of the  
9           1990s because they were descendants and they would just  
10          write to me and we would exchange wishes, so I had one  
11          or two of them as well.

12          Q. And as we'll look at later, you did go to Canada to get  
13          first-hand accounts.

14          A. That's right.

15          Q. And I'll look at that in a moment. You have sent the  
16          inquiry a batch of letters. I understand that these are  
17          not all the letters you received, but these are all you  
18          could find.

19          A. Yes.

20          Q. I think it is also the case when you look at these  
21          letters that you received many letters in fact from the  
22          descendants of child migrants.

23          A. Yes.

24          Q. And in cases where the child migrant may have been alive  
25          but it was still the descendant writing the letter,

1 is that --

2 A. Yes.

3 Q. So if we look at perhaps two or three of those as  
4 examples of that correspondence. The first one I want  
5 to look at is at WIT-3-000000058 at page 28.

6 We have a letter here dated 19 October 1983; is this  
7 one of the letters you received?

8 A. Yes.

9 Q. To protect people's anonymity, you'll see that there are  
10 a number of redactions. This has been taken from,  
11 I think, a story that was in the Vancouver Sun;  
12 do you see that at the top?

13 A. Yes.

14 Q. What we read at the beginning is:

15 "My mother was a Quarriers kid."

16 And the name is given. Then there's reference to  
17 her two sisters that were sent out from Scotland to  
18 Canada:

19 "As near as we can find out, it was 1889. The  
20 mother was only 6 and her name was falsified so she  
21 could also go to 8."

22 I think that is what we are being told.

23 If we just read on, what we can read is that they  
24 had two brothers who were sent to South Africa and the  
25 reason isn't known as to why that was. But it would

1 appear the family had been split up; is that right?

2 A. Mm.

3 Q. Then we read:

4 "It was a very hard life for those children. They  
5 went into homes as domestic help and were overworked and  
6 always severely punished for almost everything."

7 Then we've got this example and I think you may  
8 refer to this in your book:

9 "For example, my aunt could not eat rice pudding  
10 with raisins, but was told that she had to eat it. That  
11 night, she vomited in her bed and for this she was put  
12 in solitary confinement in the cold for 3 days, then  
13 brought out and severely whipped."

14 So that's one example of an account that's been  
15 relayed to you. But there were also positive examples;  
16 is that right?

17 A. Yes.

18 Q. Can you give us a general overview as to --

19 A. Yes. I think it mattered very much what age you were.  
20 If you were a girl or if you were a boy, when you were  
21 sent -- anybody sent in the 19th century, when they sent  
22 very young children, the fact that may have been treated  
23 cruelly or not was a matter of luck and lack of  
24 oversight.

25 But there were also people who wrote to me who said

1           that boys particularly, if they'd gone out to work on  
2           farms, if they were lucky they had ended up with people  
3           who became like parents to them, who looked after them,  
4           that it was a hard life, it was a tough life, it was  
5           a no-frills life, but that they were well-treated.

6           There were even some children -- I got a letter from  
7           the niece of a woman whose mother went out in the 1890s,  
8           I think, and went out with her brother. The brother was  
9           badly treated on his farm, they were separated, they  
10          were on different farms, but he decided he would just  
11          leave and eventually, over the years, his sister  
12          supported him with any money she had and she would pay  
13          for his education and she looked after him. He ended up  
14          going to university and he finally ended up as the  
15          professor of Latin and Greek at a university in Ontario.

16          So there was this huge range between people who were  
17          appallingly treated, but the majority in terms of my  
18          experience of letters that I got was that people made  
19          something of their lives, they endured, they sometimes  
20          found great people to be with. Most of the time they  
21          went there, they worked hard, they ate, they grew up,  
22          and when they left they managed to make lives for  
23          themselves.

24          Q. I'll perhaps look at one more example then. If we look  
25          at WIT-3-000000055 at page 1. This is a letter written

1 by a female migrant. There isn't a date, but it begins  
2 by saying:

3 "A good friend of mine sent me a clipping out of  
4 a little country paper. He knew I came from the  
5 Quarrier home."

6 The writer goes on to say:

7 "In answer to your request, I came out to Canada in  
8 1912. I was in the [Quarrier's Homes] for 5 years.  
9 I was 3 years of age when I went in."

10 And it goes on to give some family background. It  
11 goes on to say in the next paragraph:

12 "My two sisters came to Canada 3 years before I did  
13 ..."

14 So clearly, there had been some family separation  
15 then:

16 "... and one sister is going to write a separate  
17 letter."

18 And I think that this migrant was only 8, she says  
19 at the bottom, and you've underlined that, when she was  
20 migrated.

21 Then on the next page, page 2, she talks about being  
22 on a farm -- and I think you've underlined this section  
23 as well -- a 200-acre farm. She says:

24 "I stayed there for 15 years. I worked very hard  
25 from 5 am to 9 pm, inside and outside, milked cows night



1 and morning, and more some times."

2 Then she goes on to talk about what she did when she  
3 left and that she went to work for a particular lady and  
4 she goes on to say:

5 "I never have been in a happier home."

6 So we have a sort of contrast there --

7 A. Yes.

8 Q. -- working very hard and then moves on to a much happier  
9 place.

10 Then having received all these responses, did you  
11 then set about writing the chapter that would recreate  
12 this particular part of your research?

13 A. Yes. I would look at the sort of themes, the sort of  
14 stories, and then the chapter which came after "The  
15 Golden Bridge" was then supposed to give a picture of  
16 what life was like for the kids who went into different  
17 places at different times.

18 Q. Perhaps then we can look at that particular chapter.  
19 It's at LIT-4 at page 9.

20 This is the chapter, chapter 6, entitled "The Little  
21 Emigrants"; is that right?

22 A. Correct.

23 Q. I'll just pick up a number of points. You draw examples  
24 from the letters that you received, so if we turn to  
25 page 12, for example, you're quoting, from the bottom of

1           the page on the left on to the top of the following  
2           page, from a particular child migrant's account; is that  
3           right?

4           A. Yes.

5           Q. And if we look at the right-hand side, this person,  
6           I think it's a male migrant, he says:

7                     "The first summer in Canada was a very lonely  
8                     experience for me."

9                     And just as a theme, loneliness, did that feature  
10                    quite a bit in the correspondence?

11           A. Yes, yes, very strongly. Partly because they were  
12           coming from a place where, in Bridge of Weir, they'd  
13           been surrounded by people, by children of their own age,  
14           and they were going out to farms that were very, very  
15           remote.

16                    Siblings were split up as well. I got one story  
17                    from a girl who went out with her sister and, on the  
18                    train, her sister got out a few stops before her. So  
19                    she went to one farm, and the other girl continued and  
20                    she talked about how upset she was when her sister got  
21                    out. She saw her sister occasionally, who was on a farm  
22                    5 miles away, by running on a Sunday to her farm,  
23                    spending an hour or so with her, and then running back  
24                    in order to milk the cows in time.

25                    So that loneliness of being separated from people,

1           being in the middle of nowhere, being away from whatever  
2           family they had, and also just the nature of being  
3           incomers -- you know, they were children who had no  
4           experience of Canada at all and had been sort of  
5           decanted from one life straight into another.

6           Q. If I can take you to another example. This is on  
7           page 14. On the right-hand side, you make mention of  
8           a man by the name of [REDACTED] and what you have taken  
9           from him is:

10                     "I don't think there's any feeling like it,  
11           homesickness. If you haven't experienced it, you  
12           wouldn't know it. It's so overpowering. I remember one  
13           Sunday feeling it so bad I went out walking. Where  
14           I was going to, I have no idea."

15                     Homesickness then, was that another theme that you  
16           came across?

17           A. Yes. And because nothing was ... Everything was new,  
18           everything was different. They were there on their own  
19           and even if life at Bridge of Weir had been tough and  
20           disciplined and regimented and isolated, at least they  
21           were there with everything that they knew.

22                     The thing about the homesickness as well is that man  
23           told me that -- I interviewed him, he was in his 80s  
24           when he told me that, and it's verbatim his words there.  
25           That was when he was 16 and he was sitting there telling

1 me it was -- as if it was at the top of his head and the  
2 top of his heart right there (indicating), the vividness  
3 of it. So it lasted and lasted and lasted.

4 Q. If I can go back a page to page 13, where you quote from  
5 another migrant -- from the descendant of a migrant,  
6 actually, because if we look at the top of the left-hand  
7 side you're quoting from the daughter of a man who  
8 arrived in Canada in 1903.

9 What she tells you is that her father had grown out  
10 of his boots and he wasn't able to obtain other boots,  
11 and because of the frost he took rather extreme measures  
12 to keep his feet warm. Can you tell us what you were  
13 told in the letter?

14 A. Well, that it was so freezing cold and his boots didn't  
15 fit him so in order to run across the yard -- I mean,  
16 we're talking about a Canadian winter. In order to run  
17 across the yard, which was full of frozen puddles of  
18 water, he would try and aim his run through cowpats  
19 which had just been deposited because he knew that they  
20 would be warm. So he used to go and stand in them in  
21 order to warm his feet up.

22 Q. If we move on to page 16, just to take a number of other  
23 extracts, I think if we look at the left-hand side, the  
24 first quote towards the bottom half of that page, that's  
25 the rice pudding quote, and we've already looked at the

1 letter for that.

2 A. Yes.

3 Q. There's then another quote, which reads in this way and  
4 this is to do with a lady who was only 8 when she was  
5 separated from her sister. Is this the lady whose  
6 sister got off the train at an earlier station?

7 A. No, that's not the same one.

8 Q. What you were told is:

9 "The farmer drank excessively and sometimes beat  
10 her. Her teeth were very bad and she was overweight.  
11 One day at school she became hysterical. She was  
12 removed from that farm and sent to another where she  
13 received medical and dental treatment and was kindly  
14 treated."

15 So again we have this contrast in the way people  
16 were treated; is that the case?

17 A. Yes. I didn't get very many letters from memory where  
18 somebody was actually moved from a terrible situation to  
19 a better situation because -- particularly in the  
20 19th century, I mean, they might be visited, checked on,  
21 once a year by a man in a pony and trap. Even how  
22 a child can let somebody know that they were being  
23 abused or cruelly treated in a situation like that, it's  
24 impossible to think that they could actually have had  
25 any agency or means of speaking out about what was

1           happening.

2           Q. This point you make about visits, I think you do focus  
3           on that at some point to check to see whether or not  
4           there had been visits.

5           A. Mm.

6           Q. I'll look at that in a moment. If I could turn to this  
7           point on page 18. It's the quote you provide by [REDACTED],  
8           who I think is the migrant.

9           A. Mm.

10          Q. What you have set out is this:

11                 "There was a kind of stigma attached to us. We were  
12                 orphans, hired men attached to the farm. We were  
13                 immigrants, so we felt we were lower class. Some people  
14                 were very receptive of us and others were not."

15                 Again, just looking at themes, was this theme of  
16                 there being some form of stigma attached to the migrants  
17                 one you came across in this correspondence?

18          A. Yes. Some people used the word "outsider", some people  
19                 used the word "lonely", some people used phrases about  
20                 how different they felt. [REDACTED] was somebody who  
21                 went out in the 1930s and he was another one whom  
22                 I interviewed and he used the word "stigma", the stigma  
23                 of difference, of being different, of being without  
24                 family, without roots, without homes, and that was  
25                 repeated by a lot of people who I talked to and

1 interviewed.

2 Q. Finally, looking at this particular chapter, on page 19,  
3 if we could turn to that page, you're looking here at  
4 a migrant who you've given his name, [REDACTED], and  
5 what you say there is that:

6 " [REDACTED] counted himself as among those who  
7 built much out of so little."

8 Does this quote from him?

9 A. Yes.

10 Q. That is:

11 "Canada was fortunate indeed to receive such future  
12 citizens; it was Scotland's loss that they were sent  
13 away."

14 That was his thinking?

15 A. Yes, that he had -- those who built lives and  
16 contributed and had families and helped build Canada.  
17 The sort of sadness and the kind of slight anger there  
18 about it was Scotland that lost by sending great people  
19 like that away.

20 Q. I think we've seen from the way you approach your  
21 research into child migration that it was to be very  
22 much story-driven; is that correct?

23 A. Yes.

24 Q. Can I ask you to look at this document? It's at  
25 WIT-3-000000033, page 1.

1           The names of the persons have been redacted, but  
2           do you recognise this document?

3           A. Yes.

4           Q. Was this a document you put together having received  
5           correspondence?

6           A. Yes. That was my typewritten ideas for -- well, first  
7           of all, to sort of sum up some of the letters that I'd  
8           had, a kind of aide-memoire to -- if I'd got a letter  
9           from them, I would want to know more details, I'd want  
10          to get a picture of where they lived, how they got  
11          there, if they were well treated, what they were paid,  
12          what their hours were, just things to give me an idea of  
13          their story.

14          So I would write down, when I got the letters,  
15          things like what their wages were. It was just notes as  
16          I was going along, building up a picture from the  
17          letters I was receiving.

18          Q. If you look at this first example the name has been  
19          blanked, but we have the date, "Canada, 1930, 14".  
20          That is the date of going to Canada and his age at the  
21          time?

22          A. Yes.

23          Q. Because I think it is a male we deal with here.

24                 You have a summary:

25                 "Own room, church, well treated. No affection.



1           Joined his brother. Homes checked."

2           A. Mm.

3           Q. So this is a case where the home was checked?

4           A. Yes.

5           Q. And we have a similar description for the next couple of  
6           entries.

7                   Then if we look at the fourth entry down, do we see  
8           this was someone who went to Canada in 1910, aged 7;  
9           is that right?

10          A. Yes.

11          Q. And this is a lady who's providing this information:

12                   "Good food. Church. No affection. Homes did not  
13          check."

14                   So this is an example where you were being told the  
15          home was not being checked?

16          A. Yes.

17          Q. "No physical punishment. Lack of affection definitely."

18                   I think that is what you've noted?

19          A. Yes.

20          Q. The next entry, there's some reference, a quote there:

21                   "We were cheap labour."

22                   Is that what you'd taken from what --

23          A. Yes. That would be a direct quote.

24          Q. The last entry on this page, again we're given

25          a description as to what information you had obtained.

1 This is someone who went to Canada in 1920, aged 15:

2 "Homes did not check."

3 A. Mm-hm.

4 Q. And if we move on to page 2, and indeed into page 3,  
5 we have a similar presentation where you've provided  
6 details that you've taken from the materials that have  
7 been submitted to you; is that right?

8 A. That's right.

9 Q. If we go on then perhaps to the very bottom entry. This  
10 is a male who went to Canada in 1908, aged 15. There's  
11 a reference there to:

12 "Homes checked but never had private talk with rep."

13 A. Mm.

14 Q. So that's something you must have been told?

15 A. Yes. That even if the Quarriers' representative had  
16 come, it would have been a kind of checking out in the  
17 presence of the farmer or the farmer's wife, whatever.  
18 So there was no sense that you'd privately take away the  
19 child and get them to explain what was happening or to  
20 give a report themselves.

21 Q. If we move two entries further up the page, there's  
22 a reference to a male who was sent to Canada in 1927,  
23 aged 15. Again, there's reference to:

24 "Homes didn't check."

25 But there's also put in quotations:

1            "I have often wondered how Quarriers managed to have  
2            such a sadistic group of house parents. Unbelievable  
3            cruelty at 24."

4            What is the reference to 24?

5            A. That's cottage 24.

6            Q. Have you quoted that from the letter that you received?

7            A. Yes. If it's in quotations, yes.

8            Q. The last entry then is at the bottom of the page:

9            "We were the greatest cheap labour that was  
10           introduced."

11           And that's in quotes. Is that quoted from the  
12           document?

13           A. Yes.

14           Q. And this person also had bad memories of Quarriers?

15           A. Yes.

16           Q. And if we turn to the final page then, page 3 of this  
17           particular document. Just a couple of things from this  
18           page.

19           The entries at the bottom are in handwriting.

20           Is that your handwriting, if we just scroll down?

21           A. Yes, that's my scrawl.

22           Q. The first entry, it's a lady:

23           "Says mother had to fend off advances."

24           Is that what you have taken from the correspondence?

25           A. Yes. In my handwriting you mean?

1 Q. Yes.

2 A. Yes, it says:

3 "Mother had to fend off advances of men in the farm  
4 she went to (1889)."

5 Q. The last typewritten entry, it's a male who went to  
6 Canada in 1930 and he was aged 16, but he seems to have  
7 been ill-treated and finally ran away from there;  
8 is that what you have noted?

9 A. Yes, that's right, correct.

10 Q. At this time, Anna, it is the case, I think, that you  
11 were basing your conclusions on the handwritten material  
12 that -- the letters you'd received from either  
13 child migrants or their descendants?

14 A. In the original book, yes.

15 Q. But there came a point in time when you did go to Canada  
16 and had the opportunity of interviewing child migrants  
17 and descendants?

18 A. Correct, yes.

19 Q. Can I just ask you about that? When did that happen?

20 A. That happened in, I think, 1996. Quarriers organised  
21 a reunion for Canadian migrants and their descendants as  
22 part of a process of the organisation wanting to  
23 reconnect with that Canadian side of their work because  
24 I think contacts had been lost for many decades before  
25 that.

1           So they wanted to do a reunion and go over --  
2           Quarriers people would go over to Ontario and they would  
3           try and get as many people as possible who were migrants  
4           or descendants to come there.

5           I was invited to go along because I'd kept  
6           connections with Quarriers after the first book, and  
7           I thought -- by that time I was a producer with  
8           BBC Radio Scotland and I thought that it would make  
9           a fascinating radio programme to go there, to go along  
10          there and record people and actually have the voices.

11          So that's what I did. I went there and spent a few  
12          days before the reunion going round to people that I had  
13          researched and set up and recorded them in their homes.

14          Q. But this was after the book had been published, first of  
15          all, The Village?

16          A. Yes. The Village was 1984 and this was 1996.

17          Q. If we go back for a moment to what your overall view  
18          was, overall conclusions were, in relation to child  
19          migration, just based on the correspondence that you  
20          had. Did you come to some overall conclusions?

21          A. My conclusions were that from the breadth of letters  
22          I got, some people were treated very, very badly and had  
23          terrible experiences, but the majority did okay. They  
24          had hard lives, but they did okay.

25          My conclusions were also that the youth, the low age

1 of children who were sent in the 19th century, and  
2 really up to the sort of early 1920s, kind of beggared  
3 belief that children that young were sent and that when  
4 it came to the 1920s and children couldn't go under the  
5 age of 14, it was mostly boys who were going and they  
6 were going to be farm workers. Again, there was  
7 a mixture of bad experiences, but the majority being  
8 good experiences.

9 Q. In relation to what you were able to ascertain from the  
10 correspondence as to how children had been prepared for  
11 Canada, did you come to any views on that?

12 A. I thought there was very, very little preparation of any  
13 kind.

14 Q. If I pick up what you say in paragraph 37 of your  
15 statement -- it'll come on the screen -- you say this:

16 "I wrote in my book that William Quarrier tried to  
17 obtain consent for the children to be sent to Canada  
18 because I had read that in the narratives of facts.  
19 However, the very first children who were emigrated  
20 weren't ones who had been living at Bridge of Weir; they  
21 were mostly the boys who had been living in the night  
22 shelters in Glasgow city centre. Whether or not they  
23 were all actually orphans and whether or not proper  
24 permission for their emigration was obtained is  
25 difficult to say."

1           Are you seeking there to qualify then what you may  
2           have written about consent --

3           A. Well, I think --

4           Q. -- for that group?

5           A. Yes, I think I do in the book suggest that the narrative  
6           of facts would say, "To Canada, permission sought", or,  
7           "Parents not there to be asked", or whatever, but  
8           I think that it was very difficult for the less  
9           organised transport of children before 1878 -- it's very  
10          difficult to tell how diligently the organisation, or  
11          Quarrier himself, investigated the backgrounds of the  
12          children who were living in the night shelters.

13          Q. Then let's look at what happened when you went to Canada  
14          in 1996. You've already indicated that you carried out  
15          a number of interviews with former child migrants and  
16          descendants --

17          A. Mm-hm.

18          Q. -- and on your return, you made the radio programme you  
19          mentioned.

20          A. Yes.

21          Q. And I think there are two radio programmes?

22          A. It's the one programme, but it's part 1 and part 2.

23          Q. So far as the reunion itself was concerned what was the  
24          purpose behind it?

25          A. For Quarriers, the purpose was that they wanted, as

1 I said, to reconnect with the generations that had been  
2 sent out from Scotland and they wanted to -- I think the  
3 director at the time talked about squaring the circle,  
4 getting back in touch with original emigrants and their  
5 descendants and trying to find out more about the story  
6 and also to allow them -- they went out with a whole lot  
7 of electronic records and they wanted people to be able  
8 to come to them face to face and say, "Tell me about my  
9 father, tell me about my grandfather, when did they  
10 leave, when did they come into the homes, why did they  
11 come into the homes", so they wanted to provide  
12 information and to reconnect.

13 Q. Can you just give me some understanding as to where the  
14 reunion was? Was it in a large hotel?

15 A. It was in Kingston, Ontario. I think it was a big sort  
16 of conference venue or a hotel venue. It was in the  
17 little town of Kingston, Ontario.

18 Q. How long did the reunion last for?

19 A. I think it was a couple of days, I think it was maybe  
20 a Friday and over a weekend. But certainly I was there  
21 on both days. On one of the days, there were some  
22 people -- because I took the opportunity of a lot of  
23 people being there to kind of go around asking people  
24 what their story of their father, mother, grandfather  
25 was, and did they want to say a few words into my tape



1 recorder. So I got some of them and I also had a couple  
2 of longer interviews which I did there because people  
3 were coming to there and it was easier to interview them  
4 there.

5 Q. And numbers, can you give us some understanding as to  
6 how many people attended from the migrant side of the  
7 equation?

8 A. Of the actual -- well, of original ones?

9 Q. And descendants.

10 A. There must have been a couple of hundred people,  
11 something like that. It was a very, very full room.  
12 But I don't know exactly, so I may be wrong.

13 Q. Were there presentations made to those who attended?

14 A. There was a point at which the surviving original  
15 emigrants I remember were on a stage and were all  
16 introduced to everybody around by their name and their  
17 story. They all sang together the song that they had  
18 sung as children when they were leaving Bridge of Weir.  
19 There was a tradition that they would sing a song as the  
20 bus or whatever left, and all the other children would  
21 line up at the gates and they would all wave goodbye and  
22 sing this song, sending them on their way. They  
23 virtually all remembered it word perfect.

24 Q. What about representatives from Quarriers?

25 A. Yes, there were representatives from Quarriers.

1 Gerald Lee, the director, was there. Tony Williams, the  
2 PR guy was there. Then there were other people who were  
3 sitting at computers, looking up names and dates and  
4 records for people who were queueing up to get  
5 information.

6 Q. Did you yourself get any sense as to what the feelings  
7 of the migrants themselves and indeed their descendants  
8 were about child migration?

9 A. Yes. In the room itself that weekend, there was  
10 a tremendous feeling of energy and excitement, a real  
11 buzz, a real strong buzz about the place. It was  
12 a combination, I think, of the extraordinary impact of  
13 seeing, for example, the original emigrants and hearing  
14 them speak and seeing them there and hearing their  
15 stories, all these families getting more and more  
16 information, finding out about the past and about roots  
17 and about history.

18 Also, there was a sense of shock and disapproval and  
19 anger sometimes also, not from the original emigrants  
20 but from the descendants, the kind of shock of how could  
21 children have been sent to Canada like that, how could  
22 it be right that my grandfather suffered this or went  
23 there or was on his own.

24 And another thing, which was a mixture of kind of  
25 anger and pride. It was this question of

1           acknowledgement, that these descendants were there and  
2           that they were acknowledging. One woman said she was  
3           there to honour her father, who was no longer alive, but  
4           to honour his story, to honour his contribution. So it  
5           was a mixture of all these different emotions and  
6           feelings.

7           Q. Did you get a sense from the descendants in particular  
8           that their forbears had not really told them what had  
9           happened to them?

10          A. Yes, that was quite a common theme, that the original  
11          migrants didn't speak about it much. The experience  
12          often was: it happened, I survived, I made a life,  
13          I won't talk about it.

14                 One man said that he had written his life story but  
15          he hadn't shown it to his children or grandchildren.  
16          There was a kind of -- it was partly to do with stigma,  
17          partly to do with just a hard experience being put to  
18          one side and just getting on with life.

19          Q. Conversely, did you find that the descendants did want  
20          to know?

21          A. Yes, yes. I remember several women saying to me,  
22          "I wish I had known before, I wish I'd known before my  
23          father died or my mother died, we want to know because  
24          it's important to tell their stories and to tell what  
25          happened to them and for us to know where we come from

1 as well because we are part of that story too."

2 Q. Just looking to those who represented Quarriers, I think  
3 you do mention in your statement that Gerald Lee, who  
4 was the chief executive at the time, did address the  
5 reunion.

6 A. Mm.

7 Q. Can you tell us what the nature of that address was?

8 A. Probably if I ...

9 Q. Paragraph 50 --

10 A. Yes, the squaring the circle and acknowledging the past.  
11 It was a speech basically trying to say: we acknowledge  
12 the good and the bad of the past and we have  
13 a responsibility to the past and that's why we've  
14 invited you all here.

15 Q. You mention then the fact that you set about  
16 interviewing a number of people. The background to that  
17 was you had obtained from Quarriers information as to  
18 who was going to be attending the reunion?

19 A. Yes. It was a mixture. There was a kind of list of  
20 names. They also had a list of original emigrants. But  
21 I also had had a couple of letters originally in 1983 --  
22 and I was looking through them again there -- of  
23 a couple of women particularly who'd written originally,  
24 and when we were researching the radio programme, we got  
25 back in touch with them. So that was also a couple of

1 other stories from there.

2 But I had a researcher working with me at  
3 Radio Scotland and we just did a lot of phoning and  
4 emailing and contacting people and seeing who would be  
5 prepared for me to come and interview them and record.

6 Q. You mention in paragraph 55 a man you got in touch with,  
7 David Lorente.

8 A. Yes.

9 Q. And he had founded Home Children Canada. And his father  
10 had been a so-called homeboy; is that right?

11 A. That's right.

12 Q. What were your dealings with him?

13 A. Because the programmes that I made were very much  
14 story-driven, and it wasn't being done as a journalistic  
15 investigation with a presenter, anything like that, it  
16 was very much story-dominated and trying to get a sense  
17 of the story, but I also wanted there to be a historical  
18 setting and background. David Lorente had written --  
19 had set up this community and also was an expert on the  
20 Canadian side of the emigration and so he was able to  
21 give background and historical setting to the stories  
22 that you would hear in the programme.

23 Q. You tell us in your statement that one of the things you  
24 were interested in was identity and, in particular,  
25 nationality.

1 A. Mm.

2 Q. Was that an area that you raised with migrants?

3 A. Yes. I asked people about -- identity was really about  
4 who they felt they were. Were they Scottish? Were they  
5 Canadian? Who were they in terms of having been sent as  
6 children from one country to another? Was their  
7 identity an orphan or an outsider? Was their identity  
8 somebody who now felt that Canada was their home and  
9 their country? So they all had interesting things to  
10 say about that.

11 Q. You do tell us in your statement that you did ask some  
12 of the child migrants who were there whether, if they'd  
13 been given the choice, what their attitude would have  
14 been. That's paragraph 65.

15 A. Oh yes. The boys particularly in the 1920s, they had  
16 the kind of attitude: this is an adventure, I'll go. So  
17 there was quite a kind of young -- not young man, but  
18 nearly young man kind of attitude: this sounds exciting.  
19 But they had little idea of where they were going or  
20 what was going to happen to them at all.

21 Q. Was it after you'd been to Canada that you came back and  
22 did the radio programme?

23 A. Yes.

24 Q. In advance of the radio programme, did you write an  
25 article for The Herald or was that after the radio

1 programme?

2 A. No, I think I did an article, a piece for The Herald  
3 about the upcoming programmes, I think it was for  
4 publicity when the programmes were going to be  
5 broadcast.

6 Q. If I can put that on the screen, it's INQ-170, at  
7 page 1. Is this the article, it's headed "The Hell of  
8 the Homegirls", that you wrote for The Herald?

9 A. Yes. Not my title.

10 Q. But that was the title the editor chose?

11 A. Yes.

12 Q. We can read this. It's quite a lengthy article, but  
13 if we look at page 7 at the very end, I think what we  
14 can read in the very last paragraph is:

15 "The Little Emigrants, two programmes in which home  
16 children recall their Canadian experiences, will be  
17 broadcast on Radio Scotland on Christmas Day and New  
18 Year's Day."

19 Is that right?

20 A. Yes.

21 Q. And that's what happened?

22 A. It is.

23 MR MacAULAY: Well, that's what's going to happen next.

24 I wonder whether we should have the break.

25 LADY SMITH: Yes, I think we're about to start playing the

1 programme.

2 We normally have a break, Anna, at about 11.30, but  
3 we'll take it a little earlier today and then we can run  
4 straight through the radio programme.

5 (11.20 am)

6 (A short break)

7 (11.42 am)

8 LADY SMITH: Are we ready?

9 MR MacAULAY: We're ready to go, my Lady.

10 LADY SMITH: Thank you.

11 (11.43 am)

12 (Radio programme played to the inquiry)

13 (12.34 pm)

14 LADY SMITH: Mr MacAulay.

15 MR MacAULAY: Listening to that, one striking thing I think  
16 was the fact that at least two, if not three, of the  
17 child migrants still had retained a degree of a Scottish  
18 accent.

19 A. Yes, extraordinary.

20 Q. And I think there did come across some of the theme that  
21 you mention in your evidence, such as the stigma, shame  
22 and also the fact that descendants, their desire to  
23 discover their roots --

24 A. Yes.

25 Q. -- and some very poignant accounts as well, particularly



1 the wartime account.

2 A. Yes, and very honest and very open and, particularly  
3 with the descendants, I felt there was such a kind of  
4 longing to be able to, as one said, honour or find -- it  
5 was like finding their relatives and finding their own  
6 part in the past.

7 Q. You tell us in your statement that you attended  
8 a subsequent reunion of child migrants and that was in  
9 Scotland; is that right?

10 A. Yes.

11 Q. That's paragraph 80, I think.

12 A. Yes.

13 Q. And that was at Quarriers?

14 A. Yes.

15 Q. Did you meet some of the people you'd met in Canada at  
16 that reunion?

17 A. [REDACTED] was there, so I met him again. He's the  
18 only name I can recall from then. It was a kind of  
19 dinner that I was invited to and I think they made me  
20 an honorary member of the Quarrier's Home Children  
21 group, but I was only there for an evening, I think.

22 Q. And there have been other reunions, but you have not  
23 attended these?

24 A. No.

25 Q. We focused, because that's the focus of this case study,

1 on migration, but of course your book, "The Village"  
2 and, in particular, the revised version in 2006, "The  
3 Quarrier's Story", also looks at other aspects of  
4 Quarriers' existence, and there is a chapter -- we don't  
5 propose to look at it, we can read it -- headed "Past  
6 Wrongs", and that's looking at, for example, individuals  
7 against whom allegations were made; is that right?

8 A. Yes.

9 Q. At paragraph 105 of your statement, you mention -- and  
10 this is because it was drawn to your attention --  
11 a paper entitled "Lives After Care" by Phil Robinson and  
12 Fred Wardle, and this appears to have been a paper  
13 delivered for the First International Congress On Child  
14 Migration in New Orleans in 2002. I don't think you  
15 were aware of that paper before it was shown to you when  
16 you were giving your statement?

17 A. No, I don't recollect I was, no.

18 Q. I think your book is mentioned in that paper; is that  
19 right?

20 A. Yes.

21 Q. And have you read the paper?

22 A. I've read it now, yes.

23 Q. And broadly speaking, what was the purpose of it?

24 A. Well, the purpose was to give an account of child  
25 migration, of Quarriers' part in it, and also they

1           talked about the reunions and trying to bridge again the  
2           Quarriers of old and the modern Quarriers and to  
3           acknowledge -- it was the same sort of thing of  
4           acknowledging what had happened and trying to reach out,  
5           really, to the descendants of the people who were  
6           originally emigrated.

7           Q. If we move on to paragraph 109 of your statement, you  
8           have a section there dealing with some dealings you had  
9           in Quarriers much more recently, in 2009, and in  
10          particular you had made an enquiry in relation to  
11          children who had been sent to Australia; is that right?

12          A. Yes.

13          Q. You were, following upon that enquiry sent photographs  
14          of parties of children. In particular, you draw  
15          attention to the fact that some of the photographs you  
16          got from Quarriers were from 1939. These photographs  
17          had an impact on you, is that right?

18          A. Yes, because it's 1939 and they still look exceedingly  
19          young. I wrote, I think, a little bit about Australia,  
20          but it was mostly just from information in the annual  
21          reports. So it was a kind of thing at the side of my  
22          vision, really, Australia. But I clocked it and  
23          I thought, well, if I could find out about people in  
24          Canada, I'm sure I could do the same about Australia.  
25          I sort of tentatively began it, but I didn't get very

1 far. But it is extraordinary that that late, they were  
2 still sending out children.

3 Q. I think what you're saying was quite striking is how  
4 young the children looked.

5 A. Yes.

6 Q. What ages do you --

7 A. Well, I think some of them were still sort of 13, 14.  
8 They were still children.

9 Q. You also touch upon what's referred to as the Golden  
10 Bridge exhibition. I think you say at paragraph 114 you  
11 were not aware of that, or indeed invited to take part  
12 in it, but again I think some of the material that you  
13 ingathered is part of that exhibition.

14 A. Yes, I went online when I was told about it, had a look  
15 and recognised quite a bit of stuff.

16 Q. What is the purpose of the exhibition then?

17 A. As far as I'm aware, it was another way to talk about  
18 the child migration to Canada and to get stories. They  
19 had interviews, they had video interviews and they had  
20 information about it, and old photographs, and it was  
21 apparently a collaboration between Quarriers and Glasgow  
22 Caledonian University.

23 Q. Looking then at your approach to your research and what  
24 you learned from those that you had made contact with,  
25 what you say in your statement is that:

1            "[You] tried to be as reflective as you could from  
2 what you were told."

3            What you tell us at paragraph 92 is that:

4            "From all the people who got in touch with you, far  
5 more people got by in their lives than those who did  
6 not, no matter how hard it had been."

7            Was that the conclusion you came to?

8            A. Yes. An unscientific thing based on the stories that  
9 I was being sent. The people who wrote to me, and that  
10 may be the self-selecting group who wanted to talk about  
11 it and to remember, the majority of them were people who  
12 talked about the hardships, talked about the  
13 difficulties, talked in some cases about the cruelty,  
14 talked about the happy parts of it, but were prepared to  
15 talk about it and take a look back on their lives. Most  
16 of them had stayed and made lives.

17            Q. And then if we turn to the last page of your statement,  
18 it's there in front of you in the red folder, what you  
19 say at paragraph 116 is this:

20            "It is difficult to believe that the emigration of  
21 children to Canada happened and it's difficult to  
22 believe how many of those children managed to make such  
23 a mark in their lives."

24            So far as the first part of that is concerned:

25            "It's difficult to believe that emigration of

1 children to Canada happened."

2 Why do you say that?

3 A. Well, by modern standards, sending shiploads of children  
4 aged from 3 to 14, thousands of miles to the other side  
5 of the Atlantic, to strangers -- I mean, you know, it's  
6 difficult to believe because it could never, ever happen  
7 now.

8 LADY SMITH: At the very least, it looks like a high risk,  
9 doesn't it?

10 A. Yes. At the very, very least.

11 LADY SMITH: Particularly what we know about the lack of,  
12 let's call it, empathetic forethought, looking at it  
13 through the child's eyes, as to what needed to be done  
14 to be able to help them cope at the other end.

15 A. Yes.

16 MR MacAULAY: You go on to say in that same paragraph:

17 "It is difficult to believe that despite the extreme  
18 adversity of their childhoods, those children went to  
19 make lives in which they were happy."

20 So again, a sign of resilience, perhaps?

21 A. Yes, and because I was so much wanting to understand and  
22 get details and stories, that when people tell you some  
23 of the stories about standing in cowpats because you're  
24 in a freezing Canadian winter in bare feet or surviving  
25 being abused or, as [REDACTED] said, "I don't have

1           anybody and I'm an orphan", but still that thing of  
2           surviving and making some kind of life, I was just  
3           tremendously admiring of them and moved by them.

4           Q. Finally, Anna, can you perhaps just set out for us your  
5           final thoughts that you set out in paragraph 117 of your  
6           statement? Could you read that for me?

7           A. "It makes me a little sad, but it also inspires me and  
8           it makes me feel proud to have known them and to have  
9           captured their voices. I'm glad that their voices are  
10          now there forever."

11          Q. And while we're on that page, can you confirm that  
12          you have signed the statement?

13          A. Yes.

14          Q. And can I then thank you for introducing us to these  
15          voices and for coming here today to give your evidence  
16          to the inquiry.

17          A. Thank you.

18          MR MacAULAY: Just for completeness, perhaps I should give  
19          the reference for the transcript of the statement. It's  
20          WIT-1-000000333.

21                 My Lady, in asking the questions I've asked of Anna,  
22                 I think I've built in any questions I've been asked to  
23                 ask.

24          LADY SMITH: Are there any outstanding applications for  
25          questions? No.

1           Anna, can I just check one thing? You mentioned  
2 Quarriers' representatives, which related, I think, to  
3 you learning that on occasions somebody might turn up  
4 in, as you put it, a pony and trap once a year to see  
5 how the child was doing, how the farm was that the child  
6 had been placed on. Is that really the long and the  
7 short of what you uncovered about that or did you find  
8 out more about any system of checking and inspection?

9       A. Well, the reference to the pony and trap in the book is  
10 based on accounts in the narrative of facts and from  
11 the -- I've forgotten the name of the representative  
12 originally who went round, but there was an account  
13 in the narrative of facts of his journey, his  
14 geographical journey from place to place.

15           But [REDACTED] also said much later, and in the  
16 programme, that he wrote to the representative at the  
17 receiving home, a Mr Winter, and you heard him say that  
18 the reply was, "You're lying."

19           So one can speculate, as I have, and imagine how  
20 effective one trip a year was and also the fact that  
21 children were not interviewed alone and the fact that in  
22 one case somebody wrote and said, "This happened", and  
23 was disbelieved.

24       LADY SMITH: Yes. That's very helpful, thank you.

25           One other thing I was struck with was that one of



1           the contributions in the second radio programme talked  
2           about Canada having to acknowledge these children, the  
3           country should appreciate them and what they did for  
4           Canada. Have you been to Pier 21 and seen the monument  
5           that they've now erected outside it to the British Home  
6           Children?

7           A. No, I haven't.

8           LADY SMITH: There is an engraved monument there now.

9           A. Where is that?

10          LADY SMITH: Pier 21 in Halifax.

11          A. Ah, I haven't seen it. I'm glad to hear that.

12          LADY SMITH: You will also find in the exhibitions there  
13           a real effort on Canada's part to acknowledge the  
14           contributions of people who came from many different  
15           countries, not just as children but as adults to build  
16           their nation. But I think what you were gathering from  
17           people was a sense of the value that they were bringing  
18           to the country not being recognised while they were  
19           young; is that right?

20          A. Yes, and the children themselves being made to feel like  
21           outsiders, like people of less worth, when in fact they  
22           were the very opposite.

23          LADY SMITH: Yes. Well, Anna, can I add my thanks to  
24           Mr MacAulay's. It has been tremendous to hear from you  
25           yourself about your research, about how you put your

1 books together, and the radio programmes were, may  
2 I say, inspiring. Thank you for enabling us to listen  
3 to those today.

4 I'm now able to let you go.

5 A. Thank you.

6 (The witness withdrew)

7 LADY SMITH: Mr MacAulay.

8 MR MacAULAY: My Lady, we probably have time -- we might  
9 just spill beyond 1 o'clock -- to do the final read-in  
10 for this session.

11 LADY SMITH: Let's do that because I think it is quite  
12 a short one.

13 MR MacAULAY: It is.

14 Witness statement of HUGH TAYLOR (read)

15 MS MACLEOD: My Lady, this is a the read-in of evidence  
16 relating to an applicant by the name of Hugh Taylor, who  
17 has waived his right to anonymity. There is no inquiry  
18 statement from this applicant, but he has provided the  
19 inquiry with a copy of a letter which he wrote to the  
20 Child Migrants Trust on 14 February 2017.

21 He has also provided a letter to the inquiry dated  
22 26 October 2018, where he confirms that he has no  
23 objection to that letter being published as part of the  
24 evidence to the enquiry and also confirms he believes  
25 the facts stated within that are true.

1           The letter itself, the one dated 14 February 2017,  
2           can be found at WIT.003.001.3711. I will read that  
3           letter -- it's not available for the screens, but I will  
4           read it into the transcript:

5           "This letter is a brief account of some of my  
6           experiences at Middlemore Homes and Wilderhope Manor in  
7           England from 1935 to 1941 and the Prince of Wales  
8           Fairbridge Farm School in Duncan, British Columbia,  
9           Canada, from 8 November 1941 to June 1952.

10          "I was [REDACTED] born to  
11          my parents. [REDACTED] born  
12          in Gateshead, where we lived in tenement housing. Our  
13          [REDACTED] but died of  
14          bronchitis at six months of age. [REDACTED]  
15          [REDACTED].

16          "In an attempt to find employment, my parents moved  
17          to Gateshead, England from Glasgow in 1920. My father  
18          was a sausage-maker and, during the 15 years he was  
19          there, found little work. On [REDACTED] 1935, at 40 years  
20          of age, my father died of lobar pneumonia.

21          [REDACTED] born [REDACTED] 1933, I snuggled  
22          in my apple-crate crib, loved and cared for, totally  
23          unaware that within 3 years my childhood would be  
24          replaced by a full survival mode response.

25          "My mother struggled on but later, in 1935,

1 developed cancer of the stomach. A teacher at my  
2 [REDACTED] school alerted the child welfare officials  
3 about our circumstances. Mr Gordon Green met with mum  
4 and explained the Fairbridge Farm School scheme. My  
5 mother was insistent that [REDACTED]  
6 and Mr Green reassured her that that would be done. Mum  
7 therefore signed the necessary documentation that would  
8 transfer care [REDACTED] to the Fairbridge Society.

9 "In her dying months, mum returned to Glasgow to be  
10 with her brother accompanying mum [REDACTED]

11 [REDACTED]  
12 [REDACTED].

13 "Just before my third birthday, [REDACTED]  
14 [REDACTED] I arrived at Middlemore Homes,  
15 39 Weoley Road, Birmingham. Middlemore Homes was  
16 a bleak place.

17 "In [REDACTED] 1936, [REDACTED] left for  
18 Canada. In an attempt to comfort me, [REDACTED]  
19 [REDACTED] I was  
20 left there with no family for the next 5 years, survival  
21 mode now in overdrive.

22 "The nurses were a very grumpy group and never  
23 hesitated to hit you on the side of the head.  
24 Nurse <sup>KZL</sup> [REDACTED], she had the [REDACTED], was a real  
25 tyrant. She did not like boys. The British Army could

1 have used her to teach recruits on how to go to ground.

2 "During my years at Middlemore, children came and  
3 went each week, and there were constant fights among us.

4 "One day, I was jumping on my bed. A nurse told me  
5 to stop and I was directed to a room downstairs where  
6 three other nurses were sitting. I was told to remove  
7 my clothing and lie across three pairs of legs. The  
8 nurses then took turns spanking me over a long period of  
9 time, after which I was left alone in the room, the  
10 nurses having turned off the light and closed the door.

11 "In my memory, there was no compassion shown.  
12 We were barely and grudgingly acknowledged, with no  
13 attempt at any sort of education, eg reading.  
14 Fortunately, before [REDACTED] to Canada, [REDACTED]  
15 had taught me to read.

16 "In late summer 1940 I was sent along with other  
17 children to Wilderhope Manor in Shropshire. The site  
18 was beautiful but unfortunately, similar to Middlemore,  
19 treatment was Dickensian.

20 "One day in December 1940, two other lads and  
21 I discovered a passageway along the top of the manor in  
22 which Christmas presents were stored. We had fun with  
23 the toys and left. It wasn't long before we were found  
24 out. We had to wait two weeks before Mr <sup>KLT</sup> [REDACTED]  
25 came from Middlemore to give us each a caning. I hardly

1 slept a wink for those 2 weeks as I awaited my  
2 punishment.

3 "In spring 1941, some of us returned to Middlemore  
4 Homes and in October we were sent to the Fairbridge Farm  
5 School near Duncan, British Columbia. As it was  
6 wartime, we sailed in convoy from Liverpool on the  
7 SS Bayano on 19 October 1941. During that convoy, at  
8 least one ship in our group was torpedoed, perhaps the  
9 Reuben James. Ours was the last shipment of children  
10 until after the war.

11 "The Bayano had a Bofor gun on the bow and we  
12 watched the sailors practising. Another boy and  
13 I decided to have a go. We had just started to swing  
14 the gun when a loudspeaker blared out, 'Get those boys  
15 off that gun!' A 24-hour confinement to our cabin was  
16 the result of our escapade.

17 "On 8 November 1941, we arrived at the Prince of  
18 Wales Fairbridge Farm School near Duncan,  
19 British Columbia, Canada. I was the only boy of the  
20 group to be assigned to Mrs O'Neill's cottage as she had  
21 had [REDACTED] before he died of a brain tumour in late  
22 [REDACTED] 1937. She was a caring cottage mother to me,  
23 the only one in all three places I was housed from the  
24 age of 3 years.

25 "I was still in England when told of [REDACTED]

1 death. Rather than tell me the truth, they said he died  
2 of the cold in Canada. This raised my anxiety as I was  
3 being sent to the very same place. It was years before  
4 I knew the real reason for his death.

5 "Shortly after arrival, we went to the local public  
6 school to be tested for grade level assignment.  
7 Post-testing, we were summoned one by one to be seen by  
8 the [REDACTED], Mr [REDACTED] CBL. The minute  
9 I entered his office, he pointed to a letter on his desk  
10 and yelled, 'This won't be allowed here.' When I asked  
11 what wasn't allowed, [REDACTED] CBL went ballistic at me.  
12 His eyes bugged out and he was having trouble breathing.  
13 [REDACTED] CBL and I did not get along well from that time on.

14 "I seemed to bring out the worst in him and if there  
15 was a child to strap, it was usually me. [REDACTED] CBL must have  
16 missed his child psychology classes when in teacher  
17 training. I suspect the paper on his desk was a report  
18 from the Reverend Buckingham, who was one of the adults  
19 overseeing the children on the convoy and who severely  
20 disapproved of me.

21 "One winter day, I entered [REDACTED] CBL classroom, which  
22 was toasty warm. I had been up since early morning and,  
23 being tired and warm, I started to nod off. Suddenly  
24 I was aware of an adult, [REDACTED] CBL viciously hitting me  
25 directly on my ear, and it was very painful. As an

1 adult, I believe my hearing loss is related to these  
2 brutal attacks, which also happened at Middlemore and  
3 Wilderhope.

4 "In my early teenage years while at Fairbridge in  
5 Duncan, I developed a duodenal ulcer, which I also  
6 attribute to the poor nutrition and unrelenting stress,  
7 particularly while in Mrs CBB's cottage.

8 "At some point I was sent to a cottage mother named  
9 Mrs CBB, who was the cruellest, meanest person  
10 I ever met. She was the tyrant of all the cottage  
11 mothers and seemed especially to enjoy strapping boys'  
12 bare bums. Her cottage was the model used to show  
13 visitors: polished floors, neat bed covers, all done by  
14 the boys who would be severely punished if all was not  
15 perfect.

16 "I recall clearly one day when Mrs CBB ordered  
17 me to press the white shirts we boys wore at Sunday  
18 church service. The irons were the type which one  
19 placed on top of the wood stove to heat. When I put  
20 a crease in the yoke of one shirt I was ironing she  
21 screamed and threw one of the hot irons at me, hitting  
22 me in the side of the face. I was older by that time  
23 and fought back, picking up the iron and walking towards  
24 her. Mrs CBB fled, fearing I would do as she had  
25 done to me.



1            "It is a fact that psychological and emotional  
2            distress can result in conditions such as enuresis, but  
3            this just presented another opportunity for punishment.  
4            In Mrs CBB ' cottage any boy who wet the bed was  
5            forced to take the sheets to the laundry area, naked, no  
6            matter the time or temperature (unheated in winter),  
7            wash and hang them to dry.

8            "On occasion, I would startle awake to become aware  
9            of Mrs CBB ' hands under my bed covers, checking my  
10            pyjamas and bed sheets. If guilty, I would be hauled  
11            from bed, ordered to strip naked, and proceed to the  
12            cold, dark laundry room. The day Mrs CBB left  
13            Fairbridge was the end of that problem for me.

14            "There was cruelty perpetrated by sadistic adults  
15            against defenceless children with no advocates. The  
16            worst beating I received was instigated by  
17            Mrs CBB and it was over nothing. In the  
18            dining hall children sat at tables assigned to each  
19            cottage. I was sipping my milk and a small drop fell on  
20            the table. Mrs CBB said, 'That will be an hour on  
21            the wood pile on Saturday.' Now, Saturday was the day  
22            swimming was to start, all the children were excited  
23            about that. I kept asking Mrs CBB why she was  
24            taking such steps, and her reply was, 'That will be  
25            another hour on the wood pile on Saturday.' I began to

1 say 'thank you' after each hour was pronounced.

2 "Mrs CBB rose from her chair and went to speak  
3 with the duties master, a chap named DDZ, who then  
4 came over and told me to go to his cottage after  
5 breakfast. When I arrived there, DDZ began to strap  
6 me until blood started to flow from my left hand. To  
7 this day I have scar tissue and sensitivity in that  
8 hand. I grabbed the strap from DDZ, threw it out of  
9 the window, and ran out of his cottage to school.

10 "Classes were in session when I arrived at school.  
11 Mrs Gray, my teacher, asked me why I was late. I just  
12 showed her my hands. Horrified, Mrs Gray took me across  
13 the hall to CBL's room. She explained the  
14 circumstances and suggested that CBL should telephone  
15 the police. His response was: no need for that, he (me)  
16 probably deserved it. He then closed his door.

17 "In my opinion, one of the problems with Fairbridge  
18 was the lack of a child advocate, someone the children  
19 could approach, be believed, and be protected. I, and  
20 many of the children, experienced physical and emotional  
21 abuse, and I have no doubt children were sexually abused  
22 as well. CBG, for example, immersed himself  
23 in his Latin books, all the while people like  
24 Mrs CBB, CBL and DDZ were allowed to do as  
25 they wished to the children under their care.



1 [REDACTED], [REDACTED]  
2 [REDACTED] I was still in England,  
3 but the society told [REDACTED] I was in  
4 Canada. Had the society been truthful, I would have had  
5 a loving home [REDACTED]

6 [REDACTED]  
7 [REDACTED]  
8 [REDACTED]  
9 [REDACTED]

10 "I am thankful to Gordon Green for his genuine  
11 concern for my mum [REDACTED] However, in all my  
12 years of being warehoused, I experienced from all but  
13 a few adults little, if any, compassion, kindness or  
14 encouragement. At best it was indifference, at worst  
15 physical and emotional abuse. Many of us have been  
16 living with what might now be termed post-traumatic  
17 stress disorder.

18 "I am sure the Fairbridge Society believed it was  
19 doing the best thing for the children to continue  
20 transporting them during a time of military hostilities.  
21 But I question sending children on a voyage of several  
22 days in a naval convoy during wartime. Were we that  
23 undesirable that we had been sent away, even under those  
24 circumstances?

25 "Unfortunately, there are former Fairbridgians who



1           that there will be a question mark in your heads as to  
2           whether we are resuming on the 24th as planned or not.  
3           That is the current plan, but could I add that, like any  
4           organisation, we are constantly and carefully monitoring  
5           the situation in relation to coronavirus and taking  
6           advice and reviewing that advice on more than a daily  
7           basis.

8           Any updates or changes to our planning will be  
9           published on the website and also on Twitter, so could  
10          you please keep an eye on what's going on there and  
11          that's where you'll get the information as to whether or  
12          not there are going to be any changes in our plans.

13          Otherwise, thank you all very much, and I hope I do  
14          manage to see you the week after next.

15         (1.10 pm)

16          (The inquiry adjourned until Tuesday, 24 March 2020)

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