

40
days
for schools



Teacher's Resource Kit

July 2010, updated 2016

40
days
for schools

Stages 3-4 / Years 5-8



QUARANTINE
STATION
Sydney Harbour National Park - Manly

1 North Head Scenic Drive
(PO Box 1297)
Manly, NSW 2095



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1 The Program

The original length of time people were quarantined was 40 days. Our 40 Days interactive experience asks the question, 'What would happen if you were quarantined tomorrow?'

40 Days covers the whole of Q Station's incredible site. Students are presented with a contemporary health scenario then challenged to consider the question 'what would you do?'. In order to answer this, they participate in a number of site-specific interactives based on the quarantine processes undertaken by the passengers of the first ship quarantined for Spanish Influenza in 1918, the Niagara.

Each student is given an identity of a former passenger from the Niagara or a member of the Station's staff. It is through their perspective that the students explore the Station.

This program provides a direct comparison between medical technologies of 1918 and the present; allows students to consider the development in communication technologies; compare the class system and the differences in freedoms expected by citizens today, all whilst flexing their dramatic abilities.

1.1 Aims and objectives

The aims and objectives of the program are to:

- Introduce students to concept of change and causation within the cultural landscape of the Quarantine Station.
- Develop students understanding of the history of the Quarantine Station as it fits into the history of Sydney
- Challenge students to consider the past as a relevant factor to the present with particular emphasis on infectious disease, how it was handled in 1918 as compared to today's choices.
- Develop students understanding of the impact of infectious disease epidemics and pandemics on society in the past and potentially present
- Encourage a love of history
- Allow students to explore history through drama
- Explore Australian social values, past and present and discuss how and who we want to be in the future.
- Allow students to compare and contrast past cultural and medical practices with present.
- Facilitate an understanding of the changes in Australian society from the early twentieth century to the present.
- Facilitate an understanding of the process of quarantine during the nineteenth and twentieth centuries, past medical and quarantine practices.
- Provide students with the opportunity to expand their understanding of the history of immigration to Australia



1.2 NSW & Australian Curricula Syllabus Links

Stage 3

English	Speaking & Listening	
	EN3 1A	communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
History	Australia as a Nation – <i>development of Australia as a Nation, particularly after 1901</i>	
	ACHHK114	Experiences of Australian democracy and citizenship , including the status and rights of Aboriginal people and/or Torres Strait Islanders , migrants, women and children
	ACHHK115	Stories of groups of people who migrated to Australia and the reasons they migrated
	Throughout : Continuity & Change; Cause & Effect; Perspectives; Empathetic Understanding; Significance & Applying Skills of Historical Inquiry and Communication	
Geography	Factors that Shape Places	
	Factors the Change Environments	ACHGK026 investigate the ways people change the natural environment in Australia and another country, for example - examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics eg land clearing
	Environments Shape Places	ACHGK028 investigate how the natural environment influences people and places, for example: - comparison of how landforms influence where and how people live in Australia
	Humans Shape Places	ACHGK030 investigate how people influence places, for example: (ACHGK029) - description of who organises and manages places eg local and state governments - identification of ways people influence places and contribute to sustainability eg roads and services, building development applications, local sustainability initiatives
	A Diverse and Connected World	
	Global Connections	ACHGK034 ACHGK035 investigate connections between Australia and other countries of the world, for example: - description of connections Australia has with other countries eg trade, migration, tourism, aid - examination of a significant event and its local, regional and global effect on people and places



	Connections Shape Perceptions	ACHGK036	investigate how connections influence people's perceptions and understanding of places, for example: <ul style="list-style-type: none"> - identification of factors that influence people's perceptions of places eg media, culture, education, travel - discussion of the effect of generalisations and stereotypes about places
Sci	Built Environment		
		ST3-14BE	systems in built environments and how social and environmental factors influence their design
PDHPE	Active Lifestyle		
		ALS3.6	Shows how to maintain and improve the quality of an active lifestyle
	Personal Health Choices		
		PHS3.12	Explains the consequences of personal lifestyle choices

Stage 4

English	EN4 5C		thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
History	There are few links with the Stage 4 History Syllabus content areas - however historical inquiry components [Questioning, (Research), Analyse, Evaluate and Communication] are incorporated.		
	Throughout : Continuity & Change; Cause & Effect; Perspectives; Empathetic Understanding; Significance & Applying Skills of Historical Inquiry and Communication		
Geography	Factors that Shape Places		
	Value of landscapes and landforms	ACHGK049	investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
	Changing landscapes	ACHGK051	investigate the human causes and effects of land degradation
	Landscape management and protection	ACHGK052	investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscape
	Interconnections		
	GE4-3		explains how interactions and connections between people, places and environments result in change
Science	Living World		
	LW4	ACSHE119, ACSHE134	Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.



Objectives & Outcomes – Stage 4 Drama

<p>Objectives Students will develop: knowledge, understanding and skills, individually and collaboratively, through 1) making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment</p>	<p>4.1.2 improvises and playbuilds through group-devised processes 4.1.3 devises and enacts drama using scripted and unscripted material</p>
<p>2) performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience</p>	<p>4.2.1 uses performance skills to communicate dramatic meaning 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience</p>



2 Preparation- Pre-visit activities

In order to prepare students for their visit to the Station please use the pre-visit activities to prepare lessons.

2.1 Research the Niagara

Prior to visiting the Q Station, as a whole class, research the Niagara ship: when and from where did it come; who travelled on it; what was it like for 1st, 2nd and 3rd class passengers; were people affected by illness? etc. Students can work alone or in groups, with each individual or group looking at a different aspect to be discussed and researched. The class will then come together to share their information.

2.2 Health and Disease

Provide students with background knowledge of Spanish Influenza using information in section 5.2 as a starting point. Ask students to identify those countries affected by the Spanish Influenza pandemic of 1918-1919 and research how many deaths there were in each country.

Ask students to research Avian Influenza, Swine Flu and/or Ebola. Use the World Health Organisation website to download the most recent information about outbreaks of the disease.

2.3 Create a Character

Prior to visiting, look at early photos of Manly and the people living there. You may use the photographs of the characters and introductions provided in section 5.4. Discuss the difference of 1st, 2nd and 3rd class passengers. Have students imagine they are the passengers aboard the Niagara travelling to Australia. Have them create a background and story for their character.

Have students identify what is different about the people in the historical photos compared to people in current times.

2.4 Early British contact with the Aboriginal People:

Prior to students visiting the Q Station, talk about Early British contact with the Aboriginal people & in relation to the Quarantine Station site and surrounding area.

Have students imagine and discuss how the area has changed, and what it would have been like for the Aboriginal people living here before British contact.

Students could write a diary entry or create a story from the point of view of an Aboriginal person or Arthur Phillip, looking at what it would have been like and how different people might have felt at the time when the British first made contact.

2.5 Interview

Students interview their peers about their prior knowledge of the Quarantine Station. Investigate what the students already know and what they wish to find out on their visit.



3 On-site Experience and Activities

3.1 On the day

Times

Tour times can be negotiated to suit your school's requirements. Most schools arrive at 10:00am and depart about 2:00pm allowing time for breaks and free time after the tour. Please enquire when booking.

Duration

The activity has been designed as a 2 – 2.5 hour experience.

On Arrival

Tour Guides will meet you at the roundabout where there is a bus stop just outside the Q Station entrance. Once students have alighted from the buses (or have arrived by other means) they will be provided with an introduction to the site before walking into the site.

Toilets

Guides will advise students when toilets will be available. There is one toilet at the entrance to the site and more scattered throughout. Guides will endeavour to allow for a toilet break within 20 minutes after arrival.

Water, Sunscreen and Personal Clothing

As the experience consists of a walking tour and outdoor activities, it is strongly advised that all students have sunscreen, hats and clothing, included close-toed shoes, suitable for being outdoors and appropriate to the weather forecast. The site is rigorous and includes a number of hills which we will be walking up and down on the visit. Students will need to carry their own water and other personal items. Please alert us to any specific medical conditions and requirements of individual students when booking your activity.

Buses

Coaches are not permitted to enter the Quarantine Station as there is no provision for them to safely turn around. Buses must therefore drop students at the STA bus stop at the entrance to the Quarantine Station and proceed to the North Head to park. If you need assistance please enquire when booking.

Water Access

The water shuttle Manly Fast Ferry Eco-hopper is available to transport students to the station from selected wharves within Sydney Harbour. www.manlyfastferry.com.au . It is a convenient, cost effective and really fun way to travel to/from the site!

Important!

The Quarantine Station is a historic site and students will be instructed to walk carefully and be mindful of where they are walking to reduce risks of slipping and / or tripping. We encourage active, physical engagement with the site. Our risk management documentation is available for download at www.quarantinestation.com.au



4 Post-visit activities

The following activities are suggestions which would deepen the student's knowledge and understanding of the Quarantine Station site.

4.1 Spanish Influenza and Quarantine

Ask students to reflect on what they learnt about Spanish Influenza as a disease and recall the symptoms and doctors descriptions. Using a diagram of a human body instruct students in indicating the areas of the body infected by the disease and listing the symptoms.

Ask students to consider the concept of quarantine at school. Pose the following question: "When you have a cold should you come to school?" Ask them to think of reasons for and against. Ask them to consider: "When you come to school with a cold, how quickly do you think it would take to spread amongst other students and teachers?" Ask students to consider this with different diseases or infections such as influenza, chicken pox or parasites, such as nits.

4.2 Your school has been quarantined: design your own quarantine station!

Ask students to imagine there was an outbreak of influenza at their school and everyone had to be quarantined. Provide students with a map of the school and challenge students to convert the existing buildings into a quarantine station that is isolated from the rest of the school and consisting of a disinfection area, hospital administration precinct and accommodation areas but also accessible to food and fresh water.

Students may like to write procedures for disinfection or draw rooms how they would look once they were converted into shower blocks. Students could create a diorama of the school as a quarantine station or dramatise a scene of the event.

Challenge students to think about how disinfection technology has changed and what improvements they would make.

4.3 Design your own disease

Ask students to design their own super bug. Students should create a list of symptoms that the disease causes, draw an image of what the virus looks like under the microscope and design their own protective clothing to prevent the spread of the disease.

4.4 Immigration and Multicultural Australia

Discuss the different waves of immigration in Australia from the early nineteenth century to the present day. Break students into groups and ask them to prepare a poster/PowerPoint to present to the group that explores each different phase of immigration, including the present immigration scheme for skilled migrants. Initiate a discussion on cultural diversity and national identity and what sort of country they would like to Australia to be.

4.5 Maps of Manly and Sydney

After the visit to the Q Station, look at maps of Manly and Sydney (early and current). Have students identify the changes. Look at significant sites relating to British settlement. In small groups students will create a map



of the Quarantine station site, with as much as they can recall. Groups can compare their maps and discuss parts of the site that they found most interesting or areas they would like to know more about.

4.6 Communication Technology

Ask students to research communication methods during the era of the Quarantine station. Students compare these methods with the means of communication today and judge their effectiveness. What does this improvement in communication technologies mean for the spread of disease?

5 Additional Resources

5.1 The Niagara



The R.M.S Niagara was built by John Brown and Company Limited, Clydebank Scotland in 1913 for the Union Steamship Company. the R.M.S. Niagara the largest and most well equipped steamship, commissioned to work the postal service from Canada. At approximately 13 630 tonnes, 165.5m long and 20m wide the R.M.S. Niagara was the largest and most well-equipped steamship, commissioned to work the postal service from Canada to Australia via New Zealand. It could carry 704 passengers consisting of 290 first, 223 second and 191 third class passengers. It was described as the "biggest and most luxurious liner that has ever come south of the line".



The Niagara left Vancouver and made three stops, Fiji, Hawaii and Auckland. The last stop at Auckland however, was longer than usual on account of the death of 5 passengers from Spanish flu. When the Niagara landed in Auckland Spanish Influenza was declared a quarantineable disease and it arrived in Australia on the 25th October 1918.

5.2 Spanish Influenza

The Spanish Influenza pandemic saw to the deaths of more people than WW1 world wide. Estimates are that between 20 and 100 million people and over a fifth of the world's population were infected. Different to the common strains of Influenza today affecting the old and young, Spanish Influenza was most deadly for the fit and healthy, those aged between twenty and forty years.

The first sign of pneumonic influenza was a severe chill which was followed by an acute headache and pains in the small of the back and muscle exhaustion. Vomiting, diarrhoea, weeping eyes, runny nose and sore throat followed accompanied by the skin assuming a blue tinge. Victims also often contracted secondary infections such as pneumonia.

At the Quarantine Station

From the 25th October 1918 to the 21st September 1919, 957 civilian patients were admitted to North Head Quarantine Station.

In addition to these were the military patients from the troopship, *Medic*, who were treated in their own hospital and directly under Military Medical Officers but supervised by the Commonwealth Quarantine Officers.

In this period, 238 Vessels were Quarantined and the greatest number in Quarantine at any one time was 13 vessels on the 26th March 1919.

Those who were quarantined were made to undertake zinc sulphate inhalation in the purpose built inhalation chambers (building A8) in the Wharf Precinct. Such inhalation chambers were installed in ports, cities and even on ships throughout the developed world. However, in retrospect, placing a large number of people perhaps infected with influenza in a small space which was filled with warm moist air did more harm than good.

See <http://www.nzhistory.net.nz/media/sound/influenza-inhalation-chamber> for more information on this.

Internees were also subjected to a daily thermometer parade. Anyone with a temperature over 37°C was isolated from the rest of the group.

Treatments included sweating powders, hot baths, fresh air, gargling condys crystals and Dr Morse's Indian Root Pills. None of these were particularly successful however an experimental treatment, strychnine injections, which were reported to have made soldiers jump did have some success in alleviating the symptoms.

In NSW

On the 28th of January, 1919, NSW was proclaimed to be infected with Spanish Influenza. As such all libraries, schools, theatres, churches, public halls and indoor entertainment venues were closed. Six days later, race courses and hotels were closed and public transport workers were required to wear masks. By the 2nd April, masks became compulsory in universities, libraries, theatres, racecourses and factories.



5.3 Swine Flu

Swine flu is a respiratory illness caused by a strain of influenza virus which has been named pandemic (H1N1) 2009 influenza by the World Health Organisation.

Swine Flu was introduced to humans in 2009. It is said by U.S. federal agriculture officials that Swine Flu began in Asia with many researchers hypothesising that the virus began in pigs, and had been circulating through pigs for quite some time, and was transferred to North America through a human who became infected. The U.S. Centers for Disease Control and Prevention (CDC) in May of 2009 performed a study which showed that this form of influenza differed from previous strains for two reasons; children had no pre-existing immunity to the virus, and other vaccines for influenza seemed to have no effect.

The symptoms of this swine flu in people are similar to the symptoms of regular human seasonal flu and include fever, fatigue/ unusual tiredness, headache, runny nose, sore throat, shortness of breath, cough, loss of appetite, aching muscles, vomiting, and diarrhea. People are most infectious soon after they develop symptoms. They can continue to spread the virus, for example in coughs and sneezes, for up to five days (seven days in children). People become less infectious as their symptoms subside, and once symptoms are gone, they are no longer considered infectious to others.

Treatment with the anti-influenza medications oseltamivir (Tamiflu®) and zanamivir (Relenza®) may shorten the duration and severity of illness in people that already have influenza.

People at increased risk of severe illness should seek early treatment when they develop symptoms of influenza. Anti-influenza medications are supplied free to people at increased risk and to those with moderate or severe illness, if treatment can be started within 48 hours of symptom onset.

Other people may be able to obtain anti-influenza medications through a private prescription from your doctor. In most cases you should be able to continue taking your regular medications, but you should discuss with this your doctor. Pregnant or breastfeeding women can take anti-influenza medication if recommended by their doctor.

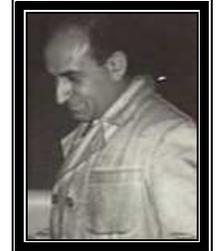
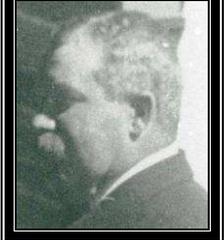
5.4 Ebola Virus from World Health Organisation Fact sheet N°103 Updated September 2014

- Ebola virus disease (EVD), formerly known as Ebola haemorrhagic fever, is a severe, often fatal illness in humans.
- The virus is transmitted to people from wild animals and spreads in the human population through human-to-human transmission.
- The average EVD case fatality rate is around 50%. Case fatality rates have varied from 25% to 90% in past outbreaks.
- The first EVD outbreaks occurred in remote villages in Central Africa, near tropical rainforests, but the most recent outbreak in west Africa has involved major urban as well as rural areas.
- Community engagement is key to successfully controlling outbreaks. Good outbreak control relies on applying a package of interventions, namely case management, surveillance and contact tracing, a good laboratory service, safe burials and social mobilisation.
- Early supportive care with rehydration, symptomatic treatment improves survival. There is as yet no licensed treatment proven to neutralise the virus but a range of blood, immunological and drug therapies are under development.
- There are currently no licensed Ebola vaccines but 2 potential candidates are undergoing evaluation.



5.4 40 Days Character Profiles

Staff of the Quarantine Station

	<p>Nurse Begby <i>Quarantine Station Staff</i></p> <p>A kind, compassionate person, you have been working at the Quarantine Station for three months and have already seen many deaths and feel a bit overwhelmed and disillusioned by it all at this point, and don't feel so well yourself. Nonetheless, you have been faithfully nursing Mr. Mason who reminds you of your brother killed in the war.</p>		<p>Foreman 2 <i>Quarantine Station Staff</i></p> <p>You have grown up at the Station as your mother and father have been employed as members of the Station's dedicated staff for the last 30 years. You are committed to ensuring that the Station is successful and that the population of Australia is safe from the spread of infectious disease. You are sympathetic to those who are nervous about the disinfection process</p>
	<p>Nurse Carruthers <i>Quarantine Station Staff</i></p> <p>Efficient and experienced, you have seen it all in your many years as a nurse. What you lack in bedside manner, you make up for in getting the job done</p>		<p>Foreman 1 <i>Quarantine Station Staff</i></p> <p>The sudden outbreak of Spanish Influenza has given you the opportunity for the best job you've ever had. Although new to the job, you like having some authority but aren't really convinced the quarantine efforts are working</p>
	<p>Mr Superintendent <i>Quarantine Station Staff</i></p> <p>Forceful, authoritative, efficient, you believe you are providing the best service possible in the effort to combat disease at the Quarantine Station.</p>		<p>Dr Anderson <i>Quarantine Station Staff</i></p> <p>You were coerced into working at the Quarantine Station and resent it. You make a minimal effort to treat your patients but are ably assisted by the nursing staff who know better how to care for them.</p>

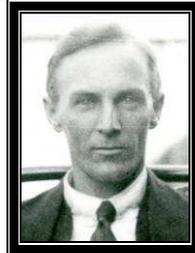
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Mrs Fairlight

First Class Passenger

You are sure your husband will be able to get the two of you out of quarantine, and in the meantime, indulge in your passion for painting the beautiful landscape.



Mr Fairlight

First Class Passenger

You have been to Australia a number of times and have invested in the wool industry. You are making constant efforts to contact your influential friends in Sydney to get out of quarantine.



Mrs Rose

First Class Passenger

Recently widowed, you've come to Australia with your cousin to start a new life. Although optimistic about the move, being quarantined has scared you. You are compliant, hopeful that the authorities know what they are doing.



Mr Worthington

First Class Passenger

Privileged but naïve, your trip to Australia is your first travel experience outside of Britain



Mrs Wilson

Second Class Passenger

You are a choreographer who has come to Australia to work for the Australian ballet. You are worried that your stay in Quarantine may jeopardise your position



Mrs French

Second Class Passenger

You are moving to Australia with your husband Mr French who is accepting a position in the botany department at the University of Sydney. You are impatient to leave the Station and see your sister who has been in Australia for the last three years.



Mr Jempson

Second Class Passenger

You have come to Australia with Mr French as his botanical assistant. You are impatient to leave Quarantine.



Mr French

Second Class Passenger

You are a well educated man who has come to Australia to take up a position as lecturer in botany at the University of Sydney. You have not been to Australia before and are fascinated by the living Australian native plants you see at the Station as previously you've seen only drawings. This keeps your mind off the quarantine. Your wife Mrs French has family here and your assistant Mr Jempson has come to Australia with you.



Miss Hamilton

Second Class Passenger

You have come to Australia on your own to take a position as a school teacher.

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Mrs Jamison

Third Class Passenger

You are a chef and have a position lined up for you at one of Sydney's premier restaurants. You are anxious to leave Quarantine and start your new position. You are worried that you may catch the flu and that your dream job may never be realised.



Mrs Carter

Third Class Passenger

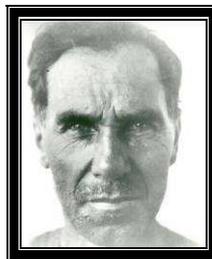
You are clairvoyant and are surprised about the amount of activity that you pick up at the station



Mrs Ashby

Third Class Passenger

You are anxious about getting sick and concerned about your children.



Mr Taylor

Third Class Passenger

You are a miner and have a job lined up for yourself in Newcastle.



Mr Hua

Third Class Passenger

You have come to Australia to join your family who are already here. Your brother paid for your ticket and you are going to work for him in his jewellery business as you are a gifted artisan



Mr Forest

Third Class Passenger

You served in the war but were injured. You are looking forward to seeing your family but quarantine has got in the way.



Mr Ashby

Third Class Passenger

With a place to sleep and food to eat, you don't mind so much being quarantined but are curious about what is outside the perimeter walls.



Miss Ellacott

Third Class Passenger

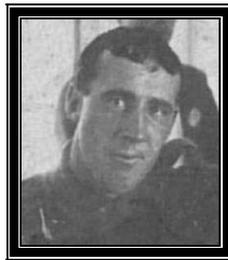
Joining your older brother and his family in Australia, you are optimistic about the possibilities for a better life but are worried about having to be interned at the Quarantine Station.



Mr Mason

Third Class Passenger

Young, idealistic, you don't want to admit how sick you've been feeling, and are looking forward to making a new life for yourself in Australia



Mr Jones

Third Class Passenger

A decent bloke, you are willing to do what you can to help your fellow man and to assist in the quarantine efforts



5.5 Introduction to North Head Quarantine Station

Quarantine is defined as 'strict isolation designed to prevent the spread of disease'. Quarantine stations were created in European ports so that vessels suspected of carrying infectious diseases could be isolated for the duration of the quarantine. The origins of the word quarantine come from the Italian *quaranta* (i.e. *quaranta giorni*) which translates to 'forty days' and relates to initial period of quarantine, during the fourteenth century. At North Head the period of quarantine varied depending on the incubation time of the disease.

There were quarantine stations in ship ports-of-entry at Sydney, Newcastle, Fremantle, Broome, Bunbury, Thursday Island, Darwin, Point Nepean, Perth, Albany, Townsville, Moreton Bay, Hobart and Adelaide.

They isolated passengers with diseases such as plague, cholera, typhus fever, typhoid fever, yellow fever, smallpox and leprosy.

The experience of quarantine for many immigrants [and probably crews as well] was harrowing. After the long passage to Australia was over, they expected to be put ashore in their new home, only to find themselves encamped in isolated and, initially, poor conditions, with their sick family and friends dying around them.

North Head was chosen as the site for Quarantine because it

- was within close proximity to the entrance to Sydney Harbour
- was isolated from Sydney
- had a natural spring that ran from the swampy ground above to spring cove providing freshwater

A Brief History

In the 156 years of the Quarantine Station operation (c. 1828 to 1984):

- At least 580 ships were quarantined
- More than 13,000 people were quarantined
- Approximately 572 people died and were buried (including however people who died in Sydney of the plague)

The history of the Quarantine Station can be viewed in terms of the following phases:

- Establishment of the Station – 1838
- Immigration Phase: 1839-1880
- Board of Health Phase: 1881-1909
- Federal Phase: 1910-1950
- Aviation Phase: 1950-1983
- New South Wales National Parks and Wildlife Service: 1984- 2006
- Mawland Quarantine Station: November 2006- present



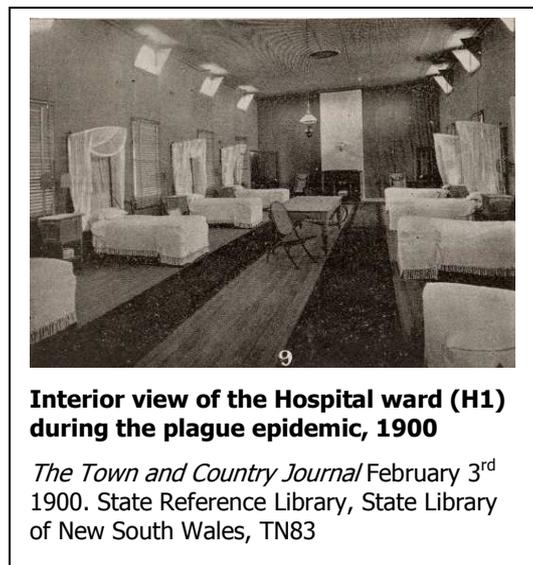
Establishment of the Station – 1838

Between 1828 and 1984 North Head was used as a site for the Quarantine of people infected or under suspicion of carrying infectious disease. The first ship to be quarantined in Spring Cove was a convict ship, the *Bussorah Merchant*, for an outbreak of smallpox during the long voyage from England. The convicts and their guards were housed in tents on shore. In 1837 the site landed the ill fated passengers and crew of the immigrant ship the *Lady McNaughten* spurned by Typhus and Scarlet fever. 54 of the immigrants died on the voyage and this was followed by 17 more during their lengthy Quarantine¹. The quarantine of the *Lady McNaughten* was the catalyst for the establishment of an official Quarantine Station on North Head and permanent buildings being erected on site.

Immigration Phase: 1839-1880

By 1853, the Quarantine Station could accommodate up to 150 people. However, when the need arose for 1000 immigrants to be housed at one time, facilities were found to be grossly inadequate and a building program was required once more. A hulk ship, called the *Harmony*, was moored in Spring Cove for use as a hospital for men and a barracks was built to accommodate single women in the former Sick Ground. This was followed by two new buildings to house 60 people each, with verandas for dining and a cottage for the Superintendent building (S6) which still exists. During this time the first cemetery was also levelled and the grave stones moved to a new cemetery so that the burials were not in view from the healthy ground.

In the 1860s and 1870s the world economy slowed and, as a consequence, the immigration rate also slowed and the Station fell into such disrepair that in 1872 passengers were kept aboard their quarantined ships. This period also saw the introduction of class-based accommodation after a number of wealthy and well-connected first class passengers put pressure on government officials to provide accommodation more apt for their needs



Interior view of the Hospital ward (H1) during the plague epidemic, 1900

The Town and Country Journal February 3rd 1900. State Reference Library, State Library of New South Wales, TN83

¹ McIntyre, P & E. Rushen. *Quarantined! The 1837 Lady Macnaughten Immigrants*. Anchor Books Australia 2007.5.

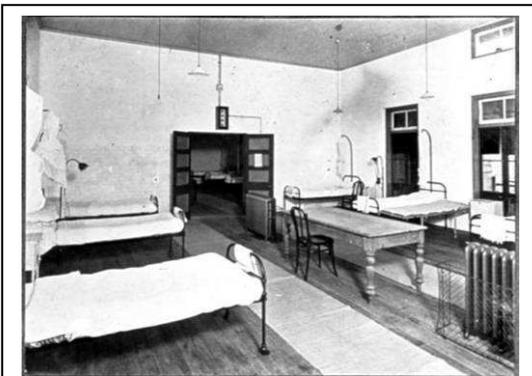


Board of Health Phase: 1881-1909

The outbreak of smallpox in Sydney in 1880 created hysteria amongst Sydney's residents. If it was suspected that a person was either infected with smallpox, or had come in contact with someone infected with smallpox, they could be taken from their home and sent to the Quarantine Station with as little as five minutes notice. This, combined with the inadequacies of the Quarantine Station's facilities, resulted in so many complaints that a Royal Commission was ordered resulting in the dismissal of the Superintendent of the Quarantine Station and the establishment of a 'Board of Health' to operate the Quarantine Station. From this point onwards there was also much closer supervision of procedures and a greater accountability for the actions of staff.

Federal Phase: 1910-1950

The turn of the century saw a change in the administration of the Quarantine Station from State to Commonwealth control with the federation of the colonies. This, and the recognition by the new director of Federal Quarantine, Dr. W.P. Norris, that Australia's facilities for the protection against infectious diseases were grossly inadequate, precipitated the biggest upgrade to the Station. The wharf precinct was redesigned to accommodate a luggage shed, state of the art disinfection block, laundry and powerhouse, waiting shelter and bathing blocks for each of the three classes. A modern isolation block was constructed to accommodate up to thirty cases of suspected infection and a dining, kitchen block, accommodation for up to 300 steerage passengers and quarters for 100 second class passengers were welcome additions. A cable tramway, electric lights and new staff cottages were also constructed.

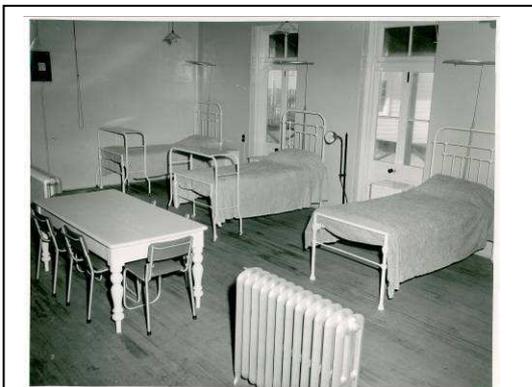


The Hospital (H2), c.1918

Courtesy of the NSW Department of Environment and Climate Change

Aviation Phase: 1950-1983

The twentieth century saw many advances in medical science, immunisation, and quarantine procedures consequently the need for the quarantine station facilities decreased significantly. Sydney received nearly 700,000 assisted immigrants between 1946 and 1980, or nearly double the number it had received between 1831 and 1940, yet only four ships were quarantined in that period and at least one of those was a tanker. After 1919, only two deaths occurred at the Station. As maritime quarantine decreased in frequency the Quarantine Station was allowed to deteriorate. By the time air travel was becoming more common, the Station was in very poor condition. In 1957, instead of another expansion, there was a refurbishment program and the Quarantine was re-equipped to house less people (250) but in 'modern comfort'. As a result a number of buildings were removed in order to fund the refurbishment of others. Ironically the refurbishment was not used



The Hospital (H2) following the Stations modernisation, 1964.

Image courtesy of the NSW Department of Environment and Climate Change

40 days for schools



to any great degree because there were so few quarantines. The only large quarantine after the refurbishment was of 29 cholera suspects from an aircraft in 1972. The last ship to be quarantined was the tanker *Sakaki Maru* in 1973, whose crew was landed for a short period while a suspected infection was found not to be a quarantinable disease. After that time the only people admitted to the Station were airline passengers who arrived without adequate vaccination certificates.



New South Wales National Parks and Wildlife Service: 1984- 2006

On 16 March 1984, ownership of the Quarantine Station was transferred from the Commonwealth to the State Government and it was reserved as part of Sydney Harbour National Park. The National Parks and Wildlife Service [NPWS] established guided tours and a conference and functions centre.

To minimise visitor impacts, access was limited to these paid experiences, so people could not spontaneously visit, and could not independently access the site.

A new Community Employment Program from 1985 to 1986 helped fund a major conservation program for buildings, structures, grounds and site works, with emphasis on stabilisation of the most threatened elements. Conservation planning also commenced for individual elements of the place, including historical research, measured drawings of buildings and structures and recording of rock engravings.

The NPWS also made the Quarantine Station its base for district operations, setting up workshops and offices, and permitting some staff to become temporary residents.

Because the site is rugged, the buildings light weight, and the landscape continually changing, maintaining the Quarantine Station is a constant and very expensive exercise. Despite considerable work by the NPWS over the first 15 years of its management as a national park, many of the buildings and some of the cultural landscape surrounding them fell into poor condition. The NPWS did not have enough money to return the Quarantine Station to a fit condition that ensured its cultural significance was maintained. For over a decade the NPWS tried to raise the funds from State government, from grants and sponsors, and from the profits of their on-site conference, functions and tours business. Despite all of these efforts, the NPWS judged that they could not raise enough funds to stop the decline, and that the situation would become much worse if at least \$4 million was not spent within the next few years.

Mawland Quarantine Station: November 2006- present

In November 2006 the site was leased to tourism operator Mawland Quarantine Station who are currently undertaking much needed conservation works, adapting buildings to provide for accommodation, a restaurant, visitor centre and health retreat. In April 2008 the site opened, allowing increased access for the public and water based transport to the Wharf Precinct in conjunction with new interpretive experiences such as historic displays and tours for the public to explore the history of the site.

For more information about Mawland see http://www.qstation.com.au/mawland_group.php .



LEGEND

-  Buildings Present
-  Buildings Demolished
-  Buildings Burnt Down & Reconstructed

National Parks & Wildlife Service Phase:
1984 - 2006
Source: P Davies 2000



5.7 Vocabulary to learn

Aeroplane	Immigration	Patient
Avian	Immune	Plague
Contagion	Immunisation	Pratique
Convalescent	Incubation	Quarantine
Disease	Infections	Regulation
Epidemic	Influenza	Smallpox
Federal	Inoculation	Spanish
Fumigation	Inscription	Steamship
Government	Isolation	Steerage
Health	Miasma	Suspects
Hospital	Niagara	Vaccinate
Hulk	Pandemic	Vaccination

5.8 Bibliography and suggested resources

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Foley, J.D. *In Quarantine: A history of Sydney's Quarantine Station 1828-1984.* Kangaroo Press. Kenthurst. 1995.



Internet resources

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Australian Quarantine and Inspection Service- <http://www.daffa.gov.au/aqis/quarantine>

State Library of NSW- www.sl.nsw.gov.au

Department of Immigration- <http://www.immi.gov.au/>

History of Immigration to Australia- Trinity College -
<http://www.trinity.wa.edu.au/plduffyrc/subjects/sose/austhist/immigration.htm>

NSW Health - http://www.health.nsw.gov.au/factsheets/infectious/swine_flu.html

National Archives of Australia- www.naa.gov.au

Picture Australia- www.pictureaustralia.org

Sydney Morning Herald- www.smh.com.au

Google- www.google.com.au

World Health Organisation- <http://www.who.int/en/>

World Health Organisation-Avian influenza-http://www.who.int/csr/disease/avian_influenza/en/

World Health Organisation-Ebola Virus <http://www.who.int/csr/disease/ebola/en/>

The 1918 influenza pandemic <http://www.nzhistory.net.nz/culture/influenza-pandemic-1918>