# Teacher's Resource Kit

**June 2010, updated January 2014**

## Stages 2 & 3

## Years 3-6
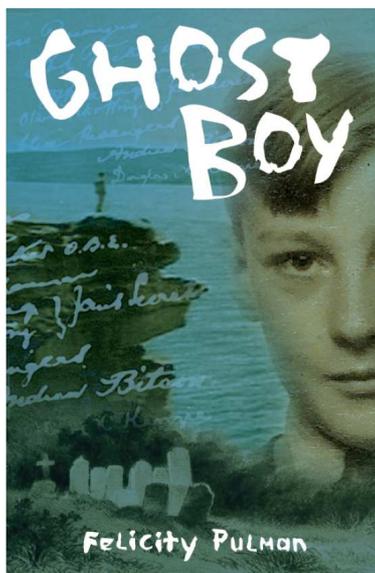
**QSTATION**

Mawland Quarantine Station

P O Box 1297, Manly NSW 1655

Telephone: (61) 2 9466 1566

**Contents**

# 1  The Program

Inspired by the book of the same name written by Felicity Pulman, the *Ghost Boy* tour brings the book to life.

*Ghost Boy* takes students on a journey through the Quarantine Station, during which they learn first hand about the differences between Tads world of the 1880s smallpox epidemic, and their world, as experienced through the character of Froggy.

Students visit the key locations discussed in the book where they participate in a number of activities which challenge them to think about how things have changed from Tads time to their own, in relation to multiculturalism, class definition and medical technologies.

## 1.1  Aims and objectives

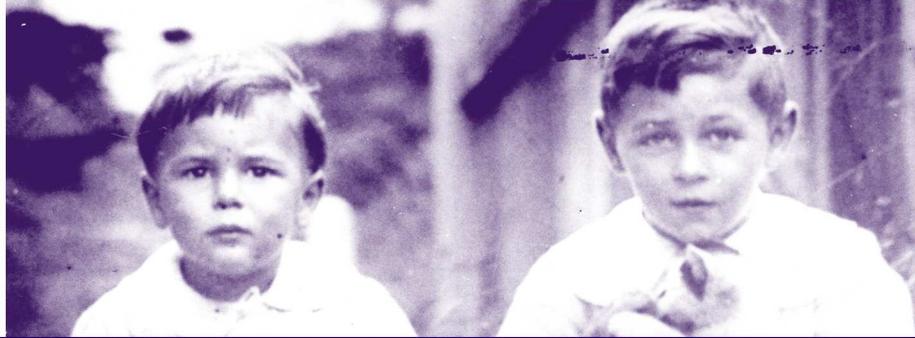The aims and objectives of the program are to:
- Allow students the opportunity to explore the site of the Quarantine Station and to gain a deeper understanding of a heritage site, the layering of history and the personal experience that is embodied within the landscape.
- Explore Australian social values, past and present, and discuss how and who we want to be in the future.
- Facilitate an appreciation of cultural heritage through first hand experience of a heritage site.
- Provide students with the opportunity to expand their understanding of the history of immigration to Australia.
- Facilitate an understanding of the changes in Australian society from the nineteenth century to the present.
- Facilitate an understanding of the process of quarantine during the nineteenth and twentieth centuries, with a look at past medical practices.
- To allow students to compare and contrast past cultural and medical practices with the present.
- Facilitate an appreciation of Australian literature.

## 1.2  Key Learning Areas and Outcomes

| | | | |
|---|---|---|---|
| **English** | Talking and Listening | | |
| | | RS2.7 | Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes. |
| | | RS3.7 | Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. |
| | Skills and strategies | TS3.1 | Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics. |
| | | TS3.2 | Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively. |
| **Human Society and its Environment** | Significance Events and People | CCS3.1 | Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage. |

| | Time and Change | CCS3.2 | Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments. |
|---|---|---|---|
| | *Cultures* | | |
| | Identities | CUS2.3 | Explains how shared customs, practices, symbols, languages, and traditions in communities contribute to Australian and community identities. |
| | Cultural Diversity | CUS2.4 | Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments. |
| | *Environments* | | |
| | Patterns of Place and Location | ENS2.5 | Describes places in the local area and other parts of Australia and explains their significance. |
| | *Social Systems and Structures* | | |
| | Resource Systems | SSS3.7 | Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities, cultural influences and their contribution to Australian identities. |
| | Roles, Rights and Responsibilities | SSS3.8 | Explains the structures, roles, responsibilities and decision-making processes State and federal governments and explains why Australians value fairness and socially just principles. |
| **Personal Development Health and Physical Education** | *Skills* | | |
| | Communicating | COS3.1 | Communicates confidently in a variety of situations |
| | Decision Making | DMS3.2 | Makes informed decisions and accepts responsibility for consequences |
| | Interacting | INS2.3 | Makes positive contributions in group activities. |
| | | INS3.3 | Acts in ways that enhance the contribution of self and others in a range of cooperative situations. |
| | *Outcomes* | | |
| | Active Lifestyle | ALS2.6 | Discusses the relationship between regular and varied physical activity and health. |
| | Personal Health Choices | PHS2.12 | Discusses the factors influencing personal health choices. |
| | *Values* | | |
| | V4 | V4 | Increasingly accepts responsibility for personal and community health |
| | | | Defends the need for making decisions that enhance health |
| | | | Values the need to pursue a healthy lifestyle. |
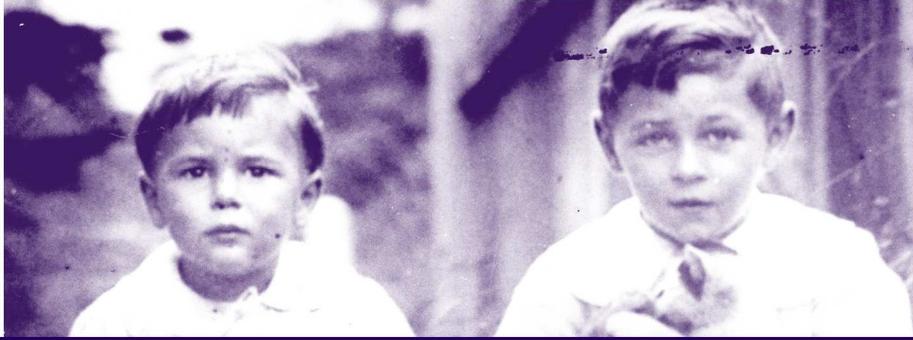
# 2  Preparation

## 2.1 Read the book and discuss plot and themes as a class

It is recommended that students read the book as a class prior to undertaking the Ghost Boy tour. As a minimum students should be made aware of the story and its relevance to the Quarantine Station. This will help the students get the most out of this experience.

To assist you we have provided a synopsis of the book together with notes from the author (see Resources Section).

# 3  Pre-visit activities

The following activities are provided as suggestions prior to your visit to assist you in  engaging students with the concept and practice of immigration and Quarantine.  As both Ghost Boy and the Quarantine Station have strong immigration themes it is recommended that for students to gain the most from their visit they begin to become familiar with these concepts before their visit.

## 3.1 Family tree

Ask the students to create a family tree listing the names and dates of birth and death. Starting with their siblings, ask them to work their way backwards to parents, grand parents, great grandparents and great-great grandparents. You may also like to ask them to include the countries that each family member was born in so as to initiate a discussion of immigration and cultural diversity which will be explored further during their tour.

## 3.2 Immigration and Multicultural Australia

- Students read the book 'My Place' by Nadia Wheatley and Donna Rawlins and look at the cultures that have immigrated to Australia. From there the students will then investigate and gather data about the different cultures they have in their own neighbourhoods. From the collected data, create a class bar graph and analyse the findings. (Relates to Mathematics Syllabus: DS2.1)

- Students can then compare their data with the data collected from the census by viewing the Australian Bureau of Statistics website and looking at their postal area data on Country of Origin (www.abs.gov.au).

## 3.3 Investigating dreams

This activity has a stronger focus on one of the recurring themes within Ghost Boy which is that of dreams and the meaning of dreams.  Have students record their personal dreams in a dream diary next to their bed over a two week period. Facilitate the discussion of dreams (and especially recurring dreams) with the class.

## 3.4 1881 today!

Learn the marching song that the students will sing on their visit to the Quarantine Station. It is a call and response marching song.

### Quarantine Station 1881 Marching Song

Written by Jo Henwood

Cross the pitching sea for weeks
Dodging rats and blocking leaks
Leave behind all our old lives
High hopes when our ship arrives

First class get first choice and best
Second's all right, they come next
Third class battlers, working poor,
Stay alive but not much more

Our best hope inoculations
So we won't be smallpox patients
Cut our arms and on them place
Cowpox scabs made into paste

Quar'ntine's lonely, full of fear
Kept apart from those held dear
Build our huts or lie in tents
Snakes and mossies, filth and stench

Nurses slaving every day
Sickness, death, filth and decay
Doctors look in now and then
Mostly working with a pen

Don't want smallpox in all us
Don't want pustules full of pus
Don't want fever, burning dry
Don't want blindness, nor to die
We can smell miasmas near
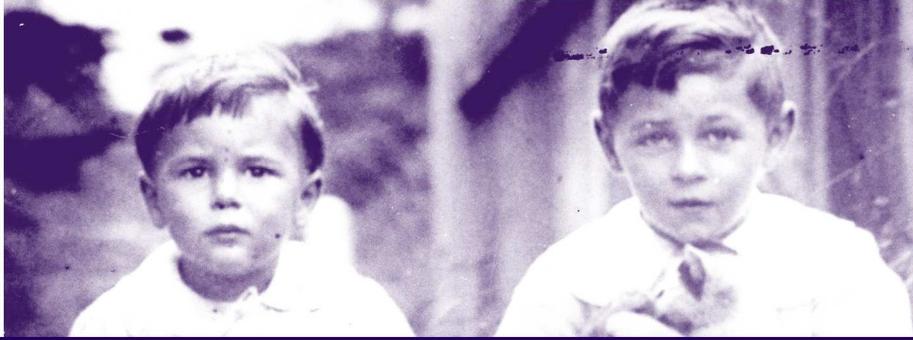Rotten smells show sickness here

Sickness from these smells arose
Keep your onions to your nose

Don't touch and don't breathe too deep
Med'cine's dear but life is cheap
There's not much hope but we can try
Some will live and some will die

Coffins waiting to be filled
Corpses waiting black and chilled
Bury beneath lime and lead
Which of us will end up dead?

## 3.5 Stop the Spread!

Allow students to explore what an infectious disease is and how they spread.

*Infectious disease: Any disease caused by invasion by a pathogen which subsequently grows and multiplies in the body*.

Place talcum powder on the hands of 5 students. They have an infectious disease. Instruct those students to shake the hands of five others and continue until all the students have talcum powder on their hands. Spend some time exploring how the activity demonstrated how quickly infectious diseases can spread through touch, as demonstrated in the exercise, or through airborne pathogens such as in a sneeze. Ask students to create other fun ways to explore how infectious diseases are spread, such as with a party popper which could resemble infected saliva molecules.
Follow this with a discussion of what types of protective methods we can adopt to prevent infection such as washing you hands, wearing gloves, disinfecting surfaces or staying at home when you're sick.

# 4  On the day

### Times

Tour times can be negotiated to suit your school's requirements. Please enquire when booking.

### Duration

The activity has been designed as a 2 hour experience. However, times can be tailored to the school group's needs and is also available as a half day or full day excursion see our the education page at www.quarantinestation.com.au for details or contact our Education Program at H8773-CR3@accor.com or 9466.1566

### On Arrival

Tour Guides will meet you at the roundabout at entrance gate to start the visit.

Once students have exited from the buses (or have arrived by other means) they will be provided with a brief introduction before being divided into class groups (ideally no more than 25 students per group) and assigned a guide.

### Toilets

Guides will advise students when toilets are available. There is one toilet available at the entrance of the site. And more approximately 20-45 minutes into the visit.

### Water, sunscreen and personal clothing

As the experience consists of outdoor activities it is strongly advised that all students have sunscreen, hats and clothing suitable for being outdoors and appropriate to the weather forecast. They will also need to carry their own water and other personal requirements. Please note that the site is quite rigorous with large hills which we will be walking up and down during the tour.

Please alert us to any specific medical conditions or requirements of individual students when booking

### Buses

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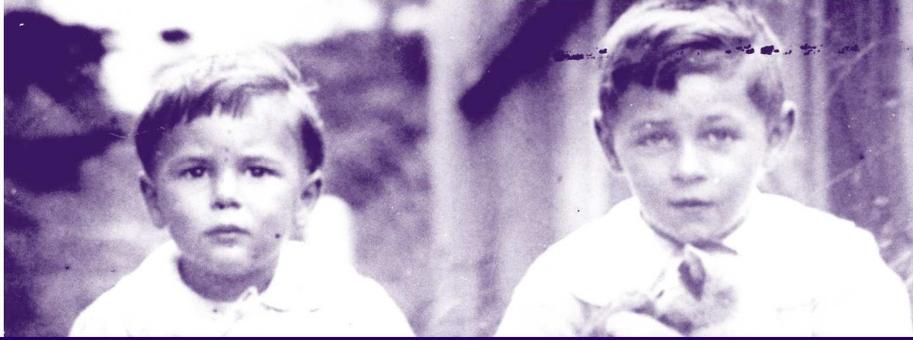
## Water access

The eco-hopper comes regularly to the Q Station en route from and to Manly and Watson's Bay on a circuit of the most-visited sites on Sydney Harbour. They offer special rates to school groups. Please phone them directly to organise transport by water. This is a great way to add to the overall quarantine station experience! The link below details their schedule, website and phone details.

http://manlyfastferry.com.au/media/manly_darlingharbour_allservices_20131228.jpg

## 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. Our risk management documentation is available for download at www.quarantinestation.com.au . We suggest a ratio of twelve primary students to one supervising adult (not including the Guide). All supervising adults attending on this ratio are free of charge.

# 5 The route



Store Beach

North Head Scenic Drive

Welcome
10-15min

## KEY

- Introduction 10min
- **1** locations in view of Dobroyd Head
  - Imagining exercise– 1881

- Tour stops

- Additional Stops (time permitting)
  - Autoclaves
  - First-class Showers
  - Morgue
  - First Cemetery

— Tour route

- - - Diversion group 4 (for groups of 75 +)

Second Class Precinct

North Habour Aquatic Reserve

Cannae Point

First Class Precinct

Quarantine Beach

Administration Precinct

Sydney Harbour National Park

Wharf Precinct

Hospital Precinct

Isolation Precinct

Third Class Asiatic Precinct

**2** **Visitor Centre 10min**
- Students are taken into the Visitor Centre and explore transportation by ship inside our ship and the differences in the class system.

**3** **Wharf 10min**
- Using the picture of the hulk ship the Faraway, explain what a hulk is and discuss
- Discuss Tad swim to Dobroyd and Froggy's jump off– imagining exercise
- Discuss the treasure chest

**4** **Inscriptions/ Wharf precinct 10min**
- Show inscriptions, discuss Tads inscription, discuss why the inscriptions were made.
- Show additional buildings/ showers/ autoclaves

**5** **Hospital 15min**
- Read excerpt from book– Tads experiences in the hospital
- Talk on disease– small pox with props and transmittable disease activity
- Discussion of difference between 1880s hospital at the Quarantine Station and hospitals today

**6** **Asiatics 15min**
- Class system discussion
- Immigration Game-changes from 1881– Present involving Tad, Froggy and students

**7** **Thirdclass dining room 20+ min**
- Activities for students to complete choose from
  - Make your own inscription– Like Tad
  - Pack you bags– if you were moving from one country to another
  - Create your own treasure chest
  - Write a letter to your descendents about your visit to the Quarantine Station telling them what you learnt or imagine you were Tad or Froggy
  - Calculate wether or not your ship is infested with rats

# 6  Post-visit activities

The following activities are suggestions which have been designed to deepen the student's knowledge and understanding of the Quarantine Station and Ghost Boy after their visit.

## 6.1 Creative Writing

**Past**

The year is 1881, the year of the smallpox epidemic in Sydney. Ask students to imagine it is that time and to write a letter or poem describing the living conditions, scenery and daily life at the Quarantine Station.

**Present**

Ask students to write a letter to their grandchildren describing and reflecting on their experience the Quarantine Station.

**Future**

- Ask students to imagine that it is 2081, two hundred years since the smallpox epidemic in 1881. Ask them to reflect on their experience at the Quarantine Station and write a story, diary entry, letter or poem that discusses the way the world is, in an ideal sense.

- Initiate a class discussion about the different time periods and their values, projecting it into the future, asking them what sort of society they would like to live in.

- Ask students to write their own story inspired by the Quarantine Station.

## 6.2 Treasure chest/Time capsule

- As a class discuss the value and importance of personal belongings.

- Have students discuss what would be in their treasure chest.

- Create a class time capsule containing items of significance to each class member

## 6.3 Inscriptions

- Create a personal inscription using a medium of your choice i.e. clay, plaster, cardboard etc.

- Discuss the conservation of the inscriptions at the Quarantine Station. Why is it important to preserve these?

- Discuss and compare these inscriptions with modern day graffiti, why do we consider these inscriptions as significant but do not think of modern graffiti in the same way?

## 6.4 Health and disease

- Break the class up into small groups and ask them to research one of the following Quarantinable diseases, Smallpox, Typhoid fever, Cholera, Influenza, Bubonic Plague, Yellow fever and Venereal Disease. Ask each group to create a PowerPoint or poster to present to the class about these diseases.

- Research the strategies the Australian government has in place in case of an outbreak of Avian Influenza or Swine Flu.
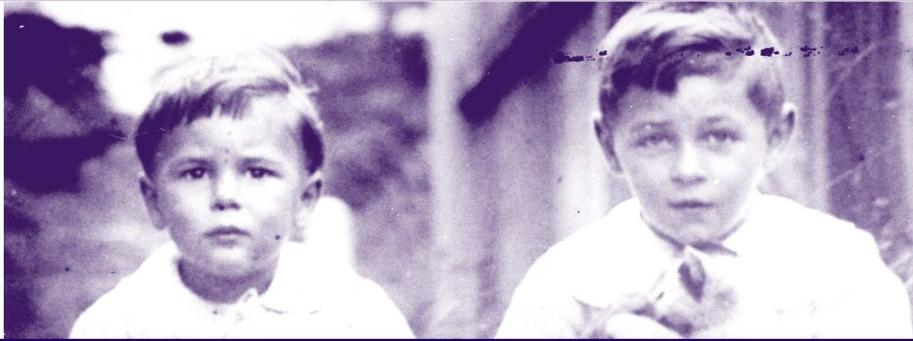
- Research the effects that HIV/AIDS has had on Australia and the rest of the world since the 1980s

- Discuss the effects that diseases have on people's behaviour, compare the behaviour from the 1880's smallpox epidemic to the early behaviour of the 1980's discovery of AIDS. How has societies attitudes changed towards people infected with these diseases, what role has education played in allaying peoples fears.

- Collect newspaper articles on recent influenza outbreaks (eg the 'killer flu'), make a portfolio of the articles (see internet resources).

- Hold a class debate about antibiotics in day to day household products, '*Are we too clean?*'

- Below is an excerpt from the *Commonwealth of Australia, Department of Health, Notes on Procedures for Quarantine Assistants Compiled by A.J. Metcalfe, M.B.. C.M. DPH. Chief Quarantine Officers (General) New South Wales Sydney 1/12/29* which outlines the procedure undertaken by Quarantine Assistants to cleanse hospital and accommodation areas. Read this to students and ask them to recall experiences they may have had in hospital, do we use these same practices today? What sort of things do you think that we may do to cleanse rooms or disease and germs in the future? (Excerpt from p140)

> Bedding, clothing, towels and other articles should not leave the room used by the patient unless they are first boiled or immersed in a suitable disinfectant solution. Cloths and dressings used on the patient and which are soiled with the discharge from the pustules should be burned.
>
> After the patient has been discharged the whole room should be disinfected with formaldehyde gas. The bedding should be disinfected with steam and the furniture and floors scrubbed or mopped with disinfectant solution. If there are sny fleas, cockroaches, ants or other vermin present fumigation with Hydrocyanic gas is also desirable.

## 6.5 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 the 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.

## 6.6 Games

- Think about the types of games that children in first class might have played whilst in Quarantine.

- Research games of that period, for example tug-of-war, quoits, hopscotch etc.

- Compare these games with the games that we play today, why have these games changes and how have children changed?

- Captain's Coming game

This game is designed to be played outside in the playground. Students pretend they are on a ship. The teacher calls out the direction "North" and the students run towards the North side of the area. This is repeated with the other directions; "South", "East" and "West".
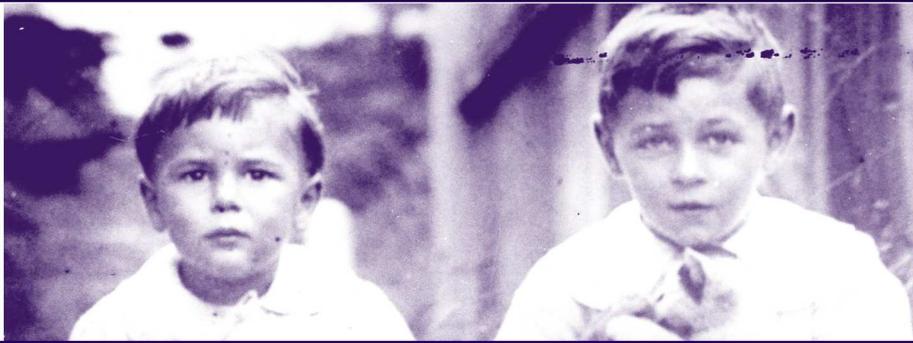
The teacher gives other commands as follows:

"Captain's Coming" – Students stand up straight and salute

"Captain's Going" – Students put their thumb on their nose, wiggle their fingers and stick their tongue out

"Captain's Girlfriend" – Students place their hands on their hips and move them side to side while wolf whistling

"Cook's Coming" – Students rub their stomachs and say "Mmmmm"

"Cook's Going" – Students hold their stomachs and pretend to vomit

"Climb the riggings" – Students climb an imaginary ladder in the air

"Scrub the deck"- Students get down on their hands and knees and scrub the floor

"Hit the deck" – Students lie down on their stomachs as fast as they can.

"Man overboard" – Students pretend to walk an imaginary plank and then fall to the ground.

The aim of the game is for the students to be eliminated by either completing the wrong action for the command given by the teacher or by being too slow at doing the action.

## 6.7 Drama

- "Hot Seating": based on the characters from the book.

- "The Last Word": In groups, seated in a circle, one student chooses a quote from the book, and reads it to the group.

    *"Tad asked curiously 'You can get into the Quarantine Station, just like that? What if you get smallpox or typhoid?' Froggy laughed 'We don't have that sort of thing anymore…"*
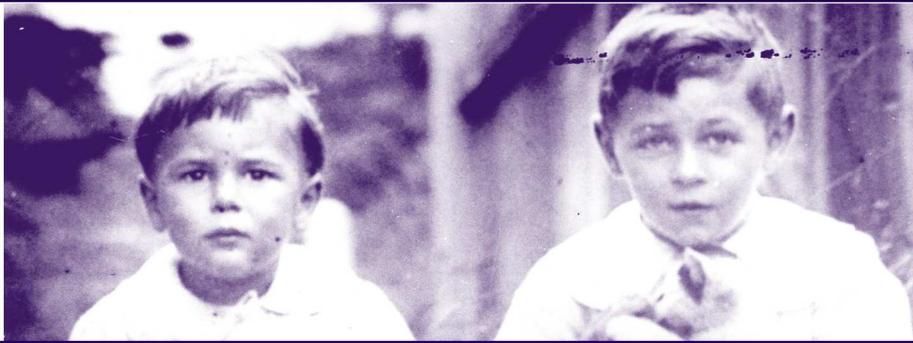
    *"Froggy thought of AIDS, of cancer…" (page 105)*

    Each student makes a comment and adds their opinion in response to the quote. The student who chooses the quote gets to have 'the last word'. All the students in the group have a turn to choose a quote.

- Role play scenarios based on underlying themes from the story such as family, friendship, trust, the class system, etc.

## 6.8 Dance

- Students can learn dances such as "Stripping the Willow" and "Waves of Bondi" that people of the time would have done in their leisure time.

- Learn the lyrics of 'Ring a Ring a Rosie' and discuss the historical origin of this song. Ask students to choreograph a dance that illustrates this meaning and present it at a school concert.

## 6.9 Music

- Using the words of the Ghost Boy marching song ask students to compose their own melodies or interpret the song on musical instruments. If students are particularly inspired ask them to write their own song about the Quarantine Station including lyrics and melody.
- Students can also learn about different styles of music from different cultures. From there, students can analyse each piece of music in regards to the elements of music.

## 6.10 Maps of Manly and Sydney:

After the visit to the Q Station, look at maps of Manly and Sydney (early and current). Ask students to identify what has changed. 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 those they would like to know more about.

## 6.11 Communication study

Students research communication methods during the era of the Quarantine station. Students compare these methods with the way we communicate now and judge their effectiveness. What does this improvement in communicative technologies mean for the spread of disease?

# 7 Additional Resources

## 7.1 Introduction to North Head Quarantine Station

Quarantine is defined as 'strict isolation designed to prevent the spread of disease'. Quarantine stations were created when necessary in Europe's 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 is forty and relates to initial period of quarantine of 40 days 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 (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

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 immigrants died on the voyage and this was followed by 17 more during their lengthy Quarantine[1]. The quarantine of the *Lady McNaughten* was the catalyst for the establishment of an official Quarantine Station on North Head and permanent buildings being were erected on site.

---

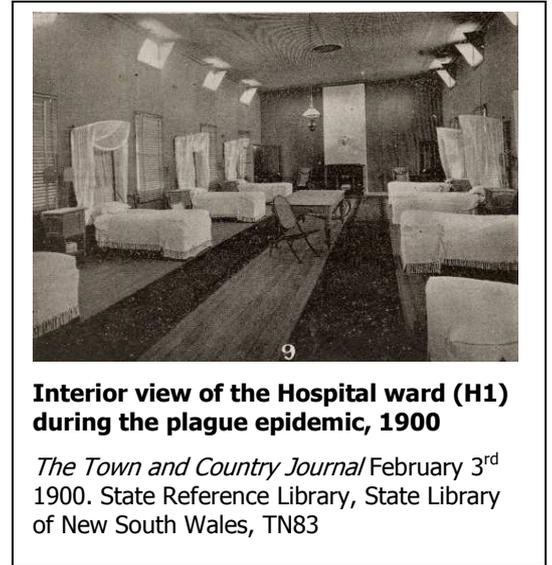[1] McIntyre, P & E. Rushen. *Quarantined! The 1837 Lady Macnaughten Immigrants*. Anchor Books Australia 2007.5.
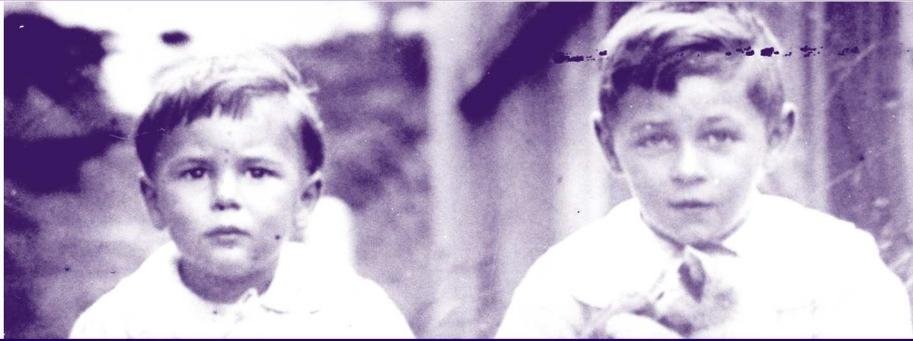
Immigration Phase: 1839-1880

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 were 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
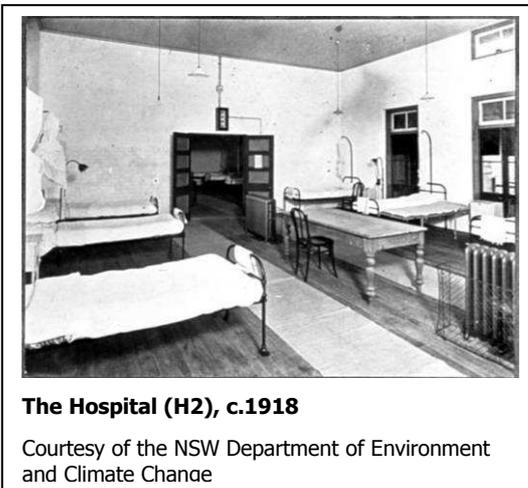


**Interior view of the Hospital ward (H1) during the plague epidemic, 1900**

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

See Figure 7.2 for an impression of the Station during the Immigration Phase.

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 stations 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.



**The Hospital (H2), c.1918**

Courtesy of the NSW Department of Environment and Climate Change

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, 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.
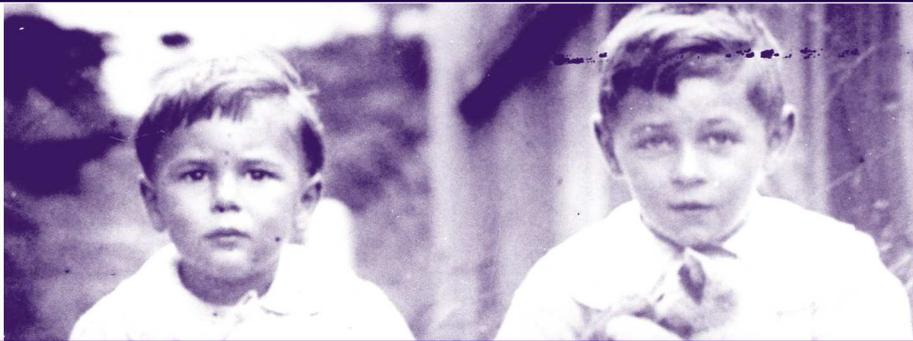
## Aviation Phase: 1950-1983

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

Image courtesy of the NSW Department of Environment and Climate Change

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 Company, Pty Ltd,  who are currently undertaking much needed conservation works, adapting buildings to provide for accommodation, a restaurant, visitor centre and historical exhibits.. In April 2008 the site opened, allowing increased access for the public and water based transport to
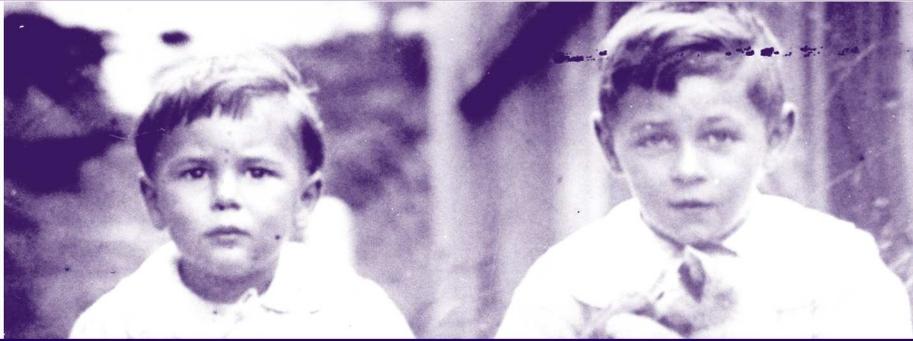
the Wharf Precinct in conjunction with new interpretive experiences. For more information about Mawland see http://www.qstation.com.au/mawland_group.php .

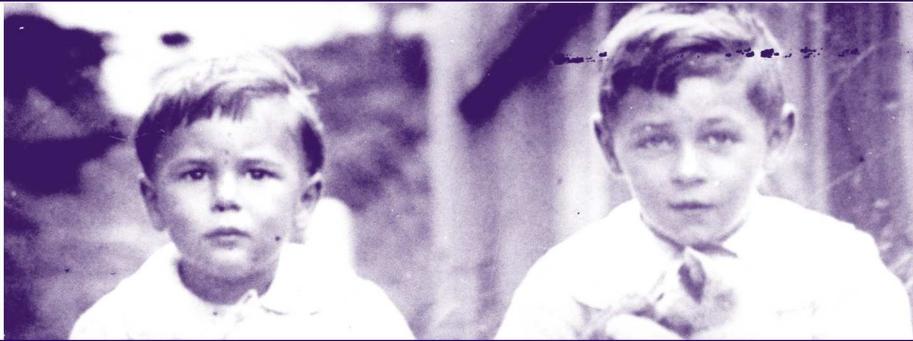**7.2 Map of the Quarantine Station showing both existing and demolished buildings**



LEGEND

◇  Buildings Present

◇  Buildings Demolished

◆  Buildings Burnt Down & Reconstructed

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

not to scale

## 7.3 Ghost Boy- Notes by the Author Felicity Pulman

*Ghost Boy is set in Sydney, with a flashback to the Quarantine Station at North Head, Manly, at the time of an outbreak of smallpox in 1881. While characters in Ghost Boy are fictitious, the smallpox epidemic and the conditions I describe at the Quarantine Station at that time are genuine. I researched on site but my main source of information was the report of the Royal Commission held in 1882. This is a detailed report into the mismanagement of the Station at that time and the suffering of the inmates, some of whom did not even have the disease when they were snatched from their beds and taken there. The report, and the Station itself, give great insight into the class system and inherent racism of that time.*

Twelve-year-old Froggy's fear of the water began when his family moved to Balgowlah and he started having nightmares about drowning. His nightmare comes true one day when he is chased into the sea by a gang of boys from his new school.

There is a flashback to the Quarantine Station in 1881. Tad has been snatched by his father from his home in England and brought to Australia so that his father can start a new life in the colonies with his mistress, Mary-Anne, and their baby, Joseph. But Tad's father and Mary-Anne both die. Tad decides to hide the 'family treasure' so that he and Joseph will have something to live on once they're released from the Station. He rows the box across North Harbour and hides it in a cave, but drowns on his way back to the row boat.

Froggy is rescued by the 'ghost boy', Tad. Tad has been haunting Dobroyd Head for over a hundred years, trying to get back to his baby step-brother at the Quarantine Station; trying to set things right and find peace. Froggy takes some convincing that he is really talking to a ghost, especially when he learns he's the only one who can see Tad.
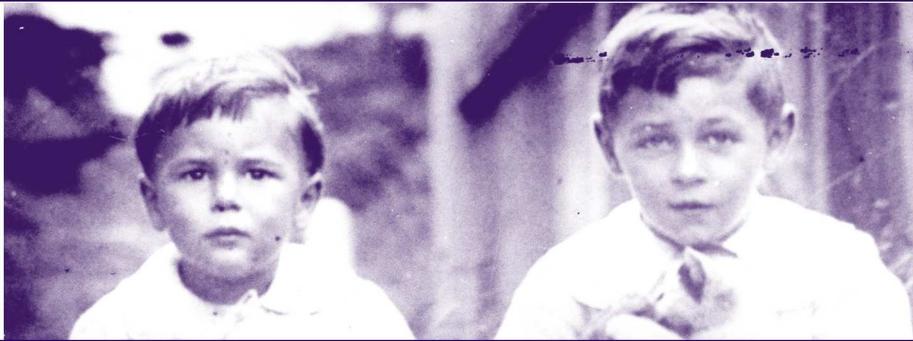
Froggy's father was injured in an accident, and they have come to live with Froggy's grandmother while the case for compensation is heard. In an effort to make new friends, Froggy's mother invites a workmate to a BBQ. Unfortunately this includes the very popular Cassie from Froggy's new school, who thinks he is a loser.

Froggy has to try to persuade Cassie that Tad is really there and that he needs their help. The matter becomes more urgent when it becomes apparent that Froggy's family are heirs to the Dearborne fortune, if only they can prove it. Part of the proof comes when Froggy and Cassie break into the Quarantine Station at night to examine the records of 1881. Another part of the proof comes from the fact that Froggy and Tad look alike, and that Froggy has the same 'webbed' toes as all the male Dearbornes. But the greatest proof lies in the missing 'treasure box'.

Froggy needs to persuade Tad to tell him the truth about where the missing treasure lies and also how he died - which in turn helps to explain Froggy's drowning dreams. But Froggy's greatest challenge lies in whether or not he can conquer his fear and swim to the cave to fetch the treasure and so prove his family's identity.

*Themes in Ghost Boy include: courage, trust, friendship, identity, early immigration, the early treatment of disease, racism, and the class system.*

© Felicity Pulman, 2007

## 7.4 Vocabulary to learn

Commission

Contagion

Inoculation

Convalescent

Inscription

Disease

Isolation

Epidemic

Miasma

Federal

Pandemic

Fumigation

Patient

Government

Plague

Health

Pratique

Hospital

Quarantine

Hulk

Regulation

Immigration

Smallpox

Immune

Steerage

Immunisation

Suspects

Incubation

Vaccinate

Infections

Vaccination

## 7.5 Smallpox information

Smallpox is a serious, contagious, and sometimes fatal infectious disease caused by the *variola virus*. There is no specific treatment for smallpox disease, and the only prevention is vaccination. The name smallpox is derived from the Latin word for "spotted" and refers to the raised bumps that appear on the face and body of an infected person.

There are two clinical forms of smallpox. *Variola* major is the severe and most common form of smallpox, with a more extensive rash and higher fever. *Variola* minor is a less common presentation of smallpox, and a much less severe disease, with death rates historically of 1% or less. Transmission of smallpox is by the inhalation of the airborne virus usually as saliva droplets from an infected person. Symptoms include fever, vomiting, muscle aches and a rash. These spots develop into sores that break open and spread large amounts of the virus into the mouth and throat. At this time, the person becomes highly contagious.

In the early 1880s there was a smallpox epidemic in Sydney during which hundreds of people were removed from their homes and brought to the Quarantine Station as they were suspected of having smallpox. Facilities and conditions at the Quarantine Station then were particularly inadequate and it resulted in a Royal Commission.

Smallpox outbreaks have occurred from time to time for thousands of years, but the disease is now eradicated after a successful worldwide vaccination program.
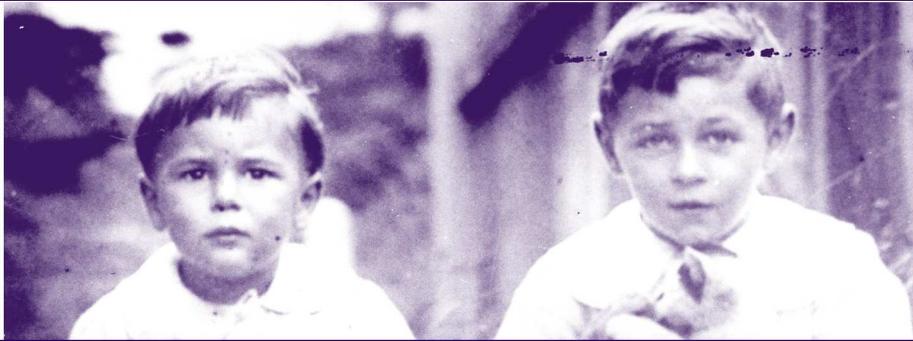
# 8 Bibliography and suggested resources

**Printed publications**

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

New South Wales. *Report of the Royal Commission, appointed on the 13th September, 1881, to enquire into and report upon the management of the Quarantine Station, North Head, and the hulk "Faraway"; together with the minutes of evidence and appendices*. Sydney: Govt. Pr., 1882.

McIntyre, P & E. Rushen. *Quarantined! The 1837 Lady Macnaughten Immigrants.* Anchor Books Australia 2007

Wills, R. ed. *Humin hopes. The Diary of Charles Moore, English Immigrant to Australia on the Constitution.* Pigface Press, Point Lookout 2005.

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

**Internet resources**

Quarantine Station website- www.quarantinestation.com.au

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

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/