



Teacher's Resource Kit

June 2010, updated Sept 2015



Stages 2-3



Mawland Quarantine Station

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kids in quarantine

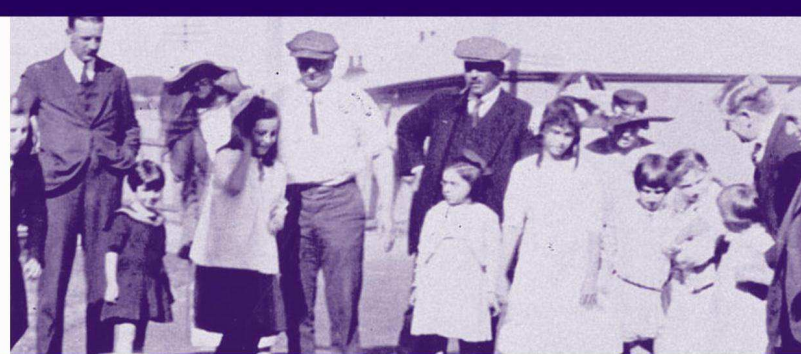


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1 The Program

Our **Kids in Quarantine** program introduces the students to the Quarantine Station, its history and the experiences of a quarantined person. They visit the key precincts involved in Quarantine operations and participate in hands-on activities through which they are asked to consider key themes of the Quarantine Station:

- The significance of the Quarantine Station site & its National Park Status
- First contacts took place on or near the North Head
- Immigration and settlement in Australia
- Infectious disease and the change in understanding and treatment
- The concept and practise of quarantine
- The emotional and spiritual journey of those quarantined
- The buildings & technology of quarantine

1.1 Aims and objectives

The aims and objectives of the program are to:

- Reveal the site as a place of first contact between the Aboriginal people and the British arriving on the First Fleet
- Allow students to explore the site of the Quarantine Station and to gain a deeper understanding of a heritage site, and the layering of history and 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 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, including past medical practices and ideas about sickness and health
- Allow students to compare and contrast past cultural and medical practices with those of today.
- Reveal changes and evolution in technology as related to quarantine

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1.2 Links to the NSW Syllabus for the Australian Curriculum & National Curriculum

Stage 2

English	EN21A	communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	
	ACELY1676	listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
History	Community And Remembrance		
	ASHHK061	One important example of change and one important example of continuity over time in the local community, region or state territory	
	ASHHK062	The role that people of diverse backgrounds have played in the development and character of the local community	
	First Contacts		
	ACHHK077	The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives	
	ACHHK079	Stories of the first fleet including reasons for the journey, who travelled to Australia and their experiences following arrival	
	ACHHK080	Nature of contact between Aboriginal people and others	
	Throughout : Continuity & Change; Cause & Effect; Perspectives; Empathetic Understanding; Significance & Applying Skills of Historical Inquiry and Communication		
Geography	Places are Similar & Different		
	Australian Continent	ACHGK014	Australia's major natural and human features
	Similarities & Differences between Places	ACHGK019	the settlement patterns and demographic characteristics of places and the lives of the people who live there for example: - comparison of the daily life of people from different places
	Perception & Protection of Places	ACHGK018	how the protection of places is influenced by people's perception of places, for example: -how people's perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites
	The Earth's Environment		
	Significance of environments	ACHGK021	the importance of natural vegetation and natural resources to the environment, animals and people
		ACHGK024	discussion of the importance of natural vegetation and natural resources to people
Perceptions of Environments	ACHGK022	discussion of the importance of environments to animals and people, and different views on how they can be protected	
Sci	Built Environment	ST2-14BE	how people interact within built environments and the factors considered in their design and construction
PDHPE	Active Lifestyle		
	ALS2.6	Discusses The relationship between regular physical activity and health	
	Personal Health Choices		
	PHS2.12	Discusses factors influencing personal health choices	

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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	Australian Colonies	
	ACHHK093	Reasons for the establishment of British colonies in Australia after 1800
	ACHHK094	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed
	ACHHK095	The impact of a significant event on a colony
	ACHHK097	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular group within a colony
	Australia as a Nation	
	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 and another country
	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: - 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

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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

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2 Pre Visit Activities

The following activities are provided as suggestions with which to prepare the students for their visit.

2.1 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. 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 visit.

2.2 Immigration and Multicultural Australia

Discuss the different waves of immigration in Australia from the early nineteenth century to the present day and the role that the Quarantine Station played in that (see internet resources).

Students can 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.

2.3 Introduction to the Quarantine Station

What is Quarantine? Through discussion consider how people arrive in Australia today and the Customs and Quarantine procedures that are in place. Compare that to the means by which immigrants arrived in Australia 100 years ago. How was life in Sydney different at that time?

2.4 To change or not to change?

Students can research information from organisations such as the National Trust and Australian Heritage Commission to explain what heritage sites are and how places become listed as heritage sites.

2.5 1881 today!

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

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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 gets 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'tine'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?

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3. On site experience and activities

3.1 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 the activity can be extended up to 4 hours inclusive of lunch, interactive activities, writing workshops, etc.

On Arrival

Tour Guides will meet you at the Q Station entrance just at the round-about to ensure a safe transition off the buses and to start the visit. Once students have exited the buses, they will be taken to a grassy staging area for a brief introduction before being divided into class groups (preferably no more than 25 students in one group) and assigned a guide.

Toilets

Guides will advise students when toilet breaks will be available. There is one toilet at the entrance to the site and more from 20 to 45 minutes into the visit.

Water, sunscreen and personal clothing

As the Kids in Quarantine experience consists of a walking tour and other outdoor activities, it is strongly advised that all students have sunscreen, hats and clothing suitable for being outdoors and appropriate to the weather forecast. Also, the site is quite rigorous with large hills that we will go up and down on our tour. 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 activities

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 round-about just before entrance to the Station 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.

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3.2 Possible Tour Routes

These are only two possible routes; buildings visited and walking routes are determined on the day based on a variety of factors



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4 Post-visit activities

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

4.1 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 at the Quarantine Station.

Future

- Ask students to imagine that it is 2081, two hundred years since the small pox epidemic in 1881. Ask them to reflect on their experience that they had at the Quarantine Station; ask them to write a story, diary entry, letter or poem that discusses the way their world of 2081 is!
- 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.

4.2 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?

4.3 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 changed? Have children changed?

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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

"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.

4.4 Music

Using the words of the Kids in Quarantine 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.

4.5 Maps of Manly and Sydney:

After the visit to the Q Station, look at maps of Manly and Sydney (early and current). Get 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, or draw a picture with as much detail as they can recall. Groups can compare their maps or drawings and discuss parts of the site that they found most interesting.

4.6 Your school has been quarantined- design your own quarantine station.

Ask students to imagine there was an outbreak of smallpox at their school and everyone had to be quarantined. Provide students with a map of the school and challenge them to convert the existing buildings into a quarantine station consisting of disinfection area, hospital administration precinct and accommodation areas.

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

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

4.7 Health and Disease

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

4.8 To Change or not to Change? Part 2

After visiting the Quarantine Station, students can discuss why this site would have heritage value. Brainstorm why one might nominate the Quarantine Station for a world heritage listing.

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5 Additional Resources

5.1 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.

5.2 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 the 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 fever and scarlet fever. 54 of the immigrants to the

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colony 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, the 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.

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Board of Health Phase: 1881-1909

The outbreak of Small pox 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

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) following the Stations modernisation, 1964.

Image 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 poor condition. In 1957, instead of another expansion, there was a refurbishment program and the Quarantine was re-equipped to house fewer 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

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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, with old buildings, and continually changing landscape, 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 fell into poor condition. The NPWS did not have enough money to return the Quarantine Station to a condition that would ensure its cultural significance was maintained. For over a decade the NPWS tried to raise the funds from the State government, grants and sponsors, and from their on-site conference, functions and tours. 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 that oversaw 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.

5.3 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

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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 an accompanying 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 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.

5.4 Vocabulary to learn

Bacteria	Immigration	Quarantine
Commission	Immune	Regulation
Contagion	Immunisation	Segregation
Convalescent	Incubation	Smallpox
Disease	Infections	Steerage
Epidemic	Inoculation	Suspects
Federal	Inscription	Spanish Influenza
Fumigation	Isolation	Vaccinate
Government	Miasma	Vaccination
Health	Pandemic	
Hospital	Patient	
Hulk	Plague	

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5.5 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



6 Bibliography and Suggested Resources

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