



Cairns Regional  
COUNCIL

## McLeod Street Pioneer Cemetery



### Teacher's Notes

Written and compiled by Cairns and District Family History Society Inc.

Education content written in accordance with Australian Curriculum and consultation with accredited teachers.



## Introduction & Background Information

Gazetted in 1887, the McLeod Street Pioneer Cemetery is the oldest surviving cemetery in Cairns, and as such it marks the final burial place of 2,500 of the earliest residents of the Cairns region. The Cemetery is listed on both the Queensland National Register as well as the Queensland Heritage Register. In accordance with best practice heritage management, in 2012 Cairns Regional Council commissioned heritage professionals to prepare a Conservation Management Plan.

The [McLeod St Pioneer Cemetery Conservation Management Plan](#) reinforces the significance of this historic site and identifies critical threats to the fabric of the cemetery. In response to the recommendations outlined in the CMP, Council has since addressed a number of priority issues in regard to improved levels of maintenance, such as fencing of the site in order to secure the cemetery at night to address vandalism; repair of broken headstones, under the guidance of heritage professionals; and repairs of internal pathways and seating.

In regard to the need for improved site interpretation and presentation, Council has recently completed the refurbishment of the Cemetery Rotunda as well as the design, fabrication and installation of three interpretive panels that provide an introduction to the cemetery as well as cemetery history. The renewal of the interpretive Name Plates, which contain the names of approximately 2,000, of the earliest residents of the Cairns region, with a more accurate and user-friendly system for locating gravesites, help promote a better appreciation of the contextual history of the region. Council has also recently installed a number of digital Quick Response or QR Codes in the Cemetery. The QR codes enable Smartphone users with a QR reader to access biographical data on a selection of gravesites.

Adding to these new interpretive elements, this educational resource for teachers along with the accompanying Student Worksheets have been prepared by the Cairns and District Family History Society in accordance with Australian Curriculum and consultation with accredited teachers. Council is extremely grateful to the Society who has been a key partner in the on-going revitalisation of the cemetery over the past three years.

Local history and heritage are important aspects of any community, and this resource aims to help pupils to learn more about the cemetery and the people and events that have shaped the Cairns region. Please enjoy your visit.

For further information regarding the McLeod Street Pioneer Cemetery please contact Council's Customer Service on (07) 4044 3044 or [council@cairns.qld.gov.au](mailto:council@cairns.qld.gov.au)

## **HISTORY Year 6 Achievement Standard**

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Students will investigate the way of life of people who migrated to Australia and their contributions to Cairns' economic and social development. They will locate, generate and access data and information from both primary and secondary sources, selecting and evaluating the data to investigate the lives of pioneers from the Cairns area. Independently, students will research and evaluate data to write a biography of an individual; who contributed to the development of Cairns Society.

<b>STRANDS, SUBSTRANDS AND CONTENT DESCRIPTORS</b>	<b>QUESTIONS</b>
<p><b>Historical Knowledge and Understanding</b> <u>Australia as a Nation</u></p> <ul style="list-style-type: none"><li>• Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</li><li>• The contribution of individuals and groups, including Aboriginal people and /or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</li></ul> <p><b>Historical skills</b> <u>Chronology, terms and concepts</u></p> <ul style="list-style-type: none"><li>• Sequence historical people and events. (ACHHS117)</li></ul> <p>Historical questions and research</p> <ul style="list-style-type: none"><li>• Use historical terms and concepts (ACHHS118)</li><li>• Identify questions to inform an historical inquiry (ACHHS119)</li></ul> <p><u>Analysis and use of sources</u></p> <ul style="list-style-type: none"><li>• Identify and locate a range of relevant sources (ACHHS120)</li><li>• Locate information related to inquiry questions in a range of sources. (ACHHS121)</li></ul> <p><u>Explanation and communication</u></p> <ul style="list-style-type: none"><li>• Develop texts, particularly narratives and descriptions, which incorporate source materials. (ACHHS124)</li></ul>	<p><b>Essential Questions:</b> Who were the people who came to Australia?  Why did they come to Cairns?  (Choose 3 or 4 significant people from looking at the headstones, then answer: What contribution have these significant individuals and / or groups made to the development of Australian society?)</p> <p><b>Unit Questions:</b> Content Questions:</p> <ol style="list-style-type: none"><li>1. Who are the people buried in the cemetery?</li><li>2. What information is given on the headstones in the cemetery?</li><li>3. What is the history of the people interred (ie. buried) in the cemetery?</li><li>4. Which people made a significant contribution to developing the Cairns society?</li><li>5. What contribution did each person make?</li><li>6. What is a biography?</li><li>7. How do you write a biography?</li><li>8. How is the cemetery organised?</li><li>9. Why are there so few headstones?</li><li>10. Why is the cemetery being maintained?</li><li>11. Who is responsible for the maintenance of the cemetery?</li></ol>

## **ENGLISH**

### **Language**

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. (ACELA1516)
- Understand the uses of objective and subjective language and bias. (ACELA1517)

### **Text Structure and Organisation**

- Understand how text structures and language features are used to achieve aesthetic and humourous effects. (ACELA1518)
- Understand the uses of commas to separate clauses. (ACELA1521)

### **Expressing and developing ideas**

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas. (ACELA1522)
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups / phrases. (ACELA1523)
- Identify and explain how analytical images like figures, tables and diagrams contribute to our understanding of verbal information in factual texts. (ACELA1524)

### **Literature**

#### **Creating Literature**

- Combine literary texts that adapt and combine aspects of texts in innovative ways. (ACELT1618)

### **Literacy**

#### **Interacting with others**

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information and opinions. (ACELY1709)
- Use interaction skills, varying conventions of spoken interactions such as voice, volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of audience. (ACELY1816)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audience and purpose, making appropriate choices for modality and emphasis. (ACELY1710)

#### **Interpreting, analysing and evaluating**

- Select, navigate and read texts, applying appropriate text processing strategies and interpreting structural features, for example glossary, headings and subheadings. (ACELY1712)
- Use comprehensive strategies to interpret and analyse information and ideas, comparing content from a variety of sources including media and digital texts. (ACELY1713)

## **DEEP UNDERSTANDINGS**

- Society is changed by the actions of people who live in and contribute to that society.

### **We need evidence of the student's ability to:**

1. Extract and analyse information from primary sources, (ie. grave sites, documents from Cairns and District Family History Society etc.).
2. Make inferences from the information collected from primary sources to identify people who have contributed to the development of Cairns society. (Such as: What year did most people die? What did they die from? (use evidence from McLeod Street Pioneer Cemetery Burial Report). How many people died when they were less than 20 years old? At what age did the youngest person die? Suggest / Infer why so many young people died at such a young age).
3. Extract information from relevant secondary sources including the internet / handouts.
4. Understand and discuss why primary sources of information are preserved.
5. Construct an accurate timeline of headstones in the cemetery.
6. Collate information from a variety of sources - write up as a biography.
7. Develop a persuasive speech.

### **Therefore, our teaching activities and strategies should include:**

1. Relevant genres used to present historical data - timelines and biographies.
2. The cultural aspects of biographies: purpose, who reads them, who writes them, what mediums are used.
3. Analysis of the writing and structure of a biography:
  - a. Generic structure of a biography
    - i. Title
    - ii. Orientation
    - iii. Events in chronological order
    - iv. Evaluation
  - b. Identify cohesive devices used in a biography – time
  - c. Vocabulary – relates to the events of the person
  - d. Grammar – circumstances of time and place: past tense
  - e. Visual language – photos and maps
4. Analysing the reasons for preserving primary sources via a persuasive exposition:
  - a. Cultural aspects of persuasive speeches: purpose, who uses it, who listens to it, is it presented in different media, etc.
  - b. Generic structure of argumentative exposition
  - c. Vocabulary – Emotive language and vocabulary
  - d. Imagery
  - e. Grammar
    - i. Modality (Modal adverbs and verbs)
    - ii. Mood (Statements, Questions, Commands)
    - iii. Nominalisation of action verbs – nouns; packing the noun to create more sophisticated text.
    - iv. How to give an opinion and sum up.
5. Speaking skills: volume, clarity, projection, enunciating consonants clearly, use of pause, pacing the speech well and use of body language.
6. Investigating the lives of people who lived in Cairns – their family, nationality, religion, and reason for immigration, occupation, and contribution to society, cause of death.
7. Define the differences between primary and secondary sources of information.
8. Collect and analyse data from a primary source (McLeod Street Pioneer Cemetery) to formulate questions for research in secondary sources of information.
9. Investigate the types of secondary data available and determine which ones are suitable for investigation of the people of Cairns.

## TASK / ASSESSMENT OUTLINES

### Task 1.

In groups of two to four, draw a detailed timeline of headstones in the cemetery, detailing the information provided on the headstones which could include birth, death, age, occupation, religion, nationality, message and stonemason. A minimum of four nationalities and four religions should be represented. (Related to ACHHS117, ACELA1524, ACELY1712)

### Task 2.

Write a biography of one of the people in the cemetery. Include why he / she came to Australia and his / her contribution to the development of the Cairns society, nationality, religion, when he / she died and what from. (Related to ACHHK116, ACELA1518, ACELA1521, ACELY1712, ACELY1713)

### Task 3.

Develop an oral presentation with three other team members to outline

- the history of three (3) people (1 person for each group member), including his / her details from the visit to the cemetery, date and place of birth, religion, nationality, why he / she died and other relevant notes taken)
- the reasons for the conservation and preservation of the cemetery. (Related to ACHHS124, ACELA1518, ACELA1521, ACELA1523, ACELA1524, ACELT1618, ACELY1816, ACELY1710, ACELY1712, ACELY1713)

## HISTORY ASSESSMENT TASK CRITERIA SHEET - McLEOD STREET PIONEER CEMETERY. (OPTION I)

		A	B	C	D	E
<b>Understanding and skills dimensions</b>	<b>Historical knowledge and understanding</b>	<b>The student's work demonstrates:</b>				
		Comprehensive explanations of : <ul style="list-style-type: none"> <li>Causes and effects of change on society;</li> <li>Different experiences of people in the past and comparisons of experiences;</li> <li>Significance of an individual and group</li> </ul>	Explanations of : <ul style="list-style-type: none"> <li>Causes and effects of change on society;</li> <li>Different experiences of people in the past and comparisons of experiences;</li> <li>Significance of an individual and group</li> </ul>	Descriptions of : <ul style="list-style-type: none"> <li>Causes and effects of change on society;</li> <li>Different experiences of people in the past and comparisons of experiences;</li> <li>Significance of an individual and group</li> </ul>	Partial descriptions of : <ul style="list-style-type: none"> <li>Causes and effects of change on society;</li> <li>Different experiences of people in the past and comparisons of experiences;</li> <li>Significance of an individual and group</li> </ul>	Statements of : <ul style="list-style-type: none"> <li>Causes and effects of change on society;</li> <li>Different experiences of people in the past and comparisons of experiences;</li> <li>Significance of an individual and group</li> </ul>
	<b>Questioning and researching</b>	Development of a range of logical and interrelated questions to frame a historical inquiry when researching.	Development of a range of logical questions to frame a historical inquiry when researching.	Development of questions to frame a historical inquiry when researching.	Development of descriptive questions that respond to a historical inquiry when researching.	Use of obvious questions when researching.
		Considered identification of a range of sources, and location and comparison of information to answer inquiry questions.	Effective identification of a range of sources, and location and comparison of information to answer inquiry questions.	Identification of a range of sources, and location and comparison of information to answer inquiry questions.	Identification of sources and location of information to answer inquiry questions.	Location of information connected to inquiry questions from supplied sources.
	<b>Analysing and interpreting</b>	Critical analysis of sources to identify and explain different points of view.	Analysis of sources to identify and explain different points of view.	Examination of sources to identify and describe different points of view.	Identification and description of obvious points of view in sources.	Identification of different information in sources.
	<b>Communicating</b>	Clear and purposeful communication using texts, that: <ul style="list-style-type: none"> <li>organise and present information;</li> <li>incorporate relevant sources;</li> <li>link to historical inquiry</li> </ul>	Effective communication using texts, that: <ul style="list-style-type: none"> <li>organise and present information;</li> <li>incorporate relevant sources;</li> <li>link to historical inquiry</li> </ul>	Communication using texts, that: <ul style="list-style-type: none"> <li>organise and present information;</li> <li>incorporate relevant sources;</li> <li>link to historical inquiry</li> </ul>	Narrow communication using texts, that uses: <ul style="list-style-type: none"> <li>historical terms and concepts, based on information from sources and linked to historical inquiry</li> </ul>	Fragmented communication using texts, that uses: <ul style="list-style-type: none"> <li>historical terms and concepts, based on guided information and partially linked to historical inquiry</li> </ul>
		Chronological sequences of events and people, and representation of time by creating detailed timelines that identify key dates.	Chronological sequences of events and people, and representation of time by creating timelines that identify key dates.	Chronological sequences of events and people, and representation of time by creating timelines.	Sequences of events and people on simple timelines.	Partial sequences of events and people.

## HISTORY ASSESSMENT TASK CRITERIA SHEET - McLEOD STREET PIONEER CEMETERY. (OPTION 2)

A	B	C	D	E
<b>The student's work demonstrates:</b>				
<p>A very high level of knowledge and understanding of content</p> <ul style="list-style-type: none"> <li>historical facts about people interred at cemetery; concepts relating to cause and effect, and sequencing of events; and procedures for written and oral presentations / formats - grammar, punctuation, spelling; referencing and quotes from primary and secondary sources.</li> <li>the significance of both individuals and groups in determining our past</li> <li>descriptions of causes and effects of change on our society</li> </ul>	<p>A high level of knowledge and understanding of content</p> <ul style="list-style-type: none"> <li>historical facts about people interred at cemetery; concepts relating to cause and effect, and sequencing of events; and procedures for written and oral presentations / formats - grammar, punctuation, spelling; referencing and quotes from primary and secondary sources.</li> <li>the significance of both individuals and groups in determining our past</li> <li>descriptions of causes and effects of change on our society</li> </ul>	<p>A sound level of knowledge and understanding of content</p> <ul style="list-style-type: none"> <li>historical facts about people interred at cemetery; concepts relating to cause and effect, and / or sequencing of events; and procedures for written and oral presentations / formats - grammar, punctuation, spelling; referencing and / or quotes from primary and secondary sources.</li> <li>the significance of both individuals and groups in determining our past</li> <li>descriptions of causes and effects of change on our society</li> </ul>	<p>A limited level of knowledge and understanding of content</p> <ul style="list-style-type: none"> <li>historical facts about people interred at cemetery; concepts relating to cause and effect or sequencing of events; and procedures for written and oral presentations / formats - grammar, punctuation, spelling; referencing / quotes from primary / secondary sources.</li> <li>the significance of both individuals and groups in determining our past</li> <li>descriptions of causes and effects of change on our society</li> </ul>	<p>A very limited level of knowledge and understanding of content</p> <ul style="list-style-type: none"> <li>historical facts about people interred at cemetery; concepts relating to cause and effect or sequencing of events; and procedures for written and oral presentations / formats - grammar, punctuation, spelling; referencing / quotes from primary / secondary sources.</li> <li>the significance of both individuals and groups in determining our past</li> <li>descriptions of causes and effects of change on our society</li> </ul>
<p>A very high level of application of skills</p> <ul style="list-style-type: none"> <li>sequencing of events and people in chronological order, represented by timelines</li> <li>identifying a range of sources, locating and comparing information to answer inquiry questions</li> <li>develop texts and descriptions to present information</li> </ul>	<p>A high level of application of skills</p> <ul style="list-style-type: none"> <li>sequencing of events and people in chronological order, represented by timelines</li> <li>identifying a range of sources, locating and comparing information to answer inquiry questions</li> <li>develop texts and descriptions to present information</li> </ul>	<p>A sound level of application of skills</p> <ul style="list-style-type: none"> <li>sequencing of events and people in chronological order, represented by timelines</li> <li>identifying a range of sources, locating and comparing information to answer inquiry questions</li> <li>develop texts and descriptions to present information</li> </ul>	<p>A limited level of application of skills</p> <ul style="list-style-type: none"> <li>sequencing of events and people in chronological order, represented by timelines</li> <li>identifying a range of sources, locating and comparing information to answer inquiry questions</li> <li>develop texts and descriptions to present information</li> </ul>	<p>A very limited level of application of skills</p> <ul style="list-style-type: none"> <li>sequencing of events and people in chronological order, represented by timelines</li> <li>identifying a range of sources, locating and comparing information to answer inquiry questions</li> <li>develop texts and descriptions to present information</li> </ul>

## ENGLISH ASSESSMENT TASK CRITERIA SHEET - McLEOD STREET PIONEER CEMETERY. (OPTION I)

		A	B	C	D	E	
Understanding and skills dimensions	<b>Receptive Modes</b> Evidence of listening, reading and writing.	<b>Ideas and information in Texts</b>	<b>The student's work demonstrates:</b>				
		Considered analysis of a variety of texts to interpret literal and implied meaning.	Effective analysis of a variety of texts to interpret literal and implied meaning.	Analysis of a variety of texts to interpret literal and implied meaning.	Analysis of a variety of texts to interpret literal.	Restatement of information from, or statement of opinion about, a variety of texts.	
	<b>Productive Modes</b> Evidence of speaking, writing and creating	<b>Ideas and information in Texts</b>	Considered selection, organisation and synthesis of a variety of relevant ideas and information for different purposes and audiences.	Effective selection, organisation and synthesis of a variety of relevant ideas and information for different purposes and audiences.	Selection, organisation and synthesis of a variety of relevant ideas and information for different purposes and audiences.	Selection and combination of ideas and information for different purposes.	Statement of ideas and information.
		<b>Text Structures</b>	Considered use of text structures for different purposes, audiences and effects.	Effective use of text structures for different purposes, audiences and effects.	Use of text structures for different purposes, audiences and effects.	Use of aspects of text structures for different purposes.	Use of aspects of text structures.
	<b>Language Features</b>	Considered use of a variety of grammar and vocabulary for different purposes, audiences and effects.	Effective use of a variety of grammar and vocabulary for different purposes, audiences and effects.	Use of a variety of grammar and vocabulary for different purposes, audiences and effects.	Use of a variety of grammar and vocabulary for different purposes.	Use of a narrow range of grammar and vocabulary.	
		Considered use of a variety of textual and language features for different purposes, contexts and effects: <ul style="list-style-type: none"> <li>Written features (punctuation, spelling)</li> <li>Spoken/signed features (pronunciation; pace, phrasing, pause; audibility, clarity)</li> <li>Non-verbal features (facial expression, gestures, proximity, stance, movement)</li> <li>Visual features (graphics, and still /moving image)</li> </ul>	Effective use of a variety of textual and language features for different purposes, contexts and effects: <ul style="list-style-type: none"> <li>Written features (punctuation, spelling)</li> <li>Spoken/signed features (pronunciation; pace, phrasing, pause; audibility, clarity)</li> <li>Non-verbal features (facial expression, gestures, proximity, stance, movement)</li> <li>Visual features (graphics, and still /moving images)</li> </ul>	Use of a variety of textual and language features for different purposes, contexts and effects: <ul style="list-style-type: none"> <li>Written features (punctuation, spelling)</li> <li>Spoken/signed features (pronunciation; pace, phrasing, pause; audibility, clarity)</li> <li>Non-verbal features (facial expression, gestures, proximity, stance, movement)</li> <li>Visual features (graphics, and still /moving images)</li> </ul>	Use of textual and language features that vary in suitability: <ul style="list-style-type: none"> <li>Written features (punctuation, spelling)</li> <li>Spoken/signed features (pronunciation; pace, phrasing, pause; audibility, clarity)</li> <li>Non-verbal features (facial expression, gestures, proximity, stance, movement)</li> <li>Visual features (graphics, and still /moving images)</li> </ul>	Use of textual and language features that impede meaning: <ul style="list-style-type: none"> <li>Written features (punctuation, spelling)</li> <li>Spoken/signed features (pronunciation; pace, phrasing, pause; audibility, clarity)</li> <li>Non-verbal features (facial expression, gestures, proximity, stance, movement)</li> <li>Visual features (graphics, and still /moving images)</li> </ul>	

## ENGLISH ASSESSMENT TASK CRITERIA SHEET - McLEOD STREET PIONEER CEMETERY. (OPTION 2)

A	B	C	D	E
<b>The student's work demonstrates:</b>				
A very high level of knowledge and understanding of content (facts about people interred at cemetery; concepts relating to cause and effect; and procedures such as written and oral presentations / formats – grammar, punctuation, spelling).	A high level of knowledge and understanding of content (facts about people interred at cemetery; concepts relating to cause and effect; and procedures such as written and oral presentations / formats - grammar, punctuation, spelling).	A sound level of knowledge and understanding of content (facts about people interred at cemetery; concepts relating to cause and effect; and procedures such as written and oral presentations / formats - grammar, punctuation, spelling).	A limited level of knowledge and understanding of content (facts about people interred at cemetery; concepts relating to cause and effect; and procedures such as written and oral presentations / formats - grammar, punctuation, spelling).	A very limited level of knowledge and understanding of content (facts about people interred at cemetery; concepts relating to cause and effect; and procedures such as written and oral presentations / formats - grammar, punctuation, spelling).
A very high level of application of skills (graphics, expression, gestures, audibility, phrasing, etc.).	A high level of application of skills (graphics, expression, gestures, audibility, phrasing, etc.).	A sound level of application of skills (graphics, expression, gestures, audibility, phrasing, etc.).	A limited level of application of skills (graphics, expression, gestures, audibility, phrasing, etc.).	A very limited level of application of skills (graphics, expression, gestures, audibility, phrasing, etc.).

### **PRIOR to Excursion:**

1. Contact relevant people re excursion – Cairns Regional Council, Cairns and District Family History Society (they may be able to provide a speaker to talk to students before visit to cemetery).
2. Fill out relevant excursion forms for school.
3. Complete school Risk Assessment form (note there will be a few things to consider – students **MUST** wear covered footwear – risk of falling / tripping over roots, broken path, stones, etc.)
4. Send letter home to parents re excursion and collect any money for bus, parental help if allowable, etc.
5. Book bus, give specific times, places being visited, drop off and pick-up points, etc.
6. Visit site to familiarise yourself with features, route to take, etc.
7. Students **MUST** work in groups – if possible take teacher aide or a few parents (check if they have blue cards). They will need to be reminded of this on day.
8. Allow 1.5 hours at cemetery, and time for other places being visited as well.
9. Other places to include on excursion – RSL Memorial, Tanks Art Centre, Cairns Botanic Gardens.
10. NOTE there are **NO** toilet facilities nearby, so warn students well in advance and plan for toilet break soon after visiting cemetery.
11. Due to above plan what time of year is best for this excursion well in advance.
12. Remind the class that this is a burial site and that respectful behaviour is important.
13. Under no circumstances are children allowed to stand or climb on any of the grave surrounds.

### **BACKGROUND INFORMATION**

The heritage listed McLeod Street Pioneer Cemetery contributes significantly to understanding history and identifying aspects of the historical connection not only to Cairns but other parts of Queensland and beyond. It has strong social, cultural, religious and genealogical significance.

The Cairns and District Family History Society believe that the conservation of the cemetery is important in honouring the pioneers of the Cairns District. The cemetery provides an initial source of information for future historians, students and family historians researching the history of the Cairns District.

## McLEOD STREET PIONEER CEMETERY HISTORY

### **Prior to visiting the cemetery:**

Read information about some of the people buried / interred at the cemetery prior to visiting cemetery.

Group people from “List A”. Choose one group for further research.

Carry out research into this group and complete the essential questions.

### **At the cemetery:**

Field study (excursion) to the McLeod Street Pioneer Cemetery (complete worksheets).

### **Back at school after visit to cemetery:**

Write a biography based on 1 (ONE) person chosen from your visit to the cemetery and your interest / curiosity about him / her.

In groups of 2 to 4 students prepare a multimedia presentation including the following:

- A spreadsheet which collates the names of people interred at the cemetery based on certain themes e.g. religion, age, nationality.
- Investigation into the prominent health issues at the turn of the 1900's. Relate these investigations to why so many people died (refer to McLeod Street Pioneer Cemetery Burial Report).
- Information about the person you choose for your biography to inform the rest of the class about him / her (about 150 – 200 words per person).

### **Individually write a few paragraphs about the following:**

- Why would the cemetery be classified as a heritage site? (What criteria were used to make the decision?)
- Are the gravestones not cleaned? Why? OR Why not?
- Do you think they should be cleaned? Justify your answer.
- Suggest other conservation management techniques that could be used to help prevent further damage to graves / headstones.

## Worksheet Activity Answers

### Activity 1: Information from the Interpretive Boards in Rotunda

- a) Horse drawn hearse
- b) - Medical support for accidents and illnesses not as advanced as it is today  
- Lack of immunisation from common diseases  
- Poor diet and living conditions
- c) 14 nationalities, 10 percent of all burials are Chinese settlers
- d) 17 religious denominations
- e) 1970 - Norah Fox, map reference m6; Dora Amy Gladwell and Harriett Mary Roebuck, map reference o10
- f) almost one quarter of burials are children under 10 years
- g) 'Heritage listing provides legal protection for the heritage values of the site and precludes inappropriate development here.'

### Activity 2: While walking around the cemetery

- a) The Pagan / Alien section
- b) - Crosses (Roman, Celtic)  
- writing of Japanese (Yamamoto j6); Chinese (Herbert Ming c4) and Hebrew (Katie Bennett q6)

### Activity 3: Headstones noting Country of Birth

- England - Too many to note individual names
- India - Agnes Gentles, map reference n13
- Ireland - Too many to note individual names
- Japan - Haru Furusho, map reference p6
- New Zealand - George Hall, map reference q12
- Scotland - Too many to note individual names
- South Africa - Anthony O'Connor, map reference c16

### Activity 4: Associated names

Aumuller Street

Boland Street and Boland Centre - building corner of Spence Street and Lake Street

Earl Street and the suburb of Earlville

Kingsford Street

Koch Street; Dr Edward Koch Memorial – in Anzac Park; Dr Koch Foundation

Munro Terrace, Mooroolooloo; Munro Martin Park; the Fernery in Cairns Botanic Gardens; church halls in Edge Hill and West Cairns

McCoombe Street

### Activity 5: Meaning of symbols on headstones

- a) **Hands clasped** – Reunited in Heaven (the cuffs are usually those of a male and female and are used on husband and wife monuments, or where the departed was a widow or widower.)  
(Grave of Isabella Annie Hayes, map reference l6)
- b) **Hand with index finger pointing upward** – Pathway to Heaven or Heavenly Reward.  
(Grave of Captain James Foulis, map reference q5)
- c) **Celtic Cross** – from Ireland – also sometimes from Wales or Scotland

- d) **Urn, draped** – Urn – Immortality (life will be restored) or Death;  
Drape (on anything) - Mourning
- e) **Column Broken** – Early Death, Life cut short.
- f) This is a **Gravesite Peg** or Marker - it marks a gravesite. The number on it corresponds with the burial register entry that records the deceased name. This one, 1160, marked the grave of Charles Powell, map reference n4.  
At present, it is placed at the end of a pile of concrete at map reference 16, which is not at Charles's grave.

### **Activity 6: Who's grave and why is it different from the other graves in the cemetery.**

- a) John Samuel Pyne map reference c11.  
A very ornate headstone carved from one piece of marble, including the rocks. The symbols are: Tree sprouting – Life Everlasting; Oak Leaf – endurance; Acorn – English descent; Anchor – steadfast hope or security; Rope – eternity.  
As reported in the Cairns Post: "His headstone was a work of art that was entrusted to Mr. L. Severin and is typical of the heart of oak it is reared in memory of, being a branch of an oak tree bearing leaves and acorns upon a mass of rock set upon a massive block of pure white marble, and anchor and cord is on one side."
- b) John Henry Fidler Pearson map reference n9.  
Sandstone altar with sarcophagus - may also be called a bodystone. A bodystone was to prevent resurrection men (body snatchers) digging bodies out of graves to sell to doctors for anatomy practise. Body snatching died out after 1832 when the Dissection Act was passed which meant unclaimed bodies could be used legally for anatomy.
- c) Katie Bennett map reference q6.  
The headstone has been carved from marble. It is the only Jewish grave – faces east according to the Jewish Rites. There is a Jewish tradition of leaving a pebble or stone on the grave that signifies that someone has honoured the deceased person's memory with a visit to the grave. Many people take special care in choosing a stone to put on the grave of a loved one. It may be a stone from a place that was significant to the deceased, a stone that was chosen at an event during which the deceased was especially missed, or simply an interesting or attractive rock. Because there is no commandment to fulfil here, placing a stone on a grave is an opportunity for you to create your own ritual, or do things in the way that feels most meaningful to you.
- d) Richard Ash Kingsford map reference n4.  
The headstone is constructed from polished granite. It is a large rectangular red granite pedestal, stepped, columns, engraved with ornate old English 'K'.

### **Activity 7: Study a headstone**

For styles of headstones and material used refer to Graves and Headstones page.

### **Activity 9: Reasons why there are so few headstones.**

Financial – some people could not afford a headstone and grave surrounds.

Aging and weathering, even natural causes – some damage was caused in 1927 by a cyclone.

Some of the concrete is breaking up because of the iron reinforcing rods used to strengthen the concrete. This is known as 'concrete cancer'. The rusting iron expands and cracks the surrounding concrete when in a moist environment.

Many people had no family living in the area or Australia.

Vandalism by humans and animals.

If wood was used it would have deteriorated in the tropical environment.

Reaction from elements in the soil as well as roots, leaves and pine needles from surrounding trees.

## MCLEOD STREET PIONEER CEMETERY HISTORY

In 1876 Cairns was established as a port for the newly discovered Hodgkinson goldfield. During the first few weeks of October and November there were between 500 and 600 people camping in the Australian bush.

During the early years of Cairns, Sailing Ships and later Steam Ships were the only means of transport to and from the town. The rivers around the district were used as roadways especially with the Chinese Junks carrying bananas and many other garden produce for sale at the town markets and also for export. As well as general merchandise brought in by those ships, the cargo also included the headstones for the cemetery because until after 1900 there were no stonemasons in Cairns. Many tracks connected the towns in the area. These were used by the Packers and their horses and then later the deliveries included shipments by horse and dray.

Whilst people made their fortune, the harsh north Queensland climate, unclean living conditions, sickness and hazards such as marine stingers, mosquitoes and crocodiles took their toll on the community.

The first known cemetery was developed on a site close to the now Cairns Hospital. No sea wall existed, as it does now, so coffins were often exposed by the high tides. This cemetery was abandoned and a new site was established on what was to become McLeod Street. The new 5 acre cemetery was gazetted in 1877 and named Cairns General Cemetery.

Some of the coffins from the Esplanade cemetery were disinterred and reburied in the Cairns General Cemetery which is now known as McLeod Street Pioneer Cemetery.

Due to the cemetery situated on sand dunes and swales it soon became apparent that this cemetery reserve also had problems with water. There were concerns about the water percolating through the cemetery as it could contaminate the various wells sunk to tap the available groundwater. Another concern was that during the wet season, the water table often precluded burials at their correct depth. The town was expanding closer to the cemetery and within 10 years the search for a different cemetery site was being undertaken.

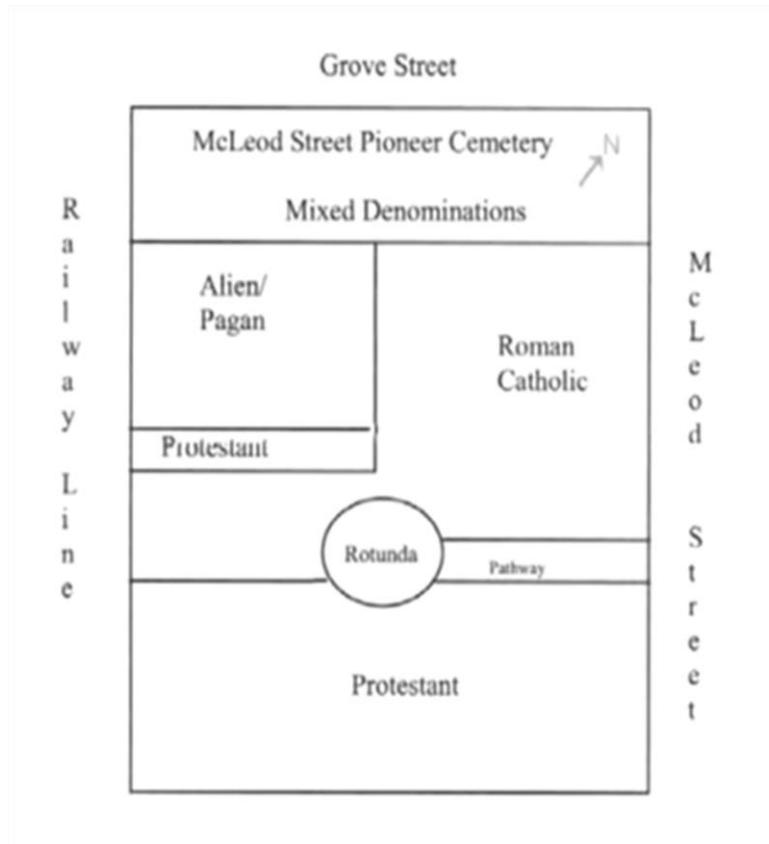
The cemetery was governed by a Board of Trustees until 1905 when the Cairns Town Council took over the management.

In 1916 a new Cairns General Cemetery was opened on Martyn Street. From this time, the McLeod Street cemetery was infrequently used with internments mostly in family plots. During the 51 years between 1916 & 1949 there were 97 burials. The cemetery was officially closed in 1954.

The burial register starts at number 229 and finishes at 2501 and no records have been found of the first 228 burials. The first recorded burial, 229, was Thomas MacConachie on 16th October 1887 and the last was Jane Sage Bradford on 4th September 1949. An alphabetical list of the burials from 1887 to 1949 is available at the Cairns and District Family History Society.

In August 1976 McLeod Street Pioneer Cemetery was one of the earliest places listed on the Register of the National Trust of Queensland and in March 1978, the cemetery was listed as Cairns Cemetery (Old), on the Register of the National Estate (Non-statutory archive). With the passage of the Queensland History Act in 1992 the cemetery was assessed and listed in August 1992 on the Queensland Heritage Register. Consequently protection of the cemetery was established so any alteration or addition within the cemetery needed to be approved by the trustees, Cairns Regional Council and Department of Environment and Heritage Protection (DEHP).

The earliest map that has been located is “Cairns General Cemetery No. 1943”. There are approximately 400 burials that are either not on the map or too difficult to decipher, but their names are in the burial register. This map divides the cemetery into sections or denominations and while the map is set out in definite squares, it is quite obvious as indicated by the headstones, especially in the Mixed Denomination section, the graves are not aligned in straight rows.



From 1949 to the mid 1980's, the cemetery was largely neglected. The cemetery deteriorated due to vandalism from people and animals, cyclones and natural causes. During the 1970's, metal grave markers were collected to avoid damaging the mower and were not replaced on the gravesites making identification of burials reliant on headstones and the map. The individual rows have never had ground markers.

Friends of McLeod Street Cemetery formed in 1996 to advise Cairns City Council, the Trustee of the Cemetery, on conservation and restoration of the graves and headstones and the general heritage matters within the cemetery. 'The Friends' were responsible for major additions to the personal records of those interred in the cemetery. During this time lights, an underground watering system and the construction of the Rotunda were some of their achievements.

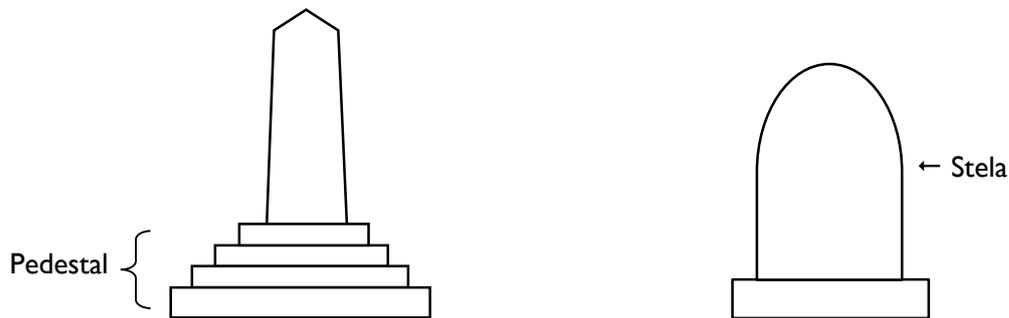
Two Conservation Plans have been commissioned by the Cairns Regional Council. The last one in 2012, by Maxim Consulting Services Ltd developed a new Conservation Plan to provide appropriate actions to the Council and Community on the care of the Cemetery.

The cemetery became known as McLeod Street Pioneer Cemetery after 1988.

Relatives today are able to submit an application to have a plaque placed at the grave of their ancestor.

## GRAVES AND HEADSTONES

(This could be placed on the school's intra-net for students to access)



When recording a description of a grave this 'pedestal' would be listed – “with 4 steps”



A **Gravestone** is a carved monument used to mark the location of a grave. They are also referred to as headstones.

The headstones were crafted into different shapes and each had a name to describe it eg. Semicircular with shoulder, Gothic. Crosses were also in many forms eg. Roman, Celtic.

Some terminology used to describe a grave are:

**Epitaph** - a brief saying or literary note, inscribed in a grave marker. The name, places and dates of birth and death, and other such biographical information that may be part of the inscription are not considered part of the epitaph.

**Footstone** - a flat, slab-like stone grave marker placed at the foot end of a grave. They are used only in conjunction with headstones and usually are considerably smaller and less ornate, often bearing only initials as inscriptions.

**Grave kerb** - a low border, usually of stones or concrete, surrounding a grave, beginning slightly underground and extending no more than a few inches above the surface of the ground. It is open in the middle, although the central area may be filled with gravel.

**Grave fence** - a fence surrounding a grave or plot completely, usually one or more feet high. A grave fence can be of the most homely materials or of elegant and expensive wrought iron.

**Grave surrounds** - these consist of kerbing and/or fencing. A kerb or fence that links adjacent plots defines a family relationship. Sometimes a large surround may have only one monument which could mean the family moved away before the other burials took place.

**Grave Marker** - is any object used to mark a grave, such as plaques, signs and rocks but is usually a headstone or monument and sometimes a footstone.

**Inscription** - is the writing on a headstone. The inscription usually includes biographical information and the epitaph, if any.

**Ledger/ Ledger Slab** - a rigid solid covering generally of stone lying either on top or within the kerbing.

**Plinth** - a block or slab on which a pedestal, column or statue is placed.

**Stela (Stelae plural)** - a vertical slab marker

**Symbols** - artwork and symbols found on the headstones can also provide more clues about this ancestor and their life, ideals, associations etc. Most symbols engraved on a stone have a textbook meaning, sometimes several meanings, however quite often a symbol is chosen simply because someone liked it.

During the time of the burials in McLeod Street Pioneer Cemetery all the headstones were carved and engraved by hand from the chosen material. Listed below are some of the more usual materials used. The choice of material was governed by the social standards of the times.

**Wood**, if used, would have deteriorated quickly being easily affected by the weather conditions.

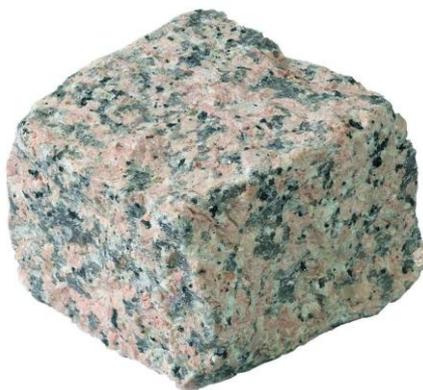
**Concrete** is used in some instances. It is often used in conjunction with other materials. It has been used to create a boundary of the plot and used as a base for wrought iron fences. Other materials are often used in conjunction with concrete eg. a granite nameplate set in a concrete wall at the head of the grave.

**Iron** grave markers and decorations eg. fence and rails, were built by the local blacksmith or specialist foundries. Wrought ironwork survives only in a corroded or rusted state.



**Sandstone** is durable yet soft enough to carve easily. Very common in early headstones with inscriptions cut directly into the headstone. Sandstone is subject to weathering and many of the inscriptions and carvings are lost from early headstones. Sandstone weathers badly in coastal tropical environments.

**Marble**, a metamorphic rock, is most popular in white. It is easier to carve than granite and is often used in elaborate carved statues and symbols. Marble is very hard and smooth but breaks easily if dropped. Marble is common because it was cheaper but poorer quality marble or 'soapy marble' can weather and erode.



**Granite**, an igneous rock, has been used for centuries in headstones. The presence of three minerals, quartz, mica and feldspar, give the rock a mottled look. Granite comes in many different colours including black, white, pink or grey. This very hard rock polishes to a smooth surface and is very durable in all weather and is longer lasting. Granite traditionally has required great skill to carve by hand.

## EARLY SETTLERS OF CAIRNS AND DISTRICT – LIST A

(This could be placed on the school's intra-net for students to access)

**From this list of people, group them together THEN choose ONE of them to complete the essential questions at the end of this list.**

1. **Adams**, Frederick; born in Derbyshire, England and lived in Stannary Hills; Hotel Keeper. He was married to Sarah and they had 1 child, **Harold Wilfred Mervyn Bradney Adams** who sadly, died when he was 9 weeks old. Harold died 1903, Frederick in 1905 and are buried together in this grave.  
**Bradney**, Herbert; died in 1901. He was Sarah's brother and she placed a memorial to him on her husband and son's grave. Herbert was a member of the Cairns Brass Band. He drowned when a boat capsized out from the mouth of the Barron River and his body was never recovered.
2. **Adolphe**, Edward Joseph; born Island of Jersey, England; lived at Hambleton; Engine Driver; died 1910. Edward is in an unmarked grave.
3. **Ah Chong**; born Canton, China; a Fruit Seller; religion recorded as Alien; died 1899.
4. **Ah Gah**; born Canton, China; a Boatman; Pagan; died 1890.
5. **Ah Joy**; born Canton, China and living at Freshwater Creek; a Labourer; Protestant; died 1892. It is unknown where he was buried.
6. **Allie**, Dolly; born Cairns. Dolly was only 5 months old when she died in 1912. Her religion was Mohomedan and she was buried in the Pagan section.
7. **Andersen**, Anders Gustave; born in Carlston, Sweden; a Carrier. Anders wife was **Elevine Olette** Andersen, born in Norway; they had 5 children with 4 surviving childhood. Anders died in 1912, Elevine in 1929 and they are buried together.
8. **Andrew** was born in Ceylon and lived at Thursday Island; Fisherman; a Buddhist; died 1906. He is buried in the Pagan section.
9. **Audaer**, Henry James; born Yorkshire, England; a Coach Painter; married to Agnes. Henry died in 1897.
10. **Barr**, Irene; born in Cairns; a Tailoress; died 1906 and is in an unmarked grave. Also buried in this cemetery together in another grave are Irene's father, Henry; mother, Harriet and grandfather, James.
11. **Barson**, Robert; born Derbyshire, England; a Constable; died 1913.  
**Alice**, his wife, was born in Kent, England; died 1930; CWA (Country Women's Association) Restroom Caretaker. They lived at the police station at Kuranda and Cairns. They are buried together along with Alice's mother, **Charlotte ("Grannie") Hayes**; born in East India; died 1922.
12. **Bennett**, Kate/Kattie; born Manchester, England; Hebrew religion. Before she was buried a Rabbi from Melbourne consecrated the ground according to the Jewish Rites. The grave faces east.
13. **Bon Chin**; born Canton, China; a Tailor; religion recorded as Pagan; died 1916.
14. **Bradford**, George; born Birmingham, England; a Blacksmith. He was married to **Jane Sage Bradford**; born Birmingham, England; they had 7 children, one of whom died as an infant. George died in 1916 and Jane in 1949. Jane was the last burial in the cemetery.
15. **Brennen**, Martin; born Ireland; a Navy. Martin was killed, with Alex Corbett, in 1887 when a tunnel on the Cairns - Herberton railway collapsed. A special train was sent to bring Alex and Martin to Cairns. The train stopped alongside the cemetery and they were buried in their separate graves.

16. **Bu See**; born in Cairns and lived in Atherton; a Labourer; died 1909. He was a Confucian, and is in an unmarked grave in the Pagan section.
17. **Byie**, Willie; born Ambyrm Islands; Plant Labourer; died 1908; Church of England religion but buried in the Pagan section in an unmarked grave.
18. **Antoni**, Calil; born Malta, a Hawker. He was married and his sister and her husband, Mary and Abraham Moses, lived in Atherton. Calil died 1904 when he was accidentally shot while turkey shooting at Edge Hill.
19. **Chapman**, William; born in New South Wales; a Mail Contractor; died 1912.
20. **Christiansen**, Nils Albert; born Denmark; a Master Mariner; died 1911. His wife was **Elsie Olave Christiansen**; born in Norway; died 1913. They had 6 children, 4 survived childhood. One of their sons, **Iver Albert Christiansen**; died 1905, aged 3 years, of Pneumonia and is buried in an unmarked grave.
21. **Clark**, Pearson; born Lancashire, England; a Mine Manager / Vulcan Foundry owner; died 1910. His wife **Ann** was also born in Scotland; died 1918. They both died of Malaria.
22. **Collins**, William; born in Cairns, was the last child buried in the cemetery. He died 1930 aged 3 days. He is buried with **John and Mary Collins**.
23. **Corbett**, Alex; born Scotland; a Navy. Alex was killed in 1887 with Martin Brennen, when a tunnel for the Cairns – Herberton railway collapsed. A special train was sent to bring Alex and Martin to Cairns. The train stopped alongside the cemetery and they were buried in their separate graves.
24. **Corcoran O.S.A.**, Thomas Vincent; born Ireland; Roman Catholic Priest; died 1901. Soon after his ordination in Ireland he was appointed to the Vicariate of North Queensland, where he came in 1895. His first mission in was at Croydon and lastly was the rector at St Monica's. Father Corcoran is buried beside Father Cahill.
25. **Cowley**, Ebenezer; born in England and lived at Kamerunga. Ebenezer was a Civil Servant and as a Horticulturist he was in charge of the Kamerunga State Nursery. He died 1899 and is buried in an unmarked grave.
26. **Craig**, Robert; born Scotland, a Chemist; died 1911. He was married to Catherine and they had a family of 3 children.
27. **Crompton**, Lydia May; born London, England; a Missionary. Lydia lived at Yarrabah and died in 1912 of Malaria.
28. **Crossley**, Hannah Clara Bailey; born Aramac, Queensland; a Nurse; died 1915.
29. **Crump**, Walter Henry; born Oatlands, Tasmania and lived at Nelson (Gordonvale); employed as a Canecutter. Walter died 1911 and is in an unmarked grave.
30. **Cullender**, Peter; born Sweden, a Labourer / Sailor; died 1894. Peter was repairing the bridge at Stoney Creek when he fell. He was taken to Cairns by railway trolley to the hospital where he died a few hours later.
31. **Cummings**, Robert Smyth; born Ireland; while in the north lived in Cooktown, Cairns and Mareeba; a Saddler; died 1899. Robert was married to Clara and they had a family of eight. One of his sons, **Arthur James Cummings**; died 1908, is also buried in the cemetery but in an unmarked grave. Arthur was born in Cooktown, lived in Cairns and was a Cordial Maker.
32. **Dalam**; born in the South Sea Islands; a Labourer; Pagan; died 1890.
33. **Daly**, Daniel; born Toowoomba, Queensland; lived at Welcome Pocket; he was a Bullock Driver; died 1892 aged 21 years and is in an unmarked grave. Daniel drowned while trying to cross the Barron River at night on his horse.
34. **Deis**, Otto Joseph; born Queensland; a Piano Tuner; died 1913. Otto was married and had 2 children.

35. **Desham**, Norman; born in Cairns and lived at Edge Hill; religion noted as Pagan. Norman, a young aboriginal boy; died 1911, aged 2 years, and is buried in an unmarked grave in the Pagan section.
36. **Dickson**, Thomas Patrick; born Brisbane, Queensland; a Saddler; died 1905 aged 20 years. Thomas was playing in a football match between Ivanhoes and Queens when he fell and struck one of the goal posts. He died soon after from his injuries. A headstone was erected from donations. With Thomas is his baby sister, **Minnie Sarah Dickson**; died 1889, only 2½ months old; and brother, **Austen Joseph Dickson**, died 1891, aged 9 months. Their father, Captain Michael Dickson was a Pilot who at the time of Thomas's death was based in Cooktown.
37. **Dreepa**; born in India; a Plantation Labourer; religion recorded as Braham; died 1903.
38. **Duffin**, Isaac; born Belfast Ireland; he had many occupations, Crown Land Ranger / Police Constable / Wardsman / Watchman and Soap Manufacturer; died 1905. His wife **Mary** died in 1922 and is buried in another grave in the cemetery.  
**Margaret Jane Smith Menzies**, his daughter, died 1931 and was buried with her father. Margaret was a school teacher.
39. **Earl**, Elizabeth (Eliza) Vera; born in Stanwell, Queensland; died in 1913. Eliza married Edward (Ned) Campbell Earl, who was a well-known identity in the development of Cairns and was Mayor of Cairns in 1905. They had 6 children. Eliza died in childbirth at St Margaret's hospital. Ned and Eliza were regarded as one of the handsomest and most popular couples in Cairns. The suburb of Earlville and Earl Street was named in honour after their son, Edward Campbell Earl.
40. **Ferrier**, John; born Scotland; a Proof Reader; died 1912; Methodist religion. He is buried in an unmarked grave.
41. **Flanagan**, Michael; Hotel Keeper; died 1890. **Ann**, his wife, died in 1887 from consumption of the lungs. Ann and their two daughters, **Izabell**, died 1881 only 4 days old and **Anne**, died 1882, 12 weeks old, were buried in the Esplanade Cemetery. Later they were removed to the family plot in McLeod Street Cemetery.
42. **Foster**, James; occupation Blacksmith / Farmer; died 1914.  
**Foster**, Peter; born at Kamerunga; died 1922; occupation Clerk and had served in the A.I.F. during World War I. Foster Road was named in honour of this family.
43. **Francis**, James; born in Taranaki, New Zealand; a Circus Clown. James Francis may be the name he was known as a clown. His name was written as Holland in the newspaper that reported his accident in Mareeba. James died in 1897 and is buried in an unmarked grave.
44. **Francis**, Walter; born Staffordshire, England and lived in Sachs Street (Grafton Street), Cairns; a Blacksmith / Wheelwright. Walter died in 1905 of Tuberculosis.
45. **Fretwell**, Victoria; born Livermore Falls, Maine, U.S.A. and lived on Mulgrave Road, Cairns; a Housewife died 1900. Her husband, **Isaac Fretwell** was an old Cairns identity. Fretwell Park was named in honour this family.
46. **Foulis**, James Cummings; born Orkney Islands, Scotland; a Sea Captain. He was married to Annie and they had a family of 7 children. Only 3 children survived childhood. Captain Foulis died in 1920. His son, **Alexander Campbell Foulis**, born Melbourne; an Accountant; died 1910, is also buried in this grave.
47. **Gentles**, Agnes; born, India; her occupation was noted as 'Lady'. Agnes died in 1908.
48. **Gillam**, Miss Sarah; born Townsville; a Laundress. Sarah died in 1907 of the Bubonic Plague.
49. **Gladwell**, Dora Amy; born Lancashire, England; a Boarding House Propitiator. Dora died from Dengue Fever in 1909. Also in the grave is her mother **Harriett Mary Roebuck**; born Guernsey, Channel Islands; Home Duties; died 1917.

50. **Grasset**, Mary Amy; born Neuma, New Caledonia; Schoolgirl; Plymouth Brethren religion; died 1915.
51. **Hall**, George John; born London, England; a Coppersmith; died 1915.
52. **Hannah Family**  
**William Thomas Hannah**; born Scotland; occupation Lighthouse Keeper; believed died in 1907. William was an assistant light keeper at Low Island lighthouse. He left the island in a sharpie (a very small flat-bottom boat) close to midnight on 18 March 1907 to go to Port Douglas with two of his children, **Doris** aged 14 and **Esca**, aged 10. They never arrived at Port Douglas and no sign of them was found until August 1907 when a search party looking for the "Valda" found what was believed to be their boat at Cedar Bay, north of the Bloomfield River. In October 1911, remains were found at Cape Flattery and the structure and measurements of the bones corresponded with the descriptions of the Hannah family. Their remains were buried February 1912 in an unmarked grave.
53. **Harrison**, Henry Ernest; born Cairns; his occupation is listed as late A.I.F. / Composer; died 1927. Also in this grave is his brother **John Thomas Harrison**; a Saddler; died in 1926 as well as their aunt and uncle **Catherine Green**, died 1904 and her husband **William Green**, died 1914. Catherine was born in England and William in New South Wales.
54. **Hayward**, John; born Danzig, Prussia; a Master Mariner. John died 1888 and is in an unmarked grave.
55. **Hobson**, George; born Ireland and lived at Myola; a Selector; murdered in 1890. Buried with George is his brother **William Doyle Hobson**; born Ireland; Clerk in the Bank of New South Wales / Commission Agent and General Merchant / owner of the Cairns Argus Newspaper. William was a Freemason and on a number Civic Boards. He died in 1900.
56. **Hue Quee**; born Canton, China; a Fisherman; died 1888.
57. **Hughes**, James; born Liverpool, England and lived in Biboohra; a Telegraph Operator. James died 1892 and is in an unmarked grave.
58. **Jack Son**; born Canton, China; Shopman / Bookkeeper; died 1900
59. **Jimmy**; born on Tanna Island; Plantation Labourer; religion Scots Church; died 1907. Jimmy was buried in an unmarked grave in the Pagan section.
60. **Jnallah**; born India; Labourer; Hindu; died 1902 and was buried in the Pagan section.
61. **Katoofa**, George; born in Greece and lived at Koorboora; Miner; Greek Church; died 1905. It is unknown where he is buried.
62. **Kennedy**, Arthur; born in Cooktown and was living on Hap Wah Road (Mulgrave Road). Arthur was only 12 years of age with his occupation listed as Farmhand. He died in 1902 and is in an unmarked grave.
63. **Keogh**, Daniel; born Nova Scotia; a Miner; his religion was recorded as a being 'Freethinker'. Daniel died 1901 and is in an unmarked grave.
64. **Killoran**, Dominic; born Ireland; a Lengthsman; died 1907. Dominic worked for the railway at Charters Towers and Cooktown. When the Cooktown line closed they moved to Stratford. His wife **Ettie Esther Killoran** also born in Ireland was buried with him. She died in 1944.
65. **King**, Amy; born in Queensland; Church of England religion. Amy's occupation was recorded as a Mission Girl; died in 1913.
66. **Lee Choy**; born Canton, China; a Gardener; Confucian; died 1901.
67. **Lindsay**, Arthur Morris; born Collingwood, Victoria; a Composer. Arthur died in 1892, aged 17 years, after being kicked by a horse.
68. **Locke**, Edwin George; born Somerset, England; an Ironmonger. Edwin was well known throughout the Cairns Hinterland and Charters Towers. He was a Lay Preacher for the Methodist church. Edwin and Annie had 3 children.

69. **Loeven**, Simon Louis; born in Frankfurt, Germany and lived at Minnie Street, Cairns; Storekeeper and Gold Miner; died 1894; married to Eliza and had a family of 10 children. One of their daughters **Henrietta**, who died in 1877 was buried in the Esplanade Cemetery. The Loeven family arrived on the first steamer to Cairns. Simon was one of the first storekeepers of Cairns opening the first drapery store in 1876 and also dealt in second hand goods. He was also a member of the first Health Board of Cairns; involved in local politics; was the first Chairman of the Cairns Divisional Board at their inaugural meeting on the 20th July 1880. Loeven Street was named in honour of Louis.
70. **MacConachie**, Thomas; born Greenock, Scotland; a Labourer. He was married to Ellen and they had 2 children, one of who died when a young child. Thomas died in 1887 and is the first recorded burial in Cairns Cemetery, known now as McLeod Street Pioneer Cemetery.
71. **MacGregor**, David; born Scotland, died 1892. He was a Baker / Miner /Store Keeper / Packer and Selector. David arrived in Cairns in 1876. In partnership with Bill Innes they had the contract for the erection of the first post office in Cairns. David was also foremost in the inauguration of Blackfellows Creek School (Edmonton), Kamerunga and Welcome Pocket (Kuranda).
72. **McCoombe**, Thomas; born in London, England; Architect / Builder / Contractor; died in 1895. Thomas and Eliza had 12 children. In the late 1870's the family moved to Cairns and Thomas worked in Louis Severin's mill. He built many buildings in Cairns including the original Post Office and the Queensland National Bank. Buried with her father is one of their daughters, **Grace Emily**, who died in 1905 of Dengue Fever; aged 19 years. A couple of months later in 1905 another daughter **Evaline** also died of Dengue Fever.
73. **McIntyre**, Agnes; born in Scotland; Midwife / Station Mistress Freshwater; died 1911. Agnes and her husband Donald had 9 children. The Government built a Railway Station and Post Office at Freshwater and appointed Agnes as station mistress. She was paid £1 per week and given a block of land on which her husband built a 4 bedroom home. Donald and their 6 sons were all employed by Queensland railways.
74. **McKay**, George; born Edinburgh, Scotland; a Butcher; died 1889. He was one of the original settlers of Cairns. George was an Alderman and was present at the first meeting of the Municipal Council held on 22<sup>nd</sup> July 1885. McKay Street was named in honour of him.
75. **Michaele**, Thomas; born in Austria and lived in Mareeba; a Packer. Thomas died 1899.
76. **Murray**, William Cowan; born Orkney Isles, Scotland; occupation listed as Bushman / Bullock Driver. William died 1892 and is in an unmarked grave.
77. **Nahear**; born in the New Hebrides; a Labourer; died 1898.
78. **Newton**, Thomas; born Scotland; a Miner; died 1907. It is recorded that Thomas was from Western Australia and that his religion was 'Free Church'. Engraved on his headstone was 'Erected by the Cairns District Hospital in Grateful Remembrance'. Thomas, in his will, left The Cairns Hospital about £120 and one of the executors thought some recognition should be made by placing a stone over the grave.
79. **Neilson**, William; born in England; Watchmaker; died in 1908 aged 65 years.
80. **O'Leary**, John; born in Ireland; Miner / Newsagent / Prospector; died 1914. He mined in Wolfram and Bloomfield; was a Freemason. John and Susan had a family of 3 children; a daughter Leila died when a few months old. Susan was a dressmaker.
81. **Pearson**, John Henry Fidler; born Yorkshire, England; a Clerk; died in 1905. His gravestone is the only one of its type in Cairns.
82. **Petersen**, Niels Peter; born Denmark; a Farmer at Aloomba; died 1914. His wife **Karen Petersen**, born Sweden; Domestic Duties; died 1926, is buried with Niels.
83. **Powell**, Charles Neville; born Yorkshire, England; a Bootmaker; died 1904.
84. **Pringle**, George; born in Brisbane; Commercial Traveller; Plymouth Brethren religion; died 1910.

85. **Pyne**, John Samuel; born Gympie, Queensland; a Butcher. John, 21 years old, died in 1890 in a fall from his horse 'Pickpocket'. His headstone is a work of art.
86. **Rasmussen**, George; born Townsville, Queensland; a Timber Getter; died in 1908. He was working on the Bellenden Ker railway line when the last tree in the line fell on him.
87. **Redden**, Margaret; born Ireland; a housewife died 1904. Margaret was married to Peter Redden and they had 5 children with only 3 surviving childhood. **Rebecca Margaret Redden**, aged 4 years, died 1878; **William Peter Redden**, aged 2 years, died 1882; **Margaret Jane Redden**, aged 1 year, died 1884, were buried in the Esplanade Cemetery. **Margaret Ann Redden**, 2 years old, died 1889, her mother Margaret was buried with her in McLeod Street Cemetery. The three children were removed from the Esplanade and re-interred in McLeod Street Cemetery with their mother and sister. Margaret's husband Peter owned a mercantile store and he served as an Alderman in 1888. Redden Creek and Redden Island at Machans Beach as well as Redden Street at Portsmouth are named in honour of Peter.
88. **Rosbotham**, William Joseph; born Dunedin, New Zealand; Barber; died 1906.
89. **Rose**, Arthur; born England; a sailor on H.M.S. Sealark; died 1911 of Malarial fever. H.M.S. Sealark, a steam yacht, was a surveying vessel operating, at that time, between the Queensland Coast and Solomon Islands.
90. **Rosie**; born in Queensland; Servant; Protestant; died 1904. Rosie was buried in the Mixed Denominations Section.
91. **Samot**, Sophia; born Odessa, Russia; Housewife, Catholic religion. Sophia had only lived in Australia a few years. She died in 1915 aged 17 years.
92. **Shove**, Francis Campbell; born Kent, England; Stable Proprietor; accidentally killed in 1912.
93. **Smith**, William Alexander; born in England; a Photographer; died 1887.
94. **Spowart**, Andrew; born in Scotland; a Lithographer; Carrier and Town Crier; died 1907. Andrew and Selina had a family of 8 children.
95. **Strutton**, George Edward; born London, England; Carpenter / Boat Builder / Shipwright; died 1926. He is buried with his wife **Mary Ann Strutton**, born in East London, England; died 1910. They had a family of 5 children. George and one of his sons Robert owned a joinery works. Together with another joinery firm, they each had a contract to make wooden pine boxes. These boxes were given to the Kanakas when they were returned to their homeland after working in the canefields.
96. **Syia**; born Cooktown; Servant; Catholic; died 1904. Syia was buried in the Pagan section.
97. **Taur**; born New Hebrides, a Labourer; died 1900.
98. **Tenni**, Peter; born in Italy; a Labourer; drowned in 1914. Peter and Mary had a family of 5 children. Peter was buried with their daughter **Julia Mary Tenni** who died in 1913, aged 9 from Tetanus.
99. **Thompson**, Christian; born Norway and living at Mantaka; a Miner; died 1909. The headstone of Christian's says that it was 'erected by the Foresters Court, Croydon'. (Foresters Court is a Society or Lodge)
100. **Thone**, Thomas; born in England and lived at Myola; a Locomotive Fireman; died 1893 of burns caused by a gunpowder explosion.
101. **Tranby**, Bridget; born in Ireland; a Laundress; died in 1898 due to burns to her legs and body. Bridget and Peter had 6 children but only 2 survived childhood.
102. **Tregenza**, John Thomas; born Lucknow, N.S.W.; Miner / Mine Manager of 'Great Northern Mine', Coen; died 1925. John was a property owner in Cairns. Also in this grave is his wife Laura and their daughter, Laura. **Mrs Laura Tregenza** was born in Laura, Queensland and died in 1910. Their daughter **Laura Tregenza** was born in Cairns and died in 1906 only days old.

103. **Villiers**, James; born in Ireland; a Carpenter. James died in 1898 after being struck by lightning.
104. **Wade**, John; born Devonshire, England and living at Mitchell River; Grazier / Packer; died 1913. He was one of the well-known early Packers working between Port Douglas and Thornborough. He took up a selection at Dora Creek and grew corn, the first commercially grown maize. “Mr Wade was a good Christian man and he went around helping people. He earned the name of ‘Parson Wade’ because he held prayer meetings wherever possible, and everyone used to attend regardless of their religion. He would also sing hymns whilst riding through the bush and as he had a strong, loud voice the settlers always knew when ‘Parson Wade’ was arriving”.
105. **Webb**, Edgar Henry; born Sydney, N.S.W. living at Hambleton; Chemist / Officer for the C.S.R. Company; died 1910.
106. **Wretling**, John Leopold; born Stockholm, Sweden; a Carpenter; died 1902. John’s headstone was ‘erected by the worker newspaper trustees to whom he left his estate’.
107. **Wriede**, George John Henry; born Germany; ‘Gentleman’; died 1909. George was one of the original settlers. He was married to Friedaricke also born in Germany who died in 1921. They are buried together with their son **Henry Frederick Wriede**; Grocer; who died 1926.
108. **Wyatt**, Charles Thomas; born Townsville; Customs Officer. He was a Custom Officer in Townsville, Normanton, Mackay and Bowen before being assigned to Cairns. In March 1891 either as a soldier or special volunteer he was sent to Hughenden to suppress the Shearers Strike. He guarded supplies and non-striking labourers until July 1891. During this time he recorded an unusual incident when he was in Muttaborra. A diary about the Shearers Strike by Charles Thomas Wyatt of the Townsville Mounted Infantry is held in the Fryer Library. The shearers strike was the impetus for political representation for workers – the establishment of the Australian Labour Party. He died in 1902 aged 30 years leaving behind a wife and young son.
109. **Yamamoto**; born Japan, occupation Cook; a Buddhist; died August 1913.  
**Japanese memorial**; Four Japanese residents of Cairns drowned when their boat capsized in 1913. With two other friends, who survived, they went fishing for the day. The Japanese Society of Cairns erected the memorial to all four of their countrymen even though only one was found. They also wrote and presented an address on silk, thanking Mr and Mrs Matthews of the Double Island Hotel for their care of the survivors. The Cairns Historical Society hold this in their archives.
110. **Yoshida**, Umeno; born Japan; ‘Lady’; a Buddhist; died 1902. She is buried in the Pagan section with a headstone.

## NOTABLE CITIZENS

(This could be placed on the school's intra-net for students to access)

**These are people who have made a significant contribution to society and are relatively easy to research.**

1. **Aumuller**, Karl; born in Batavia, Germany; his occupation was a Saddler but on his death in 1900 it is recorded as Gentleman. He was an Alderman and Mayor for the Cairns Municipal Council. He also served the community as a Justice of the Peace. His son, **Arthur Aumuller**, died in 1907 is also buried in the same grave. Aumuller Street is named in honour of Karl.
2. **Boland**, John and **Michael Boland**, brothers, were born in Ireland. John died in 1946. John's interests were in sugar cane farming and property development and he was a foundation member of the Cairns Bowls Club. John married Elizabeth and they had 2 children, Michael and Kathleen. Michael, born in Cairns, died 1900 when he was 8 years old of bubonic plague and Kathleen, born in Ireland, died in 1912 of appendicitis. Elizabeth died in 1920 on board a ship on her way to holiday in Ireland. She is buried in South Africa.
3. **Michael Boland**, John's brother, died in Sydney in 1924. Michael built the department store Boland's. He was interested in local politics and Boland Street is named in honour of Michael.
4. **Bowen**, Patrick; born in Ireland; died in 1914; he was a Police Sub-Inspector, serving at Bundaberg, Rockhampton and Cooktown. Two of his sons, **Gerald** and **Leslie** are buried with him and a third Lt Cyril John Bowen, has a memorial as he died at sea on the way to serve during World War I.
5. **Cairns**, John; Born in Scotland; died in 1901; his occupations were many Merchant / first School Teacher at Herberton / Auctioneer / Land and General Agent and Manager for Jack & Newell store. He was a Freemason, helped establish the Cairns Harbour Board and Cairns Street is named in honour of John.
6. **Rev. Father Thomas Finbarr Cahill O.S.A.**; Born in Ireland, died 1936. He completed his studies in Rome before being sent to North Queensland. He served in Cairns, Innisfail, Babinda and Mareeba Parishes. He also use to take long treks to the Gulf Country.  
*Rev. Father Cahill - Information from St Monica's church, 'Out Where the Dead Men Lie'*
7. **Draper**, Edwin Charles Mollet; born in Victoria, Australia; died 1901; a Journalist. He was on the staff at the Cairns Chronicle, the founder of the Geraldton (the former name of Innisfail) Advocate and later returned to Cairns founding the Cairns Post of today. Edwin, was also known as 'Hoppy', came from a large family but never married.
8. **Foulis**, Captain James Cummings; born in Orkney Islands, Scotland; died 1920. Captain Foulis, a Ship's Captain, came to Cairns in the 1880's as an agent for the Melbourne firm of Blair and Company. They had a small fleet of vessels working along the Queensland coast. He was involved in the timber industry and attempted rafting logs over the Barron River falls before shipping them to the southern states. When he died he was the Superintendent of the Cairns Harbour Board.
9. **Fulford**, John; Born in Devon, England. His many occupations include Butcher / Pastoralist / Cattle Buyer. John was a drover who brought cattle to the north before settling on Lyndhurst Station. He was married to Margaret who joined him at Lyndhurst. She travelled from Grafton, N.S.W. with a baby, to join her husband, a long and epic journey. The family were visiting Cairns and were returning home Springfield Station but John felt unwell. He thought he was suffering from influenza but he had contracted Typhoid and within hours died in 1901.  
*Margaret Fulford – information from book, 'Queensland Pioneer'*.



farming poultry and pigs. This venture was not successful as the crocodiles ate his pigs so he bought another boat, headed back to the sea.

Yorkeys Knob was named in honour of George "Yorkie" Lawson.

18. **Lyons, James**; born in Ireland. He was a Timber Merchant and died in 1915. He was a Mayor of the Cairns Municipal Council and a Member of Parliament for Cairns. James married Ellen and they had a family of 8 children. One of their sons **James Joseph Lyons** was born in Cairns. He was a Sawyer and died in 1916. They are buried in the same plot. Lyons Street is named in honour of James Lyons.

### **Munro Family**

19. **Alexander Munro** was born in Scotland; died in 1894 while living in Herberton. He was a Miner and Grazier. Alexander was known for being a skilled arbitrator, helping to settle many quarrels.
20. **William John Munro** born in New Zealand; died 1912; a Grazier/Miner/Butcher/Merchant as well as being involved in the sugar industry and Chairman of Mulgrave. William was a Freemason.

Munro Street was named in honour of William.

They were two sons of **Janet Martin** who died in 1915 and is buried with them. Her first husband and their father, John, died in 1867 and she later married Joseph Martin.

Their sisters, Janet Taylor Munro and Margaret Hart Martin were known for their philanthropic work within the community. They were responsible for many trust funds established after WWI to assist any military personal who were in financial difficulties. On their deaths many institutions benefited from the Munro Martin estate. During WW2, the family home "Embo" became the headquarters for an Army Communications section and eventually became part of the Calvary Hospital. Their 'country home' "Fairview", became a Special Forces training base for "Z" Special Operations Commandos. "Fairview Farm" was leased by the Royal Australian Navy for £1 a month.

Many places are named in honour of the Janet Munro and Margaret Martin, Munro Martin Park, church halls in Edge Hill and West Cairns; the Fernery in the Cairns Botanic Gardens.

21. **McKenzie, Charles**; born in Ireland, he was a Tailor; died in 1914. Charles was a Mayor of Cairns and very interested in education. Charles was married to Lucy Elizabeth McKenzie and they had a family of 10 children, 8 survived childhood. **Elsie Elizabeth McKenzie**, born in Cairns, is their infant daughter who died in 1899 and is buried with her father. McKenzie Street is named in honour of Charles.
22. **Miller, John**; born in Scotland, died in 1931 at the age of 91 years. John arrived in Cairns on the "Porpoise" as part of the first government official party in October 1876 and helped to establish the first permanent settlement. He was a pilot for the ships coming into Cairns harbour, on retirement was in charge of the local explosives depot. John had lived in Cairns for 55 years and is buried in an unmarked grave with his wife Isabella who died in 1890. They had 4 children. One of their sons, also named John died in 1899 and is buried in another unmarked grave.
23. **Prime, Arthur**; born in Staffordshire, England. His occupation was an Engineer and he lived at Edmonton. He was married to Margaret and had a daughter. Arthur was the band conductor for Cairns Brass Band. A band that entertained the townspeople and led the cortege for many funerals. His death was a tragic accident in 1915 when he rushed to reboard a moving train he slipped and fell under it.
24. **Real, William**; born in Tipperary, Ireland. His occupation was Journalist. William worked for, and even started a newspaper around Croydon and Charters Towers. He is reported as being an outstanding journalist and an excellent after-dinner speaker. William was the Editor of 'Cairns Post', which he soon converted into a leading daily paper. He held this position from 1901 until his death in 1912.

25. **Severin**, Louis; born in France. When Cairns was established he opened the first timber yard and sawmill. Louis was an Architect and Builder, Ironmonger, Saddler, Ships Chandler where he sold a large array of hardware and household items, a Justice of the Peace, Stone and Monumental Mason, an agent for Insurance and had the Registered Office of the Chance Gold Mining Office. He was also a Freemason and a Mayor of Cairns Municipal Council. Among his buildings was the Railway Wharf. He also established a brick kiln at Redbank, later known as Edithvale, on Mackey Creek.

Severin Street was named in honour of Louis.

He was married to **Marie Teresa** and had 7 children but she died in 1882 and was buried in the Esplanade cemetery. Marie was born in Belgium. Months later in 1883 their daughter **Elizabeth** died and is also buried in the Esplanade Cemetery. Louis and Marie had already lost an infant son in 1870 while they were living in Victoria.

Louis married again to **Hannah Emaile**, born in England, and they had 3 children. Sadly Hannah died in 1896 and is buried in the McLeod Street Cemetery. **Lucie**, born Cooktown, another daughter of Louis and Marie died in 1904. A few days later in 1905 Louis died aged 56 years.

Buried together in an unmarked grave in McLeod Street Cemetery is Louis, Lucie and a granddaughter of Louis and Marie, **Marie Teresa Le Vaux** who died in 1906 aged 2 years. *Redbank, Edithvale; this area of settlement is on the other side of the Bruce Highway near Edmonton.*

### **ESSENTIAL QUESTIONS (relating to the two lists of people above):**

1. Who were the people who came to Australia?
2. Why did they come to Cairns?

(Choose 3 or 4 significant people from looking at the headstones, then answer:

3. What contribution have these significant individuals and / or groups made to the development of Australian society?

Other Content Questions:

1. Who are the people buried in the cemetery?
2. What information is given on the headstones in the cemetery?
3. What is the history of the people interred (ie buried) in the cemetery?
4. Which people made a significant contribution to developing the Cairns society?
5. What contribution did each person make?
6. What is a biography?
7. How do you write a biography?
8. How is the cemetery organised?
9. Why are there so few headstones?
10. Why is the cemetery being maintained?
11. Who is responsible for the maintenance of the cemetery?

## Two Sample Biographies

This could be put on the school's intra-net for each student to access.

### Biography of Edwin Crossland

Edwin Crossland, born in England, was one of the earliest pioneers in the Cairns district. He migrated from England at 22 years. He worked in several towns in Australia, finally settling in the Cairns area. At different times he was involved in many of the industries in the Cairns area including mining, transport and agriculture.

Edwin "Ned" was born on the 9<sup>th</sup> March 1842 at Stanley Hill, Wakefield, Yorkshire, England. He had four brothers and three sisters. He trained as a blacksmith there and later married Sarah Anne Barker. At this time, Australia was advertising for migrants to settle in Australia. In 1865, they immigrated to Australia, arriving in Moreton Bay on 9<sup>th</sup> September 1865 after six months on board a sailing ship. Their son Albert travelled with them. Unfortunately Sarah died shortly after they arrived and Albert died the next year.

During the first few years in Australian Ned moved several times. Ned was employed as a blacksmith on the Ipswich railway and later on the Blue Mountains railway. When tin was discovered in Stanthorpe, moved there again working in the blacksmith's trade. In 1873 he moved to Cooktown where he set up a blacksmith shop, however he soon left to search for gold initially at the Palmer River Goldfield and later at the Hodgkinson goldfields.

Three years later, in 1876, he left the goldfields with Bill Smith and others to travel south along the newly opened track, to the new port on Trinity Bay. He set up a blacksmith shop in Smithfield. Later, he moved his shop to Cairns where the Westpac Bank is now. At this time it was right on the edge of a swamp.

In 1880, Ned and his wife Sarah, and son Albert moved to Redbank (Near Edmonton) where they acquired 160 acres. Again he opened a blacksmith shop as it was on the direct route between Redbank and the Tablelands. He worked as a blacksmith on the building of the Hambledon and Pyramid Sugar Mills. He also grew citrus fruits and cut cordwood for the Hambledon Mill as well as leasing land to Chinese gardeners. Sarah died when her second son, Edward was born in 1833, and Edwin married again two years later. His new wife, Kate was a very good letter writer and helped settlers and workers from Germany, China and the Pacific Islands write and post letters. They had another seven children.

Ned returned to mining with his sons, first in the Koorboora Wolfram Field and later in the Herberton Tin Field. Two of his sons started growing sugarcane. When WW started, Albert left mining with his father and enlisted. He was captured by the Germans and died in prison. As no other transport was available, Ned walked down the Herberton Range and Robson's Track to his home so he could be with his family in their sorrow. He was 76 years old. He continued working on his farm until he died on 20<sup>th</sup> July 1928, at the age of 84 years.

During his lifetime, Edwin Crossland played a significant part in the establishment of Cairns and the opening up of the district for settlement. His descendants continue in business in Cairns today.

## **Thomas Horatio Richardson McDonald**

### **A Short Biography. 1891-1978**

Tom McDonald, or 'Tommy Mac' as friends and colleagues would often refer to him as, is widely regarded as the pioneer of aviation throughout North Queensland including Thursday Island. With no airstrips, let alone an aerodrome in the region, his daring flights and rescue missions during the period 1929-1936 were to be the foundation of many things to come. The introduction of a Royal Mail Aerial Service, air ambulance and passenger services, all of which he was instrumental in, are but a few of his many ventures and achievements.

One of two brothers, Tom was born to James Gordon Macdonald and Georgina Veronia Bolger in Rockhampton 21 December, 1891. It is of only passing interest to note the difference in the spelling of the surname, but Tom apparently deferred to the 'McDonald' version. Little is known of his family other than, shortly after his birth, they moved to Auckland New Zealand, where Tom spent his school years in Parnell. His father was a Master Mariner, and whom Tom recalled would often pull into isolated beaches and atolls along the Queensland coast and land him and his brother to explore. This was to be an experience that would serve him well during his early flying days.

After returning to Australia, and settling in Cairns in 1923, Tom lived and established a successful jewellery and repair store in Abbott Street Cairns, opposite where *The Cairns Post* building now stands. In 1929, dissatisfied with the quality and transportation of his stock, Tom travelled to Brisbane and purchased a WWI, two seater, Gypsy Moth bi-plane. After a few lessons he flew it to Cairns, landing in paddocks and beaches along the way for fuel, and eventually landing on the salt pans just to the north of what is now The Esplanade and next to where the current Cairns Airport now exists.

From then until 1934, and other than a paying passenger, Tom flew many mercy flights to remote camps, cattle stations and townships. Most were from the salt pans, when the tides permitted, but often from the beach in front of where the Cairns Hospital now stands. Perhaps the most memorable from the beach, were the consecutive search missions he made back and forth to Cape York and Cooktown after the 1934 cyclone, in which 78 lives were lost and many injured. Tom is credited with saving 21 lives in his Gypsy Moth.

By 1935, Tom had purchased bigger aircraft and was trading as North Queensland Airways passenger and mail services, but still donating his time and money to undertake risky, medical emergency missions. The need for an aerial ambulance service in the far north was clear, and in January 1937 Tom made the first flight for the Cairns Aerial Ambulance.

In 1938, pressure was being brought to bear on the Cairns City Council to upgrade the salt pans to a safer airstrip but, by late that year, Tom had decided to sell the company to Airlines of Australia (later ANSETT), and concentrate on the genuine interest he had in numerous community organisations. Tom was a very generous supporter of the Cairns Aero Club, St Andrews Pipe Band, Cairns Surf Life Saving and Jockey Clubs, to name but a few.

On 29 July 1978, Tom passed away aged 85 having never married, and is buried in the Martyn Street Cemetery, Cairns. A cairn, recognising his pioneering, aviation achievements and generous spirit, is sited not far from his first landing spot and, what is now the Cairns International Airport.

## RESOURCES FOR STUDENT RESEARCH

These could be given to each student OR put on the school's intra-net for them to access.

### Organisations

- Cairns Regional Council
- Cairns & District Family History Society Inc.
- Cairns Historical Society
- Cairns Regional Council Libraries
- National Trust Queensland

### Books

- *Trinity Phoenix A history of Cairns Dorothy* by Jones 1976; Cairns Post Pty Ltd
- *Sailing Ships of Cairns*
- *McLeod Street Pioneer Cemetery: A Self-Guided Walk* by Cairns & District Family History Society Inc.
- *Cairns and District: Our Heritage in Focus* by Judy Murphy; State Library of Queensland Foundation
- *Cairns: A Historical Sketchbook* by Ron Edwards 1992; The Rams Skull Press
- *Vanishing Landmarks of Cairns* by Joan Cairns 1977; GK Bolton
- *Hambledon Plantation* by Allan McInnes, Cairns Historical Society; GK Bolton
- *Establishment Trinity Bay: A Collection of Historical Episodes. Book One*; Editor, A.D. Broughton and S.E. Stephens, Cairns Historical Society
- *Cairns Street Names* by Cairns & District Family History Society Inc.
- *McLeod Street Pioneer Cemetery Burial Register* transcribed by Cairns & District Family History Society Inc.
- *McLeod Street Pioneer Cemetery Complete Record of Inscriptions* Compiled by Jim & Daisy Christensen 1983; Cairns & District Family History Society Inc.

### Internet Sites

- Australian Government Department of Environment [http://www.environment.gov.au/cgi-bin/ahdb/search.pl?mode=place\\_detail;search=place\\_name%3Dcairns%3Bstate%3DQLD%3Blist\\_code%3DRNE%3Bkeyword\\_PD%3Don%3Bkeyword\\_SS%3Don%3Bkeyword\\_PH%3Don%3Blatitude\\_dir%3DS%3Blongitude\\_dir%3DE%3Blongitude\\_2dir%3DE%3Blatitude\\_2dir%3DS%3Bin\\_register%3Dpart;place\\_id=9013](http://www.environment.gov.au/cgi-bin/ahdb/search.pl?mode=place_detail;search=place_name%3Dcairns%3Bstate%3DQLD%3Blist_code%3DRNE%3Bkeyword_PD%3Don%3Bkeyword_SS%3Don%3Bkeyword_PH%3Don%3Blatitude_dir%3DS%3Blongitude_dir%3DE%3Blongitude_2dir%3DE%3Blatitude_2dir%3DS%3Bin_register%3Dpart;place_id=9013) register of the National Estate
- National Trust Queensland <https://heritage-register.ehp.qld.gov.au/placeDetail.html?siteId=15158>
- National Library of Australia - Trove for newspapers <http://trove.nla.gov.au/newspaper> or [www.trove.nla.gov.au](http://www.trove.nla.gov.au) for books, maps and many other online resources
- Queensland BDM's (birth deaths marriages) [www.qld.gov.au/law/births-deaths-marriages-and-divorces/family-history-research](http://www.qld.gov.au/law/births-deaths-marriages-and-divorces/family-history-research)
- Cairns Regional Council – McLeod Street Cemetery Conservation Plan [http://www.cairns.qld.gov.au/\\_\\_\\_data/assets/pdf\\_file/0005/62708/Pioneer-Cemetery-Conservation-Plan.pdf](http://www.cairns.qld.gov.au/___data/assets/pdf_file/0005/62708/Pioneer-Cemetery-Conservation-Plan.pdf)

- Cairns Regional Council - street names and suburb history  
<http://www.cairns.qld.gov.au/region/heritage/cairns-heritage>
- Cairns Regional Council - past mayors  
[http://www.cairns.qld.gov.au/\\_\\_\\_data/assets/pdf\\_file/0020/1982/pastmayors.pdf](http://www.cairns.qld.gov.au/___data/assets/pdf_file/0020/1982/pastmayors.pdf)
- Cairns Regional Council – Cairns Chambers of Commerce 100 Years of History  
[http://www.cairnschamber.com.au/uploads/media/Complete\\_CCoC\\_history.pdf](http://www.cairnschamber.com.au/uploads/media/Complete_CCoC_history.pdf)
- Early photos of Cairns: Queensland State Library – Picture Queensland  
<http://www.slq.qld.gov.au/resources/picture-queensland> Cairns
- Early and current photos of Cairns including people, buildings, map  
[http://commons.wikimedia.org/wiki/Commons:State\\_Library\\_of\\_Queensland/Subjects/C](http://commons.wikimedia.org/wiki/Commons:State_Library_of_Queensland/Subjects/C)
- National Trust book, Guidelines for Cemetery Conservation that includes in Appendix 4 Gravestone Terminology  
[http://www.nationaltrust.org.au/Assets/9719/1/cemetery\\_conservation\\_guide.pdf](http://www.nationaltrust.org.au/Assets/9719/1/cemetery_conservation_guide.pdf)

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