



SOUTH WITH THE SEABIRDS

Written and Illustrated by Jess McGeachin

RECOMMENDED FOR: Ages 7–12 YEARS OLD (YEARS 2 & 6, UPPER PRIMARY/LOWER SECONDARY)

GENRE: Picture Book/Creative Non-Fiction

THEMES: marine biology, Macquarie Island, wildlife native to the island including penguins, seals and seabirds, effects of sealing, studies of the ecosystem, effects of introduced feral species, conservation and the environment

CURRICULUM LEARNING AREAS:

- English: Language, literature and literacy
- History
- Humanities & Social Sciences (HASS)
- Science
- Geography
- Cross-curriculum priority: Sustainability

NOTES WRITTEN BY: Robyn Sheahan-Bright

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INTRODUCTION

'They came at last to an island at the edge of the world.'

Jess McGeachin's evocative text tells the story of British naturalist, Mary Gillham's determination to visit Macquarie Island in the sub-Antarctic, and her success in being invited to join three female scientists on this epic voyage. Together they pioneered research of this ecosystem, and contributed to a body of work which is still being used today. This is an inspiring story of women, landscape and scientific curiosity.

PLOT SUMMARY

This captivating true story is of four remarkable scientists and their incredible journey to the sub-Antarctic, from CBCA award-winning author and illustrator Jess McGeachin.

In 1959, four scientists travelled to an island at the edge of the world. They were greeted by giant seabirds, snorting seals and penguins as far as the eye could see.

Their names were Hope Black (nee Macpherson), Mary Gillham, Susan Ingham and Isobel Bennett, and they were the first female scientists to join an Australian National Antarctic Research Expedition.

Join their journey south and discover their incredible legacy.

BEFORE READING

- What do you know about Macquarie Island and the Sub-Antarctic region?
- Who can name any Antarctic scientists?
- What forms of wildlife might you find in this region?

IN THE WORDS OF THE AUTHOR

'Set in the late 1950s, *South with the Seabirds* explores both the natural and human history of Macquarie Island. This was a time when being a female scientist, let alone one travelling to the Antarctic, was seen as very unusual.

By following the journal of the four scientists, readers will understand:

- The importance of Macquarie Island
- The job of being a scientist and a naturalist
- The social and political context of 1950s Australia
- What it was like to travel on an Icebreaker ship
- How it's possible to restore an ecosystem like Macquarie Island

'Most of all, I wanted this book to celebrate the unique wildlife that the four scientists were there to study. I hope this book will introduce young readers to the pioneering scientists who've come before, and inspire future generations to explore and protect the natural world around them.'

Jess McGeachin

AUTHOR BACKGROUND AND MOTIVATION

'I've grown up in a family of artists passionate about the natural world. My mother is a scientific illustrator and my grandmother a landscape painter. I too share that passion and work at Melbourne Museum.

Through these connections I knew a little about the story of Hope Macpherson and her companions in the sub-Antarctic, but it wasn't until I delved into the museum archives and found original photographs, documents and newspaper articles that I understood just how interesting their journey was. I even discovered that my own grandmother had corresponded with Hope in the 1950s.

In 2023, I was lucky enough to receive an Australian Antarctic Arts Fellowship which allowed me to travel to Macquarie Island on the research ship RSV *Nuyina*. Seeing, hearing and even smelling this remote island sanctuary helped me write and illustrate a story which I hope does justice to the incredible journey these scientists took.'

Q&A WITH THE AUTHOR

You describe your motivation in writing this book, above. What was the most surprising fact you discovered in your time on Macquarie Island?

'There were so many surprising things that I learnt in my time on Macquarie Island. I was amazed at just how much organisation and skill it takes even to get there – the Southern Ocean can be a wild place and the crew of the RSV *Nuyina* were incredible. Although parts of the voyage were rough, I can only imagine what the smaller *Thala Dan* would have been like to sail on. It was also fascinating to see what has and hasn't changed on the island since the 1950s. Some of the original buildings remain, as do the old rusty boilers, but there's also more modern parts of the research station being built. Amphibious vehicles are still very much in use.'

What particular moments or images stayed with you?

'The smell! It's one thing to see photos of the island but the first thing that hits you is the smell. It's a mix of rotting seaweed, belching seals and salty air. One of the most memorable moments of the trip was walking around the coastline to discover a huge colony of King penguins. There were thousands of adults and young, fluffy chicks that were very cute but very noisy.'

The four women who made this historic journey in 1959 were trailblazers, and yet little has been written about them for children, or studied in schools. Is this typical of the times, or are we still guilty of under-representing the achievements of women in educational curriculum?

'Thankfully we are much better at recognising the achievements of women in STEM today. However, there's still many forgotten scientists from the past that are worth finding out more about.'

You refer to the use of primary sources in the Melbourne Museum archives. What other resources would you recommend to students (apart from those listed below under Other Resources and Online Links)?

'Mary Gillham and Isobel Bennett both wrote books about their time on the island, and they're wonderful accounts. Another great resource is the Macquarie Island weekly update. You can travel to Macca every week without leaving your couch. (<https://www.antarctica.gov.au/news/stations/macquarie-island>)'

CLASSROOM DISCUSSION AND ACTIVITIES

ENGLISH

LANGUAGE

- *Literary Devices:* Several devices are used in this work of creative non-fiction to bring the descriptions to vivid life; for example, *Simile:* 'waded through spaghetti-like kelp' or seals 'looked like shiny rocks lying on the black sand.' *Personification:* 'It was summer, and hundreds of thousands had come to the island in their best suits to find their perfect partner'; 'small Southern rockhoppers with rockstar hair'. *Alliteration:* 'soared, swooped and skimmed'; 'the smell of salt and seaweed'; and the title *South with the Seabirds*. Invite students to describe an image in this book using language like this. Encourage students to use such devices in the writing they do for this unit of work.
- *Rhythm and Narrative Structure:* McGeachin uses language carefully to entice readers into the story. For example, he uses measured cumulative sequences such as: 'The four scientists boarded a boat/ that became a truck/which drove them safely to shore.' He describes the four women embarking on different pursuits: 'The marine biologists Hope and Isobel waded through spaghetti-like kelp to the coast./ Mary climbed up steep cliffs to watch the seabirds... /Susan counted herds of seals.' This writing is reminiscent of well-structured folk tales that tell a story using rhythm and repetition. Invite students to read the text aloud in order to appreciate the writing. What else do they notice about the style?
- *Point of View:* the story is told in third person, past tense, as befits the expository nature of this work. A limited omniscient narrator, he begins with a focus on Mary Gillham, but tells the four women's stories. This style of narration allows the narrator flexibility to be both objective and authoritative. Jess McGeachin is adept at conveying this information in an engagingly creative style; for example, 'They came at last to an island at the edge of the world.' Encourage students to write in a similar style when responding to this text.

LITERATURE

- *Expository Writing:* This non-fiction text tells a carefully structured story based on facts drawn from primary and secondary sources as support for the points made. What features of this form of writing can students observe in this text?
- *Comparative Literature:* Read Alison Lester and Coral Tulloch's *One Small Island: the story of Macquarie Island* (Penguin Books Australia, 2011) and discuss the similarities and differences between these two picture books. Read their latest work *Into the Ice: Reflections on Antarctica* (Allen & Unwin, 2024) as well. Read other picture books listed under **Corresponding Literature**.

- *Literary Responses:* Jess McGeachin received an Antarctic Arts Fellowship that allowed him to visit Macquarie Island in 2023. There are several writers and artists who have also incorporated this experience in their work. Visit 'Antarctic Arts Fellowship Alumni' Australian Antarctic Program (<https://www.antarctica.gov.au/about-us/antarctic-arts-fellowship/alumni/>) to discover some of the work created in response to such a Fellowship. Then invite students to create their own original response to the book, in either writing or visual art.

LITERACY

- *Comprehension:* Invite students to answer questions regarding the visual and written text, for example, Q. How many days did the four women travel before reaching Macquarie Island? (A. Five days.) What types of scientists were they? (A. Mary was a naturalist, Hope and Isobel were marine biologists, and Susan was a field-based researcher into Sub-Antarctic wildlife.) [See also **Worksheet 1.**]
- *Critical Literacy:* Understanding a text is reliant not only on reading the words but also to interpretation of words and images. For example, the opening spread depicts young Mary Gillham drawing what she observes on a lonely northern hemisphere coastline with birds circling overhead. The image also includes her drawings of birds flying through the air as she completes each one. Invite students to reflect on why the artist has drawn these pieces of paper floating above her, and what the subtext might be here.
- *Knowledge-Building:* What did students learn from reading this text? What did they have difficulty understanding?

ASSESSMENT:

- Write a review of this book with reference to other works that deal with this place or region, and in terms of its success in utilising style to convey content.
- Write an acrostic poem using the letters in 'Macquarie Island' to describe your impressions of this remote place.
- Write a detailed description of what you might have found as you landed on the shores of Macquarie Island as these four women did. Use the images in the book, to inspire your description and use creative language to enhance the telling.

HISTORY

- *Timeline:* The timeline of the island that appears at the back of the book indicates that Macquarie has had a number of key historical milestones. It details the various threats the island has suffered from human intervention and also the later eradication of introduced species, and gradual recovery of the island. Research any of the topics outlined in this timeline.

- *Biographical Information about the four scientists is also included:* Use this in conjunction with other sources listed in **Other Resources** and choose one of the four female scientists to deliver an address about to the class. Research the lives and scientific achievements of other Antarctic scientists.

ASSESSMENT:

- What does the book suggest about changes in social attitudes since 1959?
- What historical events were significant in the timeline?

HUMANITIES & SOCIAL SCIENCES (HASS)

- *Women in STEM:* 'The year was 1959, and Antarctica was seen as a place for heroes and adventurers, not women like Mary.' This book proposes that young girls and women have a vital role to play in STEM. It details the impediments to women becoming scientists in the early twentieth century and suggests that these four pioneering women were inspiring trailblazers. Research the role that women have played in science and the challenges they faced; for example, Hope Macpherson was required to give up her scientific position when she married and then became a teacher. Conduct a primary source analysis of any scientific issue raised in this book, drawing from the newspapers of the time. The book points out that 'some newspaper reporters were more interested in what they wore than the things they learned'. The Mary Gillham Archive project is an excellent research resource. See for example: 'Mary on Macquarie' *Mary Gillham Archive Project* (<https://www.marygillhamarchiveproject.com/international-travels/macquarie/>). Search for further information on other websites. Although they are far more likely to become scientists today, are there still impediments to women achieving in this field? What advocacy organisations or initiatives are tackling this issue? See, for example, *Women in STEMM Australia* (<https://womeninstemm.au/>)
- *Conservation and the Environment:* Even on a supposedly remote island, environmental degradation has occurred due to hunting and careless introduction of damaging species, and was later the subject of a conservation plan involving eradication. Discuss the moral issues involved in human beings expanding their commercial interests at the expense of environmental protection.
- *Climate Change:* The timeline also indicates that climate change presents a new challenge. For example there is concern that King penguin populations are declining. See: Gwynn, Liz 'Penguin populations in new fight for survival on Macquarie Island' *ABC News* 30 October 2022 (<https://www.abc.net.au/news/2022-10-30/macquarie-island-penguin-number-decline-imas-research/101569716>). Research this topic.
- *Comparative Studies:* Compare the issues faced on Macquarie Island with other remote island communities around the world; for example, the Maldives or several Pacific Island communities.

ASSESSMENT:

- Write a considered essay about the role women have played in the Sub-Antarctic based on research drawing on this book and other secondary sources.
- Debate the efficacy of damaging the environment (via activities such as sealing) for the short-term gains of commercial advancement.
- What other remote island community has faced similar issues to those experienced on Macquarie Island? Write a response.

SCIENCE

- *Conduct projects about Sub-Antarctic ecosystems:* Study the plants and animals that inhabit this region. On various pages in the book there are listed the names of birds and animals. Research any one or several of these creatures.
- *Keep a 'field-note' style journal:* Jess McGeachin suggests that your own backyard could be a place to start. Take notes and draw what you see. The tiniest creature can be the most interesting! [See also **Worksheet 2.**]
- *'Tips for a young naturalist'* at the end of the book offers some useful points to be observed by aspiring young naturalists. Discuss with the class the points made here and then encourage them to follow that advice in the coursework you undertake together as a class.

ASSESSMENT:

- Create an illustrated project based on research into any form of wildlife native to Macquarie Island.
- Present a field-note style journal based on research done for this unit.
- What are some of the key principles on which scientific research into the natural world should be based?

GEOGRAPHY

- *Mapping:* Examine the map on the endpapers, and the names of the various parts of the island. Discuss their derivation. The image gives readers a visual idea of how remote the island is. 'Macquarie Island and its outlying islets are geologically unique in being the only place on earth where rocks from the earth's mantle are being actively exposed above sea level. The island is the exposed crest of the undersea Macquarie Ridge, raised to its present position where the Indo-Australian tectonic plate meets the Pacific plate. These unique exposures provide an exceptionally complete section of the structure and composition of both the oceanic crust and the upper mantle, and provide evidence of 'sea-floor spreading' and tectonic processes

that have operated for hundreds of millions of years.' 'Macquarie Island' *World Heritage Convention* (<https://whc.unesco.org/en/list/629/>). Consult other secondary sources to learn more about the geographical features of the island.

- *Place and Liveability*: What does this book indicate about the challenges of surviving on this island, given its geography?
- *Quality of Environment*: What does the book suggest about the quality of the environment on Macquarie Island?

ASSESSMENT:

- Based on your research, describe the derivation of some of the landmarks marked on the map of Macquarie Island.
- What are the distinctive geological features that make Macquarie Island unique?
- What environmental challenges are posed by Macquarie Island's unique geography?

CROSS-CURRICULUM PRIORITY: SUSTAINABILITY

- *Invasive Species*: Macquarie Island has, since the 1959 expedition, been the subject of an eradication program aimed at destroying introduced species to allow native flora and fauna to flourish again. Research the issues involved in maintaining sustainability in such circumstances, using resources such as: 'Invasive Island Species' *Convention on Biological Diversity* (<https://www.cbd.int/island/invasive.shtml>)
- *Climate Change*: This book hints at the potential impact of climate change. How can remote island communities prepare themselves for this challenge?
- *Impact of Human Intervention*: Environments all over the world are becoming unsustainable due to human actions such as land clearing, introducing pests and predators, hunting etc.

ASSESSMENT:

- Write a list of the threats to sustainability on Macquarie Island.

VISUAL ARTS

- *Book Design*: Examine the parts of the book and how the book and its layout are designed. Double-page spreads include a range of formats such as a grid depicting the various rooms on the *Thala Dan* and the activities passengers and crew are engaged in, or the page depicting captioned images of various flora and fauna. This variety makes the story come alive for the reader. Which particular spread do you find most visually interesting, and why?

- *Medium:* Watercolour and mixed medium was used in the illustration. Invite students to illustrate the descriptive passage they wrote above using this medium.
- *Characters:* What can you ascertain from the images of the four scientists in this book? What traits do they demonstrate? The images of animals and birds are also imbued with human characteristics. Examine the image of Mary being 'greeted' by a small penguin when first they land on the beach; or of the seals sleeping on the beach on Christmas night; or the one of the penguins gathering for mating season; or of the various types of penguins captioned. Jess McGeachin has cleverly made the animals appealing in his very engaging images in which the animals appear to respond to each other with recognisable human traits. Encourage students to draw with emotion, as he does. [See also **Worksheet 3.**]
- *Cover:* Examine the cover (front and back) which depicts the *Thala Dan* arriving with the four women in silhouette on the deck with penguins and seabirds welcoming them. On the back the island itself is depicted. What do these two images suggest about the content of the book?

ASSESSMENT:

- Create a new spread for this book depicting animals interacting with each other in an imagined scene, using watercolour, and making the scene visually interesting in design.
- Create an alternative cover for this book.

ABOUT THE AUTHOR

Jess McGeachin is an author and illustrator living in Narm (Melbourne, Australia). His debut picture book, *Fly*, was published in 2019 and was shortlisted for the Children's Book Council of Australia and Queensland Literary Awards. His first two non-fiction books, *Deep* and *Kind*, were published in 2022. *Deep* was the winner of the 2023 CBCA Eve Pownall Award. *Kind* and *The Tree at Number 43* were the co-winners of the 2023 Environment Awards for Children's Literature.

Jess draws quite literally from a day job at Melbourne Museum, where he's lucky enough to help design exhibitions and occasionally get lost in the basement.

<https://www.jessmcgeachin.com/>

ABOUT THE WRITER OF THE NOTES

Dr Robyn Sheahan-Bright AM operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, in 2012 the CBCA Nan Chauncy Award for Distinguished Services to Children's Literature in Australia, and in 2014, the QWC's Johnno Award. She is President of IBBY Australia and Deputy-Chair of the Australian Children's Laureate Foundation. In 2021 she was appointed a Member of the Order of Australia.

CORRESPONDING LITERATURE

(In alphabetical order of authors)

Picture Books

Avery, Sean *Frank's Red Hat* Walker Books Australia, 2022.

Court, Moira *Antarctica* Fremantle Press, 2019.

Court, Moira *Ten Animals in Antarctica* Charlesbridge, 2021.

Cunningham, Sophie *Flipper and Finegan: the true story of how tiny jumpers saved little penguins* Ill. by Anil Tortop. Albert Street Books, 2022.

Horacek, Petr *Blue Penguin* Candlewick, 2016.

Lester, Alison and Tulloch, Coral *One Small Island: the story of Macquarie Island Penguin* Books Australia, 2011. (See also Reading Notes

https://resource.scholastic.com.au/resourcefiles/8072130_167.pdf)

Lester, Alison *Sophie Scott Goes South* Viking/Penguin, 2012.

Saxby, Claire *Iceberg* Ill. by Jess Racklyeft. Allen & Unwin, 2021.

See also: 'Books for Younger Readers' *Australian Antarctic Program*

<https://www.antarctica.gov.au/about-antarctica/education-resources/books-for-younger-readers/>

OTHER RESOURCES

Non-Fiction

Burns, Robin *Just Tell Them I Survived: Women in Antarctica* Allen & Unwin, 2001.

Dermer, Alistair and Wood, Danielle *A Hostile Beauty: Life on Macquarie Island* Miegunyah Press, 2011.

Grill, William *Shackleton's Journey* Flying Eye Books, 2014.

Hanackova, Pavla *Why penguins don't get cold: how animals adapt to their surroundings* Ill. by Linh Dao. Australian Geographic, 2017.

Harrison, Sam *Subantactic Islands of New Zealand* Blurb, 2022.

Hope, Charles *The Big Book of Antarctica* Wild Dog, 2017.

Lester, Alison and Tulloch, Coral *Into the Ice: Reflections on Antarctica* Allen & Unwin, 2024.

Medvedeva, Tanya *Around Antarctica* Ill. by Maria Vyshinskaya. Thames & Hudson, 2022.

Moro, Dorian, Ball, Derek and Bryant, Sally, eds. *Australian Island Arks: conservation, management and opportunities* CSIRO Publishing, 2018.

Riddell, Shona *Trial of Strength: Adventures and Misadventures on the Wild and Remote Subantarctic Islands* Exisle Publishing, 2018.

Scales, Helen, Hendry, Dr Kate, and D'Hipólito, Rômolo *Scientists in the Wild: Antarctica* Flying Eye Books, 2024.

Selkirk, P.M., Seppelt, R.D. and Selkirk, D.R. *Subantarctic Macquarie Island Environment and Biology*

(Studies in Polar Research) Cambridge University Press, 2008.

Terraud, Aleks and Stewart, Fiona *Subantarctic Wilderness: Macquarie Island* Jacana, 2008.

See also: *Little People, BIG DREAMS* series by Maria Isabel Sánchez Vegara
<https://littlepeoplebigdreams.com/about/> contains biographies of many inspiring women including scientists.

ONLINE LINKS IN FULL

Biographies

'Hope Black Macpherson 1909–2018' *Australian Antarctic Program*

<https://www.antarctica.gov.au/about-antarctica/history/people/hope-black-macpherson/>

'Isobel Bennett (1909–2008)' *Australian Antarctic Program*

<https://www.antarctica.gov.au/about-antarctica/history/people/isobel-bennett-1909-2008/>

'Dr Isobel Bennett (1909 –2008), marine biologist' *Australian Academy of Science*

<https://www.science.org.au/learning/general-audience/history/interviews-australian-scientists/dr-isobel-bennett-1909-2008>

Mary Gillham Archive Project

<https://www.marygillhamarchiveproject.com/>

'Susan Ingham' *Australian Antarctic Program*

<https://www.antarctica.gov.au/about-antarctica/history/people/susan-ingham/>

General Information

ANARE Club

<https://www.anareclub.org/>

'Antarctic Arts Fellowship Alumni' *Australian Antarctic Program*

<https://www.antarctica.gov.au/about-us/antarctic-arts-fellowship/alumni/>

Cresswell, Ian, Constable, Andrew J., Reid, Keith, Bax, Nicholas J., 'Penguin Paradise and geological freak: why Macquarie Island deserves a bigger marine park' *The Conversation* March 9, 2023

<https://theconversation.com/penguin-paradise-and-geological-freak-why-macquarie-island-deserves-a-bigger-marine-park-201368>

Cresswell, Ian D., Bax, Nicholas J., Constable, Andrew J., Reid, Keith And Smith, Anthony D.M. 'The Unique Ecosystem Surrounding Macquarie Island' *Australian Marine Conservation Society* March 2023

https://www.marineconservation.org.au/wp-content/uploads/2023/03/Macquarie_Report_Main.pdf

'Expository Writing' *twinkl*

<https://www.twinkl.com.au/teaching-wiki/expository-writing>

Gibson, Jane 'Macquarie Island remains pest free 10 years after eradication program, but new threats loom' *ABC News* 30 May 2024

<https://www.abc.net.au/news/2024-05-30/macquarie-island-pest-free-following-eradication-program/103908056>

Gibson, Jane 'Australia's outdated research station on Macquarie Island set for a \$371m upgrade' *ABC News* 24 May 2024

<https://www.abc.net.au/news/2024-05-24/macquarie-island-research-station-asbestos-concerns-upgrades/103880152>

Gwynn, Liz 'Penguin populations in new fight for survival on Macquarie Island' *ABC News* 30 October 2022

<https://www.abc.net.au/news/2022-10-30/macquarie-island-penguin-number-decline-imas-research/101569716>

'Hope Macpherson Black Collection' *Museums Victoria*

<https://collections.museumsvictoria.com.au/search?collection=Hope+Macpherson+Black+Collection>

'Invasive Island Species' *Convention on Biological Diversity*

<https://www.cbd.int/island/invasive.shtml>

'List of Birds of Macquarie Island' *Wikipedia*

https://en.wikipedia.org/wiki/List_of_birds_of_Macquarie_Island

'Macquarie Island' *World Heritage Convention*

<https://whc.unesco.org/en/list/629/>

'Macquarie Island' *UNESCO World Heritage Centre*

<https://whc.unesco.org/en/list/629/>

Macquarie Island Conservation Foundation

<https://macquarieisland.org/>

'Macquarie Island facts for kids' *Kiddle*

https://kids.kiddle.co/Macquarie_Island

'Macquarie Island is alive with wildlife – an exemplar for Australia' *Invasive Species Council* 10 February 2021

<https://invasives.org.au/blog/macquarie-island-is-alive-with-wildlife-an-exemplar-for-australia/>

'Macquarie Island Marine Park' *Australian Marine Parks*

<https://parksaustralia.gov.au/marine/parks/south-east/macquarie-island/>

'Macquarie Island Research Station' *Australian Antarctic Program*

<https://www.antarctica.gov.au/antarctic-operations/stations/macquarie-island/>

'Macquarie Island Research Station News' *Australian Antarctic Program*

<https://www.antarctica.gov.au/news/stations/macquarie-island/>

'Macquarie Island World Heritage Area' *Tasmania Parks & Wildlife Service*

<https://parks.tas.gov.au/explore-our-parks/macquarie-island-world-heritage-area>

Museums Victoria

'Mary on Macquarie' *Mary Gillham Archive Project*

<https://www.marygillhamarchiveproject.com/international-travels/macquarie/>

Melbourne Museum

<https://museums victoria.com.au/melbournemuseum/>

'MV *Thala Dan* 1957–1982' *Australian Antarctic Program*

<https://www.antarctica.gov.au/about-antarctica/history/transportation/shipping/lauritzen/thala-dan-1957-82/>

'Recovery of threatened seabirds on Macquarie Island' *Ecological Society of Australia*

<https://www.ecolsoc.org.au/news/recovery-of-threatened-seabirds-on-macquarie-island/>

'Resources: Macquarie Island's picture The South-East Regional Marine Plan' *Parks Australia*

<https://parksaustralia.gov.au/marine/pub/scientific-publications/archive/macquarie-island.pdf>

Women in STEMM Australia

<https://womeninstemm.au/>

'World Heritage Places – Macquarie Island' *Australian Government Department of Climate Change, Energy, the Environment and Water*

<https://www.dcceew.gov.au/parks-heritage/heritage/places/world/macquarie-island>