

'Moving, intricate ... Slattery's achievement is to render, subtly and powerfully, both a human love story, and a love story to the nation.'

Anna Funder, author of *All That I Am*

LUKE SLATTERY

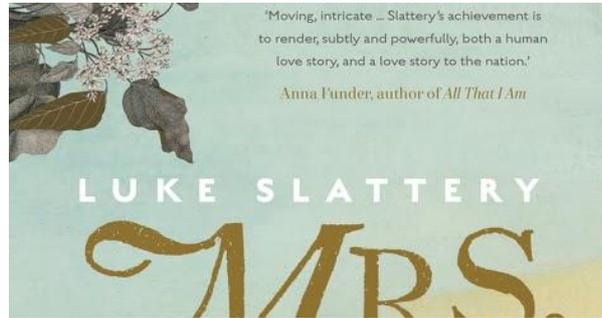
MRS.  
M

A bold new world.  
A passionate woman.  
One dangerous alliance.

## Mrs M by Luke Slattery

Readers' Notes by Robyn Sheahan-Bright

ISBN 978 0 7322 7181 7 RRP 29.99

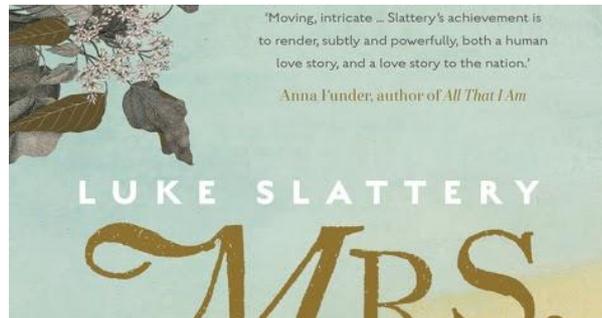


## CONTENTS

- Introduction
- Plot Summary
- Before Reading
- While Reading
- After Reading
- Style and Structure
- Themes
- Responding
- Comprehension and Debating Questions
- Suggested Tasks for Assessment
- About the Author
- List of References

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



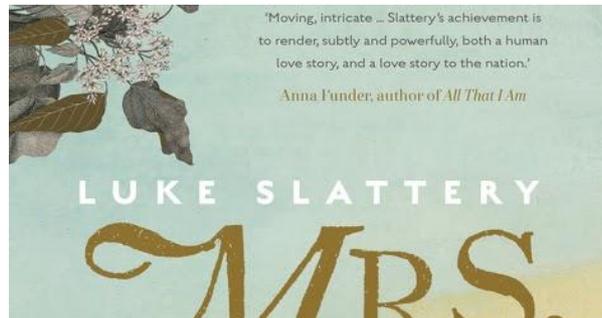
## Introduction

*'My nights from that moment were filled with dreams of places he would take me. I was readying myself for flight.'* (p 26)

*'I will long remember my first view of that distant shore. Humble, rude, unadorned — despite the loveliness of the setting. And yet ancient. So very old for a New World, while the Old World of recent memory seemed so fresh and green — so young.'* (p 42)

Elizabeth Henrietta Macquarie (née Campbell) (1778–1835) arrived in Sydney Cove in 1810 with her husband, the newly appointed Governor of New South Wales, Major-General Lachlan Macquarie CB (1761–1824), and spent the next twelve years as the wife of the last 'autocratic' leader of the colony, albeit an enlightened one. Some refer to Macquarie as 'The Father of Australia' while others criticised his policies then and have critiqued his legacy later. Both he and Elizabeth had dreams for this new world, and to transform those dreams into reality they worked closely with Francis Greenway, the colony's first architect, whose legacy is still visible in Sydney today. Their dreams, though, also conflicted with the cultural beliefs they encountered amongst Aboriginal people.

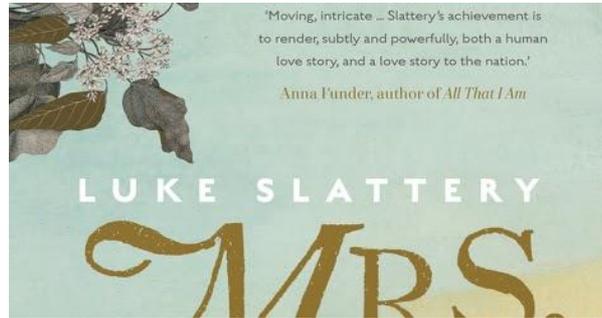
This imagined history of Elizabeth's life reconstructs her story as a fictional memoir of her recollections of these Antipodean experiences written at the family estate on the island of Mull in Scotland, after Lachlan has died in ruin. Luke Slattery has used this woman's life as the framework of his narrative in order to examine significant national themes and also to tell a poignant fictional love story.



### Plot Summary

Elizabeth and her husband, Governor Lachlan Macquarie, were driven by their ideals and immediately set about addressing the dire conditions they discovered on arrival. They embarked on an ambitious program of public works (including buildings and transport networks) and identifying arable land in order to improve food supply. During their tenure, the colony's population increased more than threefold to just under 40,000 people. The Macquaries also established the colony's first bank, the Bank of New South Wales, successfully stabilised the local currency (and also outlawed rum as currency) and encouraged manufacturing. They believed that emancipists should be treated the same as free settlers and employed convicts such as forger Francis Greenway, as the Colonial Architect; naval mutineer Dr William Redfern, as the Colonial Surgeon; and petty thief Andrew Thompson, as a Justice of the Peace and local magistrate. 'Macquarie's policy concerning the Aboriginals was an expression of the same humanitarian conscience. He organised the Native Institution (a school for Aboriginal children), a village at Elizabeth Bay for the Sydney tribe, an Aboriginal farm at George's Head and a sort of annual durbar for them at Parramatta. Orders of merit and even an old general's uniform were bestowed on deserving chiefs. The results of this naive policy were not very encouraging and in 1816, when the natives showed signs of ungrateful hostility, he organised a military drive to chasten them. But no other governor since Phillip had shown them so much sympathy.' (McLachlan 1967) The novel suggests that, despite good intentions, Macquarie's habit of presenting Aboriginal leaders with brass breastplates revealed his lack of understanding of their beliefs or customs. Complaints about the cost of his public works and his support for emancipists led to a British government investigation, resulting in the Bigge Report (delivered by Commissioner John Bigge), which was highly critical of his policies, and to him eventually resigning in 1821 and departing from Australia in 1822. He died in London, a broken man, in 1824. Bigge recommended that no governor should again be allowed to rule as an autocrat, and in 1824 the New South Wales Legislative Council, Australia's first legislative body, was appointed to advise future governors. Macquarie was succeeded by Major-General Sir Thomas Brisbane.

But what of Elizabeth's input into Lachlan's tenure and her feelings about this time? This novel reconstructs the historical record to imagine both.



### Before Reading

- What did you know about Mrs Macquarie and her husband or any of their associates prior to reading this book?
- What did you know about the establishment of the Colony of New South Wales or the Aboriginal people who greeted the European arrivals?

### While Reading

- Take note of major themes or issues to discuss later.
- Make a character chart listing the major and minor characters.
- Trace a 'character arc' for one of the characters, noting changes in their personalities, e.g. Francis Greenway.

### After Reading

**Activity:**

What did you learn about the Macquaries from reading this book?

**Activity:**

Choose a major theme and analyse how it is presented in this novel, choosing passages which relate to it.

**Activity:**

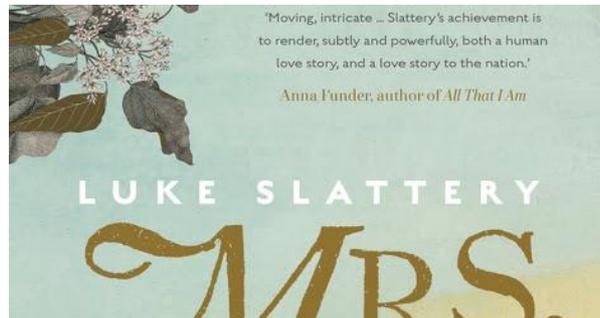
Which character would you like to have seen more of and why?

**Activity:**

What other title or cover might this book have had? Design your own cover.

**Activity:**

Re-read Chapters One and Two and you will find there, in Elizabeth's conversations with the boatman, hints about the conclusion of the novel.



## Style and Structure

**Discussion Point:** This novel is fashioned as if it is a non-fiction memoir. Some might call it 'faction'. Memoirs are written with specific intentions. Elizabeth writes: *'My hope is that when the storm is spent, the right words for Macquarie will be there, the fine public words, lying like cherries on the grass after a gale: precious, if a little imperfect. And true — as he was.'* (p 15) But later she also writes: *'I am determined that none of this shall be forgotten. And yet I am equally determined that some parts of this story shall be known to me alone.'* (p 120) Discuss her intentions in relation to this narrative and to the genre of memoir in general.

**Discussion Point:** This is also a romance: what tropes of that genre did you observe in it?

**Discussion Point:** Letters play an important part in presenting other views of the action, apart from Elizabeth's. For example, Greenway writes to her explaining his side of the situation, which resulted in Sanderson flogging him (pp 167–173). How do these letters inform the narrative?

**Discussion Point:** Investigate the use of literary devices in this novel and how they are used to enhance themes. For example, read these passages and discuss: *'Columns of sunlight ... Queen for all time.'* (p 7) and *'I finish my long night's ... birdsong.'* (p 292)

**Activity:** Symbolism and literary references enrich this novel as well. Read this passage and research what it refers to: *'He is Charon and he ferries me ... rejoin the living.'* (p 11)

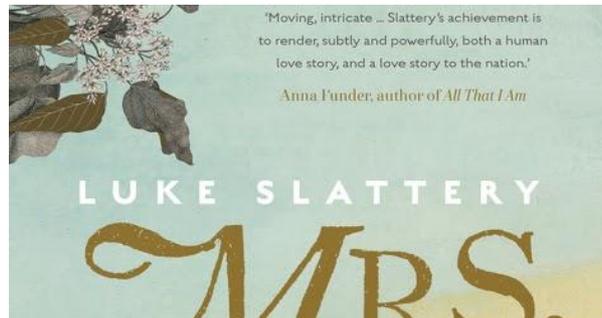
**Discussion Point:** Descriptions of place are rich and visceral, e.g. the description of the docks as they board The Dromedary to sail: *'We left Portsmouth ... at sea.'* (pp 31–3) Analyse this passage.

**Discussion Point:** Elizabeth's observation of parakeets and her first hearing a kookaburra are gorgeously described in this page-length passage: *'I wake ... Highland whisky.'* (p 60) Examine techniques employed, such as similes with weaponry, e.g. *'the speed of a musket shot'* or *'beak like a dart'*. Later in the novel military similes are used to describe a marriage: *'I have come to understand how a marriage ... could offer.'* (p 182) Discuss this passage, as well.

**Discussion Point:** Acerbic wit and humour pepper Elizabeth's memoirs, too, e.g. *'Although the thought did occur to me that he might have a tendency to bore.'* (p 30) What did you find particularly amusing in this novel?

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



## Themes

- **Utopian Ideals**

“It is reputed to be another Eden,” he said with an air of conviction. “Nature at her purest. Here then is your adventure.” (p 28)

“There is a great cause underway at Sydney Cove. You consider it a jail; I say it as an experiment, perhaps the greatest endeavour of our age. If criminals can be made into good citizens, why, society itself can be reinvented.” (p 28)

**Discussion Point:** Both Lachlan and Elizabeth Macquarie had dreams that the penal colony at Sydney Cove might represent a new world in which men and women would be free to create a new life. How much did they achieve and in what sense did they fail to achieve their dreams? What obstacles did they encounter?

**Discussion Point:** ‘Equality for my husband was not an abstract thing; it was a fine street flanked by parks and gardens open to all, a school for the poor — particularly the poor natives. A grammar school for girls. A second chance ... He had a heart.’ (p 55) Many of their buildings were also impressive edifices — monuments to their ‘grand project’, e.g. the ‘stables’ building Macquarie had built was then used for and continues to house the Sydney Conservatorium of Music. Research the legacy that the Macquaries left in terms of infrastructure, such as buildings, transport systems and institutions.

**Discussion Point:** They were not alone in these ideals. The famous British literary fiction writer Charles Dickens also harboured dreams of a ‘distant paradise’ (Hirst 2008) to which the poor might emigrate and start new lives and he actually sent two of his sons to Australia. Research the emigration of free citizens to the colony as well as its convict history.

**Discussion Point:** ‘Emancipists’ (former convicts) and their views were not well liked in the colony by so-called ‘Exclusives’ (free settlers). Simmering anger boils over when Captain Edward Sanderson savagely flogs Greenway in retaliation for what his fellow soldiers view as Macquarie’s favourable treatment of an ex-convict. Why were some people so against convicts being treated equally?

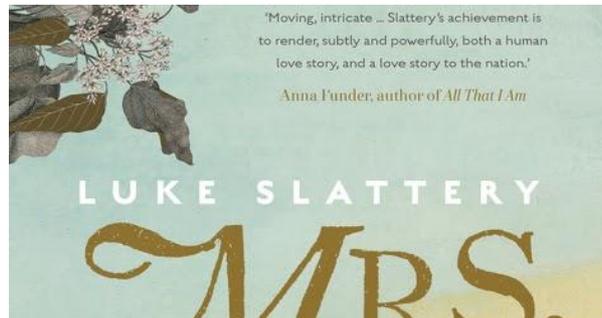
- **Colonialism and Colonialists**

‘It is remarkable how swiftly the colonials, like men on the fields of battle inured to the rain of bullets, had adapted to the perils round them.’ (p 52)

**Discussion Point:** The British government transported convicts to the colony with no consideration of the fact that it was clearly already inhabited. Territorial expansion, such as the road across the Blue Mountains (p 186), similarly denied the fact that Aboriginal people, particularly of the Gundungurra and Darug tribes, had made their home in the Mountains for centuries. Colonial ambition laid claim to lands rather than acknowledging prior ownership;

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



many believed that 'uncivilised natives' had no real right to the land and that Britain could claim it as its own. Imperialist or colonialist power was founded on such attitudes.

**Discussion Point:** Read excerpts from diaries by travellers and explorers, such as David Collins, Watkin Tench, James Cook, Joseph Banks and Matthew Flinders, to gain some insight into the feelings of early explorers and settlers in this time.

**Activity:** Research the lives of some of the early figures mentioned in the book, such as merchants and traders Robert Campbell, Mary Reibey and Simeon Lord, Government printer George Howe, Captain John Piper, pastoralist John Macarthur and his wife Elizabeth Macarthur, poet William Massey Robinson, artist Joseph Lycett, judge Barron Field, Commissioner John Bigge, surgeon William Redfern, ministers Reverend Johnson and Reverend Marsden, and Acting Lieutenant-Governor Joseph Foveaux.

**Discussion Point:** 'While I spent my hours aboard the Dromedary reading about the New World, it seems the Architect was dreaming of the Old.' (p 104) Greenway's plans for the city of Sydney which so delight both Lachlan and Elizabeth Macquarie derive from European models (pp 73–5); his plan to build a pagoda on the island of Nobbys is equally grandiose and yet another example of colonialist 'hubris'. Artists at the time, such as Joseph Lycett, also painted the landscape in distinctly European images, and explorers such as Arago were wont to inflate the charms of the landscape in classical terms (pp 231–2). What other aspects of early settlement were founded on inappropriate European models?

**Discussion Point:** The brutal way servants (and wives) were often treated on this new frontier is evinced by the Scottish land-holder, Ogilvy, who hosts a visit from the Governor and entourage (pp 94–5). Life for convict servants must often have been a living hell rather than the freedom they were promised.

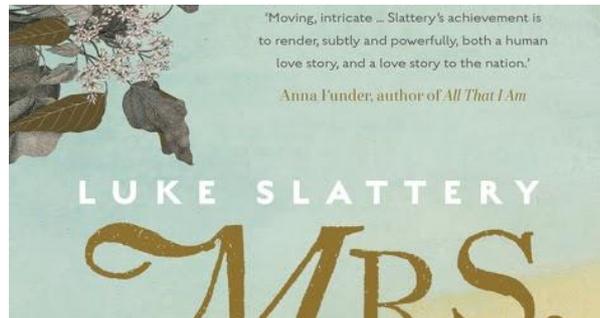
**Discussion Point:** Rivalry between the French, British and Dutch were further incentives to establish such colonial outposts. What did you learn about the nature of the competition between Britain and France from Freycinet's visit?

**Discussion Point:** Another aspect of colonial rule was the habit of naming things after British people of note. Macquarie himself put his own personal stamp on many public buildings and sites such as Lake Macquarie, Macquarie Pass, Mount Macquarie, the Lachlan and Macquarie Rivers, and Fort Macquarie. He named Hyde Park in Sydney after the same park in London. Happily, early officials also named some sites in acknowledgment of Aboriginal people, such as Bennelong Point, reminding us today of the original inhabitants of the land. Examine a map of Sydney and you'll find a range of names that reveal this complex history.

**Activity:** Read Luke Slattery's *The First Dismissal* (2014), a non-fiction account of the events he re-imagines in this novel.

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



**Activity:** Research colonial history by reading non-fiction, and fiction such as Richard Flanagan's *Gould's Book of Fish: A Novel in Twelve Fish* (2001), and by searching online sites. Students may also enjoy Michael Sedunary and Bern Emmerichs' picture book *The Startling Story of Lachlan Macquarie: Founding Father or Failure?* (2017) [See List of References below.]

- **Models of Leadership**

'A rule of leniency is no kind of rule at all.' (p 86)

**Discussion Point:** Macquarie regales his fiancée, Elizabeth, with grim tales of war (p 27) and is unaware of their gruesome impact. His style of leadership is founded on military ideals and so, despite his liberal views, his ideas of discipline are strict and even brutal.

**Discussion Point:** Macquarie's troubles with the British government stemmed from his independent approach to his role. He saw himself not so much as a government emissary but rather as a benign but autocratic leader.

**Discussion Point:** What other aspects of Macquarie's leadership style did you notice?

- **Women's Rights and Independence**

'It is my duty to follow him in this instant, without delay.' (p 131)

**Discussion Point:** Elizabeth felt constrained by her upbringing and found a role model in her independent French teacher, Miss Fullerton (pp 16–7). Her family had expectations of their youngest child: 'I fell into the role of maid to mistresses who were my one flesh and blood. I believe I developed, at an early age, a powerful instinct towards flight.' (p 17) How much was her marriage an effort to escape such bonds?

**Activity:** Compare this work to other recent novels that relate women's views of historical narratives, e.g. Melissa Ashley's *The Birdman's Wife* (2016). [See Bibliography.]

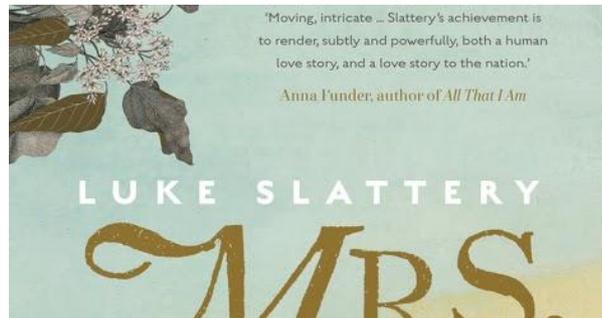
- **Indigenous History and Culture**

"My people — first mob." He knocked his chest with a clenched fist. "You" — the hand was held flat now and thrust towards the audience — "second mob. You come late." (p 44)

**Discussion Point:** Bungaree's role in this society is ambivalent. He remains with his people but is invited to attend dinner at Government House and dresses in a curious mixture of hand-me-down clothing from his British 'benefactors'. He speaks English extremely well and is a talented mimic. He is a renowned sailor and warrior. Elizabeth's conversation with him after he is 'gifted' prime land at George's Head in thanks to his people for saving Greenway's life, and given his own breastplate, reveals the mutual lack of understanding between the two cultures (pp 149–52). Research his fate.

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



**Discussion Point:** Compare Bungaroo's fate to that of Bennelong, who is mentioned in this text by Ensign Brody: 'He has retired from the life he lived as an ambassador for his people and friend to ours. A great pity.' (p 65)

**Discussion Point:** Elizabeth Macquarie has seen the tribal paintings in the cave beneath Mrs Macquarie's Chair (which was designed and carved for her by Greenway). Bungaree has told her that this place is called Yurong and holds special importance for his people. Many educational textbooks fail to mention that such evidence of the sophistication of Indigenous culture was clearly visible to these early settlers, and yet ignored.

**Discussion Point:** Macquarie attends a tribal gathering and presents the leaders with breastplates. But Elizabeth expresses her uneasiness about this ceremony: 'To think that loyalty can be purchased for such a pittance. Can it?' (p 99)

**Discussion Point:** Frontier violence and massacres are recorded in the incident with Wallah (Warren) and his tribesmen, including women and children, being driven over a cliff in Appin (p 158). Read accounts of such violence collected by historians such as Inga Clendinnen and Henry Reynolds, and then discuss the fact that some historians continue to deny that such events occurred. Read novels which re-imagine the Indigenous response to white invasion, such as Kim Scott's *That Deadman Dance* (2012) or Kate Grenville's trilogy beginning with *The Secret River* (2005).

**Discussion Point:** Elizabeth announces, at the dinner to welcome Commissioner Bigge, the need to compensate the natives for their land: "Do the natives possess it? Can they unroll a title deed? No. But it matters naught — they inhabit it. I should think the noblest course of action would be to offer some generous terms to the natives. We are wealthier than they, and yet all we give them are trinkets." (pp 277–8) Despite her comments being so well-meaning, how might Bungaree have felt to hear her say that 'we are wealthier than they'? Is she correct?

**Discussion Point:** Indigenous knowledge of the land extended to bush foods and remedies like those which Cora Gooseberry applies to Greenway's injuries after his flogging. Research Aboriginal agricultural knowledge in texts such as Bruce Pascoe's *Dark Emu: Black Seeds: Agriculture or Accident?* (2014)

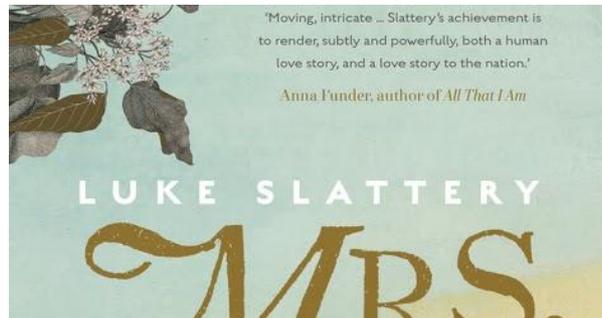
### **Love of Nature and the Destruction of Landscape in Australia**

"But we must keep the memory of Banks alive. We are custodians of a rare and wonderful land. It is fantastical ... It is faery-like." (p 124–5)

**Discussion Point:** The novel is, in part, a eulogy to the beauty of landscape and its loss. Everywhere in this new world there is beauty, but also traces of what has already been destroyed. When Elizabeth travels to Parramatta she admires the magnificent eucalypts and

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



laments that so many forests closer to Sydney have disappeared: 'Most of the large stands near the settlement were felled in the early years for building materials or, worse still, firewood.' (p 93) What other aspects of the landscape are celebrated or mourned in this novel?

**Discussion Point:** Elizabeth's love of her home in the wild Hebrides is another chord in this lament. For much of her appreciation of this new world is driven by her love of 'wild places'.

**Discussion Point:** One of the facets of this expansion into 'new lands' was the destruction of wildlife and of landscape. This is symbolised in the ominous scene on the docks (pp 32–3) when the young soldier wantonly shoots a majestic cormorant for sport as the Dromedary is about to embark for foreign shores.

**Discussion Point:** One of the things the Macquaries discover on arrival is the polluted Tank Stream (which had been a prime source of water when the First Fleet arrived). This shows how quickly a human settlement can destroy the natural resources on which the residents most rely. Discuss in relation to the on-going degradation of the Australian landscape as suburbs spread, and industries (such as coal mining and Liquid Natural Gas drilling) threaten water supplies, agricultural production and natural wonders such as the Great Barrier Reef.

- **Love and Sexuality**

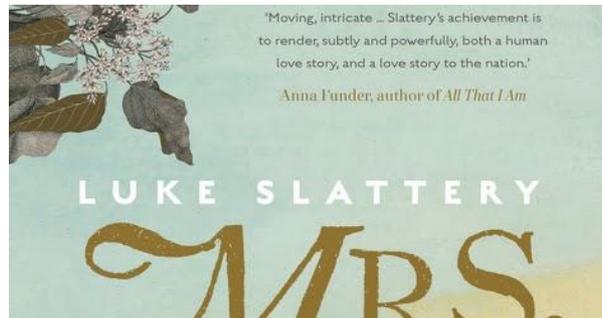
'The Governor shares my bed. But I have begun to wonder if the Architect does not share my mind.' (p 131)

**Discussion Point:** The novel suggests that Elizabeth enjoys romantic and sexual love with her husband. 'I was drawn to him, as he seemed to know I would be.' (p 24) What indications in the novel were there that their marriage was founded on love, social need, shared ideals, sexual attraction or a combination of all four?

**Discussion Point:** Later, however, she comes to desire Francis Greenway and her trysts with him seem to be driven by romantic ardour and also intellectual interests. His letter (pp 80–1) sets the tone for the romance. What does he offer her that Lachlan doesn't?

- **Values**

**Activity:** Choose a character and list the values evinced by their behaviour, e.g. Elizabeth's preference for simplicity and solitude in nature: 'I had a favourite place — what solitary child doesn't. It was a perfect little stone bridge thrown over a rill.' (p 18) OR the boatman's kindness to Elizabeth at the beginning of the narrative.



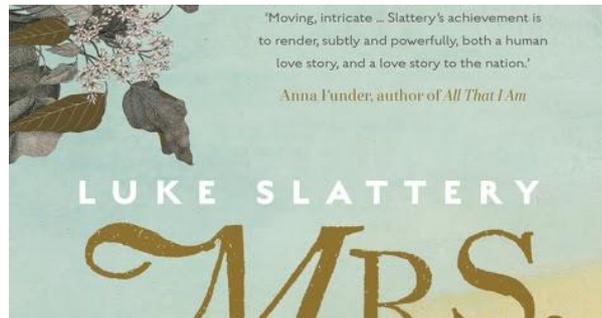
## Responding

Read and discuss the following quotes and record the theme related to it

Quote	Theme
'I loathed the very thought of stillness and torpor and desired above all things an adventure.' (p 19)	
'That morning his grey eyes shone like metal. There was charisma in that fiery conviction; perhaps a touch of madness, too. But then we follow the mad. Follow them to war. Follow them to victory or defeat. Follow them to new lives in strange worlds.' (p 29)	
'India had hardened him. At the same time it had softened — perhaps the better word is sensitised — him. He had endured the loss of Jane Jarvis, had taken life, and seen life taken. He was in his forty-fourth year. He wanted to make his mark with something other than a sabre or a musket.' (p 27)	
'Our Convict Ark, by perpetuating all that is sorry and base, seemed to mock the words of Genesis. But perhaps it was, in its own way, a worthy addition to the Biblical theme of redemption — of renewal.' (p 40)	
'— it's best to disbelieve most of what a man says about his past, because it was never true, and all he says about his future, because it will never be.' (p 63)	
'... my thoughts drift to the absent Bungaree. He has become a ferryman, threading his way between two cultures, in neither one entirely at home. I wonder if I am not becoming, in my own way, a little like him — divided, distanced. unsettled.' (p 100)	
"'Imagination is the child of desire is it not," he says, removing his riding coat and giving it a shake. "Rarely does it conjure what is unwanted.'" (p 178)	
'What rules do we obey in our fight with the natives?' (p 221)	
'The tree's shape reminds him, he says, of the Vesuvian ash cloud described by Pliny. There is something about this generation of men. The architect has it too — the classicising disease.' (p 233)	
'Never believe what a man tells you about his past. It is doubly true of a man telling you of a declared enemy's past.' (p 251).	
"'They would not ordinarily of course, kill a white man — even a bushranger — in retaliation for the loss of a sheep. But they see the natives as little more than pests.'" (p 264)	
"'America was founded by men and women in whom the fire of faith burned brightly. Sydney Cove was settled by sinners. From which of the two New Worlds will the better world grow? I sometimes wonder.'" (p 277)	

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



### Comprehension and Debating Questions

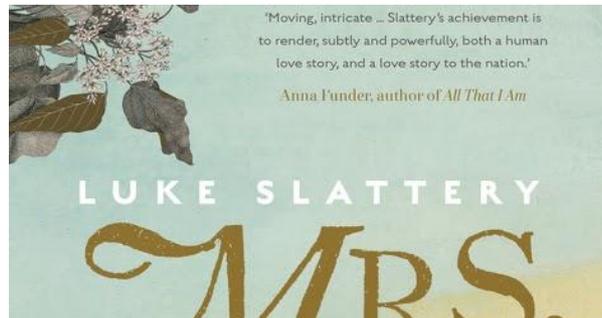
- How do any of the themes explored in this novel relate to the challenges confronted by the current Australian government?
- Were Macquarie's ideals about building a new world in this penal colony realistic? How true is the statement that he was 'The Father of Australia'?
- Debate the arguments put forward by Lachlan and Elizabeth in this passage: "Already the convicts show signs of reform," he continued ... "Might not the offspring inherit the worst of the parents' qualities?" I asked. "Lawlessness on the one hand, wantonness on the other." (p 29)
- Were Macquarie's policies humanitarian or brutal? Use quotes to support your answer.
- In this imagined future for Elizabeth and Greenway, how might their lives have developed?

### Suggested Tasks for Assessment

- Write a letter as if penned by Ensign Brody to Mrs Macquarie, after she had returned home.
- Create a book trailer for this work.
- Choose an issue raised in this novel and research it, e.g. the treatment of Aboriginal people in the early colony.
- Locate artworks painted in colonial times by visiting 'The Lachlan and Elizabeth Macquarie Archive (LEMA) Project', Macquarie University Library <<https://www.mq.edu.au/macquarie-archive/lema/about.html>> What do they reveal about the times, and about the artists?
- Locate and examine portraits of Lachlan and Elizabeth Macquarie in archives, such as TROVE <<https://trove.nla.gov.au/>> What do they reveal about their personalities?

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



### About the Author

**Luke Slattery** is a Sydney-based journalist, editor and columnist whose work appears in The Australian, The Age, the Sydney Morning Herald and The Australian Financial Review. Internationally he has been published in The New Yorker online, the LA Times, the International Herald Tribune, the UK Spectator and the US Chronicle of Higher Education. Mrs M is his fifth book, and his first novel.

### List of References

#### Picture Book

Sedunary, Michael, artwork by Bern Emmerichs,

The Startling Story of Lachlan Macquarie: Founding Father or Failure? Berbay Publishing, 2017.

#### Selected Adult and YA Fiction

Ashley, Melissa, The Birdman's Wife. Affirm Press, 2016.

Flanagan, Richard, Gould's Book of Fish: A Novel in Twelve Fish. Vintage, 2001.

French, Jackie, The Secret Histories Series. [YA] HarperCollins.

French, Jackie, Nanberry Black Brother White. [YA] HarperCollins, 2011.

Grenville, Kate, The Secret River. Text Publishing, 2005.

Grenville, Kate, The Lieutenant. Text Publishing, 2008.

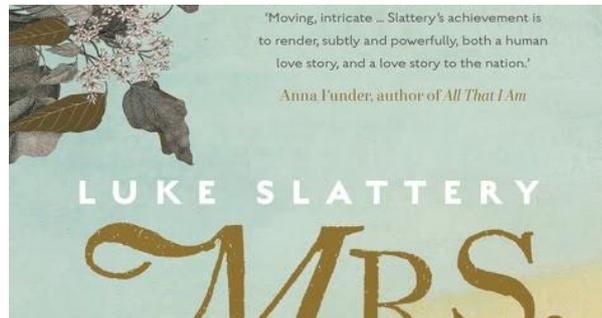
Grenville, Kate, Sarah Thornhill. Text Publishing, 2014.

Jinks, Catherine, The Gentleman's Garden. Allen & Unwin, 2002.

Scott, Kim, That Deadman Dance. Pan Macmillan, 2012.

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



### Selected Non-Fiction

Arago, Jacques, *Narrative of a Voyage Around the World: In the Uranie and Physicienne Corvettes, Commanded by Captain Freycinet, during the Years 1817, 1818, 1819, and 1820*. Cambridge University Press, 2013.

Barnard, Marjorie, *Lachlan Macquarie*. Oxford University Press, 1964.

Blainey, Geoffrey, *The Story of Australia's People: The rise and fall of ancient Australia*. Viking, 2015.

Cohen, Lysbeth, *Elizabeth Macquarie, her life and times*. Wentworth Books, 1979.

Clendinnen, Inga, *Dancing with Strangers*. Text Publishing, 2003.

Dillon, Harry, and Butler, Peter, *Macquarie: From colony to country*. Random House, 2010.

Ellis, M.H., *Lachlan Macquarie: His life, adventures and times*. HarperCollins, 2010, 1947.

Finkel, George, *Governor Lachlan Macquarie*. Thomas Nelson, 1975.

Hirst, John, *Freedom on the Fatal Shore: Australia's first colony*. Black Inc, 2008.

Hughes, Robert, *The Fatal Shore: A history of the transportation of convicts to Australia, 1787–1868*. Vintage Books, 1986.

Karskens, Grace, *The Colony: A history of early Sydney*. Allen & Unwin, 2010.

Kelly, Peter, *Sara Fletcher Transported: One woman's life in colonial Australia*. Australian eBook Publisher, 2014.

Lewis, Robert, *The Story of Australia*. Random House Australia, 2017.

McGregor, Alasdair, *A Forger's Progress: The life of Francis Greenway*. NewSouth, 2014.

Pascoe, Bruce, *Dark Emu: Black Seeds: Agriculture or accident?* Magabala Books, 2014.

Reynolds, Henry, *Why Weren't We Told?* Penguin, 2000.

Reynolds, Henry, *The Other Side of the Frontier: Aboriginal resistance to the European invasion of Australia*. UNSW Press, 2006, 1981.

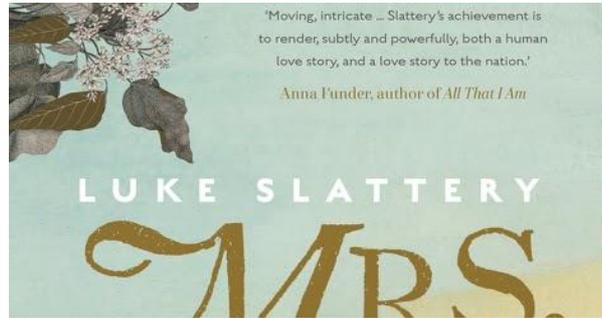
Ritchie, John, *Lachlan Macquarie: A biography*. Melbourne University Press, 1986.

Selzer, Anita, *Governors' Wives in Colonial Australia*. National Library of Australia, 2002.

Slattery, Luke, *The First Dismissal*. Penguin, 2014.

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



Summers, Anne, *Damned Whores and God's Police: The colonization of women in Australia*. NewSouth, 2016, Penguin, 1994.

Sutton, Regina A., and Meers, Samantha, *The Governor: Lachlan Macquarie 1810 to 1821*. State Library of New South Wales, 2010.

Tench, Watkin, 1788. Edited and introduced by Tim Flannery. Text Publishing, 2009. [Originally published as: *A Complete Account of the Settlement at Port Jackson in New South Wales* (London, 1793).]

Walsh, Robin, *In Her Own Words: The writings of Elizabeth Macquarie*. Exisle Publishing, in association with Macquarie University, 2012.

#### Websites

Barnard, Marjorie, 'Macquarie, Elizabeth Henrietta (1778–1835)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/macquarie-elizabeth-henrietta-2418>>

Barnard, Marjorie, 'Piper, John (1773–1851)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/piper-john-2552>>

Bashir, Marie, *The Legacy of Lachlan Macquarie, 5th Governor of New South Wales: His contribution to the maturation of Australia*, Warrane College Monograph No. 19, 2010. <<http://warrane.unsw.edu.au/documents/Monographs/WarraneMonographNo19.pdf>>

Bennett, J.M., 'Bigge, John Thomas (1780–1843)', *Australian Dictionary of Biography*, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/bigge-john-thomas-1779>>

Byrnes, J.V., 'Howe, George (1769–1821)', *Australian Dictionary of Biography*, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/howe-george-1600>>

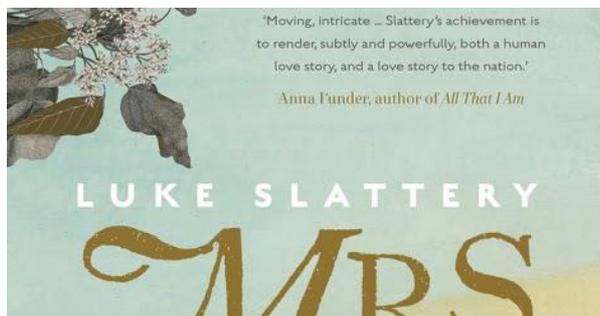
Cable, K.J., 'Johnson, Richard (1753–1827)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/johnson-richard-2275>>

Clark, Donovan, 'Robinson, William Massey (1744–1826)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/robinson-michael-massey-2598>>

Collins, David, *An Account of the English Colony in New South Wales*, Volumes 1–2 (London, 1798–1802.) [Available online: Project Gutenberg <<http://onlinebooks.library.upenn.edu/webbin/gutbook/author?name=Collins%2C%20David%201756%2D1810>>]

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



Conway, Jill, 'Macarthur, Elizabeth (1766–1850)', Australian Dictionary of Biography, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/macarthur-elizabeth-2387>>

Currey, C.H., 'Field, Barron (1786–1846)', Australian Dictionary of Biography, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/field-barron-2041>>

Dark, Eleanor, 'Bennelong (1764-1813)', Australian Dictionary of Biography, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/bennelong-1769>>

'Elizabeth Macquarie', Wikipedia <[https://en.wikipedia.org/wiki/Elizabeth\\_Macquarie](https://en.wikipedia.org/wiki/Elizabeth_Macquarie)>

'Elizabeth Macquarie', A Tribute to Influential Australian Christians  
<<https://atributetoaustralianchristians.wordpress.com/2011/09/27/elizabeth-macquarie/>>

Fletcher, B.H., 'Foveaux, Joseph (1767–1846)', Australian Dictionary of Biography, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/foveaux-joseph-2062>>

Ford, Edward, 'Redfern, William (1774–1833)', Australian Dictionary of Biography, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/redfern-william-2580>>

'Francis Greenaway', Wikipedia <[https://en.wikipedia.org/wiki/Francis\\_Greenway](https://en.wikipedia.org/wiki/Francis_Greenway)>

'Governor Lachlan Macquarie', My Place for Teachers  
<[http://www.myplace.edu.au/decades\\_timeline/1810/decade\\_landing\\_19.html?tabRank=2](http://www.myplace.edu.au/decades_timeline/1810/decade_landing_19.html?tabRank=2)>

'Governor of New South Wales', Wikipedia  
<[https://en.wikipedia.org/wiki/Governor\\_of\\_New\\_South\\_Wales](https://en.wikipedia.org/wiki/Governor_of_New_South_Wales)>

'Governors of the Australian States', Wikipedia  
<[https://en.wikipedia.org/wiki/Governors\\_of\\_the\\_Australian\\_states](https://en.wikipedia.org/wiki/Governors_of_the_Australian_states)>

Hainsworth, D.R., 'Lord, Simeon (1771–1840)', Australian Dictionary of Biography, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/lord-simeon-2371>>

Herman, Morton, 'Greenway, Francis (1777–1837)', Australian Dictionary of Biography, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/greenway-francis-2120>>

Hirst, Warwick, 'A Distant Paradise for Dickens', State Library NSW  
<<http://www.sl.nsw.gov.au/stories/distant-paradise-dickens>>

'History of the Conservatorium', University of Sydney  
<<http://music.sydney.edu.au/about/history/>>

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



Karskens, Grace, 'The Myth of Sydney's Foundational Orgy', *The Dictionary of Sydney*, 2011  
<[https://dictionaryofsydney.org/entry/the\\_myth\\_of\\_sydneyys\\_foundational\\_orgy](https://dictionaryofsydney.org/entry/the_myth_of_sydneyys_foundational_orgy)>

'List of Australian Penal Colonies', Wikipedia  
<[https://en.wikipedia.org/wiki/List\\_of\\_Australian\\_penal\\_colonies](https://en.wikipedia.org/wiki/List_of_Australian_penal_colonies)>

'Lives and Stories of Colonial Women', ABC Education  
<<http://education.abc.net.au/home#!/digibook/1401161/lives-and-stories-of-colonial-women>>

'Luke Slattery's Novel Mrs M'. presented by Kate Evans, ABC Radio National, 26 November 2017  
<<http://www.abc.net.au/radionational/programs/booksplus/luke-slatterys-novel-mrs-m/9180626>>

'Macquarie's Influence', Macquarie University <<https://www.mq.edu.au/about/about-the-university/the-macquarie-story/history/macquaries-influence>>

Marchant, Leslie R., and Reynolds, J.H., 'Freycinet, Louis-Claude Desaulses de (1779–1842)' and 'Baudin, Nicolas Thomas (1754–1803)', *Australian Dictionary of Biography*, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/freycinet-louis-claude-desaulses-de-2226>>

McCarthy, F.D., 'Bungaree (?–1830)', *Australian Dictionary of Biography*, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/bungaree-1848>>

McLachlan, N.D., 'Macquarie, Lachlan (1762–1824)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/macquarie-lachlan-2419>>

'Mrs Macquarie's Chair', Wikipedia  
<[https://en.wikipedia.org/wiki/Mrs\\_Macquarie%27s\\_Chair](https://en.wikipedia.org/wiki/Mrs_Macquarie%27s_Chair)>

Rienits, Rex, 'Lycett, Joseph (1785–1858)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/lycett-joseph-2382>>

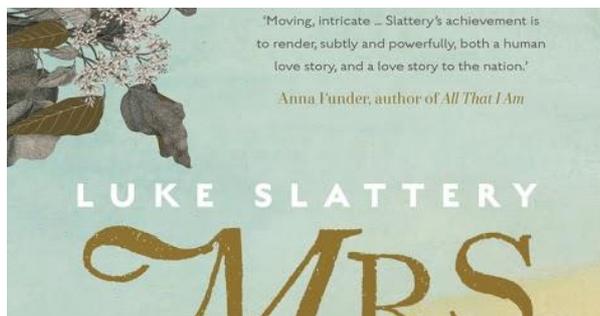
Smith, Keith Vincent, 'Gooseberry, Cora (1777–1852)', *Australian Dictionary of Biography*, Supplementary Volume, (MUP), 2005 <<http://adb.anu.edu.au/biography/gooseberry-cora-12942>>

Steven, Margaret, 'Campbell, Robert (1869–1846)', *Australian Dictionary of Biography*, Volume 1, (MUP), 1966 <<http://adb.anu.edu.au/biography/campbell-robert-1876>>

Steven, Margaret, 'Macarthur, John (1767–1834)', *Australian Dictionary of Biography*, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/macarthur-john-2390>>

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



'The Lachlan and Elizabeth Macquarie Archive (LEMA) Project', Macquarie University Library  
<<https://www.mq.edu.au/macquarie-archive/lema/about.html>>

TROVE <<https://trove.nla.gov.au/>>

Walsh, G.P., 'Reibey, Mary (1777–1855)', Australian Dictionary of Biography, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/reibey-mary-2583>>

'Women Transported; Myth and Reality', National Archives of Australia  
<<http://www.naa.gov.au/collection/publications/papers-and-podcasts/social-history/women-transported.aspx>>

Wright, Claire, 'Women are central to Australia's history: why have we forgotten them?' The Guardian, 30 October 2013 <<https://www.theguardian.com/culture/australia-culture-blog/2013/oct/30/women-central-australian-history-forgotten>>

Yarwood, A.T., 'Marsden, Samuel (1765–1838)', Australian Dictionary of Biography, Volume 2, (MUP), 1967 <<http://adb.anu.edu.au/biography/marsden-samuel-2433>>

## Films

'Governor Lachlan Macquarie', SBS on Demand documentary, 2008.  
<<https://www.sbs.com.au/ondemand/video/633218115560/governor-lachlan-macquarie>>

'Lachlan Macquarie: The Father of Australia', documentary, 2010. Director: Les Wilson. Writers: Les Wilson, Stuart Scowcroft. Ronin Films, 62 minutes. Available for purchase: <<https://www.roninfilms.com.au/feature/6093/lachlan-macquarie-father-of-australia.html>>

Rogue Nation, two-part series (2 x 55 minutes), National Film and Sound Archive of Australia, 2011. Directors: Lisa Matthews, Peter Andrikidis. Producer: Ian Collie. Presenter: Michael Cathcart. Writer: Katherine Thomson. Available for purchase: NFSA <<http://shop.nfsa.gov.au/rogue-nation>>

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*