

1 **Jenny Edwards**
2 **January 18, 2006 Part I**
3 **Hobart, Tasmania, Australia**
4 **Interviewed by Barbara Boucher Owens**

5

6 **B: This is an interview with Jenny Edwards from--. Would you say the name of**
7 **your university for me?**

8

9 J: University of Technology, Sydney

10

11 **B: The interview is being recorded on the 18th of January [2006] in Hobart,**
12 **Tasmania, as part of the Computing Education Oral History Series. Did I**
13 **pronounce you name correctly?**

14

15 J: You did.

16

17 **B: Very good. Now, would you like to begin way back when. Tell us about your**
18 **parents. Did either of your parents have a college degree?**

19

20 J: Yes, both sides of my family have degrees from a very long way back. Most of
21 my forebears are doctors. David Livingstone was my great-great uncle and there were
22 also a lot of missionaries and churchmen in there as well. And I think I am about a sixth
23 generation graduate from the University of Sydney, so that given that it only started in
24 about 1850 that tells you something. My father died when I was quite young, so my
25 mother brought us up by herself, but I had a lot of very strong women relations who had
26 independent careers, kept their own names, even back in the 1890's. And I still knew
27 some of them when I was very small because a lot of them were very long lived.

28

29 **B: I see. Were any of them in engineering or mathematics?**

30

31 J: No, no. My mother's degrees were in arts, but pretty much everybody else had
32 degrees in medicine or theology or both.

33

34 **B: I see. Did you have any siblings?**

35

36 J: Yes, I have one sister. She is younger. She went into architecture. She is very
37 artistic. I am not.

38

39 **B: I see. Were you a good student?**

40

41 J: Yes, I probably was. I found school incredibly easy.

42

43 **B: Were there ... did you take courses in math in high school?**

44

45 J: Oh yes, it was compulsory. We had, particularly in those days, much more
46 proscribed school than they have now or than I think they ever had in the United States.

47 And for instance for the leaving certificate which I did at the age of 16 which was for
48 leaving school, I did English which was compulsory, I did Latin because you had to have
49 a humanities subject and I did maths I and II and physics and chemistry.

50

51 **B: Was there a particular teacher that inspired you to go on?**

52

53 J: No, not particularly. It was just absolutely taken for granted in my family that
54 you would go to university. I mean it was never a question. Although I didn't feel any
55 pressure, I wanted to. I could see that you needed to go to university to get an interesting
56 job. I had a holiday job at one point and I started after an exam in the morning. And I
57 was sitting there thinking, gosh, it must be time for afternoon tea. I looked at my watch
58 and it was only 2 o'clock and I thought, this is why I am going to university.

59

60 [laughter]

61

62 **B: So, you are in high school and you know you want to go to college, how did
63 you choose?**

64

65 J: Well I was always good at maths and science. When I was about 8 in my primary
66 school desk, there was a piece of graffiti which was extremely unusual at my school. It
67 said e to the i π equals minus one. Now, I knew what π was, but I didn't know what e
68 was, and I didn't know what i was, but I didn't see how anything that had π in it could
69 turn up to equal minus one. So at that stage I thought I have to find out why e to the i π
70 equals minus one. It never occurred to me that maybe it didn't but I thought I wanted to
71 find this out. So I suppose that encouraged me a little bit in maths.

72

73 **B: (chuckles) You may be one of the the first persons, people, that I have heard
74 of that was encouraged by graffiti!**

75

76 J: Well, everybody thinks that this is very funny. But it is true. If you want to know
77 about my very first encounter with computers, it was roughly about the same time. At
78 Sydney University they actually built a computer called SILLIAC, which was the
79 Sydney version of the ILLIAC machine at the University of Illinois. They had an open
80 day, and my father was on the staff at the university and we all went to the open day, and
81 I got to play noughts and crosses against SILIAC and I won. I think they must have
82 made it particularly easy because of course you can block noughts and crosses. And I
83 guess that stuck in the back of my mind, because I didn't see another computer for many
84 years. That was my first encounter with a computer.

85

86 **B: You said that your father was at the university. What was your father
87 doing?**

88

89 J: My father was a pediatrician in practice but in those days, senior doctors worked
90 in university hospitals for free and that gave him a university appointment because they
91 were actually teaching the interns and also teaching the medical students. So he was a

92 senior honorary at the Sydney Children's Hospital and that as I said also gave him an
93 appointment at the University of Sydney.

94

95 **B: I see. Where did you choose to go to undergraduate school and why did you**
96 **choose it?**

97 6:40

98

99 J: Well, in those days, almost everyone in Australia if you lived in a capital city,
100 unlike the U.S., people just went to university in their own city. They tended not to move
101 away very much. And there were only two choices at that time. There was the University
102 of Sydney and there was the University of New South Wales that was quite new at that
103 stage. All my family had been to the University of Sydney. It was physically closer and
104 easier to get to, so I went to the University of Sydney.

105

106 **B: I see. When you went to school did you immediately know what you were**
107 **going to major in?**

108

109 J: Again, it is a bit of a different system here. I think probably somewhat to my
110 family's regret, I did not choose to do medicine. I already knew at that stage that I didn't
111 think that was what I wanted to do, so really the only other choice was science. I mean I
112 suppose I could have done engineering. I certainly had the background for it. But I didn't
113 really think about it, so I just did science. In those days you had compulsory in the first
114 year physics, math, chemistry, with one other subject. And I chose psychology but I also
115 did Latin just out of interest but of course you couldn't do that as part of the degree but I
116 wanted to do it anyway. And then in second year I did statistics and physics and maths.
117 And in the third year they actually had a computing course. So I did maths and
118 computing.

119

120 **B: I see. I see. So what happened? You received your bachelor's degree and**
121 **then what?**

122

123 J: Well, then I did honors in computing but I was still interested in the mathematical
124 side so I sort of did it in numerical analysis, which at that stage was really the big push
125 because pretty much all the computing being done was in a scientific context anyway.
126 And then I got a post graduate scholarship, I got a commonwealth scholarship from the
127 government and I did a master's in computing, again pretty much in aspects of numerical
128 analysis. And then IBM offered some PhD scholarships and I got one of those. And I
129 went on and started my PhD, although that then became quite a long story.

130 9:06

131

132 **B: You may continue**

133

134 J: OK, well, by that stage within the department, I was doing a lot of part-time
135 teaching, which I really enjoyed, which took up a lot of time, and then I got married and
136 then I had some children.

137

138 **B: Do you want to enlighten us what some ... some children?**

139

140 J: Well, I actually have two live children, but I had 5 miscarriages as well. And I
141 took a permanent job at the University of Technology, Sydney where I have been ever
142 since, so the PhD went on the back burner for a little while. And then I did quite a lot of
143 work but didn't get around to writing it up. And eventually, the university put pressure
144 on me and said "write it up, we want to promote you." So I wrote it up. And I got
145 promoted.

146

147 **B: I see. Was there a particular mentor during this experience?**

148

149 J: My PhD supervisor was what I supposed what you would call a benign mentor.
150 He very much encouraged me; he was very good with introducing me to interesting
151 people. He himself had done his PhD at Cambridge UK just after the war and he had
152 worked with Turing, He worked on the ACE machine. He worked with all the real
153 pioneers and he brought many of them out to Australia to give talks at conferences and
154 such like. So through him it was a marvelous experience because I really got to meet
155 most all the people like Maurice Wilkes, all the early sort of pioneers, particularly from
156 the British era of computing. He was also very encouraging in terms of getting on with
157 things, I suppose when I went to the University of Technology, someone who was
158 actually quite a good friend -- he wasn't much older than me but he was more senior
159 within the university, was John Hughes, who was my dean for a very long time. He was
160 also very encouraging. He often pushed me on to things I didn't really want to do, saying
161 it will be good for your CV. And he was right. It was normally good for my CV.

162

163 **B: Did you enjoy the research?**

164

165 J: Yes, I did. But I also really enjoyed teaching. Like many people who enjoy both
166 I often had a tough time balancing. One of the problems with research as everybody
167 knows, is it is difficult to pick it up and put it down. I need concentrated time and I often
168 found that between teaching and small children it was hard to find concentrated time. So
169 it tended to get done in bursts. I'd get a lot done when I was on sabbaticals but not so
170 much done in between and things like that.

171

172 **B: It looks like from the little resume I saw that you never really took a break**
173 **other than the sabbaticals. Is that right?**

174

175 12:34

176 J: That's right. I also did a lot of consulting. Do you want to know about that?

177

178 **B: Sure.**

179

180 J: And while I call it consulting, it was very much research consulting. I mean it
181 wasn't a routine application of anything. It was always people with quite nasty problems
182 in my sort of area of expertise. Really as I said, I was very interested in numerical
183 algorithms and I tended to specialize in mathematical programming and in very large

184 matrices and I as soon as parallel computers and things started coming along I moved
185 from there into working on parallel computers. So I have always maintained that interest
186 in numerical algorithms and such like for parallel computers. So the consulting was to
187 some extent in the early days and it largely came to me through my professor who was
188 the PhD supervisor. And it was a lot of very interesting different sorts of jobs in various
189 kinds of industries and quite nasty problems so you actually developed new theory in
190 order to be able solve those problems. And my research has always been like that. It's
191 always been .. Well, here's a problem - existing[theory doesn't solve it, what do we
192 need to do in order to solve the problem.]*

193 [recording stopped]

194 **Jenny Edwards Part II**

195 **January 18, 2006**

196 **Hobart, Tasmania, Australia**

197 **Interviewed by Barbara Boucher Owens**

198

199 **B: We just had a minor glitch with the equipment and we are going to continue**
200 **on our interview with Jenny Edwards. Jenny was just very animated about talking**
201 **about her consulting research experience and the support of her major professor**
202 **during her studies. One of the questions we ask if people aren't talking is did**
203 **someone on the faculty mentor you? And the answer to that was yes. But how about**
204 **you? You were very interested in education. Would you tell us more about that**
205 **interest? Were there other people with whom you worked who were encouraging?**
206

207 J: Well, not really. It is expected here that PhD students will do some teaching but
208 I found that I was doing more and more because I enjoyed it. I just enjoyed I guess
209 helping people to learn things,
210

211 **B: You haven't talked about any female colleagues.**

212

213 J: Didn't have any.

214

215 **B: Did that pose a problem or didn't think about it?**

216

217 J: No, I went to an all girls' school and then when I went to university and I did
218 honors maths in first year, there were 600 males and 3 females. And it was very
219 interesting. I don't know if you want this sort of digression but two of the girls, and I am
220 still very friendly with this particular one, we both had come from professional families,
221 been to all girls schools, led fairly sheltered sort of lives. The other girl came from a very
222 well-known communist family. She had also been to an all girls' school. Her parents
223 were always on TV and always in the thick of politics and such like. Now when we got
224 to university, the first girl and I, I suppose just sort of we joined in some group. I don't
225 even know how I became friends with who I became friends with. We were both roughly
226 in that group and sometimes we would ask this third girl, if she'd like to join us because
227 she used to sit right up at the back of this very huge lecture theater. And she always said
228 no, she didn't want to join us. At the end of the year she changed. She changed from
229 doing science. She changed over to arts and started doing philosophy. And she just

230 seemed to have enormous trouble in fitting in and we thought this was strange because
231 with our backgrounds one would have expected we would have more trouble fitting in
232 that she did. And a couple of years ago (she's now a professor of philosophy, the other
233 girl is a professor of stats and of course I'm a professor of computing, so we all got on) , I
234 saw this professor of philosophy interviewed on TV recently and she said what an
235 absolutely horrible time she had in first year science, how nobody would befriend her --
236 it was a sea of males. I got very angry about this because I thought, well we tried.

237

238 But there were really never very many women around at all. There were very few female
239 staff in those days in the science faculty and as I said I didn't have very many female
240 colleagues in my classes. But it didn't really worry me even though as I said I'd come
241 from an all girls' school. Perhaps because my mother had brought us up all by herself
242 since I was very young. I had great aunts who had been widowed in the First World War
243 and had lived very successful professional lives since 1916, 1917, something like that.
244 And as I said, many of them kept their own names. So, I don't know if it was that. I had
245 a lot of strong independent women in my family. Maybe, certainly at my school, as I said
246 it was a girls school, it was taken for granted. It was a Catholic school. It was completely
247 run by nuns. There was only one male, who was the gardener and it was just taken for
248 granted that we would all go to university and that we would all do things. And so it was
249 never an issue for me.

250 4:58

251

252 **B: I see. Could you talk about some professional organizations? You are here**
253 **as part of a professional organization so what kind of professional organizations**
254 **have you belonged to and how have they helped your career?**

255

256 J: OK, I suppose I'm in a few professional organizations. Because of my interest in
257 numerical methods, I've always been involved in the Australian Society for Operations
258 Research, and through that of course, INFORMS which is the international body to which
259 ASOR belongs. In the Australian one I've had a number of positions such as secretary
260 and I've been the chair of the New South Wales, the state branch, and I've been a
261 national secretary at various points along the way. And in fact, I met my husband at a
262 meeting of the Operations Research society; I think, their one and only romance. So I
263 have been quite active in that for many years and I have also been very active in the
264 mathematical programming society because that's the particular sub-discipline, if you
265 like, that I'm really quite interested in. And I've been to many of their conferences and
266 met a lot good professional colleagues through that. And then the other area of course is
267 Computer Science. I've been a member and now am a fellow of the Australian Computer
268 Society, since 1972, I think. And I (laughs) haven't been a fellow that long, but I've been
269 a member that long. And I've had no actual positions in the Australian Computer
270 Society, although I am on their accreditation boards and such like. But within Australia,
271 we have a group which was founded in the late '70's , which is now known as CORE,
272 Computing Research and Education, and that's the association of Australian and New
273 Zealand academics in computing and I've had a number of positions in that, and I'm now
274 the national President.

275 7:25

276

277 **B: I see, I see. I noticed in looking at your website that some of your research**
278 **had taken a different tact, not necessarily ... away from the ... cognitive research ??**
279 **Would you like to talk about that?**

280

281 J: Well, yes. A friend of mine wrote in the introduction to his thesis, "With thanks
282 to Professor A without whom this thesis would never have been started and thanks to
283 Professor B without whom this thesis would never have been finished." And quite often
284 I'm Professor B. I'm very good at helping people with theses. I'm very good at getting
285 them to order them logically and at being devil's advocate. Every time they make a
286 statement, I'll say, why, how, when, justify. So in quite a few cases I've actually had
287 theses where people have come to me fairly late, and I've been asked to pick up the
288 pieces. Where my actual technical knowledge was not so important, but my ability to
289 turn their research into something resembling a logical thesis where one could see a
290 beginning and an end and a progression of ideas is quite good. So I've tended to be
291 pulled in on quite a number. We have a different system in Australia. Most people have
292 two supervisors, but that's all. I think in the States you have whole panels and things.
293 And we don't have any course work here, you just do a written thesis and the two
294 supervisors are often picked for different abilities, so on a number I've been brought in
295 because people were going to have quite a lot of quantitative data, and I was sort of
296 brought in to help on the quantitative data. Whereas, the other supervisor may have been
297 more, say, on the cognitive side, human factors or something like that. So in a way, I'm
298 often still doing the stuff I'm good at but the papers that my name might be attached to
299 look a little bit different. I've almost always had very mature aged PhD students and very
300 often they knew what they wanted to do; they wanted to get ahead; but they wanted
301 someone like me that was very good in helping with the overall structure, and their logic
302 and so forth. And they've specifically come to me to and said "Look, I want you to
303 guide me through the whole process." And if it is interesting stuff, I've thought, well,
304 why not?

305

306 **B: I see, I see. That does explain the sort of strange combination of articles I**
307 **saw on the site.**

308

309 J: That has been commented on by people like promotion committees.

310

311 **B: (Both laugh.) How has this, this varied outside work affected your**
312 **promotion and career path?**

313

314 J: Well, the only person --- In Australia we go from Level A to Level E which is
315 sort of associate lecturer all the way up to full professor which is a different nature here
316 from the U.S., I was the only person at my university who has ever gone from Level A to
317 Level E and I was promoted the first time every time. It could be said that it hasn't
318 affected me all that much. I was probably slow in going for a lot of promotions. One of
319 the things my university has done quite a lot of work on is women's promotions and the
320 findings are that when they go, the women tend to be more successful than the men but
321 the women often wait longer before applying for a particular promotion. So, I did wait in

322 some periods probably longer than a male might have done, but then on the other hand I
323 was successful when I was promoted. And in many ways promotion didn't matter all that
324 much to me. I was actually pushed into applying for quite a few, which is also typical.
325 The women often actually wait till they are pushed into apply for promotion whereas the
326 guys apply the minute they meet the rules.

327 12:28

328

329 **B: You did talk about things slowing down a bit with family, but were there**
330 **particular challenges you faced through this career?**

331

332 J: Needing sleep! I didn't do very much research when the kids were little at all.
333 But an academic job was quite a good job to combine with family. I mean I always got to
334 their sports days and you know their school plays and all that sort of thing, because I
335 could always duck out for an hour or two and go to those sorts of things, which I thought
336 was quite good. I've had other advantages, I suppose. The kids got to travel a lot,
337 because I'd often take them to conferences, and when I went on sabbaticals. So what they
338 missed by my being at work, I suppose, they got advantages in other ways. No, I did find,
339 I suppose I put a lot more of my effort into teaching and various kinds of service being on
340 all these committees and societies and things and I do around the university. I'm on quite
341 a lot of committees of things I'm interested in. We get promoted under three criteria.
342 Teaching, obviously, research and service and you can vary your combinations.
343 Research was never my top criterion, although I always scored very well on it. I mean, I
344 have actually done some quite interesting research.

345 14:18

346 One of the things we haven't talked yet about is in 1990, I was invited to go to IBM
347 Research labs in San Jose. And they actually offered me my own whole parallel computer
348 all to myself. And parallel computers were very rare in those days and so this was a
349 wondrous opportunity, and I then went on to an IBM joint study agreement which has
350 persisted ever since. In fact, it has caused some hassles because their forms only go up to
351 nine renewals so they had to start me all over again when it came to the tenth renewal.
352 But that's been a very productive collaboration over many years and I've had access to
353 wonderful facilities through them. And I've managed to do some really interesting work
354 with them and become very involved in the sort of parallel computing environment and
355 met a lot of people. In Australia, parallel computing is run through the national
356 association which is called APEC and we have state members of APEC and so I am quite
357 active in ac3 which is the New South Wales one that I belong to. But I was also the
358 national education person for APEC for a number of years. So my interest in education
359 and my technical interest in parallel computing is combined through the work I do for ac3
360 and APEC.

361 16:04

362

363 B: I looked at the various categories in which you are involved, not only involved
364 with service to your university, but service to the discipline. You seem to go out and
365 evaluate other programs.

366

367 J: Well, a lot of Australian universities have rules that every committee has to have
368 at least 20% of each gender and there are very few female professors of computing in
369 Australia, so I get to go on quite a lot of committees, not only within my own university,
370 but in Australia and in New Zealand and some of that is because I am female and they
371 need a female computing professor and some of that is for me. I have a reputation for
372 being very blunt and people have sometimes rung me and said, "Look I want you on this
373 committee. There are all sorts of things wrong here. You'll find them out and you won't
374 be too scared to say them. That's what we need." So, yeah, I find it very interesting, but
375 also you can bring a lot back to your own institution. In 1991, I was on a national
376 committee which went around looking at computing right throughout the country, every
377 single university, and there were just two computing people on that committee, the rest
378 were people from the national department of education which was called **DETYA** at that
379 stage. And there was an engineer because there is always this dichotomy between where
380 does software engineering and such like fit in. So that was a wonderful opportunity
381 because you got to see all kinds of interesting work that people were doing all over the
382 country. We were predominately looking at teaching. But of course we looked at
383 research and such like while we were there. I didn't get to go to every university. We
384 split them up a bit. But I did get to go to many interesting places. And of course I got to
385 read all the stuff that went into the fairly substantial report we produced.

386

387 **B: I'm getting tired listening to all you do! One of the things we like to hear in**
388 **this project is if you have any outside interests, other than computing, teaching,**
389 **research, evaluation, mentoring,**

390

391 **18:33**

392 J: Music is a big interest. Fairly recently the university has a women's choir. So I
393 sing in that. I find that extremely enjoyable. We have a fantastic conductor and I've met
394 a lot of very interesting people from all over the university that I hadn't met through
395 some of my other activities. I've sung in my church choir for many, many years. And
396 unfortunately, our fabulous conductor has just moved away. So for the last year or so I've
397 been conducting which I find very challenging to the extent that I'm actually hoping to
398 go and do some sort of conducting course. Singing I like; conducting is really, really
399 tough. But I'm about the only person in the choir who can read music. The others have
400 great voices, but they just sort of follow along. They can't read music at all and so I think
401 that's why they asked if I'd be the conductor. So I really want to go and do something
402 about conducting.

403

404 **19:39**
405 I have a native garden which I enjoy working in very much. I swim a lot. And I like bush
406 walking a lot. And I read a lot and I sew a lot. And I go to a lot of theater and opera, both
407 of which I also love.

408

409 **B: And the other thing I noticed is that you have been doing a lot of traveling**
410 **recently outside Australia and New Zealand.**

411

412 J: Well, all the earlier activities, I didn't always take all my annual leave. And the
last couple of years, the university has become very strict and has basically said you have

413 to use up your leave. And have learnt that if I take my leave at home in Sydney, people
414 will ring me up and say “Oh please, it’s only half a day,” and you don’t get any leave. So
415 I figure it is best to actually get out of the country. So, yes, I have been doing quite a lot
416 of traveling. My husband is not well and we figure we should travel while we can.

417

418 **B: What type of career did your husband follow?**

419

420 J: He did an engineering degree at Carnegie Mellon and then he did an MBA at the
421 University of Pittsburgh. Then he worked for Kaiser Aluminum in West Virginia. And
422 then of course he went into the army and he was the first ever MBA in the US Army and
423 they didn’t actually know what to do with him. He was in Korea for quite a while, then he
424 went to Washington and he got to work on the cryptographic machine from the World
425 War II. So he had a very interesting time. Then he worked as a metallurgical engineer
426 for a while and then he decided – he was a great traveler also – he decided to come to
427 Australia under a government scheme to come to here for two years, well that was about
428 35 years ago and he is still here. So in Australia he really worked as a business analyst
429 most of the time, so vaguely in a computing area.

430 21:53

431

432 **B: I see. We’re kind of .. Are there things that you would like to talk about that**
433 **we didn’t touch upon?**

434

435 J: Uhm, I don’t know. You asked about female mentors. I guess I’ve had a bit of --
436 Well she hasn’t been a mentor, but she has been a very good friend, a professor at the
437 London School of Economics, Ailsa Land whose husband, Frank Land, is actually very
438 big in information systems. We’ve been friends with them for a very long time. We took
439 a canal boat trip with them in England and we’re still friends which apparently is very
440 rare. They have a beautiful house in Devon, very historic, and I enjoyed seeing them
441 down there and hope to see them again later this year. So Ailsa has always been an
442 interesting person to me. She’s a no nonsense sort of person. She’s just got on with her
443 life, her family and career. So I suppose in a way, she’s someone I’ve looked up to,
444 although she has never really mentored me. I do find that being a woman in computing, a
445 lot of people look up to me which I find a bit scary, particularly at conferences like this
446 where I have all sorts of younger people coming up to me and making comments, “It’s
447 great to see a female president of CORE.” Needless to say, I’m the first female president,
448 and I’m often the first female anything which has never really worried me and I’ve never
449 really thought about it. I mean, I don’t consciously think I ‘m going out and doing this
450 thing for women. I just get on with doing what I really enjoy doing. And if good things
451 come out of it, well fine.

452 23:47

453

454 **B: Is there some advice that you would give young woman thinking about going**
455 **into computing, in computing education in particular?**

456

457 J: Uhm, I guess not to be intimidated. I have run a lot of women in computing
458 programs for school children, school girls and I’ve done quite a lot of work looking at

459 things that turn girls off into coming into computing and such like and needless to say
460 actually most of the things that turn the girls off turn the guys off as well. Anything you
461 do to improve the lot of girls coming in usually improves it for boys as well. But I'm still
462 hearing all these things about when they get to university they feel intimidated, or they
463 feel stressed or something like that. It didn't worry me, maybe because I was really lucky
464 and I never felt any of those things. I can only say to people: Have the courage of your
465 convictions. If that is what you want to do, then just do it. Ignore what other people say.
466 Find someone who you can be friends with, who you can sound off to about, who you
467 can work with. Just ignore other people. Let it wash over you. If you want to do
468 something just go ahead and do it. That is about all really I can think of. And generally
469 the women are better than the blokes. Certainly, at our university, if you look at all the
470 averages, and thing like that, they tend to do better academically. They tend to have a
471 lower attrition rate, they get better jobs. Part of this of course is that they take things
472 such as communication seriously. And just go for it. In fact we produced a CD called
473 "Go for IT!" Go for I-T.

474

475 **B: Is that available?**

476

477 J: Yes, it is ancient now. And that is one of the problems with many of the things
478 you do, by the time you've actually finished this CD or video, or whatever, practically
479 half of it is out of date.

480 26:20

481

482 **B: You're probably right. If there were one thing about your career path that**
483 **you would change, can you think what it might be?**

484

485 J: I probably would have finished my PhD earlier, which I could have done. I had
486 actually done most of the work. I just hadn't bothered to get round to writing it up until
487 people put pressure on me to write it up. And then I wrote it up at the same time as I was
488 doing this national survey all around Australia. So I was sort of writing it up in airports
489 and on airplanes and things like that.

490

491 **B: What year did you complete your --**

492

493 J: '91.

494

495 **B: You had been involved in the field for about 25 years at that time.**

496

497 J: Yeah.

498

499 **B: If there were one little story that you would tell about yourself that you**
500 **would like to be remembered for what would that be?**

501

502 J: Gosh. I think you'll have to turn off the mikes while I --- I can't really think of
503 anything. Perhaps that it is that I was the first women, say, president of CORE and I do

504 appear to have inspired some younger people and I think that would be a nice thing to be
505 remembered by. Can't think of any actual stories as such; other people might, but I can't.
506

507 **B: I think you've summed up very nicely what you have talked about and to**
508 **put it in one sentence. I really appreciate you spending time with us and thank you**
509 **so much.**

510

511 J: Fine. If it helps other people then. great.

512

513 **B: Thank you.**

514

515 J: I was asked to include a postscript on my children. Neither did Computing! My
516 daughter did civil and environmental engineering and has Master's degrees in
517 environmental management and environmental law. She has a senior engineering
518 management position in one of our city councils, which she gained at a very young age,
519 so perhaps you could say she has followed in my footsteps to some extent. My son is just
520 finishing a PhD in Chemistry. He does not want to be an academic! He hopes to find a
521 job in industry, perhaps where he can use his chemistry in the service of the environment.

522

523

524