

1 **Joy Teague Part I**
2 **January 14, 2006**
3 **Clifton Springs, Victoria Australia**
4 **Interviewer Barbara Boucher Owens**
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6 **B: This is an interview with Joy Teague, recently retired from Deakin**
7 **University, conducted by Barbara Owens. This interview is being recorded on the**
8 **14th of January 2006 in Clifton Springs, Victoria, Australia. It is part of the**
9 **Computing Education Oral History Series.**
10 **[clock chimes]**

11
12 **Hi Joy**

13
14 J: Hi, Barbara.

15
16 **B: Did I pronounce your name correctly?**

17
18 J: Yes, you did.

19
20 **B: I would like you to begin by telling me something about your parents. For**
21 **example, what did they do for a living?**

22
23 J: My father was a farmer. Before my mother was married, she -- during the war she
24 worked in a government department; she was a shorthand typist. After she was married,
25 she was a farmer's wife. Wheat and sheep farm. I grew up in the north of the state on
26 the farm. When I turned, when I finished high school, my parents moved to Melbourne
27 because I was going to be moving to Melbourne anyway and my mother never liked
28 living on the farm.

29
30 **B: Did either of your parents have any degrees? What were their educational ..?**

31
32 J: No, I don't think I have ... apart from my brother on my father's side I don't think
33 I have .. I'm sorry .. not true .. my brother and I were the first people in our families,
34 either side to get degrees.

35
36 **B: Were you a good student when you were in school?**

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38 J: Yes, I was a very good student. Yes.

39
40 **B: Did you take courses in mathematics and science?**

41
42 J: I did. I choose the typical physics, chemistry, two maths, English year 12. The
43 school I was at there were 32 of us in year 12. In the science maths strain, there were 3
44 boys and 3 girls. In fact, there were 2 boys and 2 girls who had chemistry with me. The
45 third girl had failed year 11 and repeated and joined us and there was a boy who had
46 failed year 12 and who joined us in year 12. We were equally divided which was now
47 fairly unusual.

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B: Were there people who were particular influences on you when you were in school in those early years? Positive or negative.

J: Well, my mother who hadn't had much education and pushed and wanted us to have education. Apart from that she didn't really think women should do anything with their education. She didn't think women should go out to work and take jobs from men. When they were married she thought they should be staying at home and looking after their men. And [giggles]... She actually did her degree .. She started when my brother and I were both at university. And I went to university as a part-time student. My brother and I graduated together. My mother was still studying at that time. She did an arts degree.

B: What was your..she did an arts degree? What was your brother studying?

J: He was doing ... well he got a PhD in applied maths.

B: So both math, So is there ? You said your father had been a sheep farmer and moved to Melbourne and what was he doing in Melbourne?

J: Well, he retired in his early 50's and then they bought a hardware store, for something for him to do and oh, he was driving trucks, delivery trucks for a bit for he was still fairly young and he needed something to occupy himself so that's the sort of thing he did.

B: Can you attribute why both your brother and you were following the math curriculum?

J: Well, my brother actually was sent to a technical school from year 7 because he was going to be a farmer but he was not terribly interested in going off to farm. He went to a technical school until year 11 and then changed to a high school after that. We were just both interested in maths and science.

B: I see. So your parents encouraged you both but you brother more so because of what you'd said about your mother.

J: No, I mean my father didn't see much use for education because nobody he knew had been educated. In fact when I was about 14 or 15, 15 probably he said to me that if I left school he'd buy me a little red car. Well, I would have been too young to drive anyway, but he was going to buy me a little red car when I got to 18. He thought I should be home helping my mother which is what girls did in his family.

B: I see.

J: But my mother didn't want that.

93 **B: Can you think of anybody else that was a big influence on you during those**
94 **years—a teacher, a friend?**

95
96 J: I probably. No, not really. I remember my maths teacher more than anyone else.
97 But I don't know that he was particularly either encouraging or discouraging. I guess we
98 just had him for more classes throughout the latter part of schooling than anyone else.
99 Uhm .. in terms of me continuing on, it was just what I wanted to do and I guess I just do
100 what I want to do. [chuckles]

101
102 **B: I see. Why did you choose to go to school in Melbourne?**

103
104 J: Uhm, well I didn't actually. By the time I was finished year 12, I was tired of
105 studying and I went looking for a job. And in fact at the end of year 11, and I guess this
106 is an influence on me, we were there in Melbourne for a holiday and I somehow and went
107 to a the University of Melbourne had a career guidance center and somehow I went along
108 there because up to that time, I had decided I was going to be a pharmacist or rather
109 probably my mother thought that would be something for me to do. So at the end of year
110 11 I thought I'd look to see if there was anything else I might be interested in doing. And
111 I went along and I met this man who spoke to me, told me about this job as a computer
112 programmer. I thought that sounded interesting. I didn't have any idea really of what it
113 was. But whatever it was he told me, it sounded interesting. At that time it was 19.., I
114 finished school in 1964, when university courses computers and I went looking for a job
115 as a programmer and was interviewed for a number of places and couple of jobs and my
116 brother had joined the state savings bank and he said the bank had a computer
117 . And my parents, my mother in particular was getting a bit pushy about me staying at
118 home and not having a job, this was only about a month after I finished school anyway.
119 Anyway I joined the bank, started doing a part time course, I was working in a branch for
120 a few months and then ...

121
122 **B: Can I stop you for a minute and ask , You said you were looking for a job as**
123 **a programmer. Just a couple of questions. How did you know you wanted to be a**
124 **programmer, and secondly is that what the bank hired you to do?**

125
126 J: The reason I wanted to be a programmer was because of this vocational ..

127
128 **B. [interrupts] fair .**

129
130 J: Yes and at that time they were hiring programming positions and they were
131 generally being filled by people who had started university programs and not completed.
132 [computer noise] so I was just a bit under-qualified I guess and but they hired people by
133 giving them aptitude tests and interviewing them, and anyway I went on three or four
134 interviews and got just a couple of jobs and then I joined them the bank because they had
135 a computer but I was not employed in that area at that time.[computer noise] I started
136 doing a course in Caulfield, Caulfield Institute of Technology.

137
138 **B: Would you spell that?**

139
140 J: C-A-U-F-I-E-L-D. It is now a part of Monash University.
141
142 **B: (not understanding) It is part of? You said it is a part of Monash?**
143
144 J: It is now part of Monash.
145
146 **B: OK**
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148 J: It was a separate institution then.
149
150 **B: OK**
151
152 J: And the accountant at the branch I was at knew the head of the programming area
153 and phoned him after some months saying I was in the branch and doing this course.
154 Then I went for an interview at that time and then was employed as a programmer.
155
156 Four weeks training at IBM which was the standard at that time and then became a
157 programmer,
158
159 **B: Were there other female programmers?**
160
161 J: Yes, at the time I was there, there were five I think.
162
163 **B: And how many males? Just what does that number 5 mean?**
164
165 J: I don't really remember. I have 12 in mind I don't know whether that was the
166 total number.
167
168 **B: Fairly well balanced**
169
170 J: Yes.
171
172 **B: And how about management? What was.**
173
174 J: Bank policy was that there was a career path for men. They started off as clerks,
175 then they became tellers and then they became accountants and then they became
176 managers. And there were various levels within that. Women started off as clerical
177 assistants I think and that is where I finished!
178
179 **B: So the programmer's title if she were female would be clerical assistant?**
180
181 J: I think that was probably true.
182
183 **B: I see.**
184

185 J: People just figured in the standard structure of the bank. There was no .. And
186 while I was there they brought in a salary classification range for women above the
187 promotional range for women there were 6 scales, 6 levels, and the highest level paid less
188 than a junior teller. And at the time I left I was on the highest level with a special
189 allowance on top of that. So \$200 a year extra which made me the highest paid woman in
190 the bank.

191

192 **B: So, in terms of women you were still being paid what a clerk would have been**
193 **paid at a much lower level male.**

194

195 J: Yes

196

197 **B: I see. I see. I see. When did you start your academic work? and what**
198 **precipitated that shift toward academics?**

199

200 J: My mother suggested that I might do a university course because she always .. she
201 wanted more education for herself so she could have pushed me towards that. And I
202 started doing some university subjects at night school because at that time I needed to
203 have a language at year 12 level to do an arts course and for some reason I forget for
204 some reason doing an arts course. But I actually did some year 12 subjects but I actually
205 then went into ... got admitted to a science course at Monash but I didn't actually need the
206 language anyway.

207

208 **B: I see. I see. But what would have been a problem was not, in other words.**

209

210 J: Yes. I remember writing a letter but I don't know why. I remember getting an
211 answer saying that I was exempt from something but I can't remember exactly what it
212 was that I was exempt from.

213

214 **B: So when did you ... did you make that decision because when you first started**
215 **university you hadn't ... let me see if understood what you said ... you hadn't**
216 **particularly set on a course of study.**

217

218 J: I started taking doing the night school classes at the year 12 level

219

220 **B: [interrupts] in order to be able to get into the university and that was you**
221 **were thinking about an arts degree at that point and then you ..**

222

223 J: And then I got accepted into science and the bank actually paid for me.
224 [clock chiming in background]

225

226 **B: I see.**

227

228 J: [clock continues to chime] And uh so that determined what subjects I would do to
229 a certain extent. That is mainly why I did. I would have liked to have done, for example,

230 more psychology. But that wasn't something that was seen for being useful for the job I
231 was doing and therefore I had to do maths and I
232 [clock chiming]

233

234 **B: Could we stop until the clock stops? I am not certain what the ... sorry.**
235 **Continue. The bank was supporting you, was paying for the maths..**

236

237 J: Yes and they also giving me time off because I went to Monash. Monash was near
238 where I lived but I didn't ... they didn't have night classes so I had to attend day classes.
239 So I tried to get first thing in the morning and late afternoon. But a couple of days ... one
240 day I week I would spend the whole day at Monash and work at Monash and work they
241 were supporting me. So but whatever I was required to make up the time that I was in
242 classes I did that. They didn't give me any less working time. There were a couple of
243 other people who they had taken on that they were being supporting full time at the
244 University of Melbourne. They only came to the bank.

245

246 **B: Were those other people male or female?**

247

248 J: One of each. At that point I didn't, I am not sure I was low. On the other hand,
249 at that time there were several others that were doing part time classes like I was but at
250 the University of Melbourne and they went to night classes so it just depended I guess on
251 ..I am not sure why those two were bring supported full time the way they were.

252

253 **B: So how did that make you feel?**

254

255 J: Well, for one, I was I think they were already there when I got there they were
256 already doing that and there were other people like me who were doing it part time . That
257 was...

258

259 **B: And how long were you doing that part time going to Monash and part time**
260 **working?**

261

262 J: I did four years part time and then I left and did my last year then full time.

263

264 **B: And is normally the course of study four years?**

265

266 J: No it is a three year course.

267

268 **B: So it took you five years three years by doing part time and one year and**
269 **then what diploma did you have? A maths diploma?**

270

271 J: I had a Bachelor of Science degree. Australian University courses typically are
272 three year courses.

273

274 **B: I see**

275

276 J: And then at that time I had a husband working in Geelong and I wanted to come
277 down here to Geelong and that is one reason that I did the course dull time because I
278 wanted to leave the bank anyway. I wanted to get finished.

279

280 And he was working at the Gordon Institute of Technology. I was looking for a ..
281 expecting to get a programming type job and there weren't too many in Geelong. There
282 weren't too many computers in Geelong. And an assistant lecturer position became
283 available at the Gordon and I was conscious of that so I we were working together .

284

285 **B: In What field?**

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287 J: In computer in computing.

288

289 **B: But had you had any formal courses at Monash in computers?**

290

291 J: One, just one.

292

293 **B: Just one course**

294

295 J: I had the only one that was available. In fact that I did when I did my second year
296 classes there were no computer classes at second year level. When I went on into the
297 third year they had then introduced a second level unit. Sorry. The year ... the last year
298 that I was the second year that I was doing my second year unit they introduced a second
299 year unit in information science I think they called it. But I had already done a unit of that
300 number of credit points. I could only have done one but there was no need to do more. I
301 had actually gotten an exemption from that second year unit to do the third year. I got the
302 exemption on the basis that I had been working in computing

303

304 **B: I see.**

305

306 J: So I had done just the one.

307

308 **B: I see. So now you are in a lectureship at Gordon.**

309

310 J: Yes

311

312 **B: In teaching computing. And what was the atmosphere like at Gordon and**
313 **how supportive were they? Were there other women there for you?**

314

315 J: There was one other woman there for the first year I was there I think ... first
316 couple of years. Almost all men. I was assistant lecturer. Probably the other woman was
317 as well. All the men were lecturers. For about ...and I was there from '65 to not '65 I
318 was at the bank 7 years.

319

320 **B: You said you started at the bank in '64. So it was '71.**

321

322 J: '71 yes, that is right. '72 I was a full time student so I started at Gordon in '73.
323 And at that time Gordon offered in Computing offered a diploma. It was a like your do
324 you have

325

326 **B: A master's degree?**

327

328 J: No. It is not a university degree.

329

330 **B: Like a certification.**

331

332 J: No, it is a sort of like your colleges that are not universities. Gordon Institute of
333 Technology was not a university, did not offer degree courses, they offered diplomas.

334

335 **B: It would probably be like a certificate in the States but we can ...**

336 .

337 J: They were first off going through a process of getting ... all of these colleges
338 were in the process of getting, upgrading to being able to offer degrees, so there was this
339 first step. Staff were being encouraged to take ... to get master's degrees and PhDs. and
340 trying to do that.

341

342 **B: Did you feel that you were being encouraged to do that?**

343

344 J: I was being encouraged to do that, but I didn't at that time want to do it. Barrie
345 did a master of education. He started doing an education degree and just the accounting
346 and got a master's of education.

347

348 **B: For those who might not know, Barrie is your husband.**

349

350 J: Husband. I really didn't want to be heading off up to Melbourne and studying and

351

352 **B: I see.**

353

354 J: But we used to teach. Well, our students used to have to do accounting, and they
355 all failed dismally usually and I sort of did some accounting to find out why they did so
356 badly and I did very well. I never did understand why our students did so badly in
357 accounting. So I actually went on and did a commerce degree at the Gordon.

358

359 **B: This is another bachelor's level degree? So you have two bachelors' level
360 degrees? You have one in science and one in commerce. I see.**

361

362 J: We got now, we are able to offer degrees. But the next thing that happened was
363 the government decided it was going to create a country university. And they decided
364 they would put it in Geelong and Geelong didn't need two tertiary, two institutions
365 offering tertiary degrees and that therefore the Gordon would cease to exist when Deakin
366 started.

367

368 And then they went through a sifting process with the staff to decide which staff they
369 would take on and which they wouldn't. Back then they did at least take care of people.
370 The people who had teaching degrees who were not taken on to Deakin went into the
371 Education Department, went back as teachers which is where they most had come from
372 anyway. Those who didn't have teaching degrees were given jobs mostly in the state
373 government, not necessarily in Geelong. Everybody ...

374

375 **B: Everybody found a job?**

376

377 J: Yes

378

379 **B: No one felt terribly threatened that they would lose their livelihood.**

380

381 J: No, that didn't happen but it did disrupt a few lives and there was a woman in
382 commerce who was very beat up because she was just about the only person in the
383 department who didn't get a job at Deakin.

384

385 **B: That does not sound like she would be happy.**

386

387 J: Yea, she was not happy.

388

389 **B: Uh, But you did not have a degree in education and yet they kept you on at**
390 **Deakin. Is that correct?**

391

392 J: That's true. They were not concerned that. Deakin sifted people on the basis of
393 their suitability and apparently they didn't know what to do with the computing people
394 that out head of department just sort of worked through everybody in the department and
395 said well yes we need this person and because we need this person et cetera. And all the
396 computing people were transferred across and that was a big relief to everybody. The
397 majority of staff were moved across except the humanities area where their I don't
398 remember the term that was used back then but the dean in that area was just not
399 supportive and quite a number of them didn't get.

400

401 **B: So you were fortunate.**

402

403 J: Yes. But I got appointed as a principal tutor which was a scale which in salary
404 terms was similar to lecturer which is where most of the men went. But principal tutor the
405 increments weren't quite as big. A lower level and it was definitely had I been a man I
406 wouldn't have been on that.

407

408 **B: And this was true for all the women? How many women were with you who**
409 **were in the programming area?**

410

411 J: Just me.

412

413 **B: So there were men in the programming area but they all became lecturers**
414 **and you were the only tutor in your area?**

415

416 J: I was the only assistant lecturer anyway so all the men were lecturers or above,
417 but I should have been taken across as a lecturer anyway because I was appointed at the
418 same salary level but on a different scale which didn't have the same opportunities.

419

420 **B: I see. So when did you decide to study for a master's degree? Or why did**
421 **you decide to start to study for a master's degree?**

422

423 J: I guess that was the early '80's. There was a man appointed as a senior lecturer
424 and he was ... just going back a little bit. The Gordon Institute was much more .. was a
425 teaching institution not a research institution and the courses that were offered were much
426 more vocationally oriented than universities tended to offer. When we got transferred to
427 Deakin there was some pressure then for the university staff should be doing research etc.
428 There was an appointment made where the person appointed was, part of the reason he
429 was being appointed, was to improve the research effort of the school. And he
430 encouraged me and one of the men to do a master's with him supervising.

431 [clock chimes]

432 That is when I started doing the master's. He wasn't much of a supervisor. He had just
433 finished his PhD. and I think a problem that often people have when they are supervising
434 their colleagues is because their colleagues are essentially their equals, they are not very
435 good at taking on the role of supervisor for them. And he never, he really didn't do much
436 supervising/ He's never read my master's thesis.

437

438 **B: [interjects] Oh, my goodness.**

439

440 J: He went...

441

442 **B: Did you go directly to the thesis? Where was the course work? No course**
443 **work?**

444

445 J: We don't have course work. There is no coursework.

446

447 **B: I'm sorry, I didn't understand.**

448

449 J: There are coursework master's but in Australia master's and PhD traditionally is
450 like the English system, traditionally has been research and thesis.

451

452 **B: I see.**

453

454 J: Typically there is a ... to get into a master's program you normally would need to
455 do an honor's year and the honor's year is the preparation for doing research. It's got
456 course work; it's got some thesis work; and that is where students are taught to do
457 research. Master's is one and a bit years of research.

458

459 **B: What was the area of research?**

460

461 J: For me? I was comparing (I can hardly remember it now and I don't even have a
462 copy of my master's thesis) Looking at children learning a bit of programming, and this
463 was lower secondary students learning programming, to see if it helped them learn
464 mathematics. Logo and BASIC and the results were very inconclusive. There may have
465 been a slight indication that if they were doing a bit of programming that they would do a
466 bit better in mathematics but certainly not conclusive by any means.

467

468 **B: Did you enjoy that experience of conducting research in doing your**
469 **master's?**

470

471 J: It took me the maximum time, and I deferred, so I think it probably took me 6
472 years to do it. No. Four years I guess. Because I was working and the workload was
473 pretty high. No I don't think I did enjoy doing the master's. I enjoyed doing the PhD a
474 lot more.

475

476 **B: So you went directly. You were still teaching, you were doing the master's;**
477 **you got the master's and this is about when?**

478

479 J: Early '80's. I can probably check on the date on the wall. And I didn't

480

481 **B: And how much time was there between the time when you received your**
482 **master's and then you went on for your doctorate?**

483

484 J: Actually I think I received the master's in 1989 because I was away for the
485 graduation. I think I was in Russia.

486

487 **B: I think I was in Russia, too.**

488

489 J: [Laughs]. It didn't bother me one little bit that I wasn't going to that graduation.

490

491 **B: Was it ... it sounds like you were saying it was not a pleasant experience.**

492

493 J: Yea, I didn't ... it was not so much that it was unpleasant it's just that I didn't ; it
494 wasn't all that interesting and I was just not terribly interested. Didn't really feel that I it
495 was something I had done a tremendous amount of work and I know I was happy with it.
496 As I said my ...

497

498 **B: [interrupting] Were there any influences during that period of time that**
499 **changed your direction or any particular people or events that made a big**
500 **difference?**

501

502 J: No, I don't think so. I was doing something which was in part involving the
503 psychology people who were also doing research in the same sort of area. They were

504 doing research with Logo with some of the same students I was. I was working a little bit
505 with them, but not really discussing what **I** was doing with them.

506

507 And my supervisor used to have a chat with me about once a year. At the time I finished,
508 he had gone overseas so he wasn't available to read my thesis and but one thing that he
509 did do was that the fellow who had started the same year that started when I did. I
510 deferred for about 12 months somewhere along the way. The other fellow also took the
511 maximum time but didn't because he hadn't deferred for a year he finished 12 months
512 before me. And his thesis got sent off to somebody in Sydney who was working in the
513 same area, was not actually known to the fellow who was supervising us; came back and
514 the whole thing had to be re-written, re-done. It was an enormous, it just didn't fit in with
515 the...

516

517 **B: [interrupts] Oh, dear.**

518

519 J: It was just a terrible job for him. He spent 12 months working pretty much at
520 home, had a fairly light teaching load, redoing everything. So my, our, supervisor then
521 realized that you need to be careful about who you select as examiners. And so he did sit
522 down with me and we talked about people that we knew who might examine this and
523 who might who weren't going to have strong views that were different as had happened
524 with that fellow in Sydney. And my thesis was sent out to two examiners and it came
525 back and I didn't have to do anything to it!

526

527 **B: So this was 1989.**

528

529 J: 1989 I graduated, and 19 ... The thing that happened that really changed my life
530 was that in 1987 I got invited to a People-to-People tour of China. And went to China
531 with a group. We got very friendly.

532

533 **B: What was the topic of this People-to-People?**

534

535 J: Computing Education. And they had a reunion in November. We went in May. In
536 November that year they had a reunion in New York. It was put up as a Symposium, so I
537 was sent an invitation to a symposium which we all knew was really just a reunion. But
538 there was an opportunity for us to give papers. I took it along with my head of
539 department. He knew what it was I was going to. He happened to have some money left
540 in his budget for sending people to conferences and he paid my trip to New York for
541 what was basically a reunion, and I gave a short paper on something or other. I'd also
542 when we went to China presented a couple of papers I think. But that was the first
543 experience I'd ever had at actually presenting papers.

544

545 **B: So this was 1987. It was prior to doing your master's or during the period of**
546 **time you had just started your master's.**

547

548 J: Well, I'd actually finished my master's. I think I had actually finished my
549 master's at the start of '88, because it then had to be sent to be examined and the
550 graduation was in '89.

551

552 **B: I see.**

553

554 J: But when I went to New York, my roommate from the China trip had come there
555 from a conference in I've forgotten where the conference was. It occurred to me that the
556 following year I could probably present at that conference myself so I then started
557 working towards begin able to write a paper that I could present at that conference. That
558 is what really got me started in research. In really doing research.

559

560 **B: What conference?**

561

562 J: It was a not one that I went to regularly after that. I went to a couple of them. I
563 think it was an information systems conference. It was in Dallas. I remember it in
564 probably 1989, which is that I don't remember which one it was, so that was what
565 actually got me started in doing research. Then in...

566

567 **B: Were there particular people on that trip... You said that that changed your
568 life and giving papers. Were there particular people who encouraged you in that
569 group or was it just the being part of this group?**

570

571 J: Just being part of the group and having the opportunity.

572

573 **B: Was that group balanced with men and women?**

574

575 J: No, oh, no. It was I guess predominately men. I think there were about 32 of us.
576 There were three couples, one of whom was professional; the two of them came as
577 computing professionals and there were maybe 5 other women. So it was predominately
578 men.

579

580 **B: But very welcoming.**

581

582 J: Yes.

583

584 **B: I see. So now we're back and it's 1989. Did you become part of professional
585 organizations? Fit in when you went for your PhD and how you just made that
586 choice and how you became professionally active?**

587

588 J: I started doing the... I went to the women work and computerization conference in
589 1991. That came about because I was talking with one of the psychologists with whom I
590 then did most of my research about the conference which was in Finland and I said I
591 know some people in Finland, I met them and we could go and stay with them and go to
592 the conference. So we wrote a paper together and it was accepted and she decided she
593 couldn't go to the conference. So I went on my own anyway. But from that point on we

594 were working together doing research into the under-representation of women in
595 computing. She was doing it because she was a social psychologist and she had started
596 working in that direction and I happened to be the only woman in the computing
597 department.

598

599 **B: You had been there for... almost 20 years at this point at Deakin or Gordon.**
600 **And the number of women hasn't grown?**

601

602 J: There was a female part time tutor and me I think. Sometimes there were part-
603 time maths (we were a department of computing and mathematics) tutors female. But
604 apart from that they were all men. And around that time I read that article by Ellen
605 Spertus and that also had a major influence on me because I had never felt discriminated
606 against. My colleagues had always treated me as an equal. I read her article and realized
607 just how much discrimination.

608

609 [emotional upset]

610

611 B: Would you like to take a little break?

612

613 J: I shouldn't be ...

614

615 END OF PART I

616

617 **Joy Teague Part II**

618 **January 14, 2006**

619 **Clifton Springs, Victoria Australia**

620 **Interviewer Barbara Boucher Owens**

621

622 **B: We are resuming the conversation with Joy Teague after a short break. At**
623 **the time we were just talking about how Ellen Spertus had been a major influence,**
624 **having read her paper.**

625

626 J: Yes, so much of what she said I could see related to me and prior to that I had
627 never thought about myself being discriminated against. All of my colleagues always
628 treated me as an equal. But I had a heavier load than anybody else in the department. I
629 was more junior than most of the people in the department. And there were all sorts of
630 things in Ellen's paper that applied to me so I started to view the world differently then.
631 Just going back a little bit, I had mentioned the man who had been my master's
632 supervisor. At the time that he was appointed, the position was advertised as being for
633 either a lecturer or a senior lecturer. And they were going to appoint him, but what they
634 actually did was appointed me to a lecturer's position (prior to that I had been a principal
635 tutor) and they appointed me to a lecturer's position and then changed my principal
636 tutor's position to a senior lecturer's position and then appointed him That was done that
637 way because the head of department and I think the dean realized that I should have been
638 promoted anyway and it was not possible to get promotion from principle tutor to
639 lecturer. I could only get it in response to an advertised position. So even though they

640 went to appoint this other person they only did it in a roundabout way in order to get me
641 promoted, in order to get me further up the scale.

642

643 But even so when I read Ellen's paper if I'd been a man I would have been a senior
644 lecturer, I was still a lecturer at that time. And so that is when I started taking an interest
645 in women in computing and discrimination and that sort of thing and started to work
646 more closely with Val Clarke who was the psychologist . We were on the same floor of
647 the same building and her interests was social psychology and one of her areas of interest
648 was women in computing so we started to work together and worked on a variety of
649 projects and papers. A bit further along,

650

651 **B: At some point you decided to get a PhD. Was that part of that?**

652

653 J: That happened after we'd written several papers together and Val said to me that I
654 could continue with the work we were doing and use some of the work that had already
655 been done and do a PhD. And I had some trouble getting enrolled to do a PhD because I
656 couldn't do it in psychology where she was because I didn't have a psychology degree
657 and my head of department, the other professor, didn't see what I was wanting to do as
658 being computing, and I talked to the women's studies people, but they again I didn't have
659 a women's studies background. I eventually enrolled in the department where I was
660 working. Val was my secondary supervisor. There was somebody up in Melbourne who
661 was appointed as my supervisor. And once again, I had a supervisor that ... Val did all
662 the supervision; the actual supervisor did nothing.

663

664 **B: Is this person at Monash?**

665

666 J: No, sorry. In the early '90's the government decided that there were too many
667 tertiary institutions and they didn't want any of the what we call colleges of advanced
668 education. They all had to merge together so there were less of them. Deakin by that
669 stage , as a result of that became five campuses – three in Melbourne, one down at
670 Warrnambool, and one at Geelong, because they merged with an institution at
671 Warrnambool and one in Melbourne which was the result of an earlier merger of three
672 institutions so there were three campuses in Melbourne, one in Warrnambool and one in
673 Geelong.

674

675 **B: What was the second name? Melbourne, Geelong and the...**

676

677 J: Warrnambool

678

679 **B: How do you spell that?**

680

681 J: W-A- double R- N- A- M- B- double O – L

682 So one of the men up in Melbourne was supervising me, sort of, and Val was...

683

684 **B: In computing?**

685

686 J: In women in computing. Study

687

688 **B: What was his area of expertise? Was he in computing?**

689

690 J: Yes, he was in computing. I was actually doing it within the department. He was
691 within the department. I am not sure exactly why he was chosen to supervise me, or
692 elected to supervise me. He became sick and wasn't able to continue, and I transferred to
693 somebody on the same campus who also didn't do very much supervision and so
694 meanwhile I just went along working with Val and doing it myself and as a result of
695 these mergers we had a another professor appointed and ... Barrie retired in 1993, I think.
696 He was home here and I was working 60 hours a week in an environment I was not very
697 happy with.

698

699 One of the results of the mergers was that the people in the top echelons had this view of
700 where the university was going and everything was wonderful for them and they just
701 forgot to tell anyone lower down. I was an enrollment officer advising students, second
702 and third year students. The students would tell me what the new regulations were
703 because it just never got passed on. So where previously people worked together as a
704 team, there was no feeling of that. The new head of department got to the point I
705 wouldn't go into his office, if I had to talk to him I'd wait until I met him in the corridor.
706 He just made my skin crawl. Anyway I decided to leave.

707

708 **B: And this was when?**

709

710 J: I left at the end of 1995. And I didn't want to continue with the PhD in the same
711 department and because he would have been ... I would have been his student without
712 any power at all, and I transferred to Management Information Systems. One of the men
713 there took me on and I was given a scholarship. I'd done most of the work I needed to do
714 in the women in computing area, but Val thought the PhD needed a bit more. One of the
715 things that had interested me had to do with personality types, the sort of person that goes
716 into computing. So we added a second part to the thesis looking at personality types of
717 people in computing. I wrote up the women in computing work. The university, or the
718 faculty rather, gave me a scholarship which went for three years. Now, I had already
719 been enrolled; I really should have completed the PhD in 18 months. But they sort of
720 overlooked the fact that I had done quite a bit of work and gave me three year scholarship
721 so I took three years to do it. The facilities for students were just appalling!

722

723 **B: Where physically were you?**

724

725 J: I worked at home because the facilities were appalling. There was a common
726 room for students but I wouldn't have had my own computer.

727

728 **B: This was at Deakin? In Geelong?**

729

730 J: In Management Information Systems, it was actually the faculty of commerce and
731 law. If had stayed where I had been which was computing and mathematics, I would

732 have had a computer on my desk and that sort of thing but in Management Information
733 Systems I wouldn't be able to sit in there all day without having my own computer and
734 there wasn't one for me so I just worked at home. I wrote up the work I had done on the
735 women in computing, gave a chapter to my supervisor. Val was still my secondary
736 supervisor and still doing all the work for me. For him to read. The next few times I saw
737 him, -- I didn't see him all that often -- he started reading it. He didn't like the way I had
738 written it and thought perhaps that I needed to re-write it. He never actually finished
739 reading the first chapter so I never bothered giving him any more. It took three years. I
740 didn't spend three years working on it by any means but I worked over the three years,
741 did a lot of other things, didn't have to go in there. Occasionally I'd go in and say hello
742 to him and talk to Val. I finished; --I was aiming to finish—just before going to a
743 conference and of course it always takes a bit longer than you expect. The day before I
744 left for the conference I finished at the point where I thought it was ready to be examined.
745 Val had read it. I took it in. My primary supervisor wasn't in his office. Although I had
746 told him I was coming in, but I hadn't specified a time, so I left it on his desk with a note
747 saying I'm leaving tomorrow. Please let Val know if there are any major problems.
748 Otherwise she'll send it for printing to be sent out for examination next week. Anyway,
749 he contacted Val. You didn't ask Val for her comments last night. Because he was just
750 appalled that he didn't like the font I had used. He didn't have any comment whatsoever
751 about the content. It was all about the appearance.

752

753 **B: I see.**

754

755 J: The other thing that I needed to interview people. Val thought that as the person
756 in computing, he was the one who should be finding people for me to interview which he
757 didn't do at all, he just left that entirely up to me, and one of the difficulties is that if you
758 are just a student people take a lot less notice. It would have been a lot easier if he could
759 have found people for me. Anyway, he wasn't happy; he didn't like the way I had
760 written it, et cetera. And once again we had to list four examiners and the university
761 randomly selected two of them. And I was not allowed to know who they were; I was
762 not allowed to make contact with them. I mean I knew who was on the list because I had
763 helped compile it and that was ok. We'd chosen people who we knew who had some
764 interest in the area and once again would be possibly thinking along similar sorts of lines.
765 One of them happened to be the person who had been my supervisor for my masters. As
766 it turned out, it was sent to him and once again he didn't read it.

767

768 **B: She chuckles here.**

769

770 J: He did eventually send it back. But it took him so long that in the meantime they
771 had found somebody else to do it. Because he just wasn't doing it. And they sent it to
772 somebody else on the list who got it back before he got it back in. My as I said my main
773 supervisor the first bit I'd given him to read, he wasn't happy about and he thought it
774 needed to be written in a different way, and once again I didn't get anything that had to
775 be changed and I think two of the three examiners commented on the style of writing in a
776 positive way. My, I forget that supervisor also had recently got his own PhD and was

777 supervising for the first time. Anyway, Val was annoyed that he got all the credit
778 because he was the primary supervisor and she was the secondary supervisor.

779

780 **B: But eventually it passed the examiners.**

781

782 J: Yes, the two who did actually assess it, the two who did read assess it didn't
783 require any changes and yes it did pass. I worked on it from ... I left Deakin in '95. I was
784 a full time student in '96, '97, '98, completed in '99. I probably graduated in 2000
785 because it took a while to, for the...

786

787 **B: To get all the paperwork through.**

788

789 J: I didn't do anything in a work sense for several years. Do you want me to keep
790 going?

791

792 **B: Well, yes because that is part of your career path that you .. you did come**
793 **back into computing and computing education after you received your degree. You**
794 **might tell us about how that took and how it is going now.**

795

796 J: In fact I think somebody, I don't know, I think it may have been Boots Cassel,
797 said to me most people get their doctorate and then go out to work. In my case I finished
798 work and then got my doctorate and then didn't do anything.

799

800 **B: What were your outside interests in that time?**

801

802 J: I actually spent quite a lot of time on trading the stock market, I used to do that
803 sitting watching it during the day and trading.

804

805 **B: It was a good time to be doing that. It was during the up part of the market.**

806

807 J: No, at that time it was when the market was going down. So, I worked on it pretty
808 much full time but I was doing it a lot better than the market was.

809

810 **B: Good.**

811

812 J: The market went down and I was at least in positive ground. Then we went round
813 Australia to do that we spent a lot of money we took out of savings. Came back and
814 decided we really needed to try to replenish that. We decided we would teach computing
815 at home. Set up a computer room downstairs. Put flyers in peoples' letter boxes. Started
816 doing that. We used to offer a free class. What you could do with a computer. Barrie
817 used to conduct it. They would arrive and I would take a photo. I would go upstairs and
818 edit the photo and clear away the background classroom, put paintings on the wall and
819 then email it to them. So they each got an email with an attachment and they could look
820 at the photo that had been taken just a short time before. Basically we were just showing
821 people what you could do with a computer, different sorts of things you could do, and
822 then Barrie talked about when people wanted to buy a computer what to look at. And

823 then we went along to a meeting, community meeting, and this woman came up to me
824 afterwards and said hello and sort of introduced herself. I knew who she was. She'd
825 been a student of mine about well she said it was about 25 years earlier. I didn't really
826 remember, but she didn't look that much different. She had just taken over as the
827 coordinator of the local neighborhood house, which offers classes in a whole variety of
828 things. Anyway, she wanted some help with their computers. And so I started doing that
829 and became the volunteer computer manager so I keep everything going. I don't know
830 what it is like for you working in computing, but at Deakin we had a system programmer
831 and we had some technicians who maintain and do the hardware related things so I had
832 never done anything like that. However, while I was trading, I talked to the technical
833 support person at my brokers and for some reason he took a liking to me. He was only
834 there a few months and got sick.
835 [clock chimes]

836
837 **B: Wait a second while the clock gets through. You can tell it is 12 o'clock, the**
838 **clock is chiming and we will wait for it to stop its chiming. ... I forgot how long 12 is!**
839 **Oh, dear.**

840
841 J: Anyway he had a not a programming knowledge but a tremendous knowledge of
842 computers and the hardware and systems type areas, the areas I knew nothing about.
843 Anyhow when he got sick, he started putting flyers in letter boxes and set himself up in
844 his own computer business. So 12 months later we decided to start teaching and did the
845 sort of thing he had done, put flyers in letter boxes. Somebody else did the same thing
846 and they are offering teaching plus fixing computers and we decided we needed to do that
847 sort of thing, too. I had become involved with a computer users group, a small computer
848 users group up at the neighborhood center and there was a man there who rather like my
849 friend--did I say where he was, he was in Perth – with a neither of them with any formal
850 training or much education of any kind, but very good with computers. Anyway, I talked
851 to this fellow and we got on well and we decided that if something came along in the
852 hardware area that we couldn't cope with that we'd get the other fellow to do it. We
853 started doing that, but the problem was that once he went to someone's house, he more or
854 less took over. He gave them his phone number and then we lost them. Not that he was
855 doing it in any malicious way; he just liked solving problems and he liked helping people,
856 so that arrangement didn't work all that well. There were various other issues. We set
857 him down one day and said "Well, here's what we see is the problem," sort of and he
858 said, "Well, I'm not going to change." And so, then we're still sort of offering classes
859 and offering other support and I had to learn things. Somebody would phone and say "I
860 have such and such a problem" and I'd phone Jonathan and say...

861
862 **B: Jonathan is the man in Perth you...**

863
864 J: Yes, what do I ... somebody is just calling me about such and such, now what do
865 I do? I've been learning as I go. Now...

866
867 **B: And so currently you are doing that work and teaching at the community**
868 **center?**

869

870 J: And teaching at the community center which we started last year, teaching at the
871 community center.

872

873 **B: So very different kind of students from the students you had at Deakin?**

874

875 J: Yes, very. Yes, they are most all female; they are elderly; they enjoy themselves.
876 They don't have to go home and do assignments. They don't have exams. It's just and
877 interesting ... Nobody cares if they do work or they don't. We teach them the classes last
878 typically last three or four weeks. We are extending that this year, and slowing them
879 down this year and spreading them out over a period of eight weeks for reasons related to
880 the funding that the center gets. We've built up a number of classes. We also do some
881 teaching at Ocean Grove which is another neighborhood center. Because the person who
882 had been doing their advanced classes got sick and couldn't and in fact the classes that
883 we are offering at Springdale which is our local one came about because we had been
884 asked to offer them at Ocean Grove and then because we prepared material for them we
885 then started offering them at Springdale.

886

887 **B: I must say to the mike that your face has lit up when you talk of teaching**
888 **those classes.**

889

890 J: Yes, well it is different. I teach one class ... have been teaching one class at
891 Queenscliff which is another neighborhood center on how to use your mobile phone
892 which is...

893

894 **B: Not the thought that you had when you started your academic career that**
895 **you'd be doing this. If you back on it, what advice would you give a young woman**
896 **about to start out in computing education?**

897

898 J: First of all, nothing that I have done has ever been planned. I just fall into things.
899 It was never my intention to be an academic. In fact when I was at school, most of my
900 friends were going to be teachers, because at that time there was a shortage of teachers.
901 The government used to pay them from the time they started university, from the time
902 they started their training. So a lot of my classmates went on to teaching because they got
903 paid ever since they started. And I always said "No, I don't want to be a teacher." The
904 way I got into teaching was because Barrie moved to Geelong and I wanted to come to
905 Geelong and that's where a job happened to be. And similarly, the Gordon there was no
906 research, when we became a university I was not particularly interested in doing research
907 until I went to China and the way to see the people I had been to China with was to do
908 research and get papers accepted overseas so I could go to the conferences.

909

910 **B: What would you tell a young woman who is interested in it?**

911

912 J: Who was interested in it. [pause] I'm trying to think. My niece has just recently
913 just started in computing. And I'm trying to think about what I have said to her in the past

914 about it, not that I have spent a lot of time talking to her. But you're talking about a
915 young woman who wants to become an academic? in computing?

916

917 **B: In computing.**

918

919 J: What I found that was my colleagues, people I worked with, always respected me
920 and treated me as an equal and that the sort of discrimination that I sort of faced in a lot
921 of areas I didn't find in my immediate working environment. I think that if my life has
922 always been if I wanted to do something go ahead and do it. And that is the advice I
923 would give to someone else.

924

925 **B: Advice to someone else. If you could change one decision you made, which
926 one would it be? You also said you didn't really make the decisions straight out, but
927 if you made one, what that be?**

928

929 J: Yea, it is interesting, some people say I want to do this and they spend years
930 working towards it and others just fall into it. If I could change one decision {pause},

931

932 **B: You don't know [laughs]**

933

934 J: Well I'm thinking that being the only woman in the department I used to be on all
935 the interviewing committees. And therefore, I was on the interviewing committee that
936 appointed the head of department that was there at the time I left. And there was another
937 candidate, I would have voted for the other candidate. It probably wouldn't have made
938 any difference.

939

940 **B: I can understand. Thank you for spending all this time and I know that some
941 of this was very painful for you. Some of it I hope was enjoyable for you. And I
942 really want to thank you for letting us interview you today.**

943