

AUSTRALIAN FEDERATION OF UNIVERSITY  
WOMEN  
– SOUTH AUSTRALIA INC.

**ORAL HISTORY PROJECT**

ERICA JOLLY

BA (Hons History) (University of Adelaide) 1956

MA (English Literature) (Flinders University) 1978

**This is an interview with Erica Jolly, a long-time member of the Australian Federation of Australian Women South Australia, now called The Australian Federation of Graduate Women, AFGW, or GWSA in South Australia at the State Library of South Australia on the 5<sup>th</sup> of September, 2018. The interviewer is Margaret Messenger**

**Thank you, Erica. I'd like to begin at the beginning. Can you tell me about your early childhood, where you grew up, and about your family?**

I was born in 1933, 6 years after my mother and my father were married, after my mother went to Melbourne to see a doctor because her sisters-in-laws kept telling her that men didn't like barren women...and that men left barren women, and I was born 6 years later and my brother was born 18 months after that. My father died in 1937 because he loved golf, and couldn't be bothered shaving himself and was shaved by a man who broke the boil and he died of septicaemia on his way back to Adelaide –

**Oh...**

-when in Melbourne because they'd stopped to see my mother's family. So she had, she was, a widow, 37, I was 4, David was 2 and a half. And she tried to keep my father's chemist shop going - which is now Estia [Greek restaurant] in Henley Square - and of course couldn't, but I don't want to concentrate on that, because what matters for this oral history is incredible, unexpected connections that I have found, since I was asked by Felicity Lord to join the publication group, to help bring into existence the story of what we now call Graduate Women South Australia. From its beginning, the initial idea was the concentration on the centenary from 1914 to 2014. But, I was asked to join in and I agreed to do so. On certain conditions.... one of which was that I had a totally free hand, and that I would have the support of Michael Deves who has designed my books, and I would pay him a thousand dollars when he...to do it...and usually his fee would be around about two thousand five hundred. But because he's published most of my books and because he's one of the best book designers in Adelaide, I asked for his help. In the process of doing that, I have had incredible luck, I think. Particularly when I went through the list of life members of GWSA

I gave up being a joiner when I came back from England. I'd been the founding Secretary of the History Teachers' Association, and I was on the History and Social Studies Curriculum Committees at the end of the 1950s and into the 1960s. I went to England, luckily, having got – got - a thousand dollars for being hit in an accident, and when I came home I thought "I'm not going to do that, I'm going to concentrate on getting a second degree". My first degree I got from Adelaide University in 1956, thanks to Hugh Stretton having given me a second chance, which I didn't deserve. But, he gave it to me so I ended up with an Honours History Degree, but –

**What do you mean by second chance?**

- well you see, I didn't work...I was lazy. And I was very lucky, at the Adelaide Teachers' College, I had said to them, "What do you want? Totally failed ordinary degree Adelaide or a passed Honours History degree?", because I'd failed leaving Botany. I either had to do a Science – I loved Botany - but we had a teacher who didn't teach any of the girls at St's Girls, - St. Peter's Girls, we were then in Kermode Street – the chemistry, so all of us who did it with her, failed Botany. And if I didn't do the Science unit, I had to do Philosophy... and there was a hell of a lot of statistics in philosophy. And I'd failed intermediate Mathematics twice

**Oh (chuckles)**

But there was this wonderful man at Adelaide Teachers' College and his name was Danny David, and when I said "You know, what do you want?" and he just laughed and gave me a chance to do Honours History. But as I say, I didn't work, and I just said to him "You'd better fail me because I haven't done the work" but they said "No, sit for the exam". I sat for the exams, I did very well. They gave me a second chance to do another thesis, and I insisted on choosing my own subject for the thesis and they let me

**Hmm**

And I did it in my first year, out teaching at Croydon Girls' Tech. But when I got to that life list of the members of the Graduate Women, I began to see all kinds of connections with my life that are quite amazing, for me. Before I mention that I need to say, that my vision of the Australian Federation of University Women, with its international connection, with IFUW that was founded in 1919...after World War One is broader than the vision of a significant number of its members. My vision is that the women who joined that organization, were not just interested in the provision of bursaries. And as I looked through that list, I discovered incredible things...this takes me back to the beginning

Mother; when she had to sell the chemist shop, first thought about the best education for David and me...where are we now? It's 1937, 1938....and the top headmaster in South Australian public schools is a man named Walter Hutley and he was at Rose Park Primary School. Mother bought an expensive house in 17 Hewitt Avenue, Rose Park so that was in walking distance...she had to get a job. It's wartime, so she was a clerk in the bank. Later, she had to divide the house and rent out half of it and during World War Two it was rent control, and these people – I won't name them now, but by heavens, they're in my head – went to the rent control people to get the rent cut, and Mother couldn't afford to pay the mortgage, so she had to sell that incredible house –

**Oh, that's terrible...**

She then had to find a place that she could afford, and for the right kind of school for David and me, so she unhappily had left Rose Park. For some reason or another, the Education Department kept this man out in the country...he had the qualities of a poet...I don't want to concentrate on Walter Hutley, except that he keeps coming in

**Hmm (chuckles)...**

So he was now at Westbourne Park Public School, where Ruth Gibson actually taught for a while...before she became an inspector. So mother found this old late 19-century house that was falling down in 31 Kent Street Hawthorn...that was in *biking* distance to Westbourne Park, so that we could have Walter Hutley. Now, I spent part of grade 6 in a class with a woman named Miss Little, who was *little* of mind and little of stature -

**(Murmur) Oh, dear...**

- and in grade 7, I got this incredible, gentle, lovely women – of course, this is 1945—we're at the end of the war. We used to call her Fanny Ada. When I looked at life members of Graduate Women

**She was there**

- there was Frances Ada Rodgers, born 1897, matriculates 1917. She looked very old to me but when I think about it now she was basically the same age as mother, and her gentleness, her capacity to help us *think*, she helped me to think about the war she helped us to understand about current

events. And to examine primary documents...you know, I understood, in grade 7, the whole process of *strategy* in war, it's quite amazing...but she did it so gently, and so well...and here she is, year after year after year, getting another subject... getting another subject...getting another subject...so that, by 1927 she's got an Arts degree from the University of Adelaide

**Mmm**

This is the woman who's teaching me. This is the woman who understood how good Walter Hutley was, because she let him come and take us out of mental arithmetic lessons to go and paint the almond blossom in Marlborough Street in July so that we could paint them before the petals fell from the almond blossoms. Here she is (*sighs*)...then, of course...I discover that another incredible South Australian educator named Ann Milne had known Walter Hutley. This is going to sound quite mad, because the connections keep coming in the most particular ways...Ann Milne had come from Scotland. She was at Adelaide High, and she discovered that the Advanced School for Girls, which was set up in 1879 had these incredible women

**Mmm**

Now, the tendency that I have found in Graduate Women is for the focus not to have been on the public schools. You came out of Woodlands, I came out of Saints, Brenda Nettle taught at MLC (Methodist Ladies College) -

**MLC, yeah-**

- Doreen McCarthy who was this wonderful lecturer in Biology taught at Presbyterian Girls College -

**(murmurs PGC...)**

- Margaret Rilett was at Immanuel College...there has been this incredible focus, that seems to me...to have ignored--well it *seemed* to me, it's past tense—I changed my mind as I was discovering so much. It seemed to me that there was this emphasis on the role of the Independent schools in the development of Graduate Women in the development of this organization, that seemed to have left out the importance of education *prior* to higher education...but here I was discovering connections. Ann Milne had worked with Dr Constance Davey, who was one of the first. Constance Davey is one of the people they bow down to in Graduate Women, she's in the Australian Dictionary of Biography; she was an early psychologist here. Ann Milne got connections with her. I'm not all that fond of Constance Davey because I'm not all that fond of the IQ testing that went on in the high schools to decide who was able and who was not able, but anyway, Ann Milne got on, they developed Opportunity Classes, which was all very, very good...Ann works with Walter Hutley who is wanting to set up an Opportunity Class in Mount Gambier. Why is he wanting to set it up? One of his children...had an intellectual disability. I discovered that...I was going to write his, a biography of him. But there were reasons that I decided not to do it. I thought, I might...invade...some very sad elements of his story. Both of his sons died -

**Aw**

- during World War Two. And he die...he was dead, the day that we declared victory against Japan, in 1945...after pictures of the mushroom clouds were in the Advertiser, so at Westbourne Park, we stopped cheering -

**Right, he died on that day**

- because he was dead, yes -

### **Oh that's terrible**

- but anyway, 1927, he's setting up Opportunities Classes in Mount Gambier. Those Opportunity Classes were meant to be...for...so that these children who were different in one way or another, could work at their own capacity. Now that of course didn't end up happening because they ended up being dumping grounds -

### **Yeah**

- and convenient places where you put the kids who didn't fit easily into mainstream classes, but nineteen-sixty...1966...they began to move them into secondary technical schools, as special classes, so that these kids, some of whom could be up to 14 in grade 7 or 15 in grade 7, could get into secondary school with children of like-minded ages. So, Anne Milne, meets Walter Hutley, and builds on his generosity of spirit, in everything she did in early childhood education...at this stage Colin Thiele describes her as one of the most generous women...her influence on potential teachers can't be underestimated, so he is one of the connections coming out of this list —

### **Yeah, yeah**

- lo and behold, a second connection, Mary Frost. Mary Frost taught me English

### **Murmurs assent**

....Saint's...

### **At Saints school**

Mary Frost was a founding member of Women Graduates, in 1914. Mary Frost was at one of their international conferences in 1946. She came back to Saints in 1947...and here was this school that was set up by the Anglican Sisters of Kilburn House to foster leadership in girls. Yeah, I'm being taught. She used to get really irritated because I very often (imitates voice) "didn't live up to my potential". Here's this woman I'm discovering had been part of this, held official positions and went to conferences in London and all this...was bringing her commitment to girls in life through education at Saints —

### **And she taught you-**

So, here's Mary Frost coming in. Then, it became incredible for me, the more I went through that list of life members. And, of course, Ruth Gibson is one of the very important members of the Graduate SA...and they focus on what she did, and, of course, she's in the Australian Dictionary or Biography. But for me, what she did was what she was doing in the schools. And she was working in the schools, in the Girls' Tech schools, where there were all these girls that were despised as not being academic, you know. Or their parents had decided they didn't need an education because they were going to be wives and mothers

### **Mmm-hmm**

- and house wives -

**Yeah, yeah**

- or their IQ tests had them down –

**Had them down, yeah, right**

- had them down. So here's Ruth Gibson, fostering the women who were in these schools...and the teachers, and encouraging them to get their degrees...while they were working...and, lo and behold, who do I find in that life list? Joan Young, and Elma Gerny...and Nancy Bartleet. Now, I'm going to ask you a question, because your answer is going to effect wherever I go next....What did you think you were getting into when you became the President of Graduate Women South Australia?

**Hmmm, now I have to think back a little bit....at that particular time—when I became President, I was working in Equal Opportunity at Flinders University, and, although I'd gone into that job as a fairly raw person, I didn't know a lot about it. But I learnt a lot by just doing things like statistics, looking at the profile of the women at the university...and where they sat, the academic and the technical, the secretarial and the administrative, I realized that women were not being able to reach their potential. They weren't being given the opportunities that men had...and, I became quite passionate about supporting women, promoting women and giving them the opportunities to reach their potentials in whatever field they happened to be in, you know? Ah, I found it just such a challenge, just so exciting, that I was actually involved in this, so when Daphne and Brenda Nettle asked me if I would join AFUW it was at the time, and I became involved, and then next thing they'd asked me if I'd be president, I wanted to do it, because I thought "Well I actually have, you know, this is an organization that does advocacy and promotes women getting encouragement, and I'd like to be part of"**

Well, you gave me the right answer. Because, when I was, remember I had given up being Secretary, when I came back from England, I was doing an MA at Flinders, but, for me, while I loved Saints, and I was there, because in spite of the fact that I was often absent they eventually.... gave me a scholarship for 5 years. To see if I'd do anything useful

**(Chuckles)**

But, the Independent schools, before 1964, paid their own way. They were not subsidized by federal money. And, because I went into, I had, no sense, then, of antagonism, towards private education, which I have got now. In 1955....because I still hadn't got the degree, and I needed to stay in Adelaide to do the thesis that Hugh Stretton and Professor Duncan expected they put me into a tech school. They put me into Croydon Girls' Tech. It was probably the best thing they could have done. Because I began to work with girls of incredible ability. Most of them were going to leave at 14. And that was the reason I decided, it was much better to teach them Social Studies, which was an Interdisciplinary approach, with the economics, the politics and the geography, starting from present and going back into past. If they went out of those schools, with just the Reformation and the Renaissance, they were not going to get what they needed, as women

**Agreed, mmm**

And so, from Croydon Tech, Thebarton, then as Deputy Principal at Elizabeth Girls' Tech, I was finding, again and again, these girls who were either underestimated by their parents, or they didn't believe they were academic. The calibre of those girls was so tremendous...and so, for me, equal opportunity means...what you provide that will enable them to get from the Secondary level to the post-Secondary level. And, so my friend Tess got me into this organization in 1993. For me, well I

knew you from Flinders. Meeting Daphne was really important, because she actually believes in Equal Opportunity, she believed in it. She showed it in the most incredible way. In her commitment to advocacy and the 1998 conference, the national conference. She got the money from Amanda Vanstone - also a product of St. Peter's Girls School -

**Ah right? (chuckles)**

- as is Julie Bishop —

**Really? Mm**

- post Menzies

**Ah yeah**

Post the money-going-into-private-schools

**Yeah**

But, she did something that had never been done in the national body before. She made the keynote speakers Aboriginal women. They were going to have the chance to tell us, non-Indigenous women, what they needed from us, instead of us telling them -

**What they needed**

- what we thought they needed -

**Mmm-**

Now, Daphne changed the whole focus, and we had moved in that direction, a bit, in 1993 because Lowitja O'Donoghue. You see, the connections, are amazing. Lowitja O'Donoghue and Amy were at Colbrook Home, they'd been encouraged, taken from their mother...They were at Unley Girls' Tech. Who was one of their key teachers? Jean Andrews, one of the great contributors to Graduate Women SA and the National Council of Women, and she understood that the support for *all* girls, not just the high fliers, mattered. I knew Jean. She and my history teacher Mrs Paech who also got the Tinline Scholarship when she was Mary Reynolds, we used to travel on the same tram, you know, I knew Jean, and it was coming through this list of who, for me, are the Graduate Women who belong in this new, in this book. OK, in the first draft Myra Lilly-White was there because she was a member of a music family. Myra Lilly-White founded Elizabeth Tech Girls' High. She did everything she possibly could to help those girls advance. I didn't last there all that long because I was involved in a car accident that gave me a bit of money, so I could escape from Adelaide for a little while. But, she, Myra, made that an incredible school. Then there's Joan Young. Now, Joan had worked at Croydon Girls' Tech. Joan did an amazing thing. Those kids, in the western suburbs, didn't go into the city. She took these kids to the tennis at Memorial Drive. These little things -

**Yeah**

- that help expand horizons – that's the way you create equal opportunities. The focus that Daphne had made it worth my while staying. Because for me, yes, the Bursaries are very important, yes they've done incredible things – but for me that focus has always been too narrow. And, so Joan Young founds Gepps Cross Girls' Technical High school, Joan Young, at Vermont Girls Tech, recognizes

that Leanna Read is amazing in science. Joan Young sees that, encourages her to go to the kind of academic school she needs to go to in her Leaving and Leaving Honours. She goes to Flinders University. She ends up as Flinders University's first Rhodes Scholar. She ends up as a chief scientist. Where does she come from? Vermont Girls Tech! Who has she got? This Life Member of Graduate Women SA. Taking her *belief* in girls, into schools that were *despised*

**(Assent)**

If I had the energy, – and I haven't got it - I would contact all former girls in Girls' techs, and find out just how many of them got to University -

**Got to Uni-**

- through TAFEs, Mary-Anne did, and she was a very important Treasurer. And who've gone on -

**Probably through, ultimately, the Mature Entry Scheme**

Yes!

**When, you know, the mature women came and they were just mothers who had probably only a basic technical high school education. Suddenly the opportunities, they get free university education –**

Thank you Gough Whitlam -

**-and they – thank you Gough Whitlam - and gave them the scheme, which trained them how to write essays and –**

Thank you Daphne Elliott! -

**-and-**

Foundation for Science and Mathematics -

**And they went into university and did brilliantly. And many of them went on and did PhDs didn't they?**

That's absolutely so. Yvonne Miels, who went to Thebarton Girls' Tech, and who was very annoyed with me for not recognizing her talent (coughs) got her PhD in Australian Literature from Flinders as a Mature Age Student

**Mmmm**

Now, I want to finish this bit, though

**-Yes, yes**

Nancy Bartleet - what I have learnt just through reading that list of Life Members. Nancy Bartleet; I've got to go back one (coughs), Elma Gerny. I was never all that fond of Elma Gerny. But I am now. Elma Seavington Gerny had a Bachelor of Science. She became science teacher at Croydon girls' tech. There she encouraged girls to stay for four years and sit for the PEB, even if it only meant that they



could be primary school teachers or nurses. One of the girls she taught was Margaret O Grant, she gave her extra lessons in physiology. That girl, as a woman, founded Eyre Technical High School in Whyalla. What Elma did for her, has such ramifications. It might not have produced a girl who would earn a bursary -

**(Assent)**

- but what they were doing was broadening horizons, you know, all the time. Elma then became head of Norwood Girls Tech. She did incredible work while she was there. Then she became an inspector, but while, as an inspector, she encouraged the development of music for all kids in schools, not just bloody – sorry - special schools -

**Mhh-mmh**

You know. And what's more, she encouraged New Maths, which the traditional mathematicians just destroyed. We could have been thinking in *lateral* ways as well as linear ways if the whole New Maths programme being fostered at the University of Adelaide wasn't undermined by people like, by inspectors like Glastonbury. Elma saw the need for a range of possibilities. Now, when she became an inspector the person who followed her was Nancy Bartleet and Norwood Girls' Tech, was combined with another school and it became Kensington Girls' Technical High School. And Nancy Bartleet brought kids together in the most intelligent...she was a very gentle Head. She was a very gentle, lovely Head, and she was on the Pan-Pacific Committee for Graduate Women. And she was on the official Committee. Now, for me, the people who matter are involved in a way that moves beyond university. Am I making sense?

**Yep, yep, I'm understanding.**

So, that takes me back to 1993. Then, what was happening in Australia when the Hawke government came in, was the establishment of the Aboriginal and Torres Strait Islander Council [ATSIC]

**Yeah**

Lowitja Donoghue, product of Unley Girls' Tech, and of a state that would not allow her to be a nurse, because she was Aboriginal

**Really?**

Absolutely. It becomes a political fight for Aboriginal people. She's made the first chair of ATSIC, she develops this guide, to have another look at Australian History. Judith Weston is President, Genny Ward, Heddy Zweck, Marie Lock, and me, we study that guide - we have this study group, study that guide, and reached the conclusion – which I found lovely because it was an incredibly mixed group. You know it was very conservative, and less conservative. The point that was reached, and it was Genny who actually expressed it, there has been no effort at conciliation, so *reconciliation* is not the process. We consider that a *Treaty* with Aboriginal people should be the way the Australian government go - Graduate Women SA had reached that point in its thinking in 1993

**-ninety-three, yeah**

No other chapter, not the national body, reached that level of thinking in 1993. The Padnendadlu Bursaries -

**Yeah**

If Brenda Nettle hadn't – it's my view, this is - if Brenda Nettle hadn't spoken as well as she did at the National conference in Sydney [I wasn't there] the National Body might not have joined the Reconciliation Movement

**Really?**

Really. But you know, Brenda pushed back -

**Brenda pushed it**

Brenda pushed the Padnendadlu Postgraduate bursaries for research and coursework. It took us longer, it took us until 2004 to put in the Padnendadlu Undergraduate bursary. Now, for me, all the work we did from 1993, to 2016, had value because we were moving in a way towards equal opportunity. For me, that was what mattered. OK. Some people think I pushed it too hard

**(Clears throat) They always think that about the forerunners**

Well, my concern is that the focus in the book, on bursaries, will not give the significance to that change in thinking that I think it warrants. Daphne gets Federal money from the Department of Employment, Education and Training [DEET] for a National Conference at the University of South Australia. Who are the keynote speakers? *Jackie Huggins*

**Yeah I remember Jackie-**

Dr Jackie Huggins. Veronica Arbon. A women from Western Australia I've forgotten. Maria Lane from the University of South Australia who was bringing Aboriginal kids in from Ceduna (coughs), she had an Auntie, a non-Indigenous Auntie from Port Lincoln who helped them to begin the process of writing academically. Her work was undermined years later at UniSA, but I don't want to go into that here. But she insisted, as they all did, that the barriers were in the secondary schools. If they could be got, if those barriers could be got rid of and their changes and all of the other things, you know, being 'shamed', you know, being made to feel inadequate, all of the other things that White Australia set in place then their opportunities in higher education would be *real* opportunities. And of course, who are two of the winners of Padnendadlu bursaries? She's now Dr Ali Gumellya Baker, she's at Yunggoorendi at Flinders, setting up Yunggoorendi, that's really important. Ali was doing work in visual, visual education. For her Masters

**that's right**

And she's now a PhD. I think her name was K O'Donnell, she was with Fran Baum -

**ah, yeah**

- in Public Health. Not too many people have applied to those Bursaries, but the fact that they were there, and the fact that Graduate Women SA led the way I think belongs in this book

**Indeed, yeah**

And my concern is that it won't be in this book –

**Right, yeah**

- because they're only concentrating on bursaries. The depth of real advocacy that we were doing in these areas, and the incredible work that those women are doing in *schools* don't seem to matter. To some. And that -

**When you say they don't seem to matter, is it because they don't think it's relevant to the, to the book?**

That's right. You've got...they don't think it's relevant to the book

**mmm**

And this is-

**But it *does* matter**

It does matter. They don't think it's relevant to the book. That's it. This is the difference between, in my view, this is the difference between the original vision of IFUW, the education of women to improve the communities and for peace immediately after 1919 and (coughs) it's the view of a significant number of people in the National Body as well. Now, who's the key to that? It's Jennifer Strauss. In the National Body, Jennifer was doing the fighting for this broader approach that Daphne achieved in that conference

**Yeah (clears throat)**

However....

**So, so Jennifer's view is that it should be included as well**

Ah, Jennifer has no say

**So, so why does she have no say?**

Because it's the Publication Committee of GWSA, the little group that's set, that was set up here that brought Diana Cressell in to help them get going and then Felicity, of course, brought me in too, and when I came in I considered that the focus had to move beyond the bursaries

**Fair enough**

One of the reasons I'm doing this with you

**yeah?**

- is because I want documentation, in the Oral history, of a change in our approach to advocacy from 1993

**Yeah. Well I agree with you, I think it should be written down. It should be acknowledged, and, so it's good that you're saying that. I hope that you get your way. That -**

- I won't get my way

**You won't?**

- No, I won't

**Ah, I'm sorry to hear that Erica. Very sorry to hear that. So how far down the track is it?**

It's a long way down the track. And it's always a question of, of how much I'm prepared to fight. And I'm not prepared to fight too much, because I want the book to exist. Yeah, you understand what maddens me is that it is *not just* about an organization it's about the *people* who joined it. Not all of them joined *just* to put money into bursaries! They joined it because they *believed in the aims!*

**(clears throat) and they wanted to contribute**

Absolutely!

**Yeah**

In their different ways -

- **in *their* different ways. I agree with you -**

Look -

- **I think that's the big thing. It's the different input by different people according to their skills and abilities and their vision. And not everyone's vision is just to raise money for bursaries**

No. And in fact they didn't start doing that until 1939, and they only began to set up *South Australian* bursaries in 1969 because they were supporting the *international* bursaries and the *national* ones. South Australia did incredible stuff. And it all has to be valued. But...it is as if the role of teachers in all that preparatory stuff, Ann Milne and early education - Gwen Fulton is a member, and she, as Women's Warden at Adelaide Teachers' College was *brilliant* -

**(Assent)**

You know? (sighs)

- **and of course it's those women who are the role models for the younger ones coming on, and they see what they have done and what they can achieve, and they get the *encouragement* from them, to go on and do more, and who has actually seen *you can do it*, when they've grown up with a feeling of inferiority – “I can't do it, I could never be an academic, I could never do this”....They have those role models at that early age...when they're in primary school and secondary school is what...can take them out of it into the new sphere**

- Well what -

- **and that is the really important thing because -**

- or what Jackie Huggins said (cough) at that conference

**Yeah**

She wanted to do secondary education. She was in Brisbane - some *teacher* told her that her brain would never be good enough because, you know, there was some kind of biological inferiority in the brains. Who helped that woman to realize that she had it? A lecturer in Education at Flinders University. You know, and she told us this. Now, we used to get Aboriginal women to come in to our meetings and talk to us. Right at the time when our audiences were declining, by the way. But Leanne Liddle had the same experience, of course. She'd started out as a police officer and got treated very badly and she, she got a degree at Flinders. And, was, at the time she was talking to us, she was a co-director of National Parks. Her mother - she lived in Alice Springs - her mother was told that the girls should get out of school early so they'd get a job because they'd never be able to do anything. Her mother *insisted* that *all* of her children, her daughters, should have the full secondary education -

### **(Murmur) I see**

- so they should have every opportunity. The power of the White Australian attitude - I'm a bit hung up on this because of situations in my mother's family. The husband of my mother's youngest sister Ethelwyn was 16 years younger than Mother - Victor Hugo Wallace - who turned out to be the Secretary of the *Eugenics* Society in Melbourne from nineteen eighteen till nineteen bloody *sixty-eight*. It was still in existence - its magazine was still in existence *after* the Referendum. And that explains the attitudes towards the Asian boyfriend of my lovely young cousin. And and of course they were very unhappy when my cousin Diana, back in the 1960s, married a Moslem in the mosque in Adelaide (chuckles)

### **Oh goodness, OK**

It must have really hurt him, you know, because he, well, his children...but his influence had a terrible effect. So, so maybe I'm a bit obsessive about this now. Because I understand just what that kind of pseudo-science was doing to the outlook of White Australia

**It was White Australia, too. I mean, I grew up with, of the, towards the end of all of that, but my mother and her cohort and generation, they were absolutely, you know, that was their thinking, their brainwashing, and everything else. I mean, I can remember, I say it with great shame, my mother saying that the Aborigines would die out and that they would be inbred or you know, bred out. And that, you know, within generations there would be no Aborigines in Australia. And, I mean, she believed that because that's what she was *taught*. And I grew up and I think the first Aboriginal person I saw was when I was teaching at Woodlands and we had someone who came down from Darwin as a boarder**

Well, I was lucky -

### **And I never saw one before that**

I was lucky because, being in a Tech school, at Thebarton Tech I was teaching Aboriginal kids. Aboriginal girls. And I remember with great love Sandra Lovegrove and Avis...Gale who wrote about the Protectors, and she was called Wild Dog by these Protectors. And she'd been taken from her family and she...but this takes me back to that line in that list of Life Members of that Graduate Women was a woman named Diana Allen. Now Diana Allen taught at Thebarton Girls Tech. Diana Allen was a very gentle creature, and some of us didn't value her...nearly...want to include me in that, and nearly as many, but Avis did. Before she was taken away by the Protectors -

**She was, she understood –**

- Avis said that, what Diana Allen gave her was the capacity to budget. How to use money. So that she wouldn't just fritter it...do you need this much, and this, and need this...she thanked Diana Allen for giving her the capacity to budget. Here's this woman, in this list, of Life Members. Now, there are loads others of them. Esther Messent was the President. She established Saltash College -

**Ah yeah**

She was a brilliant English teacher. She taught my brother when Unley High School was going to fail him because he'd failed Second year by half a mark. Mother had taken David and me because she is thinking how was she going to educate us? When she has so little money, war's going...over. Men are coming back. She's losing her job in the bank. She's lost that beautiful house. How's she going to help? How's she going to cope? She takes us to the Women's Hospital...Women's, Children's Hospital. To Mary Smith, child psychologist, where we have our IQ tests done. Not those damned IQ tests they did in the schools, which, you never knew if the arithmetic was right anyway...and both of us...were over 130...David was one more than me -

**Why would she take you to have an IQ test?**

Because she didn't know, she wanted to do the best for us

**Ah, OK she wanted -**

- she didn't know. She's a...Victorian. She'd left school early. She'd got...she was a typist, she got some schooling at Stott's Business College here. She's wanting to do the best for us. So, and, and she thinks she just has to find out, how good we are -

**OK**

- you know, who's Mary Smith?

**Yeah**

- one of the members of Graduate Women South Australia!

**Ah that's interesting...**

Yeah. And she, Mary Smith of course, is in the Australian Dictionary of Biography. It's, you can see what keeps coming up in what I keep finding. Now, what was she doing for Mother? She actually suggested a number of things that, what we could, what kind of people we would be or where we'd go. I was very lucky. I got that scholarship to Saints. Because I would have failed an IQ test...one of the other ones...I was capable of failing everything

**(Chuckles) Erica, I can't believe that**

Oh no, I do. I did, I did

**I'd never see you as a failure (laughs)**

I don't either, because I learn from failure

**I think we all learn by our mistakes...**

Yeah, yeah, well -

- but it doesn't have to be called *failure*, but sometimes we take the wrong, or make the wrong decisions for -

Well, you know

**You learn from that**

Ah yes

**That's right**

...well...

**Some of the best lessons in life, isn't it?**

It's, so...but I know...I can see just how I would have gone, you know, I just wouldn't have...I don't know what I would have done...but I can...I wasn't good at anything like that. I just...I don't understand why, but I wasn't. But coming, discovering, all of what I was thinking about Mary Smith. What she was doing for Mother, she was doing for an *incredible* range of people. I'm...that's 1945 I'm talking about. Helping people find different ways through life. Now she's valued, here -

**Yeah**

- because of course she's in the Australian Dictionary of Biography, isn't she? I value her for being there when Mother needed...because she was a *Victorian*, living in *Adelaide* - which is another problem. Of course, I'm glad she chose Adelaide

**Yes, I think, you know, when I...that you know just, you were really very very fortunate, because today the population is so big, that the Mary Smiths would be hidden away, and not everybody would have the opportunity to, to consult with her. Whereas your mother could find somebody like her, and she was available. Today it wouldn't be so easy**

And she found Walter Hutley at Westbourne Park. And I find Frances Ada Rodgers at Westbourne Park. I think my luck's extraordinary!

**Yeah...**

*Extraordinary.*

**Those people, you know, it wouldn't be so easy to, to find those people today, would it?**

No. And, another bit of luck, in its funny kind of way, (*cough*) when I came from England and I wanted to change discipline, and I wanted to study English, because in England they, even though my knowledge of British History was better than most of theirs -

**(Laughs) I think that so funny**

- they thought I couldn't, and they got me to teach English, but I wasn't good at it. But anyway, I wanted to study Literature when I came back. And I went and completed the Major in English at

Adelaide University. And I wanted to do Honours, I wanted to work on a Romantic poetry. And Professor Colmer couldn't be bothered with a mature-aged student -

**Really?**

- so he said '*Go up to Flinders University and see what they'll do for you there*' and it was the *best* thing that ever happened -

**Ever happened-**

- to me!

**Mmm**

(chuckles) You know

**Yeah**

And Flinders put me through the hoop! How many subjects I had to do to prove that I could do an MA in English literature...They were all wonderful, I had to do Commonwealth literature...I had to do American Literature...from Jonathan Edwards right up to Saul Bellow...I had to do some of the Romantics...and criticism. I had to do four units to prove that I could be deemed to do an MA. But that's -

**How long did it take you to do that?**

2 years -

**And you were teaching -**

- part-time. No, I'd stopped

**You weren't' teaching -**

I'd stopped being a Deputy Principal. I was Deputy Principal at Mitcham, which goes into the story another way, but I gave it up. I went back to half time teaching so that I could study. And mother was perfectly happy for me to have full leave and less than half of it salary. Because she loved seeing me studying. She was at her happiest when I was studying. But, no, it was the best thing that could have happened to me. Because as an adult student I wasn't scared. I'd go in and sit and talk to a lecturer and Professor Gene Le Mire, I'd say 'Can I come in and sit in on your lessons in Victorian literature?' 'Of course you can.' And they would come down and talk to my kids at Mawson High School -

**Really**

- and at Marion High School. Humphrey Tranter came down and talked to my kids when Brighton Boys Tech became the co-educational Mawson High School. Gene Le Mire came to talk to my kids at Marion high School. When I set up a weekend programme, or tried to, at Marion I got poets from Flinders and the top bloke from the Education Department. And this was of course before, this was when their time out of the University was counted as part of their allocation

**Oh really?**



Yeah, later on it wouldn't be counted

**OK**

Some of them stopped doing it

**I see, right. So it was through you doing that, your Honours, or Masters, there that you ultimately were invited to be on the School Council**

Yes

**That was the University Council at Flinders - Flinders University Council. And how did you find that?**

Ah

**Being a woman...?**

Well, this is very funny. In staff rooms in schools, I have found...or *had* found - past tense - that teachers didn't know how to talk to parents. At Mawson High School, we, and when we made a comprehensive school, we made certain that parents were valued. It was very much an open school...for a little while...until we got a headmaster, who, who didn't value anything like that. And then I was asked to stand for election to be the Graduates' rep -

**On council?**

-on council. And I got it. In 1990. And of course, they weren't used to having an outsider on council. And, so the...and, and I don't, I think, I don't think council at Flinders now is nearly as open to all of people who are part of the University as it used to be.

**Yeah, right**

And that's putting it...as...it's more like a *business council*-

**Yeah**

- than an academic council now. So I used to sit pretty close to the Student rep, and the International Student rep and usually there were empty seats either side of me. Because they wouldn't know where to sit. So the latecomer had to sit there. So I gradually realized, that what was happening to me, in that council, was what we did to parents in school staff rooms. Teachers, en masse, didn't seem to know how to talk to parents

**And the staff, academic staff, didn't know how to talk to the graduates, and, or the Student reps**

Student rep (clears throat). So I just said to him one day, I said 'I understand, we're the microcosm of *you*', you know. You're happy with other academics. You are *not happy* with outsiders. I was an outsider. Luckily, of course, Deirdre Jordan thought I was useful. So I was part and parcel of the -

**So she included you**

- oh, absolutely. And so did John Lovering. He put me on the Planning Committee, to the fury of some. And kept me there

**Yeah**

And then of course when Ian Chubb came, he put me on the Academic Senate. Of course, there was Ian Gibbins who, you know, when I would ask a question, and some people would roll their eyes to heaven, Ian would say 'Well I think Miss Jolly has a point'

**He'd support you, mmm**

He supported me absolutely. As Marcello Costa did later on. It's a very good University

**I think, it...that was true in many ways. There were some people, some staff, not all, who were extremely supportive of not only the student body, but the women, because it was a real problem. That early Council was *all* men and the odd woman who was called 'the token woman' and the token woman couldn't even open her mouth without being just ignored or shot down in flames, or just talked over**

Yep

**Um, I found it was really interesting, well people like Ian Gibbins was really, really supportive, and as you say Marcello Costa was another one. Where they would actually listen...you'd make a suggestion or a comment, and they'd back it up. Eventually, when we got more and more women on council, or academic senate, or planning committee, whatever it might have been, got past that critical mass of 30 percent or whatever it might be, suddenly the women were able to speak and be listened to and I noticed that change, that you needed to have that critical mass of women before what they said was actually interpreted as making sense, and a good suggestion. But those, I suppose it was quite courageous of the men, that people like Ian, who were prepared to support the women and in the face of all the others who felt uncomfortable with women on committees**

And it was quite amazing when Lovering had me on the planning committee -

**Yeah**

- and I think it's John Keyes was Emeritus at the School of Education and someone suggested to Lovering that they didn't need me anymore because they had John Keyes, because he was from School of Education, you see, and I was Secondary education, you know, just this *division* between the thinking of higher education and pre-tertiary education, still bugs me. Lovering refused to take me off the council, off that Planning Committee. And I thought *that* was courageous

**It was. He, he was, John...John was very good. I don't think he was the best of the Vice Chancellors we had -**

No

- but he was my, well the first proper "boss", if you like to call it, because Equal Opportunity reported to the Vice Chancellor, not to the Registrar or the head of the Administration, which was always a bone of contention, but um John Lovering, I think partly through his wife Kerry -

Yes

**Kerry, was just, helped John think along those lines and be supportive of women, and he was very good to me over a whole range of things where I certainly didn't get support from other areas. And John, well, for one thing, they tried to get me to report to Administration because, of course, Administration could cut me off at a much lower level. If I reported directly to the Vice Chancellor, then things that I recommended we needed to have done, he would agree to, and then it would have to be done. But if I made a recommendation in Administration and the Bursar, not the Bursar the Registrar, decided 'no', well then that was it, finished**

Hmm

**You know. And I had to fight to keep my reporting and John supported me on that one, so...**

Well, I think, you know, I go on a lot about my luck. You know, the sheer luck that, that I get aware of. And there's another thing I'd like to bring in, before we finish. These women who are acknowledged and who had done all this massive work for bursaries, the thing we need to remember about them, is they were *teachers*...Brenda Nettle taught maths at MLC

**Mm yep**

Doreen McCarthy taught at Presbyterian Girls' College

**That's right**

Ellen Benham. This incredible science woman, who *taught* at the Advanced School for Girls, who came out of a public school (*chuckles*) and *taught* at the Advanced School for Girls, took over Walford

Hmm

You know. And Brenda's daughter, Mary Nettle, who has always been a member of this organization, taught Heather Latz at MLC. She also taught at Marion High School, when I was Deputy Principal, to Brian Hannaford. And we had a couple of male maths teachers who, let me say, were 'limited'. Mary took her maths students up into the Hills to examine plots of land for the percentage of weeds, as against the natural flora. You know. The men never took them out of their classroom except when they took them up to Flinders for big lectures. Mary did incredible things! And she also ran the Women's Research Centre, until it was got rid of. So, the assumptions...that the teachers have to be *lesser* in this picture....strikes me as odd

**Mm. Did you know that I taught at Woodlands and I taught at MLC?**

Yes, of course I do! Because, I interviewed you

**That's right. So I taught at both those schools, yeah, as well. And it was amazing that some of them, the students that came out of those schools...those girls that were really really good that went on to do...you know, Higher Education, medicine, science, and things.. it was...you know I felt very proud of the fact that I -**

Yes, I -

**- that I had a little hand in their education**

Well I'm grateful for the fact that a number of people I taught, a number of the girls I taught, number of the boys I taught, still value my contribution to their education. One of them is now Senior Lecturer in Geology at University of Sydney, Adriana Dutkiewicz and, but her story is incredible. Not able to speak of word of English in year 8 when she comes to Marion High School, but writes a letter to William Golding about *The Lord of the Flies* in year 10, that Jennifer Straus would get a credit in first year University -

**Really...?**

-and when I taught her in year 12 she understood and loved 'King Lear'. And she values me. And I very much value her. But, but you don't know. You just, have to hope, that somewhere you didn't do damage

**And that's also, is what we all of us don't know, you know, we all try -**

You can't

**- and we hope that haven't ever done anything that's been damaging to their growth -**

Mmm

**- personalities, or whatever. Um, I always like to think that I could have been a good role model. That I don't know about the bad stories about me, because nobody's ever told me (chuckling) and I guess, that could happen to all of us, couldn't it?**

Yeah, well...Thenie Baddams

**Ah yeah**

There's this bursary for her, and she did incredible work. But Thenie Baddams, Thenie Baddams comes out of Teachers' College and becomes Head of Woodlands, of course! Thenie Baddams brings in two graduate women...Ruth Worthley. I taught with her. She was at Brighton High, I was at Mawson, and we collaborated...I was very fond of Ruth...she had six children. She only goes back to teaching when the youngest child is at primary school. And she was doing in an *academic* high school what a number of us were doing in what were the former separate boys' and girls' techs, once they became comprehensive...after about 1974, or most of them. The *connections* -

**Yeah**

- just keep going.

**It's really interesting. Do you think it's just because it's South Australia and we're small? Or do you think it's GWSA that brought them all together? That it was the tie, this, the common link between them all?**

Well, it's the common link I keep finding, and it keeps saying to me, right through the whole of it...oh and I haven't mentioned Helen Northey. God. Right through the whole of it, there is this thread of women, who believe it is important to educate people...women who did the best they possibly can. So that they can succeed in society!

**Reach their potential, mm**

Yeah. It may not be through higher education and PhDs

**Right**

It may simply be that as mothers, they say 'My daughter is going to have more chances than I did', you know?

**Hm**

But the *thread* is in there

**Yeah**

And it's okay. Graduate Women SA legally ceases to exist in 2016. But, the Australian Federation, AFUW SA *Trust Fund* still exists. My view is that that Trust Fund comes out of the parent body, and that even though legally the parent body no longer exists in 2016, symbolically it does. Because the Trust Fund wouldn't have been there if the parent body hadn't have been there in the first place. And I refuse to see the Australian Federation, the Australian Federation of University SA Trust Fund as totally separated from Graduate Women SA

**So where does Graduate Women SA, which no longer exists, how does that-?**

It's symbolically -

**It's just that -**

- it's the idea...the idea is there...that you are...these bursaries are to foster the advancement of women

**Indeed**

So the thread I've been talking about...this intangible thread, will continue so long as the AFUW SA Trust *is* funding bursaries

**And who's managing that now?**

A separate trust fund. It's been totally separated. It was legally separated from it. This is very useful information that's in the book. As to why the trust fund became a separate entity

**Yeah**

It became a separate entity because the Australian Taxation Office wanted to get the money the NGOs were not paying it, and so the structure of NGOs was changed in 1989. And to make certain that the AFUW, the organization, could go on providing bursaries as it had been through the hoods and gowns thing it had to change its structure. Now, in changing its structure, they made certain that all of the money from the hoods and gowns went to the bursaries from 1989 on

**Mm**

Until the University of Adelaide -

**Took over**

- decided to set up its own gowns program

**So where's the money for the bursaries come from now? If it's not hoods and gowns?**

Ah, it comes from the incredibly brilliant work of Brenda Nettle and Heather Latz, between them. And of course Brenda taught Heather at MLC, Mary had taught Heather at MLC

**Yeah, yeah, yep (chuckles)**

It's all there. The, it's in her. It's really her brilliant work. Plus Mary Anne Minor. She mustn't be left out of this. They set up an absolute separate account. So that the money had to be there, we continued to exist on whatever we got from a declining membership. By that time they had \$720,000 cached away in their account

**Wow**

And, of course, the interest levels have gone down...so that's the basis and the interest that they have grown on since 2016. The bursaries that they provide are much smaller in amount, but they're still being provided. And they're going to do incredible things, like...a woman named Nina James at the University of South Australia, who's doing all this work on citizen science

**Ah, right**

Yeah! And another woman, who got the winner for the Preedy bursary, who's working *preventative* oral health in dentistry. They've only just begun to set up a Master's –

**Really?**

- in the oral health, in dentistry -

**Really?**

- yes. It is still fulfilling a function that was set up for it by the parent organization. And I *refuse* to see it -

**- separated?**

- as separated. Technically, legally, it is

**Mmm**

*Intellectually*, the line is there

**Yeah. And the recipients need to know the origin of it -**

Hmm?

**(louder) The recipients needs to know the origin of it all. Rather than just apply for a piece of, for a, for a bursary**

Yes. Well, when the books exists, the reason I support the book - and I do - and whatever comes out I'll support in my way...but the reason is just that. Someone said that there's no need for this because, the material, the information is either at the University of Adelaide, or it's here in the State Library. Because all of the oral histories are here. But...it's scattered, and it'll be good if someone wants to do some research on it...but, but there is no felt connection with how it came about -

**Yeah**

- unless you put it all together in the book. What I don't want left out, and that will probably get minimal amount of acceptance in it finally, is the advocacy role. Particularly that change, in our attitudes from the 1990s on

**Hm, that is really sad, isn't it?**

Well -

**(clears throat)**

- one has to...when you reach my age...one has to decide where your energy's going to go. And I thank you very much for interviewing me, so that I can use my energy positively -

**(chuckles)**

- in this

**Well, Erica, thank you very much for allowing *me* to be the interviewer. And I've found our talk today really really interesting, and you've enlightened me on a whole range of areas of AFUW - or GWSA - which I have found most interesting and I look forward to the book, however it turns out**

Hmm

**But I hope it comes to fruition and I hope -**

Oh it will come to fruition

**Well, yeah**

It will

**But I've, I would be very disappointed if the advocacy role is left out. Because I always saw that as**

Ah, it'll be there -

- as a -

- because one very good thing, one very good thing I only learnt the other day...(background noise) - don't do that - it's going to be dedicated to Daphne Elliott

**Oh, that's lovely. That is lovely. I think that's a very worthy dedication. Very worthy. She was an amazing woman, wasn't she? In so many ways. She taught me, did you know that? When I-**

No

-when I did my degree at Flinders - we're back, to Flinders, to, well, like you, when, because I dropped out of Uni originally, then when I decided I needed to pay for qualification I went to Flinders because they would accept me. And Daphne was my tutor. In biology. And first time I met her, but she impressed me enormously, right from the beginning. In many ways, through my biology degree, she was a role model. Because she was a mother, she had children, she was working and I don't know....she just had some sort of *presence*. That I found very...hard to define. But she was always there, she was a wonderful tutor, she was -

She was always *calm*

- calm, supportive. And -

And she, she loved me. She used to send me cards. And, if I felt...what's the word I want? Uh...irritated...(Cell phone rings)

**Sorry. Yep**

- she'd help me to see something through. And so would Kathryn Seymour, who was that lovely, young -

**Students' Association**

- Youth Liaison

**Hmm**

Yes. No

**You know what Ian Chubb said? About Daphne Elliott, when she was going for promotion because she was so badly treated at the University -**

- Oh, she was so badly treated -

**She was a *senior tutor* and she couldn't get through the glass ceiling to come into the academic, the lecturer vein. And there was all this fuss. I can't believe why people were so unkind. But Ian Chubb said, one time at the promotions committee he said that if Daphne Elliott's name had been David Elliott, Daphne Elliott would be *Professor* Daphne Elliott today. And I just thought, having *my* experience of her from back in those old days when I'd done my degree, I thought 'How true. How true'. That she was just never allowed through because she was a woman, and -**

Do you know one of the other reasons?

**Hmm?**

Someone, on the Council, someone said 'There's no need for her to have a superannuation because her husband is a professor at the University of Adelaide'

**Yeah, I can remember that. I can remember then. They said 'Oh she's only going for promotion because she might...so she can get a superannuation'**



Yeah

**How cruel! It was unbelievable. And that was the sort of attitude that she had to face - and many women had to face. Which was why I became very passionate about Equal Opportunity. I just thought there's so many good women who have been kept down, and for all those trivial reasons -**

Yes

**- it's unbelievable**

Before we finish there's someone else I want to mention. I want to mention Dr Jennifer Barker

**Oh yes**

Because, without...Alison McKinnon had the idea for a recording, 'Early Graduates' for her book. It was Dr Jennifer Barker who set up the Oral History Project

**Ah yeah**

-and it was Jennifer, also, who fought like mad....it's not just Brenda, it's Jennifer as well. To make certain that these scholarships' and bursaries' money was not frittered by us. We operated on the smell of an oily rag, you know

**Mm**

When you and I did the newsletters -

**That's right, yeah**

- you know, and we were just sort of doing our best to keep going. We were operating on this *miniscule* amount of money because, Brenda *and* Jennifer, had set it as strongly as they possibly could to protect that bursaries money from us. My friend who got me into this organization, and I - because I hadn't intended to join any more organizations - Tess Young. Tess gave up, because she couldn't get money for publicity. And getting money...they protected that bursary and scholarships money extremely well

**Absolutely, yeah**

Mmm. And that's a very good thing, because -

**It's still there**

It's still working

**And it's still there. Yeah. That's fantastic. Well, shall we conclude this interview?**

Yes

**Erica, thank you so much for doing all that, for all those words. I'm sorry that you have to now translate them (chuckling) onto paper, but it's been, for me it's been a very interesting experience. So thank you**

Well, I'm, I thank you for letting me do it. Helping me to do it because it's -

**Well, it's a record, I think, that we need to have. Presumably in the future, maybe in years to come, when we're long gone there'll be somebody researching out there. And they'll come across this and they'll find it really interesting**

I'm absolutely hoping, that that will happen. Because this organization was *despised* by some of the professionals. I tried to get a friend of mine, who was in the School of Education, to join this organization. And she - of course - she was academic by that time, and in with her professional organizations. And she said two things. One was, that one couldn't be a member of everything. And the other thing is, she thought, was that this organization was too conservative. It wasn't progressive enough. Now, it did very important things. And I think it should well and truly be remembered for all of those things

**Mm**

Uh, talk about...didn't have a *clue!*

**Well maybe she didn't know much about it. But I mean it was, I suppose, of its time, it was conservative because that was the -**

Well it *was*

**- the environment in which it grew up. But, you know -**

But Daphne took it out of that

**- but the members - that's right- the members, the members changed. And as -**

The memb-

**- as the new members, and times changed, so attitudes changed, and beliefs, and everything else. So it didn't have to *stay* conservative**

No, and it *didn't* stay conservative

**And when the advocacy role came in, then it *couldn't* be conservative**

No, no. No, but without that 1998 National Conference -

**Yeah?**

- you know?

**That, that was -**

- that's the catalyst

**That was the watershed. Mmhm yeah**

That's what Daphne gave that was -

**Gave it -**

Gave us that way of looking, and *listening*

**- *and listening* -**

- to Aboriginal people instead of *telling* them

**Telling them, yeah. And a lot of people I suppose, ended - it wakes them up, turns a light on, doesn't it?**

Mmm. Certainly turned mine on

**(chuckles) Ah dear, shall I press the button?**

Yes

