

A (wild) dog's life

By Diana Simmonds

African wild dogs, otherwise known as painted hunting dogs, have a mixed reputation among Western tourists. Seen either as cute and funny or scarily savage pack hunters, the truth is quite different and was largely unknown until Kellie Leigh (PhD '06) came along.

"The Africa bug first latched on to me in 1992, when I travelled to Southern Africa," she says. "There was something about that soft golden light filtering through the charcoal smoke haze, and the rich smells from the grasses at dawn and dusk, that were completely captivating."

Several years later, a commercial art career forgotten and armed with a BSc (Hons) in Environmental Biology, Leigh was back in Africa on a round-the-world ticket.

"I was looking to make contacts to get into conservation research somewhere," she explains. "By chance I found myself in Zambia on the banks of the Zambezi. I took a job as a safari camp manager and trained as a safari guide." She quickly acquired some grounding in the local ecology, and "learned how to deal with charging elephants, and the cantankerous old buffalo that wandered into camp each night."

Leigh was trying to work out a way to fundraise for macro-invertebrate surveys, when two packs of wild dogs began to cross her path. "They're normally rare and elusive, as I discovered later, but suddenly they were popping up all over the place, even taking down impala in front of the vehicle as I drove guests to the airstrip."

Leigh was intrigued and began to research the animals. "I discovered just how highly endangered they were," she says. "They number about the same as the black rhino, and were persecuted as vermin even inside National Parks until the late 1970s." So began her PhD on the ecology and conservation biology of the African wild dog in Zambia,

which she completed through the University's Faculty of Vet Science.

The beautiful Lower Zambezi National Park contains a relatively undiscovered ecosystem, and the wild dogs provided a perfect start point for conservation efforts. "As an umbrella species they have huge home ranges, so efforts to protect them from man-made threats like poaching and habitat fragmentation automatically benefit a range of other species, particularly other large mammals," says Leigh.

In the years to come the naturally skittish dogs became accustomed to the stickybeak in the 4WD. "They would often walk up to my vehicle and peer in the window to see what I was up to," says Leigh. "Or as they dozed close by, they would keep just a curious eye on the mad researcher clambering all over the roof of the car with a big blue tracking antenna."

The perceived value of protected areas in Africa is integrally linked with ecotourism in most countries, and predators are a big draw card. As Leigh was to discover, the hunting dogs are intimately connected to the food chain and eco-health of these wilderness areas: they help maintain antelope diversity by preying on the most prevalent species, and that in turn helps conserve habitat diversity by preventing overgrazing from some of the more successful herbivores.

"There was also the benefit that the wild dogs are a highly social species and fascinating to study," says Leigh. "It's a characteristic that also endears them to the general public and makes them a flagship species for conservation. I first became aware of their social habits when I was tracking the packs not only to identify their movements and the threats they faced, but also to remove wire snares. The snares are intended to catch the legs of antelope but the dogs are particularly susceptible at neck level. If the injury from the snare became severe, the other pack members would take turns to



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lick the wound clean, and would call the injured dog in to feed it if it couldn't keep up on the hunt."

The same cooperative spirit is apparent in other ways too, Leigh found. "At the den, the pack leaves an adult babysitter or two to guard the pups while the rest go out to hunt. When they make a successful kill the pack then brings back food to the pups and for the adults that stay behind."

During her 10 years in Zambia, Leigh's African Wild Dog Conservation project morphed into a successful predator conservation project and non-profit Trust, partnered with WWF-Netherlands and the Zambia Wildlife Authority, among others.

"I came home to Australia 18 months ago, and my current challenge is to combine my two passions, art and science, as I believe both have an important role to play in communicating the beauty and value of our environment."

Vanishing Point – wildlife and landscape paintings by Dr Kellie Leigh, Australian Museum, October 16-17. Main event and cocktails, 6-8pm, 16th (\$25 door donation, proceeds to the conservation trust). More information from www.bushpalette.com/news.htm or RSVP to info@bushpalette.com.

Alert; African Wild Dog by Kellie Leigh

Sydney and the Festival

By Diana Simmonds

In June, Sydney Festival's new artistic director, Lindy Hume, came to the campus to announce – with the VC, Dr Michael Spence – an exciting creative initiative. For the next three years, beginning with the coming Festival in January 2010, the University is joining Sydney Festival as a Leadership Partner.

“This is a natural fit, bringing together some of Sydney's most creative minds,” said Dr Spence. “I'm sure this strategic partnership will generate really fascinating and stimulating ideas and attract new audiences as the Festival broadens its focus.”

Hume returns to Sydney after great success as director of the Perth International Arts Festival and with a reputation as one of the best directors of opera Australia has produced. As she did in Perth, Hume's plans for Sydney are long on innovation and

imagination, which turns out to be an important and useful trait in times of global financial crisis.

“Money is short out there,” she says. “We have to make more of what we've got. And what we've got is this city and some under-appreciated parts of it.”

Research has shown the Festival that there is an eager audience in the inner west and Hume intends to make the University the virtual neighbourhood hub for that audience. Over the next three years Festival goers can expect live performances, art installations, film and music events in a range of spaces new to the Festival, including the historic Quadrangle and the newly landscaped Cadigal Green. And, of course, the Seymour Centre.

“The Seymour Centre is good, it has good bones, it's noticeably energised,” says Hume. “It's close to Carriageworks and makes a good



Lindy Hume and VC Michael Spence.
Photo by Ted Sealey

connection with that and it's one of the sites of a number on campus that are begging to be used.”

For Hume, working with the University is a natural progression from her years in Perth. “I formed a very close relationship with University of Western Australia,” she says. “It became central to the Festival and there is the same and very obvious confluence with Sydney.”

It should make alumna Lord Mayor Clover Moore happy as it picks up on her theme of a City of Villages: “There are three distinct Festival areas,” says Hume. “There's the romantic harbour, the edgy cut and thrust of the CBD and now, the inner west – Newtown, Enmore, Leichhardt and Glebe – with the focus at the University. I think it will be very exciting and dynamic.”

More Sydney Festival news in the next issue of SAM.

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Compass – showing the way

On a cold but sunny morning in June, 175 local primary and high school children gathered in the Quadrangle to greet Deputy Prime Minister Julia Gillard on her first visit to the University.

She came in her role as Minister for Education to launch the Sydney University Compass program and was escorted on campus by Vice-Chancellor Dr Michael Spence.



Of Compass, a new program designed to encourage disadvantaged children into higher education, the Minister said, “This is all about this great university working with schools to ensure that the students in those schools have an understanding of what university education is about and have the potential to think about coming to university.”

The “Compass – find your way to higher education” program is funded for three years with \$3.5m from the federal Department of Education, Employment and Workplace Relations; \$2m from the University of Sydney; and \$100,000 from the NSW Department of Education and Training.

The University will partner the NSW Department of Education and Training and selected secondary and primary schools in Sydney. Outreach, mentoring and professional development programs will be developed and implemented to increase school completion rates, and raise community expectations,

student attainment and aspiration.

The Minister spoke of “creating a new era for higher education and innovation ... We want to make sure that every Australian child, no matter what their family circumstances, has the opportunity of a great education, and if they want to come to university, then that door is open to them.”

The Minister watched as children experienced activities and

projects designed to help them see universities as welcoming, stimulating environments. Activities included a seminar on making the perfect chocolate bar; getting the chance to play dentist and fill a tooth; taking blood pressure and reading sugar levels; identification of animal skulls; testing model paper planes; and donning a toga to learn about the ancient myths of the Medusa.

Students also participated in various science activities, including Dr Karl’s “Great Moments in Science” talk, Nicholson Museum and Seymour Centre visits.

The Vice-Chancellor said, “All the research underlines the fact that at university, students from low SES backgrounds have excellent rates of retention and success. If Australia is to rethink the way we deal with educational disadvantage we should be giving as much attention to the issue of a student’s educational potential as we do to their educational attainment. That’s why we’re working with school

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students, their teachers and families to show them what is possible.”

Schools participating in Compass have identified science, maths, music and information technology as areas where the University could add value through staff capacity-building programs, and curriculum and student learning support. Compass will target parents as well as students to ensure they know about the role, purpose and accessibility of higher education, including information about financial support, and familiarity with university life.

University of Sydney Deputy Vice-Chancellor (Education) Derrick Armstrong, will oversee the Compass program and said, “There is considerable evidence that aspirations are formed early in life and that family experience of higher education is a key factor in influencing attitudes. This is why Compass will engage with students, and the people who influence them, early in their schooling, with continuing contact throughout their school career.”

The Compass project will focus its attention on years 3, 4 and 5 in primary schools and years 8, 9 and 10 in high schools. It will engage more than 1200 students in the Kogarah and Marrickville regions in 2009 as it interacts with two secondary schools and six feeder primary schools. The program will expand into another eight schools in southwest Sydney in 2010.

Alumni Centre update

If you have been wondering about the opening of the new Alumni Centre in the Jane Foss Russell Building (announced in a previous issue of *SAM*), please note that its establishment is on hold.

As you may have guessed, the Centre is waiting its place in the queue for funding because of the effects of the global financial crisis. Although the University is weathering the crisis better than many institutions, it has been decided that, in the short term, funds be directed away from projects such as these, and the immediate needs of teaching and learning (including infrastructure) be prioritised instead.

If you have any queries, please contact the Alumni Relations Office on (612) 9036 9222 or email alumni@usyd.edu.au.

Deputy PM Julia Gillard visits the Quad

Latin Pronunciation 101

By Associate Professor Dexter Hoyos

More arguments break out over the pronunciation of alumni, alumnus and alumna than most other vexed topics. We know quite a lot about how Latin was pronounced in the time of Julius Caesar and Cicero, which is viewed as the Golden Age, but the knowledge is not popular because it conflicts with most of the centuries-old habits in Western countries. The standard reference work is the late W Sidney Allen's *Vox Latina*.

The nearest we can get to educated classical Latin pronunciation for "alumnus" etc is to say:

ALUMNUS: uh-loong-nus. (The short "a" in Latin was sounded as a short "u" in English, like the "u" in "cup". The middle vowel is nasalised with a long "oo", and it takes the word-stress. The short "u" in "-nus" was sounded like the vowel in our "foot" or "put". The middle syllable should

last approximately twice as long as either the first or third one.)

ALUMNA: uh-loong-nuh. (First two syllables as above, and then again a short "a" at the end. Our short "a", like in "hat", was apparently not used in Latin at all but was a medieval importation.)

ALUMNI: uh-loong-nee. (As above, but the final syllable pronounced "nee" as in English "need".)

ALUMNAE (feminine form): uh-loong-nigh. (In later Latin, the "ae" sound became a long Italian-type "e" or French "é". That's why, for example, the Italian plural "tavole" is simply the Latin "tabulae" slightly evolved.)

We know that Latin syllables which had a vowel followed by "m" plus another consonant were normally nasalised, and the "m" itself was not pronounced. The same thing occurred when the "m" came at the end of a

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word. This correct pronunciation is anathema even to Latin teachers and academics, with very few exceptions, because the incorrect version has been sanctified by several centuries of mispronunciation, alas.

So classical Latin pronunciations are not the same in every respect as the common English versions, which ignore Latin practice and even evidence in favour of just getting something out. So in common English soundings the words would come out as "ah-lumm-nuss", "-nah" and "-nee" (or in this latter case, in public school English and BBC style, "-nigh"). The legal profession goes still further and turns every Latin term into a mishmash of anglicised sounds far removed from any period of actual Roman practice. Incidentally, in the US and Canada the first "a-" does usually get pronounced "uh", not because of any interest in Latin sounds but because of North American accents.

As a result, there's a variety of pronunciations from classical to popular. I prefer the classical myself, but they are incomprehensible to modern listeners.



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Australia and Indonesia: an art history

By Ron Witton (BA '65 MA '67)

Amri Yahya was born in Palembang in 1939 and lived most of his life in Yogyakarta, where he lectured at the Yogyakarta Public University (UNY). He gained worldwide fame as an artist whose best-known medium was batik and died in December 2004, severely depressed after a fire destroyed virtually all his work, including his first painting.

Pictured here, however, is “*Lukisan Perjuangan dari Agresi Belanda I s/d Renville*” (*Painting of the Struggle from the First Dutch Aggression until the Renville Agreement*). It hangs in Yogyakarta’s Fort Vredenburg, one of the city’s major tourist attractions, which was built by the Dutch in 1765 near the Sultan’s palace. The fort houses a museum and has an eclectic collection of historical artefacts and dioramas of the revolution.

The painting is of particular interest to alumni visitors as it commemorates the support given by Sydney University Labor Club to the Indonesian Republic during the revolution. The picture’s four quarters depict crucial events in the independence struggle. Top left is a scene from what became known as the First Military Aggression. On 20 July 1947 the Dutch, claiming violations of the Linggadjati Agreement of November 1946, launched a “police action” to destroy the fledgling Indonesian Republic.

Top right: this action raised a storm of protest around the world, including demonstrations in Australia. The best known occurred on 25 July 1947. The day before, the University’s Labor Club had hosted a talk by Muriel Pearson, better known as K’tut Tantri. She lived in Indonesia and was a staunch supporter of the revolution. In 1960 she wrote *Revolt in Paradise*, her life story, which was extremely popular in Australia and can still be found. K’tut Tantri had remained in Indonesia throughout the Japanese occupation (she was known to the Allies as “Surabaya Sue”), and became a confidant of Sukarno and other Indonesian revolutionary leaders. K’tut Tantri gave a fiery speech at the University, painting a graphic picture of Indonesia’s fighters:

“...ill equipped to fight against the planes and tanks of the Dutch. Their army is dressed in rags and has little more than bamboo spears...there are few doctors or hospitals and they are acutely short of medical supplies.”

Next day Labor Club students and other supporters of the Indonesians (including wharf labourers) demonstrated outside the Sydney offices of the Dutch Consulate-General in Margaret Street. The NSW police were heavy-handed in dealing with a possibly Communist-inspired event; it was widely reported in Indonesia and inspired the young Amri Yahya.

Bottom left: Indonesia’s delegation brings Dutch aggression to world attention at UN-hosted discussions at Lake Success. Portrayed are future first Indonesian prime minister, Sutan Sjahrir and Muslim scholar H Agus Salim, who served as Indonesia’s foreign minister between 1947-1949. Historical photographs of this meeting show that another person was seated at the table: the Indian representative at the UN who allowed the Indonesians to make use of their membership. Behind Sjahrir, left to right, are three noteworthy Indonesians: Soedjatmoko (known to his friends as “Koko”), a significant intellectual who wrote widely on social and political issues and served as both Indonesia’s ambassador to the UN and Rector of the UN University in Japan; Soemitro Djojohadikoesoemo later became finance minister; and Charles Tambu, a Sri Lankan lawyer who had been living in Singapore and was captured by the Japanese, taken to Jakarta and placed in a “radio camp” to monitor allied broadcasts in English. Bottom right: the negotiations, brokered by the UN Security Council, between the Dutch and the Indonesians held aboard the USS Renville anchored in Jakarta Bay in 1948. The agreement was an unsuccessful attempt to resolve disputes following the breakdown of the Linggadjati Agreement. The Republican delegation was led by then prime minister, Amir Sjarifuddin, with prominent Christian politician, Johannes Leimana, as deputy.

The subsequent Round Table Conference of August-November 1949 was held between the Indonesian Republic and the Netherlands as the disputing parties, under the chairmanship of a neutral power, the United States. To represent them, the Dutch chose fellow colonial power Belgium, while the Indonesians chose Australia, rather than, as many expected, the newly independent India. The conference led to a formal transfer of sovereignty to Indonesia.

Photo by Rachma Safitri

New tunes for business

Once upon a time there was an MBA, and everyone was very impressed. Then Warwick Fairfax got one from Harvard, came home to Australia and soon generated the joke: How do you start a small business? Answer: give Warwick Fairfax a big one. This led to the question: if he has an MBA, what does that mean? Answer: someone has to come bottom and still scrape through. Then came the GFC and suddenly nobody was very impressed by highflying finance and business types anymore.

Enter the EMBA. Devised by the University's Faculty of Economics & Business, the new degree – Executive MBA – is probably what it should have been all along: the business degree for grown-ups.

"We all agreed that if the Faculty were going to create an MBA, it was going to be something very distinctive that business really needed," says marketing scholar and curriculum deviser, Professor Chris Styles.

The EMBA is integrated in its approach to leadership: rather than treating disciplines such as marketing and finance separately, students must solve problems holistically as they would in business. The degree also

emphasises the real-life context of business problems, rather than exploring them in isolation, and maintains a global focus.

Another factor that sets the program apart is to whom it is targeted: "It's definitely not for everyone," says Professor Styles. "We work in partnership with companies to identify their most high-potential future leaders who would get the most benefit out of an accelerated leadership program. We expect they will have around 10 years of executive experience."

Students first complete online modules, to fill knowledge gaps, then undertake intensive schooling in management disciplines. They go on to explore concepts of leadership across a range of different fields, from military and philosophical to dramatic and musical perspectives, accessing experts across the University. For example, creativity in leadership is learned by improvising jazz melodies at the Conservatorium, while learning how to structure a logical argument from scholars in the Department of Philosophy.

Three key modules are organised around identifying new opportunities, growing opportunities, and renewal. "We

chose this way of organising the course because different skills and knowledge get used depending on your point in the business life-cycle," says Professor Styles. "The skills you need to build a new team at the start of a project are very different from those you need if you have to fire people when turning around a business."

Each of these takes students to a different location, exploring new opportunities in Bangalore, growth in Silicon Valley and renewal in France's tradition-bound wine industry. They are thrown in the deep end, co-ordinating a local business project and attending related seminars taught by members of the Faculty as well as local experts.

"We hothouse the students, accelerating their exposure to a wide range of strategic problems across different countries that might take years to experience as a manager," Professor Styles explains. "But rather than just teaching you how to do business in India, we get you to experience doing business in India yourself, giving you the true business context."

Limited opportunities exist for companies to sponsor places for their managers in the current EMBA program. Phone (02) 9036 5334 or email c.styles@econ.usyd.edu.au for information.

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