Venue: Possibility Room, National Library Building, 100 Victoria Street, Singapore 188064

Heritage may refer to something that is or may be inherited. It may be valued objects or qualities such as cultural traditions, historical sites and unspoiled natural environment. The idea of a collective inquiry into the making, gatekeeping and safekeeping of Singapore's heritage will help its citizens fully understand and comprehend the importance of a country's heritage in providing shared experiences and formulate a national identity that is perceived as elusive to a young nation like ours.

This seminar will provide a platform for the presentation of interest, creativity and potential many educators and students have towards Singapore's heritage, while highlighting the different perspectives and opinions they have of Singapore's heritage. It will, most importantly, listen to educators and/ or students' views and feelings – for it is the educators who play the critical role in selecting and representing the nation's heritage for posterity and it is the students who stand the inherit the legacy that we leave behind.

The seminar is free but registration is required due to limited seating: http://heritageatcentrestage.eventbrite.com/

Conveners Ms Junaidah Jaffar, jun.jaffar@gmail.com Mr Matthew Lim, matthew.noah.lim@gmail.com Mr Daniel Lim, danzlim@gmail.com Mdm Karen Chan, karenchanoikhum@gmail.com

Programme

0830 - 0900	REGISTRATION	
0900 – 0930	Junaidah Jaffar Singapore Heritage Society	Welcome
	Dahlia Shamsuddin Singapore Heritage Society	
	Ho Li-Ching Singapore Association for Social Studies Education	
0930 – 1010	Panel 1: What is heritage? Chair: Mark Baildon, Deputy Head, Associate Professor, HSSE (NIE)	
0930 – 0940	Chia Shimin Temasek Junior College	Journey from Oral History to Heritage
0940 – 0950	Yeo Huijun Martina National University of Singapore (History and Southeast Asian Studies)	Tangible and Intangible Cultural Heritage: The Dilemma of Bukit Brown
0950 – 1000	Nurul Syazwani Ismail National University of Singapore (History and Southeast Asian Studies)	From Outside Looking In: A Batik Babe's Perspective

Heritage@Centrestage: An Inquiry into Singapore's Heritage, A Seminar by Educators and Students

Presented by Singapore Heritage Society Singapore Association for Social Studies Education 9 am-2 pm, Saturday, 8 September 2012

Venue: Possibility Room, National Library Building, 100 Victoria Street, Singapore 188064

1000 - 1010	QUESTION & ANSWER		
1010 - 1110	Panel 2: Whose heritage should be preserved?		
	Chair: Shahira Begum, Student, Bendemeer Secondary School		
1010 – 1020	Derrick Lim Hwa Chong Institution	Urban Heritage in Singapore: The Struggle between Preservation and Development since the Formative Years of Heritage Conservation	
1020 – 1030	Teo Shu Hui Raffles Girls' School (Secondary)	Synergy of Heritage and Urban Renewal in Singapore	
1030 - 1040	Raphael Soh Qin, Duong Duc Thanh & Reudi Chan Raffles Institution	The Preservation of Mom-and-Pop Provision Shops	
1040 – 1050	Edwin Choo East Coast Primary School	Joo Chiat (1950s versus 2000s)	
1050 – 1100	A/Prof. Wu Bing Sheng National Institute of Education (Humanities and Social Studies Education)	Spatial and Temporal Representation of Heritage using Geo-Spatial Technologies	
1100 - 1110	QUESTION & ANSWER		
1110 – 1210	REFRESHMENT		
1210– 1310	Panel 3: Is heritage caught or taught? Chair: Jaishree Jaybalan, Student Teacher, NIE		
1210 - 1220	Gul Inanc National University of Singapore	Introduction to Cultural Heritage: Classroom Activities for Primary Social Studies Course	
1220 – 1230	Samuel Wee & Melvin Chan Ping Yi Secondary School	Heritage for LIFE	
1230 - 1240	Tan Hui Ming, Ryan Lim Dao Wei, Foo Tze Han & Grady Ng Shi Kai Hwa Chong Institution	Façade	
1240 - 1250	Frances Ess Mayflower Secondary School	Heritage, Our Roots and Our Wings	
1250 – 1300	Vernice Seah & Koh Boon Xuan Holy Innocents' Primary School	The Challenges of Our School in the 21 st Century World	
1300– 1310	QUESTION & ANSWER		
1310 – 1400	Panel 4: How do the young connect with heritage? Chair: Kevin Blackburn, Associate Professor, HSSE (NIE)		
1310 - 1320	Jaishree Jaybalan National Institute of Education Nanyang Technological University	Heritage in the Future: Taking on a New Life for Young Citizens?	

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1320 – 1330	Herishma Kaur Sher Gil, Izzah Raihannah, Lee Cher Main, Jessica Wang Jia Hui, Shahira Begum, Rifaya Parveen, Israth Farhana Bendemeer Secondary School	Connecting the Dots: the Present and the Past
1330 - 1340	Lazarus Chok, Russell Ang Zen, Wee Jing Long Raffles Institution	Uncovering a hidden treasure: the heritage of Bukit Brown
1340 – 1350	Wen Xing Yue, Yu Xin & Yuen Ai Zhen Carol Raffles Girls' School (Secondary)	The Rich Heritage in the Simplest of Places
1350 - 1400	QUESTION & ANSWER	
1400 – 1430	CLOSING	

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Abstracts

Panel 1: What is heritage?

Chia Shimin, 'My Journey From Oral History to Heritage'

Temasek Junior College

Shimin is a Ministry of Educatin (Singapore) humanities scholar who is currently studying History, English Literature, Economics and Mathematics in Junior College Year 1.

Oral history is the collection and study of historical information about individuals, families, important events, or everyday life using audiotapes, videotapes, or transcriptions of planned interviews. Shimin will share her experience working with 3 other students in a project on documenting the oral history of an area in the town.

In the project, Shimin and her group mates thought that it is important not only to document facts but also memories of individuals who have lived in Bedok; taking into account their feelings and the connections they have to the neighbourhood.

Let's find out the interesting happenings in Bedok from the oral history which contains the memories of the interviewees that may be considered as their heritage.

What is heritage? What is heri

Yeo Huijun Martina, 'Tangible and Intangible Cultural Heritage: The Dilemma of Bukit Brown'

National University of Singapore (History and Southeast Asian Studies)

Martina is a final year student in History and Southeast Asian Studies, NUS. She is also a member of the Bukit Brown Documentation Team.

In the past year, there have been numerous calls from members of the public and various organisations to preserve Bukit Brown as a heritage site. Most of them were calling for the preservation of the tangible heritage of Bukit Brown. Amongst the argument put forth, one of them is that Bukit Brown is the resting place of many Singapore's pioneers and forefathers and hence their graves should be preserved. Another reason would be that the existence of the physical burial ground allows for continuation of intangible cultural practices like Qing Ming rituals at the graves of one's ancestors.

Currently, the heritage of Bukit Brown is to some extent in the process of being "nationalised" by heritage groups. However, exactly who owns the heritage of Bukit Brown and between the preservation of the tangible and the intangible cultural heritage of Bukit Brown, which one should one choose? Martina will take us to explore these questions in this sharing.

at is heritage? What is herita

Nurul Syazwani Ismail, 'From Outside Looking In: A Batik Babe's Perspective'

National University of Singapore (History and Southeast Asian Studies)

Nurul Syazwani is an undergraduate at the National University of Singapore who majors in Southeast Asian Studies.

Heritage@Centrestage: An Inquiry into Singapore's Heritage, A Seminar by Educators and Students Presented by Singapore Heritage Society Singapore Association for Social Studies Education 9 am-2 pm, Saturday, 8 September 2012 Venue: Possibility Room, National Library Building, 100 Victoria Street, Singapore 188064

In 2011, the Southeast Asian Semester Exchange programme (SEP) gave her a wonderful opportunity to study in Jogjakarta in Java, Indonesia. It was during that time that she fell in love with the Indonesia Batik; an art and product that has been listed as an intangible cultural heritage by UNESCO. Nurul Syazwani has been passionate about sharing her experience with the batik culture ever since, resulting in her being dubbed the 'Batik Babe' by her friends. As the Batik Babe, Nurul Syazwani will share her perspective of the heritage of batik in Jogjakarta and in Singapore.

Panel 2: Whose heritage should we preserve?

Derrick Lim, 'Urban Heritage in Singapore: The Struggle between Preservation and Development since the Formative Years of Heritage Conservation'

Hwa Chong Institution

Derrick is a Secondary 4 student in the Humanities Programme (HP) which is one of the few MOE Special Programmes offered in Hwa Chong Institution.

Derrick is engaged in a research concerning heritage conservation in collaboration with Singapore University of Technology and Design (SUTD). The research aims to study the intricate balance between conservation and development in research. Derrick will present the product of the extensive research and field studies and discuss the controversies of heritage sites, effective urban planning and whether conservation could become a barrier to economic progress.

t is heritage? What is heritage?

Teo Shu Hui, 'Synergy of Heritage and Urban Renewal in Singapore'

Raffles Girls' School (Secondary)

Shu Hui is a Secondary 4 student. She attempted a project for Year 3 Social Studies Performance Task which seeks to show the impact of urban renewal on heritage sites in Singapore. The task required a proposal to counter the negative impact of urban renewal on these sites by suggesting ways in which heritage preservation can be achieved.

In the presentation, Shu Hui will discuss the dilemma of preservation of our heritage for our future generation and the need of urban renewal to benefit the people and to stay competitive. Using Balestier as a case study, she will analyse whether heritage preservation can go hand in hand with urban renewal and why it is necessary to do so.

What is heritage? What is heri

Raphael Soh Qin, Duong Duc Thanh & Reudi Chan, 'The Preservation of Mom-and-Pop Provision Shops'

Raffles Institution

Raphael Soh Qin, Duong Duc Thanh and Reudi Chan are a group of students from Raffles Institution taking Geography and Social Studies. They have a strong passion for the humanities and would like to share their discoveries made in the course of completing this project about Singapore's heritage, particularly that pertaining to Mom-and-Pop provision shops.

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Mom-and-Pop shops could be defined as small individual businesses operating in a single location without other branches. They present to us an aspect of Singapore's cultural heritage. This social documentary the group will be presenting focuses on Mom-and-Pop shops that function primarily as provision shops.

In the presentation, they will discuss the nature of Mom-and-Pop shops and the challenges faced by them. They will also share ideas that they have obtained from public surveys and face-to-face interviews with various stakeholders on how Mom-and-Pop shops in Singapore can be preserved.

Edwin Choo, 'Joo Chiat (1950s versus 2000s)'

East Coast Primary School

Edwin is a beginning teacher who is currently teaching in East Coast Primary School. As a Social Studies teacher and a member of the Character and Citizenship Education (CCE) department in his school, Edwin believes that heritage should be taught to pupils and caught by the pupils to ensure that they become concerned citizens who contribute positively in the twenty-first century.

Edwin is keen to lead us in an exploration into Joo Chiat and examine its rich history. Joo Chiat is the first neighbourhood in Singapore to be officially known as a heritage town and hence provides fertile ground for discussion as it is an area with a remarkable mass of contradictions. Edwin would like to share on the different interpretations of Joo Chiat's boundary and why they are significant. He will highlight the changes in the physical landscape, the cultural mix of people as well as the types of businesses found there. Edwin will also share an interesting study conducted in 2010 on the types of businesses available in Joo Chiat.

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A/Prof. Wu Bing Sheng, 'Spatial and Temporal Representation of Heritage using Geo-Spatial **Technologies'**

National Institute of Education / Humanities and Social Studies Education Academic Group

Assistant Professor Wu Bing Sheng is currently teaching in National Institute of Education/Humanities and Social Studies Education Academic Group. His interest is in Geographic Information System (GIS), Remote Sensing and Urban Modelling.

A/Prof. Wu would like to illustrate how geo-spatial technologies such as Google Map and ArcGIS can be used to understand or uncover the history of heritage sites. Using heritage sites such as the Sun Yat Sen Nanyang Memorial Hall and a historical street in Taiwan, he will point out the advantages of the use of geo-spatial technologies in understanding the history of heritage sites and how this can be used in Singapore too.

Panel 3: Is heritage caught or taught?

Gul Inanc, 'Introduction to Cultural Heritage: Classroom Activities for Primary Social Studies Course'

National University of Singapore

Venue: Possibility Room, National Library Building, 100 Victoria Street, Singapore 188064

Gul Inanc is a part-time faculty member at the Department of History, National University of Singapore.

Cultural heritage is undoubtedly a sensitive topic in every society, yet it is especially delicate in multicultural societies like Singapore. In April 2012, coverage of UNESCO World Heritage/Cultural Heritage was formally introduced into primary school curricula by the Ministry of Education, although Singaporean government has not yet committed to signing the UNESCO World Heritage Convention. Gul Inanc's paper offers certain classroom activities on how to introduce cultural heritage and search the feedback of the participants (teachers and students) of the seminar.

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Samuel Wee & Melvin Chan, 'Heritage for LIFE'

Ping Yi Secondary School

Samuel is a senior teacher for History, Social Studies and National Education at Ping Yi Secondary School. He is also a finalist for Outstanding History Teacher in 2009. Melvin is a teacher for History, Social Studies and National Education at the same school.

Samuel and Melvin believe that heritage defines who we are and it provides the meaning and context behind our daily practices in the community. For this seminar, the presenters will share how Ping Yi Secondary School helps its students to attain the outcome that they long for—Heritage for Life, a curriculum which encompasses:

Heritage for Appreciation: This acts as a foundational stage of exposing our students to both our national and local heritage through our Archives and Singapore corner. Together with the various other internal programmes such as the Go East Heritage Trail, our students experienced the treasures and learnt the importance and appreciate the relevance of heritage in their lives.

Heritage in Action: This acts as the most crucial and significant aspect of heritage infusion. Students who are selected as Ping Yi's National Education Ambassadors lead the school population and overseas visitors in the Go East Heritage Trail, the From Colony to Nation: Civic District Trail, Lari Sini Lari Sana Kampung Chai Chee Race and the other NE programmes. In doing so, these students engage in discussions on heritage such as whose heritage is being presented; whether heritage remains stagnant and fixed or whether it adapts and assimilates according to context; and how we can introduce activities that will enable the audience to better connect with heritage?

Heritage through Association: Through the collaboration between IP (History) and National Education committee, students explore the varying purposes and agencies on the preservation and conservation of heritage. It is hoped that such association (associating heritage to agency/purpose) allows students to develop a more accurate and comprehensive understanding to Singapore's heritage and/or recognize the power, beauty and dynamics of heritage.

s heritage caught or taught? Is heritage caught or taught?

Tan Hui Ming, Ryan Lim Dao Wei, Foo Tze Han & Grady Ng Shi Kai, 'Façade' Hwa Chong Institution

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All four presenters are Secondary 4 students. Hui Ming and Ryan are students from the Humanities Programme and Tze Han is from the Bi-cultural Studies Programme (both are Special Programmes) in Hwa Chong Institution.

As they pursue their passion in the Humanities and Bi-cultural Studies, the four students got together to collaborate with SUTD (Singapore University of Technology and Design) in a Heritage Conservation Project. After extensive research in the field and literature, the students have developed a resource package; an application to raise awareness on heritage conservation in Singapore. The presenters will share why they believe that its content will enhance the knowledge of architectural buildings, how colours manifest themselves in certain functional purposes and cultural influences on architecture and hopefully promote heritage conservation amongst the young generation as a crucial means to protect the value of historic buildings. It is also aligned to the newly revamped lower secondary humanities curriculum by the Ministry of Education (Singapore).

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Frances Ess, 'Heritage, Our Roots and Our Wings'

Mayflower Secondary School

Frances is a senior teacher at Mayflower Secondary School who has been teaching Geography and Social Studies since 1986 and 2004 respectively.

Frances believes that a person's heritage is part of what make mankind different from the animal world. We have been given the ability to develop complex cultural traditions that we can pass from one generation to another. However, each succeeding generation would like to develop this in their own ways and sometime would prefer to discard the old heritage for the new. This presentation explores how a neighbourhood school makes an attempt to share with its students the rich heritage that Singapore has through various medium like field trips, experiential learning and forum discussions. Using the Inquiry Approach, students are given opportunities to 'catch' the rich diversity that surrounds the Singapore heritage.

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Vernice Seah & Koh Boon Xuan, 'The Challenges of our School in the 21st Century World'

Holy Innocents' Primary School

Vernice and Boon Xuan are National Education Ambassadors. They are both in the Primary Five level.

Moving into the world of the 21st century in which modernity is fast changing the landscape of living, there are several challenges to the learning of heritage in Singapore. The presenters believe that Singapore is made up of the 4 main races and they are integral to the heritage of our country. In the primary schools, students learn about the races and heritage through textbooks and going for learning journeys. Racial Harmony Day celebrations and daily interactions with students of other races also provide students with learning about the heritage. But what happens when a student is faced with the scenario of only having school mates from the same race for their 6 years of primary school journey? The lack of authentic experience with other races is a hindrance to the learning of heritage in Singapore. Therefore, heritage is preserved and studied through experience rather than teaching it, especially in a Special Assistance Plan school like theirs which is homogenously Chinese via the promotion of Chinese culture and language in the school curriculum. The students will be presenting on the challenges the school faces in the learning of Singapore heritage and their take on

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why heritage should be experienced rather than being taught with reference to their school's Ethnic Bonding Programme.

Panel 4: How do the young connect with heritage?

Jaishree Jaybalan, 'Heritage in the Future: Taking a New life for Young Citizens?'

National Institute of Education, Nanyang Technological University

A 4th year History major at NIE, Jaishree's interest and awareness of the rich heritage surrounding her was piqued after she was given the opportunity to take a module on Heritage & History and explore her own heritage and culture. Having been raised by her grandmother, Jaishree grew up with stories of *life back in the ol' days* and learned about her Indian heritage since young.

Jaishree contends that given our fast-paced lives, where our physical and economic landscapes are continually changing, the fear that the younger generations may become cultural orphans, isolated from their rich heritage drawn from major civilizations, is legitimate. There is a tendency to fall prey to a mere superficial understanding of our heritage, culture and tradition as practices of the past appear to have been diluted and adapted to suit the current context.

It appears that for some of the young generation, information on their heritage, culture need not be regurgitated into them. There seems to be an increasing trend of the young in Singapore actively searching for their heritage or more, on the lookout for things from the past, and this has even extended to profiteering based on nostalgia. Therefore, taking into consideration the various aspects of heritage in today's context, this presentation will focus on the main issue – to what extent do the young have a connection with heritage?

How do the young connect with heritage? How do the young connect with heritage? How do the young connect with heritage? How do the young connect with heritage? How do the young connect with heritage? How do the young connect with heritage?

Herishma Kaur Sher Gil, Izzah Raihannah, Lee Cher Main, Jessica Wang Jia Hui, Shahira Begum, Rifaya Parveen, Israth Farhana, 'Connecting the Dots: the Present and the Past'

Bendemeer Secondary School

The presenters are all secondary 3 students who are involved in the school as Heritage Guides. This is a student leadership role in which the presenters are actively involved in the conceptualization, planning and execution of a local community trail.

The students were involved as local heritage guides for the Kolam Ayer Trail which sought to engage the community they live in. Working together with the local Community Centre, the students actually had the experience of bringing members of the public on this trail. Through the process of developing this trail, the students had a chance to learn more about themselves, and in the process, connect the dots between the past and the present. They began to see themselves as members of a larger community and indeed, the nation. This presentation is a sharing about their experiences, and what we as educators can do to support their experiences.

ow do the young connect with heritage? How do the young connect with heritage?

Lazarus Chok, Russell Ang Zen, Wee Jing Long, 'Uncovering a Hidden Treasure: the Heritage of Bukit Brown'

Raffles Institution

Venue: Possibility Room, National Library Building, 100 Victoria Street, Singapore 188064

The presenters are a group of three Year 4 students currently enrolled at Raffles Institution, who have had the opportunity to embark on a project that involves organizing Bukit Brown heritage tours for our fellow schoolmates.

Preservation of heritage and conservation of nature areas without inhibiting development have long been an environmental and developmental challenge faced by Singapore, a land and resource-starved city-state. These challenges are typically those found in any highly-urbanised community in Southeast Asia and indeed the world. With greater affluence and economic success, citizens are now more concerned with keeping intact the link to our heritage and the protection of natural areas and habitats. As such, they have embarked on a project centred on Bukit Brown Cemetery – a heritage and conservation site slated for development to highlight the need to strike a reasonable balance between developmental needs on the one hand and the imperative to protect the national heritage and natural habitat on the other, and to create awareness of this place of our national heritage among our younger generation.

Their presentation comprises three sections:

- 1) Why they think that it is important to inculcate a sense of awareness of our heritage in students or why they sought to organize heritage tours to Bukit Brown for our schoolmates.
- 2) How they had strived to instil within participants, a deeper appreciation of local history and culture through our tour and other learning resources we created.
- 3) Lessons they have taken away from this project.

Wen Xing Yue, Yu Xin & Yuen Ai Zhen Carol, 'The Rich Heritage in the Simplest of Places'

Raffles Girls' School (Secondary)

The presenters are Year 4 students at Raffles Girls' School (Secondary).

This topic will be explored in a role play format, with a wise old woman, who treasures the past, bringing a 25-year-old granddaughter who has been overseas for her studies since she was 12 around Singapore in search of the heritage belonging to neighbourhoods such as Holland Village and forgotten parts of Chinatown.

Through their performance, the presenters aim to enable the audience to think about how much there is to gain from preserving and getting to know old buildings. As the character of a young woman is portrayed, we will also look at whether young citizens have a connection with heritage. The following issues will also be explored:

- 1) The perceptions young Singaporeans have of heritage, the values they can see in it, and whether their actions are influenced by heritage
- 2) The reasons behind their perceptions, possibly due to the influx of new cultures brought about by globalization and technology, among other factors
- 3) The effects their perceptions have on themselves and the future of Singapore, and if these consequences are positive or negative
- 4) Ideas to encourage a greater connection with heritage and how this has benefits

Information on the performance is based on primary and secondary sources, from the youths' own opinions to other academic papers on heritage, especially in Singapore, as the context differs in various countries.