

HERITAGE CONSERVATION In Schools

Brian Yen, Chong Ee Hsiun, Ernest Goh, Isaac Leong,
Joshua Wong, Martin Lim, Sean Ong

Raffles Institution





WHY?

Interested in RI history

90%

Don't feel connected to
RI history

62%

HOME



Iskandar
Ishak



“ Of far greater importance was the need for a comprehensive and continuous history of the school to serve as **a source of inspiration** to generations of pupils who would pass through it...

Eugene Wijeyasingha

Former Headmaster of RI, Author of Eagle Breeds a Gryphon

“ Prejudiced pride in the past... is (heritage's) essential aim. **Heritage attests our identity** and affirms our worth.

David Lowenthal

OUR

JOURNEY

ADMINISTRATION BOND.

Know all men by these presents, that I, *James Raffles*, of the County of ...

do hereby certify that I have taken the Oath of Allegiance to the King of Great Britain...

and do hereby certify that I have taken the Oath of Office as Administrator of the Estate of the late *James Raffles*...

and do hereby certify that I have taken the Oath of Office as Administrator of the Estate of the late *James Raffles*...

and do hereby certify that I have taken the Oath of Office as Administrator of the Estate of the late *James Raffles*...

and do hereby certify that I have taken the Oath of Office as Administrator of the Estate of the late *James Raffles*...

and do hereby certify that I have taken the Oath of Office as Administrator of the Estate of the late *James Raffles*...

The Trustees of the said Estate, that if the above said *James Raffles*, Administrator...

of the said Estate, should die, or should be removed from the said Office...

then the said Trustees shall be bound to pay to the said Administrator...

the sum of *£1000* as aforesaid.

Witness my hand and seal this *10th* day of *August* 1811.

Attest the seal of the said Estate.

James Raffles

James Raffles

James Raffles

James Raffles

James Raffles

James Raffles

James Raffles

James Raffles

James Raffles

Given, Read, and Delivered (where no Stamp Paper can be had) in the presence of *James Raffles*

James Raffles
James Raffles
James Raffles
James Raffles

James Raffles

James Raffles

James Raffles

James Raffles

Inventory of the Goods and Effects of the late *James Raffles* taken by *James Raffles* on the 10th day of August 1811.

1. *James Raffles*

2. *James Raffles*

3. *James Raffles*

4. *James Raffles*

5. *James Raffles*

6. *James Raffles*

7. *James Raffles*

8. *James Raffles*

9. *James Raffles*

10. *James Raffles*

11. *James Raffles*

12. *James Raffles*

13. *James Raffles*

14. *James Raffles*

15. *James Raffles*

16. *James Raffles*

17. *James Raffles*

18. *James Raffles*

19. *James Raffles*

20. *James Raffles*

364

Chartered Bank of India POST OFFICE
Five Dollars

Chartered Bank of India POST OFFICE
One Hundred Dollars

366

Visits to Exhibition on Raffles' Letters & National Museum



Visits to Micrographics and National Archives



- Suggestions
- ① More Kaptiam
 - ② Swimming Pool
 - ③ Free Wifi
 - ④ Football Field
 - ⑤ Free T...

Workshop Challenge

*"How could the community space for your case study be **REVITALIZED** to make it more relevant and attractive to the younger generation?"*

Participated in a NHB discussion on community spaces



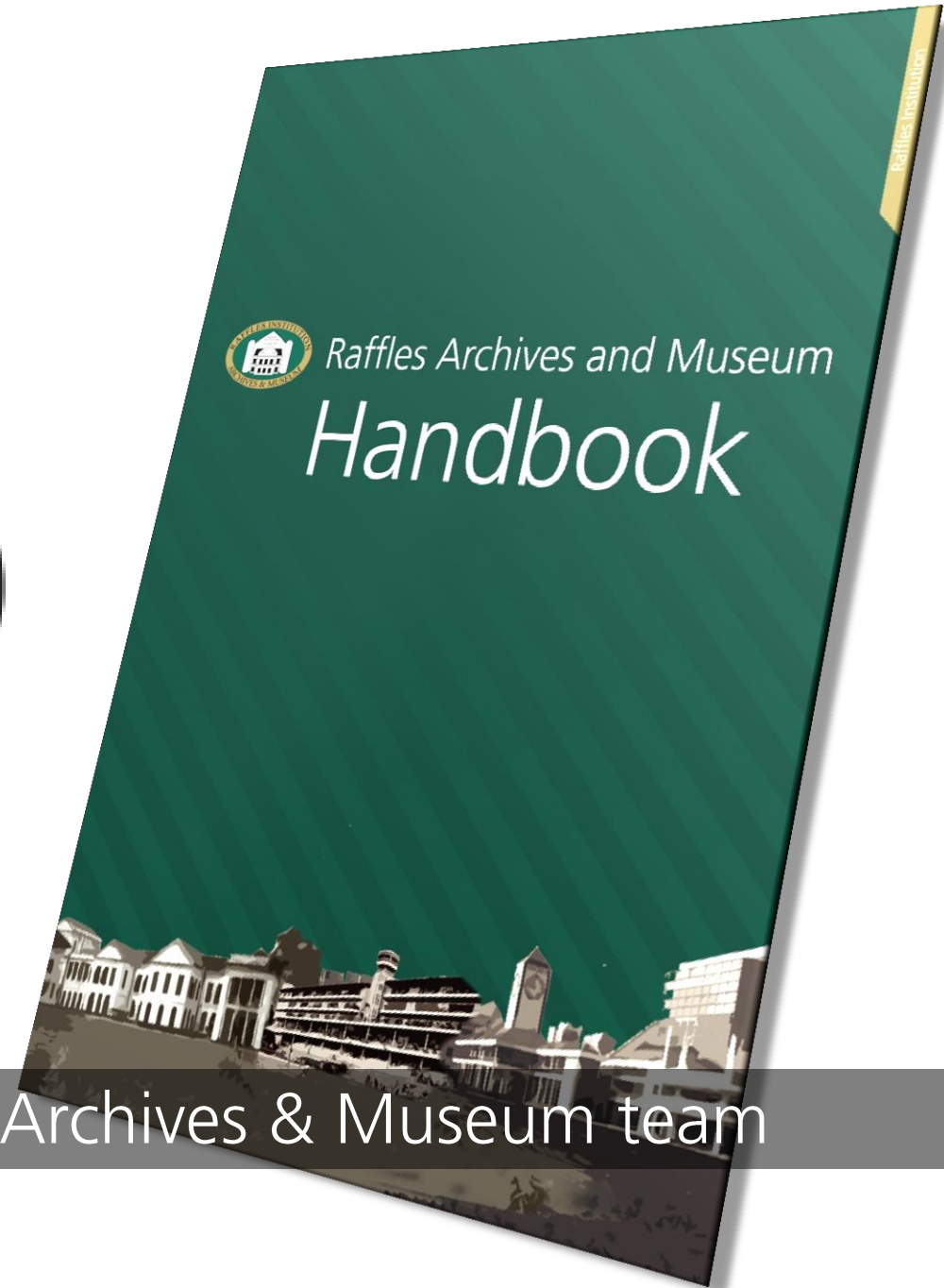
Solutions:	Issue
① Publish/feature the most important & valued parts → young & impressionable	Culture US Malayisation & <i>Merdeka</i>
② Schools: field trips → place, emphasis	
③ Variety shows / MEDIA → eg. <i>La Gamba</i> , <i>Ramsey</i> , <i>gee</i> , <i>6 Star</i> , <i>Murder</i>	
④ Cleaning up → not trying to deny the vision of white.	



Participated in a NHB discussion on community spaces

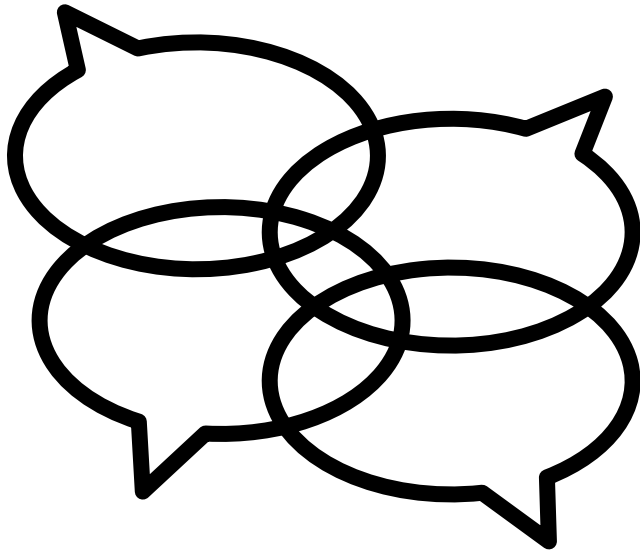
Why - do you want to 'preserve and conserve'
Who - are your stakeholders, past, present and future?
What - do you want to 'preserve and conserve'
What - are the changes and needs that will have to be met now and in the future growth of your school?
Whose - stories and values will you be passing on?
What - tools will you use to interpret your heritage?
How - will you proceed on the approach?
How - will you get started?

Worked with Mr Kelvin Ang, URA



Worked with Raffles Archives & Museum team

CHALLENGES



CONFLICT

Singular narrative **vs**

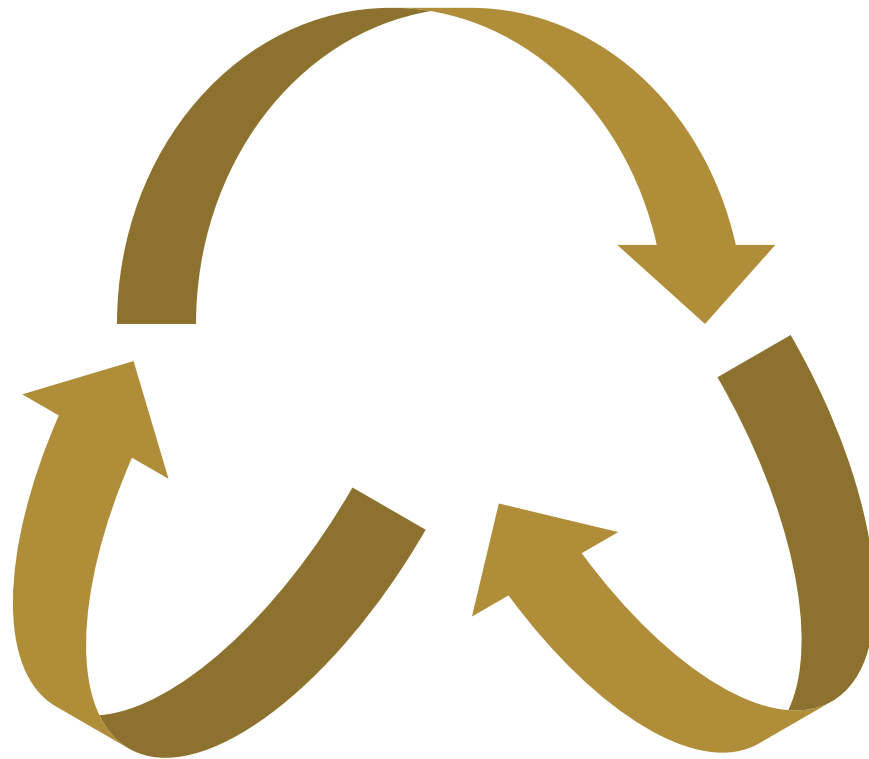
Multi-dimensional narrative

Day-to-Day memories **vs**

Milestones & achievements

FRAMEWORK

Consultative



Enduring

Relatable

WHY?

Interested in RI history

90%

Don't feel connected to
RI history

62%

WHY?

1

HISTORIC ENVIRONMENT

A shared resource

2

MASS PARTICIPATION

In sustaining the historic environment

3

SUSTAINING VALUES

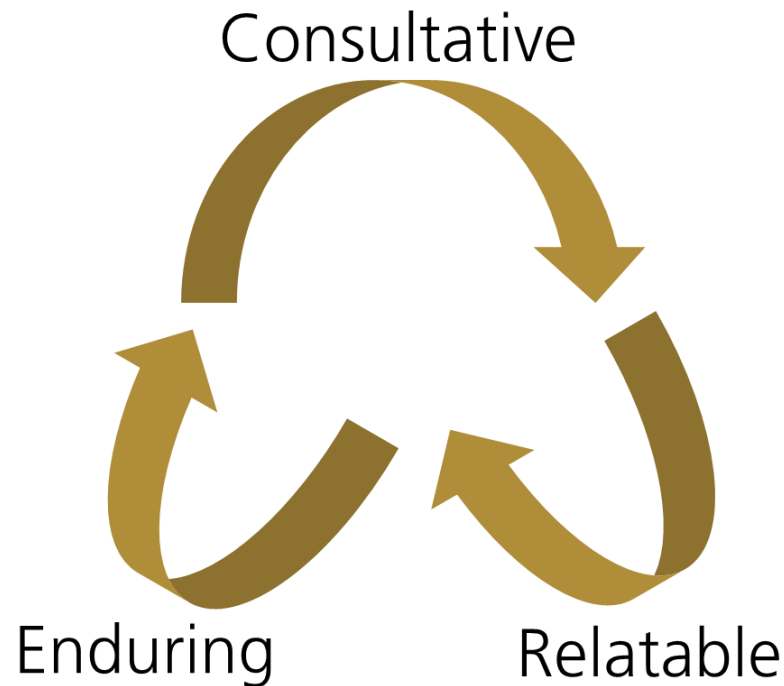
Managing significant places

English Heritage, 2008

Singular narrative

VS

Multi-dimensional narrative





150 GLORIOUS YEARS (1823-1972)



62%

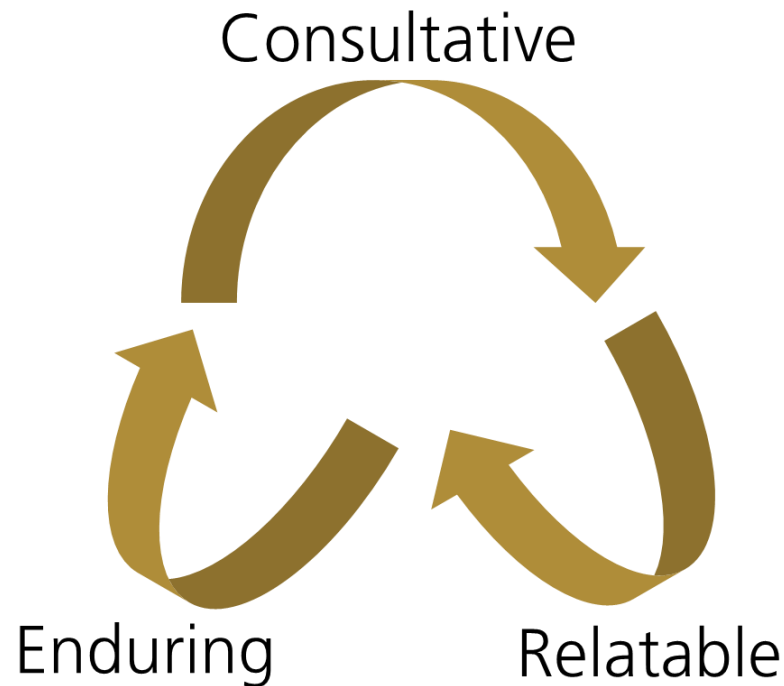
of respondents feel that

RI history is only
relevant to visitors

Day-to-Day memories

VS

Milestones & achievements





S WING



AUSPICIUM MELIORIS AEVI



HOPE FOR A BETTER AGE



INVOLVEMENT

1

CURRICULUM & RESEARCH
Stronger relevance to learning

58%

of respondents felt that

the Y1 RI History module
was not interesting

INVOLVEMENT

1

CURRICULUM & RESEARCH

Stronger relevance to learning

2

ARCHIVES & COLLECTIONS

Expanding artefact repositories

INVOLVEMENT

1

CURRICULUM & RESEARCH

Stronger relevance to learning

2

ARCHIVES & COLLECTIONS

Expanding artefact repositories

3

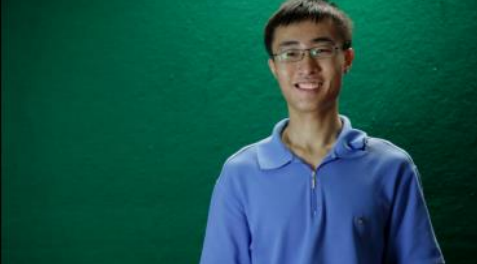
ACCESSIBILITY

Closer interactions with heritage

88%

of respondents wanted students to have

greater access to the
Heritage Centre





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THANK YOU

Raffles Institution

Mrs Cheryl Yap (Head, Archives & Museum) & team

Mr S Magendiran (Senior Deputy Principal)

Mr Jason Tan (Dean, Academic Studies)

Mr Joseph Wong (Discipline Master)

Mrs Joycelene Lim (Head, Research Education)

Urban Redevelopment Authority

Mr Kelvin Ang (Director, Conservation Management)

Ms Sabrina Khoo (Executive Manager, Corporate Communications)

Interviewees

Ms Jasmine Chen (former AD, Education, National Heritage Board)

A/Prof Kevin Blackburn (HSSE AG, National Institute of Education)

Teacher-Mentor

Ms Tang Swee Noi (Dean, Raffles Academy, Raffles Institution)

THE END

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