



President Tan Tai Yong: An ethos of service in Yale-NUS DNA

Text by Melissa Wang | Image by Weave for Yale-NUS College

What is the relevance of liberal arts education for Asian development? – This was the question Yale-NUS College President Tan Tai Yong sought to address at his public lecture, organised by The HEAD Foundation on 26 April.

President Tan, who officially took office on 1 July 2017, noted the common misconception that the liberal arts was a synonym for fine arts.

“The full title is actually liberal arts and sciences, and we take pains to explain this to our students, because they should not assume that coming to Yale-NUS, they are going to be studying only History, Philosophy and Political Sciences. We do have the Physical Sciences, Life Sciences and Mathematical Sciences,” said President Tan.

Sharing more about what the liberal arts model aims to achieve, he highlighted the broad-based, multidisciplinary learning that liberal arts students are exposed to, and how the focus is not just on the subject that is studied, but the purpose of studying those subjects.

“It is meant to provide training for critical reasoning, debate and dialogue – attributes that an educated person would need to be an active participant in civic

life,” President Tan explained. He added, “This, if done correctly, will develop a person to the fullest.”

Noting how the liberal arts model has thrived and flourished in the United States, President Tan also underscored the increased interest in such a model of

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education in Asia, where there has been a growing trend of diversification from specialised courses to a broadening of scope. In Singapore, there has been increased efforts in providing different pathways for students with different aptitude, to provide them with different ways to excel.

“The liberal arts model is one such pathway,” President Tan said, adding that this was not only important to Singapore, but also to other fast-growing

economies like Singapore.

Citing Yale-NUS College as an example, President Tan underscored how our curricular and co-curricular programmes work together to cultivate creativity, curiosity, adaptability, resilience and critical thinking in our students.

believed in this approach and emphasised its importance since joining the College as the Executive Vice President (Academic Affairs) in 2014.

In his welcome speech to the Class of 2019 at the First Year Assembly in 2015, he asked the freshmen to “imagine a college whose purpose, among others, is to prepare them for active roles in civic life; whose curricula and courses challenge students’ imaginations and develop their civic competencies; whose co-curricular activities offer multiple opportunities for students to engage in public work”.

He reiterated this point when he was announced as the new President for the College earlier in March this year.

He added, “This is our grand aspiration. We shall persist with that aspiration, and that ethos of service must find permanent place in the Yale-NUS DNA.”

During his term, President Tan hopes to deepen engagement and strengthen ties with both founding partners, Yale University and the National University of Singapore, and looks forward to working with the College community to “make Yale-NUS a leading light in the world of liberal arts and sciences”.

President Tan has firmly



Students share their experiential learning journey

Text by Wen Kin Lim | Images provided by Tinesh Indrarajah and Elson Ong

Earlier this year, the Centre for International & Professional Experience (CIPE) at Yale-NUS College held its inaugural Leadership Symposium, the culmination of a multi-year programme for developing leadership skills.

At the symposium, graduating students shared their leadership experiences at Yale-NUS. It was the final stage of CIPE's Leadership Certificate Programme, which enables students to develop their leadership skills through personal development, collaborative projects and community service.

Ultimately, the programme hopes to equip students with the skills to enable positive change in their respective communities regardless of their field of interest.

As part of their Leadership Certificate experience, Yale-NUS students challenged stereotypes about mental health and created P.S. We Care, a student-run peer counselling group which provides an alternative mental health resource on campus. Experiential and peer learning are also key parts of the Leadership Certificate experience.

Elson Ong (Class of 2017, *photo on right, front row, first from left*) enrolled in the Leadership Certificate sequence to learn more about what being a leader meant, what different leadership styles are and how to be an effective leader.

His field experiences included an internship in New York with footwear company Marc Fisher Footwear and a 'Migrant Nation' Learning Across (LAB) trip in Hong Kong, where he learnt more about migrant rights and the struggles that migrant workers face in a foreign country.



Elson embraced the opportunities to be exposed to a new culture and environment. "Although everything in this experience screamed unfamiliarity, I learnt the importance of understanding the norms and culture of different communities," Elson shared.

"The sequence in the Leadership Certificate provided a good combination of theory and practical knowledge. Besides the core leadership classes, the sequence included experiential and elective

components that were very hands-on, allowing me to reflect and apply what I have learnt from the core classes to my daily life."

For Tinesh Indrarajah (Class of 2017) (*main photo, second from right*), it was his active involvement in seven sports teams in the College and

capacity of ASEAN citizens, just like how Sarus does. I plan to be involved in societal issues about education and healthcare. I believe my background in both history and public policy stands me in good stead to achieve this goal. The Leadership Certificate process has been instrumental in allowing me the time and space to explore various facets of my identity to achieve the clarity I have today," said Tinesh who will be pursuing further studies in the Yale-NUS Concurrent Degree Programme in Public Policy with the Lee Kuan Yew School of Public Policy.

Tan Yock Theng, Programme Manager of Leadership and Global Citizenship at CIPE, said, "In addition to these tangible impacts of the programme, there are important changes happening within these student leaders. This includes how they navigate challenges while working with others, the variety of ways in which they find their purpose and the evolution of their personal values. We believe that such changes are where the most interesting lessons lie for them."

his role as Yale-NUS Sports Director that led him to join the programme so that he could reflect on team leadership and how to best empower people in his interactions.

His field experience involved working with Sarus, a non-governmental organisation that promotes peace and reconciliation between the people of Cambodia and Vietnam through various community-building events.

"I want to contribute to increasing the human



Learning about physical sciences in Switzerland & France

Text by Julian Low | Images provided by Dr Richard Breedon

During recess week in February 2017, 12 Yale-NUS and NUS students visited several laboratories within the European Organization for Nuclear Research, which is more commonly known as CERN, to learn more about experimental particle physics.

CERN is a research organisation that operates the largest particle physics laboratory in the world. It is based in Geneva, Switzerland, on the Franco-Swiss border.

Led by Dr Richard Breedon from the Science Division at Yale-NUS College, the group consisted of nine Yale-NUS students and three NUS students.

The field trip was the culmination of a half semester 2 modular credits (MC) course named 'Survey of High Energy Physics Experiments'.

Dr Breedon shared that the field trip enabled students to deepen their understanding of the goals and techniques of this particular field after studying about them in the previous six weeks.

"Having mastered the fundamentals, I thought the trip was a great educational experience for the students to see these experiments in real life. I also planned it in a way that the students would have the opportunity to meet and discuss particle physics with active scientists who come from all over the globe to participate in research at CERN. The pedagogical

benefits and learning outcomes are overwhelmingly positive and, hopefully, it would further pique their interest in the physical sciences," Dr Breedon said.

Over the course of the week, the students travelled back and forth between Switzerland and France to see various experiments and exhibits at CERN.



The group visited 'Microcosm', an exhibit that presents an overview of the CERN laboratory and its experiments.

A highlight was a tour of CERN's 'Antimatter Factory', where experiments on antimatter are conducted. They also crossed the border into France and visited the Control Centre of the Large Hadron Collider (LHC), which is the largest and most powerful particle collider in the world.

A particle collider, or accelerator, propels charged

particles close to the speed of light and contains them in beams. These beams are then used for a variety of research purposes.

The students were also able to visit the underground cavern site that houses the Compact Muon Solenoid (CMS) located in the small French commune of Cessy (pictured above).

This particle detector is built around a huge solenoid magnet, which is able to generate a magnetic field about 100,000 times stronger than the Earth's magnetic field.

The students also had the opportunity to engage in discussions with the physicists in the CMS control room.

Overall, the trip was an eye-opening experience for the students.

Dr Breedon shared that a student mentioned that the trip had re-ignited his

interest in physics and he was motivated to take up more physics-related courses next semester.

Another said the trip had reaffirmed his interest in physical sciences and he was inspired to read up more on this field.

Students at Yale-NUS undergo a curriculum in which they learn critical skills and techniques from the arts, social sciences and sciences to approach and solve problems from many different angles. Courses are designed and taught by teams of academics across different disciplines to weave in common threads of inquiry, analysis and global perspectives throughout the curriculum.

The College offers 14 majors such as Anthropology, Environmental Studies and Physical Sciences which are designed to ensure the right balance between maintaining the integrity of individual disciplines and adding the breadth of the Common Curriculum to the subject to augment the learning experience.

This is one of the hallmark traits of the liberal arts education at Yale-NUS, where foundational and transversal skills are developed through interdisciplinary learning across subjects and cultures.

Yale-NUS hosts renowned environmental photographer

Text by Melissa Wang | Image provided by Tom White

Between 3 to 8 March this year, Yale-NUS College hosted renowned environmental photographer and curator James Delano, while he was in Singapore to lay the groundwork for a gallery exhibit.

Students and faculty alike had the opportunity to have in-depth conversations with Mr Delano, and tap on his expertise.

In a true demonstration of cross-disciplinary collaboration at Yale-NUS College, Mr Delano was co-hosted by Mr Tom White, Instructor of Humanities (Documentary, Photojournalism and Visual Communication), as well as Assistant Professor of Social Sciences (Environmental Studies) Matthew Schneider-Mayerson.

Student groups I'DECO and the YNC Photography Club also helped to host Mr Delano for his visit, each touching base with him for specific expertise relevant to their clubs.

Based in Japan, Mr Delano is a world-renowned photographer and author of four photobooks, including *Empire: Impressions from China and Black Tsunami: Japan 2011*. Mr Delano is also well-known as the organiser of the popular Instagram feed *EverydayClimateChange*, which combines breathtaking photography and succinct narratives to bring the drama and urgency of

climate change to a twenty-first century medium. It curates vivid images from all seven continents and has nearly 90,000 followers. His documentary photography focuses on humanity's strained relationship with the environment as well as the ecological consequences of rapid development in East Asia, now spreading to equatorial Africa and the Amazon, including violations of indigenous land and human rights.

During his visit, Mr Delano conducted a photojournalism masterclass, where he shared his experience and advice on developing a portfolio and working on projects with a focus on environmental activism.

The participants had the chance to work on a photo essay and received guidance and feedback on their projects, from the conception of ideas, down to production and editing.

"I found the class to be a good level up for me and interestingly, it was not the techniques that I remember most from this class. A professional photographer can show you the ropes with regard to how to tell a good story using photos, and Mr Delano encouraged me to focus on the story rather than the technique of taking photos," shared Arjun Jayaraman (Class of 2020) who attended the class.

Members of the public

also had the opportunity to speak with Mr Delano at the public panel discussion 'Art and Climate Change: Representation, Connection, Intervention' which Mr Delano headlined.

The panel raised the question of how artists can represent anthropogenic climate change, and addressed the role that visual art – in galleries, public spaces, and digital venues can play a part in the intervention of this, aiding the ongoing struggle to mitigate and adapt to climate change.

Mr Delano was also joined on the panel by Mr Ong Kian Peng, a Singaporean mixed media artist who was awarded the 2015 President's Young Talents Award for his work *Too Far, Too Near*, a two-part installation with audio-kinetic sculptures accompanying a video of melting ice sheets and glaciers filmed on location in Greenland, and Dr Schneider-Mayerson.

Mr White, who moderated the session, shared that the session was well-received and the audience included members of the Yale-NUS and NUS community, professional photographers, as well as environmental enthusiasts.

Mr White who had invited Mr Delano to the College to create a conversation around the issues of climate change and environmental issues, shared, "He [Mr Delano] refers to people like himself

who documenting in the field as the ones who see the changes [to climate change] first hand; as 'canaries in the global coalmine'.

Combining James' on-the-ground expertise with the robust engagement of academic research, the cross-disciplinary nature of photojournalism seems perfectly suited to an issue such as climate change, which is difficult to succinctly grasp," Mr White noted.

Mr White added, "By connecting photography, journalism, art, experience, research and academia, I hope the conversation has sparked ideas that students and staff would then take away and apply in their studies, their teaching and their research. The very ethos of a liberal arts college is to cross-pollinate and climate change is a subject that is going to demand a multidisciplinary response."

Sharing Mr Delano's work with the public, Mr White and Mr Delano had also worked with the Objectifs Centre for Photography and Film Co-founder and Director, Emmeline Yong, to curate a 36-image strong exhibition of work selected from @everyclimatechange's feed. The exhibition was funded by the Centre and displayed outdoors in Singapore's art and heritage district for six weeks.

Dean's Fellows: Mentors for Yale-NUS students

Text by Jeannie Tay | Image by Julian Low

Over summer, nine Dean's Fellows (DFs) checked into Yale-NUS College and dived into intensive training as they geared up to take on their roles as guides, mentors and advisors for Yale-NUS students.

At Yale-NUS, DFs serve as role models for students while contributing to the development of the College's programmes and initiatives. Started since Academic Year 2013/2014, the DF programme is now into its fifth year, and continues to play a pivotal role in advising and empowering students to develop their own initiatives while also mentoring them as they navigate the changes and challenges inherent to a growing and evolving community.

This year, the group of DFs comprises a mix of new and returning DFs, hailing from different nationalities and backgrounds, and each bringing with them unique experiences to add to the diversity of the College community.

For the first time, the College's very own graduate will be taking on the DF role.

Chris Tee, a graduate from the pioneer batch, has chosen to return to the College, a place he has called home for the past four years – this time as a mentor to his juniors.

On re-joining the Yale-NUS family as a staff member, Chris said, "I hope to continue

to contribute to the school which has given me so much in terms of stretching me academically and making me go beyond my comfort zone through extracurricular or experiential learning. I feel being a member of the inaugural class puts me in a unique position as a source of support for subsequent classes because I faced those same challenges just a year or two before them."

Chris' decision to become a DF was partly inspired by the previous DFs who have made a mark in his student life. "I look up to former DFs like Fiona Pay (AY2013/2014), Caroline Manela (AY2014-2016) and Salman Safir (AY2016/2017) for their generosity with their time and energy in meeting students one-on-one, and also how they conducted themselves in professional settings. Having talked to them before taking on this role, I appreciate their honesty in sharing their experiences and making sure that I knew what I was getting into and the difficulties that I might face as a Yale-NUS student transitioning into a Yale-NUS staff member."

Besides Chris, some of the DFs are already familiar faces in the College as they will be continuing in their roles for another academic year. One of them is Julmar Carcedo, who said, "I've decided to stay on as a Dean's Fellow because of the students here at Yale-NUS. The students genuinely care about the development

of their college, and one year with them was not enough. I want to make a greater impact to this community."

Among the new DFs includes Courtney Carter, a recent graduate from Haverford College, Pennsylvania, US. Even though she has never been to Singapore, she is intrigued by the prospect of being part of this young college and looks forward to meeting like-minded people with the same adventurous spirit as her. Courtney is passionate about being part of the residential life community at Yale-NUS and hopes to explore opportunities to help students through programmatic and one-on-one support. "In my role, I hope to be able to help students make their own decisions and feel empowered by the College, and hopefully, also by me."

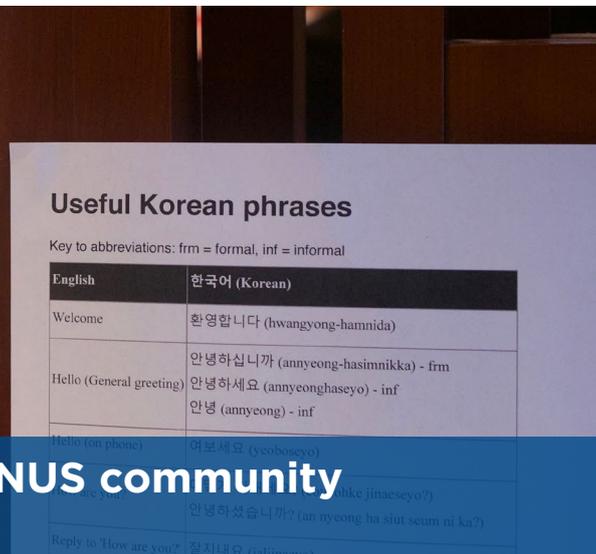
When the DF programme first started in 2013, the DF role existed to help fill the gap of not having any upperclass students at the newly set up college. Over time, and especially with the graduation of the pioneer batch in May 2017, the DF programme has shifted to focus on supporting the upperclass students (sophomore, junior, senior) in an intentional and structured way.

Elaborating on the new focus, Andrew McGeehan, Senior Manager, Residential Life, said, "Each DF will be involved in creating

intentional programming for a specific class year, which means a DF who is assigned to sophomores, for example, will work to create intentional programming that supports sophomores at their stage of development. DFs will think critically about the needs of the students and then tailor their support and programming accordingly."

For the first time also, the DFs will be involved in the teaching of a new first-year module called Transitions – Understanding College and College Life. An optional elective module taught by the Vice Rectors of the three residential colleges, the course will focus on transitioning to college and life skills that are necessary for students to succeed and thrive. Among the topics covered include goal setting, time management, understanding learning styles and study tips. Students further their learning by meeting up with the DFs outside of class time.

With the new semester starting shortly, the DFs are looking forward to meet the students and get started in their roles. Julmar has some tips to share with the students, "Maximise your time here at Yale-NUS. Practise civic engagement. Speak up for what you think is right. Challenge other people's ideas and yours. Stretch yourself while you're in a safe, supportive place."



Bringing culture from home to Yale-NUS community

Text by Wen Kin Lim | Images by Yasunari Watanabe

Inside the warm and bustling kitchen of the Cendana College Buttery, members of the Yale-NUS College community were busy preparing classic Korean dishes and dancing to upbeat K-pop music. This warm and inclusive event held on 30 March, was hosted by Ms Nayoung Won (*photo below, left*), a Korean-American staff of the College, who aimed to bring a part of her culture and home to the Yale-NUS campus.



She did this by sharing her favourite mouth-watering Korean dishes such as bulgogi, kimchi jun and kimbap.

As the Programme Manager of Career Services at the Centre for International & Professional Experience (CIPE) in Yale-NUS, Ms Won usually spends her time providing professional career advice and guidance to students.

Ms Won started her career managing marketing and communications for Deloitte, a global professional services firm. Yet, she found herself spending many weekends and

evenings helping younger students from her alma mater, the University of Michigan Ann Arbor, with not only job applications and interviews, but guiding them to figure out their life purpose along the way.

Driven by a sense of purpose and vision, Ms Won transitioned to a new career field in higher education and student affairs, which ultimately led her to her role in Yale-NUS today.

Ms Won hosted this event outside of office hours to create an informal space for faculty and staff to interact with students.

She explained, "I wanted to share more about who I am, outside of my professional work. I have met a number of students who have shared their appreciation of Korean food, language, or culture, and thought this could be a great opportunity to bring people together."

Ms Won believes that diversity is crucial in influencing students' college

experiences, challenging assumed values and introducing new ideas for critical examination.

Speaking of her own college experience, she said, "Some of the first people I met at college and developed close friendships with, shared parts of their identities that I had never seriously evaluated or considered. The way that they explained their values and invited me to participate in a new culture helped me to become more self-aware of my identity and purpose."

The event was part of Diversity Week at Yale-NUS and the Dean of Students Office's 'Food from Home' programme.

Tapping on the diversity of the College community, the event encourages members of Yale-NUS, faculty and staff included, to bring their



culture to campus through food and cooking.

Serena Quay (Class of 2019) attended the event and felt that like Singapore, Yale-NUS thrives on diversity, much of which is best experienced through food.

She shared, "The event really showed me that Yale-NUS was not like any other College out there. Everyone was so comfortable with each other, and so willing to learn from each other, even me! I taught a CIPE staff how to flip kimchi pancakes and we cracked jokes as we did it and talked about each other's lives. It is heartening to know that we have staff who are invested in you even outside of office hours."

The diversity and the close interactions in the tight-knit community are part of the reasons Ms Won is driven by her work in the College. She shared, "I love working at Yale-NUS and CIPE because of the wide range of students I get to advise, and the very different people I get to work with. While it can be challenging to navigate different communication

styles, preferences, or cultural expectations, these are also the very moments that have helped me to grow both personally and professionally."



Book on forgotten places in Singapore

Text by Daryl Yang | Image provided by Sean Cham

During the Singapore Art Book Fair 2017 held in April 2017, Sean Cham (Class of 2019) successfully launched his first photobook, titled *Yesteryears*. Featuring 50 photographs of places in Singapore that were culturally and historically significant, the book was published by local publishing house, BooksActually.

The photobook was the result of Sean's artistic journey between 2014 and 2015, during which he visited iconic and historically significant places such as the old theatre Yangtze Cineplex, the old Tanjong Pagar Railway Station and the Toa Payoh Dragon Playground.

According to Sean, the idea first came up in 2014 when his grandparents were preparing to move out of their flat in Bukit Merah View, which was slated to be demolished to make way for new developments.

"The shift was definitely great for my elderly grandparents who no longer had to climb five flights of stairs daily to get home in Bukit Merah View. However, the flat held many significant memories for my family and me. I grew up there as a kid and we would visit my grandparents every month. My cousins and I would often play games along the corridors," he shared.

"With the impending demolition of the flat, the memories and stories etched in the buildings will slowly fade and disappear as well. I was interested in capturing

the stories and memories of all the abandoned and forgotten buildings that once held significance to Singaporeans, but are now reduced to mere brick and mortar. In a sense, they painted an alternate narrative to the Singapore story."

Over the course of the next few months, he embarked on a solo journey to visit other places that were forgotten, abandoned or disappearing. At each location, he would construct a unique photograph using himself as a model to capture what he considered their stories.

"The photographs are all self-portraits, so they were all shot by me using my body as a subject. The hardest shoots would have to be the ones where I appear more than once in the photograph. I had to pay special attention to the positioning of my 'clones' and make sure that it looked realistic," he explained.

According to an interview with local blog Culturepush, Sean shared that he decided to publish the photographs into a photobook as a form of closure. "I told myself the series needed a closure. Leaving the photographs in the deep recesses of the World Wide Web will only lead to its ruin, just like the buildings that the series depict," he said.

He approached the owner of BooksActually, Mr Kenny Leck, who was immediately on board with the project.

"I am very grateful for my publisher Kenny and his team at BooksActually and Math Paper Press. I could not have imagined that I would get my work published, as I saw myself as a complete greenhorn in the arts and publishing industry," Sean shared.

As an Urban Studies major with an Arts & Humanities minor, Sean's experiences at Yale-NUS have also helped him in the conceptualisation and publication of his book. For instance, the essay published in his book was written as part of an independent research module with Professor of Social Sciences (Urban Studies) Jane Jacobs.

"In the first semester of my sophomore year, I took on an Independent Reading and Research module with Professor Jacobs. I was very honest with her at the start of the course that by the end of the module, I had hoped to produce an essay for my book. With her guidance, I did my research on modern ruins in Singapore on why they were significant and important in our urban landscape," Sean shared.

Sean was also awarded the Yale-NUS Summer Arts Scholarship to study photography in London in the summer of his freshman year. "This was the first time I was formally educated in photography and I had the opportunity to try darkroom photography. Being exposed

to the arts scene in London and also learning from experts and practitioners in the field was an invaluable experience. Their valuable feedback and comments were very helpful when I was curating and designing my book," he reflected.

When asked about the most memorable shoot location, Sean said that it was at the very place that had sparked off the idea for *Yesteryears*.

"When I went back in 2015 to conduct the shoot, my grandparents had already moved to their new flat and so had most of the neighbours. It was a day before we had to surrender the keys to the flat, and going back just brought back many memories of the place. It reminded me of why I had started the entire series," he said.

Apart from *Yesteryears*, Sean has also worked on other artistic projects such as *Singapore Dream*, which features the stories and dreams of migrant workers working in Singapore.

On his upcoming exciting plans, Sean shared that he is currently finalising his ideas for a new project examining another aspect of the urban landscape.



Rewarding excellence and community building

Text by Yip Jie Ying | Images provided by Manas Punhani and Althea Tan

As Yale-NUS College celebrated its inaugural graduation, several prizes were awarded to some members of the Class of 2017 to recognise their outstanding achievements and contributions to the College. Generously supported by various donors, these prizes include awards for non-academic contributions as well as academic excellence.

The College Community/Spirit Awards for the respective residential colleges (RCs) are supported by the Sanger Family Foundation in recognition of community builders in each RC. The inaugural recipients were Sylvia Gan, Christopher Tee and Subhas Nair for Saga, Elm and Cendana College respectively. As members of the Residential Life Task Force and/or College Councils, the trio were actively involved in organising and supporting RC-wide events, as well as in advising underclassmen both formally and informally, among their many other pursuits and commitments.

“Such an award demonstrates the emphasis we place on developing students holistically. I hope that the residential college programme continues to be that interstitial space that allows for student growth and development to go far beyond the classroom,” shared Christopher, who has since returned to Yale-NUS as a Dean’s Fellow, where he continues to mentor and

support students in their residential life.

Meanwhile, the Class of 2017 Award, made possible by the College’s former Executive Vice President (Institutional Affairs) Mrs Doris Sohmen-Pao, is awarded to a student voted by his/her peers as having contributed the most towards Yale-NUS. The recipient, Benjamin Leong, also humbly shared: “I feel that community really can’t be reduced to just one person – that’s an individual, not a community! Community is really all of us – every person, student, staff and faculty, played a role in making Yale-NUS the way it is.”

Another non-academic award presented at the ceremony was the Emerging Young Leader Award, made possible by Mdm Kay Kuok, Chairperson of Yale-NUS Governing Board. The award is given to a student who has made tangible, sustained contributions in tackling a local or global challenge, thereby enhancing the quality of life in their communities. The recipient was Manas Punhani (*main photo*), co-founder of SDI Academy, a social enterprise that empowers low-skilled migrant workers and refugees with language, vocational and computer skills to help them improve their economic prospects. First inspired by ‘Migrant Nation’ – a Week 7 Learning Across Boundaries programme – the programme has since grown

to train thousands of migrant workers through partnerships with Singapore’s leading companies in the shipping and construction industries.

“SDI Academy helped me find a way to use whatever I had learned in school and apply it in a real world setting, to change the status quo and deliver positive impact on the ground,” said Manas, who is headed for global management consulting firm Oliver Wyman before joining Yale School of Management’s MBA programme in August 2018.

Academic prizes were also given out for the best capstone projects of each major.

Prize in Chinese Studies, awarded to the student who produces the most outstanding capstone project on a Chinese or China-related topic. The Prize, supported by Mr Bernard Tan and Ms Angeline Poon, is named in honour of Mr Tan Sing Meng, whose early education in Chinese fuelled his interest in Chinese language, literature and history, which he hoped to extend to future generations of students.

Althea’s Literature capstone project analysed the Chinese *zhiguai* genre through the adaptation of a Western literary theory – Vladimir Propp’s morphological framework.



Althea Tan (*photo above*) received the Tan Sing Meng

“This Prize came at a time when I was considering my postgraduate options. I had

not actually given much serious thought to going to graduate school for literature until I knew I had been awarded this Prize," she shared. Althea is considering furthering her studies in Chinese Literature or East Asian Studies.

The Bernard Bate Prize was established in memory of the late Professor Bernard Bate (or "Barney" as he was affectionately known by the Yale-NUS community), a linguistic and sociocultural anthropologist and one of the College's inaugural faculty. The joint recipients of the Prize for the best capstone projects in Anthropology were Ronald Chen and Graham Link, both of whom were deeply inspired by Professor Bate in their early years at Yale-NUS.

"This award means many things to me, but above all it is a reminder of Professor Bate's legacy. To be recognised in his name is the honour of my college journey," Graham shared. Originally intending to major in Life Sciences, Graham's in-depth discussions with Professor Bate over various topics eventually drew him towards the social sciences and eventually saw him declaring his major in Anthropology.

Similarly, Ronald explained that receiving the Prize was extremely significant for him. "Professor Barney was my professor, but more than that, a great friend, a confidant, and in some ways a fatherly figure to me," he said. "He was always a strong supporter of many of my pursuits, whether it was doing research

with Indonesian tribes, seeking enlightenment in Nepal, learning Hindi in India, or studying abroad in Jordan for a year."

The Prize is supported by various members of the College's faculty and staff, as well as Professor Bate's friends. "My hope is that the Prize will motivate its recipient to live, love and learn with the same intellectual enthusiasm and generosity of spirit that Barney demonstrated on a daily basis," said Associate Professor Anju Paul, who played an instrumental role in helping to establish the Prize. "Everyone I approached was remarkably generous and supportive of the idea. Their willingness to contribute funds to the establishment of the Bernard Bate Prize was a testament to the love that so

many of us had for Barney." As these seniors graduate and take their first steps beyond undergraduate education, prizes and awards like these serve to recognise both their academic and non-academic achievements, as well as to encourage these students to pay it forward by giving back to their communities in the future.

This feature is the last of a three-part series that focuses on the impact of philanthropy on graduating students.