

# The beginning and development of English boys' and girls' schools and school libraries in the Straits Settlements, 1786-1941

Lim Peng Han<sup>1</sup>

Blk 32, Marine Crescent #17-113,  
Singapore 440032

e-mail: P.H.Lim@lboro.ac.uk

## ABSTRACT

*Throughout the nineteenth century missionaries from Europe and America dominated the setting up of English boys' and girls' schools in the Straits Settlements. In 1899 there were only two known school libraries. During the 1930s more than 70 per cent of English schools had school libraries. In 1937 80 per cent of English Boys' schools had school libraries. However, by 1935 97 per cent of Malay vernacular boys' schools had school libraries since they were funded by the Government. Several factors impeded the development of English school libraries: (a) Most of these schools collect fees and were partially funded through Government grants; (b) There was no central book-buying agency to coordinate the importation of English books from India and Europe as the publishing and distribution of Malay books were centrally controlled by the Education Department; (c) Government funding for English school libraries began in 1939; Europe was already at war and resources were prioritized for the defense of the settlements; (d) The public libraries in Singapore and Penang did not provide services to school libraries as practiced in England; (e) Although two school library associations were established in England in 1937, the movement did not spread to the settlements.*

**Keywords:** School libraries; English schools; Education in the Straits Settlements; Malaya

## INTRODUCTION

The Straits Settlements consisted of Singapore, Penang and Province Wellesley, the Dindings, Labuan, Brunei, the Cocos (or Keeling Islands) and Christmas Island. The island of Penang was granted to the British in 1786 by the Sultan of Kedah. In 1800 Province Wellesley was ceded by Kedah. Malacca was taken from the Dutch in 1795, handed back in 1818, and finally taken over from the British again in 1824, in exchange for the English trading station on Bencoolen on the west coast of Sumatra which was established in 1624. Singapore was founded by Sir Stamford Raffles in 1819 (Watson 1930). These settlements were originally dependencies of India, governed by the East India Company (EIC) (Elcum 1968). In 1858 the EIC was unable to control its military expenditure and had to be liquidated. The EIC's formal rule in India was transferred to the crown (Lawson 1993). On 1 April 1867 the Straits Settlements ceased to be under the Indian Government, and became a separate Crown Colony, directly under the Colonial Office in London (Cook 1907).

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<sup>1</sup> The author is currently a research student at the Department of Information Science, Loughborough University, United Kingdom. He was a Lee Kong Chian Research Fellow at the National Library Board, Singapore, from January-July 2008

This paper focuses on the three main Straits Settlements of Singapore, Penang and Province Wellesley, and Malacca. This research attempts to examine the beginning of English boys' schools and English girls' schools and school libraries during two periods of British colonial rule. The first period covers the nineteenth century (from 1786 to 1900) and the second period covers the twentieth century (from 1901 to 1941), before the Japanese invasion in 1942. The population is and has always been made up of a mixture of many races, speaking many languages. The predominating elements are Malay, Chinese of five tribes from Southern China, each speaking its own language, and Tamil speaking native of Southern India. Besides these, there is a considerable European and Eurasian population, many of the latter being descendents of Portuguese, and speaking in their homes a debased form of Portuguese. The lingua of the Colony is Malay (Elcum 1968). English is the official language, but all notifications were given in Chinese, Tamil and Malay (Cook 1907). Table 1 presents the breakdown of ethnic groups in each of the settlements in 1891 and 1931.

Table 1: Population of Singapore, Penang and Malacca by ethnic groups, 1891 and 1931

Ethnic group	1891 <sup>1</sup>					
	Singapore		Penang		Malacca	
	Persons	Percentage	Persons	Percentage	Persons	Percentage
Chinese	118,418	66%	86,637	38%	17,914	20%
Eurasians	3,557	2%	1,692	1%	1,742	2%
Europeans	3,500	2%	809	0.3%	113	0.1%
Indians	15,618	9%	35,382	15%	1,637	1.8%
Malays	35,417	20%	104,940	45%	70,030	76%
Others	1,743	1%	1,764	0.7%	146	0.1%
<b>Total</b>	<b>178,253</b>	<b>100%</b>	<b>231,224</b>	<b>100%</b>	<b>91,582</b>	<b>100%</b>
Ethnic group	1931 <sup>2</sup>					
	Persons	Percentage	Persons	Percentage	Persons	Percentage
Chinese	419,654	75%	176,518	49%	65,179	35%
Eurasians	6,903	1.5%	2,348	0.6%	2,007	1.1%
Europeans	8,125	1.5%	1,526	0.4%	330	0.2%
Indians	50,884	9%	58,020	16%	23,238	12.4 %
Malays	66,232	12%	118,832	33%	95,307	51%
Others	2,680	1%	2,607	1%	650	0.3%
<b>Total</b>	<b>559,946</b>	<b>100%</b>	<b>359,851</b>	<b>100%</b>	<b>186,711</b>	<b>100.04%</b>

Source: <sup>1</sup>Marriott (1912, 31-42); <sup>2</sup>Scott (1998, 616).

## THE FIRST ENGLISH SCHOOLS AND SCHOOL LIBRARIES UNDER EIC RULE

English schools were called English not because they were for English children exclusively, but rather the medium of instruction was English. The English schools had been set up for the children of European descent or whose parents' mother tongue was English. In time, however, they lost their former exclusiveness and admitted native children as well (Wong 1966). The Anglican chaplain of Penang, Rev Robert Hutchings, wanted to establish a free school to train "a race of intelligent and honest servants" of the Government (Chelliah 1947, 37). The Penang Free School for boys was opened on 21 October 1816, at a house in Love Lane. About \$10,867 were received from public subscriptions between 1816 and 1824 (Elcum 1908). This school is free only in the sense of being open to all creeds (Campbell 1998).

When Sir Stamford Raffles founded Singapore in 1819 he wrote his minutes to establish a college embracing the following objects (Raffles 1991) :

- i. "To educate the sons of the higher order of natives and others;
- ii. "To afford the means of instruction in the native languages to such of the Company's servants and others as may desire it;
- iii. "To collect the scattered literature and traditions of the country, with whatever may illustrate their laws and customs, and to publish and circulate in a correct form the most important of these, with such other works as may be calculated to raise the character of the institution, and to be useful or instructive to the people.

In 1823 a design of the school building was approved and plans were made to purchase printing presses and superintend the printing. Raffles (1991, 79-84) wrote that "Mr Maxwell, as Secretary of the Institution, is requested to take charge of the Library and Museum of the Institution, until suitable buildings may be erected, and to act as Librarian". However, it was not until 1 August 1834 that the Chaplain of Singapore, Mr Darrah, initiated the opening of the Singapore Free School "for the descendents of Europeans could attend, with some of the more advanced boys from the minor schools." The school had 32 boys in the English classes, 18 boys in the Tamil classes and 12 in the Chinese (Buckley 1902, 128). The Singapore Free School was removed from High Street to the Institution in December 1837, then for the first time used for its original purpose (Bazell 1921).

The earliest accessible record of the proposed Singapore Institution and its library and museum was in the third annual report (1836-37) of the Singapore Free School (Hanitsch 1921). On page 8 of the report, there was a short list of books presented to the school, with the remark: "The few books which form the School Library are in constant circulation among the boys and their friends." It was reported on page 9 that "funds will be required to furnish a library and museum, in which books given to the institution and all such specimens of the natural library of these regions as can be collected shall be kept"(Singapore Free School 1837, 8-9). This is the first known record of a school library for the English classes of the Singapore Free School. In 1837 the Singapore Free School was known as the Singapore Institution Free School (Singapore Institution Free School 1838). In the Straits Settlements Annual Reports from 1861, the Singapore Institution Free School was referred to as Raffles Institution (Leong 1981). In 1903, the Raffles Institution was taken over by the Government (Swettenham 1998).

The Malacca High School was originally named the "Free School," and dates back to 1826. It was first supported by the balance of an old Dutch fund and by private donations, and was managed by a committee of the principal residents of Malacca (Elcum 1908). The Malacca Free School was opened on 7 December 1826 with 18 pupils under T. H. Moore in the Parsonage House on the site of the present *Muzium Belia Malaysia* (Malaysian Youth Museum). The school was professedly an English school, but classes were also held in Portuguese, Chinese and Malay. After instruction in their own language, the pupils were transferred to the English classes. In 1875 the trustees came to the conclusion that they could no longer carry on with the funds at their disposal and decided to hand over their school funds and property to the Straits Settlements government. Three years later the Government took over the school and renamed it "The Malacca High School" (Chua 2006, 30-32). The school library was opened in 1924 with Goh Tiow Chong as the honorary librarian. There were 400 books suitable for boys from Standard V upwards. There were 43 sets of books from the Bairns in batches ranging from 30 to 35 books suitable for class use. The library was open to teachers and boys alike on Fridays from 1.30 p.m. till 4 p.m. (Jabatan Pelajaran Melaka 1975, 162).

## **TRANSFER OF THE STRAITS SETTLEMENTS TO THE COLONIAL OFFICE IN 1867: THE FIRST SCHOOL REFORM**

On 1 April 1867 the Straits Settlements were transferred from the control of the Indian Government to that of the Secretary of State for the Colonies in London (Jarman 1998). In 1870, Sir Harry Ord appointed a Select Committee, under the Chairmanship of Colonel R. Wolley, 'to enquire into the State of Education in the Colony'. The Committee recommended putting into effect the following (Wong and Gwee 1980, 11):

- i. To appoint an Inspector of Schools, Straits Settlements.
- ii. To reform the existing Grants-in-aid system, which mainly applied to English schools whether they be missionary or privately run.
- iii. To greatly extend and improve vernacular education, especially Malay vernacular education.

The most important action taken was the creation, in 1872, of the post of inspector of schools for the Straits Settlements, which meant that education was regarded as being of sufficient importance to justify the appointment of an official to supervise it. Not that this was to be his sole function to start with for, very early in his career, the inspector found himself burdened with additional duties such as superintending prisons and collecting revenue, which happened to need attention. It was argued that he could discharge these duties effectively with the minimum interference to his own work, but the recurring complaints made by succeeding inspectors of schools, up to the end of the century, showed that this was not so (Cooke 1966, 390).

Malay vernacular education is entirely free. School buildings, quarters for staff, staff, equipment and books are usually all provided by the Government (Small 1998). English education as a rule is paid for at \$1.50 a month. But in many cases lower fees were taken, and in some cases, especially at the Mission schools, boys were admitted without a fee (Elcum 1968). The Government pays to such schools monthly grants equal to the difference between their revenue and expenditure. The approved expenditure includes pay for the lay staff, rates and taxes on school premises, the cost of repairs and equipment, and salaries of the European missionary teachers (Small 1998).

## **ENGLISH BOYS' SCHOOLS IN THE NINETEENTH CENTURY**

### **La Salle Christian Brothers' Schools (Roman Catholic)**

When the De La Salle Brothers arrived in the East, they must have realized they would never be able to cater for each racial group separately, for example, through vernacular school for each race. The government itself made no attempt to cater for all racial groups. Under such circumstances the Brothers decided to establish schools that would give them the opportunity of contacting the widest of races possible. This was the English schools (Wong 1966). Schools were opened by the Christian Brothers in Singapore and Penang in or about 1852 (Elcum 1968, 137). St Joseph's Institution, a Roman Catholic establishment, was opened on the 1<sup>st</sup> May 1852 in a disused church at No. 8 Bras Basah Road. Its foundation was due entirely to the enterprise of the Rev Father Beurel (Bazell 1921, 452). St Xavier's Institution in Penang was founded in 1852, and originally known as St Xavier's Free School (Elcum 1908). In the early twentieth century the St Joseph's Institution and St Xavier's were largely attended by Eurasian Catholic boys, but have also a slightly larger number of Chinese pupils, most of whom were not Christians (Kynnersley 1902, 2).

In 1880 the La Salle Brothers constructed St Francis School in Malacca. It was completely a French mission school (Jabatan Pelajaran Melaka 1975). In 1900 the Inspector of Schools reported that “the teaching staff is insufficient and the masters, with the exception of the Headmaster, of a very inferior class, and particularly deficient in knowledge of English” (Merewether 1998, 571).

#### **Portuguese Roman Catholic Mission**

On 1 August 1879, Fr Jose Pedro Santana da Cunha, Assistant of the Church of St Joseph’s started a mixed school, known as St Anthony’s Convent under the patronage of St Anne, in a rented house in Middle Road. On December 1887, the Inspector of Schools suggested that the school should be regarded as separate schools, each receiving a Government grant. In November 1893 the school became known as St Anthony’s Boys’ School for the boys and St Anthony’s Girls’ School remained for the girls (Teixeira 1963, 181-182).

#### **Church of England**

St Andrew’s School of the Church of England was founded in 1862 in Singapore and became an aided school in 1875 (Young 1953).

#### **Methodist Episcopal Mission**

Other schools have been opened in the different Settlements from time to time, chiefly by the religious bodies of various denominations. The most important of these have been the Anglo-Chinese schools (ACS) in Singapore and Penang, the former established in 1886 and the latter some years later (Elcum 1968, 137). The Malaysia mission of the Methodist Episcopal church arrived in Singapore in 1885 and opened a school on 1 March 1886 at No. 70 Amoy Street (Bazell 1921, 457-458). The school library was formed as early as 1888, the gift of Tan Beng Guan as stated in the school’s annual report the same year by Rev Oldham. Subsequently, there were no records which deal with reading or the library, until the revived ACS Magazines in 1929 referred to a *Straits Times* article that ACS was “setting a fine example which ought to be followed by other schools, in that her students by far outnumbered the students of any other school as members of the Raffles Junior Library.” This may perhaps, explain the apparent absence of a school library at Cairnhill: boys who wanted to read had a ready resource near the school. However, small specialized libraries were set up during the 1930s for athletics, geography, history and photography. The history library began with 37 volumes, growing to 62 in 1937, including works of both fiction and non-fiction. In 1930, in addition to specialized libraries, there were four class libraries. During the year, 159 new books were added, making a total of 950 volumes, as well as eight copies of the daily newspapers available on reading stands that were always crowded before and after school, and during the interval (Lau and Teo 2003, 58).

The Pykett Methodist School Penang, formerly a section of the Anglo-Chinese School Penang, was founded in 1891 by the Methodist Mission (Ho 1964). In September 1903, the school was refurnished, at a cost of \$6,000, subscribed by several Chinese gentlemen of Penang. There was at the school a well-selected library, given by Mr Foo Choo Choon (Elcum 1908, 274). The Anglo-Chinese Schools both in Singapore and Penang were very largely attended, mostly by Chinese boys (Kynnerley 1902). In fact, from the very beginning most of the boys who attended Methodist schools were Chinese, not because the mission was solely interested in them, but because they were the majority in the large towns and were so alive to the vocational advantages of an English education (Cooke 1966, 384).

By comparison with the Roman Catholic and American Methodist Missions, the other churches have played a modest part in educational development. The Anglicans were the most important of the three agencies involved. The three leading schools of the Straits Settlements, namely the Penang Free School, Malacca High School and Raffles Institution (1834), were closely associated with the Anglican Church during their early days. All were run by private committees on which the government was represented. Anglican influence came about through the colonial chaplains who, in each Settlement, had been largely instrumental in starting the schools. It is significant that these three schools were, in the beginning, normally called the Protestant Free Schools (Cooke 1966, 389).

#### **Society for the Propagation of the Gospel**

The education in Tamil and English schools in the Province Wellesley Estate Schools was entirely under the Management of Rev Mc D. Courtney of the Society for the Propagation of the Gospel. The first school was opened in 1879 in the Prye Estate. This was followed by Caledonia, Simpang Ampat, Bukit Tengah and Batu Kawan estates. The missionaries have made efforts to apply for the government to examine these schools to qualify for grants (McNair 1998).

#### **Presbyterian Church**

In 1894 the Rev A. Lamont of the Presbyterian mission opened the Eastern School (Murray 1921). The Eastern School was taken over by the Methodist Mission in 1900, and closed after inspection in 1902 (Bazell 1921, 460).

#### **Undenominational Boys' Schools**

In 1885, Mr Gan Eng Seng, the chief store-keeper of Guthrie and Co., opened a school teaching Chinese and English to Chinese boys. Fees were collected by those who can afford to pay and it became an aided school in 1888. It became a purely English school after the founder's death (Bazell 1921, 457). On 1 January 1938 the Government took over the school after it ran into financial difficulties (Linehan 1939, 42).

In dealing with the teaching of English, the Government was greatly helped by the fact that other schools had already done the pioneer work. The policy adopted was to afford the various nationalities the opportunity of learning elementary English through their own language. The first two Government English boys' schools in Singapore were erected in 1874, at Cross Street and Kampong Glam. (Bazell 1921, 469-470). In 1906 a new building was erected at Outram Road, and the Cross Street School was known as Outram Road School (Bazell 1921, 470). The Kampong Glam Malay Branch School was established in 1876 (Murray 1971) as a 'feeder' school to Raffles Institution (Doraisamy et al. 1969, 37). In 1897 the Kampong Glam Malay Branch School and the Kampong Glam Malay School, "known as the Kampong Glam English Class" were combined into one school, known as the Victoria Bridge School, in a new building erected close to Victoria Bridge (Elcum 1898, 210). The Victoria Bridge School functioned as "a separate and entirely English school" (Wilkinson 1899, 87). Up to 1930 the highest class was Standard V, but in 1931, owing to the demand for secondary education and the lack of accommodation at Raffles Institution, it became a secondary school (Young 1953, 2). Table 2 presents a summary of English boys' school in each of the settlements, including their average enrolment in 1900. There was a total of 29 English boys' school and a total of 141 Malay boys' school in the Straits Settlements in the same year. The expansion of Malay boys' schools was rapid and extensive since Malay vernacular education is entirely free. School buildings, quarters for staff, staff, equipment and books are usually provided by the Government (Small 1940). Out of the 29 schools in 1900, only four were government schools and two were undenominational (Appendix A).

The rest were aided missionary schools from the Protestant, Roman Catholic, Methodist Episcopal, Presbyterian and Society for the Propagation of the Gospel. Their primary objective was to promote religion first and education was the secondary objective. The expansion of English boys' schools in the nineteenth century was dominated by various religious orders since they consisted of 79 per cent or 23 out of the 29 English boys' schools in 1900. This suggests that the development of these schools were varied and uneven, and school buildings, funding and qualified teaching staff were not readily available when compared to the Government run Malay vernacular schools.

Table 2: Government English boys' and Aided English boys' schools in the Straits Settlements, 1900

<b>Singapore</b>	<b>No.</b>	<b>Average enrolment</b>	<b>Average attendance</b>
Government English Schools	3	559	522
Aided English Boys, Schools	11	2,779	2,462
<b>Penang and Province Wellesley</b>			
Aided English Boys, Schools	11	2,203	1,907
<b>Malacca</b>			
Government English Schools	1	171	159
Aided English Boys' Schools	3	443	395
<b>Total English Boys' Schools</b>	<b>29</b>	<b>6,155</b>	<b>5,445</b>
<b>Straits Settlements</b>			
<b>Total Malay Boys' Schools</b>	<b>141</b>	<b>6,591</b>	<b>4,947</b>

Source: Elcum (1901, 165).

## **ENGLISH GIRLS' SCHOOLS IN THE NINETEENTH CENTURY**

### **Church of England**

The Raffles Girls' School, consisting of boarders and day scholars, was opened in the Singapore Institution on 4 March 1844. On 1 January 1903, together with the boys' school, it was taken over by the Government (Elcum 1908). In 1928 Raffles Girls' School moved to a new building at Stamford Road (Young 1953). The St George's Girls' School in Penang was started by Mrs Biggs, wife of a chaplain in Penang in 1884. Its objective was to bring within of every class of English speaking girls a thorough education. Religious instruction was given according to the teaching of the Church of England. Parents who did not belong to the English Church may withdraw their children during the period of religious instruction (Elcum 1908, 276). In 1899 the conditions of the school was not entirely satisfactory, keeping boarders which was a loss for the school's funds. The location of the school in close proximity to the Oriental hotel was undesirable (Egerton 1998, 472).

### **Dames of St Muar's: Convent of the Holy Infant Jesus (CHIJ) (Roman Catholic)**

Convent schools for the teaching of English were established in Singapore and Penang, and later in Malacca. These institutions continue to do an admirable educational and charitable work (Elcum 1968, 137). The Fathers of the Society of the Foreign Missions found it absolutely necessary to get help for missionary work amongst the girls of Singapore. The Rev Father Beurel went to France, and approached the Rev Mother-General of the Sisters of the Convent of the Holy Infant Jesus (CHIJ) for assistance. His request was granted. Three Sisters

from France arrived in Singapore in 1852, and they were later sent to Penang, where their first house was founded (Murray 1921, 253-254). The Convent was established in Georgetown, Penang in 1852 (Cavenagh 1998). By 1872 the large Convent or St Muar's School and Orphanage, located on the sea-side was "one of the most excellent institutions in Penang" (Campbell 1998, 171).

The "Town" Convent in Singapore was opened in 1854. There were two classes, one for the 14 fee-paying pupils and the other for orphans and pupils (nine boarders and 16 orphans) who could not afford to pay anything (Kong et al. 1994, 45). The Convent of the Holy Infant Jesus (CHIJ) in Victoria Street was the second Catholic mission school in Singapore, and the first for girls (Kong et al. 1994, 2). It became an aided school in 1881 (Bazell 1921).

The CHIJ in Malacca was opened in Tranquerah with an enrolment of 26 pupils and three mission teachers in 1860. The school enrolment grew steadily and a piece of land was bought by the mission in 1867 to put up a building. A branch of the school was opened in Tranquerah Road at the beginning of 1884 but it was closed after a few years (Jabatan Pelajaran Melaka 1975).

#### **Portuguese Roman Catholic Mission**

The St Anthony's Girls' School was opened in 1879, in a small house in Middle Road. The girls' were chiefly Malaccan Portuguese (Bazell 1921). In the early twentieth century the school was attended chiefly by descendents of the Portuguese (Kynnersley 1902, 2). On 11 December, the first batch of Canossian Daughters of Charity arrived in Singapore and by 1895 the school was passed into the hands of the Nuns (Teixeira 1963, 182-183). In 1896 it became a government-aided school (Canossian Sisters of St Anthony's Convent 1994).

#### **Methodist Episcopal Mission**

Two and a half years after the founding of the American Methodist Mission in Singapore, Miss Sophia Blackmore founded the Methodist Girls' School on 15 August 1887. It began as a Tamil Girls' School with nine Indian girls. A school for English-speaking girls was set up in 1894, but after three years, it was amalgamated with the Methodist Mission Girls' School and became known as the Methodist Girls' School (Lim et al. 1987, 2-3).

Fairfield Methodist Girls' School was founded in 1888, also by Blackmore, who was then working among the Chinese Community in Telok Ayer area. In 1899 it became a government-aided school. In 1912 it was named Fairfield Girls' School after a certain Mr Fairfield donated US\$5,000 to put up a concrete building (Ho 1964, 289).

The Penang Methodist Girls' School began when Dr B. F. West started the Anglo-Chinese School in 1892 at Northam Road. The increasing demand for female education resulted in the purchase of a large residence on the corner of Logan and Anson Roads (Ho 1964, 757).

#### **Udenominational Girls' School**

The education of Chinese women and girls has been almost entirely neglected, except by missionaries, in schools which the Chinese gentry would not help to support. The Straits Chinese or the Babas opened the Chinese Girls' School (Cook 1907, 24) in 1899. It was made an aided school a year later (Young 1953).

By 1900 there was no Government English girls' school in the Straits Settlements. All the 10 Government-aided English girls' schools were missionary schools (Table 3), from the



Protestant, Roman Catholic, Methodist Episcopal and Church of England orders (Table 4). In the same year there were 28 Malay girls' schools (Elcum 1901).

Table 3: Aided English girls' schools in the Straits Settlements, 1900

<b>Singapore</b>	<b>No.</b>	<b>Average enrolment</b>	<b>Average attendance</b>
Aided English Girls' Schools	5	824	736
<b>Penang and Province Wellesley</b>			
Aided English Girls' Schools	3	394	318
<b>Malacca</b>			
Aided English Girls' Schools	2	155	140
<b>Total English Girls' Schools</b>	<b>10</b>	<b>1,373</b>	<b>1,194</b>
<b>Total Malay Girls' Schools</b>	<b>29</b>	<b>753</b>	<b>572</b>

Note: There was no Government English girls' school in 1900.

Source: Elcum (1901, 165).

Table 4: Aided English Girls' School in the Straits Settlements in 1899

<b>Protestant</b>	<b>Settlement</b>	<b>Year est.</b>	<b>Enrolment</b>
1. Raffles Girls' School	Singapore	1844	216
2. St George Girls' School	Penang	1884	79
<b>Dames of St Muar (Roman Catholic Order)</b>			
3. Convent School	Singapore	1852	253
4. Convent School	Penang	1860	280
5. Convent School at Bandar Hilir	Malacca	1860	90
<b>Portuguese Roman Catholic Mission</b>			
6. St Anthony's Girls' School	Singapore	1879	117
7. Tranquerah School	Malacca	1858	71
<b>Methodist Episcopal Mission</b>			
8. American Mission Girls' School	Singapore	1887	135
9. American Mission Chinese Girls' School	Singapore	1888	55
10. Anglo-Chinese Girls' School	Penang	1892	52
<b>Total average enrolment</b>			<b>1,348</b>

Note: Up to 1899 there was no Government English girls' school.

Source: Wilkinson (1900, 143).

## **FEEDER SCHOOLS AND THE COMBINED SYSTEM**

From an organizational point of view, English schools were divided into two types: the feeder system and the combined school system. In general the government preferred the feeder system as it was the solution to the problem of providing, within a limited supply of more highly qualified staff, for the increasing demand of English education in the rapidly growing towns (Wong 1966, 471).

Wong (1966) also reported that a universal combined school system would involve many small and thus expensive secondary schools. The Lasallians Christian Brother schools opted for the combined school system where the pupils could study continuously in one combined school throughout their school life. They took into consideration the fact that in such a system the friction in progress from primary to secondary classes would be minimized. These schools were professedly Catholic, and as the general education goes hand in hand with religious instruction, the combined system was essential (Wong 1966, 471).

### **THE FIRST POLICY TO INITIATE ENGLISH SCHOOL LIBRARIES**

Up until 1899, there were only two known school libraries among the English schools in the Straits Settlements, one at the Singapore Institution in 1837 (Singapore Free School 1837, 8-9) and the other is Anglo-Chinese School in Singapore established in 1888 as a gift from a Chinese businessman (Lau and Teo 2003, 58). In 1899 the Inspector of Schools, Wilkinson, noticed that: "No suitable library exists; the funds of the Raffles Library are all absorbed in the purchase of literature for adults. The boys have therefore no opportunity of acquiring the habit of reading." Therefore he allocated a small vote \$250 for each of the two larger settlements, Singapore and Penang for the initiation of a school library. "Most of the boys attending the Straits Schools were not of English race and know no English when they come to school. Indeed they come to learn it. They often (but not invariably) have knowledge of a Malay *lingua-franca* which lacks copiousness in vocabulary and precision in grammar. Hitherto they have received their instruction through the medium of this patois (Wilkinson 1900, 137).

In 1900 there were 11 Government-aided schools. There were 11 Government-aided schools in Singapore and three Government English schools in Singapore, namely the Cross Street School, Victoria Bridge School and the Kampong Glam Chinese Branch School (Wilkinson 1900, 143). In 1900 it was reported that \$229.69 was allocated for a school library in Penang but it did not state the name of the school (Birch 1998, 428). This was only a one off funding for an initiation of a school library since official records showed no money was allocated in 1901. However in Singapore there was no record of the \$250 allocation to initiate a school library.

### **GROWTH OF EARLY TWENTIETH CENTURY ENGLISH BOYS' SCHOOLS AND SCHOOL LIBRARIES, 1900-1941**

#### **La Salle Christian Brothers School (Roman Catholic)**

In 1932 St Patrick's School was built to relieve the congestion at St Joseph's Institution (Balan et al 1977, 42). The school was opened on 16 January 1933 and Bro Stephen assumed its Directorship in 22 January 1934 (St Patrick's School 1983, 20). Frank James, who taught English literature, started the school library (Alfred 2002). On 5 June 1934, the new school library, "a rarity in Singapore at that time," was opened by Bro Stephen (St Patrick's School 1983, 20). In 1941 the school was turned into a military hospital after World War II broke in Europe (Alfred 2002). A full list of five La Salle Christian Brothers schools in the Straits Settlements in 1938 is presented in Appendix B.

#### **Other Roman Catholic Missions**

In 1852 Fr Ambrose came to Serangoon in Singapore to start a mission. In 1916 an English class was started and it later became the Holy Innocents English School. In 1937 the Brothers

of St Gabriel came to Singapore to manage the school (Emmanuel 1997). In 1920 the St George's English School was opened at Balik Pulau (Tan 1976). It was reported that the Roman Catholic Mission schools were lower in standard than St Xavier's Institution (Hall 1922, 552).

#### **Methodist Episcopal Mission**

The Methodist School in Nibong Tebal, was established in 1903 by Mr Gnasagamani. It was then the only English School in Province Wellesley and was known as Anglo-Chinese School (Ho 1964).

The Malacca Anglo-Chinese School was started on 24 January 1910 with seven pupils, by the headmaster Rev C. C. Underhill, in the home of a Chinese gentleman in Heeren Street, Malacca. In 1941 a new building was built with 12 classrooms, a tiffin shed, an assembly hall, a science room, an Arts and Crafts room and a library. During the Japanese occupation the school was completely looted (Ho 1964, 313-314).

#### **Church of England**

In 1901 St Mark's at Butterworth was set up by the Church of England (Tan et al. 1976, 38). See Appendix B for a full list schools affiliated with the Church of England in 1938.

#### **Government English Boys' Schools**

In 1905 "two excellent new buildings" at Outram Road and Victoria Bridge were built in Singapore (Elcum 1906, 70). In 1929 a school library was opened at Victoria Bridge School (Kloss 1931). The Pearls Hill School was opened in 1913 (Elcum 1914). The Gaylang English School was opened in 1923 initially for 320 pupils. Rangoon Road School was completed at the end of that year (Winstedt 1924). Telok Kurau English School was opened in 1926 (Winstedt 1927). By 1938 there were 13 Government English Boys' Schools in Singapore (Linehan 1939). Appendix C presents the details of these schools.

In Penang, the Northam Road School was opened in 1922 with 12 teachers (Wolff 1923, 208). The Hillview Government School was opened the following year (Volues 1998, 321). Farquhar Street English School was opened in 1926 (Winstedt 1927). The High School, Bukit Mertajam, was opened in 1927 with an enrolment of 327 (Winstedt 1928, 164). In 1938 there were six Government English Boys' Schools in Penang (Appendix C).

The Bandar Hilir English School in Malacca was opened in 1923 (Winstedt 1924). In 1938 there were only three Government English Boys' Schools in Malacca (Appendix C).

The growth of English Boys' Schools in the Straits Settlements before 1921 was dominated by the various missionary groups since they consisted of 75 per cent of all English Boys' Schools. The rapid expansion of English boys' schools was the result of building more Government English Boys' Schools after the 1930s, particularly in Singapore and Penang as shown in Table 5.

The significant presence of school libraries, like the expansion of English boys' schools occurred after 1930 when 70 percent or more English boys schools have school libraries shown in Tables 6 and Appendix D.

Table 5: Expansion of Government English boys' schools and Government-aided English boys' schools in the Straits Settlements, 1900-1938 (selected years)

	1900	1911	1921	1931	1938
<b>Singapore</b>					
Government English Schools	3	4	4	10	13
Aided English Boys, Schools	11	6	9	6	9
<b>Penang and Province Wellesley</b>					
Government English Schools	0	0	1	7	6
Aided English Boys, Schools	11	11	10	9	8
<b>Malacca</b>					
Government English Schools	1	2	2	3	3
Aided English Boys' Schools	3	1	2	2	2
<i>Total English Boys' Schools</i>	<b>29</b>	<b>24</b>	<b>28</b>	<b>37</b>	<b>41</b>
<b>Total Enrolment English Boys' School</b>	<b>6,155</b>	<b>7,586</b>	<b>14,183</b>	<b>18,955</b>	<b>17,932</b>
<b>Percentage of Government Boys' Schools</b>	<b>14%</b>	<b>25%</b>	<b>25%</b>	<b>54%</b>	<b>54%</b>
Straits Settlements					
<b>Total Malay Boys' Schools</b>	<b>141</b>	<b>150</b>	<b>160</b>	<b>174</b>	<b>171</b>
<b>Total Enrolment Malay Boys' School</b>	<b>6,591</b>	<b>10,994</b>	<b>13,012</b>	<b>20,264</b>	<b>22,282</b>

Sources: Elcum (1901, 165); Hall (1912, 280); Wolff (1922, 219 & 226); Morten (1932, 50 & 61); Linehan (1939, 168 & 204).

Table 6: Growth of English boys' schools and school libraries in the Straits Settlements, 1933-1937

	Total Schools	Staff Libraries	School Libraries	Class Libraries
<b>1933</b>	39	31 (79%)	29 (74%)	15 (38%)
<b>1934</b>	41	36 (88%)	35 (85%)	13 (32%)
<b>1935</b>	42	36 (86%)	34 (81%)	18 (43%)
<b>1936</b>	42	38 (90%)	32 (76%)	23 (55%)
<b>1937</b>	41	NA	33 (80%)	26 (63%)

Note: NA means information was not available.

Sources: Morten (1934, 28); Morten (1935, 28); Morten (1936, 48); Morten (1937, 44); Keir (1938, 41)

## GROWTH OF EARLY TWENTIETH CENTURY ENGLISH GIRLS' SCHOOLS AND SCHOOL LIBRARIES, 1900-1941

### Dames of St Muar': Convent of the Holy Infant Jesus

CHIJ Katong Convent was set up as a private English school in 1930 in a Rambling seaside bungalow in Marine Parade. In January 1932, under Sr St Theodora, the first principal, it was given grant-in-aid status (CHIJ Katong Convent 2002).

In Penang, the Convent was established in Balik Pulau in 1930. St Teresa's Convent was set up in Butterworth the same year (Tan 1976).

**Portuguese Roman Catholic Mission**

The Sacred Heart Convent Primary English School was officially opened by Rev Father Anthonis Cardoso, the Chief Rev of Macao, on 24 May 1905 (Jabatan Palajaran Melaka 1975).

**Methodist Episcopal Mission**

The Methodist Girls' School, Malacca, was founded by Mrs Emma Ferris Shellabear, wife of Dr W. G. Shellabear, in the home of the late Mr and Mrs Tan Keong Keng at No. 122 (now No. 142) Heeren Street on 1 June 1904 (Ho 1964, 323).

**Government English Girls' School**

In 1909 the St George's Girls' School was taken over by the Government. The Government has to provide quarters for the staff to attract good teachers (Elcum 1910). There was no Government English Girls' School in Malacca. From 1900 to 1938 it was the various missionary groups that kept the English Girls' school running from 10 to 12 as presented in Table 7. By 1911 the Government only set up two English Girls' School, the Raffles Girls' School in Singapore and the St Georges' Girls School in Penang. It was only after the 1930s that more than 70 per cent of the English Girls' schools had school libraries as shown in Table 8 and Appendix E. In 1936 more than 90 per cent of the English Girls' schools have school libraries. The importance of school and class libraries in English girls' schools both in widening general knowledge and in improving the English of the pupils was being emphasized. In 1937 there was only one school without a library (Keir 1938).

Table 7: Expansion of Government English girls' schools and aided English girls' schools in the Straits Settlements, 1900-1938 (selected years).

	1900	1911	1921	1931	1938
<b>Singapore</b>					
Government English Schools	0	1	1	1	1
Aided English Girls' Schools	5	5	5	5	6
<b>Penang and Province Wellesley</b>					
Government English Schools	0	1	1	1	1
Aided English Girls' Schools	3	2	2	5	5
<b>Malacca</b>					
Government English Schools	0	0	0	0	0
Aided English Girls' Schools	2	3	3	3	3
<b>Total English Girls' Schools</b>	<b>10</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>Total Enrolment of English Girls' School</b>	<b>1,373</b>	<b>2,774</b>	<b>4,318</b>	<b>7,207</b>	<b>7,921</b>
<b>Percentage of Government Girls' School</b>	<b>0</b>	<b>17%</b>	<b>17%</b>	<b>15%</b>	<b>14%</b>
<b>Straits Settlements</b>					
<b>Total Malay Girls' Schools</b>	<b>28</b>	<b>30</b>	<b>34</b>	<b>40</b>	<b>48</b>
<b>Total Enrolment of Malay Girls' School</b>	<b>753</b>	<b>971</b>	<b>1,043</b>	<b>2,577</b>	<b>3,360</b>

Sources: Elcum (1901, 165); Hall (1912, 280); Wolff (1922, 219 & 226); Morten (1932, 50 & 61); Linehan (1939, 168 & 204).

Table 8: Growth of English girls' schools and school libraries in the Straits Settlements, 1933-1937

	Total Schools	Staff Libraries	School Libraries	Class Libraries
1933	15	10 (67%)	11 (73%)	9 (60%)
1934	16	9 (56%)	12 (75%)	6 (38%)
1935	16	12 (75%)	12 (75%)	11 (69%)
1936	16	12 (75%)	15 (94%)	12 (75%)
1937	16	13 (81%)	15 (94%)	NA

Sources: Morten (1934, 41); Morten (1935, 41); Morten (1936, 69); Morten (1937, 65); Keir (1938, 57 & 60).

## DISCUSSION AND CONCLUSION

In the nineteenth century it was the European and American missionary groups who initiated the beginning and development of English boys schools and school libraries in the Straits Settlement, although their primary goal was to promote their religion. By 1900 there were 29 English boys' schools, of which four were government schools. However, there were only two known school libraries, both in Singapore. Throughout the nineteenth century the missionaries set up ten English girls' schools. There were no Government English Girls' Schools and no known school libraries in these schools.

More English schools were set up following the transfer of the Settlement to the Colonial Office in London in 1867, and the first official enquiry into the state of vernacular education was conducted in 1870. In 1872 the first Inspector of Schools was appointed and Education Department established to extend government funded Malay schools and reform the Grants-in-aid system applicable mainly to English schools. English Boys Schools increased from 29 in 1900, to 37 in 1931 and 41 in 1938 (Table 1). The significant increase in 1931 was due to the setting up of more Government English boys' schools in Singapore and Penang.

The first policy to provide a school library in an English school in Singapore and Penang was initiated by Acting School Inspector, Wilkinson. In spite of this policy, about half of English boys' and girls' schools had school libraries. In an educational conference in 1925, Winstedt and Watson (1925) reported that there was neither permanent text-book committee, nor a central book-buying agency for English schools. Therefore English books were ordered with, little or no planning and coordination, from a variety of sources from Europe, Crown Agents, London publishers or from India. Mr. C. G. Coleman, Inspector of Schools for Singapore and Labuan, complained that books ordered from Europe or India sometimes failed to reach in time (Winstedt and Watson 1925, 2-3). In 1939 it was discussed that publishers will not published local titles because "there is not a big enough demand to make them a financial proposition". Thousands of copies were printed at one time for countries like Africa and India, however, for Malaya an edition of 10,000 copies would be sufficient for several years and no publisher is willing to tie up his money for such a period unless he has some guarantee (Education Department 1939, 63). It was agreed in the same year that schools can apply to the Department of Education the sum of \$2 a year per pupil to purchase books for school libraries (Education Department 1939, 129-130). However, little would have been done considering Europe was at war and preparations were made to prepare for the Japanese invasion of Malaya.

It was not until after the 1930s that more than 70 per cent of English boys' and girls' schools had school libraries (Table 9, Appendix D and E). The percentage reached 80 per cent in 1937 as shown in Tables 6 and 8. In 1935, 97 per cent of Malay boys' schools had school libraries (Morten 1936). There were more libraries in Government Malay boys' school probably due to the fact that they were centrally financed and controlled although there were no much books made available as published in the Education Code 1936 (Education Department 1936, 16-17). There were, however, no known records on school libraries in Government Malay girls' schools (Lim 2008). This lack of school libraries could probably be due to the curriculum having a definite bias towards domestic science and life at home as Malay girls were taught needlework, cookery, laundry and house-wifery (Purdom 1931).

Table 9: School libraries in English boys' and girls' schools in the Straits Settlements in 1921, 1926, 1930 and 1932.

	1921	1926	1930	1932
<b>Government English Boys' Schools</b>				
Singapore	4	7	10	11
Penang	1	4	6	8
Malacca	2	3	3	3
Sub-total of Government English Boys' Schools (A)	7	14	19	22
<b>Aided English Boy's Schools</b>				
Singapore	9	7	6	6
Penang	10	10	9	9
Malacca	2	2	2	2
Sub-total of Aided English Boys' Schools (B)	21	19	17	17
Total English Boys' Schools (A) + (B)	28	33	36	39
<b>Government English Girls' Schools</b>				
Singapore	1	1	1	1
Penang	1	1	1	1
Malacca	0	0	0	0
Sub-total of Government English Girls' Schools (C)	2	2	2	2
<b>Aided English Girls' Schools</b>				
Singapore	5	5	5	5
Penang	2	2	4	5
Malacca	3	3	3	3
Sub-total of Aided English Girls' Schools (D)	10	10	12	13
Total English Girls' Schools (C) + (D)	12	12	14	15
<b>Total English Boys' and Girls' Schools (A) + (B) + (C) + (D)</b>	<b>40</b>	<b>45</b>	<b>50</b>	<b>54</b>
Total English Boys' and Girls' School Libraries	15	27	37	39
<b>Percentage of English Boys' and Girls' schools with school libraries</b>	<b>38%</b>	<b>60%</b>	<b>74%</b>	<b>72%</b>

Sources: Wolff (1922, 219 & 221); Winstedt (1927, 305 & 307); Winstedt (1931, 782-783); Morten (1933, 56-57).

The Raffles Junior Library, the first of its kind in British Malaya was opened on 21 July 1923, with the primary objective "to create among children and young people taste for reading healthy literature." There was an initial stock of 1,000 books, all published in English (Kloss 1924, 9-10). In 1938 the membership of pupils of the Raffles Junior Library (public) increased by 118 and in Penang Library (public) by 141 (Linehan 1939, 60). However, this is only one per cent of the total enrolment of English boys' and girls' schools totaling about 25,853 (Linehan 1939, 204). In England as early as 1911 library services to schools included bulk

loans of books from the public library system (Ellis 1968). Such services were not available in the settlements, however, through the kind offices of the Inspector of Schools, Mr. H. T. Clark, assistance has been sought and readily given in connection with the formation of libraries in up-country schools (Johnston 1930). But such assistance was limited considering professional librarianship and school librarianship as a vocation and movement did not exist then. In 1921 the Raffles Library was elected to Institution membership of the Library Association (LA) in England "with the object of regularly securing much profitable information in connection with modern library practice and development" (Moulton 1922, 14). The formation of the School Library Association (SLA), and the School Section of the LA in 1937 in England acted as catalysts. Both had similar aims to promote the development and use of the school library as an instrument of education in schools of all kinds, and to this end, organized branches, published booklists, pamphlets and newsletters (Ellis 1968, 172).

The first professional Malayan Library Group was established in 1955 with only about half-a-dozen qualified librarians in the whole of the Federation and Singapore, only one of whom was a local person (Anuar 1961, 2). The first course on librarianship for school teachers was conducted for the first time in the same year. The course consisted of a series of lectures by L.M. Harrod, Director of the Raffles Library, W.J. Plume, Librarian of the University of Malaya, University Librarians J.M. Waller and E.H. Clark (Lim 1955, 47-48), although they did not have specialist knowledge on school librarianship. It was a commendable effort on the part of these librarians to conduct the first short course on librarianship for the teacher librarians in Singapore. The introduction of the association of professional librarianship and school librarianship as a movement in Singapore and Malaysia, as historical events suggest, was a postwar phenomena towards further library development.

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**APPENDIX A**

Government English boys' schools and aided English boys' schools in the Straits Settlements in 1899

<b>Government Schools</b>	<b>Settlement</b>	<b>Year est.</b>	<b>Enrolment</b>
1. Cross Street School	Singapore	1874	374
2. Victoria Bridge School	Singapore	1874	193
3. Kampong Glam Chinese Branch	Singapore	NA	79
4. Malacca High School	Malacca	1826	162
<i>Aided Protestant English Schools</i>			
5. Raffles Institution	Singapore	1823	393
6. St Andrew's	Singapore		243
7. Free School	Penang	1816	705
<i>Aided Roman Catholic Schools</i>			
8. St Joseph's Institution	Singapore	1852	389
9. Our Lady of Lourdes Anglo-Tamil School	Singapore	1885	37
10. St Xavier's Free School	Penang	1852	462
11. St Xavier's (Pulau Tikus)	Penang	1880s	83
12. Roman Catholic Anglo Tamil School	Penang	1880s	83
13. St Francis School	Malacca	1880	241
<i>Aided Roman Catholic Portuguese Mission</i>			
14. St Anthony's Boys' School	Singapore	1886	299
15. Tranquerah	Malacca	1858	82
16. Bandar Hilir	Malacca	NA	53
<i>Methodist Episcopal</i>			
17. Anglo-Chinese School - Singapore	Singapore	1886	554
18. American Mission Anglo-Tamil School	Singapore	1891	33
19. Gaylang Mission School	Singapore	1899	17
20. Pykett Methodist School	Penang	1891	492
22. American Mission Tamil School	Penang	NA	68
<i>Presbyterian</i>			
23. Eastern School	Singapore	1891	225
<i>Society for the Propagation of the Gospel</i>			
24. Bukit Tengah School, Province Wellesley	PW, Penang	1880s	86
25. Prye Estate School, Province Wellesley	PW, Penang	1879	22
26. Batu Kawan Estate School, Province Wellesley	PW, Penang	1880s	14
27. Byram Estate School, Province Wellesley	PW, Penang	1880s	20
<i>Undenominational</i>			
28. Anglo Chinese Free School	Singapore	1885	326
29. Cheang Jim Hean's Free School	Singapore	1893	121
<b>Total average enrolment</b>			<b>5,810</b>

Source: Wilkinson (1900, 143).

**APPENDIX B**

Government-aided English boys' schools in the Straits Settlements in 1921 and 1938.

	<i>Settlement</i>	<b>Year est.</b>	<b>1921</b>	<b>1938</b>
<i>La Salle Christian Brothers</i>				
St Joseph's Institution	Singapore	1852	1,366	1,214
St Patrick's School	Singapore	1933	-	521
St Xavier's Institution	Penang	1852	1,419	1,178
St Xavier's Pulau Tikus School	Penang	NA	121	329
St Francis Institution	Malacca	1880	533	558
<b>Roman Catholic (Various)</b>				
St Anthony's Boys' School	Singapore	1886	549	505
Holy Innocent's English School	Singapore	1915	58	321
St George's School, Balik Pulau	Penang	1920	-	75
<i>Church of England</i>				
St Andrew's School	Singapore	1852	632	832
St Mark's School, Butterworth	PW, Penang	1901	88	211
<i>English Presbyterian Mission</i>				
Choon Guan English School	Singapore	1925	-	163
<i>Methodist Episcopal</i>				
Anglo-Chinese School, Primary	Singapore	1886	See below	473
Anglo-Chinese School, Middle	Singapore	1886	See below	380
Anglo-Chinese School, Secondary	Singapore	1886	1,765	416
Anglo-Chinese High School	Penang	1891	1,474	356
Anglo-Chinese Middle School	Penang	1891	See above	413
Anglo-Chinese Primary School	Penang	1819	See above	371
Anglo-Chinese, Nibong Tebal	PW, Penang	1903	155	198
Anglo-Chinese School	Malacca	1910	157	329
<b>Total average enrolment</b>			<b>8,317</b>	<b>8,843</b>

Note: PW means Province Wellesley. NA means not available.

Sources: Wolff (1922, 224); Linehan (1939, 194-198).

**APPENDIX C**

Government English boys' schools in the Straits Settlements in 1921 and 1938

<i>Name of School</i>	<b>Settlement</b>	<b>Year est.</b>	<b>1921</b>	<b>1938</b>
Raffles Institution	Singapore	1823	455	789
Outram School	Singapore	1905	528	512
Victoria School	Singapore	1876	909	643
Pearls' Hill School	Singapore	1911	606	533
Gaylang English School	Singapore	1923	-	461
Rangoon Road School	Singapore	1924	-	372
Teluk Kurau English School	Singapore	1926	-	380
Radin Mas School	Singapore	1926	-	216
McNair School	Singapore	1928	-	419
Serangoon English School	Singapore	1929	-	422
Bukit Panjang English School	Singapore	NA	-	107
Pasir Panjang English School	Singapore	NA	-	199
Gan Eng Seng School (est. 1885)	Singapore	1938	546	481
Free School	Penang	1816	1,108	758
Hutchings School	Penang	1928	-	342
Francis Light School	Penang	1930	-	307
Wellesley Primary School	Penang	NA	-	461
Westlands School	Penang	NA	-	318
High School, Bukit Mertajam	PW, Penang	1927	-	484
High School	Malacca	1826	440	343
Bandar Hilir English School	Malacca	1908	62	392
Tranqurah English School	Malacca	1925	-	150
<i>Total average enrolment</i>			<b>4,654</b>	<b>5,534</b>

Note: Year of establishment of each school was retrieved from various issues of the *Straits Settlements Annual Reports of the Education Department, 1884-1939*. NA means not available.

Sources: Wolff (1922, 222); Linehan (1939, 194-198)

## APPENDIX D

## Staff and school libraries in English boys' and girls' schools, 1921-1932 (selected years)

	1921				1922			
	Staff library	School library	Total schools	%	Staff library	School library	Total schools	%
Singapore	8	10	19	51%	8	10	19	51%
Penang	5	3	14	21%	4	4	15	27%
Malacca	-	2	7	29%	-	2	7	29%
Total	13	15	40	38%	12	16	41	39%
	1923				1925			
	Staff library	School library	Total schools	%	Staff library	School library	Total schools	%
Singapore	8	10	19	51%	13	11	20	55%
Penang	5	5	15	33%	8	8	16	50%
Malacca	1	3	7	43%	2	7	8	86%
Labuan	-	-	-	-	-	1	1	100%
Total	14	18	44	62%	23	27	45	60%
	1926				1927			
	Staff library	School library	Total schools	%	Staff library	School library	Total schools	%
Singapore	13	11	20	55%	13	11	21	52%
Penang	8	8	17	47%	9	9	19	47%
Malacca	4	7	8	86%	7	4	8	50%
Labuan	-	1	1	100%	-	1	1	100%
Total	25	27	45	60%	29	25	49	51%
	1928				1929			
	Staff library	School library	Total schools	%	Staff library	School library	Total schools	%
Singapore	13	14	22	64%	13	15	22	68%
Penang	10	10	19	53%	3	10	19	53%
Malacca	8	8	8	100%	8	8	8	100%
Labuan	-	1	1	100%	-	1	1	100%
Total	31	33	50	66%	24	34	50	68%
	1930				1932			
	Staff library	School library	Total schools	%	Staff library	School library	Total schools	%
Singapore	14	17	22	77%	15	18	23	78%
Penang	10	11	20	55%	10	12	23	52%
Malacca	8	8	8	100%	8	8	8	100%
Labuan	-	1	1	100%	-	1	1	100%
Total	32	37	50	74%	33	39	54	72%

Sources: Wolff (1922, 219 & 221); Wolff (1923, 230 & 232); Winstedt (1924, 128 & 130); Shelley (1926, 226 & 228); Winstedt (1927, 305 & 307); Winstedt (1928, 180 & 182); Winstedt (1929, 244 & 246); Watson (1930, 936-937); Winstedt (1931, 782-783); Morten (1933, 56-57).



**APPENDIX E**

Government-aided English Girls' schools and Government English Girls' schools in the Straits Settlements in 1921 and 1938

	<b>Settlement</b>	<b>Year est.</b>	<b>1921</b>	<b>1938</b>
<i>Dames of St Muar</i>				
Convent of the Holy Infant Jesus	Singapore	1852	687	1,160
Convent, Katong	Singapore	1930	-	264
Convent of the Holy Infant Jesus	Penang	1852	797	1,246
St Teresa's, Butterworth	PW, Penang	1930	-	152
Convent, Pulau Tikus	Penang	1880	-	247
Convent of the Holy Infant Jesus	Malacca	1860	318	496
<i>Italian Canossian Institute</i>				
St Anthony's Girls' School	Singapore	1879	211	654
Convent of the Sacred Heart	Malacca	1905	116	276
<i>Methodist Episcopal Mission</i>				
Methodist Girls' School	Singapore	1887	453	764
Fairfield Girls' School	Singapore	1888	394	540
Anglo-Chinese Girls' School	Penang	1892	293	561
Anglo-Chinese Girls' Bukit Mertajam	PW, Penang	NA	163	113
Suydam Girls' School	Malacca	1904	83	327
<i>Undenominational</i>				
Singapore Chinese Girls' School	Singapore	1899	371	286
<i>Government Girls' School</i>				
Raffles Girls' School	Singapore	1844	328	565
St George's Girls' School	Penang	1884	310	462
<b>Total average enrolment</b>			<b>4,524</b>	<b>8,114</b>

Note: Year of establishment of each school was retrieved from various issues of the *Straits Settlements Annual Reports of the Education Department, 1884-1939*. NA means not available.

Sources: Wolff (1922, 222 & 224); Linehan (1939, 174-176).