ABSTRACT

Most studies on Chinese education define it as the provision of schooling using Chinese as the medium of instruction. This, too, will be the sense in which the term will be used in this study. Studies on the transformation of Chinese education in Singapore during this period (1945-1955) were however, limited, and have never been studied in depth as many focused their attention on the transformation of Chinese education in Singapore during three periods: pre-war, pre-independence and independence.

This thesis examines the series of transformation which Singapore Chinese education went through and enabled it to survive through the period 1945-55 till today. Firstly, a brief understanding of Singapore's societal change during 1945-55 will be provided, highlighting the linkage between Singapore society and Singapore Chinese education. Next, I will divide the period 1945-55 into two segments:

1) 1945-1949: re-building of Chinese education during post-war period,
   focusing on the contributions of Mr. Tan Kah Kee and Mr. Lee Kong Chian.

2) 1950-1955: challenges faced by Chinese education in Singapore
   i) Formation of “Malaya Nation perspective building”
   ii) Nanyang University
   iii) The drop in the number of Chinese school students and the idea of English of paramount importance

This is followed by the importance and usefulness of Chinese education in Singapore.

The study of transformation of Chinese education in Singapore 1945-55 therefore reveals the difficulties that Singapore Chinese education experienced before it attained today's position. This itself is significant for the research.