

Development of Special Malay Class among Malay Community Until 1957

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Abstracts

Special Malay Program is a two-year transition class for Malay pupils before they may enter Standard 1V English schools. Every year, special admission exams are held to ensure that only eligible pupils can continue their education after finishing Malay school grades three and four. This study employs a qualitative approach, drawing on materials such as the Colonial Office Record, Annual Report, District Office Report, State Secretary's file, and meeting minutes held in the National Archives of Malaysia. According to the study's findings, only male students were first given the opportunity to enrol in the Special Malay Class. Local leaders are working to encourage Malay students of all genders to pursue their studies in this field. In conclusion, after the end of WWII, the Malay community has become more aware of the Special Malay Class, which has resulted in an increase in applications. The implications of this article show that, even though the British did not intend to enhance Malay education in the beginning, the Special Malay Class effectively helped Malay pupils understand English.

Keywords: Special Malay Class, Malay Education, British Colonial

Intorduction

The plural society existed due to the inclusion of Chinese and Indians during the British occupation of Malaya. The impact of the racial diversity has resulted in the vernacular school system in Malaya. There are four types of vernacular schools, namely English schools, Malay schools, Tamil schools and Chinese schools. In the early stages the British seemed uninterested in advancing education for the Malays for fear of rebellion against the colonialists like in India. However, the awareness of the Malay community on the importance of education led them to ensure that the children could pursue higher education after the completion of Malay school. Thus, the Special Malay Class (SMC) is a special degree for Malay students who are academically capable to continue their schooling in English schools. Education in Malay vernacular schools is limited as it only provides students up to fifth grade. So the opportunity to get a better job in British administration is available if they continue their studies in the Special Malay Class (Saad, 1977). Pupils from Malay vernacular schools can continue their schooling in English schools if they pass the entrance exams to the Special Malay Class (Annual Report, 1922). They will be in the Special Malay Class for at least two years before being absorbed into the English school's Standard IV (Idris, 2016).

Problem Statement

The main objective of education introduced by the British government towards the Malays was to eliminate illiteracy, ensure that the Malays remained either farmers or fishermen and settled in the village area (Education Report, 1935). The British government also limited the number of Malay admissions to the high level because they wanted the Malays to hold lower positions in the British administration such as clerks and postmen (Ratnavadivel, 2007). Thus, this proves that the British government does not intend to mandate the teaching of English subjects to Malay students (Saadon, 2009). There is even an age issue for Malay students who want to continue their studies in English schools. Malay students who wish to enter an English school must be under 11 years old. Additional requirements for male pupils must be to pass the fourth grade while female pupils must pass the third grade of the Malay school.

The difference in the school age between boys and girls is because Malays are worried about their daughter's safety when they go to and go to school (Idris, 2016). In fact, the Malays still adhere to the customs and cultural institutions that are the mainstay of their lives especially when they fear losing their workforce especially when parents go out to work to help manage the family. Malay school students who wish to enter an English school need to enter the Special Malay Class to enable them to master English subjects especially English communication as well as writing subjects. Upon completion of two years in the Special Malay Class, they will be admitted to the English school's Standard IV (Loh, 1975). However, before they are successfully admitted, they need to obtain excellent approval in the exam and also pass an interview for admission to an English school (Annual Report of Education, 1920). Therefore, many of the Malays who have completed primary schooling are no longer interested in continuing their studies to a higher level.

Research Methodology

In this study, researchers used qualitative methods to produce studies that matched the characteristics of historical writing. The emphasis in this qualitative study is the analysis of documents and manuscripts. This method of document study involves researching and analysing the records that existed during the British colonial period especially before independence. For the purpose of obtaining primary resources, researchers have made reference in the National Archives of Malaysia to obtain primary materials especially annual records such as the Annual Education Department Report, NNMB Annual Report (Annual Report of Federated Malay State), NNS Report (Straits Settlements Report), State Gazette (Gazette), private files as well as CO (Colonial Office Record) obtained from the National Archives of Malaysia and local universities. For the second source, the researchers conducted the study at the Tunku Bainun Library of the Sultan Idris Education, the Main Library of the University of Malaya, the Za'ba Library of the University of Malaya and the National Library of Malaysia.

Literature Review

Muhammad Ridzuan Idris in his study entitled *Perkembangan Pendidikan Wanita Melayu Di Negeri-Negeri Melayu Bersekutu, 1896-1941* focused on the development of women's education in the Federated Malay States (NNMB) from 1896 to 1941. The focus of her research was the discussion on the development of Malay women's education in terms of the role and commitment of the British government in developing women's education. The development of women's education is focused on the development of physical infrastructure,

administrative and management development, curriculum development and even financial allocation. Her research also discussed the obstacles and challenges faced by Malay women's education from 1896 to 1941. The obstacles and challenges discussed include customs and cultural constraints, problems of administrative and management weaknesses, problems of curriculum weaknesses and the problem of lack of financial allocation. His writing uses many primary sources such as colonial office records, annual reports and state secretary records. However, the discussion on Special Malay Class is limited as the focus of her research is on the education of Malay women before independence (Idris, 2016).

For Siti Aisyah Abdullah through her study of the *Latihan dan Perkhidmatan Perguruan Sekolah Inggeris dan Sekolah Vernakular di Negeri-Negeri Melayu Bersekutu, 1896-1941* highlighted the extent of the differences in the British government's policy towards the development of admission schemes, teacher training schemes, salary schemes and retirement schemes between English school teachers and Malay schools. His study also discussed three levels of differences in British government policy, the first stage from 1896-1905, the second stage 1906-1917 and the third stage of 1918 to 1941. The initial level of the British government was seen as deliberately providing poor college training to Malay school teachers in contrast to the training received by teachers in English schools. The second stage of the study led to a reduced training gap between the two teachers in the school with the establishment of the Federal Legislative Council (MMP). MMP is seen as a field for Malay rulers to voice opinions on the problems of teachers in Malay vernacular schools. The latter level was seen when the king, the nobility and British officials began to give serious attention to Malay schools especially in the matter of training and teacher services which were far behind the English school teachers. However, this study focused more on the training and services of English and Malay school teachers in the Federated Malay states. Thus, studies on Special Malay Class become limited and limited (Abdullah, 2018).

Compared to Mahani Musa in her study entitled *Sejarah dan Sosioekonomi Wanita Melayu Kedah 1881-1940*, she discussed in quite detail the Kedah Malay women from social and economic aspects. The focus of writing is more on the socio-economic improvement of Malay women in Kedah and the problems it faces. His writing uses a lot of resources from court records as well as other primary sources. The discussion given about the Special Malay Class although relatively brief can help the researchers understand the problems of the development of Malay education and the British policy towards education. However, her research only involved the education of Malay women in Kedah and the discussion was also quite limited (Musa, 2003).

Khairi Ariffin in his study entitled *Dasar Kolonial British Terhadap Pendidikan Melayu di Tanah Melayu 1900-1957* focused on the development of Malay education in the British colonial era (1900-1957). The discussion focused more on the discrimination of British policy towards Malay education in Malaya between 1900 and 1957. He also discussed the real intention of the British to provide primary education to the Malays especially for boys. The question of Malay language, secondary education and education for girls was also ignored by the British colonial government. However, overall the focus of this study is more on vernacular education in Malaya. Hence, due to the large scope of the study, the discussion on Special Malay Class became limited and limited (Ariffin, 2009).

Findings

Requirements for Special Malay Class

The British set the entry requirements for English schools to overcome the imbalance of foreign and Malay students. Students who wish to enter an English school must go through Primary Class and be not more than 8 years old and above and not less than 6 years old. However, there is a problem of admission of students who do not qualify but will be considered by the British government. While for Special Malay Class the minimum age requirement of not more than 12 years is due to schooling factors until reaching grade 4 in Malay school which takes 5 years. If a pupil from a Malay school enters the school when he is 7 years old and completes his studies at grade 4 at the age of 10.

Education Code II (Regulation for Aided English School in the F.M.S) in 1925, which made it clear that Malay pupils wishing to enter English schools must have conditions such as:

Section 16 (ii) and (iv) should be amended as follows:

Section 16 (ii) "the pupil, if a boy, must have passed Standard IV or V, and if a girls, Standard II or III in a Malay Vernacular School".

Section 16 (iv)" the pupil must pass a medical examination provided that unless a lady medical officer can conduct it the examination may be remitted in the case of girls

(Free English Education for Girl,1925)

Pupils who are interested in applying for Special Malay Class must be not more than 11 years old (Inspection Report of Special Malay Class, 1938). When pupils are in Malay schools, they must submit a birth registration letter for school registration purposes. This is to ensure that only students aged seven to 12 years old can study in Malay schools. Therefore, the Headmaster will ensure that every registered student has a birth registration letter (Birth Certificate) (Admission to Special Malay Classes 1948-1949, 1947). Other than birth registration letters, other statements cannot be used as valid evidence to determine the age of the child (Admission of Malay School Pupils in to English School Special Malay Classes for 1950, 1949). Malay school teachers will submit these students' documents if they are selected to the Special Malay Class to ensure that only those who are eligible can continue their studies.

Priority Pupils

In the early stages only male students were involved with the Special Malay Class. In Perak male students who entered the Special Malay Class increased to 316 from the previous year 200 in 1922 (Annual Report, 1923). There was also an increase in the admission of male pupils to English schools from 789 in 1922 to 968 in 1923. There was an increase of 24 percent and 12 percent compared to other races (Annual Report, 1924).

In Selangor the number of male students who pass and qualify for the Special Malay Class is given a free fee (Saadon, 2007). This number increased in 1923 by 480 compared to 358 the previous year. In Negeri Sembilan in 1923, 48 male students received scholarships. And another 390 people received free education (Negeri Sembilan Administration Report, 1925). The increase in the influx of English school students in Pahang was received from two districts namely Raub and Kuantan. 84% of the 56 pupils enrolled in English schools from

these two districts (Pahang Administration Report, 1923). Only five students failed during the Special Malay Class 1923 session in Pahang (Annual Report, 1923).

In his Annual Education Report in 1938, W.Lineham (Director of Education Straits Settlements and Advisor on Education, Malay States) stated

There were no Malay Special Classes for girls similar to these for the boy because the number involves did not warrant forming these classes but the Malay girls were given special attention so that they would be able to take their place in the higher classes at an age not markedly beyond that of the girls of other race who go to the English school without any preliminary vernacular education (Annual Report, 1938).

This shows that in the Annual Report on Education for the Straits Settlements (NNS) and the Federated Malay States (NNMB) until 1938, there was still no Special Malay Class for Malay female students. So until 1938 without the existence of the Special Malay Class, the number of Malay girls in NNMB who attended English schools was only 367 compared to 3 048 Chinese and 1 750 Indian pupils (Idris, 2016).

How to enter Special Malay Class

Only pupils who have obtained excellent fourth grade approval will be considered for admission to the government's English schools. This is because the learning of students in Malay schools will not necessarily ensure that they can master English well. Furthermore, Malay school pupils do not speak English at home. Pupils of the fourth grade of the Malay school are not promised to be able to enter English schools as they have to sit for the entrance qualification exam before being admitted. This selection is held to determine the eligibility of a pupil to study in an English school. Through this examination, it is clear that the selection of admission to English schools is not only focused on age level but also on the quality and level of achievement of the students. (Annual Report,1928.)

Malay students who wish to continue their studies to English schools are required to sit for the Special Malay Class (Annual Report, 1922) entrance exam. Only students who are eligible and have obtained excellent approval in the examination can continue their Special Malay Class (Idris, 2016). Siti Faridah binti bti Tamby's application for admission exam but was interested in Special Malay Class was rejected by the Senior Inspector of Schools Melaka despite being under 11 years old (Admission of Malay School Pupils in to English School Special Malay Classes for 1950, 1950). Malay school teachers have the responsibility to ensure that students are prepared to undergo entrance examinations in English schools and undergo medical examinations (Special Malay Classes in English School (Policy, 1956).

Among the items tested during the examination were Ilmu Hisab, Bahasa Melayu, Tawarikh, Bachaan Jawi and Rumi and the Thinking Test (Admission to Special Malay Classes (1956)-Clifford School, 1955). Pupils who fail the first time can repeat the entrance exam a maximum of two times provided that they do not pass the age qualification set by the British (Special Malay Classes in English School (Policy, 1956). Two Malay students from Kajang Selangor High School were selected to the Special Malay Class namely Junid bin Mohamad Yusoff and Idrus bin Zainal after undergoing a rigorous entrance exam (The Straits Times, 12 Feb 1952).

Table 1

Location of Special Malay Class Entrance Examination in Terengganu

Examination Places	Things tested during the exam
Tengku Ampuan Mariam School, Kuala Terengganu	
Chabang Tiga School, Kuala Terengganu	
Bukit Tunggal School, Kuala Terengganu	Chongak
Jerteh School, Besut	Ilmu Hisab
Kuala Brang School	Malay Kecherdekan
Kampong Raja Boys' School, Besut	
Dungun Boys' School	
Chukai Boys' School, Kemaman	

Sumber: Edu.T No.222/56 Special Malay Classes in English School (Policy).

Table 1 above shows the Special Malay Class examination place in Terengganu 1956. The examination was conducted simultaneously at all locations designated by Chief Education Officer Terengganu on 25 October 1956 starting at 8.30 am. Students should be prepared to answer the knowledge of *Hisab*, *Chongak*, *Bahasa Melayu* and the *Kecherdekan* Test. The examination supervisor consists of an Assistant Nazir and a Group Teacher appointed by the Terengganu Education Office. Headmasters of Malay vernacular schools must submit the information of pupils by 30 September 1956. The pupil's information includes the name and bin, degree, date of birth and birth certificate number of the pupil who will take the exam. Headteachers are required to make sure to all students who are eligible to take the exam even though their parents are unable to pay the Special Malay Class (Special Malay Classes in English School (Policy), 1956). Scholarships and hostels will be provided for eligible and admitted students to the Special Malay Class (Admission to Special Malay Classes 1956, Sulaiman School Bentong, 1956).

After 1946 there was a high demand from parents of Malay pupils for Special Malay Class but their children lacked English proficiency. Hence, on the initiative of the United Malays National Organisation (UMNO) various classes were held to ensure that students can master English well. Members of the Seremban branch of UMNO delegates met with the Senior Inspector of School to apply for more Special Malay Class classes to be opened at the Negeri Sembilan English School (The Straits Times, 30 Jan 1952). UMNO Kedah delegates provide additional English classes in Alor Star and Sungei Patani area which are two classes at noon and night for Special Malay Class 1 students (The Straits Times, 25 Nov 1949). The Perak Clerical Union will conduct classes three times a week in Ipoh for Special Malay Class (The Straits Times, 17 Nov 1949).

Curriculum Special Malay Class

Special Malay Class school sessions are 5 days a week for 12 weeks each.

Table 2

Special Malay Class Class Schedule

	7.45	8.20	8.55	9.20	10.05	10.40	11.15	11.50	12.25
SUN	P.E	And	G	And	I	<u>A</u>	HI	And	D
MY	And	<u>A</u>	S	<u>And</u>	N	HY	In	And	HW
TUES	P.E	And	<u>HI</u>	<u>And</u>	And	And	<u>A</u>	And	D
WED	And	A	<u>And</u>	HY	R	<u>G</u>	And	In	HW
THURS	P.E	And	G	S	V	And	<u>A</u>	<u>And</u>	D
					A				
					L				

Sumber: E.O.M No 265/1938 Inspection of Special Malay Classes in Bandar Hilir English School

Instructions:

P.E- Physical Edu.

S - Singing

HI- History

E - English

D - Drawing

HY-Hygiene

A - Arithmetic

HW – Handwork

W- Writing

G- Geography

Table 2 shows the Special Malay Class timetable in English schools. Among the subjects studied during the Special Malay Class are Physical Education, English, Mathematics, Health Education, History, Drawing and Geography. 35 minutes are allocated for each time including rest time. English must be taught 16 hours a week compared to no preparation for other subjects. The subjects that need to be given homework are outlined in the students' table (Inspection of Special Malay Classes in Bandar Hilir English School, 1938).

Special Malay Class 1 focuses on conversational training and storytelling activities on what happens in the classroom. While grammar strengthening activities are related to objects that are around the class and the body of the pupil. For health education pupils are applied with a good attitude in the classroom, means of care for teeth, hair and skin. Pupils were also introduced on how to take care of health in general. In addition, for Geography subjects students were briefly introduced how to view maps through globes, weather systems and learn to convert terms in Geography to English. Arithmetic focuses on the operations of plus, subtract, multiply and divide, fractions and weights and weights (Inspection of Special Malay Classes in Bandar Hilir English School, 1938).

Special Malay Class 2 focuses on conversation training and storytelling activities using four Malayan Series books. While grammatical strengthening activities are related to parables, how to write absenteeism to school, the use of hyphens, analyzing the use of active sentences and passive sentences. For health education pupils are taught about malaria, mosquito life cycle, simple diet and good food care. In addition, for Geography subjects students will review the subjects learned in Special Malay Class 1. They are also introduced to the movement of rivers, the position of mountains, the movement of the earth and the

processes taking place day and night. Arithmetic focuses on large numbers, calculation of money, profit and loss, distance and space as well as reviewing the topic Special Malay Class 1 (Inspection of Special Malay Classes in Bandar Hilir English School, 1938)

To strengthen the English proficiency of Special Malay Class students the teaching and learning hours of English are set at 16 times per week and the division as below:

Table 3

English time distribution in Special Malay Class

Activities	Allocation of time per week	Allocation of time per school term
Read	5	60
Grammar and Conversation	8	96
Spelling	2	24
Speech exercises	1	12
SUM	16	192

Sumber: E.O.M No 265/1938 Inspection of Special Malay Classes in Bandar Hilir English School.

Based on Table 3 during the two years in the Special Malay Class, English subjects are highly emphasized in preparation for pupils to enter the Standard IV English school. So 16 hours per week are allocated for pupils to master English communication as well as writing. The number of English lessons and learning is also compulsory to reach 192 hours during the 12 weeks. Such activities include reading, grammar and conversation, spelling and speech training. The allocation of grammar and conversation time is 8 hours per week until it reaches 96 time per term. The number of reading exercises per week is 5 per week and is carried out 60 times per school term while spelling 2 times per week and 24 times for one school term. Compulsory speech training is 1 time per week and 12 times during the school term (Special Malay Classes in English School (Policy), 1956).

Clothes

Melaka High School does not designate official school attire. Pupils are free to wear shirts according to their culture. For Malay students, they wear sheaths, brackets and slings while attending school. Every pupil must wear clean clothes. Clothes that have fleas will be fined. The hygiene aspect should be given more attention as teachers apply the question in all matters including in the matter of clothing. (Inspection of Special Malay Classes in Bandar Hilir English School, 1938). Sultan Ismail College designated male pupils to wear shorts and short-sleeved shirts. While Zainab School prescribes the wearing of skrits and blouses for girls. The girls' tracksuits are short and short sleeve singlets.

Student Attendance

The attendance of pupils to school is mandatory. If a pupil is absent from school for more than a week then the school will send a letter to the parents of the pupil to find out where the child is not present at the school. Even for pupils who did not attend school due to the lag of the train the school did not take action. (Inspection of Special Malay Classes in Bandar Hilir English School, 1938).

When C. Beamish was the principal of Melaka High School, he gave gifts to students who had full attendance throughout the school session. This has encouraged students to attend school every day. In fact, he has also made Friday a half-day of school. (Inspection of Special Malay Classes in Bandar Hilir English School, 1938).

Examination

Students who are in the Special Malay Class will undergo examinations at the end of each term. These exams are important because they will determine a pupil can rise to a higher class or remain in the same grade or be expelled from school.

“A student who fails twice either in the same class or in different class has to leave school” (Annual Report,1951)

There were students who failed to continue their studies in the Special Malay Class due to failure in the term exam. Kechik Adamsa bin Saidu is not satisfied his son Mohamad Sheriff was dismissed from school after failing in Standard IV. He was informed that his son had failed once and never failed during the Special Malay Class. The British gave the reason that he was too late at 15 years. 30 Malay students were dismissed from school due to the age of more than 11 after failing the Special Malay Class term exam. The Terengganu Malay Association sent a petition to the education department for reconsideration of the British decision.

The school will hold a special day of excellence for pupils who take first and second place in the classroom. Examinations held for term and end of year cover the syllabus taught during the year.

Scope of Exam Questions

Table 4

Scope of Special Malay Class 1 questions

Was.	Subject	Scope of exam questions SM 1	Markup
1.	Read	Excerpts are selected from intensive reading material. Pupils are evaluated by understanding of quotes and pronouncing sentences correctly.	100
2.	Conversation	Questions are provided by the teacher on the basis of conversational training in the classroom. Pupils cannot be silent during this exam but can answer "I don't know" if necessary. Can ask questions.	100
3.	Essays and Grammar	The same questions found in M.P.H. English Course	50
4.	Imlak	Rewrite in paragraph form based on words. Has been studied in intensive reading.	75
5.	Transcript	Making a paragraph about a title that has never been studied in the classroom	75
6.	Arithmetic	By syllabus	100
SUM			500

Sumber: E.O.M No 265/1938 Inspection of Special Malay Classes in Bandar Hilir English School.

Based on Table 4, there are six subjects tested during the final examination of Special Malay Class 1. Among them is a reading that carries a score of 100. Next, the conversation test is also 100 marks. This conversation test is difficult to score fairly as the question will be answered based on the pupil's existing knowledge. While essay and grammar tests have a score of 50 marks based on the training available in the English Course. For the Imlak test brought a score of 75. If a pupil makes one mistake will be denied 10 marks. The transcript carries a score of 75, which is 25 marks for the writing test and 50 marks for the fill. The Arithmetic test, on the other hand, followed the syllabus and carried a score of 100. For other subjects are not counted to pass in Special Malay Class 1. Pupils need to get 50% of the total score and 50% in reading, conversation and Arithmetic to be eligible to continue their studies in Special Malay Class 2.

Table 5

Scope of Special Malay Class 2 questions

Was.	Subject	Scope of Examination Questions SM 2	Markup
1.	Read	Excerpts are selected from intensive reading material. Pupils are evaluated by understanding of quotes and pronouncing sentences correctly.	100
2.	Conversation	Questions are provided by the teacher on the basis of conversational training in the classroom. Pupils cannot be silent during this exam but can answer "I don't know" if necessary. Can ask questions.	100
3.	Essays and Grammar	The same question found in M.P.H. English Course	50
4.	Imlak	Rewrite in paragraph form based on words. Has been studied in intensive reading.	50 (-5 each error)
5.	Transcript	Making paragraphs that are never learned in class	50 15 for writing 35 for contents (-5 each error)
6.	Arithmetic	By syllabus	100
7.	Geographical	Have 50 questions and pupils choose one right answer	50
8.	Hygiene	Have 25 questions and pupils choose one right answer	25
SUM			525

Sumber: E.O.M No 265/1938 Inspection of Special Malay Classes in Bandar Hilir English School.

Based on Table 5, there were eight subjects tested during the final examination of Special Malay Class 2. Among them is a reading that carries a score of 100. Next, the conversation test is also 100 marks. Essay and grammar tests have a score of 50 marks based on the training available in the English Course. For the Imlak test brought a score of 75. If a pupil makes one mistake will be denied 5 marks. The transcript carries a score of 50, which is 15 marks for the

writing test and 35 marks for the fill. The Arithmetic test, on the other hand, followed the syllabus and carried a score of 100. Geography will be tested with 50 objective questions that carry a score of 50. Hygiene was also tested with 25 objective questions that brought a score of 25. Other subjects are not counted to pass in Special Malay Class 2. Pupils need to get 50% of the total and 50% for reading, conversation and Arithmetic.

Scholarship

Most of the Malay students come from moderate and poor families. This is due to the fact that the majority of their parents' jobs are made up of fishery farming. Indirectly, this has resulted in not many students getting the opportunity to study Special Malay Class due to the expensive fees.

"The Malays in Kuala Muda who most farmers can't afford pay tuition fees and a large number of Chinese and Indian people who want English lessons are more likely to send a child they go to Mission schools and suitable Chinese schools due to fees the cheap" (Idris, 2016).

This statement shows that the Malay community cannot afford to pay tuition fees in English schools. Financial problems led to poor response from the Malay community to the Special Malay Class. Even the Chinese and Indians with better financial resources are also unable to send their children to English schools and have chosen to send their children to English schools set up by Christian missionaries or low-fee Chinese schools.

However, the British government provides education scholarships to pupils who get excellent results before entering English schools. In 1903, the Malay Vernacular Scholarship was introduced and 3 male students received free education. They have received financial assistance from pupils who are in fourth grade and above in vernacular schools (Idris, 2016).

In addition, Tuanku Abdul Rahman's effort to advance the education of the Malay community in Negeri Sembilan was to introduce the Negeri Sembilan Government Scholarships. This scholarship was introduced solely to assist Malay students who graduated from the fourth grade of the Malay school to pursue their studies in English schools. Not only that, this scholarship aims to ease the burden of Malay students. Indirectly, it can ensure that poor but literate Malay students are able to attend English schools. If there were many Malay pupils in English schools then the British would have an increase in the number of Malay teachers in English schools. In short, Tuanku Abdul Rahman did not want financial problems to be a barrier to the success of Malay students in English schools (Annual Report, 1938).

Meanwhile, the Selangor government has provided specialised scholarships to enable Malay girls to continue their studies in English schools. This scholarship is the first to be created specifically for outstanding Malay female pupils. The scholarship award requirements are as follows:

Each scholarship will be of value of \$120 per annum and be tenable for seven years: provided that, if a hostel for girls is opened, the Government may during term time substitute for money grant, a grant of free board and lodging with a reasonable pocket money allowance... scholarship will be open to all girls who

have passed Standard II or III in a Malay Vernacular School and are under 10 years of age (Scholarships for Malay Girls' at English School, 1927).

In 1934, in the Education Code, Pahang Scholarship stated that the Pahang state government offered scholarships to all Malay students who graduated from grades four and five to enter English schools. However, this scholarship offer does not explicitly state the awarding of scholarships either to all students or only to male students only. (Education Code, Pahang Scholarship, 1934)

Scholarship will be open (a) to all Malay children who have passed standard IV or V in a Malay school and who were under 11 years of age when they joined an English School, (b) to any deserving in any of standards of English school. (Education Code, Pahang Scholarship, 1934)

The number of scholarships and the number of students who receive scholarships vary from state to state.

Each scholarship will be worth \$120 per year up to a maximum period of seven years conditionally. If a hostel is opened the government can replace the value of the scholarship with a grant of money, free feeding, accommodation fee with a reasonable pocket money allowance. Scholarship recipients will earn a school fee waiver and free school books. The scholarship award will be terminated at any time if there is evidence of learning or unsatisfactory conduct by the school (Annual Report, 1924).

The scholarship will be open to all men who have passed the fourth grade in a Malay school and who are under the age of 11 when they enter an English school. Priority will be given to Perak Malay children who are in poor condition and live far away from English schools. Three schools namely King Edward VII School in Taiping, Clifford School in Kuala Kangsar and Anderson School in Ipoh were selected to start the Special Malay Class. Each Special Malay Class consists of no more than 35 male students.

At the end of the first year of the Special Malay Class 1 session in English schools, scholarships will be awarded to the most diligent male pupils who need financial assistance. However, there are male pupils who are given scholarships early if the government or the school finds that the pupil is successful in a Malay school, his parents are underprivileged, poor and live at a distance from the English school. The scholarship should be considered a grant annually, and depends on the diligence and continuous progress of the recipient in each case (Annual Report, 1938).

In the early stages, the scholarship was offered to 30 male students in Perak, 10 at King Edward VII School Taiping. Next 10 at Anderson School Ipoh and 10 for students of the Kuala Kangsar government-assisted school with a value of \$10 (Annual Report, 1924). The total scholarship earned per pupil does not exceed \$210. Scholarship recipients at Anderson School Ipoh live in hostels. While at King Edward VII School Taiping the hostel can accommodate only 12 male students. The Kuala Kangsar government aid school was not provided with hostels until 1924 (Annual Report, 1924).

Conclusion

In conclusion, the development of Malay education was slow but by the 1920s, the Malays had begun to realize the importance of education to their children. The British government also began to pay attention to the education of the Malays although the efforts were still limited and tied to the existing British policy. The demand for Malays to send their children to the Special Malay Class is increasing especially for male students. After the end of the Second World War, the demand was increased from the Malays, resulting in many English schools being opened in rural areas. The clever among the Malay teachers took the initiative to persuade the parents of the Malay children to provide educational opportunities. Furthermore, there are Malays who are aware that education has an important role in protecting their own race and homeland from being oppressed by outside colonists.

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