



ANG MO KIO SECONDARY SCHOOL
SECONDARY 1 EXPRESS/NORMAL ACADEMIC HISTORY
CHAPTER 4 – SINGAPORE’S DEVELOPMENT AS A PORT CITY (MIGRANT

CONTRIBUTIONS) Name: _____ **() Class:** _____ **Date:** _____

By the end of these chapters, you should know:

- ☐ Why did migrants come to Singapore from 1819 to 1942
- ☐ How migrants contributed to Singapore’s development into a port city

Why did migrants come to Singapore from 1819 to 1942?

<u>Push Factors</u> <i>(‘Bad’ things at home)</i> Unfavourable conditions/reasons that make people want to leave their homes	<u>Pull Factors</u> <i>(‘Good’ things in Singapore)</i> Favourable conditions/reasons that attract people to want to go to Singapore
1. Overpopulation in China • China’s population nearly doubled between 1650 and 1800, but there was <u>not enough farmland to produce food to feed the population.</u> 2. Lawlessness in China • <u>People lived in fear and suffered from damages</u> due to frequent fighting among clans ○ <i>Clan Wars were common between Chinese organisations with members who share the same surname or dialect group</i> 3. Natural Disasters in India • Droughts caused many deaths as people suffered from famine and starvation ○ Great Famine 1876-1878: 10 million deaths 4. Unrest & Instability in India • Indian rebels who participated in the 1857 Indian Revolution were <u>arrested and sent to other British colonies</u> Singapore as <u>convict labour</u>, so they could not stir trouble in India again	1. Singapore’s Free Port Status • Traders can <u>earn larger profits</u> when they trade in Singapore because they do not need to pay taxes 2. Singapore’s Free Immigration Policy • Migrants can <u>come and go as they pleased</u>, without having to pay taxes for any immigration paperwork 3. Presence of better jobs in Singapore • <u>Many jobs were available</u> as the British needed to develop roads, bridges, and other infrastructure in Singapore • Migrants received <u>higher wages</u> for the jobs in Singapore compared to what they received at home 4. Presence of trade & business opportunities in Singapore • Singapore had a good location that served as a <u>convenient meeting point for traders</u> from around the world, as they stopped to replenish their fuel and supplies

Developments in

| Education |

in Singapore between 1819 and 1942...



British Contributions...

- Before 1867, education was left in the hands of those who were concerned, and the British paid little attention.
 - The British did not set up many government schools
 - British provided free primary schooling in Malay language
 - British established a few Tamil-language schools
 - Little attention was given to English-language education
 - No schools catered to the Chinese population
 - Most schools were set up by Christian missionary groups and European traders
- Schools decided on their own how they taught and what they would teach.
- Since 1867, British government provided education to meet the needs of the colonial administration
 - Grants were given to schools to promote English so that people could contribute as English-speaking clerks in the government and companies
 - Education that did not support trade and government administration was left on its own
 - There was a lack of quality education that catered to the needs of the population

Migrant Contributions

- English Missionary Maria Dyer set up the Chinese Girls' School (St Margaret's School) as one of the earliest school for girls in 1842.
 - There were few education opportunities for girls before 1900s as schools largely catered to boys
- Chinese trader Gan Eng Seng set up the Anglo-Chinese Free School (Gan Eng Seng School) as the only school that taught both English and Chinese in 1885.
 - In other Chinese schools, teachers often taught Chinese literature and abacus using dialects such as Hokkien, Cantonese and Teochew.
- Syed Mohamed bin Alsagoff founded the Alsagoff Arab School (Madrasah Alsagoff Al Arabiah) in 1912 where students were taught Islamic Knowledge, as well as Arabic, English and Malay
- A group of businessmen led by Tan Kah Kee set up the Chinese High School (Hwa Chong Institution) as the first Chinese secondary school for boys in 1919.
- The Singapore Hokkien Huay Kuan established Chong Hock Girls' School (Chongfu School) as a school for girls in 1915

Developments in

| Healthcare |

in Singapore between 1819 and 1942...



British Contributions...

- Before 1867, there was a high death rate in Singapore.
 - No medical services was provided for the public
 - Sick soldiers were taken care of by 1-2 government doctors in the Military Hospital
 - Only Europeans and rich Asians could afford to find European doctors
 - Poor Asians cannot afford proper medical treatment and many did not trust Western medicine
 - Diseases spread easily
 - Many poor migrants lived in overcrowded and unhygienic conditions • Workers squeezed in shophouses in Chinatown as it is easy to find jobs there • Living quarters were poorly-ventilated and unsanitary, allowing highly contagious diseases such as Tuberculosis and Cholera to spread easily
 - There was no proper treatment or burial for the poor
 - Many of the sick would lay on the road, with sores on their bodies and too weak to move
 - When they died, their bodies were left on the road
- Since 1867, British government took action to improve public health
 - British provided healthcare for the public by setting up a new General Hospital (Singapore General Hospital) in 1882
 - The Public Health Department was set up in 1887
 - Reduced spread of diseases by improving living conditions in Chinatown ▪ Replaced night-soil bucket system with modern water-carriage sewerage systems

Migrant Contributions

- Chinese trader Gan Eng Seng led the establishment of Thong Chai Medical Institution in 1867 to provide free treatment and free medicine to poor people of all races • Chinese businessman Tan Tock Seng set up the Chinese Pauper Hospital in 1844, using land donated by Arab merchant Syed Omar Aljunied, to provide healthcare for the poor
- Other successful businessmen also donated money to provide medical services and amenities, such as:
 - Ensuring proper burial for the poor after they passed away
 - Building water wells for the community