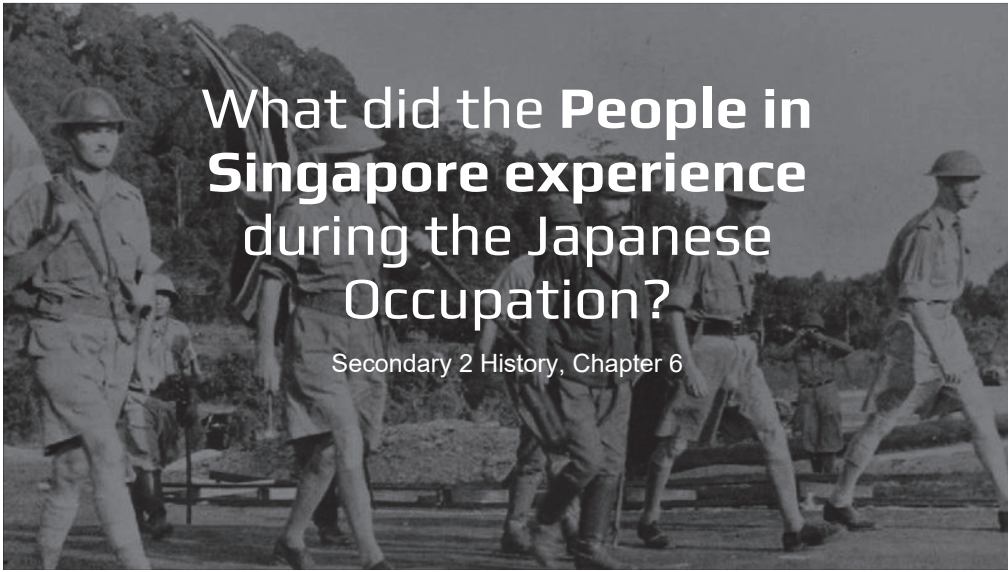


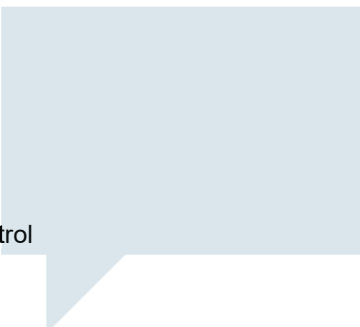


What did the People in Singapore experience during the Japanese Occupation?

Secondary 2 History, Chapter 6



Contents

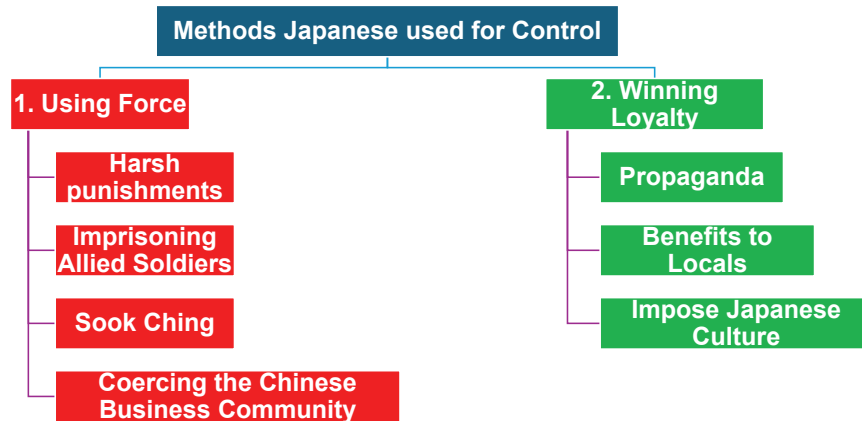
- 
1. Methods Japanese used to control Singapore
 2. Life under the Japanese
 3. Response to Japanese rule

<https://www.youtube.com/watch?v=dhumWst7EMk>



1. Methods Japanese used to **control** the people

Overview (Pg. 9)



a. Using force

a. Using Force

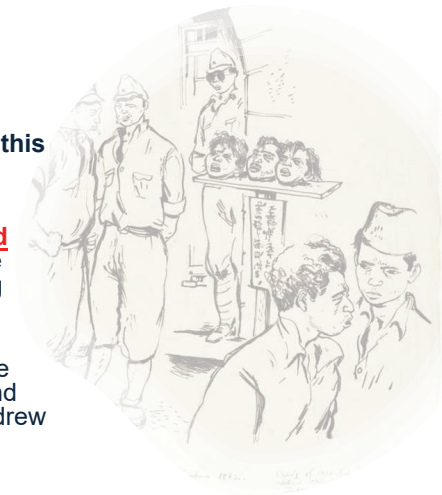
Meting out Harsh Punishments (pg. 10)

- Harsh punishments were imposed on **criminals** and other people that were **seen as enemies** by the Japanese
- For example, to put an end to **looting**, the Japanese **executed those who were caught**.
- Their heads were **displayed publicly**.
- The **Kempeitai**, the Japanese military police, provided **food and cash rewards** to encourage people to **report anyone they suspected of being involved in anti-Japanese activities**.
- Anti-Japanese suspects would be **beaten and tortured, or imprisoned and executed**.

a. Using Force

Meting out Harsh Punishments: How did this control the people?

- Such harsh punishments **created fear and served as severe warnings** to the people about the potential consequences of going against the Japanese.
- The use of informants made it hard for the locals to trust each other. Overtime, people learnt to go about their business quietly and **do not appear disobedient** in case they drew the unwanted attention of the Japanese.



a. Using Force

Imprisoning Allied Soldiers (pg. 10-11)

- When the Japanese took control of Singapore, they had plans to deal with the Allied troops and the people in Singapore.
- The Japanese imprisoned the British, Australians, and Allied Europeans in Singapore, including women and children.
- The Allied soldiers were forced to march in public from Bukit Timah Road to Changi Prison and the barracks nearby, where they would be imprisoned.



a. Using Force

Imprisoning Allied Soldiers (pg. 10-11): How did this control the people?

- The public humiliation and harsh treatment made the locals fear the Japanese, as it served as a warning that opponents of the Japanese would face harsh punishments. It also served to destroy the myth of White Man's superiority.
- The people felt that they had no choice but to conform, thus making it easier for the Japanese to control them.

a. Using Force

Sook Ching (pg. 11-12)

- Soon after taking control of Singapore, the Japanese carried out Operation Sook Ching, which aimed to identify and eliminate anti-Japanese elements amongst the locals.
- It was a brutal purge of the Chinese community who were suspected of being anti-Japanese. The Kempeitai were in charge of this operation.



a. Using Force

Sook Ching (pg. 11-12)

- The Japanese posted notices requiring all Chinese men aged 18 to 50 to assemble at mass screening centers to be examined by the Japanese.
- Those who were not identified as anti-Japanese were allowed to go home after receiving a stamp.
- However, those Chinese men who did not pass the screening would be tied up and kept under guard. They will then be transported to be executed.



a. Using Force

Sook Ching (pg. 11-12)

- The operation killed between **25,000 and 50,000 people.**



a. Using Force

Sook Ching (pg. 11-12): How did this control the people?

- Operation Sook Ching caused the great loss of lives and misery to those who lost their loved ones.
- It created an atmosphere of fear and thus made many conform to the Japanese to avoid suffering the same fate.
- Therefore, they obeyed and submit to the Japanese, enabling easier control of the Japanese over the people.

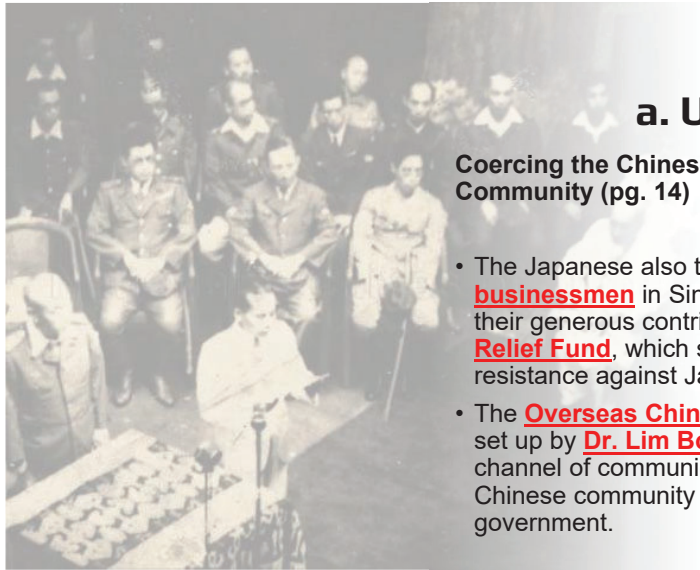
Think!

Why did the Japanese
target the Chinese
population?



Fun Fact:

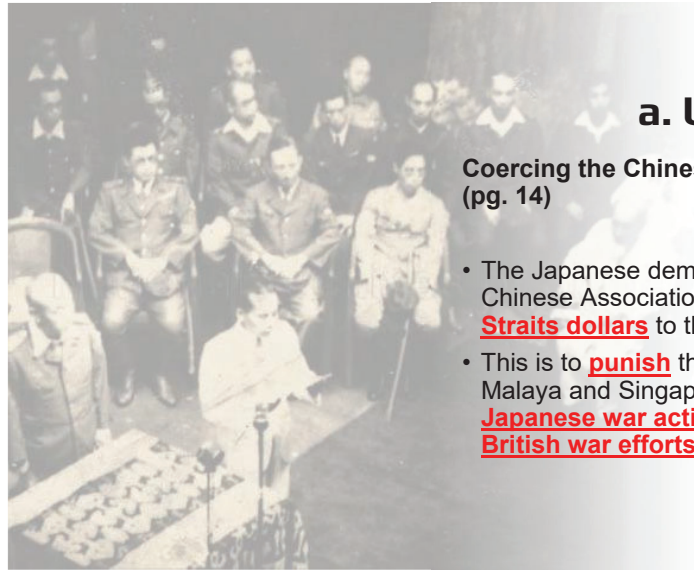
Lee Kuan Yew escaped the Sook
Ching execution!



a. Using Force

Coercing the Chinese Business Community (pg. 14)

- The Japanese also targeted the Chinese businessmen in Singapore because of their generous contributions to the China Relief Fund, which supported China's resistance against Japan.
- The Overseas Chinese Association was set up by Dr. Lim Boon Keng to act as a channel of communication between the Chinese community and the Japanese government.



a. Using Force

Coercing the Chinese Business Community (pg. 14)

- The Japanese demanded that the Overseas Chinese Association (OCA) gift 50 million Straits dollars to the Japanese government.
- This is to punish the Chinese community in Malaya and Singapore for supporting anti-Japanese war activities in China, as well as British war efforts in Malaya and Singapore.

a. Using Force

Coercing the Chinese Business Community (pg. 14): How did this control the people?

- The harsh consequences and heavy financial penalties were a stern reminder to the Chinese business community that those who went against the Japanese authority will be severely punished.
- This made many relent and cooperate with the Japanese, thus allowing the Japanese easier control over the people. They cooperated out of fear that they would suffer worse consequences if they went against the Japanese.

b. Winning Loyalty

b. Winning Loyalty

Using Propaganda (pg. 14-15)

- In addition to using force, the Japanese also sought to win over the locals in order to establish control over Singapore.
- One way they did so was to use propaganda to influence the minds of the people in Singapore and gain their loyalty.



Using Propaganda (pg. 14-15)

b. Winning Loyalty

- The Japanese portrayed themselves as liberators who had come to free the Asians from colonial rule.
- They tried to convince the locals to accept their vision of the Greater East Asia Co-Prosperity Sphere, in which Japan would free the Asian nations from Western colonial rule.
- The vision also pressed for a united Asia that would benefit from sharing of resources collectively.

Think!

If you were the Japanese,
how would you spread your
messages?



b. Winning Loyalty

Using Propaganda (pg. 14-15)

- The Japanese spread propaganda through various channels such as **posters, radio and broadcast**.
- The Japanese also tried to use propaganda to get the Indian community to look upon Japanese rule favourably.

Think!

Why would the Japanese target the Indian community?



b. Winning Loyalty

Using Propaganda (pg. 14-15)

- Aware that some Indian immigrants were influenced by the rise of anti-British sentiments, the Japanese promised to help free India from British rule.
- The Indian National Army (INA) was thus formed with Japanese support to recruit Indians to fight against the British in India. It was led by **Subhas Chandra Bose**, a prominent Indian politician who campaigned for India's independence from British rule.

b. Winning Loyalty

Using Propaganda (pg. 14-15): How did it help the Japanese control the people?

- The clever use of propaganda by the Japanese helped them to influence the minds of the locals and win their loyalty.
- The positive image portrayed by the media of the Japanese as kind and friendly liberators helped to soften their image, especially during their rule.
- By helping the INA fight for independence, it enabled the Japanese to win the cooperation and favour of the Indians.
- All these helped the Japanese to win the cooperation and support of the locals.

b. Winning Loyalty

Providing Benefits to the Locals (pg. 15)

- In their attempt to win local support, the Japanese provided certain benefits, such as schooling and accommodation, at no cost.
- School textbooks were provided free of charge to 20,000 students in 1944.



b. Winning loyalty

Providing Benefits to the Locals (pg. 15)

- The Japanese also appealed to some ethnic groups by giving them favourable treatment.
- The Malay *nationalist* organisation Kesatuan Melayu Muda (Union of Malay Youth/KMM) responded positively to the Japanese propaganda that promised better lives for Malays under an Asian power.
- The Japanese distributed rice, sugar and salt to the less fortunate for Hari Raya Puasa.
- Malays and Indians were also charged lower fees than the Chinese to cross the Causeway.

b. Winning loyalty

Imposing Japanese Culture (pg. 18-19)

- The Japanese sought to win loyalty by immersing the locals in traditions of Japan. Japanese culture was held up as a model for all to follow.
- Students and many adults were made to learn the Japanese language and culture.

b. Winning loyalty

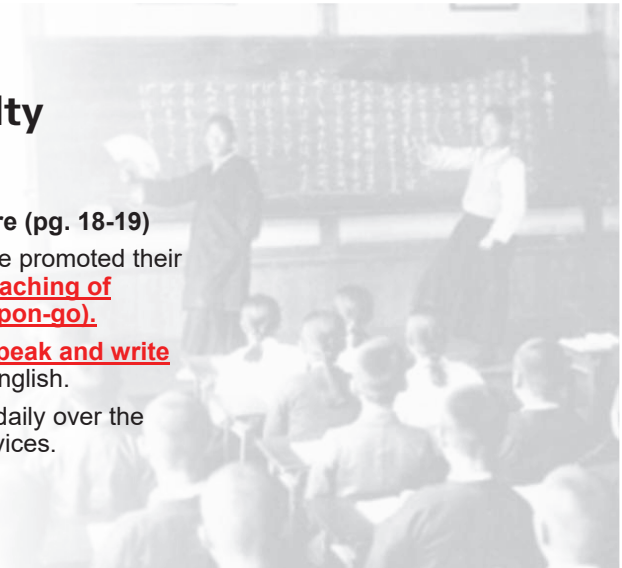
Providing Benefits to the Locals (pg. 15): How did it help the Japanese control the people?

- This preferential treatment enabled the Japanese to win over the favour and cooperation of the Malay people.
- By granting the Malays benefits and making their lives more bearable during the Japanese occupation, the Japanese were able to win over their support and reduce possible resistance or non-cooperation from them.

b. Winning loyalty

Imposing Japanese Culture (pg. 18-19)

- One key way the Japanese promoted their culture was through the teaching of Japanese language (Nippon-go).
- Students were taught to speak and write in Japanese in place of English.
- Lessons were conducted daily over the school's broadcasting services.



b. Winning loyalty

Imposing Japanese Culture (pg. 18-19)

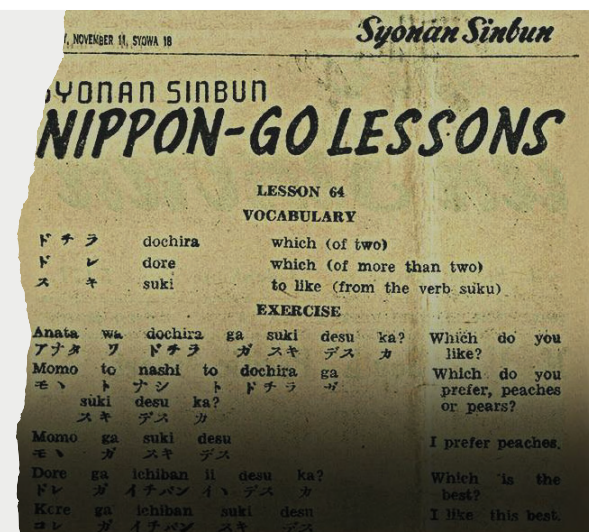
- To help students learn the language, Japanese education authorities published a series of Nippon-go readers for beginners. The books were full of praise for the beauty and greatness of Japan.



b. Winning loyalty

Imposing Japanese Culture (pg. 18-19)

- Adults also had to learn Nippon-go. Teachers were required to attend language classes several times a week.
- Language lessons became a regular feature in newspapers.
- Competitions, awards, extra rations, salary increments and promotions were used to motivate people to learn Japanese language.



b. Winning loyalty

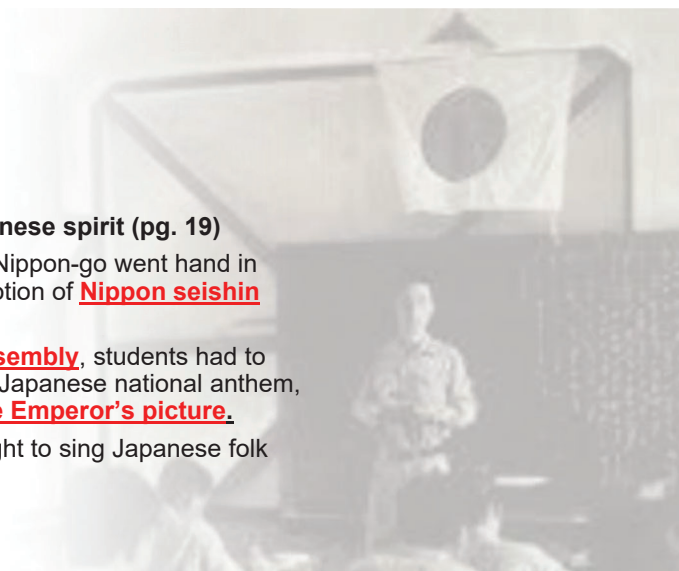
Imposing Japanese Culture (pg. 18-19): How did it help the Japanese control the people?

- The Japanese believed that inculcating the Japanese culture through learning of Nippon-go will help to draw the locals closer to them and close the gap between them.
- It will also help to instill local pride in Japanese culture and earn their support and cooperation towards the Japanese as their rulers, thus enabling easier control over the people.

b. Winning loyalty

Inculcating the Japanese spirit (pg. 19)

- The introduction of Nippon-go went hand in hand with the promotion of Nippon seishin (Japanese spirit).
- During morning assembly, students had to sing Kimigayo, the Japanese national anthem, and bow before the Emperor's picture.
- They were also taught to sing Japanese folk songs.



b. Winning loyalty

Inculcating the Japanese spirit (pg. 19)

- Additionally, daily mass exercises were introduced to the locals. These mass exercises were broadcast with instructions and rhythmic music on public radio.
- Physical education was emphasized to instill discipline and promote fitness.
- Selected youths also received training in traditional Japanese martial arts such as kendo, and judo, to promote the Japanese spirit in schools.

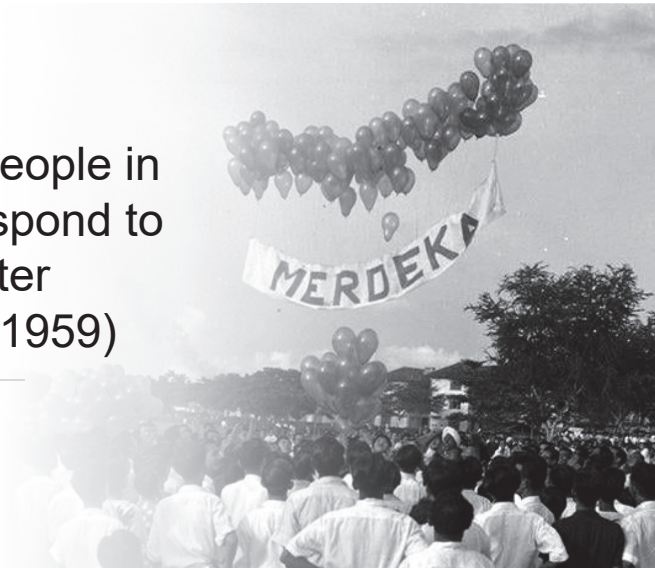
b. Winning loyalty

Inculcating the Japanese spirit (pg. 19): How did it help the Japanese control the people?

- By promoting the Japanese spirit, the Japanese hoped to foster loyalty and a sense of identity centered on pride in Japan amongst the locals.
- The Japanese believed that fostering a close link between the locals and Japan would help them to win over support and cooperation from the locals, thereby eliminating possible resistance to their rule.

How Did the People in Singapore Respond to British Rule After WWII? (1945–1959)

Secondary 2 History,
Chapter 7



Outline of Chapter 7

1. Singapore's post-war problems and the British attempts to win local support by solving these problems
2. Impact of external developments on the people's responses to British rule
3. Reasons for the riots in Singapore during the 1950s
4. Reasons for the political changes in Singapore during the 1950s (leading to full internal self-government in 1959)



British officials announced the Japanese surrender at City Hall, 12 September 1945.



Singaporeans queued up to cast their vote in the 1959 election.

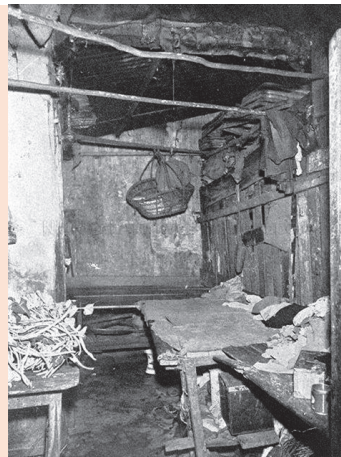


How did Singapore end up here in just 15 years after the war ended?

1. How did the British solve the problems faced by Singapore after WWII?

(Textbook pp. 47-52)

- What do you **see** in this image?
- What do you **think** is going on with Singapore's post-war problems?
- What does it make you **wonder**?
 - What questions would you ask?



- What do you **see** in this image?
- What do you **think** is going on with Singapore's post-war problems?
- What does it make you **wonder**?
 - What questions would you ask?

Meeting housing challenges

Problem:

- Shortages in housing because
 - Much housing was destroyed during the war
 - Singapore experienced a post-war baby boom
- Many lived in overcrowded conditions and in slums

Solution:

- The Singapore Improvement Trust (SIT) tried to accelerate its building programme to provide more affordable housing
- Failed to reach the target to meet housing needs

Addressing food shortages

Problem:

- Shortages in food because
 - War disrupted trade, and rice production overseas
 - Worsened by the growing population
- Food rationing continued, rising food prices, widespread malnutrition

Solution:

- Set up People's Restaurants to provide affordable meals
- Provided free food to children aged six and under

Managing industrial unrest

Problem:

- Over 300 worker strikes in 1947 (the Year of Strikes)
- Many striking workers were members of trade unions
- British suspicions of communist influence

Strike = when workers refuse to work to get employers to agree to their demands

Trade union = an organisation protecting workers' rights and interests

Solution:

- Passed laws to control trade union activities
 - All unions had to be registered
 - Ban on strikes and protests against the govt
- Failed to control the unions and completely prevent strikes

Rebuilding the economy

Problem:

- Disruptions in the economy because
 - War disrupted trade, which Singapore survived on as an entrepôt
- High unemployment, limited government revenue

Entrepôt = where goods are imported, traded and usually exported again

Solution:

- Repaired the ports to restore trade to pre-war levels
- Revived Singapore's status as an important trading centre

Allowing local political participation

Problem:

- Political awakening after the Japanese Occupation
→ More locals wanted a say in the country's affairs

Solution:

- Held 1948 election – the first time that locals could vote for representatives in the Legislative Council
→ Failed to give locals meaningful political participation

Allowing local political participation



The 1948 Election:

- Only 6 out of 22 seats were elected, and government was still controlled by the British
- Only 22,000 out of 960,000 people were eligible to vote (the rest were immigrants), and only 14,000 voters turned up
- Only 1 party contested, Singapore Progressive Party (SPP), which won 3 seats

Calculate the percentage of eligible voters!

2. How did external developments affect people's responses to British rule?

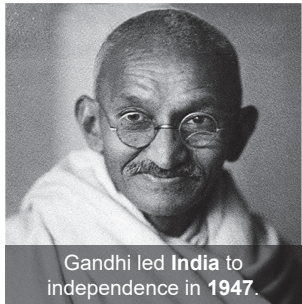
(Textbook pp. 42-46)

In Lee Kuan Yew's words

"My colleagues and I are of that generation who went through the Second World War and the Japanese Occupation. We came out determined that no one – neither the Japanese nor the British – had the right to push and kick us around. We were determined that we could govern ourselves..."

- How did the war change people's beliefs about British colonial rule?





Elsewhere in the world...

- How did these events affect the way people in Singapore viewed British colonial rule?

Weakening of colonial rule

Events:

- War and JO destroyed belief that Europeans were superior
- Various Asian colonies declared their independence
 - India from British rule (1947)
 - Indonesia from Dutch rule (1949)
 - Vietnam from French rule (1954)

Impact:

- Growth of anti-colonial sentiments in Singapore
 - Inspired people to free themselves from British rule
- Locals demanded more say in the country's affairs

Elsewhere in the world...



Cold War after 1945

- Conflict between United States and Soviet Union over how a country should be run (ideology)



United States

- Believed in democracy and capitalism



Soviet Union

- Believed in communism – which opposed colonial rule



Spread of Communism

- Communist takeover of Eastern Europe during the late 1940s
- Communist victory in China in 1949

- How did these events affect the political beliefs of people in Singapore?

Growing influence of communism

Events:

- Britain was a US ally during Cold War and opposed communism
- Some locals supported communism and Malayan Communist Party (MCP)
 - MCP fought against the British in the Malayan Emergency to try to establish a communist government

Impact:

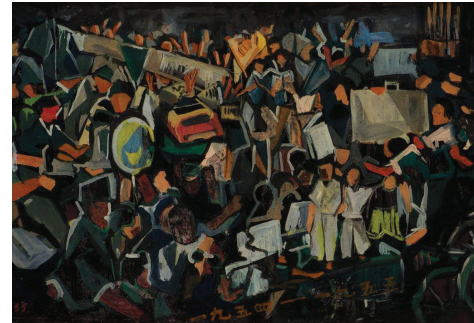
- More locals viewed communism as alternative to colonial rule
- Communists encouraged locals to join strikes and protests
 - British realised they need to win local support and solve post-war problems so that locals will not turn to communism

3. Why were there riots in Singapore during the 1950s?

(Textbook pp. 53-55, 60-62, 66-69)

What are **3 words** that come to mind when you see the term 'RIOTS'?

'Riot' (1955) by Singaporean painter Lim Hak Tai from National Gallery Singapore.



A photo of the Singapore police's newly formed riot squad during the 1950s.



Attributes of riots

1. Unhappiness

- Riots occurred because people in Singapore were discontented, e.g. with the British despite their attempts to win local support

2. Change

- Locals who took part in riots wanted some form of change to take place

3. Violence

- During riots, locals were willing to take violent actions for their demands to be met

Maria Hertogh Riots, 1950

Custody = the legal right to care for someone

Events:

- During the war, Maria's Dutch mother left her in the care of Che Aminah, a family friend
- Maria was raised as a Muslim
- In 1950, a British judge ruled that custody of Maria should be returned to her Dutch birth parents
- Maria was placed in a Catholic convent while Aminah appealed
- Appeal was rejected, and Aminah's supporters rioted for 3 days, targeting Europeans & Eurasians

Reasons:

- Muslims felt that the British was biased towards the Dutch parents and disrespected their religion
- Newspapers published sensationalised articles about Maria's life in the convent that framed it as a religious conflict

Maria Hertogh Riots, 1950

- Video: [Diary of a Nation \(7:35 – 9:51\)](#)
- Aminah's appeal was rejected on 11 Dec 1950
- Footage of the violence over the next 3 days
- Eyewitness accounts of the violence



Anti-NS Riots, 1954

Events:

- Passing of National Service Ordinance in 1953 – all males aged 18 to 20 must register for NS
- Many Chinese school students were old enough to be affected as WWII disrupted their education
- 13 May 1954: Students held a peaceful march but riot police was deployed, which led to violence
- British ordered all Chinese schools to be closed the next day, but this only escalated tensions

Reasons:

- Students felt that the British discriminated against them
 - Provided little support to Chinese schools, favoured English schools
- Students were unwilling to disrupt their education again and register for NS to defend a foreign government that did not protect their interests

Anti-NS Riots, 1954

- Britain was forced to postpone NS registration
- Encouraged students to be more politically active – formation of the Singapore Chinese Middle School Students' Union (SCMSSU)



Hock Lee Bus Riots, 1955

Events:

- Workers from Hock Lee Bus Company were part of trade unions but not granted leave to attend union meetings
- In April, workers went on strike and were fired by Hock Lee
- Workers continued with hunger strikes and blocked the bus depot's gates, joined by Chinese school students and workers from other bus companies
- Violent clashes with riot police

Reasons:

- Workers and trade unions felt they were treated unfairly by the company
- Chinese school students sympathised with the striking workers

Chinese Middle School Student Riots, 1956

- What do you **see** in this image?
- What do you **think** is going on with the riots?
- What does it make you **wonder**?
 - What questions would you ask?



Chinese Middle School Student Riots, 1956

Events:

- Singapore Chinese Middle School Students' Union (SCMSSU) was banned due to communist influence
- Students protested to demand the re-registration of the SCMSSU
- 142 students were later expelled from Chinese schools due to anti-government activities
- Students camped at their schools, supported by the trade unions
- Violent clashes with police and military

Reasons:

- Chinese school students felt unfairly targeted for supposed communist influence
- Trade unions sympathised and had strong ties with the Chinese school students

Spotlight on Lim Chin Siong & Fong Swee Suan

- Expelled from Chinese High School in 1951 for leading an exam boycott
 - To protest the government's discrimination against Chinese schools
- Became active trade union leaders and politicians
- **Shows the connections between trade unions, Chinese schools, and riots during the 1950s**
 - Fong was leader of the Singapore Bus Workers' Union → involved in Hock Lee Bus Riots
 - Both were arrested for being involved in Chinese Middle School Student Riots



Lim Chin Siong



Fong Swee Suan

4. How did Singapore achieve internal self-government by 1959?

(Textbook pp. 56-77)

RECALL: Allowing local political participation



The 1948 Election:

- Only 6 out of 22 seats were elected, and government was still controlled by the British

Calculate the percentage of eligible voters!

- Only 22,000 out of 960,000 people were eligible to vote (the rest were immigrants), and only 14,000 voters turned up
- Only 1 party contested, Singapore Progressive Party (SPP), which won 3 seats

Rendel Constitution, 1955

Constitution = a set of laws that determines how a government should work



- Early 1950s: Unrest and growth of anti-colonial sentiments → the British knew the old system of government had to change
- 1955: Introduced **limited self-government** with the new Rendel Constitution

What were the changes?

- Legislative Assembly: increase to 25 elected members
- Chief Minister and 5 local ministers selected from those elected:
 - Control over education, health, housing, trade and industry
- But Britain still controlled other areas deemed more important:
 - Law, finance, external affairs, external defence and internal security

1955 Election



What happened:

- Automatic registration of voters
- Generated more interest and political activity than previous elections
- Political parties campaigned hard using anti-colonialism to win local support
- Labour Front (LF) led by David Marshall won 10 seats, the most out of any party

Significance:

- Locals were encouraged by having more say in the country's affairs
- Pro-British Singapore Progressive Party (SPP) was defeated by anti-colonial LF
- Continued pressure on the British to grant full self-government

1st Chief Minister: David Marshall



- The British was unwilling to cooperate with a government whose main goal was to end colonial rule
 - E.g. delayed in giving Marshall his own office

Hock Lee Bus Riots, 1955 (1 month after 1955 Election)

- Worsened British confidence in Marshall
 - Marshall refused to take stronger action by sending in British troops, as he did not want to be seen as siding with the British
- The British viewed Marshall's government as weak

First Merdeka Talks, 1956 FAILED!

What happened:

- Marshall led a delegation to London to demand for full self-government
- Vowed to resign if talks did not succeed
- Britain doubted Marshall's ability to maintain law and order and remove the communist threat

Significance:

- Britain refused to grant further self-government
- Marshall resigned
- Lim Yew Hock took over as Chief Minister

2nd Chief Minister: Lim Yew Hock



- Like Marshall, wanted to end colonial rule, but also wanted to prove to the British his ability to manage the communist threat

Chinese Middle School Student Riots, 1956

- Improved British confidence in Lim and the LF govt
 - Lim had taken the first step to ban the SCMSU
 - Handled the riots firmly and decisively, including by sending in British troops
- Locals viewed his govt as "running dogs" of the British

Second Merdeka Talks, 1957 SUCCEEDED!

What happened:

- Lim led another delegation to London to demand for full self-government
- Britain was assured that Lim's government would continue to cooperate with the British and remain anti-communist

Significance:

- Britain granted Singapore full internal self-government
- Lim compromised to leave internal security under British control due to concerns over the communist threat
- External affairs and external defence remained under British control

Full Internal Self-Government, 1959



State Flag and Crest
• Replaced the Union Jack



"Majulah Singapura"
• Replaced "God Save the Queen/King"

What were the changes?

- Head of state: from a British Governor to a local Yang di-Pertuan Negara
- Legislative Assembly: all 51 members were now elected
- Cabinet: all local, Prime Minister and other ministers selected from those elected
- Full control over all internal affairs, except for shared control over internal security
- British control over external affairs and external defence

Who was Singapore's first Yang di-Pertuan Negara?

1959 Election



What happened:

- Citizenship Ordinance in 1957 granted 320,000 residents citizenship and right to vote
- Voting was made compulsory
- People's Action Party (PAP) led by Lee Kuan Yew (LKY) won 43 seats in a landslide victory

Significance:

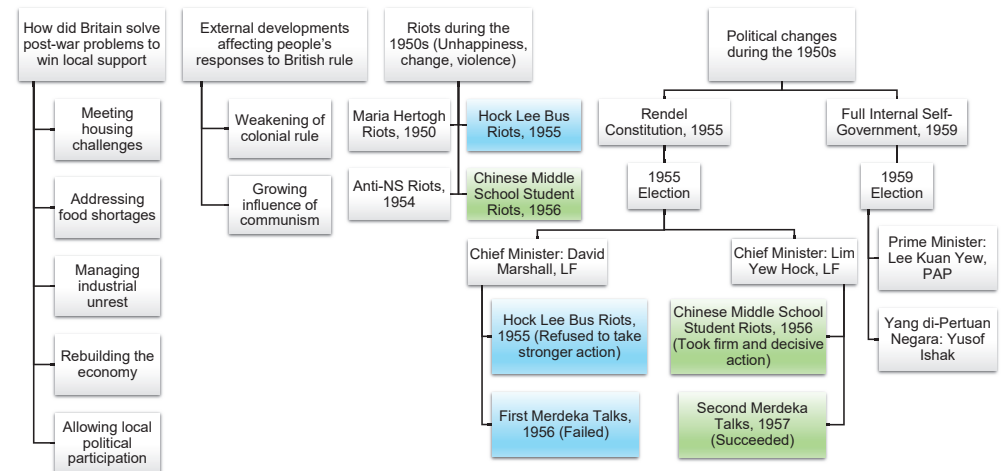
- Many voters were unhappy over Lim Yew Hock's actions against the Chinese Middle School Student Riots
 - Compared to LKY, who was the defence lawyer for Chinese school students arrested in the Anti-NS Riots
- LF, renamed the Singapore People's Alliance (SPA), won only 4 seats



Scenes from 1959 Election

Case investigation: How significant was the 1959 election?

- Analyse Sources A to F (refer to TB pp. 80-83)
- Significant =
 - **Resulted in change:** What far-reaching change did the 1959 election bring to Singapore?
 - **Remembered:** What made the 1959 election memorable to the people who lived through it?



SAFEGUARDING INDEPENDENCE

How Did Singapore Safeguard ITS INDEPENDENCE AFTER 1965?

Singapore's Security Challenges

Five threats to a newly independent nation

1

Konfrontasi

Indonesia's opposition to the formation of Malaysia, 1963–1966

2

Communist Terrorism

Continued violence by the Malayan Communist Party and its splinter groups

3

International Terrorism

The Laju hijack of 31 January 1974 and the threat to key installations

4

Vietnam War

Fear that communism would spread across Southeast Asia

5

Withdrawal of British Troops

Britain's 1967 announcement to pull its forces out from 1971

Konfrontasi

- A policy pursued by **Indonesia** against the formation of the **Federation of Malaysia** from **1963 to 1966**.
- **Sukarno** also had ambitions for **Indonesia** to become the **dominant power** in the **Malay Archipelago**.
- **Sukarno** believed that the formation of Malaysia was a **British attempt** to continue controlling **Southeast Asia** through a new federation.



President Sukarno (1950–67)



Konfrontasi: Acts of Sabotage

- Indonesia carried out **acts of sabotage** in Singapore and Malaysia to create **instability**.
- As many as **42 bombings** by **Indonesian saboteurs** in Singapore.
- Targeted **military facilities, public utilities, public places**.



Mcdonald's House Bombing



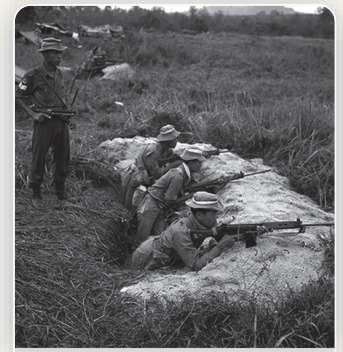
Konfrontasi: Macdonald House Bombing

- **Macdonald House Bombing in 1965** (p. 130) which housed the headquarters of **British-owned bank**.
- Bomb exploded which **killed three people, injured 33** and damaged buildings and cars.



Konfrontasi: Impact

- Worsened the **diplomatic relations** between Singapore and Indonesia
- With the **loss of lives**, people lived in constant **fear and panic**.
- **Economy affected** due to lesser **foreign investments** because attacks were carried out at business districts. **Hong Kong & Shanghai Bank** and **Macdonald House**.



Singapore troops standing guard

Communist Terrorism

- Threats posed by **Malayan Communist Party (MCP)** led to a **state of emergency**.
- Although British declared emergency to be over in **1960**, **acts of terrorism** by communist groups continued.
- **Police raids** showed these groups had large quantities of **weapons** such as pistols and grenades.



Communist Terrorism: Acts of Violence

- **MCP** split into smaller groups by **1970s** and carried **acts of violence** which includes:
 - Killing a **7-year-old girl** in **Changi** (**1970**);
 - Explosion of **bomb** in **Katong** (**1974**); and
 - An attempted **assassination** of Singapore's **Commissioner of Police** (**1976**).



Communist Terrorism: Impact

- Created **fear and panic** among Singaporeans because people felt **unsafe**. Singapore's **security is weakened** and we had **limited military force** to tighten and strengthen our security.

International Terrorism

- First encounter with **international terrorism** on **31 January 1974**.
- **Laju Hijack**: foreign terrorists **hijacked** the ferry boat and held crew members **hostage** on **31 January 1974**.
- Terrorists had earlier attacked **Shell oil refinery** on **Pulau Bukom** because they wanted to disrupt the **oil supply** from Singapore to **South Vietnam**.



International Terrorism: Resolution

- After several days of **negotiation**, hijackers finally agreed to **release hostage** for **safe passage** from Singapore to **Kuwait**.



International Terrorism: Impact

- Created **fear and anxiety** as Singaporeans realised that **international terrorism** could reach Singapore.
- Exposed the **vulnerability** of Singapore's **borders and key installations** to terrorist attacks.
- Threatened Singapore's **reputation** as a **safe and stable trading centre**.
- A less secure Singapore could discourage **foreign investment and trade**.



Vietnam War

- A war between the **North (communist)** and **South (non-communist)** Vietnam.
- Both sides wanted a **reunified Vietnam** but disagreed over how the country should be governed. North Vietnam wanted Vietnam united under **communist rule**, while South Vietnam wanted to **prevent a communist takeover**.



Vietnam War

- It was a great concern to **USA** and **non-communist countries** in **Southeast Asia** because they believed that if **North Vietnam won**, **communism** would eventually spread to neighboring countries (**domino theory**).



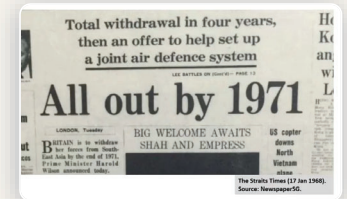
Impact of Vietnam War

- Singapore feared that **communism** would spread across **Southeast Asia** if **South Vietnam fell** to the communists.
- This could strengthen **communist movements** in Singapore and the region, threatening Singapore's **internal security**.
- Singapore feared that greater communist activity could lead to **protests, strikes and violence**, making it harder to maintain **law and order**.



Withdrawal of British Troops

- Singapore had a **very small defense force** of its own, mainly made of **local volunteer troops**.
- Thousands of **British and Commonwealth servicemen** and **British warships** were stationed in Singapore.



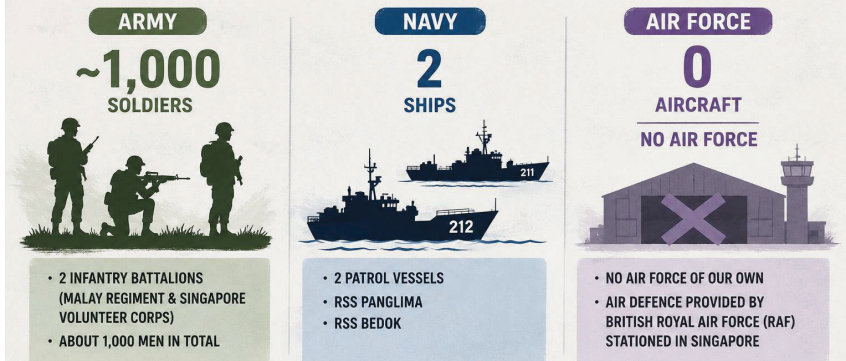
Withdrawal of British Troops: 1967

- In **1967**, **British government** announced that it would **withdraw** its defense forces from Singapore from **1971** as it could no longer afford to maintain its **military presence**.



SINGAPORE'S DEFENCES IN 1965

AT INDEPENDENCE, 9 AUGUST 1965



SINGAPORE WAS HIGHLY DEPENDENT ON BRITISH DEFENCE FOR ITS SECURITY.

Withdrawal of British Troops: Impact

- Singapore had a **small and weak** defence force, making it **vulnerable** to internal and external threats.
- The **withdrawal of British forces** affected Singapore's **economy**, as local businesses lost the demand for goods and services from **British military bases**.
- If Singapore was seen as **unsafe and unstable**, it could discourage **foreign investors** from investing in Singapore.

How Did Singapore Overcome ITS SECURITY CHALLENGES

PAP "Old Guard" Leaders you need to know



Lee Kuan Yew
Prime Minister



Goh Keng Swee
Minister of Defence



S. Rajaratnam
Minister of Foreign Affairs

Safeguarding Singapore

Strategy 1: DETERRENCE

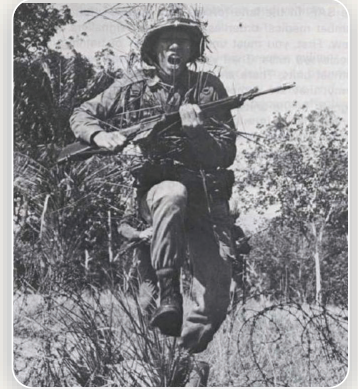
Strategy 1: Deterrence

- One strategy Singapore adopted to protect itself from challenges to its security was **deterrence**.
- Deterrence** means being **strong enough** to make enemies **think twice** before attacking.



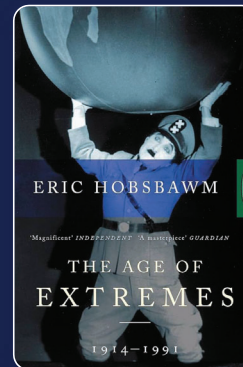
Strategy 1: Deterrence (National Service)

- The strategy of deterrence meant having a **credible defence force** that would **discourage potential enemies** from attacking Singapore.
- This was done through the introduction of **National Service (NS)** in **1967** which requires thousands of men to be **conscripted** for at least **two years of full-time NS**.



Strategy 1: Deterrence

- These forces gave Singapore a **large pool of manpower** that can be **mobilised** to defend the country when needed.
- Having a **strong army** also **deters** other countries from attacking Singapore and threatening its security.



“

*Modern wars were won not only on the **battlefield**, but also through the **industrial power** of a country's **factories**.*

- Historian Eric Hobsbawm, Age of Extremes

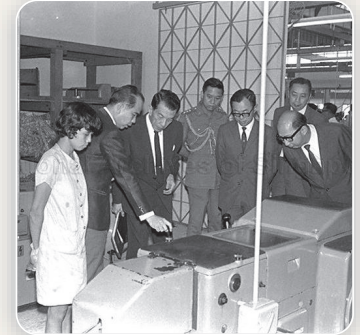
Establishing a Home-Grown Defence Industry

- Soldiers need a whole range of **equipment** to train and fight wars.
- SAF inherited **equipment** that were **outdated** from the **British**. It started to get **equipment** from other countries. But they were aware that **relying on others** was a **weakness**.



Home-Grown Defence Industry: Self-Reliance

- Defence Minister **Goh Keng Swee** develop Singapore's **defence industry**, with **locally made supplies**. As a result, Singapore could have their **own equipment**, even if **foreign sources** are cut off
- **1967- Chartered Industries of Singapore (CIS)** was established to produce **ammunition and weapons** – e.g. **M16S1 rifle** designed in **America** and produced in Singapore



Strategy 2: DIPLOMACY

Safeguarding Singapore

Strategy 2: Diplomacy

- Another strategy Singapore adopted to protect itself from challenges to its security was **diplomacy**.
- This entailed developing and establishing **strong relationships with governments** and defence forces around the world.



S. Rajaratnam, Singapore's first Foreign Minister, speaks at the United Nations after Singapore became a member in September 1965.

Strategy 2: Diplomacy

- Singapore established strong **bilateral relations** with the **United States of America** and **China**, in addition to joining international and regional organisations such as the **United Nations (UN)** and the **Association of Southeast Asian Nations (ASEAN)** respectively.



Strategy 2: Diplomacy

- Fostering **diplomatic ties** with different countries ensures that Singapore receives strong **international support**, both **militarily** and **economically**, in the face of threats.
- In addition to providing a platform for greater **international cooperation**, it also meant that more countries recognised Singapore's **independence** and right to exist as a **sovereign country**.



Strategy 2: Diplomacy

- This ensured that Singapore had **friends** that recognised its **independence** and had an interest in keeping it **safe and secure**



Two Ways Singapore Overcame Its Security Challenges

Strength at home, friends abroad

01 STRATEGY 1 • DETERRENCE

- **Credible defence force** so potential enemies think twice before attacking
- **National Service** introduced in 1967 — at least **two years** of full-time NS
- A **large pool of manpower** that can be mobilised to defend the country
- **Home-grown defence industry:** CIS (1967) made ammunition and the **M16S1 rifle**
- **Self-reliance** — supplies continue even if foreign sources are cut off

02 STRATEGY 2 • DIPLOMACY

- **Strong relationships** with governments and defence forces around the world
- **Bilateral relations** with the **United States of America** and **China**
- Member of the **United Nations** (1965) and **ASEAN**
- **International support**, militarily and economically, in the face of threats
- More countries recognised Singapore's **independence** and right to exist

Together, a **strong defence** at home and **friends abroad** kept a small, vulnerable Singapore safe, secure and recognised as a **sovereign country**.

KEY TAKEAWAY

Remember This

Know the examples. More importantly, be able to explain **HOW** they protected Singapore.

Deterrence

Diplomacy