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This historical essay reports the development of the first professional library association founded in Singapore in 1955. In the same year the first course librarianship was conducted for teachers. From 1960 to 1985 Eurasian Hedwig Aroozoo who was Director of the National Library provided School Library Services by offering bulk loans, advisory service, training and compilation of book lists, including chairing the publication of school library standards. Sister Eleanor Aroozoo promoted school libraries to the Ministry of Education and was School Library Advisor. Teacher librarian Marie Aroozoo was involved with developing school libraries and Lydia Aroozoo reporting about the National Library’s mobile library visits to schools.

Introduction

After the Second World War, the five Portuguese Eurasian Aroozoo sisters, Marie, Hedwig, Joyce, Eleanor and Lydia continued their education in the university and teacher training college. Hedwig and Eleanor went further to obtain diplomas in librarianship and the Library Association (LA)’s fellowship. The first professional library association, the Malayan Library Group (MLG) was founded in post-war Singapore in 1955. However, the institutionalization of school librarianship began in 1960 when Eleanor represented the Library Association of Singapore’s (LAS) and presented a memorandum to the Ministry of Education (MOE) and the Commission of Enquiry into Education that the library as an integral part of the school, its staffing requirements and the need for library standards. The Commission endorsed the proposals for trained teacher librarians, appointment of a qualified School Library Advisor and that new secondary school buildings should be provided with a library. After Hedwig was appointed to head the National Library and public library system in 1962, she began to provide library services to schools and school libraries. The National Library also provided professional staff to support the teaching of school librarianship courses at the Institute of Education (IOE). In 1970 Hedwig began to chair the Standing Committee for Libraries (MOE), to provide support for school libraries and the development of school library standards. Therefore during the years 1960 to 1985 Hedwig and Eleanor Aroozoo’s leadership and advocacy roles were pivotal in the institutionalization of school librarianship in the training of teacher librarians, provision of library services to schools and development of school library standards.

Early Singapore and her immigrant population

The British East India Company (EIC) occupied Penang in 1876, Malacca in 1895 and Singapore in 1819. The three settlements were amalgamated in to form the Straits Settlements in 1826 (Newbold, 1839). When Sir Stamford Raffles founded Singapore in 1819 there were a few Malays living in huts (Bartley, 1933). The early immigrants were the inhabitants of the older settlement of Malacca.
Chinese traders arrived from the southern parts of China (Song, 1923). Traders, indentured labourers and convicts came from India and Indonesian immigrants came from the neighbouring islands in the East Indies (Saw, 1969).

In comparing the two official censuses of 1871 and 1980 the Chinese community formed the majority of the population registering at the highest 76.9% in 1980 as compiled in Table 1. The Malays’ share dropped from 27% in 1871 to 14.5% in 1980. The percentage of the Indian community also shrunk from 12% to 6.4 per cent during the same period. The Eurasian community dropped from 2.2% in 1871 to 0.4 per cent in 1980, making it the smallest racial group in Singapore. The Eurasians were understood to refer to persons of mixed European and Asian parentage or descent (Wong, 1963). The Singapore Eurasians originated from the Portuguese, Dutch and British (including Irish and Scots) who at different periods between the sixteenth and twentieth century gained supremacy of the trade between Europe and Asia (Branga-Blake & Ebert-Oehlers, 1992).

Table 1. Population of Singapore by race, 1871, 1901, 1931, 1957, and 1980

<table>
<thead>
<tr>
<th>Year</th>
<th>Malays</th>
<th>Chinese</th>
<th>Indians</th>
<th>Eurasians</th>
<th>Europeans</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1871</td>
<td>26,148</td>
<td>54,572</td>
<td>11,610</td>
<td>2,164</td>
<td>1,946</td>
<td>671</td>
<td>97,111</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>56.2%</td>
<td>12%</td>
<td>2.2%</td>
<td>2%</td>
<td>0.6%</td>
<td>100%</td>
</tr>
<tr>
<td>1980</td>
<td>351,508</td>
<td>1,856,237</td>
<td>154,632</td>
<td>10,172</td>
<td>23,169</td>
<td>18,227</td>
<td>2,413,945</td>
</tr>
<tr>
<td></td>
<td>14.5%</td>
<td>76.9%</td>
<td>6.4%</td>
<td>0.4%</td>
<td>1.0%</td>
<td>0.8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Sources: MacNair, Waller & Knight, 1871, p. 7; Khoo, 1981, p. 9, 63.

The Multi-lingual School System and School Libraries During British Colonial Rule, 1819-1941

Raffles wrote the settlement’s first education policy in 1819 and 1823 to set up a Malayan College, including a library and the museum. However, the proposed College began as an elementary missionary school with a school library in 1834.

The Education Department was established in 1872 to expand Malay secular schools and government and government-aided missionary and secular English schools (Wong & Gwee, 1980). At the same time the government adopted a laissez faire policy towards Chinese and Tamil schools. The first policy to establish Malay and English school libraries began in 1899 (Wilkinson, 1900). In 1896 four Federated Malay States (FMS) accepted British Protection by 1896 (Furnivall, 1943). The federal inspectorships were abolished and control of Education in the Settlements and FMS was vested under a Director of Education (Winstedt, 1923). The formation of British Malaya was finalized when the Settlements, FMS and five unfederated Malay States agreed to come under British protection in 1914 (Furnivall, 1943).

By 1938 it was reported that every one of the 19 Malay boys’ school had a school library (Lineham, 1939). However, there were no records of the six Malay girls’ schools of having school libraries (Lim, 2008a). In 1938, 17 out of 22 English boys’ schools had school libraries (Linehan, 1939, p.29). In 1937 six out of seven English girls’ schools had school libraries (Keir, 1938). There were 265 modern Chinese schools and 64 old style Chinese schools in 1938 (Linehan, 1939). However, there were only two known school libraries at Chinese High School (Tan, 1991) and Nanyang Girls’ High School (Morten, 1936).

The School Library Association (SLA) and the School Library Section of the Library Association (LA) was established in England in 1937. The SLA promoted the school library as an instrument of education in schools. The Association has organized branches, published book lists and its publication, The School Librarian. The School Library Section had similar aims and functions (Ellis, 1968). However, there was no founding of any school library association in Singapore since the establishment of the Education Department in 1872 (Lim, 2008b).
**The Aroozoo Sisters**

Eurasian Percival Frank Aroozoo was a teacher at Outram school in 1918 and taught for 20 years. Thereafter he became a headmaster of a school until his retirement in 1955. He had five daughters and a son. Four of the Aroozoo sisters were born in Johore Bahru: Marie in 1927 (Davie, 2003); Hedwig in November 1928 (Tan, 2005, p. 40); Joyce in March 1930; Eleanor in February 1932 (E. Smith, personal communication, November 15, 2007). Their brother, Edmund Aroozoo was born in June 1933 and sister, Lydia in June 1938, both in Singapore. The sisters’ love for books was due to their father’s vast collection of books in the house (Chua, 1985; L. Linford, personal communication, August 22, 2012).

**The Japanese occupation of Singapore**

On 15 February 1942 when the British surrendered unconditionally to the Japanese army (Thio, 1991). The Japanese Military Administration (JMA) occupied Malaya and Singapore for a period of three years and eight months (Yoji, 1980). The start of the Japanese occupation ended Marie’s and Hedwig’s childhood at ages of 14 and 13 respectively. They stopped schooling and look after the siblings. Hedwig took the opportunity to read and explore her father’s library of books covering literature, history, biography, philosophy, science, art and politics (Anuar, 1998). School libraries were either destroyed or dispersed (Neilson, 1948). Chinese school premises, equipment, libraries and teaching equipment were destroyed (Zheng & Gwee, 1975).

**Post-war reconstruction for schools in Singapore, 1946-1958**

In 1946 the nine states in the Malay Peninsula and the British two settlements of Penang and Malacca formed the Malayan Union, excluding Singapore. The settlement of Singapore was constituted as a separate colony in view of its economic interests (Anon, 1945). The Government began the implementation of a 10-year Education Plan to provide free universal primary education in the Malay, English, Chinese and Tamil language streams in 1947 (Balakrishnan, 1978). The building programme consisted of five double storey schools of 16 to 20 classrooms to be built per year, for ten years. In addition there was lavatory accommodation, one staff room, a principal’s room and a storeroom (Cuthbertson, 1951). There was no allocation for a school library (Lim, 2012).

In the same year Marie and Hedwig entered Raffles College, which became University of Malaya in 1949 (Anuar, 1998). Eleanor Aroozoo obtained her School Certificate at the Convent of the Holy Infant Jesus (CHIJ) in 1948. She became a temporary teacher for a short while (E. Smith, personal communication, November 15, 2007).

The Teachers’ Training College (TTC) was opened in March 1950 (Tan & Eng, 1954). In the same year Marie and Hedwig graduated with a BA degree. Hedwig went on to do her Honours in English Literature (Woman Correspondent, 1950). Marie got married after her graduation and “did her Diploma in Education” (personal communication, June 1, 2005). After graduating from the University of Malaya with a First Class Honours degree in 1952, Hedwig joined the University library as a probationer Library Assistant (Anuar, 1980).

Joyce Aroozoo was a Normal-trained teacher in a Primary School at CHIJ in Victoria Street. She was the first in the family to get a three-year government scholarship (1952-1955) to London (Rachel Macmillan College) to do a Foebel teaching course. She returned to teach at the Convent (A. Hedwig, personal communication, June 1, 2005). Marie Bong became a teacher in 1953 at CHIJ Katong (Alfred, 1985). Eleanor Aroozoo became the first librarian of the TTC Library in August 1953. She was a student at the College and was awarded the Certificate of Education in 1952. She passed the Entrance Examination of the LA with Merit (Editor, 1954). The University of Singapore library assisted the training of the college librarian. In 1955 Eleanor was posted to the College as Librarian (Price, 1955). However, she was awarded a scholarship to be trained as a librarian at
Loughborough College from 1955 to 1957; meanwhile a temporary librarian was appointed in 1956 (Teachers’ Training College, 1956). In June 1956 Hedwig and Eleanor passed the Registration Examination of the LA (Love, 1956). Eleanor was appointed Librarian of the TTC Library in 1958 (E. Smith, personal communication, November 15, 2007).

In August 1955 Hedwig Aroozoo left for England on a scholarship and returned in September 1957 (Anuar, 1980). The North-Western Polytechnic of Librarianship that she attended was one of nine schools of librarianship in Great Britain. She visited about 10 of London’s 28 Borough libraries, and they varied in book stock, administration, buildings and space (Anuar, 1958). On her return in 1958 she served as Library Assistant at the University of Malaya Library in Kuala Lumpur (Editor, 1981). In the same year Hedwig completed the Final Examinations of the LA, and thus became the first Singaporean to obtain the Fellow of the LA (FLA) Diploma (Editor, 1958).

The first course on the “rudiments of librarianship” for school teachers
The American Library Association (ALA) was established in 1876 and the Library Association (LA) of the United Kingdom, one year later (Olle, 1977). The first professional library association, the Malayan Library Group (MLG) was founded in 1955 with 36 founding members (Chan, 1980). In the same year the MLG organized a three-day Ministry of Education sponsored a course on librarianship for 55 teacher librarians (Lim, 1956). The course included lectures and practical work in administration, book selection, cataloguing and classification (Love, 1956).

On November 1958 the MLG changed its name to the Library Association of Malaya and Singapore (LAMS). In the following year, a five-day teacher librarian’s course was conducted at the Teachers’ Training College (TTC) for 59 teachers (Chan, 1980). Another course was organized for teacher librarians of Chinese and English schools (Wang-Chen, 1962).

Post-colonial Singapore, 1959-1985: Integrated schools
From 1955 to 1959 was the Rendel era whereby post-war constitutional development transferred a large measure of power to local hands especially in matters about education (Sri Indra Ismail, 1976). In 1959 the People’s Action Party (PAP) won the elections and achieved complete self-government (Wilson, 1977).

A policy of school integration was introduced in 1960. In an integrated school pupils and staff of two or three different language streams worked and learned in one school building, shared all facilities and coming under the supervision of one principal. Each integrated school could have one of the following language stream combinations: English-Chinese, English-Malay, English-Chinese-Malay (Chan, 1970). Table 2 shows English, Malay, Chinese and Tamil schools and the expansion of integrated schools from 1966 to 1983 (Table 2 depicts selected years).
Table 2. Growth of integrated schools, including other vernacular schools, 1966 – 1983

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<tbody>
<tr>
<td>Government integrated primary, English/Chinese</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>Government integrated primary, English/Malay</td>
<td>13</td>
<td>18</td>
<td>15</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Government integrated primary, English/Tamil</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Government integrated primary, English/Chinese/Malay</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>54</td>
<td>54</td>
<td>38</td>
<td>40</td>
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<table>
<thead>
<tr>
<th>Integrated secondary schools</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government integrated secondary, English/Chinese</td>
<td>14</td>
<td>22</td>
<td>22</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Government integrated secondary, English/Malay</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Government integrated primary, English/Tamil</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>33</td>
<td>32</td>
<td>54</td>
<td>54</td>
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</tbody>
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<tr>
<th>Government aided integrated secondary schools</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Government aided integrated full school, English/Chinese</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Government aided integrated secondary school, Tamil/English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>


After 1970 parents preferred to send their children to English schools as shown in the registration of 54 Primary One cohorts in 1975 into the English stream, from 30 in 1966. There were no pupils enrolled in Primary One in Malay and Tamil medium classes from 1976 until 1982 respectively (Alfred & Tan, 1983). The total number of English primary and secondary schools increased from 153 in 1970 to 242 in 1983 since increasingly parents prefer to send their children to English schools than to vernacular schools. Subsequent to the data presented in Table 2, in 1984 the Government implemented a National Stream where 99.3% of the Primary One cohort enrolled in English medium schools (Ministry of Education, 1987).

The first survey on secondary school libraries
The LAMS was dissolved and the LAS was inaugurated in February 1960 (Chan, 1980, p. 45). In the same year the LAS conducted a questionnaire survey on 120 secondary school libraries. The key findings were as follows:
1. The library period provided no instruction on the use of books and libraries.
2. Only 50 schools had teacher librarians.
3. Only 25 per cent of the schools made their book stock available during the day.
4. Only 16 schools used the Dewey system or a recognized classification; 28 had an author catalogue.
5. No secondary school built by the Government after the Second World War was provided with a library (Eu & Anuar, 1971).

**The Commission of Enquiry into Education**

In 1959 Eleanor was sent to England to work on a Fellowship of the LA, Part 3 on Children’s Librarianship and School Libraries. She married an officer of the Royal Navy and became Eleanor Smith. In 1960 Eleanor returned to Singapore to be head of Children’s Department at the National Library (E. Smith, personal communication, November 15, 2007). As the only person to have formal training and qualifications in librarianship and specifically school librarianship, she headed the LAS team in presenting a memorandum based on the findings of the survey, and submitted it to the Ministry of Education and the Commission of Enquiry into Education. It drew attention to the school library as an integral part of the school and made a statement on its needs and functions. It added that concrete standards should be laid down (Lim, 1962).

The final report of the Commission fully endorsed the proposals that school libraries should be placed under the charge of teacher librarians who should have had training in library science and be released from teaching duties for part of the time to organize and run the library. Furthermore, the proposals recommended the following:

1. That all new secondary schools should be provided with separate library accommodation while existing schools make use of one or two classrooms for the library.
2. The Commission further recommended the appointment of a qualified School Library Advisor at the Ministry of Education.
3. Advise the schools on the development of school library facilities with those of the National Library, and to coordinate the training of teacher librarians (Lim, 1964).

However, the Commission did not addressed library standards. Nevertheless it was through the leadership and advocacy role of Eleanor Smith and the LAS that the Commission made these recommendations, setting the stage towards the institutionalization of school librarianship into the school system. For example, all Government secondary schools built in and after 1965 had central school libraries (Liew, 1981). Three years later, the TTC began to conduct courses in school librarianship for trainee teachers (Wang-Chen, 1971)

**School Libraries Standing Committee, LAS, 1962-1969**

Following the presentation of the memorandum to the Commission, the LAS formed a School Libraries Standing Committee on December 1962 with the following terms of reference:

1. To interpret the need for and function of school libraries.
2. To study the memorandum and statement of the Commission of Inquiry into Education with a view of monitoring the implementation of its recommendations.

When Eleanor returned to England in 1963 the daily English newspaper referred to her as “pioneer librarian” (Anon, 1963). In 1969 the Standing Committee completed a writing of a Library handbook for secondary schools in Singapore, covering all aspects of school library administration, including book selection, finance, services and physical facilities (Eu & Anuar, 1974).

**From Raffles Library to National Library**

The Raffles began as a school library (1823-1844), proprietary library (1844-1847) and Government Library (1874-1941) (Lim, 2009). It was closed during the Japanese occupation (1942-1945) (Corner, 1981). After the Japanese surrender, the Raffles Library was still a subscription library providing service to European expatriates as well as a small English-educated elite (Anuar, 1980).
In 1953 leading industrialist, Mr. Lee Kong Chian, made an offer of SGD $375,000 through the Lee Foundation on conditions that no charges were to be made for the loan of books in the vernacular languages commonly spoken in Singapore as well as English (Harrod, 1961). The administration of the Raffles Library was transferred from the Director of the Raffles Library and Museum to the Librarian of the Raffles Library on January 1955. The Ministry of Education was formed, replacing the Education Department. The Library was included in the portfolio of the Ministry of Education (Harrod, 1956).

The Raffles Library was transformed into a free public library with the enactment of the Raffles National Ordinance (No. 31 of 1957) that came into effect on 1 April 1958 (Harrod, 1961). In the following year, the administration of the Raffles Library and Raffles Museum was transferred from the Ministry of Education to the Ministry of Culture (Ambiavagar, 1961). In May 1960 Hedwig Anuar was appointed head of the Raffles Library (Anon, 1960).

On 12 November 1960 the new Raffles National Library building at Stamford Road was officially opened (Ministry of Culture, 1961). An amendment was passed in December 1960 to change the name ‘Raffles National Library’ to ‘National Library’. The most unusual feature of the National Library was its dual functions as a national library and also a public library (Anuar, 1983). In 1961 Hedwig Anuar completed her contract with the National Library. She left for London with her son to join her husband. She later joined the University of Malaya Library in Kuala Lumpur as Senior Assistant Librarian (Anon, 1961). One year later Hedwig Anuar was appointed Assistant Director of the NL (Tan, 2005). She was promoted to director in early 1965 (National Library, 1966).

Lydia Aroozoo graduated from the University of Malaya in Singapore in 1960. She joined the Straits Times Press as a reporter for the Singapore Free Press (L. Linford, personal communication, August 22, 2012). She had interviewed Hedwig and reported about the NL’s mobile libraries visiting 37 schools (Aroozoo, 1960a, 7), its colonial records and archival documents (Aroozoo, 1960b, p. 9) and music collection (Aroozoo, 1960c, p. 10). In 1965 Eleanor followed her husband to Singapore when he was posted to the Her Majesty’s Ship (HMS) Ark Royal. The Public Service Commission appointed Eleanor as the Coordinator of Young People’s Services in the public library system and advisor to school libraries. She returned to London in 1967 to work as a part-time Librarian, Staff College, Royal Navy Greenwich (E. Smith, personal communication, November 15, 2007).

**Provision of Library Services to Schools**

In her study of international models of school library development Knuth (2002) mentioned that school libraries in developing countries fall under the Ministry of Education, the Ministry of Culture or a combined Ministry. These state services provide a variety of support services: book loans, consultancies, central processing, book selection, reading promotion and training. In England the 1902 Education Act enable to education authorities to meet the cost of public library services given to school libraries (Kelly, 1973). After the Second World War School Library Services (SLS) emerged as successful support mechanism run by public libraries and funded by the Local Education Authorities (LEAs) (Cubbage, 2001).

The National Library (NL) was deeply involved in the development of school libraries, an involvement be said to stem directly from its role as a public library. A strict interpretation of the 1957 Ordinance and of the 1968 amendments could in fact argue that school libraries should be the responsibility of the NL, since practically all schools were supported wholly or in part by Government funding. However, in 1959 the NL was transferred from the Ministry of Education to the Ministry of Culture while the school naturally under the Ministry of Education this would have caused administrative difficulties in implementation. Thus the role of the NL was one of co-ordination and liaison rather than of supervision and direct responsibility (Anuar, 1975).
From the years 1964 to 1985 the NL provided several types of library services to the schools as listed below. Hedwig would have known the various types of SLS provided by the 10 London borough libraries she visited during the years 1955 to 1957 (Anuar, 1958).

The provision of advice and assistance to primary and secondary schools included:


2. In 1965 Marie Bong approached the National Library to advise her on how to start the Katong Convent Secondary School Library meant for 1,000 pupils. Eleanor, the National Library Coordinator for Services of Young People helped in the classification and cataloguing of books (Bong, 1967). In the same year model Primary School Library was set up during the TTC’s Library Week (National Library, 1966).

3. In 1970, 1977 and 1978 children’s librarians gave talks at schools to make the National Library’s services widely known. A special programme of school visits was organized during which emphasis was made on the proper handling, shelving, maintenance of books, book selection, cataloguing, library administration and taught students library skills in connection with class assignments (National Library, 1971, 1978, 1979).

**Chinese School Libraries Advisory Committee**


**Provision of short ad-hoc course for principals and teachers**

In 1967 the MOE and NL organized a meeting on school libraries for principals and teachers from 25 primary and 25 secondary English and Malay medium schools. Dr. Ruth Foy, Visiting Librarian from Trinity College, Mrs. Marie Bong, a teacher-librarian and Head of the Children’s Section, and the Director Hedwig gave lectures on various aspects of school librarianship. The National Library compiled a Select reading list for school libraries, a Directory of library supplies and equipment for the meeting (Ministry of Culture, 1968). In 1971 Marie was appointed school principal until her retirement in 1985 (Alfred, 1985).

**Compilation of book lists for primary and secondary school libraries**

A basic list of books on history and geography for primary schools was prepared at the request of the Ministry of Education and sent to all primary schools. The Ministry of Education and the National Library sponsored an exhibition of the books on the list (Ministry of Culture, 1967). A list of periodicals for secondary school students on current affairs was prepared at the request of the Ministry of Education (National Library, 1969). A booklist of Chinese fiction was printed and distributed to children and primary schools in 1969 (National Library, 1970). In 1974 a list of Chinese and English periodicals for primary school libraries was completed (National Library, 1975, p. 16). The Central Children’s Section compiled an annotated list of books on poetry, plant and animal life for the upper primaries schools (National Library, 1976).

**Book bulk loans to primary and secondary schools**

Bulk loans of 100 Tamil books per term was started in 1966 for Vasugi Tamil Primary School (Ministry of Culture, 1967, 1968). From 1967 to 1979 bulk loans were made to four Tamil primary

The various types of library services to secondary and primary schools were published in a pamphlet 1977 and 1978 and were distributed to all schools. The first pamphlet was entitled National Library Services to Secondary Schools (1978), and second National Library Services to Primary Schools (1979).

**School librarianship courses at the Teacher’s Training College, 1968/69**

It was not until 1968 that a Fulbright-Hay lecturer in library science was appointed at the Teacher’s Training College (TTC) to conduct courses on school librarianship. Prior to her appointment, Wiese was Director of Library Services at Baltimore City Public Schools in the United States in 1963 and later, School Library Advisor to the Ministry of Education, Malaysia, 1964-1965 (Wiese, 1969, p. 1586). From 1968 to 1969 92 secondary school teachers and 12 primary school teachers attended the optional course conducted by Wiese (Wang-Chen, 1971, p. 2). In 1971 the TTC published a book, School Libraries and School Librarianship: A Textbook and Reference Book for Teacher-Librarians (Wiese, 1971), the contents of which formed the basis of her course at the College (Perumbulavil, 1977).

**From Teacher’s Training College to Institute of Education**

In 1970 the Institute of Education (IOE) Act was passed to convert the TTC into the IOE. The Institute began to function in 1973 (Lun & Chan, 1983, p. 9). The Institute began to offer school librarianship course for pre-service teachers in the fundamentals of book classification, library organization and how to teach children information retrieval (Wong, 1972, pp. 8-9). The optional half credit course for pre-service teachers was conducted at the IOE from the years 1973 (Institute of Education, 1973, p. 10) to 1979 (Institute of Education, 1980, p. 21). From the years 1973 to 1979, the IOE librarian was the coordinator and lecturer of the course (Lim, 2012, p. 178). In 1974 and 1978 the National Library Coordinator, Children’s Library Services, and staff gave lectures to trainee teachers at the IOE (National Library, 1975, p. 15; National Library, 1979, p. 12). One NL staff served as a lecturer for a Chinese course on school librarianship (National Library, 1976, p. 9).

**School Library Section, LAS, 1969-1980**

On August 1969 the Standing Committee on School Libraries was dissolved and the School Library Section of the LAS was inaugurated (Chan, 1980). The Head of the Children’s Section of the National Library served as advisor to the Section (National Library, 1970). The terms of reference of the Section were:

1. To plan a programme of study and service for school libraries.
2. To establish, evaluate and promote standards in school libraries.
3. To organize projects for the improvement of services in school libraries (Lim, 1972).

In 1969 three NL children’s librarians participated as lecturers in a course on organizing primary school libraries conducted for 30 primary school teachers for the School Library Section (National Library, 1970). Two years later, the National Library Children’s Services compiled booklists for the School Library Section of the LAS. These included: The library in the primary school; a reading list for teacher-librarians and the library in a secondary school; a reading list for teacher-librarians (National Library, 1972).

In June 1979, 117 survey questionnaires were sent to find out member’s views on the Section’s future. Twenty-seven members responded and only 21 were in favour of the Section remaining active. The School Libraries Committee proposed to dissolve the Section. In January 1980 the LAS’s Council received a two-thirds majority vote to dissolve the Section (Lim, 1980).
Standing Committee for Libraries, Ministry of Education

The NL staff actively participated in the School Libraries Seminar jointly organized by the LAS and British Council. In 1970 the Director, Hedwig Anuar, as Chairman of the Standing Committee for Libraries, Ministry of Education, chaired a meeting of principals and school-librarians from 20 English-medium and 20 Chinese-medium primary schools, where school library problems were discussed (National Library, 1971).

In 1971 the NL in conjunction with the Ministry of Education’s Standing Committee for Libraries initiated the bulk orders and central processing for schools (National Library, 1972). From 1972 to 1978 bulk orders were placed for 50 primary schools and 58 schools and an unspecified number of primary schools (National Library, 1973, 1975, 1976).

First published standards for school libraries

A sub-committee on standards was set up by the Standing Committee on Libraries with the Director of the National Library, Hedwig Anuar, as Chairman, to look into its key recommendations.

1. To examine and evaluate standards of school libraries in Singapore and elsewhere, covering accommodation, furniture and equipment, staff, book collection and finance.
2. To draw up a new set of standards for school libraries to serve as a guide for the development of school libraries over a period of five years.

The recommended minimum standards for secondary school libraries were published in 1972 (Standing Committee for Libraries, 1972). The Recommended minimum standards for primary school libraries were published in 1975 (Standing Committee for Libraries, 1975).

School Library Unit, Ministry of Education

The School Library Unit of the MOE was established in 1973 to coordinate school library activities (Chan, 1978) of 246 primary schools, 78 secondary schools and 19 full schools, as Table 2 showed. The Unit’s survey conducted in 1976 revealed that there were some 350 old primary and secondary school without libraries in their building plans (Mosbergen, 1978). The Ministry implemented two schemes to improve school libraries. Firstly, secondary schools were given a library room about twice the size of the one in older schools. Secondly, in existing schools principals were encouraged to convert another classroom, if available, as an extension of the library room. Furthermore, a School Library Development Scheme was launched in May 1977 to provide schools with library grants to help upgrade their existing libraries in terms of book collection and library furniture. In 1978 the Director of Education, Ministry of Education, explained that during the 1960s and mid-1970s “school library development did not receive a high priority” because resources were given to “an accelerated school building programme and a crash teacher training programme” (Chan, 1978). In 1982 the School Library Unit had three officers with no qualifications in school librarianship to provide support to 293 primary schools and 111 secondary schools (Lim, 2012). The findings of the research suggest that they still had to largely depend on the NL’s professional staff for the provision of School library Services and training of teacher librarians. By 1984 99.3 per cent of the Primary One cohort was enrolled in English schools, marking a new history and development of an English school system and school libraries. When Hedwig Anaur retired in October 1988, she was referred to as the “library legend,” (Toh, 1988a) who retired after 28 years of service (Toh, 1988b).

Conclusion
The institutionalization of school librarianship in Singapore began in 1960 after Eleanor Smith, representing the LAS presented a memorandum to the Ministry of Education and Commission of Enquiry into Education drawing attention to the school library as an integral part of the school. The Commission’s final report fully endorsed proposals that school librarians should be given training and released from teaching duties to manage school libraries. It also recommended the appointment of a qualified School Library Advisor to the Ministry of Education and library accommodation to be included in the building of new schools. In 1965 the Public Service Commission appointed Eleanor School Library Advisor in 1965, new secondary schools had library accommodation and 1968 the TTC began to school librarianship courses for school teachers.

After Hedwig Anuar was appointed Assistant Director and later Director of the National Library and public library system in 1962, she and the professional staff initiated various types of free library services to Malay, Chinese, English and Tamil schools and school libraries, somewhat similar to the provision of fee based SLS provided by the London borough public library to the school libraries in London. The comprehensive range of secondary and primary library services to school was published in two pamphlets printed in 1977 and 1978 respectively and was distributed to all schools. The MOE School Library Unit was established in 1973 could not possibly support 293 primary school libraries and 111 secondary with a maximum of three officers with no qualifications in school librarianship in 1982.

Hedwig was also appointed Chairperson of the Ministry of Education’s Standing Committee on Libraries that formulate and published the first recommended minimum standards for secondary and primary published in 1972 and 1975 respectively. These publications provided the first terms of references for subsequent updating or revision of school library standards published by the Ministry of Education in a handbook on school library organization and management (Tan, 1983). The Public Works Department (PWD) also began to develop standard designs of government schools with library space based on the 1965, 1974 and other design periods as shown in Appendix A and Appendix B.

As someone who was concerned and was in the forefront in the development of school libraries, Hedwig also released and deployed the NL professional towards the training of trainee teachers at the IOE and provision of primary school library courses for the LAS’s School Library Section. The School Library Section was founded in 1969 and dissolved in 1980 due to the lack of leadership. In contrast the AASL, representing interests of its members, had a structured organization that provided continuity of leadership and mechanism for goal attainment (Pond, 1976). While the professional lives of the Aroozoo sisters intersect as educators, librarians and journalist, the leadership and advocacy roles of Hedwig and the Aroozoo sisters in the promotion and contribution of school librarianship in the multilingual school system were outstanding public service in the historiography of librarianship in post-colonial Singapore.

References
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**Author Note**

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## Appendix A

### School Building Programme, 1947-1983

**Table A. Overview of school building programmes including school libraries 1947-1983**

<table>
<thead>
<tr>
<th>Focus: Response to post-war rebuilding and economic growth</th>
<th>Post-war to</th>
<th>School Building Programme</th>
<th>Library accommodation included in the 1965 and 1974 design.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-war to 1965</td>
<td>The Ten Year Plan (1947-1957)</td>
<td>Between 1961 and 1973, 52 primary, 38 secondary, 7 technical secondary school and 16 vocational school were built. There were no school library rooms in these schools.</td>
<td></td>
</tr>
<tr>
<td>1965-1974</td>
<td>1965 standard design</td>
<td>Library accommodation was included in the 1965 and 1974 design.</td>
<td></td>
</tr>
<tr>
<td>1973-1983</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; school building programme</td>
<td>36 primary schools, 30 secondary schools</td>
<td></td>
</tr>
<tr>
<td>1979-1986</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; school building programme</td>
<td>45 primary schools, 12 secondary schools</td>
<td></td>
</tr>
<tr>
<td>1983-1993</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; school building programme</td>
<td>39 primary schools, 24 secondary schools</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Powell (2001, p.17)*
Appendix B

Design Description of Secondary Schools in the 1970s and 1980s, Including Libraries

<table>
<thead>
<tr>
<th>School element</th>
<th>1970s design</th>
<th>1980s design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site area</td>
<td>2.4 ha</td>
<td>3.0 ha</td>
</tr>
<tr>
<td>Net floor area</td>
<td>7448 square metres</td>
<td>7911 square metres</td>
</tr>
<tr>
<td>Student population</td>
<td>1120</td>
<td>980</td>
</tr>
<tr>
<td>New facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra-Curricular Activities (ECA) room</td>
<td></td>
<td>Audio visual store</td>
</tr>
<tr>
<td>Sick bay</td>
<td></td>
<td>Technical main store</td>
</tr>
<tr>
<td>Armour room</td>
<td></td>
<td>Vice-principal's room</td>
</tr>
<tr>
<td>NCC/NPCC store</td>
<td></td>
<td>Home economics staff room</td>
</tr>
<tr>
<td>Upgraded facilities/finishes</td>
<td></td>
<td>Technical staff room</td>
</tr>
<tr>
<td>Classrooms</td>
<td>28 nos @64 square metres</td>
<td>28 nos @72 square metres</td>
</tr>
<tr>
<td>5 nos @132 square metres</td>
<td>5 nos @144 square metres</td>
<td></td>
</tr>
<tr>
<td>Science laboratories</td>
<td>NA</td>
<td>72 square metres</td>
</tr>
<tr>
<td>HOD's office</td>
<td>40 square metres</td>
<td>30 square metres</td>
</tr>
<tr>
<td>General office</td>
<td>95 square metres</td>
<td>162 square metres</td>
</tr>
<tr>
<td>Staff room</td>
<td>130 square metres</td>
<td>350 square metres</td>
</tr>
<tr>
<td>Library</td>
<td>699 square metres</td>
<td>699 square metres</td>
</tr>
</tbody>
</table>