This paper examines the transmission of colonial knowledge about the Malay world from the British to the Malays in pre-war colonial Malaya. For this purpose, I make a textual analysis of school textbooks on Malay history and geography that were used in Malay schools and teacher training colleges in British Malaya. British and Malay writers of these textbooks not only shared a "scientific" or positivist approach, but also constituted similar views of the Malay world. First, their conceptions of community understood Malay as a bangsa or race and acknowledged the hybridity of the Malays. Second, their conceptions of space embraced the idea of territorial boundaries, understanding Malay territoriality to exist at three levels—the Malay states, Malaya and the Malay world, with Malaya as the focal point. Third, in conceptualizing time, the authors divided Malay history into distinctive periods using a scale of progress and civilization. This transmission of colonial knowledge about the Malay world began the localization of the British concept of Malayness, paving the way for the identification of Malay as a potential nation.
In September 2013, the Singapore Malay Heritage Centre (MHC) presented a three week long festival highlighting Malay culture. The festival marked the centre's first anniversary after its recent facelift and inclusion as a Heritage Institute under the National Heritage Board. A highlight of the 2013 Malay Culture Fest was a performance of main 'teri, a Kelantanese Malay healing ritual. In the Malay world, Schuchardt found a mirror image of the emergence of the Romance languages. This article draws on Schuchardt's correspondence, writings and extensive source collections to portray the development of his ideas about the linguistic situation in the Malay world and to trace the influence of his Malayan studies on his theoretical thinking and linguistic enquiries concerning other regions of the world. Through a detailed examination of Linnaeus' sources and the genealogies of European writing on the Malay world in the 18th century a complex picture emerges, framed by local folklore and an early modern 'ethnography of difference'. Indonesia and the Malay World. 2008;36(106):451-461. https://doi.org/10.1080/13639810802521694.

Hussin, Nordin. A critical review of the early history textbooks in Malaysian secondary schools. In: Indonesia and the Malay World. N2 - During the colonial and well into the post-independence era, most history textbooks in Malaysian secondary schools were written by British civil servants who became academics later in their careers. This article appraises whether there is an autonomous history of Malaysia in its history textbooks, with reference to the textbooks used in the lower secondary, middle secondary and the upper secondary (pre-university) levels. Historical writings and interpretations of Malaysian history are also critically reviewed.