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**Monday**  
**30th December, 1963**

# **PARLIAMENTARY DEBATES**

**DEWAN RA'AYAT**  
**(HOUSE OF REPRESENTATIVES)**

**OFFICIAL REPORT**

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OLEH THOR BENG CHONG, A.M.N., PENCHETAK KERAJAAN  
KUALA LUMPUR

1964

MALAYSIA  
**DEWAN RA'AYAT**  
(HOUSE OF REPRESENTATIVES)

*Official Report*

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Fifth Session of the First Dewan Ra'ayat

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*Monday, 30th December, 1963*

*The House met at Ten o'clock a.m.*

PRESENT:

- The Honourable Mr Speaker, DATO' HAJI MOHAMED NOAH BIN OMAR, P.M.N., S.P.M.J., D.P.M.B., P.I.S., J.P.
- „ the Deputy Prime Minister, Minister of Defence and Minister of Rural Development, TUN HAJI ABDUL RAZAK BIN DATO' HUSSAIN, S.M.N. (Pekan).
- „ the Minister of Finance, ENCHE' TAN SIEW SIN, J.P. (Melaka Tengah).
- „ the Minister of Transport, DATO' HAJI SARDON BIN HAJI JUBIR, P.M.N. (Pontian Utara).
- „ the Minister of Agriculture and Co-operatives, ENCHE' MOHAMED KHIR BIN JOHARI (Kedah Tengah).
- „ the Minister of Labour and Social Welfare, ENCHE' BAHAMAN BIN SAMSUDIN (Kuala Pilah).
- „ the Minister of Health, ENCHE' ABDUL RAHMAN BIN HAJI TALIB (Kuantan).
- „ the Minister of Commerce and Industry, DR LIM SWEE AUN, J.P. (Larut Selatan).
- „ the Minister of Education, TUAN HAJI ABDUL HAMID KHAN BIN HAJI SAKHAWAT ALI KHAN, J.M.N., J.P. (Batang Padang).
- „ the Minister of Sarawak Affairs, DATO' TEMENGGONG JUGAH ANAK BARIENG, P.D.K. (Sarawak).
- „ the Assistant Minister of the Interior, ENCHE' CHEAH THEAM SWEE (Bukit Bintang).
- „ the Assistant Minister of Labour and Social Welfare, ENCHE' V. MANICKAVASAGAM, J.M.N., P.J.K. (Klang).
- „ the Assistant Minister of Commerce and Industry, TUAN HAJI ABDUL KHALID BIN AWANG OSMAN (Kota Star Utara).
- „ the Assistant Minister of Information and Broadcasting, DATU MOHAMED ISMAIL BIN MOHAMED YUSOF, P.D.K. (Jerai).
- „ ENCHE' ABDUL AZIZ BIN ISHAK (Kuala Langat).
- „ ENCHE' ABDUL GHANI BIN ISHAK, A.M.N. (Melaka Utara).
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- „ ENCHE' ABDUL RAZAK BIN HAJI HUSSIN (Lipis).

- The Honourable ENCHE' ABDUL SAMAD BIN OSMAN (Sungai Patani).
- „ TOH MUDA HAJI ABDULLAH BIN HAJI ABDUL RAOF (Kuala Kangsar).
- „ TUAN HAJI ABDULLAH BIN HAJI MOHD. SALLEH, A.M.N., P.I.S. (Segamat Utara).
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- „ TUAN HAJI AHMAD BIN SAAID (Seberang Utara).
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- „ ENCHE' CHAN YOON ONN (Kampar).
- „ ENCHE' CHIA THYE POH (Singapore).
- „ ENCHE' CHIN SEE YIN (Seremban Timor).
- „ ENCHE' DAGOK ANAK RANDEN (Sarawak).
- „ ENCHE' EDWIN ANAK TANGKUN (Sarawak).
- „ DATIN FATIMAH BINTI HAJI HASHIM, P.M.N. (Jitra-Padang Terap).
- „ DATU GANIE GILONG, P.D.K., J.P. (Sabah).
- „ ENCHE' GANING BIN JANGKAT (Sabah).
- „ ENCHE' GEH CHONG KEAT, K.M.N. (Penang Utara).
- „ ENCHE' HAMZAH BIN ALANG, A.M.N. (Kapar).
- „ ENCHE' HANAFI BIN MOHD. YUNUS, A.M.N. (Kulim Utara).
- „ ENCHE' HARUN BIN ABDULLAH, A.M.N. (Baling).
- „ ENCHE' HARUN BIN PILUS (Trengganu Tengah).
- „ TUAN HAJI HASAN ADLI BIN HAJI ARSHAD (Kuala Trengganu Utara).
- „ TUAN HAJI HASSAN BIN HAJI AHMAD (Tumpat).
- „ ENCHE' HASSAN BIN MANSOR (Melaka Selatan).
- „ ENCHE' STANLEY HO NGUN KHIU, A.D.K. (Sabah).
- „ ENCHE' HONG TECK GUAN (Sabah).
- „ ENCHE' HUSSEIN BIN TO' MUDA HASSAN (Raub).
- „ ENCHE' HUSSEIN BIN MOHD. NOORDIN, A.M.N., P.J.K. (Parit).
- „ TUAN HAJI HUSSAIN RAHIMI BIN HAJI SAMAN (Kota Bharu Hulu).
- „ ENCHE' IKHWAN ZAINI (Sarawak).

- The Honourable ENCHE' IBRAHIM BIN ABDUL RAHMAN (Seberang Tengah).  
 „ ENCHE' ISMAIL BIN IDRIS (Penang Selatan).  
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 „ ENCHE' JEK YEUN THONG (Singapore).  
 „ PENGHULU JINGGUT ANAK ATTAN (Sarawak).  
 „ ENCHE' JHUMAH BIN SALIM (Sabah).  
 „ ENCHE' KANG KOCK SENG (Batu Pahat).  
 „ ENCHE' K. KARAM SINGH (Damansara).  
 „ CHE' KHADIJAH BINTI MOHD. SIDEK (Dungun).  
 „ ENCHE' KHONG KOK YAT (Batu Gajah).  
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 „ O. K. K. HAJI MAHALI BIN O. K. K. MATJAKIR, A.D.K. (Sabah).  
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 „ ENCHE' MOHD. ARIF SALLEH, A.D.K. (Sabah).  
 „ ORANG TUA MOHAMMAD DARAH BIN LANGPAD (Sabah).  
 „ ENCHE' MOHD. DUN BIN BANIR, A.D.K. (Sabah).  
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 „ DATO' MOHAMED HANIFAH BIN HAJI ABDUL GHANI, P.J.K. (Pasir Mas Hulu).  
 „ ENCHE' MOHAMED YUSOF BIN MAHMUD, A.M.N. (Temerloh).  
 „ TUAN HAJI MOKHTAR BIN HAJI ISMAIL (Perlis Selatan).  
 „ TUAN HAJI MUHAMMAD SU'AUT BIN HAJI MUHD. TAHIR (Sarawak).  
 „ NIK MAN BIN NIK MOHAMED (Pasir Mas Hilir).  
 „ ENCHE' NG ANN TECK (Batu).  
 „ ENCHE' OTHMAN BIN ABDULLAH, A.M.N. (Perlis Utara).  
 „ ENCHE' ABANG OTHMAN BIN ABANG HAJI MOASILI (Sarawak).  
 „ ENCHE' QUEK KAI DONG, J.P. (Seremban Barat).  
 „ TUAN HAJI REDZA BIN HAJI MOHD. SAID, J.P. (Rembau Tampin).  
 „ ENCHE' SANDOM ANAK NYUAK (Sarawak).  
 „ ENCHE' SEAH TENG NGIAB (Muar Pantai).  
 „ ENCHE' SIM BOON LIANG (Sarawak).  
 „ ENCHE' SNG CHIN JOO (Sarawak).  
 „ ENCHE' SONG THIAN CHEOK (Sarawak).

- The Honourable DATU DONALD ALOYSIUS STEPHENS, P.D.K. (Sabah).
- „ TUAN SYED ESA BIN ALWEE, J.M.N., S.M.J., P.I.S. (Batu Pahat Dalam).
- „ TUAN SYED HASHIM BIN SYED AJAM, A.M.N., P.J.K., J.P. (Sabak Bernam).
- „ TUAN SYED JA'AFAR BIN HASAN ALBAR, J.M.N. (Johor Tenggara).
- „ ENCHE' TAJUDIN BIN ALI, P.J.K. (Larut Utara).
- „ ENCHE' TAN CHENG BEE, J.P. (Bagan).
- „ ENCHE' TAN PHOCK KIN (Tanjong).
- „ ENCHE' TAN TSAK YU (Sarawak).
- „ ENCHE' TAN TYE CHEK (Kulim-Bandar Bahru).
- „ TENGKU BESAR INDERA RAJA IBNI AL-MARHUM SULTAN IBRAHIM, D.K., P.M.N. (Ulu Kelantan).
- „ DATO' TEOH CHZE CHONG, D.P.M.J., J.P. (Segamat Selatan).
- „ DR TOH CHIN CHYE (Singapore).
- „ ENCHE' TOO JOON HING (Telok Anson).
- „ PENGHULU FRANCIS UMPAU ANAK EMPAM (Sarawak).
- „ ENCHE' V. VEERAPPEN (Seberang Selatan).
- „ WAN ABDUL RAHMAN BIN DATU TUANKU BUJANG (Sarawak).
- „ WAN MUSTAPHA BIN HAJI ALI (Kelantan Hilir).
- „ WAN SULAIMAN BIN WAN TAM, P.J.K. (Kota Star Selatan).
- „ ENCHE' YAHYA BIN HAJI AHMAD (Bagan Datoh).
- „ ENCHE' YEH PAO TZE (Sabah).
- „ ENCHE' YEOH TAT BENG (Bruas).
- „ ENCHE' YONG WOO MING (Sitiawan).
- „ PUAN HAJJAH ZAIN BINTI SULAIMAN, J.M.N., P.I.S. (Pontian Selatan).
- „ TUAN HAJI ZAKARIA BIN HAJI MOHD. TAIB (Langat).
- „ ENCHE' ZULKIFLEE BIN MUHAMMAD (Bachok).

ABSENT:

- The Honourable the Prime Minister, Minister of External Affairs and Minister of Information and Broadcasting, Y. T. M. TUNKU ABDUL RAHMAN PUTRA AL-HAJ, K.O.M. (Kuala Kedah).
- „ the Minister of Internal Security and Minister of the Interior, DATO' DR ISMAIL BIN DATO' HAJI ABDUL RAHMAN, P.M.N. (Johor Timor).
- „ the Minister of Works, Posts and Telecommunications, DATO' V. T. SAMBANTHAN, P.M.N. (Sungei Siput).
- „ the Minister without Portfolio, DATO' ONG YOKE LIN, P.M.N. (Ulu Selangor).
- „ the Assistant Minister of Rural Development (Sarawak), ENCHE' ABDUL-RAHMAN BIN YA'KUB (Sarawak).
- „ ENCHE' ABDUL RAHIM ISHAK (Singapore).
- „ ENCHE' AHMAD BOESTAMAM (Setapak).
- „ DR AWANG BIN HASSAN (Muar Selatan).
- „ ENCHE' V. DAVID (Bungsar).

- The Honourable DR GOH KENG SWEE (Singapore).  
 „ ENCHE' HO SEE BENG (Singapore).  
 „ ENCHE' LEE SECK FUN (Tanjong Malim).  
 „ ENCHE' LING BENG SIEW (Sarawak).  
 „ ENCHE' LIM HUAN BOON (Singapore).  
 „ ENCHE' LIM JOO KONG, J.P. (Alor Star).  
 „ ENCHE' LIM KEAN SIEW (Dato Kramat).  
 „ ENCHE' LIM KIM SAN (Singapore).  
 „ ENCHE' MOHAMED ASRI BIN HAJI MUDA (Pasir Puteh).  
 „ ENCHE' MOHAMED DAHARI BIN HAJI MOHD. ALI  
 (Kuala Selangor).  
 „ ENCHE' PETER J. MOJUNTIN, A.D.K. (Sabah).  
 „ ENCHE' ONG PANG BOON (Singapore).  
 „ TUAN HAJI OTHMAN BIN ABDULLAH (Tanah Merah).  
 „ ENCHE' OTHMAN BIN WOK (Singapore).  
 „ ENCHE' S. RAJARATNAM (Singapore).  
 „ ENCHE' D. R. SEENIVASAGAM (Ipoh).  
 „ ENCHE' S. P. SEENIVASAGAM (Menglembu).  
 „ ENCHE' TAN KEE GAK (Bandar Melaka).  
 „ WAN YAHYA BIN HAJI WAN MOHAMED, K.M.N. (Kemaman).  
 „ ENCHE' WEE TOON BOON (Singapore).  
 „ ENCHE' STEPHEN YONG KUET TZE (Sarawak).  
 „ ENCHE' YONG NYUK LIN (Singapore).

## PRAYERS

(Mr Speaker *in the Chair*)

## BILL

### THE SUPPLY BILL, 1964

Order read for resumed consideration in Committee of Supply (Fifth Allotted Day).

House immediately resolved itself into Committee of Supply.

(Mr Speaker *in the Chair*)

*Heads S. 15, S. 66D, S. 67AA—*

**The Minister of Education (Tuan Haji Abdul Hamid Khan):** Tuan Pengerusi, saya mohon menhadangkan supaya mengambil Kepala<sup>2</sup> Perbekalan bagi Malaya S. 15, Sabah S. 66D, dan Sarawak S. 67AA sa-kali gus.

Tuan Pengerusi, saya mohon menhadangkan supaya Kepala Perbekalan S. 15 sa-banyak \$256,524,792 bagi negeri<sup>2</sup> di-Malaya, dan bagitu juga

Kepala Perbekalan S. 66D sa-banyak \$12,701,570 bagi negeri Sabah, dan Kepala Perbekalan S. 67AA sa-banyak \$15,785,383 bagi negeri Sarawak bagi tahun 1964 Kementerian Pelajaran di-jadikan sa-bahagian daripada Jadual.

Tuan Pengerusi, ini ada-lah pada pertama kali-nya tuan yang di-Dewan ini bersidang membahath Belanjawan Pelajaran meliputi seluruh wilayah yang baharu sahaja berchantum menjadi Malaysia melainkan Singapura, yang Ahli<sup>2</sup> Yang Berhormat dalam Dewan ini sedia maalam, mempunyai otonomi di-dalam bidang pelajaran. Anggaran Perbelanjaan bagi pelajaran untuk negeri<sup>2</sup> di-Malaya ada-lah di-letakkan di-bawah Kepala Perbekalan 15 dan bagi Sabah dan Sarawak di-bawah Kepala<sup>2</sup> Perbekalan 66D dan 67AA. Dengan izin tuan, saya suka menumpukan ulasan saya sekarang ini kepada Anggaran Perbelanjaan mengenai pelajaran negeri<sup>2</sup> di-Malaya dan sa-sudah itu baharu-lah

saya akan mengemukakan Anggaran Perbelanjaan Pelajaran bagi Sabah dan Sarawak.

Ahli<sup>2</sup> Yang Berhormat tentu-lah maseh ingat ia-itu pada masa Per-sidangan Belanjawan dalam Dewan Ra'ayat yang telah di-adakan pada akhir tahun 1962, sa-jumlah wang sa-banyak \$230 juta telah di-luluskan untok Kementerian saya bagi perbelanjaan dalam tahun 1963. Saya telah pun membayangkan ia-itu jumlah ini yang merupakan penambahan chuma 3% sahaja daripada apa yang telah di-luluskan bagi tahun 1962 mungkin tidak mencakupi memandang kapada bebanan yang berat yang di-pikul oleh Kementerian saya; dan saya juga telah menyatakan harapan supaya Yang Berhormat rakan saya Menteri Kewangan, jika di-dapati mustahak, akan dapat menguntokkan wang tambahan bagi membolehkan Kementerian saya menyelesaikan kerja<sup>2</sup> sa-berapa yang dapat. Keperchayaan saya terhadap rakan saya ini tidak-lah menghampakan kerana satu peruntokan tambahan yang berjumlah sa-banyak \$14 juta telah pun di-luluskan oleh Dewan ini beberapa hari yang lalu.

Jumlah anggaran perbelanjaan yang telah di-luluskan oleh Dewan ini bagi Kementerian saya untok tahun yang ada ini kesemua-nya berjumlah sa-banyak \$244 juta. Jumlah ini merupakan tambahan hampir 11% daripada jumlah wang \$223.5 juta yang telah di-luluskan bagi tahun 1962. Jumlah wang yang di-minta bagi tahun 1964 ia-lah sa-banyak \$256 juta dan ini merupakan hanya penambahan kurang sedikit daripada 5%. Sunggoh pun ini ada-lah penambahan yang kechil jika di-bandingkan dengan penambahan yang di-benarkan bagi tahun 1962 dan 1963, Kementerian saya sanggop menerima jumlah ini dan saya perchaya, apabila mustahak Yang Berhormat rakan saya, Menteri Kewangan tentu sekali tampil bagi menolong Kementerian saya.

Tuan Yang di-Pertua, Tuan, pelajaran di-dalam negeri ini sedang menghadapi melalui tingkatan perkembangan yang hebat. Bilangan

murid<sup>2</sup> di-dalam sekolah ada-lah terus-menerus bertambah dengan sa-begitu chepat semenjak kita chapai kemerdekaan. Ini ada-lah dapat di-buktikan ia-itu jumlah murid<sup>2</sup> di-dalam sekolah telah bertambah daripada 992,000 menjadi 1,162,000 di-antara 1957 dan 1960 yang menunjukkan penambahan lebeh daripada 17% dan sa-lepas itu pun telah terus bertambah pukul rata sa-banyak 4.3% pada tiap<sup>2</sup> tahun dan ini ada-lah satu angka yang sangat tinggi. Salah satu sebab-nya ia-lah pada pertama kali-nya, pelajaran rendah perchuma telah di-lancharkan bagi seluroh murid<sup>2</sup> yang chukup umur untok bersekolah dalam tahun 1962. Jumlah murid<sup>2</sup> dalam semua bentuk sekolah<sup>2</sup> rendah pada masa ini ia-lah sa-banyak 1,178,000 dan ada-lah lebeh daripada 80% jumlah murid<sup>2</sup> di-dalam gulungan chukup umur untok sekolah rendah, dan jumlah bilangan murid<sup>2</sup> di-dalam Darjah satu ia-lah sa-banyak 94% daripada jumlah murid<sup>2</sup> yang termasuk di-dalam kumpulan umur itu.

Dengan penjelasan saya yang serba-rengkas, Tuan Yang di-Pertua, Tuan, saya sekarang akan menyentoh pada umum-nya kemajuan yang telah di-chapai oleh Kementerian saya dalam tahun 1963 dan saya akan menunjukkan tujuan dan chita<sup>2</sup> kita bagi tahun yang akan datang. Saya juga akan sebut di-mana perlu akan kerumitan<sup>2</sup> yang di-hadapi dalam melaksanakan tugas yang berat yang telah di-letakkan kapada Kementerian saya bagi memberi pelajaran kapada angkatan anak<sup>2</sup> muda kita supaya apabila mereka besar kelak, mereka akan menjadi ra'ayat yang berguna dan bertanggung-jawab.

Tuan, salah satu kemajuan yang terpenting sekali dalam tahun ini ia-lah bagi mengadakan Darjah Pre-University bagi murid<sup>2</sup> Melayu di-Sekolah Alam Shah, Cheras Road, sa-bagai usaha lanjutan akibat daripada Pepereksaan Sijil Rendah Pelajaran yang telah di-adakan pada pertama kali-nya melalui Bahasa Pengantar Melayu pada tahun lalu. Di-dalam darjah ini mengandongi sa-jumlah 27 orang murid lelaki dan 8 orang murid perempuan sedang

di-beri kursus persediaan bagi menempoh pepereksaan khas untuk masuk Universiti Malaya dalam tahun 1965. Ini merupakan kejayaan kemunchak selagi ada pelajaran dalam bahasa pengantar Melayu di-kaitkan dan ini ada-lah menjadi bukti yang nyata akan azam dan chita<sup>2</sup> Kementerian saya bagi menjayakan pelajaran menengah melalui Bahasa Kebangsaan dan meletakkan-nya sa-imbang dengan tingkatan kemajuan yang telah di-chapai oleh Sekolah<sup>2</sup> Inggeris yang telah lama tumbuh. Nampak-nya ibu-bapa murid<sup>2</sup> Melayu sudah mula insaf akan hal ini dan mereka ada-lah memberi sokongan kepada Kementerian yang menunjukkan penambahan murid<sup>2</sup> yang mengikuti kursus di-dalam Sekolah<sup>2</sup> Menengah Kebangsaan sepanjang beberapa tahun yang lampau ini. Jika di-bandingkan dengan tahun yang lalu, hampir 7,000 orang murid telah bertambah menjadikan jumlah bilangan murid<sup>2</sup> yang sedang mengikuti pelajaran di-dalam Sekolah<sup>2</sup> Menengah Melayu sa-banyak 20,135 orang. Ini saya perchaya Ahli<sup>2</sup> Yang Berhormat sakalian tentu-lah bersetuju yang ia-nya ada-lah satu kejayaan yang harus mendapat kepujian terutama sekali jika kita ingat apabila mula<sup>2</sup> sekali pelajaran menengah melalui bahasa pengantar Melayu ini dilancarkan dalam tahun 1958, chuma ada sa-banyak 631 orang murid di-dalam darjah<sup>2</sup> Tingkat I.

Saya terpaksa menyebut, ia-itu dengan ada-nya Darjah<sup>2</sup> Tingkat VI melalui bahasa pengantar Melayu yang akan membolehkan murid<sup>2</sup> mengikuti Kursus di-Universiti Malaya kita telah menghadapi masa'alah<sup>2</sup> yang rumit serta complex. Kerumitan yang besar sekali ia-lah berkenaan dengan kekurangan buku<sup>2</sup> yang sesuai dan lain<sup>2</sup> bahan bacaan untuk di-gunakan dalam Darjah<sup>2</sup> Arts dan Sains di-semua peringkat dalam pelajaran menengah dan juga Post Secondary. Ada-lah terang dan nyata ia-itu guru<sup>2</sup> dan pemereksa<sup>2</sup> yang berkeleyakkan di-dalam dua bahasa ia-itu Bahasa Melayu dan Inggeris sangat-lah mustahak, lebeh<sup>2</sup> lagi di-dalam kursus mengenai mata-pelajaran<sup>2</sup> teknikal. Kementerian saya pada masa ini

ada-lah sedang memerhatikan masa'alah<sup>2</sup> ini bagi mengatasi-nya sa-chepat mungkin; tetapi masa'alah<sup>2</sup> ini tidak dapat-lah di-selesaikan dengan sekelip mata.

Kementerian saya ada-lah menerus dan melipat-gandakan usaha<sup>2</sup>-nya bagi meninggikan darjat pelajaran di-Sekolah<sup>2</sup> Kebangsaan. Hasil daripada usaha<sup>2</sup> ini, bilangan Pusat<sup>2</sup> Pandang Dengar untuk Sekolah<sup>2</sup> Kebangsaan telah meningkat dua kali ganda pada tahun ini; keutamaan telah pun di-beri kapada pembenaan Sekolah<sup>2</sup> Kebangsaan baharu; kursus waktu chuti untuk guru<sup>2</sup> Sekolah Kebangsaan terus-menerus mendapat sokongan yang baik; dan lebeh banyak lagi jumlah buku<sup>2</sup> bacaan telah di-untokkan kapada Sekolah<sup>2</sup> Rendah Kebangsaan. Saya dengan segala sukachita-nya melaporkan ia-itu keputusan Pepereksaan masuk ka-Sekolah Menengah murid<sup>2</sup> dari Sekolah Kebangsaan dalam tahun 1962 telah beransor baik.

Ahli<sup>2</sup> Yang Berhormat tentu-lah ingat pada tahun yang lalu saya telah melaporkan berkenaan dengan pelantikan sa-buah Jawatan-kuasa Peranchang Pelajaran Tinggi bagi mengkaji kemudahan<sup>2</sup> yang ada pada masa ini bagi pelajaran "Post Secondary" dan pelajaran tinggi supaya membuat shor<sup>2</sup> yang membena untuk menyediakan kemudahan<sup>2</sup> tadi memandang kapada keperluan<sup>2</sup> berdasarkan keadaan kewangan bagi negeri ini. Jawatan-kuasa ini telah pun mengadakan meshuarat beberapa kali dan satu perhitongan tenaga manusia (manpower) telah pun di-selenggarakan oleh Jabatan Perangkaan bagi pehak Jawatan-kuasa itu telah siap baharu<sup>2</sup> ini. Penaksiran ini sedang di-pertimbangkan oleh Jawatan-kuasa itu dan ada-lah di-harapkan kerja<sup>2</sup>-nya dapat di-siapkan dalam pertengahan tahun hadapan dan salepas itu Jawatan-kuasa tersebut akan mengemukakan penyata-nya kapada Kerajaan untuk pertimbangan. Saya suka menyatakan di-sini ia-itu sokongan yang telah di-beri oleh orang awam sangat-lah memuaskan jika di-tinjau dari segi jumlah Memorandam yang telah di-terima daripada berbagai<sup>2</sup> badan awam dan

“private” dan juga dari orang<sup>2</sup> per-  
saorangan dan saya ingin menyampai-  
kan ucapan terima kasih saya kepada  
mereka itu.

Di-dalam bidang Pelajaran Khas,  
sukachita saya menyatakan ia-itu  
“phase” pertama dari Ranchangan  
Tiga Tahun bagi menempatkan murid<sup>2</sup>  
buta yang di-pilih khas di-sekolah<sup>2</sup>  
biasa telah pun selesai dan mendapat  
kejayaan. Pada masa ini ada enam  
ranchangan berhubung dengan projek  
ini yang sedang berjalan di-seluruh  
negeri, sa-lain daripada melateh guru<sup>2</sup>  
untuk pelajaran khas ini di-Maktab  
Perguruan Ilmu Khas, di-Cheras Road,  
Kuala Lumpur, bersama<sup>2</sup> dengan per-  
kembangan ini, murid<sup>2</sup> pekak juga  
di-tempatkan di-dalam sekolah<sup>2</sup> murid<sup>2</sup>  
biasa. Pada masa ini ada sa-banyak  
24 darjah<sup>2</sup> sa-umpama itu di-seluruh  
negeri dan ada-lah di-chadangkan  
ia-itu darjah<sup>2</sup> sa-jumlah itu juga akan  
di-adakan pada tahun hadapan.

Sekolah<sup>2</sup> Lanjutan Kampong untuk  
murid<sup>2</sup> perempuan akan di-mulakan  
pada pertama kali-nya pada permulaan  
tahun 1964 apabila 4 buah sekolah<sup>2</sup>  
sa-umpama itu di-buka pada permu-  
laan tahun hadapan. Akhir-nya ada-lah  
menjadi chita<sup>2</sup> Kementerian bagi  
mengadakan sa-kurang<sup>2</sup>-nya sa-buah  
sekolah untuk murid<sup>2</sup> lelaki dan  
perempuan di-tiap<sup>2</sup> negeri untuk ke-  
pentingan murid<sup>2</sup> di-Kawasan Luar  
Bandar. Ini tidak-lah termasuk  
Sekolah<sup>2</sup> Menengah Teknikal dan  
Pertukangan yang sedia ada.

Sekolah<sup>2</sup> Pelajaran Lanjutan telah  
sampai ka-peringkat kursus sa-tahun  
yang kedua. Sa-buah Jawatan-kuasa  
yang telah di-bentok bagi menimbang-  
kan kedudukan sekolah<sup>2</sup> ini telah  
menyampaikan penyata-nya dan pe-  
nyata itu sedang di-kaji oleh Kerajaan.

Pada tahun yang lalu saya telah  
melaporkan ia-itu sa-jumlah 57 buah  
Sekolah<sup>2</sup> Menengah China telah  
menuar chorak bagi mendapat ban-  
tuan. Angka ini telah bertambah  
menjadi 59 buah. Bagi sekolah<sup>2</sup> ini,  
tahun ini ada-lah tahun untuk mereka  
memperkemas dan menyesuaikan  
keadaan sekolah masing<sup>2</sup>. Perhatian  
telah pun di-beri dalam hal menempat-  
kan guru<sup>2</sup> yang terlatah kepada

sekolah<sup>2</sup> itu dan dasar ini akan  
di-teruskan pada tahun 1964.

Di-samping Kerajaan mengadakan  
langkah dengan sa-berapa daya-upaya  
dengan meninggikan darjat Bahasa  
Kebangsaan dan Bahasa Inggeris  
di-sekolah<sup>2</sup> yang mendapat bantuan,  
Kerajaan juga ada-lah menepati janji-  
nya bagi mengekalkan kebudayaan  
dan bahasa kaum<sup>2</sup> yang berlainan  
di-dalam Malaysia, dan dari segi ini  
Kementerian saya telah pun meng-  
ambil daya-usaha mempelawa kepada  
ibu-bapa China dan Tamil kemu-  
dahan<sup>2</sup> bagi mendapat pelajaran yang  
khas di-dalam bahasa<sup>2</sup> itu di-Sekolah<sup>2</sup>  
Rendah dan Menengah yang mendapat  
bantuan untuk anak<sup>2</sup> mereka, sedang-  
kan pada dahulu-nya “initiative” ini  
sa-harus-nya datang daripada ibu-bapa  
sendiri.

Kementerian saya juga menyediakan  
beberapa buah biasiswa dan hadiah<sup>2</sup>  
latehan pada tiap<sup>2</sup> tahun, elok-lah juga  
jika di-sebutkan berkenaan dengan  
biasiswa<sup>2</sup> yang di-sediakan bagi murid<sup>2</sup>  
Melayu yang berbakat di-Sekolah<sup>2</sup>  
Rendah dan juga di-tingkatan Form  
VI dengan maksud bagi menolong  
murid<sup>2</sup> yang cherdek pandai yang  
berkehendakkan bantuan kewangan  
supaya mereka dapat meneruskan  
pelajaran mereka. Berhubung dengan  
perkara ini, peruntokan sa-banyak  
\$1,050,000 ada-lah di-minta untuk  
Biasiswa Kechil Persekutuan bagi  
tahun 1964 di-bandingkan dengan  
\$990,000 untuk tahun ini. Bilangan  
murid<sup>2</sup> yang mene<sup>2</sup>mati biasiswa ini  
ia-lah sa-ramai 2,859. Biasiswa<sup>2</sup> Pre-  
Universiti ada-lah di-sediakan untuk  
murid<sup>2</sup> yang belajar di-dalam Form  
VI dengan harapan supaya mereka  
dapat melayakkan diri untuk mendapat  
pelajaran di-Tingkatan Universiti dan  
bagi menchapai chita<sup>2</sup> tersebut, sa-  
jumlah wang sa-banyak \$640,000  
ada-lah di-minta dalam tahun 1964  
di-bandingkan sa-banyak \$450,000  
dalam tahun 1963. Bilangan murid<sup>2</sup>  
yang menerima biasiswa ini berjumlah  
sa-banyak 601 orang.

Sa-lain daripada itu, Kementerian  
saya juga menyediakan biasiswa<sup>2</sup> dan  
hadiah<sup>2</sup> latehan kepada guru<sup>2</sup> dan  
pentadbir<sup>2</sup> pelajaran dan jumlah wang

sa-banyak \$1,600,000 ada-lah di-kehendakki dalam tahun 1964 di-bandingkan dengan \$1,342,901 tahun 1963. Dari peruntukan ini, biasiswa dan bursari ada-lah di-hadiahkan kepada murid<sup>2</sup> yang berjaya bagi melanjutkan pelajaran tinggi di-Universiti<sup>2</sup> Malaya dan Singapura atau pun di-Universiti<sup>2</sup> seberang laut dengan harapan pada umum-nya supaya mereka itu dapat di-ambil masuk di-dalam perkhidmatan Kementerian ini apabila mereka telah tamat di-dalam kursus<sup>2</sup>. Hadiah<sup>2</sup> Persekutuan juga ada-lah di-beri kepada guru<sup>2</sup> dan pegawai<sup>2</sup> yang sedang berkhidmat untuk mengambil kursus<sup>2</sup> tinggi yang ada hubungan dengan pekerjaan masing<sup>2</sup> termasuk-lah pelajaran "Post Graduate". Jumlah bilangan pemilik<sup>2</sup> biasiswa<sup>2</sup>, bursari dan hadiah<sup>2</sup> latehan yang ada di-dalam daftar pada masa ini ia-lah sa-banyak 304 dan ini akan di-tambahkan lagi sa-banyak 177 dalam tahun 1964. Jumlah ini ada-lah lebih besar daripada jumlah biasiswa yang di-hadiahkan oleh negeri<sup>2</sup> sahabat dan badan<sup>2</sup> antara bangsa ka-semua-nya memberi sa-banyak 138 buah dan akan bertambah lagi sa-banyak 60 buah dalam tahun 1964. Sa-bagai menyatakan penghargaan kita terhadap bantuan<sup>2</sup> yang kita telah terima daripada negara<sup>2</sup> dan badan<sup>2</sup> lain, kita juga telah mengadakan beberapa buah biasiswa di-Universiti Malaya untuk pelajar<sup>2</sup> dari seberang laut. Pada masa ini, kita ada 7 orang pelajar<sup>2</sup> yang mengikuti kursus di-sini. Untuk ranchangan ini, jumlah wang sa-banyak \$74,234 ada-lah di-kehendakki bagi tahun 1964, berbanding dengan jumlah sa-banyak \$85,630 dalam tahun 1963 di-bawah perkara Biasiswa Commonwealth.

Kementerian terus-menerus mengadakan bantuan kewangan kepada negeri<sup>2</sup> bagi menyelenggarakan pengajaran Ugama di-Sekolah<sup>2</sup> Rendah yang mendapat bantuan sesuai dengan syarat yang di-adakan di-dalam (Pindaan) Undang<sup>2</sup> Pelajaran tahun 1963. Sa-jumlah wang sa-banyak \$5,000,000 ada-lah di-kehendakki dalam tahun 1964, ia-itu sama banyak seperti yang di-untukkan bagi tahun ini. Wang pemberian kepada negeri<sup>2</sup>

ia-lah sa-tengah daripada perbelanjaan yang sa-benar-nya yang di-tanggung oleh negeri<sup>2</sup> dalam melaksanakan pengajaran Ugama di-Sekolah<sup>2</sup> Rendah yang mendapat bantuan dalam tahun yang lalu. Pelajaran pengajaran Ugama di-Sekolah<sup>2</sup> Menengah ada-lah di-bayar terus dengan penoh oleh Kementerian.

Sa-jumlah wang sa-banyak \$2,317,600 ada-lah di-minta untuk Dewan Bahasa dan Pustaka yang merupakan penambahan yang sangat sedikit ia-itu \$67,600 bertambah daripada peruntukan tahun 1963, berbanding dengan penambahan sa-banyak \$250,000 dalam tahun 1963 lebih daripada peruntukan tahun yang terdahulu. Sa-lain daripada ini, wang sa-banyak \$78,700 ada-lah di-minta bagi perbelanjaan berbagai<sup>2</sup> ranchangan yang akan di-jalankan untuk Bulan Bahasa Kebangsaan. Angka ini ada-lah sama banyak dengan angka yang di-untukkan bagi tahun 1963. Sa-buah Bilek Gerakan Bahasa Kebangsaan di-bawah kelolaan Kementerian saya akan di-tubuhkan di-Dewan Bahasa dan Pustaka bagi mengetahui sa-jauh mana-kah Bahasa Kebangsaan di-gunakan itu di-dalam semua Jabatan<sup>2</sup> Kerajaan dan oleh orang<sup>2</sup> awam dan juga bagi menggalakkan pertumbuhan dan perkembangan bahasa itu.

Berhubung dengan latehan guru, saya suka menyatakan kepada Dewan ini ia-itu pengambilan chalon<sup>2</sup> untuk Maktab Brinsford Lodge, di-United Kingdom telah pun di-berhentikan. Sa-kumpulan pelajar<sup>2</sup> yang terakhir akan kembali ka-Malaya pada penghujung bulan Ogos, tahun hadapan. Sa-belum persidangan Belanjawan yang akan datang Maktab Brinsford Lodge akan di-tutup dan ini menamatkan Maktab Latehan di-seberang laut yang kedua. Saya suka mengambil peluang ini menyatakan ucapan terima kasih kepada Kerajaan United Kingdom atas bantuan-nya dan kerjasama dalam menyelenggarakan ranchangan latehan ini, Persediaan<sup>2</sup> ada-lah sedang di-buat bagi memulakan sa-buah maktab baharu di-Johor Bharu bagi menggantikan Maktab Brinsford Lodge itu. Maktab baharu ini akan menumpukan pelajaran dalam Ilmu Rural Sains dan

Ilmu Kemasyarakatan. Pelan<sup>2</sup> sedang di-buat untuk mendirikan sa-buah Matkab latehan Teknik di-Kuala Lumpur.

Kursus tambahan akan di-teruskan di-Maktab Perguruan Ilmu Khas dan juga di-Maktab Perguruan Bahasa, Kuala Lumpur. Sa-lain daripada itu, Maktab Perguruan Malaya di-Pulau Pinang akan mengadakan kursus tambahan tahun ketiga dalam Ilmu Mathematics dan Sains untuk guru<sup>2</sup> yang terlateh. Kursus sambilan yang khas akan di-selenggarakan oleh Kementerian dalam bidang Ilmu Perpustakaan. Kursus waktu chuti juga di-uruskan bagi kepentingan guru<sup>2</sup> daripada Sekolah<sup>2</sup> Rendah China, India dan Sekolah Kebangsaan.

Satu sukatan pelajaran baharu yang khas sudah pun di-gunakan di-Maktab<sup>2</sup> latehan menengah dan rendah bagi menyesuaikan dengan dasar rancangan latehan untuk guru<sup>2</sup> yang telah di-pilih. Kumpulan pertama yang mengandongi sa-banyak 77 pelateh akan tamat daripada Maktab Perguruan Teknik di-Kuala Lumpur pada bulan April 1964. Mereka itu akan mengisi keperluan sekolah<sup>2</sup> yang memerlukan guru<sup>2</sup> dalam bidang Industrial Arts. Bangunan<sup>2</sup> untuk Pusat Latehan Harian yang baharu, sudah pun siap untuk di-gunakan di-Kuantan, Kuala Trengganu dan Seremban. Bagi pusat<sup>2</sup> yang lain pula, di-mana perlu, sedang di-perbaiki lagi. Sa-jumlah 21 buah maktab<sup>2</sup> latehan guru di-dalam negeri ini akan memberi latehan kepada sa-jumlah 6,000 orang guru dalam tahun 1964.

Tuan, pada tahun yang lalu dalam ucapan saya, saya telah menyebutkan ia-itu langkah<sup>2</sup> telah di-ambil bagi menubuhkan sa-buah Faculty Kedoktoran dan sa-buah School of Education di-Universiti Malaya. Saya sangat sukachita mengumumkan ia-itu sa-buah School of Education telah pun di-dirikan dalam bulan Jun tahun ini dan kursus telah pun di-mulakan untuk 35 orang pelajar<sup>2</sup> yang berijazah. Dan juga seramai 36 orang pelajar tahun pertama bahagian kedoktoran telah pun mulai belajar dan peringkat pertama dalam rancangan bangunan Faculty Kedoktoran yang mengandongi bangunan<sup>2</sup> pertadbiran serta ma'mal

untuk membuat pelajaran pre-clinical dalam bahagian Biochemistry, Anatomy dan Physiology telah di-mulakan pada awal tahun ini. Rancangan ini akan siap dalam bulan Mach tahun hadapan dan kursus<sup>2</sup> untuk pelajar<sup>2</sup> kedoktoran tahun kedua akan di-mulakan apabila penggal pelajaran Universiti di-mulakan dalam bulan Mei, 1964.

Dalam tahun 1964 saya meminta wang sa-jumlah 7.8 juta ringgit untuk perbelanjaan berulang tahunan Universiti. Jumlah murid<sup>2</sup> yang ada sekarang ini di-Universiti Malaya ia-lah sa-banyak 1,750 orang yang merupakan penambahan sa-banyak lebeh kurang 30% daripada tahun yang lalu. Pada persidangan yang akan datang ada-lah di-jangka ia-itu jumlah pelajar<sup>2</sup> akan meningkat lebeh daripada 2,000 di-Universiti itu. Degan mengadakan kursus<sup>2</sup> baharu dan dengan membesarkan faculty yang ada sekarang dan dengan penambahan pelajar<sup>2</sup> mustahak-lah kaki-tangan<sup>2</sup> Universiti itu harus di-perbanyakkan lagi. Kemudahan<sup>2</sup> ma'mal juga akan di-dirikan lagi dan begitu juga perkakas<sup>2</sup> dan alat<sup>2</sup> harus di-tambahkan lagi bagi menchapai persaimbangan dengan penambahan pelajar<sup>2</sup> dan dengan ada-nya kursus<sup>2</sup> baharu itu. Kesemua-nya ini berarti ia-itu perbelanjaan bagi mengelolakan Universiti itu akan bertambah. Dari segi perkembangan dan kemajuan<sup>2</sup> ini ada-lah di-jangka ia-itu wang sa-banyak 7.8 juta ringgit tidak akan menchukupi untuk menyelenggarakan rancangan<sup>2</sup> Universiti itu pada tahun hadapan dan mungkin juga peruntukan tambahan di-minta lagi daripada Dewan ini apabila di-dapati pada suatu masa kelak.

Kerja<sup>2</sup> Lembaga Peperiksaan telah bertambah lebeh banyak lagi. Bilangan chalun<sup>2</sup> sa-banyak 38,760 orang telah mengambil peperiksaan Masok ka-Sekolah Menengah dalam empat bahasa pengantar (Melayu, Inggeris, China dan Tamil) dalam tahun 1957 tetapi bilangan ini telah bertambah hampir tiga kali ganda menjadi 114,100 orang chalun dalam tahun 1963. Begitu juga bagi Peperiksaan Sijil Rendah Pelajaran dalam bahasa pengantar Inggeris chuma 16,261 orang chalun telah

mengambil peperiksaan itu dalam tahun 1957 di-banding dengan 59,674 orang chalon dalam tahun 1963 dan ini juga ada-lah hampir tiga kali ganda banyak-nya. Dalam Peperiksaan Sijil Rendah Pelajaran bahasa pengantar Melayu sa-banyak 8,275 orang chalon telah mengambil peperiksaan dalam tahun berbanding dengan 1,249 orang dalam tahun 1960. Bilangan ini menunjukkan penambahan sa-banyak enam kali ganda.

Salah satu kegiatan penting yang di-selenggarakan oleh Lembaga itu ia-lah dalam Peperiksaan Sijil Pelajaran Persekutuan yang di-ambil oleh sa-bahagian yang besar daripada murid<sup>2</sup> yang keluar daripada sekolah<sup>2</sup> menengah. Peperiksaan ini mula<sup>2</sup> sekali di-adakan dalam tahun 1957 dan di-adakan hanya dalam Bahasa Inggeris sahaja dan chalon<sup>2</sup> yang mengambil peperiksaan pada masa itu ia-lah sa-banyak 2,305 orang. Bilangan chalon<sup>2</sup> yang mengambil Peperiksaan Sijil Pelajaran Persekutuan melalui bahasa pengantar Inggeris telah bertambah menjadi 16,161 orang, yang menunjukkan penambahan lebeh kurang 7 kali ganda daripada bilangan tahun 1957. Tahun yang lalu pada pertama kali-nya Peperiksaan Sijil Pelajaran Persekutuan melalui bahasa pengantar Melayu telah di-adakan dan sa-banyak 1,272 orang chalon telah menempoh peperiksaan itu. Angka ini telah bertambah menjadi 3,165 orang pada tahun ini yang menunjukkan hampir tiga kali ganda.

Jema'ah Nadzir Sekolah<sup>2</sup> terus memainkan peranan yang lebeh penting dalam sistem pelajaran kita. Semua bentok sekolah telah di-lawati sa-panjang tahun ini dan bagi Sekolah<sup>2</sup> Rendah Kebangsaan perhatian yang besar di-tumpukan di-sekolah<sup>2</sup> di-kawasan luar bandar. Sekolah<sup>2</sup> ini telah di-lawati sebagai rancangan yang di-jadualkan oleh pehak Jema'ah atau pun juga dengan permintaan sekolah<sup>2</sup> itu sendiri. Sebagaimana saya telah melaporkan pada tahun yang lalu nampak-nya ada tanda<sup>2</sup> ia-itu di-antara sekolah<sup>2</sup> yang baharu dan sekolah<sup>2</sup> yang di-perbesarkan, nasehat dan panduan daripada Jema'ah Nadzir adalah di-minta. Sunggoh pun Jema'ah

Nadzir ini menghadapi kekurangan pegawai<sup>2</sup>, tetapi kebanyakan permintaan<sup>2</sup> dari sekolah<sup>2</sup> telah pun di-penohkan.

Salah satu tugas penting dalam kegiatan<sup>2</sup> Jema'ah ia-lah bagi mengelolakan kursus sambilan bagi guru<sup>2</sup> yang terlately sesuai dengan amal yang di-jalankan oleh Jema'ah Nadzir lain<sup>2</sup> negeri. Kursus *ad-hoc* ini di-adakan pada masa chuti sekolah atau pun pada penghujung minggu, kursus di-adakan bagi menchari puncha<sup>2</sup> kelemahan dan mengatasi masaalah<sup>2</sup> lain dalam bidang itu. Mata-pelajaran<sup>2</sup> yang di-ajar di-dalam kursus ini termasuk-lah pengajaran Bahasa Kebangsaan di-peringkat Sekolah Rendah dan Menengah, pengajaran Ilmu Sains di-Sekolah Menengah Kebangsaan dan pengajaran Bahasa Inggeris sebagai Bahasa Kedua.

Selain daripada kursus<sup>2</sup> sambilan ini, Jema'ah Nadzir juga mengelolakan seminar untuk guru<sup>2</sup>, ibu-bapa serta jema'ah pengurus dan pengelola, dengan langkah yang konkeret bagi melaksanakan rancangan Kementerian di-bawah "Gerakan Obor", dan juga sistem baharu sebagai "follow-up" daripada lawatan<sup>2</sup> Nadzir dengan kerjasama Ketua<sup>2</sup> Pegawai Pelajaran supaya menjamin segala shor<sup>2</sup> dan siaran<sup>2</sup> yang di-kemukakan oleh Nadzir<sup>2</sup> itu dilaksanakan dengan sa-berapa segera.

Saya perchaya semua Ahli<sup>2</sup> Yang Berhormat tentu-lah bersetuju dengan saya apabila saya sebut ia-itu Kerajaan sedang menjalankan sa-berapa daya usaha dalam bidang pelajaran sambil menghadapi beberapa masaalah<sup>2</sup> yang rumit. Masaalah<sup>2</sup> ini bukanlah sahaja timbul dan terdapat di-negeri kita Malaysia oleh kerana kebanyakan daripada-nya juga terdapat di-dalam negeri<sup>2</sup> yang baharu dalam dunia ini. Saya terpaksa menyatakan di-sini, meski pun terdapat beberapa kekurangan<sup>2</sup> dan kegendalaan, kemajuan yang telah di-chapai sangat-lah memuaskan jika di-bandingkan dengan apa darjat sekali pun.

Tuan Pengerusi, berhubong dengan Sabah pula, saya suka menyatakan ia-itu Anggaran Belanjawan Biasa bagi Negeri Sabah dalam tahun 1964 ia-lah sa-banyak \$12,701,570 ia-lah tambahan

sa-banyak 29.7 peratus lebeh daripada peruntokan bagi tahun 1963 yang sa-banyak \$9,793,040 itu. Penambahan itu ia-lah untuk mengadakan guru<sup>2</sup> yang perlu dan juga untuk perbelanjaan bertambah bagi perbelanjaan biasa yang lain<sup>2</sup> itu.

Mustahak di-terangkan ia-itu dalam tahun<sup>2</sup> sa-belum Perang Dunia II, sistem pelajaran Negeri Sabah jauh beza-nya daripada sistem yang sedang berkembang di-Tanah Melayu pada masa itu. Kemudian, akibat daripada kerosakan besar yang menimpa negeri itu pada masa perang, ia-itu kerosakan pada bangunan<sup>2</sup> sekolah dan juga kapada orang<sup>2</sup> yang menjadi guru, Negeri Sabah terpaksa menggunakan hasil<sup>2</sup> negeri-nya untuk membina sa-mula Negeri itu dan, yang sa-benar-nya, hanya di-dalam beberapa tahun yang baharu lalu ini sahaja ranchangan<sup>2</sup> yang teliti untuk memajukan ekonomi Negeri itu telah menghasilkan chukop wang untuk di-belanjakan bagi perkembangan perkhidmatan pelajaran. Hingga tahun 1963 peruntokan yang bertambah bagi sekolah<sup>2</sup> rendah dan guru telah membolehkan lebeh kurang 70 peratus daripada penduduk<sup>2</sup> peringkat umur sekolah rendah mendapat tempat di-sekolah. Ada-lah menjadi tujuan Kerajaan Sabah untuk memberi tempat di-sekolah bagi tiap<sup>2</sup> sa-orang kanak<sup>2</sup> sa-belum tahun 1971.

Dengan banyak-nya kegiatan untuk menambah bilangan sekolah dengan sa-berapa pesat-nya, kemudahan<sup>2</sup> yang bertambah untuk latehan guru itu mesti-lah di-beri perhatian yang saksama. Maktab Latehan Guru Negeri itu yang pertama telah di-buka pada tahun 1952. Dalam tahun 1962, satu pusat latehan terpaksa di-buka untuk melateh guru<sup>2</sup> di-sekolah<sup>2</sup> kechil luar bandar, dan dalam tahun 1963, sa-buah maktab latehan baharu yang besar, ia-itu Maktab Gaya, telah menerima penuntut<sup>2</sup> bagi pertama kali-nya untuk latehan guru. Peruntokan ada-lah di-kehendaki di-dalam anggaran ini untuk mengadakan pensharah<sup>2</sup> tambahan bagi melengkapkan kakitangan yang di-ranchangkan bagi Maktab yang baharu ini.

Bilangan sekolah yang bertambah itu telah mengakibatkan kekurangan di-dalam bilangan kakitangan penyelia yang terlatah di-dalam Jabatan Pelajaran. Oleh itu peruntokan tambahan ada-lah di-kehendaki bagi 8 orang lagi penyelia yang sedang menjalani latehan di-seberang laut untuk mengisi kekosongan<sup>2</sup> ini.

Juga ada-lah di-dapati sangat mustahak di-dalam peruntokan untuk mendirikan sa-buah pusat Jema'ah Nazir Sekolah bagi negeri itu. Ini ada-lah perkhidmatan baharu, walau pun perkhidmatan ini telah di-chitachitakan oleh Negeri itu sa-lama beberapa tahun. Hanya kekurangan bilangan kakitangan yang terlatah sahaja yang telah menghalang perbentokan-nya lebeh awal lagi. Tetapi perkhidmatan ini tidak patut-lah ditanggoh-tanggohkan lagi oleh kerana bilangan sekolah<sup>2</sup> dan guru<sup>2</sup> yang bertambah itu memerlukan perhatian dan nasihat pakar yang lebeh rapat lagi daripada yang boleh di-beri oleh penyelia<sup>2</sup> yang terpaksa menumpukan banyak masa mereka kapada perkara<sup>2</sup> pentadbiran. Jika wang yang di-belanjakan bagi pelajaran itu hendak menerbitkan hasil<sup>2</sup> yang berguna maka ada-lah perlu di-beri peruntokan bagi lawatan<sup>2</sup> sempurna ka-sekolah<sup>2</sup> dan mengadakan sumber nasihat pakar bagi guru<sup>2</sup>.

Tuan Pengerusi, bagi negeri Sarawak Anggaran Belanjawan Biasa dalam tahun 1964 ia-lah \$15,785,353 ia-itu bertambah 17.6 peratus daripada peruntokan untuk tahun 1963 sa-banyak \$13,419,623 itu. Penambahan itu adalah di-sebabkan oleh perubahan gaji, tetapi terutama sa-kali kerana penambahan perkhidmatan.

Ada-lah kelihatan bahawa lebeh kurang dua per tiga daripada anggaran belanjawan berulang, pada masa ini ia-lah untuk Bantuan Kapada Sekolah<sup>2</sup>. Lebeh kurang 90 peratus daripada murid<sup>2</sup> di-negeri Sarawak ada-lah belajar di-sekolah<sup>2</sup> rendah dan menengah yang di-bantu, yang menerima bantuan kewangan daripada Kerajaan di-bawah satu Kod Bantuan. Sekolah<sup>2</sup> ini termasuk-lah sistem sekolah<sup>2</sup> rendah di-bawah pengelolaan Majlis<sup>2</sup> Daerah. Tetapi bilangan sekolah<sup>2</sup>

menengah di-bawah kawalan terus Kerajaan ada-lah bertambah banyak; perbelanjaan sekolah<sup>2</sup> ini ada-lah di-tunjukkan di-bawah kepala<sup>2</sup>-kecil yang berlainan, seperti Gaji, Catering, Penyelenggaraan, dan lain<sup>2</sup> lagi.

Tiga kepala<sup>2</sup>-kecil perbelanjaan berulang, mungkin patut di-jelaskan di-sini. Kepala-kecil 5, Bantuan Asrama, ada-lah berhubung dengan satu rancangan di-mana Kerajaan membantu Majlis<sup>2</sup> Daerah untuk menambahkan chatu yang di-beri oleh ibu-bapa untuk kanak<sup>2</sup> sekolah rendah yang patut mendapat boarding kerana bilangan penduduk<sup>2</sup> yang tidak ramai di-bahagian<sup>2</sup> luar bandar negeri itu. Kepala-kecil 15, Biasiswa<sup>2</sup> Tempatan, mengadakan bantuan, terutama sa-kali bagi bayaran boarding untuk kanak<sup>2</sup> orang Asli di-sekolah<sup>2</sup> menengah yang di-bantu. Kepala-kecil 23, Perkhidmatan Radio Sekolah, mengadakan bayaran, dari segi pelajaran, suatu bentuk khas Siaran Radio Sekolah yang telah di-buktikan sangat berjaya di-Sarawak; perbelanjaan siaran itu dari segi teknik di-adakan daripada perbelanjaan umum Kementerian Penerangan dan Siaran Radio.

Tambahan bilangan murid di-sekolah<sup>2</sup> rendah ada-lah di-jangka terlebih besar lagi daripada tahun<sup>2</sup> yang lepas, dan bilangan di-sekolah<sup>2</sup> Menengah Kerajaan mungkin menjadi 46 peratus lebeh tinggi daripada bilangan pada tahun 1963, dengan tambahan sa-banyak 40 peratus di-dalam bilangan murid<sup>2</sup> yang tinggal di-asrama<sup>2</sup>. Penambahan ini ada-lah kerana sekolah rendah untuk murid<sup>2</sup> Melayu, Dayak dan lain<sup>2</sup> murid bumi putera sedang mengeluarkan lebeh ramai lagi murid<sup>2</sup> yang berbakat untuk sekolah<sup>2</sup> menengah. Lebeh kurang satu ribu kanak<sup>2</sup> bumi putera dari Darjah Enam akan memasuki Tingkatan Satu pada tahun hadapan, berbanding dengan angka 554 dua tahun dahulu.

Pada masa yang lepas, kekurangan guru<sup>2</sup> yang berkelayakan dan berpengalaman untuk jawatan sa-bagai Penyelia Kumpulan telah mengakibatkan kekurangan penyeliaan di-sekolah<sup>2</sup>. Chalun<sup>2</sup> tempatan yang sesuai sedang tampil ka-hadapan dan pada tahun

1964 Anggaran Belanjawan menunjukan perbelanjaan telah pun bertambah di-bawah Gaji dan Pengangkutan dan Perjalanan untuk Penyelia<sup>2</sup> Kumpulan.

Tuan, saya mohon menandatangani supaya Kepala Perbekalan S. 15, S. 66D, S. 67AA bagi Kementerian Pelajaran di-luluskan.

**Enche' Geh Chong Keat (Penang Utara):** Mr Chairman, Sir, I would like to speak on Supply Head 15, page 136, Sub-head 1 item (1), Minister of Education (*Menteri Pelajaran*) and the relevant sub-heads for *Guru<sup>2</sup> dan Guru<sup>2</sup> Terlateh (Bahasa English) di-Sekolah Bahasa Sendiri, Teachers and Trained Teachers of English in Vernacular Schools*—Sub-head 100, page 165, and Sub-head 1, item (210), page 144.

Mr Chairman, Sir, speaking on Head S. 15, page 136, Sub-head 1, item (1), Minister of Education, I would like to draw the attention of the Honourable Minister of Education to the general concern expressed by educationists and parents of the low standard of English in Chinese and other vernacular schools. Some sections, while supporting any efforts to improve the low standard of English, fear that at the same time there will be a corresponding reduction in the teaching of Chinese in hours should the English periods be increased. I personally feel that the Honourable Minister will be able to help considerably to solve the problem by extending the English periods without encroaching upon the Chinese periods and yet blend these two schools of thought in fortifying these students to enable them to be in the same position as those in other types of schools.

According to the education policy, there are at present only two types of fully assisted secondary schools: the national secondary schools in the Malay medium, or the national language, and the national-type secondary schools, i.e. the English medium schools. The newly conforming Chinese secondary schools, or the national-type Chinese secondary schools, belong to the latter type, i.e. to the English medium. Therefore,

there is very little difference between the Chinese secondary schools and the English secondary schools. In the Chinese secondary schools, English is also the medium of instruction in all subjects except Chinese and Chinese literature. Students have to sit for the same L.C.E., F.M.C., and Cambridge Senior Certificate Examinations. Unfortunately, while examinations are the same, the chances of success in these examinations are not equal. The results in these examinations in the past years have proved beyond any doubt that the Chinese secondary school students have not been given equal chances of passing their examinations. For example, out of the 3,284 students in converted Chinese secondary schools, who took the L.C.E. examination in 1962, only 489, that is about 12 per cent, qualified for outright promotion to Form IV. It is the sacred duty of the Honourable Minister, as well as that of Members of this House, to see to it that all children in the secondary schools are given fair and equal chances of completing their secondary education as well as the other students in other types of schools—as we have done for other streams of education—and also to provide for them higher education in academic and technological courses. Our Government and the Minister of Education have taken great pains to evolve an education policy that gives the children of all races an equal opportunity to get on in life. Much consideration has also been given to the claims of the various communities for the preservation of their respective languages and cultures.

My constituents, the educationists, and I indeed welcome the Government's repeated assurance that there will be free primary education in the child's mother tongue as long as there are parents, who wish to send their children to such schools. In our opinion, it is not enough just to urge the parents to allow their children to begin their education in their mother tongue first. What we ought to do is to prove to the parents that the students in Chinese schools are generally as well equipped for life as the students in other types of schools,

because they have an opportunity to learn and master the important languages of our country. As long as we can maintain and hold on to this attraction, there will be a future for Chinese schools in this country and for the Chinese community, should they choose the Chinese stream for their children. To see that all that is done, we must make sure that the children admitted to the Chinese secondary schools have a sound foundation of English in the primary schools. It is quite fantastic to expect the children to reach the standard required for secondary school work in English medium after only one year's grounding in English in the remove form.

Sir, let us now examine how English is being taught in the national-type primary schools, Chinese medium. The minimum time for study of English in minutes per week in the Federation of Malaya, as laid down in General Notification No. 1815 (prior to the enforcement of the Schools (Courses of Studies) Regulations, 1956) was—

<i>Year</i>	<i>Time Allotted</i>
First Year ...	180 minutes per week
Second Year ...	180     "     "
Third Year ...	300     "     "
Fourth Year ...	330     "     "
Fifth Year ...	330     "     "
Sixth Year ...	330     "     "
	<hr/>
Total ...	1,650     "     "

The time allotted under the Schools (Courses of Studies) Regulations, 1956, is as follows:

First Year ...	Nil
Second Year ...	Nil
Third Year ...	120 minutes per week
Fourth Year ...	135     "     "
Fifth Year ...	180     "     "
Sixth Year ...	180     "     "
	<hr/>
Total ...	615     "     "

At this juncture much as I dislike to, I would like to mention the Singapore periods for comparison. In Singapore, the first year and the second year the period is 210 minutes; for the third

year, fourth year, fifth year and sixth year the time allotted is 270 minutes; and thus the total of 1,500 minutes.

From what I have said just now, you will note that there is a vast difference in the time allotted to the teaching of English in Chinese primary schools before and after the enforcement of the Schools (Courses of Studies) Regulations, 1965. There is a big slash from 1,650 minutes per week to 615 minutes. In Singapore the time provided seems to our educationists to be quite suitable and reasonable. Even prior to the enforcement of the Schools (Courses of Studies) Regulations, 1956, it was a recognised fact that the standard of English in Chinese schools was normally about two years lower than that in English medium schools. Now, that the English periods have been slashed to conform to the Schools (Courses of Studies) Regulations, 1956, it is no surprise at all that the standard of English will further deteriorate, and that the gap between the standard of English in the Chinese primary schools and that in the secondary schools is even much wider. Do we then really hope that a miracle could be performed during the one year's course in the remove form? Moreover, Sir, in the M.S.S.E.E. a pass in English is not compulsory for Chinese school children. Hence, it is not unusual for a child who scores zero in English to obtain an "A" grade pass in Chinese. Children are aware of this and so they are inclined to adopt an indifference attitude towards the study of English. The children in the English secondary schools have had six solid years in the primary schools plus three full years of intensive studies in the secondary schools before sitting for the L.C.E. Examination, but the children in the Chinese schools have had only four years of limited coaching in English plus another four years of studies in the secondary schools. If a child in the English secondary school needs nine years of solid studies to pass the L.C.E. Examination, then how can we expect a child in the Chinese secondary school to do well in the same examination after only 8 years of handicapped studies? Most parents are

realistic people. They would hate to spoil the future of their children merely for their own sentimental reasons. When confronted with such unpleasant facts, they would be most reluctant to send their children to the Chinese schools, though they may be convinced in their heart of hearts that it is educationally sound to educate the children in their mother tongue. Even many Chinese teachers who realise the flaws in the Chinese school system are themselves sending their children to English primary schools. Therefore, it is quite clear that Chinese schools are heading towards self-extinction, unless concrete and positive steps are taken to remedy these serious flaws in the Chinese primary schools. This has led the Socialist Front to accuse the Malayan Chinese Association of assisting in the annihilation of Chinese schools. The Socialist Front knows the reason very well, but it is pretending not to know, and it fully realises that its survival depends on reaping from the seeds of discontentment which they have sown among the people on the Chinese education issue. We, the Malayan Chinese Association and the Alliance, are forging ahead on the cultural and educational progress of our students and children . . . . .

**Mr Chairman:** Order! order! You are now debating on the general policy. I have got to warn you that we have already debated on the general policy of education. We are now going with the debate on the policy of the service for which the money is provided. You must be very careful.

**Enche' Geh Chong Keat:** Sir, I am speaking on the service for which fund is provided for the Minister to implement the policy under this Budget.

**Mr Chairman:** Under what sub-head?

**Enche' Geh Chong Keat:** Under Sub-head 1, the Minister, Sir.

**Mr Chairman:** That should have been done at the debate on general policy.

**Enche' Geh Chong Keat:** Thank you, Sir. The Malayan Chinese Association

and the Alliance are forging the cultural and educational progress of our students and children while the Socialist Front tries to destroy it. The requests that the Malayan Chinese Association made to the Government have been very reasonable—incidentally they are the requests of educationists—and they are to prepare the children and fortify them for the struggle of the survival of the fittest—and the Socialist Front accuses us of attempting to change all Chinese streams into English schools. Sir, the Socialist Front has challenged the Malayan Chinese Association to deny the ultimate objective of the Rahman Talib Report—and this Report is to use Malay as the main medium of instruction and examination in all schools. I am sure the Minister of Education and the Government have given their assurances and are maintaining and expanding Chinese, Tamil and English education—on the vernacular side as well as the National language; and the Chinese schools are still in existence with Government aids and, perhaps, with 100 per cent aid to come in the near future.

Sir, I think it would not be out of place to ask the Socialist Front to inform this House what their good friend and brother, Dr Soekarno, has done to Chinese education in Indonesia. I dare the Socialist Front to hang their black mourning banner at their Party Ra'ayat, or their Socialist Front Associates' Headquarters and Branches in Indonesia.

**Mr Chairman:** Order! order! you do not seem to heed my warning.

**Enche' Geh Chong Keat:** Yes, Sir.

**Mr Chairman:** I have told you that you should not debate on the general policy of education. We are now on the policy of the service for which the money is provided. I have warned you twice already.

**Enche' Geh Chong Keat:** Yes, Sir. By mentioning this, I am trying to refute the reflection, or the slur, cast on the Minister of Education. I am . . .

**Mr Chairman:** I will not allow you to debate on the general policy.

**Enche' Geh Chong Keat:** Yes, Sir. However, Sir, with your permission I would just finish the last sentence. What has their brother Dr Soekarno done to Chinese education in Indonesia? I dare the Socialist Front to put up this mourning cloth and mourning for the death of Chinese education in Indonesia.

Sir, for many years we have heard in this House, in debate under this relevant Supply Head, the Socialist Front criticising the Government and criticising the Minister of Education for the implementation of the policy, but we have yet to see the educational policy put up by the Socialist Front, and what the Minister . . . . .

**Mr Chairman:** Order! order! I will not allow that . . . . .

**Enche' Geh Chong Keat:** Sorry, Sir, I withdraw. Sir, the Minister has done all his best to maintain and sustain education in the vernacular schools and to teach all students and provide them with facilities for their mother language, and yet we have heard a lot of opposition from the Socialist Front for the good work of the Minister. Sir, despite the fact that they still say, inside and outside this House, that English is only for the privileged class, yet the Socialist Front leaders send their children to the English schools—and they call these “privileged schools”.

Sir, in view of the foregoing, I would like to place the following suggestions for the Honourable Minister's kind consideration—and they are being recommended by educationists and parents:

- (1) As the Syllabus and Timetable Committee, 1956, was directly responsible for the reduction of English periods in Chinese primary schools, they hope an effective way can be found early to review the timetable and make whatever changes possible to increase the teaching hours of English in Chinese primary schools to its previous level of 1,650 minutes per week.
- (2) That the teaching of English in the first and second years be

retained in the State of Penang and other States, if so requested under Optional Subjects, as laid down in General Notification No. 1815 in the *Federal Gazette* of 14th May, 1959, which superseded the previous Schools' Courses of Studies, 1956, Regulations, published under General Notification No. 494 of 11th February, 1957, which prescribed the teaching of English only from the third year onwards in Penang State.

The Chinese schools are lucky to be allowed to carry on with the teaching of English from the first year onwards due to the insertion of the new Syllabus and Timetable Committee, 1956, that English is listed as an optional subject to be left to the discretion of the heads of the schools.

- (3) That heads of Chinese primary schools should be urged to allocate as much as possible the time provided for optional subjects to the teaching of English in various standards, from Standard I to Standard IV, without encroaching upon the time allocated for the Chinese language.

As the schools will be reopening soon to a new term, and there will be certain changes, *vide* a Circular issued by the Ministry of Education, I would appeal to the Honourable Minister to allow the continuation of the teaching of English as an optional subject from the first year onwards as practised in the State of Penang, as I have mentioned earlier, for the year 1964.

Before concluding on this sub-head, Sir, I would like to compliment the Minister of Education for the progress made by his Ministry, which is in line with the progress made by other Ministries. Nevertheless, we have problems to solve. The main problem is the implementation of this policy through the administrators of the Ministry of Education, who implement it only

according to their interpretations, pushing aside the practical interpretations of the educationists in this country. And, lastly, to the Honourable Minister of Education himself, who is a stickler to rules and regulations to the dot (*Laughter*)—Sir, I may have cooked my goose—I would say that I hope the Honourable Minister will accept my recommendations with sincerity and good faith.

Next, I would like to speak on sub-head 100, *Penyeliaan Penuntut di-Luar Negeri*, item (7), *Pusat Penuntut Malaysia, Perth* on page 165. Last year I spoke on this subject of *Pusat Penuntut Malaysia* (Malaya House) at Perth, and I would like to speak again under this item. The students, educationists and Government officials in Western Australia were and, I am sure, are still convinced that there is a great need for such a Malaysian Students Centre in Perth, where our students could get together to promote recreational and cultural activities and to foster fellowship among themselves. I understand that a report on this matter was submitted to the Ministry of External Affairs, *vide* a letter from the Australian High Commissioner, ref. 102/2, dated 21st July, 1960. This House has also made a provision for the Students' Centre in the 1962 and 1963 Development Estimates and a sum of \$7,000 was provided for this purpose. In the present Estimates, we are again repeating this provision for the third consecutive year. I most sincerely hope that this Malaysian Parliament will not again give false hope to these nine hundred students in Perth. Sir, this Malaysia House or the Malaysian Students' Centre in Perth is a necessity and as important as those in Dublin, London, Edinburgh, Belfast, Melbourne, Glasgow, Cairo and *lain<sup>2</sup> pusat penuntut Malaysia*.

On account of the lack of personal contacts among our students in Western Australia, it is found that many of our Malaysian students are inclined to form themselves into small groups brought together through loyalty to old schools, affiliation to students' bodies and the sense of belonging to a particular town or

State in Malaysia. As a consequence, some of them have even got together in small groups to rent houses, where they live together in a fashion which could be classified under "kongsi" system, thus depriving themselves of the golden opportunity for wider education though they are in an overseas country, and by keeping themselves in splinter groups, they are inclined to "clique" to themselves, inevitably avoiding contacts with the main groups of Malaysian students and Australian students.

Sir, I am sure that Members of this House and parents realise that it would not be an easy task to bring all the Malaysian students in Perth together, as not all of them are from the same educational, social and cultural backgrounds, but for the sake of our nation, it is a "must", for we need these students who may be the leaders and pace-makers of progress in the years to come in our country. The kind and generous residents of Perth and Western Australia are fortunately convinced that despite the diversity and plurality of our society, the Malaysian students have been able to build a united nation, where peoples of the different communities and different States of Malaysia are happily and harmoniously living together. Therefore, it is of paramount importance that our students, while residing in a foreign country, must demonstrate the same spirit of unity and co-operation among themselves and must identify themselves with pride as Malaysian nationals. Sir, to achieve this "*semangat*" or spirit of Malaysia, we cannot rely entirely on national or racial sentiments. It is a "must" for us to provide facilities and assistance to our Malaysian students, in order to enable them to express their identity as belonging to one Malaysian group, under one Malaysian flag, and under the Yang di-Pertuan Agong. Sir, the students themselves are aware of this need and would be willing to co-operate, if such facilities are provided. I understand that the Malaysian students are raising funds too, and they have the support and blessings of the Australians in Perth

and Western Australia. I am sure that it will not be out of place to mention an appreciation for the kindness and generosity extended by these Western Australians to our Malaysian students.

Sir, the setting up of the Malaysia House or the Malaysian Students' Centre in Perth has often been considered by our students as a "Club House Story" and has brought plenty of misunderstandings and disappointments between the students and the previous High Commissioner, the late Dato' Suleiman. As early as in April, 1961, a property in Wellington Street was offered to the Perth Malaysian Students' Association and it was rejected on the 27th July, 1961, on receiving a telegram from the then High Commissioner which read:

"We have been advised to go ahead with procurement of premises of students' club. Please advise Malaysian Students' Association to withhold plans. Will visit Perth shortly. Malawakil."

Sir, the visit, though mentioned "shortly" on the 27th July, 1961, stretched to the 22nd of July, 1962, when the High Commissioner finally visited Perth. In spite of the heart searching questions by the students, the then Director of the Malaysian Students Department and the Liaison Officer, Mrs Hodgkin, nothing materialised.

**Enche' V. Veerappen (Seberang Selatan):** Sir, on a point of clarification, if the Honourable Member gives way.

**Mr Chairman:** (*To Enche' Geh Chong Keat*) Will you give way?

**Ench' Geh Chong Keat:** No, I am not giving way, Sir.

**Enche' V. Veerappen:** Is the Honourable Member fighting for his own son in Perth?

**Enche' Geh Chong Keat:** Sir, for his information, I have nothing to do with it . . . .

**Mr Chairman:** You need not reply to that!

**Enche' Geh Chong Keat:** With your permission, Sir, I would like to read to you a letter written to the Permanent Secretary, Ministry of Education, Kuala Lumpur, on the 3rd

August, 1962 by Enche' Yusof Ariff, Second Secretary to the Malayan High Commission in Canberra, to clarify the position better. It reads:

"I am directed to write with reference to the proposed Malayan Students' Centre in Perth. During his recent official visit to Perth, His Excellency the High Commissioner found that he was expected by the Malayan students and Liaison Officer in Perth to declare open an 18-bedroom house, at 17 Ord Street costing A£14,500, as the Malayan Students' Centre, which according to their understanding has been promised by our Government and the Director of Malayan Students' Department. But the Students' Centre to be opened has not yet been purchased. His Excellency was met with searching questions both from the students and the Liaison Officer, when he told them that he was not aware of the Government's decision to purchase that particular building; nor was he aware that there was provision for the whole sum of purchase money of A£14,500 had already been allocated by the Parliament.

In fact, our record shows that the Director of Malayan Students' Department has requested the Ministry of Education for action on the Director's proposal to purchase the house. In the Director's letter to His Excellency, copied for action to the Ministry of Education dated 30th March, 1962, the Director included the detailed descriptions of the building and furniture but not the estimates for the cost of the annual recurrent expenditure which to His Excellency's mind would commit the Federation Government fairly heavily in view of the size of the building, the number of bedrooms and the size of the ground.

However, in spite of the Director's reminder to the Ministry of Education, dated 17th May, 1962. His Excellency is still in the dark with regard to the present position of the whole matter. It is only in the Estimates of Federal Expenditure for the Year 1962, under Head 15 Special Expenditure of Ministry of Education, that M\$7,000 has been included for the special expenditure on the Malayan Students' Centre in Perth.

It would be appreciated if His Excellency could be enlightened on the present position with regard to this matter so that the students and the Liaison Officer in Western Australia could be informed. In order to assist the work of finding desirable house for the students' use, His Excellency the High Commissioner would be grateful if you would be kind enough to advise His Excellency the approximate provision that the Ministry of Education has in view for the purchase of the house, and the estimated recurrent expenditure that could be involved to enable some steps to be taken towards providing Western Australia with a Malayan Students' Centre in Perth. It has been often reiterated to His Excellency during his visit to Western Australia by the

Malayan Students and Liaison Officer of Western Australia, that the Prime Minister, the Minister of Education, and the Malayan Government had already agreed to the purchase of the Students' Centre, and also according to them, the Director of Malayan Students Department while on his visit to Perth this year"—

that was the year 1961.

**Mr Chairman:** It is a very long letter! (*Laughter*).

**Enche' Geh Chong Keat:** I am about to finish, Sir—another two or three lines. (*Laughter*) Then, it goes on:

"had told them that the whole purchase price would be available within 2 or 3 months after the Director's departure from Perth some time in March this year."

Sir, I was just reading to you a letter or communication between the Malayan High Commission in Canberra and the Ministry of Education in the Federal Capital. Sir, from the relevant paragraphs of this letter, the Malaysian Students' Centre in Perth has seemed a reality to be set up in August 1962—in fact, it is not so even till today, the 30th December, 1963. Therefore, Sir, I seek clarification and information from the Honourable the Minister of Education to this effect, and also the latest developments.

Sir, I have spoken at length on this subject of a Malaysian Students' Centre in Perth, and expressed the views of the students, parents and the officials on the necessity of setting up a Malaysian Students' Centre in Perth. Our students have waited very patiently and are continuing their efforts to raise funds. I appeal to the Minister of Education, the Minister of Finance, and our Prime Minister to grant these Malaysian students approximately £20,000 (Australian) as a gift to commemorate Malaysia and as a reward for their patience and faith in our Government.

Sir, under sub-head 1, item (210), on page 144, *Pengarah, Jabatan Penuntut Malaysia*, Australia, that is, Director, Malaysian Students Department, Australia, I understand that in previous years there was very poor relationship or communication between the Director and the Liaison Officers—there was correspondence at long intervals and, quite often, no reply at all to the

various matters communicated through the Liaison Officers. Very often, lack of funds was given as the main reason for the delays, although the postage cost a very small amount. I am sure our Government and the parents of Malaysian students are very grateful to the local Australians, the Honorary Liaison Officers, who look after the welfare of our students, and also to the Liaison Officers in other countries. Many of them have gone out of their way to help our students. Sir, I had the opportunity of meeting one of them, Mrs Hodgkin, at Perth in Western Australia during my visit there. I would request the Honourable the Minister of Education to increase the honorarium or allowance of these Liaison Officers in Australia and other countries for the good services rendered in looking after the welfare of our students all over the world, as a gesture of appreciation.

Sir, it would be very shortcoming of me if I do not reply to the ejaculation of the Opposition that I have a son in Australia, and with your permission I would like to reply . . . .

**Mr Chairman:** We are not interested whether you have a son in Australia or not. I do not like you to reply.

**Enche' Geh Chong Keat:** So my honour is not slurred. Thank you, Sir.

**Enche' V. Veerappen:** Mr Chairman, Sir, I wish to speak on Sub-head 44 and 103, and as most of these subjects are inter-related, my speech will also be inter-related. As this is a debate on the Education estimates I would also be touching on what the Minister of Education said just now and also on what the previous speaker had touched on.

Now, Sir, let me dispose of the Member for Tanjong Utara. I could not quite grasp what he was driving at. At times he seemed to be praising the Government for what it had been doing and at other times he seemed to be speaking more on Chinese education. I did not take count of the number of times he spoke on Chinese education, otherwise we would have known how many times he was saying "Chinese education, Chinese education,

Chinese education." I am surprised because not long ago—to be exact, some time in 1960—when we were debating the Rahman Talib Report, this very Honourable Member had a lot to say for the Education policy that was put forward; and he even called upon those people who would not agree—those Chinese—to leave this country and go back to China, if I remember correctly.

**Enche' Geh Chong Keat:** Mr Chairman, Sir, on a point of clarification.

**Enche' V. Veerappen:** I am not giving way, Sir. If he wants me to give way, I will . . .

**Mr Chairman:** Order! order! Please sit down both of you. This House is controlled by me. If any Member wishes to interrupt, there are two ways of doing it—one on a point of order and another on a point of clarification. On a point of order, the Member must show me under which provision of the Standing Orders the speaker has made a breach of it; but in the case of clarification, the Member must wait until the speaker gives way. This is quite common in this Parliament. I would not allow any two Members to stand up at the same time. (*To Enche' V. Veerappen:* Please proceed.)

**Enche' Geh Chong Keat:** On a point of order, Standing Order 36 (4)? (*Pause*) 35 (4), Sir. (*Laughter*)

**Mr Chairman:** Which is it?

**Enche' Geh Chong Keat:** 35 (4), Sir. I have never asked the Chinese to pack up and go home. (*Laughter*)

**Mr Chairman:** On a point of order, you must wait for my ruling. (*Laughter*) You cannot reply like that straightaway without waiting for my ruling whether you are in order or out of order. You yourself may be out of order. What is the Standing Order?

**Enche' Geh Chong Keat:** Standing Order 35 (4), which says—

"A member who has spoken to a question may again be heard to offer explanation of some material part of his speech which has been misunderstood; but he shall not introduce new matter."

**Mr Chairman:** What is your point? (*Laughter*).

**Enche' Geh Chong Keat:** He was saying something which I did not say.

**Mr Chairman:** I don't think he has introduced a fresh matter. Will you please proceed.

**Enche' V. Veerappen:** Thank you. After all these years he does not seem to know the Standing Orders also.

**Mr Chairman:** Never mind about that!

**Enche' V. Veerappen:** Well, I cannot blame the Honourable Member for having said that, because, Mr Chairman, Sir, the fact is that the whole problem of our education has been looked at by the parties and the Government from the political angle. We could see that from the Honourable Member's speech very clearly, though he does not admit it. I do not have a copy of the debate that was held in 1960 to reproduce it word for word, but I have here a cutting from the *Straits Times* of Monday, October, 28th 1963—not very long ago, Mr Chairman—in which it is stated "M.C.A. calls on Government to review Chinese Education—LIM"—that is the Minister of Commerce and Industry. By the way, this Minister of Commerce and Industry was one of the two gentlemen, who spoke very much in favour of the report, and we here on this side of the House pointed out the chaos and the confusions and disillusiones that would be created by the implementation of that report. However, it now appears that the M.C.A. has just awakened to it and they have the audacity to accuse us, the Socialist Front, of making capital.

**Mr Chairman:** Order! order! I must warn you that Chinese education is not the point at issue at this debate. That I have got to warn you. If you make that the point of issue, I have got to stop you.

**Enche' V. Veerappen:** Thank you, Mr Chairman. I am just bringing up certain statements to show the confusion that has been created. I would like to say that on the whole, contrary to the little claims of credit which the Minister has had, in some cases justifiably, I should say, the whole system

has created more disunity than unity and more disillusion. Instead of creating tolerance towards one another, it is creating bitterness; instead of increasing standards, there is deterioration in standards.

**Mr Chairman:** You are stepping into the general policy again.

**Enche' V. Veerappen:** I am touching on schools; we have primary schools (*sekolah rendah*) and secondary schools—under Sub-head 44 you will find all the schools there and by the side explanation is given.

**Mr Chairman:** So long as you do not touch upon the general policy on education—that I would not allow.

**Enche' V. Veerappen:** This money provided here of \$199 million, which is not a small amount, is for the implementation of this particular policy.

**Mr Chairman:** Which sub-head is that?

**Enche' V. Veerappen:** Sub-head 44, Pمبرian Bantuan Terkanun, page 161, items (1) to (10)—you have got so many items there—\$199 million.

**Mr Chairman:** You should be careful. There are 10 items there. If you touch outside of these 10 items I will rule you out of order.

**Enche' V. Veerappen:** Yes, Sir, thank you very much. I shall confine myself to the 10 items, which incidentally covers the whole educational set-up. As I was saying, this problem of implementing the policy in respect of these schools will not take us where we want, because we have all the time attempted to look at it from the political angle and not from the realities and the needs of the people, or the wishes of the people. This is clear proof, though the Government claims so much credit, that it is in this particular respect that they have had the greatest loss. If they cannot realise that the way they are implementing this scheme is a failure, that it is not acceptable to the people, then they should wake up and I in this respect would like to commend to them the recent speech by the Chief Education

Adviser at a recent education conference in Kuala Lumpur, where he called upon the powers-that-be to look at this from the non-political angle—and I remember saying, Sir, in this House that education is next to one's religion. He went on to say that education is just like one's religion and it must be divorced from politics. If the Government would accept this point and set up an all party committee to review the whole question of education, then we would not have this problem of people claiming for this, claiming for that, and having all this dissatisfaction and distress. If we want to build one nation, education must be divorced from this political stigma. We have to look at this from the special position of our country. Though our friend from Penang Utara was talking about President Soekarno, although we are not debating Soekarno's education policy or the implementation of that policy, I would like to say that, in the context of Malaysia, the population ratios are such that it is unique, it cannot be applicable to any other country in South-East Asia and, therefore, the solution to this must be unique and cannot be related to other countries where the problem is less marked. Therefore, I would personally like the Government to accept the question of appointing an all party committee to consider this whole question of education, so that we can find a real solution.

Now, Mr Chairman, Sir, as you are getting impatient, I would come to more specific subjects. Let us first of all take the question of secondary continuation schools, *Sekolah Pelajaran Lanjutan*. We have a provision for \$5,700,000—an increase of \$700,000 on this particular sub-head. Mr Chairman, Sir, some months ago I brought a motion to ask the Government to review the whole question of these schools, but on hearing that the Government itself was setting up a Committee I withdrew the motion. However, all that I have heard from the Minister of Education just now is that this Committee has completed its findings, and the report is being

studied. Therefore, for next year we will have the same problem repeating.

Now, what did these schools achieve, so that they warrant continuation? If you would take the figures, Mr Chairman, Sir, it will be seen that out of 76,000 failures, or rather out of 76,000 who could not go into secondary academic schools in the country in 1962, only 6,400 were admitted to secondary continuation schools (Malay medium) and 8,800 to the English medium, making a total of 15,000. In other words, only 19 per cent of the failures went into these schools and, therefore, they are completely unacceptable, and what the Government sets out to do is a failure. Further, a bigger problem is also created—and that problem is that we will have about 81 per cent of these pupils going on the streets, or going to private schools.

Now, Mr Chairman, Sir, we have done some drastic things and have made drastic changes in education because of private schools. We have found that private schools have been used for political purposes and so forth—that has been what the Government has been claiming—and as we wanted to abolish private schools, therefore, we abolish Chinese schools and make them English schools, and not Malay schools. If the Honourable Member for Tanjong Utara had been so patriotic, as he makes out to be, then he would have asked for all these schools not to be converted into English schools but to be converted into Malay schools. Then, we will not have another problem coming up later on. However, with the vast increase in the number of private schools, the same problem is created and we may have more problems more difficult many times over to deal with. Therefore, we warned the Government when the Rahman Talib Report was debated that this would be totally unacceptable and that this was just an eyewash. Nevertheless, the Government went on unheeding of our suggestions—and here you have one instance of complete failure.

I would have been glad if the Minister had at least just given us an

indication in broad outline of what are the conclusions reached by this Committee. That at least will give some hope to the people and they might send their children to these secondary continuation schools when they open in January, instead of running to private schools and paying through their nose, so to say. Of course, in this country, those who can afford it can get any type of education they want, but we must look at this from the angle of those who cannot afford. Can these people send their children to these private schools, or should they allow them to roam the streets?

As we have not heard from the Minister on how he is going to reform these schools, may we stress that these schools must have a purpose, and that they should not end nowhere. Nobody will do something without an end; there must be an end for these schools; and then the parents will send their children to these schools. At present, these schools do not give even certificates. Sir, we know that in other countries secondary education is a must. It is taken for granted by everybody. In some countries the percentage of pupils in universities is 20 per cent but in our case the percentage of secondary school education is just about 30 per cent. Therefore, these schools must be reformed so that pupils will be able to pursue a form of education with a vocational bias even after School Certificate level after they have passed even the minimum school leaving age. I do not see why this cannot be done. I believe it can be done.

Sir, I must ask the Ministry to make it known and to let the people realise that, though secondary education is a *must* for all, it does not mean that secondary education is synonymous with white-collar jobs; that secondary education, or primary education, means that there must be people who would be prepared to be educated in secondary schools and go back as rubber tappers, there must be people who would be educated in secondary schools and who would go back as taxi drivers or scavengers. We cannot mislead the people all the while. We

must make it plain to them. Then we must also ourselves be prepared to let anyone of our children, if he is not fit, to become a scavenger. Are we prepared to do it? Are we at that stage, where we can expect the rest of the people to accept that? We have to re-orientate our outlook towards this pressing problem, this crave for white-collar jobs, this false hope, which leads to disillusionment in the end. If this is not tackled properly, then the problem may even become a greater one.

My next point is on *Sekolah Rendah*—primary schools. Mr. Chairman, Sir, you would have heard about the dissatisfaction in regard to these examinations. It is unfortunate that, while we must have some method by which the ability and the aptitude of students can be assessed, can be differentiated, the people of this country are beginning to feel that this is used to their disadvantage, and that the Government is making it as an instrument for manipulation to get a certain number of pupils, a certain type of pupils, a certain class of pupils. Why must we create that distrust? Sir, I believe that these results can be given to the pupils, their assessments can be given to them. At the present moment, even the teachers are not in a position to know how their pupils did. The number of pupils promoted is given in a list. That is all. The rest is not known—whether they are good, or bad, or worse. I am of opinion that at least schools should be informed; and even the parents, when they ask for it, should be informed so that they know whether: “My son is suited to be a scavenger, or a carpenter, or a driver, and what aptitude he has”. At least, they will know, instead of the Government saying wholesale, “You are not fit”.

The other aspect in regard to this examination is that, though we accept the theory that automatic promotion is good, we in our schools have a large proportion of new teachers and, according to the Chief Education Adviser, 25 per cent of them are untrained, and these people cannot cope with the requirements. So you will find that the pupils, who are poor

in their studies, have from year to year missed a lot, and they do not gain step by step. As a result, when they come to Standard VI, they have not learnt for six years, but maybe for one year, because they have missed so much. It is meaningless to them, if they do not get a proper grounding in Standard I or Standard II, when they are each year promoted and promoted until they come to Standard VI. Though in Standard VI, the Government gives a second chance to those who are under-age—that is, if they went to school early, those who were admitted at their normal school-going age, would not get a second chance. This, as we have stated before, is very unreasonable. But what is the point in giving a second chance in the final year? Why not give a person a second chance early in his life, so that he could get a better grounding and be able to absorb more in his succeeding years than in the final year? I would like the Government to consider this in earnest, because I feel that if a boy is promoted before he gets a good grounding, before he is mature enough to absorb things, he gains nothing. As you are prepared to give him one year at the end if he is under-age, why not give him one year in his course in the six years? That will help him more than in the final year. I would ask our Minister and the experts of the Ministry to consider this fact—and I believe it will be rewarding.

Now, Mr Chairman, Sir, I come to the question of teachers—teachers in all these schools. Though there is no special provision for teachers, quite a large proportion of this \$199 million will go towards the payment of teachers, and we know that the teachers are not at all happy over many issues. One of them is the question of equal pay for women teachers, and we have talked about it several times. The other questions are those relating to medical treatment, housing, social security and transfers.

Sir, on this question of equal pay, we have heard it so often in this House, and we have been assured so often that a Government top-level Committee is considering this matter,

but up to now we have been waiting—maybe it will come as an election present for the people of this country; and I would like to call upon all the women teachers and women generally to hope that the election will be held early so that they will get an announcement early.

**Mr Chairman:** Order! order! That is irrelevant!

**Enche' V. Veerappen:** That is about equal pay. Sir, in regard to the Unified Service Scheme, which is supposed to unify the salary scales of teachers, we find that for special posts and headships, there has been a vast increase in salaries, while teachers in the lower category have lost even medical facilities and when they go to hospital, they have to pay for treatment. They have also lost their housing allowances. All these have created a great deal of discontent. I think the people in the Ministry, having been teachers, would agree with me that no teacher can teach properly, if he is discontented. I know it is a difficult problem to please every section, but this is a genuine dissatisfaction, and I am sure that the Government would look into it.

Recently, that is about two months ago, at a meeting of experts held in Geneva, it was resolved that teachers, as a group, should be entitled to social security benefits. Although the Government has been studying the question of social security for workers generally, I would like, with your permission, Sir, to read this in the hope that the Ministry would recognise this fact and start an early scheme of social security for the teaching profession—this is an extract of the conclusions reached concerning the social and economic conditions of teachers in primary and secondary schools at a meeting of Experts on Social and Economic Conditions of Teachers of Primary and Secondary Schools, Geneva, held on 21st October, 1963: paragraph 99 reads:

“Teachers should be protected by social security measures in respect of all the contingencies included in the Social Security Minimum Standards Convention, 1952, No. 102. Priority should be given to protection

in respect of sickness, maternity, employment injuries, old age, invalidity and death of the breadwinner. Teachers should also be covered against unemployment like all salary and wage earners."

Sir, we have now only one scheme and that is the Teachers Provident Fund—that is for old age. But if a teacher through some natural cause should be paralysed early in his life, what has he to depend on and what has his family to depend on? They have nothing. We have teachers, by their very job, coming into contact with many students, sometimes as much as 300 students in a day from all sorts of places throughout the country—and we do not know what infection they might carry—and the teachers are exposed to this; and if they should get really sick, and if they should go to a Government hospital, they will have to pay for it.

AN HONOURABLE MEMBER: Silly!

**Enche' V. Veerappen:** Somebody says, "It is silly."

**Mr Chairman:** I did not hear that! Please proceed!

**Enche' V. Veerappen:** Sir, I remember several teachers, who had to go for operations and who had to pay for them; they had to borrow from either the co-operatives or from their friends to pay for their medical bills. I think it is very unfair, Sir. We should see that they are guarded, that they are protected against this and that, in the event of their needing treatment, they should be assisted by the State, and I hope that the Ministry will give weight to this suggestion by the I.L.O. Convention.

My last point, Mr Chairman, Sir, is in regard to Sub-head 103, *Universiti Malaya*. Now, I would like to take this together with higher education generally, i.e. Technical College, College of Agriculture, where we have provisions all over for these colleges. Mr Chairman, Sir, I read in the papers, and also from the speech of the Chief Education Adviser, about how short we were in places for higher education, and the fact that we did not know what future plans the Ministry had for the provision of Higher Education is

really disheartening. I also remember pointing out in this House that several years ago a Committee was set up to review the question of Technical Education, and still today I do not think the recommendations have been implemented. I would like the Minister to prove me wrong. In this era where technical knowledge is so essential, where vocational training is a "must", we feel that the Government in its eagerness to fulfil a political promise has forgotten the greater demands of the country; and as such I would like them to give earnest thought and consideration to the increase of technical training and also the provision for higher education. Coupled with higher education is the question of University autonomy—autonomy in University studies.

Mr Chairman, Sir, when we discussed the question of the University Act, I did mention about the way in which the Government stopped the University Socialist Club from functioning. Recently we have seen what happened in Singapore. Though Education in Singapore is not our concern, but as Honourable Members, who are representatives of Singapore, sit with us and what they do there may infect us, I therefore make reference to what happened in Singapore on the question of academic freedom, where the Head of the University was at disagreement with the Government of the State. Though we try to tell the country that we are a free society, yet we do not want freedom in our higher places of learning. If we cannot give freedom to our higher places of learning, then what is our free society? What is your free society—free to do what? Recently, Mr Chairman, Sir, a Committee was appointed to review the question of Higher Education in England and I would like to commend some of the findings to this House. I would not be long; I will take only two minutes. This was published just recently and presented to Her Majesty in England, in October 1963—just two months ago. I quote:

"The freedom of institutions as well as individual freedom is an essential constituent of a free society. We are convinced

also that such freedom is a necessary condition of the highest efficiency and the proper progress of academic institutions, and that encroachments upon their liberty in the supposed interests of greater efficiency would, in fact, diminish their efficiency and stultify their development.

For the individual teacher, academic freedom means the absence of discriminatory treatment on grounds of race, sex, religion or politics, and the right to teach according to his own conception of fact and truth rather than according to any pre-determined orthodoxy.

It involves, further, freedom to publish and, subject to the proper performance of allotted duties, freedom to pursue what personal studies or researches are congenial. Freedom of this sort may be abused, may sometimes lend itself to abuses, but the danger of such abuses is much less than the danger of trying to eliminate them by general restriction of individual liberty."

Mr Chairman, Sir, I am afraid that, because our actions are so politically coloured, we might come to the stage that the University would not serve the purpose for which it was intended to serve. If it is to be a fountain from which knowledge should spring, then I would like to commend to the Minister, to the Ministry, and to the Government, what I have quoted from this Report which was published just two months ago. Thank you, Sir.

(Mr Deputy Speaker *in the Chair*.)

**Enche' Ng Ann Teck (Batu):** Mr Chairman, Sir, I wish to speak on Supply Head 15, Sub-head 1, item (1). For the last few days we have been treated to rather startling news in the Chinese newspapers. They dealt not only with the policy of the Government but also concerned with the dealings of the Minister, but unfortunately there has been nothing from the Ministry itself. One wonders as to what the true situation is. When the Minister made his statement on presenting the budget for his Ministry we hoped that he would enlighten us on this controversy, but unfortunately nothing has been said. It has been reported in Chinese newspapers of the 12th December that at a Chinese Teachers Civic Course conducted recently the teachers were told that the Government would henceforth be providing free education for nine years instead of the present six. It was reported that Mr Lee Siok Yew,

Secretary-General of M.C.A. while addressing this Course said that he had fought very hard and the Minister had at last agreed to provide nine years free education instead of six. He went on to amplify that the Chinese school students instead of having free primary education could now have in addition three years of free secondary education. He further said that in trying to persuade the Minister to agree to this he had had to go to the Minister's office and bang the table in argument before the Minister agreed to this. Curiously, it is also reported that after having said this, Mr Lee turned to the Press and asked them not to publish it as the Minister himself wanted to announce this. Sir, is it to be imputed that we have a Minister who only understands the language of force and not reason and logic? Is it so necessary for someone to bang the table of the Minister before he sees light as the speech of Mr Lee Siok Yew implies? Sir, when Mr Lee Siok Yew's speech was published he immediately . . .

**Enche' Mohamed Yusof bin Mahmud (Temerloh):** Tuan Pengerusi, saya rasa itu tidak ada kena-mengena dengan perbahathan yang ada dihadapan kita ini.

**Mr Chairman:** I think it has some connection with this one really. Please proceed.

**Enche' Ng Ann Teck:** . . . he immediately denied it. But the next day this Chinese newspaper, the *Sin Chew Jit-Poh* published statements from the Chairman of the Selangor Branch of National Chinese Trained Teachers Union, Mr Loke Ting Yee and a participant of the course, Mr Wong Yik Kui confirming that Mr Lee did make such a statement. Of course, after this there was nothing more from Mr Lee Siok Yew and, surprisingly, nothing from the Ministry as to the truth of the matter. One can only conclude that either the Minister has failed to keep his promise or that Mr Lee Siok Yew has deliberately misled the public in trying to portray himself as the saviour of Chinese education. After all, it was at this same Civic Course that Mr Lee Siok Yew, Secretary-General of M.C.A. had

openly derided not only the Government policy but also all Assistant Ministers. He openly stated at this course that though there were rumours that he would be the Assistant Minister of Education this was all over. He further went on to say that if he was given a job he wanted full executive powers and that under no circumstances will he be a puppet. Sir, I demand that this House be informed as to the actual position. Is it a fact that the Minister is going to announce free education for nine years and that this was the result of the hot argument with Mr Lee Siok Yew when he had to bang the Minister's table? If it was so, why was this House not informed of this; if not, why has the Ministry not denied this story? Further, who is responsible for this particular course and why has the Ministry not taken precautions to ensure that whatever is said at such civic courses is the truth? We hope that the Minister will make it a point to answer this very serious newspaper report of the proceedings, because this matter is now the talk of the town and the people are beginning to wonder whether the Minister only understands the language of force.

Sir, the second matter I wish to raise is with regard to funds for National-type Primary Schools which appear in page 161, Sub-head 44 (1). It has been the policy of this Government to leave the administration and management of National Type Primary Schools to a Board of Management. It is, therefore, vital that such funds should be managed in such a way as to raise no doubts on the methods in which they are used and kept. About a month ago there has been a classic case reported in the Press of the handling of funds in a Chinese national-type primary school in Jenjarom New Village, Selangor. It is reported in the Press that the Board of Management of the Jenjarom national-type primary school had a meeting on the 20th of November this year. At this meeting it was decided that a classroom to teach music should be built. In order to do this, the meeting decided that report on the finances of the school should be tabled. Very mysteriously one week

later, on the 28th of November a fire started in one of the rooms and allegedly burned the documents containing the accounts of the school. What surprises everyone is the fact that the fire was supposed to have started from the middle of the locked room and within minutes engulfed the room. There must be very inflammable material together with the accounts for the fire to have spread so quickly, according to the newspaper report. On the 30th of November the Board held a meeting and requested Mr Leong Yew Sin, who is NOT the Treasurer of the Board, to present the accounts from 1958 to 1963 within 14 days. Then at the meeting of the Board on the 15th of December no accounts were presented. Instead the Board took a decision stating that since in 1958 it was a standard-type Chinese school and whereas now it is a national-type school, the accounts would be prepared after a meeting of the Board of Management of the standard-type school. Sir, this is most unusual. Surely at the end of the year and when the new Board takes over there should be statements of accounts presented. What is the reason then for this most extraordinary decision? To make matters more suspicious, at this vital meeting the Chairman of the Board, Mr Lim Leong Swee, who is also the Chairman of the local M.C.A., tendered his resignation and it was accepted. It was at this meeting also that the Treasurer of the Board tendered his resignation though he was Treasurer . . .

**Mr Chairman:** That has no connection whatever with Sub-head 44 (1).

**Enche' Ng Ann Teik:** Mr Chairman, Sir, the fund of the National-Type Primary School, I think, should be handled properly. I am trying to explain a case, which has given rise to suspicion on the handling of the fund. Though the Treasurer tendered his resignation, the meeting decided to defer consideration of his resignation until after the meeting of the old Board of Management. The whole incident appears to be very suspicious. When the accounts were asked for, the building in which they were kept caught fire, and the building was burnt so quickly

that all the relevant documents were supposed to have been burnt. The person who was asked to present the accounts was the Malayan Chinese Association Vice-Chairman—not the Treasurer of the Board. The accounts were not produced, and it was decided to call a meeting of the old Board of Management. The Chairman, who was also the M.C.A. Chairman, then resigned and it was accepted. How can this be accepted when the vital question of accounts is still to be resolved? The Treasurer, who was not asked to present the accounts, also tendered his resignation, but was told to wait. It is very difficult to understand what is going on. All this has been reported in the press, and it is no secret. I want to know what the Honourable Minister has done about it. Has he started an enquiry into the whole matter? If he has not, why has he failed in his duty? If an enquiry has been held, what is the explanation to the whole matter? This House is entitled to know the full facts of this unusual situation and the answers for it. How can we be sure that the money passed by this House will not be wrongly handled, if the Minister allows the people like these to manage things? Thank you.

**Tuan Haji Mokhtar bin Haji Ismail (Perlis Selatan):** Dato' Pengerusi, saya bangun mengalu<sup>2</sup>kan ucapan Anggaran Perbelanjaan Kementerian Pelajaran yang telah di-kemukakan didalam Dewan ini oleh Yang Berhormat Menteri Pelajaran pada pagi tadi. Dato' Pengerusi . . .

**Mr Chairman:** Tuan Pengerusi sahaja—saya belum lagi Dato'.

**Tuan Haji Mokhtar:** Terima kaseh, Tuan Pengerusi, saya hendak berchakap berkenaan dengan Menteri Pelajaran, Menteri Muda Pelajaran, Setia-usaha Tetap dan Pemberian Bantuan Terkanun. Dalam sedikit masa yang lalu kita sama<sup>2</sup> telah mendengar perbahathan yang panas dan hebat di-dalam surat<sup>2</sup>khobar berkenaan dengan kelemahan anak<sup>2</sup> Melayu didalam sekolah<sup>2</sup> rendah dan sekolah<sup>2</sup> menengah dan bermacam<sup>2</sup> fikiran telah di-suarakan di-dalam hal yang tersebut. Yang Berhormat Menteri Pelajaran dalam ucapan-nya telah

membuat pandangan berkenaan dengan kemajuan<sup>2</sup> pelajaran dalam Persekutuan Malaysia, mulai dari Persekutuan Tanah Melayu dan Malaysia bagi tahun 1964 yang akan datang. Perkara ini tentu-lah tidak ada siapa yang menafikan bahawa perkembangan pelajaran di-dalam negara Malaysia ini sudah mula meningkat dari sa-tapak ka-satapak kahadapan. Dan begitu juga pada hari ini kalau kita berjalan di-kampong<sup>2</sup>, di-bandar dan pekan, barangkali susah-lah kita hendak membezakan kanak<sup>2</sup> yang berduyun di-waktu pagi ka-sekolah dengan pakaian yang saragam dan begitu juga bangunan sekolah yang chantek dan tersergam. Ini ada-lah menunjukkan bahawa dasar pelajaran di-dalam Persekutuan Malaysia pada hari ini telah mulai berada pada tingkat dan taraf yang sama dengan tidak membezakan, sama ada di-kampong, di-bandar dan lain<sup>2</sup>. Di-samping itu, Tuan Pengerusi, kalau kita kaji dengan teliti kita akan dapati bahawa tidak sedikit pula daripada murid<sup>2</sup> yang di-dalam sekolah rendah banyak di-antara-nya yang tidak dapat meneruskan pelajaran ka-sekolah<sup>2</sup> menengah. Dalam penyiasatan dan pemerhatian saya disebabkan oleh beberapa sebab. Yang pertama, ibu-bapa-nya miskin, maka dengan kemiskinan itu mereka tidak dapat melayan kehendak anak<sup>2</sup>-nya itu, dan saya tidak tahu-lah di-negeri<sup>2</sup> lain, tetapi di-dalam negeri saya di-Perlis, kalau kita perhatikan kanak<sup>2</sup> yang pergi ka-sekolah rendah banyak yang berkaki ayam dan apabila kita tanya murid<sup>2</sup> itu ada dua tiga orang di-antara yang pergi ka-sekolah tidak dapat makanan. Jadi, perkara ini, saya fikir, Tuan Pengerusi, patut-lah di-ambil perhatian oleh Kementerian Pelajaran bagaimana supaya dapat kita memberi bantuan, atau pertolongan kepada anak<sup>2</sup> yang miskin dan anak<sup>2</sup> yang ta' dapat makan pada waktu pagi. Jadi, dengan kita ambil perhatian itu, ini akan memberi satu jalan yang dapat kita memberi peluang kepada anak<sup>2</sup> bangsa Melayu dalam sekolah<sup>2</sup> rendah hingga meningkat ka-sekolah<sup>2</sup> menengah, dan saya dapat tahu juga dalam negeri Perlis, Pejabat Pelajaran ada memberi roti<sup>2</sup> kepada sekolah<sup>2</sup> untuk memberi makan kepada kanak<sup>2</sup> yang

ta' mempunyai kesempatan makan pada waktu pagi. Sa-kira-nya kalau dasar itu di-jalankan, maka saya bagi pehak ibu-bapa yang miskin tentu-lah memberi ucapan terima kaseh dan memberi tahniah kepada Kementerian yang berkenaan, kerana saya perhatikan dalam masa lawatan saya ka-luar negeri pada tahun yang telah lalu, saya dapati kebanyakan-nya sekolah<sup>2</sup> rendah, mereka dapati makanan yang perchuma daripada Kementerian Pelajaran, dan sa-lain daripada hal tersebut berkenaan dengan tempoh ini pun menjadi satu sekatan kepada anak<sup>2</sup> kita yang akan masuk ka-sekolah<sup>2</sup> menengah. Mengikut kepada keadaan yang ada pada hari ini bahawa dalam darjah rendah, murid<sup>2</sup> mendapat peluang belajar sa-takat 12 tahun ia-itu dari enam tahun sampai 12 tahun, ia-itu 6 tahun masa-nya dia berada dalam sekolah rendah. Jadi, di-situ murid<sup>2</sup> itu tadi dapat memikirkan bagaimana-ka-h nasib-nya, burok-baik-nya bagi diri dia pada masa akan datang. Sa-lepas dia masuk pereksa ka-sekolah menengah, di-situ dapat-lah dia tahu siapa yang berjaya, siapa yang tidak berjaya, kalau siapa yang berjaya maka dapat-lah dia masuk ka-sekolah menengah, tetapi siapa yang tidak berjaya tentu-lah berasa dukachita dan terpaksa-lah mereka itu masuk ka-sekolah lanjutan di-mana sekolah<sup>2</sup> lanjutan itu biasa-nya berhampiran dengan bandar, atau jauh dari sekolah<sup>2</sup> tersebut. Jadi, dengan keadaan yang demikian, kanak<sup>2</sup> yang berumur 12 tahun itu maseh mentah lagi, dia tidak dapat peluang, atau tidak dapat meneruskan chita<sup>2</sup>-nya. Jadi, kata dia: "Aku, di-dalam sekolah menengah pun ta' berjaya, jadi apa-lah guna-nya yang aku pergi belajar." Ibu-bapa-nya pun berkata bagitu: "Sedangkan engkau dalam sekolah menengah, engkau tidak berjaya, apa-lah guna-nya aku menghabiskan wang aku lagi untuk memberi bantuan kepada engkau pergi ka-sekolah lanjutan." Jadi, dalam hal yang tersebut, Tuan Pengerusi, patut-lah Kementerian Pelajaran ini mengambil perhatian yang sa-halus<sup>2</sup>-nya supaya anak<sup>2</sup> itu tadi sa-chara jiwa-nya, dia tidak dapat memberi kesan apabila dia itu tamat pada tingkatan rendah. Jadi,

kalau mereka itu berumur 12 tahun, mereka telah habis, atau tamat pelajaran-nya, apa-ka-h budak<sup>2</sup> itu akan buat, kalau umur-nya 12 tahun, mereka maseh budak lagi dan tidak dapat hendak membedzakan mana yang burok dan mana yang baik-nya.

Jadi, dalam hal yang tersebut, ketika saya berada di-Amerika dahulu, saya juga pernah bertukar<sup>2</sup> fikiran dengan pegawai<sup>2</sup> pelajaran dalam University of Florida dan mereka berkata ia-itu umur 12 tahun ada-lah sangat mentah, patut-lah di-tambah dua tahun lagi supaya mereka itu berumur sampai 16 tahun di-mana ini akan memberi satu peluang yang baik kepada anak<sup>2</sup> itu tadi supaya mereka sendiri dapat merasa, dapat berkesan bagi jiwa-nya yang mereka itu ada mempunyai satu chita<sup>2</sup> untuk masa yang akan datang.

Sa-lain daripada hal yang tersebut, Tuan Pengerusi, saya suka hendak berchakap berkenaan dengan chuti. Ini pun menjadi satu di-antara sebab<sup>2</sup>-nya yang saya fikir menjadi kegagalan terhadap anak<sup>2</sup> Melayu kita, kerana pada masa yang telah lalu, kanak<sup>2</sup> yang beragama Islam terutama sa-kali dalam peringkat sekolah rendah apabila dalam bulan puasa, mereka itu mendapat chuti yang penoh, tetapi sekarang anak<sup>2</sup> kita di-dalam bulan puasa juga terpaksa belajar dan banyak daripada anak<sup>2</sup> kita yang memang di-lateh oleh ibu-bapa mereka menyuroh mereka itu berpuasa dalam bulan Ramadhan, dan ini pun pada himat saya, patut-lah Kementerian Pelajaran ini mengambil satu timbangan, sunggoh pun perkara itu, bagi kita, kita rasa satu perkara yang tidak bagitu berat, tetapi bagi anak<sup>2</sup> yang belajar, mereka itu terpaksa belajar, dan puasa mereka itu terpaksa berpuasa juga. Jadi, dalam satu bulan itu boleh di-katakan mereka itu dalam keadaan saperti angan<sup>2</sup> sahaja.

Tuan Pengerusi, berkenaan dengan latehan guru<sup>2</sup>, ini pun menjadi satu daripada sebab juga yang kelemahan anak<sup>2</sup> kita dalam peringkat sekolah rendah, pada hal sekolah rendah inilah satu asas yang penting sa-kali dalam soal didekan anak<sup>2</sup> kita, jika sa-kira-nya anak<sup>2</sup> kita sudah kechiwa dalam peringkat sekolah rendah, maka

sudah tentu-lah sa-makin ka-atas, sa-makin bertambah kechiwa-nya, sa-makin ka-atas lagi, lebeh lagi kechiwa. Jadi, dengan hal yang tersebut, apabila sampai kapada peringkat yang tinggi ia-itu di-universiti, kita akan dapati hanya sadikit sahaja anak<sup>2</sup> kita yang mendapat peluang masok ka-dalam universiti dan satu daripada sebab-nya, barangkali ia-lah kerana latehan<sup>2</sup>, atau latehan guru<sup>2</sup> itu tidak bagitu sempurna, dan saya memikirkan bahawa ini harus-lah di-ambil perhatian oleh Kementerian Pelajaran seperti latehan kapada guru<sup>2</sup> yang bakal mengajar di-sekolah<sup>2</sup> menengah itu hendak-lah di-buat dalam bahasa kebangsaan, kerana kita dapati ada guru<sup>2</sup> kita yang ada berpeluang mengambil menengah, tetapi kebanyakan guru<sup>2</sup> itu tadi, mereka mendapat sijil melaluī saloran sa-chara private. Jadi, oleh kerana dia mempunyai sijil yang tersebut, dapat-lah dia peluang, di-beri peluang masok berlateh dalam sekolah menengah tetapi oleh kerana dia mengambil pelajaran Inggeris tadi hanya sa-chara kata orang "self made man" ia-itu dengan ke-hendak dia sendiri. Jadi, manakala dia sampai di-college, kebanyakan-nya segala sharahan<sup>2</sup> dari pensharah<sup>2</sup> itu dan bagitu juga segala technical words semua di-beri dalam bahasa Inggeris. Maka banyak-lah guru<sup>2</sup> tadi yang telah merayu kapada saya mengatakan mereka tidak bagitu puas hati dan kalau boleh, biar-lah latehan yang di-beri kapada bakal<sup>2</sup> yang mengajar di-sekolah menengah itu hendak-lah di-buat dalam bahasa kebangsaan.

Dan bagitu juga kemundoran anak<sup>2</sup> Melayu kita yang sudah keluar atau tamat daripada Sekolah Rendah masok ka-Sekolah Menengah berkenaan dengan pertukaran buku<sup>2</sup> di-dalam sekolah Inggeris. Kerap kali buku<sup>2</sup> di-dalam Sekolah Menengah bertukar pada tiap<sup>2</sup> tahun. Jadi dengan pertukaran buku<sup>2</sup> itu menjadi juga satu daripada sebab ibu-bapa yang miskin tidak dapat hendak membeli buku<sup>2</sup> yang baharu kerana pada tahun hadapan buku lain pula akan di-bacha atau akan di-gunakan di-dalam sekolah itu. Dan ta<sup>7</sup> ada berpeluang pula orang<sup>2</sup> yang miskin tadi dapat memin-

jam buku daripada anak<sup>2</sup> mereka yang telah naik ka-atas sana kerana pertukaran buku<sup>2</sup> itu terpaksa dia membeli kadang<sup>2</sup> oleh sebab ibu-bapa tidak ada wang anak-nya itu tertahan sampai berbulan baharu dapat men-chari wang untok membeli buku<sup>2</sup> anak itu. Jadi ini pun satu perkara saya rasa harus-lah juga di-fikirkan oleh Kementerian Pelajaran dalam chara<sup>2</sup> kita hendak memajukan pelajaran kapada anak<sup>2</sup> kita Melayu.

Dan sa-lain daripada yang tersebut pehak Kementerian patut juga mengambil perhatian menchari satu jalan bagaimana supaya guru<sup>2</sup> di-dalam Sekolah Kebangsaan tadi mereka itu dapat menyambong pelajaran mereka masok dalam Universiti. Saya tahu umpama-nya dalam negeri India dia di-adakan satu mata pelajaran umpama-nya di-dalam bahasa Urdu atau bahasa Arab siapa<sup>2</sup> sahaja yang dapat mengambil diploma di-dalam bahasa Arab atau bahasa Urdu dan lain<sup>2</sup>-nya maka dia akan dapat berpeluang masok mengambil pelajaran<sup>2</sup> di-dalam Universiti. Sa-kira-nya guru<sup>2</sup> Melayu di-beri kemudahan<sup>2</sup> yang tersebut di-dalam peperiksaan bahasa sa-lepas sahaja dia lulus bahasa Melayu dia dapat meningkat masok ka-dalam Universiti maka ini ada-lah juga satu jalan akan memberi saloran<sup>2</sup> pelajaran kapada guru<sup>2</sup> kita supaya dapat mendidek anak<sup>2</sup> kita bukan untok hari ini bahkan untok jangka panjang bagi masa yang akan datang.

Berbalek saya kapada muka 164 ia-itu bantuan kapada Sekolah Ugama Islam Ra'ayat. Pada hari ini saya dapat tahu Kerajaan Persekutuan Tanah Melayu dengan bagitu pemurah hati memberi bantuan wang yang bagitu banyak kapada Sekolah<sup>2</sup> Ugama Islam, tetapi hanya sa-orang sahaja ia-itu Pegawai Perhubungan yang mengelola hal<sup>2</sup> sekolah ra'ayat tadi dan saya memikirkan ada-lah lebeh bijak lagi jika Kementerian ini menambah bilangan<sup>2</sup> itu supaya pengelola<sup>2</sup> tadi dapat-lah membuat lawatan<sup>2</sup> yang sempurna bagi seluruh Sekolah<sup>2</sup> Ugama Islam Ra'ayat di-dalam Persekutuan Tanah Melayu ini.

Muka 143—Dewan Malaysia London. Saya juga dapat peluang melawat

dalam lawatan saya keluar negeri pada tahun yang lalu melawat ka-Dewan Malaysia di-London ini tetapi saya amat-lah dukachita melihat bahawa Dewan yang tersebut hanya indah nama sahaja manakala saya masok ka-dalam saya dapati kurusi dan segala kelengkapan<sup>2</sup> boleh di-katakan kebanyakan-nya lapok dan tidak-lah begitu sempurna. Dan mereka juga merayu kepada saya supaya membuat rayuan kepada Menteri yang berkenaan supaya di-berikan wang untok membeli perkakas<sup>2</sup> dan sa-bagai-nya. Bagitu juga banyak penuntut<sup>2</sup> kita yang ada di-sana mereka itu telah berkata kepada saya tidak dapat tinggal di-dalam Malayan Hall tadi oleh sebab perbelanjaan kerana manakala kita hendak tinggal di-sana perbelanjaannya ada-lah lebeh dan kebanyakan daripada penuntut itu berkata lebeh baik dia sewa flat di-luar ada-lah lebeh murah lagi daripada dia dudok ditempat tersebut.

Di-dalam muka 165—Universiti Malaya dan sa-terus-nya. Sa-bagai-mana saya sebutkan tadi bahawa banyak anak<sup>2</sup> kita yang tidak dapat peluang masok Universiti Malaya oleh kerana darjah pepereksaan masok ka-Universiti Malaya itu di-tapis tetapi anak<sup>2</sup> tadi mereka boleh di-terima masok Universiti seberang laut jika dia mampu membelanjakan dengan wang-nya sendiri. Pada tahun yang lalu saya juga telah berchakap berkenaan dengan chara memberi pinjaman wang kepada penuntut<sup>2</sup> yang ada di-seberang laut supaya dapat mereka itu menyambungkan pelajaran-nya dan Menteri yang berkenaan telah memberi jawapan bahawasa-nya beliau akan menimbang-kan perkara tersebut. Sa-masa saya berada dalam negeri German, saya dapat bertemu banyak penuntut<sup>2</sup> kita yang ada di-sana yang pergi dengan perbelanjaan sendiri, terutama sa-kali penuntut<sup>2</sup> yang telah tamat pengajian bahasa Arab di-Masir sebab sa-lain daripada bahasa Arab mereka mempelajari bahasa German. Jadi dengan sebab itu mereka dapat-lah berpeluang masok ka-dalam Technical College dalam negeri German. Tetapi oleh kerana perbelanjaan di-sana ada-lah sangat tinggi juga jadi sa-tengah

daripada sa-tengah-nya sambil belajar sambil bekerja. Sa-kira-nya kalau Kementerian ini ada berchita<sup>2</sup> hendak memberi kemajuan pelajaran kepada anak<sup>2</sup> kita yang belajar di-seberang laut patut-lah di-adakan satu peruntokan wang kerana memberi pinjaman dan di-bayar balek oleh penuntut<sup>2</sup> itu. Jadi dengan chara yang demikian banyak-lah saluran<sup>2</sup> dan kemudahan<sup>2</sup> kepada anak kita bahawa mereka itu akan mendapat pelajaran.

Berkenaan dengan kelemahan Sekolah<sup>2</sup> Rendah, saya juga telah dengar berkenaan dengan gaji sa-bagaimana yang telah di-chakapkan oleh wakil di-sebelah sana sekejab tadi. Dalam lawatan saya ada saya bertanya soal gaji dan saya dapati tidak ada bedza baik perempuan mahu pun lelaki sama sahaja gaji-nya. Saya rasa patut-lah juga Kementerian ini membuat pertimbangan sa-mula dalam hal yang tersebut ini. Bagitu juga tuntutan gaji daripada guru<sup>2</sup> Sekolah Rendah tadi patut-lah di-beri layanan kerana mereka itu boleh di-katakan pendidik yang pertama. Kalau guru<sup>2</sup> dalam Sekolah Rendah ini tidak kita layani sebab kita katakan dia ini mengajar di-Sekolah Rendah, pada hal mereka itu-lah pendidik yang pertama dan mereka itu-lah yang kita anggap menjadi harapan bagi anak bangsa kita di-masa yang akan datang. Jadi sa-takat itu-lah sahaja, Tuan Pengerusi, saya ucapkan terima kaseh.

*Sitting suspended at 1 p.m.*

*Sitting resumed at 4.30 p.m.*

(Mr Speaker in the Chair)

### THE SUPPLY BILL, 1964

House immediately resolved itself into Committee of Supply.

(Mr Speaker in the Chair)

#### SCHEDULE

*Heads S. 15, S. 66D and S. 67AA—*

Resumption of debate on Question,

That the sums of \$256,524,792, \$12,701,570 and \$15,785,383 for Heads S. 15, S. 66D and S. 67AA respectively stand part of the Schedule.

**Enche' Ahmad bin Arshad (Muar Utara):** Tuan Pengerusi, saya bangun turut mengalu<sup>2</sup>kan peruntokan wang yang telah di-kemukakan oleh Yang Berhormat Menteri Pelajaran dan saya menyokong penuh atas desakan-nya supaya Yang Berhormat Menteri Pelajaran di-berikan wang yang cukup untuk melaksanakan perjalanan Kementerian-nya. Dalam bidang pelajaran dan bangunan kita dapati ada-lah memberi puas hati kepada ra'ayat terutama sa-kali kepada penduduk<sup>2</sup> di-luar bandar, sejak dasar pelajaran Kerajaan Perikatan telah di-laksanakan. Tuan Pengerusi, saya hendak berchakap dalam muka 161 kepala kechil 44 ia-itu dalam masaalah pelaksanaan bahasa kebangsaan saya minta-lah Kementerian ini mengambil berat dan jangan berganjak atas dasar bahasa kebangsaan yang kita jalankan melalui pelajaran. Saya berharap kepada Kerajaan supaya memandang berat kepada petualang<sup>2</sup> yang hendak merosakkan dasar bahasa kebangsaan untuk di-laksanakan. Di-dalam masaalah ini, Tuan Pengerusi, jangan kira kawan dan jangan kira lawan kerana bahasa kebangsaan itu di-punyai oleh ra'ayat negeri ini dan sudah di-aku<sup>2</sup> oleh ra'ayat negeri ini sama ada ra'ayat itu kawan atau pun lawan. Kita jangan beransor lagi, sebab kita sudah banyak bertolak ansor, dan kita jangan lemah di-dalam menjalankan pelaksanaan ini. Saya nampak biar kita kurang beberapa kerusi asalkan bahasa kebangsaan kita dapat di-laksanakan. Kalau bahasa kebangsaan itu dapat di-laksanakan saya nampak akan memberi faedah demi perpaduan dan kepentingan bahasa kebangsaan kita.

Sa-lain daripada itu pehak Kementerian ini tidak-lah pula menghapuskan bahasa Ibunda bangsa<sup>2</sup> yang ada di-dalam negeri ini bahkan memberi peluang kepada mereka itu yang hendak mempelajari bahasa Ibunda-nya. Dalam masa kita hendak menchapai bahasa kebangsaan kita menjadi bahasa rasmi yang tunggal hanya tiga tahun lagi saya nampak gejala<sup>2</sup> yang di-datangkan yang berupa rayuan sama ada daripada lawan atau pun daripada kawan kita yang berupa berbisek<sup>2</sup> kepada Kerajaan yang saya

anggap ini ada-lah satu rachun di-dalam melaksanakan bahasa kebangsaan kita. Saya mengikuti dan saya menguchapkan tahniah kepada Kerajaan kerana mengadakan Bill menggunakan bahasa kebangsaan, tetapi saya nampak Ahli Yang Berhormat khas-nya dari Ipoh, Ahli<sup>2</sup> Yang Berhormat dari Socialist Front, loya mereka hendak menyebutkan dalam Bill ini dalam bahasa kebangsaan.

Lagi satu perkara, Tuan Pengerusi, saya nampak mereka ini pula minta dan ada satu rayuan yang berbisek<sup>2</sup> kepada Kerajaan supaya bahasa kebangsaan yang di-gunakan dalam masa temu-duga kerana hendak mendapat kera'ayatan negeri ini di-hapuskan. Satu lagi rayuan, Tuan Pengerusi, ia-lah minta bahasa Inggeris di-ajar dalam sekolah jenis kebangsaan China dan India daripada awal. Padahal sekarang Kerajaan memberi peluang sa-telah 3 tahun bahasa Inggeris itu di-ajarkan dalam sekolah jenis kebangsaan yang saya sebutkan. Dengan memasokkan 3 bahasa dalam sekolah rendah jenis kebangsaan itu saya nampak anak<sup>2</sup> kita yang maseh mentah itu tidak akan dapat menampung 3 bahasa, tatkala itu yang akan kechiwa, Tuan Pengerusi, bukan-lah bahasa ibunda, tetapi yang akan kechiwa kelak ia-lah bahasa kebangsaan kita. Ini juga harus di-perhatikan. Itu-lah rupa anasir<sup>2</sup> yang berupa hendak menghancurkan dan menentang bahasa kebangsaan kita supaya dapat di-laksanakan. Saya nampak bisekan bahasa Inggeris yang sa-umpama ini berupa menjahanamkan dasar pelajaran pada hendak melaksanakan bahasa kebangsaan. Mereka itu manakala di-sekolah menerima 3 bahasa akan kechiwa-lah dalam bahasa kebangsaan sa-bagaimana saya katakan, dan sa-kali lagi saya menganggap kalau ada Ahli<sup>2</sup> Yang Berhormat dalam masa Kerajaan hendak melaksanakan bahasa kebangsaan ini mengambil chontoh pelajaran Inggeris di-Singapura, fikiran yang sa-macam itu ada-lah silap dan salah, sebab dalam bidang pelajaran di-Singapura itu kita beri mereka kuasa otonomi.

Tuan Pengerusi, sekarang saya hendak berchakap berkenaan dengan

Bahagian Pelajaran Lanjutan. Yang Berhormat Menteri Pelajaran telah menyebutkan tadi Kerajaan sedang menubuhkan sa-buah jawatan-kuasa untuk mengkaji Sekolah Pelajaran Lanjutan. Saya ada-lah mengalu<sup>2</sup>kan pengumuman yang di-buat oleh beliau itu, saya chuma hendak sentoh dua perkara sahaja dalam hal ini supaya di-timbangkan dengan menambahkan tugas pada memberi pelajaran kepada anak kita yang lepas daripada sekolah rendah. Dengan ada-nya Sekolah Pelajaran Lanjutan dan Sekolah Pertukangan saya harap dalam sekolah laki<sup>2</sup>-nya di-adakan mata pelajaran bertukang emas, intanberlian, kasut dan dobi, sebab daripada pelajaran ini boleh menaikkan ekonomi orang<sup>2</sup> di-luar bandar. Dalam bahagian tukang emas orang Melayu belum ada lagi, kechuali di-negeri<sup>2</sup> Kelantan dan Trengganu, walhal emas itu ada-lah satu perkara yang di-ingini oleh semua orang, terutama sa-kali wanita dan orang laki<sup>2</sup> pun sudah memakai rantai emas. Dalam bahagian wanita-nya saya minta di-adakan pelajaran bersolek dan mengkeriting rambut, pelajaran urusan rumah-tangga dan jahit-menjahit sudah ada. Ini mengikut keadaan, dan mengikut keadaan ra'ayat di-Malaysia memang suka berkeriting rambut. Jadi, kalau ra'ayat di-kampung sudah erti mengkeriting rambut, mereka boleh mengkeritingkan rambut anak<sup>2</sup>-nya dan tidak payah pergi kedai keriting rambut lagi, dan boleh menaikkan taraf bangsa Malaysia dengan bangsa<sup>2</sup> yang lain. Saya kemukakan soal ini ia-lah memandangkan ra'ayat di-luar bandar dalam masa 4-5 tahun lagi hidup-nya akan mewah, sebab getah mereka sudah boleh di-toreh, maka ada di-antara mereka yang berlumba<sup>2</sup> membelanjakan wang-nya dalam perkara yang saya sebutkan itu. Saya pernah di-beritahu masa getah berharga \$2 sa-kali dahulu orang kampung pergi kedai emas di-beli tembaga mereka fikirkan emas. Jadi dengan ada orang kita berniaga emas tidak-lah mereka itu di-tipu lagi dalam hal ini.

Tuan Pengerusi, sa-lain daripada itu berkenaan dengan Bulan Bahasa Kebangsaan. Dalam hal ini pehak

Kerajaan telah mengadakan sa-buah jawatan-kuasa pelaksanaan bahasa kebangsaan di-peringkat pusat, negeri dan daerah, tetapi menurut himah saya tidak berguna jawatan-kuasa itu jika di-dapati ada pehak yang menghalang akan tujuan yang menjadi dasar Kerajaan, terutama sa-kali orang Melayu kita kalau tidak di-ambil tindakan yang sa-wajar-nya. Oleh itu, saya menuntut sa-suai dengan dasar Kerajaan supaya ada tindakan keras dan berkesan di-lakukan ka-atas petualang<sup>2</sup> yang menyekat dan menghalang menggunakan bahasa kebangsaan, khas-nya mereka lakukan dalam Bulan Bahasa Kebangsaan. Sa-kira-nya tidak di-ambil tindakan usaha Kerajaan akan sia<sup>2</sup> dan wang peruntukan Bulan Bahasa Kebangsaan ini akan juga sia<sup>2</sup>. Perkara yang demikian pernah di-lakukan oleh orang<sup>2</sup> yang bukan Melayu, pada permulaan-nya boleh-lah kita ma'afkan, kerana mungkin bahasa kebangsaan-nya kurang sempurna, tetapi yang saya fikir tidak patut kita ma'afkan kepada orang Melayu kita sendiri. Saya dapat berikan satu chontoh ia-itu dalam masa perayaan Bulan Bahasa Kebangsaan di-Trengganu, di-dalam kawasan yang tidak berapa jauh ra'ayat di-sana mengadakan perayaan itu, tetapi di-kawasan yang dekat juga pegawai<sup>2</sup> Kerajaan membuat satu perayaan berupa menentang bahasa kebangsaan itu. Sa-lain daripada itu, saya pernah juga mengikuti pegawai<sup>2</sup> orang Melayu bersama<sup>2</sup> dengan pegawai<sup>2</sup> bangsa Inggeris, pegawai<sup>2</sup> Inggeris suka berchakap bahasa kebangsaan, tetapi pegawai<sup>2</sup> Melayu dengan mendabek dada-nya menggunakan bahasa Inggeris. Jadi, bagini-lah kedudukannya dalam masa Bulan Bahasa Kebangsaan. Saya harap pehak Kerajaan mengambil perhatian dalam masalah ini.

Tuan Pengerusi, saya hendak berchakap berkenaan dengan Dewan Bahasa dan Pustaka. Saya tidak hendak sentoh apa<sup>2</sup> perkara dalam bidang ini, saya hanya mengalu<sup>2</sup>kan atas usaha<sup>2</sup> yang di-lancarkan sekarang nampak-nya sangat baik. Saya hanya suka menarek perhatian Dewan Bahasa dan Pustaka menubuhkan

sa-buah jawatan-kuasa menterjemah kitab<sup>2</sup> ugama yang tinggi dan sejarah Islam ka-dalam bahasa kebangsaan dengan menggunakan tulisan rumi. Buku<sup>2</sup> yang tersebut kelak akan menjadi bacaan umum, sama ada orang Islam atau yang bukan Islam dan juga boleh di-gunakan di-sekolah<sup>2</sup> menengah dan tinggi. Tuan Pengerusi, saya nampak dalam tanah ayer kita sangat kurang buku<sup>2</sup> yang tersebut, padahal pelajar<sup>2</sup> kita sangat dahagakan buku<sup>2</sup> yang berunsor ugama Islam, dan daripada buku<sup>2</sup> ini akan memberi pertolongan yang besar kepada mereka. Oleh sebab kekurangan buku<sup>2</sup> yang berunsor Islam, maka kita dapati ra'ayat negeri ini mengubah sajak-nya sampai menidakkan Tuhan. Ini sangat merbahaya. Menurut pendapat Pendita Za'ba wajib di-bunuh manusia yang sa-umpama itu. Sa-kira-nya Kerajaan mengambil perhatian yang berat saya perchaya usaha itu dapat di-laksanakan dengan sa-berapa yang boleh dan akan memberi faedah kepada ra'ayat.

Tuan Pengerusi, saya hendak berchakap sedikit lagi dalam perkara pelajaran ugama di-sekolah menengah. Perkara ini sangat kekurangan dan belum dapat di-sempurnakan oleh Kementerian untuk memberi guru ugama mengajar di-sekolah menengah dan sekolah lanjutan. Saya harap perkara ini di-laksanakan supaya tidak-lah anak<sup>2</sup> kita yang sedang menuntut di-sekolah menengah dan sekolah lanjutan itu ketinggalan dalam pelajaran ugama. Saya suka memberi satu chontoh di-Sekolah Menengah Tangkap sampai sekarang ini belum di-hantar lagi guru ugama sekolah menengah. Satu perkara lagi, Dato' Pengerusi, dalam bahagian biasiswa yang berkehendakan wang sa-banyak \$1 million lebih. Ini saya nampak, biasiswa selalu kita beri peluang kepada anak<sup>2</sup> kita Melayu ia-itu di-beri tiga kepada orang<sup>2</sup> Melayu dan satu kepada orang bukan Melayu, tetapi bila di-kehendaki anak Melayu—ta' dapat, oleh sebab kurang sharat. Mereka itu berkehendakan lulus universiti grade satu, tetapi bagi anak<sup>2</sup> Melayu kita banyak yang lulus grade dua, atau tiga. Jadi, ta' layak-lah bagi

anak<sup>2</sup> Melayu kita itu untuk mendapatkan biasiswa. Saya suka menganjurkan kepada Kerajaan ia-itu untuk memberi peluang kepada anak<sup>2</sup> kita Melayu masuk ka-universiti, beri-lah peluang kepada anak<sup>2</sup> Melayu supaya di-bolehkan mereka itu masuk ujian peperiksaan sa-kali lagi. Kalau umpama-nya dia lulus grade dua, atau tiga, beri-lah dia peluang sa-kali lagi dengan memberi ujian sa-kali lagi, dan dengan jalan ini, saya perchaya dapat di-beri peluang kepada anak<sup>2</sup> Melayu yang sangat kurang dalam universiti itu.

Kelemahan anak<sup>2</sup> Melayu dalam universiti, sa-bagaimana yang di-chakapkan oleh Ahli Yang Berhormat dari Perlis Selatan tadi, saya aku, tetapi rasa saya satu sahaja ia-itu anak<sup>2</sup> Melayu hanya ada 12 peratus sahaja, manakala anak<sup>2</sup> yang bukan Melayu lebih daripada itu. Mereka ini (anak<sup>2</sup> Melayu) kadang<sup>2</sup> khayal dengan berbagai<sup>2</sup> kawan-nya sa-bagai penuntut, kadang<sup>2</sup> terlalai pula dengan penuntut<sup>2</sup> wanita yang ada di-universiti itu. Jadi, anak<sup>2</sup> Melayu itu bila masuk pereksa, ta' lulus, bila pereksa mendapat grade dua dan grade tiga, sedangkan anak<sup>2</sup> bangsa asing mendapat grade yang pertama. Oleh itu, saya harap supaya perkara ini mendapat perhatian daripada Kementerian Pelajaran.

**Enche' Song Thian Cheok (Sarawak):** Mr Chairman, Sir, we from Sarawak would naturally like to bring our problems to this House and to the attention of the Central Government for deliberation and consideration.

The debate on the policy of education is now over, but you will appreciate, Sir, that we from Sarawak have had no opportunity to speak then because of time factor. I, therefore, hope that you will bear with me, Sir, if I touch briefly on the existing policy on education in Sarawak.

**Mr Chairman:** So long as it is not too long!

**Enche' Song Thian Cheok:** I will try to be very brief, Sir.

The subject of education is attracting much public interest and causing great concern to the people of Sarawak. It was raised at the recent meeting of the

Council Negeri. There is a growing feeling among Members on both sides of the House in Council Negeri that Sarawak's education policy, as laid down in the days of the Colonial Government, needs urgent review. As education in Sarawak is a Federal subject, questions connected therewith were not satisfactorily answered when raised in Council Negeri. I am, therefore, obliged, Sir, to raise the matter here in this House, and it is my fervent hope that the Honourable Minister of Education will not refer me back to the State Government.

Sir, the aim of Sarawak's education policy is to provide every child of the age of six with a place in a primary school by 1968 under its Five-Year Development Plan. It is a far cry from what is obtaining in Malaya. There is also considerable criticism and much concern over the fact that under the present policy only 30% of primary school-leavers are able to continue their studies in the State-run or State-aided secondary schools. The rest of the primary school-leavers, whose ages now range between twelve and fifteen, because of automatic yearly promotion, have to leave school unless they live in one of the towns like Kuching, Sibuluan, or Miri, and unless their parents can afford to send them to one of the very expensive private unaided secondary modern schools, which have sprung up during the last two or three years to cater for these unfortunate children.

Sir, not all the parents can send their children to these private secondary schools, and the increasing number of children of tender age, who have to leave school, is a matter of great concern in the towns as they are unable to get employment until they are sixteen, unlike children in the rural areas who work and help their parents in the farms. The children are, therefore, literally let loose in the streets and are subject to all evil influences that may prey on idle hands and idle minds. Sir, these problems had been brought to the attention of the then Colonial Government in Sarawak from time to time, but little heed was paid to warnings from community leaders. Is it any wonder then that Sarawak today faces

social and economic problems which beset them in the form of frustrated young people, who have taken to the jungle or gone across the Indonesian border? With independence through Malaysia, the people of Sarawak now expect that urgent steps will be taken to tackle our educational problems boldly and that steps will be taken to re-orientate our education policy, so that it will cater for the needs of a developing country with the bulk of its people dependent on agriculture for their living.

Sir, it is the general feeling that the present system, if pursued to its logical conclusion, will create more social and economic problems in the future as education expands in the rural areas. The six-year primary course leads up to a blind alley, and the children do not learn a trade, are aimless and unable to settle down to life in their own community; in the rural areas it does not make a boy a better farmer and in the town he is not a better worker or an artisan. Of the 30 per cent, who go on to secondary schools, more are eliminated in Form III, i.e., at the Junior Secondary School level, and leave school as even more frustrated young people as no vocational training is available. Sir, I am no education expert and, therefore, cannot suggest remedies. All I am anxious to do now is to draw the attention of the Central Government to the needs of the people of Sarawak, who have been led to hold high expectations from Malaysia. We sincerely hope that our expectations will be fulfilled.

Here in the former Malayan States, there is free primary education for all, and a further two or three years of post-primary education are, I understand, on the way. In Sarawak we would only be able to provide a place in the primary school for every child in 1968. It is only right that in the meantime every child now in the primary school in Sarawak should be treated on the same basis as his or her Malayan brother or sister, and be exempted from payment of fees. The stock answer from the Colonial Government in Sarawak was that it was a question of money. We are, however,

firmly of the opinion that a little more money spent now on education based on the right lines in the long run is in the better interests of the people and the State, and more conducive to their security, prosperity and happiness, and may save some money that may have to be spent on a bigger police force in the future.

Mr Chairman, Sir, we see that there is no provision in the 1964 Budget for free primary education in Sarawak. The omission, Sir, to say the least, is regrettable. I well remember what the Honourable the Prime Minister had said when he tried to sell the concept of Malaysia to the people of Sarawak. Among other things he had said and promised was improved educational facilities for all, if they joined Malaysia; and I, therefore, Sir, can do no more than to ask now, and here in this House, for the early fulfilment of that promise, and also for the Prime Minister's assurance in this regard. We, in Sarawak, would like to see that the backward and unsophisticated people in the rural areas are given equal educational facilities and opportunities so as to enable them to catch up with their more fortunate brothers and sisters in Malaysia. Thank you, Sir.

**Enche' Tan Phock Kin:** Mr Chairman, Sir, I would like to speak under *Ibu Pejabat*, Sub-head (1), Menteri Pelajaran, and also to touch on the general administration of the Department itself.

It appears to me, Sir, that there is lack of co-ordination between the Minister on the one hand, who is formulating policies for the Government, and the administrators, who implement those policies in the various States. Whatever action is taken by, say, a Chief Education Officer, or his deputy, or his assistant, will reflect the policy of the Government. It is important, Sir, that people in this particular category should be given clear instructions as to the things they should do and the things they should not do. It also appears to me that of late there has been a gradual usurpation of powers of Education Officers by the Special Branch—and I say it, Sir, with very clear proof. So much interference

has taken place that it gives the impression to people serving on the Boards of Management of schools that there is no freedom of expression, and there is no freedom of publication of views expressed by Chairmen of Boards of Management on occasions like Speech Day, or on similar-like occasions. I say so, because, Sir, on one occasion the speech of a Chairman of an independent school was published in the newspapers and later on it was published in the school magazine. But before the magazine was distributed, one of the Education Officers, in the State level, informed the Headmaster that the magazine should not be circulated. No reasons whatsoever were given, but on making inquiries it was stated that the Special Branch had certain objections. Surely, Sir, if the Special Branch has any objection to speeches being published in school magazines, then it is the duty of the Special Branch, in its own right, to inform the school, to inform the educational authorities as well about it, and appropriate action be taken against whoever it may be responsible for the speech in question. However, Sir, when the matter was referred to the Minister himself, I am glad to say that he saw to it that the prohibition was lifted. Surely, there must have been a misunderstanding on the part of people in the lower rung of the ladder as to Government policy with regard to such matters, and I would urge the Minister concerned to take effective steps to see to it that people working in the Education Ministry are not unduly influenced by people working in the Special Branch because they are distinctly two Ministries, and whatever is done by people in the Education Ministry will be interpreted with concern as the policy of the Government, rightly or wrongly. It is with this that I would like to urge the Minister concerned to take effective steps with regard to this particular matter.

In the past few months, Sir, there has been also growing concern with regard to a certain matter, and earlier in the course of his speech my Honourable friend, the Member for Seberang Selatan, has mentioned the question of

academic freedom. With the resignation, Sir, of the Vice-Chancellor of the University of Singapore, Dr Sreenivasan, there has been growing concern in this country, particularly among graduates, as to the fear that the people of this country may suffer the same fate. It will be of interest to this House that members of the Guild of Graduates of the University of Malaya did express their concern on this matter in passing a resolution "that they view with grave concern the events which led to the resignation of the Vice-Chancellor of the University of Singapore and recommends to the Council that the Council shall seek an assurance from the Government of Malaysia that it will take steps to ensure respect for the autonomy and academic freedom of the University, so that what has happened recently in the University of Singapore will not happen here." I feel sure, Sir, that the Minister of Education will be in sympathy, as all right-thinking persons will, with this viewpoint of the Guild of Graduates. However, Sir, in the course of duty one may mix up political duties with purely educational duties and I am afraid, Sir, that unless the Minister himself can give us the assurance, the people will still be in doubt as to what this Government will do with regard to academic freedom, because one very sorry fact reveals itself, and that is the Government of this country, which has a representative in the University of Singapore, did endorse the action of the Singapore Government on this particular matter.

**Mr Chairman:** The point of academic freedom is not a point which should be debated at this juncture. It should have been debated in the general debate. You can overcome it by way of a suggestion. That I can allow. But do not make that point an issue for your debate. There is a difference between the two and when you overstep that you are going into the general policy. You have got to be very careful.

**Enche' Tan Phock Kin:** Very well. That was actually my intention—to put forward the idea, in view of the

public reaction to this, that the Government should not overstep itself in its enthusiasm to carry out certain duties—because, Sir, infringement of academic freedom can take various forms and people who are responsible may actually infringe academic freedom without actually realising it. For example, if the Government is not in favour of an expatriate officer being employed by the University, what the Government can do will be to apply its powers in refusing to grant a work permit to that particular officer. But it would be wrong for the Minister concerned, or the Government concerned, to direct the Vice-Chancellor of the University not to re-engage so-and-so for reasons which the Government themselves know. As far as the University is concerned, they will employ a person purely on academic grounds, and if it is undesirable that that person should be employed on other than academic grounds, the Government should have the courage of its conviction to take the appropriate action and not to insist on the Vice-Chancellor not to engage the lecturer. This is one little example. Another example is that if the Government is of the view that graduates of certain schools should not be admitted to the University until they have been screened by the Special Branch, then the Government must have the courage of its conviction to give a definite directive to the University, and not to insist that the university authorities, or the Vice-Chancellor, should not admit graduates of Chinese schools into the University unless and until they have been screened by the Special Branch. The question of admission is a tradition. It is the traditional belief of every university that a person's political views, a person's religious views, a person's colour, race or creed, will have nothing to do with his competence to get admission into the university. What the university is interested in is whether he is academically suitable as a candidate for the university.

Thirdly, Sir, a university being an autonomous body, lecturers in the university are free to participate in politics as they like, so long as they

do not use the university as a forum for their political views. So, if a contradiction with the view of the Minister of Education, who supports

kemas berkenaan dengan masalah dan persoalan dalam hal pelajaran.

Pagi tadi, Tuan Pengerusi, apa yang telah berlaku di-Dewan ini telah menunjukkan bahawa soal<sup>2</sup> pelajaran itu ada-lah benar dan sungoh. Dalam masalah pelajaran ini, Ketua Penasihat Pelajaran Persekutuan telah meminta supaya di-adakan genchatan senjata di-antara pihak<sup>2</sup> yang bertarong dengan kepentingan politik dan sa-bagai-nya supaya menghadapi masalah pelajaran ini sa-bagai masalah persatuan kebangsaan dan sa-bagai-nya, seperti bahasa kebangsaan, seperti Perlembagaan yang telah di-putuskan dalam negeri ini, tetapi pagi tadi kita telah mendengar betapa pertarongan itu berjalan terus apabila sa-orang Ahli Yang Berhormat dari sa-belah sana telah menyatakan bahawa tujuan besar-nya ia-lah hendak menjaga kepentingan pelajaran yang bukan kebangsaan dalam negeri ini. Memang benar, Tuan Pengerusi, soal pelajaran ini ada-lah satu soal yang tidak lagi patut di-persoalkan dasar-nya, tetapi saya hairan bahawa maseh ada orang<sup>2</sup> dalam Dewan ini yang menjadikan-nya sa-bagai satu masalah yang sengaja di-bangkit<sup>2</sup>kan.

Sa-orang Ahli Yang Berhormat, baharu sa-bentar tadi telah mengeshorkan kepada Kerajaan supaya berwaspada dan mengambil tindakan terhadap orang<sup>2</sup> yang seperti itu, seperti yang dia nampak itu-lah orang<sup>2</sup> yang dudok dari sa-belah sini, tetapi dia tidak berapa nampak orang<sup>2</sup> yang dudok dari sa-belah sana.

Tuan Pengerusi, saya bersetuju bahawa siapa sahaja yang ingin memesongkan perjalanan pelajaran dalam negeri ini hendak-lah di-ambil tindakan ka-atas-nya, walau apa orang-nya, baik dari kawan mahu pun dari lawan. Saya fikir sudah pada tempat-nya-lah yang Kementerian Pelajaran ini bertegas dalam soal perkembangan bahasa kebangsaan sa-bagai bahasa pelajaran di-negeri ini.

Pada satu masa baharu<sup>2</sup> dahulu, sa-buah sekolah yang bukan kebang-

supaya ibu bapa mereka itu menanda tangani borang<sup>2</sup> itu. Saya telah melihat borang itu sendiri, dan dalam borang itu, tujuan-nya yang besar ia-lah hendak mengeneipkan tuntutan bagi mempelajari bahasa kebangsaan, oleh kerana Kerajaan tidak menghantar guru<sup>2</sup> yang chukup di-sekolah<sup>2</sup> jenis kebangsaan itu.

Tuan Pengerusi, ada-lah menjadi kewajipan pada Kementerian ini supaya sentiasa ingat bahawa sa-kira-nya ada anasir<sup>2</sup> yang seperti itu tidak di-kawal, maka chita<sup>2</sup> pelajaran kebangsaan dalam negeri akan kosong sa-mata<sup>2</sup>.

Satu daripada perkara yang besar yang patut kita timbangkan di-sini ia-lah bersangkutan dengan kedudukan guru<sup>2</sup> di-sekolah<sup>2</sup>. Saya berchakap sekarang ini ia-lah dalam Butiran (637) dan Butiran (639) ia-itu dalam muka 158. Kedudukan guru<sup>2</sup> dalam negeri kita ini telah di-sebutkan oleh Yang Berhormat Menteri Pelajaran tentang apa yang hendak di-buat, tetapi saya mengatakan sudah sangat lama-lah masalah ini yang menjadi persoalan dalam Kementerian ini, hingga pada masa ini, pada hari kita bersidang ini, lebeh kurang hanya kita dapati dalam seluruh sekolah<sup>2</sup> kita tiga perlima sahaja daripada guru<sup>2</sup> yang terlateh dan kekal dalam jawatan-nya. Ini bererti dua perlima daripada guru<sup>2</sup> yang mengajar di-sekolah<sup>2</sup> terutama di-sekolah<sup>2</sup> kebangsaan dan di-sekolah<sup>2</sup> jenis kebangsaan yang agak tinggi sadikit, boleh di-katakan tersusun daripada orang<sup>2</sup> yang tidak terlateh dan orang<sup>2</sup> yang bekerja sementara dengan Kerajaan. Temporary Teachers, Tuan Pengerusi, kalau kita menchari sebab<sup>2</sup>-nya bagi kekurangan kelulusan dan kejayaan di-dalam pepereksaan dalam negeri ini, maka kebanyakan-nya daripada murid<sup>2</sup> dan guru<sup>2</sup> yang di-tanya fikiran-nya menjawab bahawa mereka belajar dengan guru<sup>2</sup> yang tidak terlateh dan guru<sup>2</sup> sementara.

Tuan Pengerusi, boleh jadi ada langkah<sup>2</sup> yang di-buat oleh Kerajaan

mendapat bahawa sekolah<sup>2</sup> kecil yang jauh terpenchil ia-itu sekolah<sup>2</sup> kampung bahawa bilangan-nya dua perlima daripada guru<sup>2</sup> itu yang tidak terlatah yang berkumpul banyak di-daerah<sup>2</sup> itu. Ini, Tuan Pengerusi, ada-lah mengenakan nasib yang tidak baik pada mereka<sup>2</sup> yang tinggal jauh dan kapada mereka<sup>2</sup> yang kurang kesanggupan untuk menghantar anak<sup>2</sup> mereka ka-sekolah<sup>2</sup> yang besar<sup>2</sup> di-bandar<sup>2</sup>. Saya kesal pada Kerajaan ini, kerana terbiar-nya keadaan ini dan akan terbiar-lah nasib orang<sup>2</sup> yang pada hari ini yang tidak berkemampuan sa-kira-nya Kerajaan ini tidak mengambil langkah yang tegas dan chepat bagi mengatasi kekurangan guru<sup>2</sup> yang terlatah dan yang tetap dalam Kementerian Pelajaran pada masa ini.

Tuan Pengerusi, kita menghadapi satu perkembangan pelajaran dan dalam perkembangan pelajaran ini alat yang besar ia-lah guru<sup>2</sup>. Saya fikir sudah sa-patut-nya Kerajaan ini mengadakan penyiasatan dan mengadakan pemikiran yang mendalam supaya bagaimana-kah dapat masalah guru<sup>2</sup> yang ta' terlatah dan guru<sup>2</sup> sementara yang ada kebanyakan-nya di-sekolah<sup>2</sup> rendah kebangsaan dan di-sekolah<sup>2</sup> menengah, dan sa-bahagian daripada-nya di-sekolah<sup>2</sup> jenis kebangsaan dalam negeri ini. Jikalau tidak, maka wang yang kita belanjakan bagi pelajaran ini akan tidak memenohi tujuan asal-nya dengan sempurna ia-itu sa-bagai satu penanaman modal bagi kemajuan negara.

Tuan Pengerusi, saya ingin menyentoh hal<sup>2</sup> yang meliputi kehidupan pelajaran mereka<sup>2</sup> yang miskin terutama di-kampong<sup>2</sup>. Di-dalam Anggaran Perbelanjaan ini muka surat 165 ada di-beri peruntokan bagi buku<sup>2</sup> pelajaran Sekolah Menengah Kebangsaan. Tuan Pengerusi, amat-lah baik-nya langkah Kerajaan memberi buku<sup>2</sup> saperti ini. Tetapi di-dalam satu persidangan Dewan ini di-masa tanyamenanya, saya telah bertanya kapada Menteri Yang Berhormat sama ada dia telah puas hati bahawa dengan peruntokan buku<sup>2</sup> ini dan dengan pelajaran yang lalu itu, buku<sup>2</sup> yang di-berikan kapada murid<sup>2</sup> sekolah kebangsaan itu menchukupi atau dia

berpendapat bahawa buku<sup>2</sup> itu hanya sa-bahagian sahaja yang di-beri atau pun dengan sa-bilangan besar dan kecil daripada murid<sup>2</sup> itu sahaja yang di-berikan. Menteri Yang Berhormat telah bangun mengatakan bahawa dia berpuas hati bahawa buku<sup>2</sup> itu di-berikan kapada semua murid<sup>2</sup> yang belajar di-sekolah kebangsaan. Saya pun merasa hairan kenapa Menteri Yang Berhormat ini berpendapat demikian, tetapi oleh kerana masa itu bukan-lah masa bahathan saya diam sahaja. Saya tahu bahawa pemberian buku<sup>2</sup> yang di-untokkan oleh Kerajaan itu tidak-lah menchukupi kehendak<sup>2</sup> perbukuan bagi murid<sup>2</sup> sekolah kebangsaan dan tidak-lah boleh di-katakan oleh Menteri Yang Berhormat ini memuaskan. Saya telah mengadakan sadikit sa-banyak penyelidekan, saya dapati yang di-berikan ia-lah sa-bahagian daripada buku<sup>2</sup> atau pun sa-bilangan besar dari murid<sup>2</sup> di-sekolah.

Pagi semalam saya dapat satu chontoh dalam sa-buah sekolah yang menunjukkan bahawa apa yang di-katakan oleh Menteri Yang Berhormat itu tidak benar. Sa-orang yang miskin telah di-tuntut oleh guru sekolah anak-nya sa-banyak \$9.55 untuk harga buku dan di-berikan-nya senarai buku<sup>2</sup> itu; senarai tuntutan itu ada pada saya di-sini. Yang mustahak pada saya ia-lah bagaimana-kah chara yang telah di-buat oleh Menteri Pelajaran dan Kementerian ini di-dalam memberikan buku<sup>2</sup> kapada anak<sup>2</sup> sekolah. Orang yang mengadu hal kapada saya ini ada-lah sa-orang miskin dan oleh kerana anak-nya berhajatkan buku<sup>2</sup> dan dia tidak mempunyai wang sa-banyak itu; walau pun cherita rancangan pembangunan luar bandar kemewahan ra'ayat di-sebut<sup>2</sup>kan di-dalam Dewan ini tetapi dia tahu bahawa dia tidak berkesanggupan dan telah meminta bantuan daripada Pejabat Kebajikan Masharakat di-tempat-nya dan pada akhir-nya permintaan itu di-tolak. Beberapa hari dahulu di-dalam *Warta Negara* telah di-siarkan betapa keluarga<sup>2</sup> Melayu terpaksa menghadapi kesulitan kerana memenohi tuntutan buku<sup>2</sup> bagi anak—satu, dua atau tiga.

Tuan Pengerusi, Kementerian Pelajaran merasa bahawa peruntokan yang besar yang di-berikan-nya kepada Dewan Bahasa dan Pustaka ini ada-lah satu tangga kemajuan yang baik. Saya menyokong apa yang di-fikirkan oleh Ahli Yang Berhormat dari Muar Utara, dan di-samping itu perterjemahan<sup>2</sup> yang di-lakukan oleh Dewan Bahasa dan Pustaka bagi pembacaan anak<sup>2</sup> sekolah kita, terutama dari bahasa Arab dan, kalau boleh daripada bahasa Urdu hendak-lah termasuk kepada daerah kesusasteraan, sebab kita maseh menunggu masa bagi membolehkan bahasa kita menerbitkan hasil<sup>2</sup> kesusasteraan sendiri. Sementara ini oleh kerana tugas Kementerian ini hendak meninggalkan taraf pengajaran dalam bahasa kebangsaan, maka jalan yang baik bagi-nya ia-lah dengan menterjemah hasil<sup>2</sup> kesusasteraan yang hidup—saya katakan hidup bukan hasil kesusasteraan yang lama sahaja yang pada masa ini di-rasakan kesan<sup>2</sup>-nya di-negeri<sup>2</sup> berbahasa asing itu seperti buku<sup>2</sup> yang di-tulis oleh ahli<sup>2</sup> novel di-negeri<sup>2</sup> Arab dan di-India. Dengan ada-nya pembacaan seperti itu walau pun sa-chara terjemah, maka perkembangan intellect bagi mereka yang telah habis pelajaran menengah untuk pergi ka-pelajaran universiti akan dapat di-pupok dan di-baja. Hal ini, Tuan Pengerusi, saya harap akan dapat di-pertimbangkan dengan halus-nya oleh Yang Berhormat Menteri Pelajaran.

(Mr Deputy Speaker *in the Chair*)

**Enche' Lee Siok Yew (Sepang):** Mr Chairman, Sir, I would like to refer to page 164, Sub-head 91, *Maktab Pertanian, Serdang*. Sir, the Agricultural College in Serdang is the only College to train qualified agriculturalists in this country, but the amount of money was reduced from \$543,020 to \$529,713 and I really regret very much to see that the amount of the provision for this College so reduced.

Mr Chairman, Sir, as we know, Malaysia is an agricultural country; it depends on rubber, palm-oil, copra, padi and other food crops. Further we have many students who cannot get admission into that College and,

as a consequence of this, parents spend a lot of money sending their children to Australia or New Zealand to study agriculture. In fact, Sir, we should expand the Serdang College by way of providing more rooms (to accommodate more students in this College) and more facilities. If possible, we should construct more new agricultural colleges in other States—in Johore, Pahang or Perak.

Sir, once again I say that I regret very much this item of provision has been reduced. Therefore, I hope the Honourable Minister concerned will reconsider the matter and, if possible, in the very near future, to try to get more money to establish schools of this type in the various parts of the country.

Now, Mr Chairman, Sir, I have a reply to make—although I was not here this morning—to the Honourable Member for Batu. He quoted some statement which I made in the press, saying that I went to the Honourable Minister's office banging the table and demanding this and that. Mr Chairman, Sir, I had already given the correction to this issue.

I am very proud to say here that the M.C.A. has been fighting for the raising of the school-leaving age from twelve to fifteen, which is already stated in the Rahman Talib Report. However, there is something which the M.C.A. as a whole is not satisfied in regard to the implementation of the Rahman Talib Report. Therefore, it is the duty of the M.C.A. to tell the Government that this sort of misinterpretation should be corrected.

Mr Chairman, Sir, today, perhaps, the Socialist Front is fighting for its survival because the elections are coming very soon. Therefore, it will try its very best to make use of all sorts of untrue allegations against the M.C.A., and I now challenge the Member for Batu go back to his own constituency in 1964 election, and I am sure the people will ask him what he has done and what has been said by him in this Honourable House.

Sir, I think, the Honourable Minister will reply to whatever allegations that

have been made. The Minister himself will bear witness that I have not gone to his office and banged the table in front of him.

Mr Chairman, Sir, some speakers from the P.M.I.P. have said, "bangsa-bangsa asing". The term "bangsa-bangsa asing" if interpreted in English means foreigners. Sir, we are not foreigners. We are the citizens of Malaysia. We were born here and we will die here. Sir, this sort of nonsensical and unparliamentary words should not be used, and I challenge the P.M.I.P. to contest any election at any level at any place where the Chinese, Malays, Indians are living together as brothers and sisters. The result of the by-election in the Muar Utara constituency goes to prove clearly that the P.M.I.P. is finished. (*Applause*) Thank you.

**Enche' Tan Tsak Yu (Sarawak):** Mr Chairman, Sir, I was deeply impressed by the speech of the Honourable Minister of Education on the expansion and progress made in the field of education in Malaya. As this is a Malaysian Budget, the same degree of interest and attention should be given to the other Malaysian territories, particularly Sarawak, in this very important branch of the social services.

Education has always been a controversial subject in a plural society like ours. However, if the policy is properly implemented and the problem is tackled from the right angle, things will become easier for all concerned. We in Sarawak had been lagging behind in education under the then Colonial Government. But, now that we are in Malaysia, every help and assistance should be given to us to enable us to catch up with Malaya and Singapore.

Mr Chairman, Sir, I would like to refer to Head S. 67AA, Sub-head 1, item (3), Assistant Director of Education. May I know the need for the creation of such a post? Is it to be filled by one of the expatriates, or by a local officer, who knows the local conditions and the educational problems confronting the people in Sarawak? If the latter is the case, I

would support this item. However, it should be borne in mind that the Chinese schools in Malaysian territories present special problems and there is no exception in Sarawak. Therefore, when this appointment is made, this specific need should be taken into consideration.

Mr Chairman, Sir, I would refer again to Head S. 67AA, Sub-head 11, Grants to Schools. The sum provided here is inadequate to give free primary education to every child of school-going age. At present in Sarawak only about 65 per cent of children of school-going age can find places in schools. The remaining 35 per cent have no chance of being admitted into schools until 1968, when there will be a place in the Primary I class for every child. After a lapse of five years, these unfortunate children will be too old to be admitted to primary schools then. Sir, I cannot emphasise too strongly the need for free primary education in Sarawak, and I suggest this amount should be increased accordingly.

Next, I refer to Sub-head 25, Teacher Training Scheme Allowance. Sir, in order to train sufficient teachers to meet the needs on account of the expansion of education in Sarawak, a teacher training scheme should be devised: firstly, to train new teachers and secondly to train serving teachers. Regarding the training of new teachers, we look to Malaya and Singapore for assistance, as there are higher institutions available in these two territories. Regarding the training of serving teachers, I think it can be done locally in Sarawak. At present large numbers of serving teachers in Sarawak are untrained, but they have had considerable experience. Before the war, the highest class taught in Chinese schools in Sarawak was the Junior Middle, and students of this class were eligible to register as teachers. According to the present arrangement of the Education Department in Sarawak, as soon as trained teachers from the Sibul Training Centre are available, these untrained teachers are replaced, although they have not yet reached the retiring age. This has created a

sense of insecurity among the teaching profession in Sarawak, and I think it is unreasonable and too harsh for the serving teachers. I suggest that a teacher training scheme for serving teachers similar to the normal training in Singapore be adopted for Sarawak.

Mr Chairman, Sir, I would like to refer to Sub-head 26, Trade School. It appears that this School is still in its experimental stage, and I would like just to read out one paragraph from the Sarawak Annual Report of 1962 concerning this Trade School. It says:

"A Trade School has now been established, at present in temporary premises, providing 2½-year course in carpentry and joinery for trainees of junior secondary standards. Further courses in mechanical engineering, workshop practice, and electrical installation are planned for 1963."

There were only 12 trainees for 1962, and even for this year the number is doubled—it is 24. According to what is planned, it will not meet the needs under the present circumstances. The intake of Government and Government-aided schools in Sarawak is about 30 per cent for secondary schools, the remaining 70 per cent of primary six leavers will have to find places in private schools, where fees are high, and as a result many of the primary school leavers are being turned out from schools year by year, roaming the streets, finding themselves nothing to do, as they are too young to seek employment. This has created a very serious social problem in Sarawak. In Malaya there will be a crash programme for primary school leavers. In Singapore, the scheme is more ambitious—to give 10 years free education for every child. However, it is felt that in Sarawak some sort of post-primary education should be provided. Therefore, Mr Chairman, Sir, I would suggest that this item under Trade School be extended to provide vocational and secondary technical training for primary six leavers. Thank you.

**Enche' Tan Cheng Bee (Bagan):** Mr Chairman, Sir, I must congratulate the Member for Sepang for having said, "We have done what we have done," and I am sure, if the need arises, we

(the M.C.A.) will be prepared to fight for the cause of Chinese education. As he has said just now, that what the Opposition had said about the M.C.A. always supporting the Education Policy without putting up any protest is really wrong.

Sir, I now refer to page 161, Sub-head 44, Pemberian Bantuan Terkanun, i.e. Statutory Grants-in-aid. Sir, I have a letter here from the Chief Education Officer, Penang, in reply to an application from the Chung Hwa Public School, Prai, for a school building grant. The reply is to the effect that the capital grant cannot be granted to a school which has not yet accepted full assistance. Sir, it is indeed regrettable that with our policy of giving free primary education to children of school-going age, there still exists in a little corner of the Federation, a primary school which is not giving free primary education to children who are legitimately entitled to it. I know the Ministry might reply to me to say that this is probably the only school in the Federation, and that it was not granted full aid in 1961 because the building did not conform with the requirements of the Ministry. Sir, let us face the facts fairly and squarely. When this school applied for a grant to put up a school building, the School Board was told by the then Chief Education Officer, Mr Halliday, that it should try to get a site for the school building as early as possible before it could get the grant for a school building. In spite of the small Chinese population in that town, the Board of Management eventually collected donations totalling nearly \$10,000 from the Chinese public, and bought up a site for the school. When they wrote to the Chief Education Officer—I think it was last year—the reply received was what I have just read out. Sir, a promise was made by a very responsible officer, i.e. the then Chief Education Officer, Penang, to the School Board at that time. I am sure, Sir, that promise is still binding whether or not that Chief Education Officer is still here. I feel, Sir, the Chief Education Officer cannot say that he is not aware of the facts, as I

have told him more than once. If he cannot trust my word as a member of the now defunct State Education Board, I am sure he could refer to the official in the Department who had acted as Secretary of the State Education Board. Sir, one must realise that the withholding of this full grant-in-aid to the school there would totally make the teachers in the school unqualified to join the Unified Scheme; and any teacher working under such conditions would really feel his position insecure in school. I do not see how one can expect much efficiency from the teachers if they labour under such setbacks. Sir, before things get worse in this school, I would appeal to the Minister of Education to try to give this school the full aid. I hope he will be able to give this school full aid next year, thereby really implementing the Education Policy of giving free primary education to children in all schools. Sir, I think this is the only primary school left without full aid in the whole of the Federation of Malaya.

Sir, another thing I would like to mention concerns the buildings of the national type primary schools. I am sure that in Province Wellesley there are many national type primary schools which are housed in very poor buildings and I would request the Ministry to look into them—especially the Tamil Primary School at Prai, which is being housed in a disused railway quarters. I am sure that the school occupied this building for many years and it is high time that that Tamil Primary School got a new building. I make this request because I know that the majority of the residents in the Prai township are Indians, and an appeal was made to the Government at the civics course held on Saturday night at Prai where many of the speakers there requested that a new building be provided for the Tamil school at Prai.

Sir, there has been much discontentment among the Chinese schools over the positions of their headmasters and the senior assistants of the schools. Sir, many schools still have the position of their headmaster unconfirmed and I would request the

Minister to look into this matter as many complaints have come from these school teachers that their positions as headmasters and senior assistants have not been confirmed by the Ministry. Mr Chairman, Sir, I have here the case of one of the headmasters who has been teaching for nearly 20 years in the Butterworth Chung Wah School Branch No. 1. I was told that he was the headmaster since 1958 and that he has had over 20 years service. When the Board recommended him for confirmation to the Ministry that recommendation was turned down. In this respect I would refer the Ministry of Education to a Girls' school in Penang which is of the same category. Now this school has a headmistress with similar qualifications as the Headmaster of Chung Wah School and I was told that she was confirmed as headmistress without making any advertisement in the papers. I might say here, Sir, that this is the thing which is likely to cause much grief and pain among the teaching staff when the Education Department discriminates among teachers. I would ask the Minister to look into this and remove any cases of discrimination over this matter.

Sir, coming to the Chinese secondary schools which have accepted Government aid, I remember that when these schools were asked to accept Government aid their Boards were told that the headmasters and staffs would be given the same salary that they were drawing before they accepted Government aid. I was told, Sir, that the Jit Sin Secondary School, Bukit Mertajam, has a headmaster who had his salary reduced from \$800 to \$560. When the school accepted Government aid in 1961 the Ministry of Education reduced his salary after having gone through his qualifications and found that he graduated from Oklahoma in America. In 1962 the Ministry of Education again thought that he did not qualify to receive that already reduced salary and subsequently again reduced his salary. Sir, how on earth can a headmaster tolerate such a state of affairs? I was told that the school board had to use much persuasion to

keep him in the school. Sir, I hope that before it is too late and before the Jit Sin School loses this headmaster to other schools the Minister of Education will try to step in and reinstate his salary. Not only does this happen to the headmaster, but I was told that a few of the teachers who were drawing much higher salaries were treated as temporary teachers when the school received Government aid and as a result they are now drawing the salary of temporary teachers in spite of the fact that they are qualified teachers. I hope the Minister will also look into this before much discontentment occurs in the school.

Sir, another grave source of discontentment among the Chinese School Boards is the withholding of payments for wages for clerical and manual staff. Although time and again the schools were told that they were entitled to those payments, yet in many schools the emoluments of these clerks and manual labourers have never been paid. In Jit Sin School, Bukit Mertajam, I was told that the payments under this Head are still outstanding for two years and the total sum is over \$14,000. I trust, Sir, that the Minister will look into this and effect an early settlement of these sums of money, so that the Board could carry on the administration of the school more efficiently.

Sir, I was talking about the High School, Bukit Mertajam, when I was interrupted by you. I said that the High School has declined very badly. As a member of the school board I know that the High School was one of the best secondary schools throughout the Federation and I am sure many of the educationists and High School old boys would regret to learn that the school has now declined to such a state. The reason is that there has been many changes of teachers very recently. I think, Sir, that this decline is also due to the fact that changes of teachers are made much too often, especially in the High School. I am a Member of the Board, and I have expressed much concern over too frequent changes—especially teachers in Form IV and Form V. Many senior teachers live in

Penang and travel daily to schools, and you can judge, Sir, how these teachers could spare some time giving additional attention to students in their studies.

Another setback, Sir, is the appointment of the Headmaster for the school. Sir, in 1962, the Board of Governors was told that the High School is one of the schools where the Headmaster must come from teachers in the Unified Scheme, and as a result the Board was told to advertise in the papers inviting applications for this post. The Board accordingly made the necessary advertisement, and many applied. One of the selected teachers had started work and preferred to remain in Kuala Lumpur rather than go over to Province Wellesley. The Chief Education Officer, Penang, who attended the meeting, when the Board interviewed the applicants, advised the Members on the eligibility of some of the applicants; but when the Board decided to appoint one of the applicants, the Minister turned down the decision of the Board. Now, Sir, after one and a half years, the school is still without a permanent Headmaster, as the present Headmaster is a Government servant, and he knows that he will not be there for long and that he will be transferred at any time when a Unified Scheme teacher is appointed. So, a state of uncertainty prevails in the School—and I am sure this is also partially the cause of the School's decline. I hope that the Minister will try to tackle this problem of Headship as soon as possible.

Sir, in these modern days, education has taken a much greater stride than before. It is essential, therefore, for secondary schools to at least have a Higher School Certificate class. There are no schools anywhere in Province Wellesley which prepare boys or girls for the Higher School Certificate; and even in spite of the request by the High School Board since 1960, nothing has yet been done to provide the High School with a H.S.C. class. I know of many boys in Province Wellesley who left the secondary schools in Province Wellesley in order to join Penang schools, so that they could go for

further studies. Sir, I would appeal to the Minister of Education to consider providing a H.S.C. class for the Bukit Mertajam High School, because this will not only take in boys from the High School but would take in boys from secondary schools in Butterworth, in Nibong Tebal, in Parit Buntar, and in Kulim. I hope, Sir, that this H.S.C. class would be arranged, if possible, at the beginning of next year, to prevent more children from leaving secondary schools in Province Wellesley for schools in Penang. Sir, thank you.

**Puan Hajjah Zain binti Sulaiman (Pontian Selatan):** Tuan Pengerusi, saya menyokong dan mengalu<sup>2</sup>kan peruntukan Kementerian Pelajaran yang mana peruntukan Kementerian ini ada-lah yang terbesar sa-kali di antara Kementerian<sup>2</sup> bagi tahun 1964 ini. Memandangkan kepada besar-nya tanggung-jawab Kementerian ini, maka rayuan-nya supaya di-tambah lagi patut-lah di-beri pertimbangan yang istimewa. Tuan Pengerusi, dalam membincangkan peruntukan ini saya berchakap pada muka 141 berkenaan dengan Bahagian Pelajaran Lanjutan. Saya mendapat tahu bahawa pelajaran lanjutan ini akan di-semak sa-mula. Saya minta di-antara pelajaran<sup>2</sup> dalam sekolah lanjutan itu masukkan-lah pelajaran perniagaan. Saya dapati kawan kita orang Tionghua chukup giat melateh anak<sup>2</sup>-nya berusaha dan berniaga dari kecil lagi, tetapi, Tuan Pengerusi, anak<sup>2</sup> kita hanya di-serahkan ka-sekolah rendah dan sekolah menengah. Saya minta pelajaran berniaga ini di-beri sa-chukup<sup>2</sup>-nya, sama ada laki<sup>2</sup> atau perempuan hendak-lah di-beri semangat berniaga dengan sa-penoh<sup>2</sup>-nya, di-suntik betul<sup>2</sup> dalam hati dan jiwa-nya, bukan-nya dengan membacha buku<sup>2</sup> sahaja, tetapi dengan perbuatan, ia-itu di-sekolah<sup>2</sup> itu di-adakan alat<sup>2</sup> berniaga, dan buka sa-buah perniagaan kecil saperti menjual dan membeli barang<sup>2</sup> ransom atau alat<sup>2</sup> sekolah, tunjukkan segala jenis sukatan dan timbangan, kenalkan segala jenis mata-wang dan chara<sup>2</sup> menyimpan buku<sup>2</sup> dengan kemas serta di-samping itu di-ajar pula menaip. Pelajar berniaga hendak-lah di-sediakan

asrama khas untuk mereka, mereka di-ajar tata-tertib berniaga, mengator barang<sup>2</sup> dengan baik dan kemas dan chara<sup>2</sup> menarek dan melayan pembeli<sup>2</sup> serta amanah dan menepati janji. Pelajaran yang sa-umpama itu, Tuan Pengerusi, akan betul<sup>2</sup> menolong pelajar<sup>2</sup> Melayu itu berniaga apabila mereka keluar dari sekolah kelak, sunggoh pun dengan modal yang kecil, tetapi saya perchaya latehan yang saperti itu akan di-sambut dengan baik oleh ibu-bapa Melayu yang chenderong berniaga yang tidak tahu bagaimana chara-nya hendak berniaga.

Sekarang saya hendak berchakap Bahagian Latehan Guru di-muka 141 juga, Tuan Pengerusi. Ramai guru sementara yang lulus Tingkatan V dari sekolah<sup>2</sup> menengah jenis kebangsaan yang telah di-ambil oleh Kerajaan menjadi guru sementara dan di-berhentikan apabila dapat guru<sup>2</sup> yang terlately. Saya berasa kasehan dan saya minta pandangan dan timbangan Kerajaan supaya guru<sup>2</sup> wanita yang sementara yang sudah berlately mengajar itu di-beri latehan bekerja di-mana yang menasabah kebolehan-nya saperti jadi Penyelia Sekolah Dewasa atau di-masokkan ka-dalam Maktab Latehan Guru, maka guru<sup>2</sup> laki<sup>2</sup> yang tidak lagi di-kehendaki tidak-lah kira-nya di-berhentikan, tetapi beri-lah peluang supaya dapat berkhidmat dalam lapangan pembangunan luar bandar yang luas itu.

Sa-lain daripada itu saya hendak berchakap berkenaan dengan asrama di-muka 158. Tuan Pengerusi, perkara asrama ini boleh di-katakan saya telah berchakap berulang<sup>2</sup> kali, khas-nya asrama<sup>2</sup> di-Maktab Perguruan Wanita Melayu, asrama sekolah<sup>2</sup> menengah kebangsaan atau jenis kebangsaan. Tuan Pengerusi, saya minta supaya di-adakan kursus atau latehan khas kepada wanita<sup>2</sup> yang chenderong menjadi ketua asrama atau matron, terutama sa-kali daripada wanita Melayu yang terpelajar dan ada pengalaman perchamporan yang sihat dan biasa berumah tangga. Penuntut<sup>2</sup> wanita yang tinggal di-asrama itu berkehendakkan sa-orang ketua atau ibu yang betul<sup>2</sup> tahu menjaga hati,

perasaan dan kechenderongan penuntut yang tinggal di-asrama itu. Tempat penuntut<sup>2</sup> itu mengadu kesusahan dan kerumitan hidup di-asrama itu. Ketua asrama mahu-lah baik segala tutor kata, gerak-geri dan chara<sup>2</sup> perchamporan yang sihat supaya menjadi tauladan kepada penuntut<sup>2</sup>. Kita telah mendengar bermacam<sup>2</sup> aduan di-surat<sup>2</sup>-khabar yang telah memberi fikiran berkenaan dengan akhlak dan perchamporan di-Maktab Perguruan dan di-Asrama Sekolah<sup>2</sup> Menengah. Tuan Pengerusi, kalau-lah pandangan, rayuan dan permintaan saya tadi di-perkenankan, Insha Allah perkara<sup>2</sup> yang tidak di-ingini tidak akan berlaku lagi di-asrama penuntut<sup>2</sup> wanita Melayu, bahkan penuntut<sup>2</sup> yang tinggal di-asrama universiti di-dalam atau di-luar negeri tidak-lah dapat di-selewangkan oleh apa juga champoran dan dugaan, sebab penuntut<sup>2</sup> itu telah tahu dan ingat masa tinggal di-asrama sekolah<sup>2</sup> menengah dahulu. Chontoh tauladan dan ajaran yang telah di-suntekkan kepada pelajar<sup>2</sup> itu akan menolong mereka itu. Kita berharap biar-lah ramai anak<sup>2</sup> perempuan Melayu dapat meneruskan pelajarannya hingga ka-universiti.

Tuan Pengerusi, dalam pengalaman saya, anak<sup>2</sup> perempuan yang akan masuk belajar di-sekolah<sup>2</sup> menengah hingga ka-universiti patut-lah diadakan satu peratoran dalam borang masuk belajar itu ia-itu tidak boleh bertunang, berjanji, apa lagi berkahwin nikah gantong supaya hati dan jiwa mereka itu bulat betul<sup>2</sup> menghadapi pelajaran<sup>2</sup> sa-mata<sup>2</sup> dengan tidak di-sampok-auk oleh fikiran lain, terutama fikiran menuju asmara. Sekian-lah, terima kaseh.

**Enche' Abdul Razak bin Hussin (Lipis):** Tuan Pengerusi, saya menguchapkan tahniah kepada Kerajaan dan saya menyokong atas peruntukan Kementerian ini, tetapi dalam pada itu pun, saya suka menyentoh sedikit satu dua perkara yang saya fikir boleh mendapat pertimbangan daripada Yang Berhormat Menteri. Saya menguchapkan terima kaseh, kerana pada tahun ini penuntut<sup>2</sup> yang masuk ka-sekolah<sup>2</sup> menengah ada-lah lebeh tinggi peratusnya daripada tahun yang lalu, dan

kalau kita bandingkan pada tahun 1961 ia-lah 16%, tahun 1962 ia-lah 32% maka pada tahun ini daripada khabar yang saya dengar dan saya faham ada lebeh daripada tahun yang sudah. Ini menunjukkan kesusahan dan kesulitan pelajaran<sup>2</sup> anak<sup>2</sup> Melayu di-dalam sekolah<sup>2</sup> kebangsaan untuk masuk peperiksaan ka-sekolah menengah yang mana telah dapat di-atasi, walau pun angka kemajuan itu tidak begitu menggemirakan kita, tetapi usaha ini telah bertambah daripada sa-tingkat ka-satingkat. Ini satu tahniah yang patut saya kemukakan kepada Kementerian Pelajaran dan lebeh<sup>2</sup> lagi kepada Yang Berhormat Menteri sendiri.

Sa-lain daripada itu, kita tahu bahawa baharu<sup>2</sup> ini Kementerian Pelajaran telah pun meluluskan satu perubahan berkenaan dengan gaji pada guru<sup>2</sup> yang telah lulus daripada peperiksaan F.M.C. ia-itu sama gajinya dengan guru<sup>2</sup> yang lulus School Certificate dalam bahasa jenis kebangsaan. Tetapi, sa-belum itu, saya menguchapkan tahniah juga, kerana ini satu perubahan yang besar yang di-buat di-antara Kementerian Pelajaran dengan kakitangannya, ia-itu dapat mengatasi satu masalah yang sa-lama ini di-pandang rumit pada fahaman guru<sup>2</sup> yang telah lulus dalam peperiksaan F.M.C. itu, tetapi apa yang menjadi patut di-timbangkan lagi, ia-itu guru<sup>2</sup> yang lulus F.M.C. ini, kalau ta' salah ingatan saya sudah hampir 2,000 orang ramai-nya, maka syarat-nya apabila mendapat perubahan gaji yang sama dengan guru<sup>2</sup> sekolah Inggeris ia-itu di-mula<sup>2</sup> daripada \$310 bagi guru<sup>2</sup> yang telah lulus daripada F.M.C. ini, maka mereka mesti-lah melalui kursus L.I. atau Perguruan Bahasa, maka baharu-lah tingkat naik tambahan gaji tahunan itu di-jalankan. Jadi, ini saya fikir patut-lah Yang Berhormat Menteri ini menimbangkan sa-mula kepada chara yang lebeh baik, ia-itu kita boleh naikkan gaji-nya itu mengikut yang sa-patut-nya, tetapi pada satu masa tingkatan itu kita boleh tahan, pada tingkat yang kurang akhir, atau tingkat yang akhir, kita tahan dia supaya jangan di-penohkan gaji-nya mengikut

gaji scheme baharu ini, sa-hingga dia telah lulus daripada Perguruan Bahasa, atau L.I. ini, kerana kita tahu hari ini ada sa-ramai 2,000 orang guru<sup>2</sup> yang telah lulus L.I. sedangkan L.I. sendiri boleh menyanggopi hanya 200 orang guru pada tiap<sup>2</sup> tahun. Jadi, tentu-lah akan memakan masa sampai 10 tahun lama-nya jikalau kita buat perhitungan yang mana semua guru<sup>2</sup> itu baharu lulus dari L.I. maka baharu-lah mereka dapat scheme gaji yang bertambah mengikut peruntukan yang ada sekarang ini. Jadi, kalau sa-kira-nya Yang Berhormat Menteri dapat menimbangkan perkara ini, saya fikir kenaikan itu boleh di-naikkan, chuma di-buat syarat pada masa yang akhir, tingkat yang akhir itu di-pertahankan sa-hingga dia lulus L.I. Dengan hal yang demikian, tidak-lah ada guru<sup>2</sup> yang kadang<sup>2</sup> boleh jadi sa-lepas bersara dia tidak dapat kenaikan, sa-kali pun dia lulus F.M.C. ini, dan perkara ini saya minta Yang Berhormat Menteri ini menimbangkan, dan di-perbetulkan, jikalau kita masuk kepada jalan, maka masaalah itu kita boleh timbangkan bersama. Walau macham mana pun, saya suka-lah juga Yang Berhormat Menteri ini sendiri mengkaji kenaikan gaji guru<sup>2</sup> Melayu yang ta' lulus di-mana<sup>2</sup>, yang saya fikir perkara ini sudah ada dalam ma'aluman, dan saya harap perkara ini dapat di-baiki dan di-atasi lebeh chepat lebeh baik.

Sa-lain daripada itu, saya juga menimbangkan di-atas kesulitan<sup>2</sup> Yang Berhormat Menteri ini yang mesti di-hadapi dan di-tempohi lebeh<sup>2</sup> lagi dalam masaalah negeri kita sekarang ini sudah menempoh satu perkembangan negara dan kerja<sup>2</sup> Yang Berhormat Menteri ini ada-lah sa-bagai Menteri Pelajaran yang meliputi di-Malaysia ini. Maka dengan hal yang demikian, tentu-lah dalam masa keadaan negeri kita dan negara kita yang berlainan, jadi saya berharap supaya dasar pelajaran yang telah kita tetapkan ini akan dapat di-jalankan dengan baik dan menepati pada waktu dan tingkat-nya, kerana kita tahu bahawa usaha<sup>2</sup> yang kita adakan hari ini ia-lah untuk menjadikan bahasa Melayu sa-bagai bahasa kebangsaan

yang rasmi dalam negeri ini, menjadikan bahasa kebangsaan persekolahan, bahasa yang tunggal dalam bidang pelajaran kita pada masa akan datang. Maka dalam menghadapi masaalah ini, kita harap Yang Berhormat Menteri ini tetap dengan pendirian-nya, berpegang pada dasar yang telah di-putuskan dan kalau boleh menchari helah lebeh chepat kita gunakan, dan kita usahakan saya fikir lebeh baik. Saya tidak sa-kali<sup>2</sup> membawa perasaan kemelayuan, dan saya hadhir di-sini ia-lah sa-bagai sa-orang Malaysian.

Kita tahu sekarang ini di-Singapura satu bentuk dasar pelajaran yang berlainan, dan negara sahabat kita ia-itu negeri Sabah dan Sarawak ada-lah menanti pada waktu yang sa-patut-nya dasar ini di-jalankan, sedang kita di-sini akan menjalankan pada tahun yang telah di-tetapan. Ini-lah yang saya katakan kerumitan yang menempoh pada diri Kementerian Pelajaran dan kepada mereka<sup>2</sup> yang bertanggung-jawab dalam Kementerian itu. Oleh yang demikian, saya minta dan saya yakin dan perchaya bahawa perkara ini boleh di-buat, jikalau kita tegas dalam melaksanakan pelajaran kebangsaan kita ini, umpama-nya bagaimana chara-nya kita boleh mbiakkan pelajaran bahasa kebangsaan dan bagaimana kita boleh menurunkan sadikit sekolah<sup>2</sup> jenis kebangsaan supaya yang satu ini makin turun, dan yang satu lagi makin naik. Jadi, dengan jalan itu, dapat-lah kita menjalankan dengan sa-penoh-nya dasar Pelajaran yang telah kita putuskan pada masa yang telah lalu.

Sa-lain daripada itu, Tuan Pengerusi, saya berjangkit pada masaalah Pechahan Kepala 103—Universiti Malaya, muka surat 165. Saya tidak hendak menyentoh pada keseluruhan perbincangan saya mengenai Universiti Malaya ini, tetapi kita tahu bahawa pada tahun ini kita telah menempatkan penuntut<sup>2</sup> dalam bahasa kebangsaan ia-itu di-Sekolah Alam Shah sana yang menggunakan bahasa pengantar-nya Melayu yang menjadi tangga untuk menjadikan penuntut<sup>2</sup> itu masuk dalam universiti kebangsaan kita dalam tahun<sup>2</sup> yang akan datang. Kita harap apabila keadaan penuntut<sup>2</sup> ini makin

bertambah dari sa-tahun ka-satahun, tentu-lah masaalah Maha<sup>2</sup> Guru kita itu harus di-adakan pada hari ini, dan kita mulakan usaha mengadakan-nya pada tahun yang kahadapan ini, sebab kita minta kebetulan pada waktu penuntut<sup>2</sup> ini lulus masok ka-tangga universiti kebangsaan, maka Maha<sup>2</sup> Guru bahasa Melayu itu sudah ada. Jadi, saya shorkan pada Yang Berhormat Menteri, sungguh pun boleh jadi ada chadangan yang lebeh concrete dari-nya, tetapi masaalah gaji ini-lah yang patut di-sesuaikan, layanan yang lebeh baik harus di-beri kapada Maha<sup>2</sup> Guru yang sanggup mengajar bahasa kebangsaan dalam universiti kebangsaan kita itu. Sa-bagaimana pengalaman kita dalam soal kedoktoran di-Tanah Melayu ini di-mana kita kekurangan doktor dengan sebab masaalah gaji mereka kurang, mereka itu lari, ini pun harus menjadi pertimbangan Yang Berhormat Menteri. Kita harus menyediakan satu tangga gaji yang lebeh baik, layanan yang lebeh baik kapada Maha<sup>2</sup> Guru yang sanggup mengajar bahasa Melayu sa-bagai bahasa kebangsaan dalam universiti kita supaya apabila tiba masa-nya, kita tidak ada sangkut menyangkut lagi, kita tidak ada tertahan lagi, tidak ada karinah yang boleh menyebabkan terhenti-nya niat dan usaha baik ini, dan ini saya minta supaya Yang Berhormat Menteri akan mengambil pandangan dalam masaalah ini.

Sa-lain daripada itu saya hendak menyentoh, Tuan Pengerusi, ia-itu di-muka 164, Pechahan Kepala 94—Bulan Bahasa Kebangsaan. Dalam peruntokan tahun yang dahulu dengan tahun yang akan datang ini sa-rupa sahaja tidak bertambah dan tidak kurang. Tetapi kita mesti-lah faham oleh sebab Bulan Bahasa Kebangsaan atau Minggu Bahasa Kebangsaan ini di-buat di-seluruh negeri kita. Jadi kita harus mengkaji perkembangan ini kapada jalan yang lebeh baik. Pada hemat saya, Bulan Bahasa Kebangsaan yang telah di-buat pada tahun yang baharu lalu ini; jangan-lah di-marahkan tetkala saya hendak memahamkan bahawa merusut kemajuan-nya daripada tahun<sup>2</sup> yang sudah. Sambutan daripada orang Melayu

sendiri pun kurang apa-tah lagi sambutan daripada orang yang bukan Melayu. Jadi kita mesti-lah menchari jalan dan saya shorkan supaya di-tubuhkan sa-buah Jawatan-kuasa menyiasat apa sebab-nya kita mundur yang sa-patut-nya kita lebeh improve kemajuan-nya daripada satu masa ka-satu masa. Dalam masaalah ini juga saya minta kapada Menteri Yang Berhormat itu, Singapura sendiri ada membuat Bulan Bahasa Kebangsaan. Jadi apa salah-nya kalau Menteri Yang Berhormat ini berunding dengan negeri Sabah dan Sarawak supaya mereka juga membuat Bulan Bahasa Kebangsaan walau pun pada akikat-nya itu soal negeri tetapi kita hendak-lah satukan—pergi ka-arrah yang satu, apa salah-nya kita mulakan bertapak dari sekarang.

Kemudian saya berjangkit kapada masaalah Pechahan Kepala 102—Dewan Bahasa dan Pustaka. Saya tidak hendak menyentoh semua sa-kali masaalah ini, chuma saya hendak menyentoh Pejabat Penterjemah dalam Dewan Bahasa itu. Pada masa yang sudah<sup>2</sup> buku<sup>2</sup> yang di-keluarkan oleh Dewan Bahasa dan Pustaka kebanyakan buku<sup>2</sup> yang di-untukkan di-sekolah<sup>2</sup> rendah. Buku<sup>2</sup> bagi bacaan umum sangat kurang dan buku<sup>2</sup> bahasa kebangsaan bagi darjah<sup>2</sup> sekolah menengah di-sekolah jenis kebangsaan pun begitu juga. Jadi saya minta-lah Menteri Yang Berhormat ini menarek perhatian dalam masaalah ini. Buku<sup>2</sup> pengetahuan dalam bahasa kebangsaan di-darjah<sup>2</sup> sekolah menengah memang kurang. Lebeh<sup>2</sup> lagi saya shorkan kalau dapat kita terjemahkan buku<sup>2</sup> pengetahuan yang berbahasa Inggeris itu di-terjemahkan ka-bahasa Melayu. Mengeluarkan dengan banyak buku<sup>2</sup> saperti pada hari ini itu pun satu usaha yang baik bagi sekolah rendah dan bacaan umum saperti novel itu dan novel ini dan membahagi hadiah itu dan hadiah ini. Saya puji, itu ada-lah usaha menggalakkan pengarang<sup>2</sup> kita mengeluarkan atau menulis lebeh baik lagi novel<sup>2</sup> untuk di-bukukan. Tetapi apa yang kita tahu buku<sup>2</sup> pengetahuan di-sekolah<sup>2</sup> menengah maseh kekurangan. Jadi kalau usaha ini kita dapat, kita tambah pada

tahun akan datang saya fikir usaha ini akan dapat berjaya lebeh<sup>2</sup> lagi kita akan menghadapi satu masaalah besar apabila penuntut<sup>2</sup> Melayu di-sekolah menengah itu bertambah yang menggunakan bahasa kebangsaan sa-bagai bahasa pengantar Melayu berkehendakan buku pengetahuan. Kita harap supaya perkara ini boleh di-atasi pada masa yang akan datang lebeh<sup>2</sup> lagi apabila University menggunakan bahasa kebangsaan sa-bagai bahasa pengantar kita di-wujudkan. Kita harap bukan sahaja kita ambil buku<sup>2</sup> daripada negeri<sup>2</sup> sa-belah sini tetapi usaha<sup>2</sup> yang lebeh kuat patut kita galakkan dan kita harus ambil. Saya fikir perkara ini boleh jadi ada dalam pengetahuan Yang Berhormat bila mana dia menjawab ucapan saya nanti tetapi biar-lah saya ingatkan kepada beliau dahulu sa-belum dia menjawab apa yang saya katakan tadi.

Kemudian, saya berjangkit kepada Pechahan Kepala 111, di-muka 165—Buku Pelajaran Untuk Sekolah Kebangsaan. Saya menguchapkan terima kaseh kerana pada tahun ini bertambah peruntokan-nya daripada tahun dahulu. Jadi bila bertambah itu banyak-lah buku<sup>2</sup> akan di-buat. Tetapi saya harap kalau dapat pada tahun hadapan kita tambahkan lagi, supaya saya dapat menguchapkan dua kali terima kaseh.

Yang akhir-nya sa-kali, Tuan Pengerusi, saya berjangkit kepada masaalah asrama. Dalam Pechahan Kepala 44, muka 161, ada di-chatitikan di-sini dalam para (4) Pemberian kepada Sekolah Menengah Asrama \$2,978,495. Saya tidak faham mungkin ini peruntokan kerana membuat asrama atau peruntokan kepada yang lain<sup>2</sup> sebab perkataan itu umum pada hemat saya. Hanya saya ingatkan; saya telah berchakap fasal asrama ini di-dalam Dewan yang dahulu, berhubong dengan kawasan saya sendiri supaya di-dirikan sa-buah asrama perempuan di-sana. Saya minta ma'af menyebutkan perkara, Menteri Yang Berhormat mengatakan tidak sampai permintaan itu kepada-nya tetapi sa-panjang yang saya siasat perkara ini ada dalam ma'aloman Menteri Pelajaran. Perkara asrama sekolah menengah Inggeris Kuala Lipis, Tuan

Pengerusi, saya minta ma'af; kita ini mewakili ra'ayat unok berchakap di-sini dan saya mengemukakan perkara ini supaya dapat pertimbangan daripada Menteri Yang Berhormat kerana itu ada-lah sa-tengah daripada Khidmat wakil ra'ayat, tidak mengira apa party pun, walau pun berlaga sama sendiri tidak apa dalam masa kita memperjuangkan hak ra'ayat yang sa-patut-nya. Dewan ini telah mengetahui kerana saya telah berchakap akan susah payah-nya tetapi saya minta timbangkan-lah unok tahun yang datang sa-kali lagi pun, tidak apa; kalau boleh tahun ini saya berterima kaseh-lah banyak<sup>2</sup>. Budak<sup>2</sup> yang menghadziri sekolah mungkin bertambah banyak. Pada masa yang akhir ini Tuhan telah jadikan orang perempuan lebeh bijak. Lebeh banyak yang cherdek daripada lelaki dan yang masuk sekolah pun lebeh banyak daripada murid lelaki. Jadi kalau kita siasat kelulusan murid<sup>2</sup> perempuan tidak jauh bedza-nya daripada kelulusan murid<sup>2</sup> lelaki, kadang<sup>2</sup> hampir sa-imbang, alam telah memberi tempat bagi-nya. Jadi kalau sa-kira-nya murid<sup>2</sup> perempuan hampir banyak atau hampir sama dengan murid<sup>2</sup> lelaki, maka patut-lah di-dirikan sa-buah asrama di-Kuala Lipis itu. Kesulitan ini saya tidak hendak berchakap dalam Dewan ini, kerana Dewan ini telah mema'alomi perkara itu.

Tetapi kesulitan itu saya fikir, lebeh<sup>2</sup> di-Kuala Lipis, yang berakit ada, yang bukan rakit pun ada, yang kehilir rakit ada, yang jalan kaki ada. Kalau kita dapat timbangkan Asrama Perempuan bagi Sekolah Menengah Lipis itu saya terima kaseh. Kalau tidak dapat tahun ini, saya minta timbangan tahun hadapan, kerana saya kata kalau tidak dapat tahun ini, tahun hadapan, saya takut peruntokan ini ada pada negeri<sup>2</sup> lain yang telah di-tetapkan, jadi, itu-lah harapan saya dan rayuan juga supaya di-timbangkan dengan baik-nya.

Akhir-nya sa-kali, Tuan Pengerusi, saya terpaksa berchakap sedikit ia-itu tentang rumah guru<sup>2</sup>, kalau dapat peruntokan rumah tinggal guru<sup>2</sup> itu dapat di-buat, tidak kira kelas 8 atau kelas 9, asalkan ada chukup-lah, bukan-lah ma'ana-nya guru<sup>2</sup> itu chukup

menerima seperti itu, tidak, tetapi guru<sup>2</sup> itu insaf tanggung-jawab Kerajaan, tetapi kalau rumah tidak ada, macham mana kita hendak bekerja dengan baik, rumah tinggal kupah kachir. Oleh itu saya minta-lah supaya menimbangkan rumah<sup>2</sup> guru<sup>2</sup> itu, bukan dalam kawasan saya, tetapi keseluruhan-nya juga, kerana pekerjaan yang baik itu hanya di-dapati daripada layanan yang baik, tetapi yang sa-lama ini tidak-lah saya napikan bahawa rumah<sup>2</sup> guru ada di-buat, tetapi kalau dapat di-lebuhkan sedikit, lagi lebeh baik. Saya fikir itu-lah sahaja, Tuan Pengerusi, akhir-nya saya menyokong dengan sa-penoh-nya peruntukan Kementerian Pelajaran ini supaya diluluskan. (*Tepok*).

**Che' Khadijah binti Mohd. Sidek:**

**(Dungun):** Tuan Pengerusi, saya mengambil bahagian dalam soal Bulan Bahasa Kebangsaan ia-itu muka 64 Pechahan Kepala 94. Di-dalam soal Bulan Bahasa Kebangsaan ini tiap<sup>2</sup> tahun Kerajaan mengeluarkan wang berpuluh<sup>2</sup> ribu ringgit tetapi, Tuan Pengerusi, nampak oleh saya hasil-nya tidak memuaskan, kerana hanya kegiatan<sup>2</sup> berlaku pada masa Bulan Bahasa Kebangsaan itu di-jalankan, ada-lah di-adakan pertandingan<sup>2</sup> sharahan<sup>2</sup> daripada murid<sup>2</sup> sekolah bangsa asing, dan pegawai<sup>2</sup> di-pejabat<sup>2</sup> pada hari itu berbahasa Kebangsaan-lah. Pada akhir<sup>2</sup> ini Tuan Syed Nasir bin Ismail sendiri sangat meradang, sebab ada lagi sepandok<sup>2</sup> yang bertulis dalam bahasa penjajahan ia-itu bahasa Inggeris. Jadi, itu menyatakan sokongan atau jiwa yang jujur yang mahu menjadikan bahasa Melayu Bahasa Kebangsaan dalam negeri kita ini dari saudara<sup>2</sup> bangsa asing maseh belum nampak lagi. Tadi sudah kita lihat dan sudah kita dengar di-dalam Dewan ini, Tuan Pengerusi, salah sa-orang rakan kita Yang Berhormat sa-belah sana ia-itu ahli M.C.A. mentafsirkan bangsa asing sahaja dan dia belum faham lagi, marah dia, barangkali Yang Berhormat dari Bachok tadi berchakap menyatakan bangsa asing, kita bukan bangsa asing, kita beranak di-sini, kita ada-lah orang di-sini, kata-nya, maka bertepok-lah saudara<sup>2</sup> saya orang<sup>2</sup> Melayu dari pehak Perikatan. Saya merasa hairan

entah apa yang di-tepokkan-nya kerana agak-nya naik semangat dari saudara<sup>2</sup> kita bangsa Melayu. Bangsa asing pengertian-nya bagi kita dalam Tanah Melayu ini ia-lah orang yang bukan Melayu, saudara<sup>2</sup> yang di-dalam M.C.A. bangsa asing, saudara<sup>2</sup> dari M.I.C. bangsa asing, saudara<sup>2</sup> yang lain yang bukan Melayu ada-lah erti-nya bangsa asing, ini menyatakan bahawa saudara daripada pehak M.C.A. itu yang beria<sup>2</sup> mengatakan dia-lah orang yang hendak memperjuangkan kebangsaan kita di-dalam tanah ayer kita, tetapi dia sendiri sampai hari ini sudah bertahun<sup>2</sup> Bulan Bahasa Kebangsaan di-adakan tidak mengerti apa-kah erti bangsa asing, sampai dia meradang dan marah kalau orang dari PAS di-sini dan ketawa pula orang Melayu dari Perikatan . . . .

**Enche' Chan Chong Wen:** On a point of Order—36 (1).

**Mr Chairman:** It is quite all right. Please proceed.

**Che' Khadijah binti Mohd. Sidek:** Terima kaseh, Tuan Pengerusi, sampai di-bawa-nya kapada Dewan ini dengan mengatakan lihat Pilihan Raya Muar Utara, sa-betul-nya Muar Selatan, dahulu kalah parti PAS, menang Perikatan. Memang, Tuan Pengerusi, memang kami akui Perikatan menang, tetapi di-sini saya mengatakan kami dari PAS lebeh menang dalam Pilihan Raya Muar Selatan lagi, kerana kalau PAS tidak masok bertanding dengan senang sahaja Perikatan menang, dan lebeh daripada \$40,000 sudah terkurban kerana kami masok bertanding, tetapi kami mengeluarkan hanya beberapa ratus ringgit sahaja untuk perbelanjaan poster . . . . .

**Dato' Haji Sardon bin Haji Jubir:** Apa hendak di-bangkitkan lagi soal menang kalah itu, sudah aku kalah kalah-lah (*Ketawa*).

**Mr Chairman:** Ada dari pehak di-sini menyatakan angka kalah itu, yang saya tidak membenarkan ia-lah menyebut perbelanjaan \$40,000 itu, itu ada-lah sudah menyalahi, kita pun tidak tahu berapa banyak perbelanjaan itu yang sa-benar-nya.

**Che' Khadijah binti Mohd. Sidek:** Terima kasih. Itu pentafsiran saya, Tuan Pengerusi. Dan, Tuan Pengerusi, sa-hingga Menteri<sup>2</sup> Perikatan memakai ia-itu di-dalam mengadakan kempen bermacam<sup>2</sup> masaalah, ia-itu masaalah-nya . . .

**The Minister of Transport (Dato' Haji Sardon bin Haji Jubir):** Mengikut Standing Order 36 (1) perkara itu tidak timbul.

**Mr Chairman:** Saya fikir tidak payah di-chakapkan perkara itu, berchakaplah perkara yang bersangkutan dengan dasar perkhidmatan yang hendak di-utokkan wang itu. Berkenaan dengan peruntukan Pilehan Raya sudah habis.

**Che' Khadijah binti Mohd. Sidek:** Terima kasih, Tuan Pengerusi. Jadi saya mengatakan Parti Perikatan menang dan PAS juga menang dalam chara moral.

Sekarang saya meneruskan ucapan saya di-dalam soal bahasa kebangsaan. Tuan Pengerusi, di-dalam soal ini pehak Kerajaan hendak menjadikan pelajaran bahasa kebangsaan di-dalam tanah ayer kita ini mula<sup>2</sup> tahun 1967 akan di-jalankan dengan penoh. Saya harap sungguh supaya apa yang telah di-tetapkan dahulu itu akan kita jalankan dan jangan dapat di-gonchang<sup>2</sup> lagi walau pun ada perubahan sekarang, ia-itu dalam masa membuat dasar itu kita berada dalam Persekutuan Tanah Melayu dan hari ini kita sudah berada dalam Malaysia. Tuan Pengerusi, saya rasa sa-patut-nya pehak Kementerian ini tidak menerima lagi murid masok Darjah 1 untuk jenis kebangsaan, jadi Darjah 1 jenis kebangsaan itu di-jadikan pelajaran sekolah kebangsaan. Jadi, beransor<sup>2</sup> hilang jenis kebangsaan apabila sampai tahun 1967 dan seluruh-nya akan menjadi sekolah kebangsaan sampai kapada matlamat perjuangan kita ia-itu hendak menjadikan pelajaran seluruh tanah ayer kita ini dalam bahasa kebangsaan, tetapi sampai sekarang belum kita jalankan perkara yang saya chakapkan ini. Oleh itu, saya minta kapada pehak Kementerian memikirkan soal ini ia-itu mula<sup>2</sup> dari tahun 1964 tidak-lah lagi menerima murid untuk Darjah 1 dalam sekolah jenis

kebangsaan, tetapi kita mula<sup>2</sup> dengan darjah sekolah kebangsaan. Ma'ana-nya, dari Darjah II atau III itu teruslah dengan pelajaran jenis kebangsaan-nya dan tahun hadapan dengan sendiri sekolah itu menjadi sekolah kebangsaan yang tulin. Saya juga minta supaya sekolah menengah jenis kebangsaan tidak di-adakan lagi, jadi dari sekolah menengah jenis kebangsaan itu juga darjah yang mula<sup>2</sup> itu di-jadikan kebangsaan, jadi beransor<sup>2</sup> hilang jenis kebangsaan-nya dan menjadi sekolah kebangsaan yang penoh, Tuan Pengerusi.

Sa-bentar tadi saya berasa terharu dan terperanjat apabila mendengar salah sa-orang rakan kita di-dalam Dewan ini ia-itu Yang Berhormat dari Penang Utara, kalau saya tidak salah, dengan semangat yang penoh Yang Berhormat itu mendesak kapada pehak Kementerian supaya di-tambah masa atau jam pelajaran bahasa Inggeris di-dalam sekolah rendah China, kata-nya, di-tambah jam bahasa Inggeris dengan tidak mengurangkan jam bahasa China. Kalau bagitu jam pelajaran bahasa mana yang mesti di-kurangkan? Maka terpaksa mesti di-kurangkan jam pelajaran bahasa Melayu ia-itu Bahasa Kebangsaan kita. Pada pendapat saya Yang Berhormat itu menegakkan bahasa penjajah untuk menjadikan bahasa yang utama di-sekolah<sup>2</sup> China di-dalam negeri kita ini, dan ini adalah pengkhianat kapada Bahasa Kebangsaan di-dalam negara kita, Tuan Pengerusi.

**Enche' Hasan bin Mansor (Melaka Selatan):** Tuan Pengerusi, on a point of order 35 (1). Sa-tahu saya dalam Dewan ini ada sa-orang sahaja, Tuan Pengerusi, bukan dua. Segala ucapan hendak-lah di-arahkan kapada, Tuan Pengerusi, bukan di-sini.

**Mr Chairman:** Dia minta ucapan puan itu arahkan kapada saya.

**Che' Khadijah binti Mohd. Sidek:** Ahli Yang Berhormat itu nakal (*Ketawa*). Dalam Dewan ini ada budak nakal . . .

**Mr Chairman:** Proceed.

**Che' Khadijah binti Mohd. Sidek:** Tuan Pengerusi, sudah nampak pada

kita sekarang akan hal itu, dan pada masa yang lalu tulisan daripada wartawan Alex Josey di-dalam beberapa majallah di-luar negeri, saya ada satu majallah di-sini ia-itu Far Eastern Economic Review di-mana ada tulisan Alex Josey yang mengatakan :

"In the middle of the month Mr Lee Kuan Yew and perhaps 11 fellow P.A.P. and three Opposition Members of Parliament will made their bows in the new and large Federal Parliament in Kuala Lumpur. There Mr Lee Kuan Yew poses on the people's mandate will speak for Singapore, and in so doing speak for 4½ million overseas Chinese in Malaysia."

Jadi kata-nya, Mr Lee Kuan Yew berchakap dalam Dewan ini dengan suara 4½ juta China di-saberang laut, sedangkan bahasa yang di-jalankan dalam pelajaran di-Singapura itu berbagai bahasa (multi-lingulism) dan mementingkan bahasa Inggeris khas-nya. Jadi kalau sa-kira-nya mengikut pendapat Alex Josey ini saya rasa Alex Josey ini ada-lah satu pengkhianat yang besar kepada bahasa dan bangsa Melayu di-dalam tanah ayer kita ini, tetapi tindakan tidak di-ambil ka-atas beliau. Kalau sa-kira-nya Yang Berhormat Perdana Menteri Singapura mewakili 4½ juta bangsa China sa-berang laut dalam Dewan ini berapa orang yang di-wakili oleh beliau . . .

**Enche' Abdul Ghani bin Ishak (Melaka Utara):** Tuan Pengerusi, on a point of order 36 (1). Saya hendak tahu dalam kepala berapa Yang Berhormat itu berchakap?

**Mr Chairman:** Puan itu berchakap bersangkut-paut dengan bahasa dan mengkaitkan yang Perdana Menteri Singapura mewakili orang China. Kalau puan berchakap sedikit sahaja saya benarkan.

**Che' Khadijah binti Mohd. Sidek:** Terima kaseh, Tuan Pengerusi. Rupanya orang Melaka ini semua nakal. Tuan Pengerusi, ini menyatakan di-sini sa-sudah penyiaran daripada Alex Josey, maka terjadi-lah berbagai masalah dalam soal bahasa.

Sekarang saya hendak berchakap berkenaan dengan Maktab Perguruan di-Melaka. Di-sini saya ada satu potongan surat-khabar, Tuan Pengerusi, ia-itu Puan Lim, Yang di-

Pertua-nya telah berucap dalam bahasa Inggeris dan beliau berucap sa-patah dua dalam bahasa kebangsaan, kata-nya, kalau penuntut<sup>2</sup> sekolah ini hendak maju hendak-lah gunakan bahasa Inggeris. Puan Lim ini Guru Besar Maktab Perguruan di-Melaka, maka isteri Ketua Menteri Melaka, Enche' Abdul Ghafar Baba, marah. Ini semua pengkhianat bangsa yang ada dalam sekolah<sup>2</sup> di-negeri kita ini. Perkara ini mesti di-awasi oleh pehak Kementerian. Saya rasa sa-bahagian besar pengkhianat<sup>2</sup> itu, kalau sa-kira-nya tadi di-tujukan kepada sa-belah Pembangkang (Opposition) di-sini, maka saya mengatakan di-dalam pehak Kerajaan sa-bahagian besar ada juga pengkhianat bahasa kebangsaan di-dalam tanah ayer kita ini.

**Mr Chairman:** Nampak-nya sudah banyak membahathkan perkara itu. Puan hendak-lah tumpukan ucapan puan mengikut Peratoran Meshuarat 66 (11) bersangkut dengan dasar perkhidmatan yang hendak di-untukkan wang itu. Jangan-lah berchakap banyak lagi berkenaan dengan bahasa itu.

**Che' Khadijah binti Mohd. Sidek:** Terima kaseh, Tuan Pengerusi. Saya merasa soal bahasa ini penting. Tuan Pengerusi, itu-lah sebab-nya maka saya ambil perkara ini, kerana ini ada-lah berthabit dalam soal education, erti-nya dalam soal Kementerian Pelajaran dan ini bersangkut dengan apa yang telah saya bachakan tadi ia-itu dari sa-orang Pengetua Maktab, kerana itu ada-lah bersangkut dengan soal pendidekan, maka sekarang saya teruskan, Tuan Pengerusi, saya berharap dalam soal bahasa kebangsaan kita ini, sa-bagaimana yang telah di-seru oleh Tuan Syed Nasir, Pengarah Dewan Bahasa dan Pustaka, ia-itu hendak-lah pehak Kementerian Pelajaran dalam soal ini jangan-lah bertolak<sup>2</sup> ansor lagi, di-tolak<sup>2</sup> ansor kesudahan-nya kita masok jurang kebelakang. Jadi, saya juga menguatkan di-sini tentang dasar pelajaran yang sudah kita tetapkan, hendak menegakkan bahasa kebangsaan kita mulai dari tahun 1967 akan tetapi kita hendak-lah jalankan, walau pun kita sekarang sudah besar, orang<sup>2</sup> yang baharu masok itu ia-itu saudara<sup>2</sup> kita

yang baharu masok yang kechil<sup>2</sup> itu hendak-lah bersatu dengan kita, kerana kita yang menjadi pusat, maka mereka harus tunduk kepada kita dan hendaklah di-jadikan pada keseluruhannya Malaysia ini melakukan pelajaran bahasa kebangsaan sa-bagai bahasa yang terutama, atau yang rasmi di-sekolah<sup>2</sup>.

Tuan Pengerusi, sa-sudah itu, saya pergi pada muka 161, Pechahan Kepala 45—Pemberian untok Pengajaran Ugama di-Sekolah Rendah, Sekolah Pelajaran Lanjutan dan Sekolah Menengah yang di-bantu. Dalam peruntukan untok pelajaran ugama ini, Tuan Pengerusi, saya mengalu<sup>2</sup>kan dan kalau dapat di-tambah lagi, itu lagi bagus, kerana pelajaran ugama ini, baik di-sekolah<sup>2</sup> rendah, atau sekolah<sup>2</sup> menengah mahu pun sekolah<sup>2</sup> lanjutan hatta sampai ka-universiti sa-kali pun, pelajaran ini-lah yang akan dapat menguatkan keperibadian anak bangsa kita supaya mereka itu jangan tersesat langkah, jangan dengan mudah di-pengarohi oleh aliran<sup>2</sup> kebudayaan<sup>2</sup> asing yang bermacam<sup>2</sup> chorak, ada yang puteh, ada yang kuning, ada yang merah yang masok ka-dalam tanah ayer kita ini. Dalam soal ini, Tuan Pengerusi, baharu<sup>2</sup> ini, saya ada ter-jumpa di-beberapa buah kampong ia-itu rayuan daripada orang<sup>2</sup> kampong, salah satu daripada-nya ia-lah rayuan daripada penduduk<sup>2</sup> dalam Rancangan F.L.D.A. di-Kong Kong, Johor Bahru. Di-sana, guru<sup>2</sup> ugama hanya sa-orang sahaja, sedangkan darjah-nya ada tiga empat, kalau saya tidak salah, murid-nya beratus<sup>2</sup> banyak-nya sa-hingga ibu bapa mereka merasa gelisah, kerana tahun hadapan ini kata-nya murid<sup>2</sup> baharu tidak di-terima untok sekolah ugama, kerana tidak chukup tempat dan guru-nya pun tidak ada. Jadi, saya minta-lah kepada pehak Kementerian ini supaya mengambil perhatian lebeh<sup>2</sup> lagi di-ranchangan<sup>2</sup> luar bandar, bukan hanya di-Kong Kong itu sahaja, tetapi juga di-mana<sup>2</sup> sahaja di-seluruh tanah ayer kita ini, kerana mereka yang tinggal di-ranchangan<sup>2</sup> luar bandar itu ada-lah sa-olah<sup>2</sup> terasing jauh-nya daripada masharakat kita, dan mereka itu sangat susah hendak keluar dengan

ketiadaan kenderaan, dan juga kerana ibu<sup>2</sup> bapa mereka itu sibok bekerja pergi di-ladang<sup>2</sup> untok mengusahakan ladang<sup>2</sup>-nya, hidup-nya dengan bagus mengikut atoran<sup>2</sup> daripada pegawai<sup>2</sup> di-sana. Sa-sudah itu, Tuan Pengerusi, saya pergi kepada bahagian sekolah rendah. Dalam soal ini juga, bagi anak<sup>2</sup> yang tinggal dalam ranchangan luar bandar itu, ada rayuan daripada ibu bapa mereka itu, kerana mereka tidak ada mempunyai chukup wang untok membeli buku<sup>2</sup> bagi anak<sup>2</sup>-nya. Jadi, kalau sa-kira-nya pehak Kementerian ini dapat memberi keistimewaan bagi anak<sup>2</sup> mereka yang ada dalam ranchangan<sup>2</sup> luar bandar itu ia-itu dengan apa jalan sahaja, itu terserahlah kepada pehak Kementerian untok memberi bantuan yang berupa wang, atau memberi bantuan yang berupa buku<sup>2</sup>. Mereka meminta kepada saya, kalau sa-kira-nya tidak dapat dari pehak Kementerian ini, tolong-lah minta dengan jalan lain ia-itu dengan jalan Pejabat Kebajikan Masharakat.

Jadi, saya nampak, Tuan Pengerusi, memang keadaan hidup daripada ibu bapa mereka yang tinggal dalam ranchangan luar bandar itu sangat-lah jauh bedza-nya, tidak chukup untok mempunyai anak<sup>2</sup> mereka, kadang<sup>2</sup> ada di-antara-nya yang mempunyai anak sampai tujuh lapan orang, kalau sa-kira-nya satu dua orang itu, barangkali maseh mampu lagi. Jadi, dalam soal ini, saya juga merayu, membawa rayuan daripada orang<sup>2</sup> itu kepada pehak Kementerian Pelajaran dalam Dewan ini.

Sekarang saya pergi kepada Butiran (2)—Menteri Muda Pelajaran. Jawatan Menteri Muda Pelajaran ini, saya mendesak di-sini kepada pehak Kerajaan dan kepada Menteri Pelajaran yang ada pada hari ini supaya lekas di-adakan Menteri Muda Pelajaran yang terdiri daripada orang Melayu sa-bagaimana pada masa yang sudah<sup>2</sup>. Sa-kira-nya Menteri Pelajaran itu terdiri daripada orang Melayu dan Menteri Muda Pelajaran-nya juga terdiri daripada orang Melayu, sebab sudah heboh di-luar, ia-itu dari pehak M.C.A. yang sudah menuntut supaya jawatan Menteri Muda Pelajaran ini di-ambil daripada orang M.C.A. Saya

rasa, kerana Perikatan harus hendak menjalankan dasar keadilan, tetapi kalau dasar keadilan ma'ana-nya tiap<sup>2</sup> Menteri itu hendak-lah tiga—satu orang Melayu (UMNO), satu dari M.C.A. dan satu lagi dari M.I.C. Kalau dua sahaja pun maseh tidak adil, Tuan Pengerusi. Jadi, saya berharap sa-bagaimana yang biasa hendak-lah di-adakan Menteri Muda itu daripada orang Melayu supaya kerja<sup>2</sup>, ranchangan<sup>2</sup> untuk melekaskan pelaksanaan bahasa kebangsaan itu dapat di-jalankan dengan kemas, dengan lebeh terator, kerana kalau Menteri Muda Pelajaran ini terdiri daripada orang Melayu, dia lebeh mengetahui dan lebeh dalam 'ilmu pengetahuan-nya dalam bahasa ibunda-nya sendiri.

Muka surat 164, Pechahan Kepala 97—Siswa di-Sekolah Pembena Semangat, peruntokan di-sini ada sa-banyak \$21,000. Saya merasa peruntokan ini harus di-lipat-gandakan lagi, kerana siswa di-sekolah pembena semangat ini harus makin sa-hari makin bertambah banyak. Tuan Pengerusi, kenapa maka saya berkata begitu, ia-lah kerana keadaan kechiwa anak<sup>2</sup> Melayu yang tidak dapat meneruskan persekolahannya ka-sekolah<sup>2</sup> menengah yang mana berpuluh<sup>2</sup> ribu tidak dapat masuk ka-sekolah<sup>2</sup> lanjutan kampung, atau lanjutan<sup>2</sup> yang lain, maka mereka itu terbiar menjadi pengukur jalan, ka-hulu ka-hilir, ka-hilir ka-hulu dengan tidak ada mendapat pendidekan dan pelajaran selanjut-nya. Jadi, mereka<sup>2</sup> ini-lah nanti yang akan di-ambil yang akan bertambah banyak lagi siswa<sup>2</sup> dalam sekolah pembena semangat ini, sebab baharu<sup>2</sup> ini ada dua tiga orang anak<sup>2</sup> yang maseh berumur di-antara 13-14 tahun kerana tidak terkawal lagi oleh ibu bapa-nya di-rumah—ibu bapa-nya itu bukan tidak dapat mengawal anak<sup>2</sup>-nya, tetapi oleh kerana ibu bapa-nya pada pagi<sup>2</sup> hari dia sibok pergi memotong getah, si-ibu-nya pula dengan jualan kueh-nya, maka si-anak ini terbiar-lah, di-suroh dia ka-sana, dia pergi ka-lain tempat, terbiar mengikut aliran kawan yang sa-baya dan sudah nakal dengan dia.

Pergi-lah mereka ka-pasar sambil berjalan kadang<sup>2</sup>; ya, mereka ingin

hendak makan, duit tidak ada, kalau orang itu leka, limau dan pisang di-pasar itu di-kaup-nya. Dari mula sadikit demi sadikit, kadang<sup>2</sup> pada malam hari kebun<sup>2</sup> orang di-masok-nya, pokok rambutan, ubi kayu orang di-jual oleh anak<sup>2</sup> itu. Ada kedapatan mereka pergi di-tepi<sup>2</sup> laut bila hari<sup>2</sup> minggu waktu orang mandi di-tepi laut itu; barangkali agak sudah lichen segala-nya mungkin di-antara anak<sup>2</sup> macham ini ada yang mengajar-nya kerana mereka juga ada mempunyai komplot, Tuan Pengerusi. Maka ada sampai yang menchuri wang orang beratus ringgit sa-hingga dapat di-tangkap. Bila di-tangkap mereka itu di-bawa oleh Polis dan di-adakan-lah pemereksaan akhir-nya masok ka-Maktab Pembena Semangat. Jadi, Tuan Pengerusi, hasil daripada pelajaran ia-itu naik darjah dengan tidak di-pereksa—chara automatic ini-lah banyak siswa<sup>2</sup> di-Sekolah Pembena Semangat. Sebab itu saya merasa kebanyakan ibu<sup>2</sup> yang tidak berdaya lagi anak<sup>2</sup>-nya terbiar sahaja kadang<sup>2</sup> berkata bagus. Kalau sa-kira-nya anaknya sudah masok mithal-nya di-Sekolah Pembena Semangat di-Melaka itu, Tuan Pengerusi, ibu bapa merasa lega tidak lagi menjaga anak<sup>2</sup> itu. Kadang<sup>2</sup> waktu malam tidak balek ka-rumah. Mereka sudah mengetahui anak-nya ada sekolah Pembena Semangat itu. Kehidupan anak<sup>2</sup>-nya terjaga—makan minum di-jaga dengan baik dan mendapat didekan dengan kemahuan anak<sup>2</sup> itu sendiri sa-olah<sup>2</sup> sekarang timbul perasaan orang<sup>2</sup> kampung lebeh baik anak<sup>2</sup>-nya buat jahat supaya dapat masok ka-Sekolah Pembena Semangat. Dengan jalan ini anak-nya akan bertambah 'ilmu pengetahuan. Jadi kalau kita mengatakan automatic system—naik darjah itu, Tuan Pengerusi, sa-olah<sup>2</sup> Kerajaan mahu merosakkan roh dan jiwa raga anak<sup>2</sup> kita dari umur 13 tahun ka-atas. Dan sudah itu apabila anak itu menchuri kita tangkap dan masokkan ka-dalam Sekolah Pembena Semangat. Di-dalam Sekolah Pembena Semangat ini bagus, lepas itu anak<sup>2</sup> ini kalau dia tahu music dan apabila habis tempoh-nya bila dia keluar di-charikan kerja oleh Kerajaan mengikut aleran-nya. Jadi anak<sup>2</sup> yang masok ka-Sekolah Pembena Semangat

ini selamat. Oleh sebab yang demikian, saya merayu atau meminta kepada pehak Kementerian ini banyakk-anlah lagi ia-itu peruntokan untuk Sekolah Pembinaan Semangat, mungkin saya rasa anak Melayu tidak akan ka-mana kerana Sekolah Pembena Semangat ini akan menampung anak<sup>2</sup> kita orang Melayu. Orang<sup>2</sup> kita tidak ada duit untuk memasokkan anak-nya ka-private school. Berpuluh<sup>2</sup> ringgit wang sekolah sahaja bahkan beratus<sup>2</sup> ringgit, kalau anak itu sudah naik ka-Form I dan II untuk perbelanjaan buku, Tuan Pengerusi.

Sekarang saya akan berchakap dalam muka 161—Pemberian Bantuan Terkanun (1) Pemberian kepada Sekolah Rendah. Tuan Pengerusi, di-sini saya juga suka mengemukakan kepada pehak Kementerian supaya membanyakkan lagi Sekolah Rendah perempuan. Kadang<sup>2</sup> anak<sup>2</sup> perempuan terpaksa menumpang di-Sekolah<sup>2</sup> Rendah lelaki atau di-tempat lain kerana agak-nya jauh daripada tempat mereka. Mithal-nya, di-Mersing Kampong Ayer Merah, di-situ tidak berapa jauh dari bandar, anak<sup>2</sup> pergi sekolah itu lebeh kurang dekat satu atau dua batu ka-Bandar Mersing. Balek ka-rumah malam, kadang<sup>2</sup> pukul 6 atau lebeh, kata ibu bapa-nya. Jadi ibu bapa mereka was<sup>2</sup> Sekolah Rendah lelaki ada dekat, tetapi Sekolah Rendah perempuan tidak ada. Bagi anak<sup>2</sup> perempuan tidak chergas kalau melintas jalan. Saya berharap pehak Kementerian supaya mengambil perhatian juga di-dalam soal ini.

Tuan Pengerusi, di-dalam soal Sekolah Lanjutan. Anak yang tidak dapat masok ka-Sekolah Menengah kebanyakan ibu bapa ingin anak<sup>2</sup>-nya meneruskan pelajaran-nya kerana mereka mengetahui kalau masok ka-Sekolah Lanjutan apa hasil yang akan di-terima oleh si-anak itu belum dapat di-ketahui lagi. Jadi mereka itu berpendapat bahawa masok ka-Sekolah Lanjutan itu hanya untuk membuang masa sahaja. Oleh sebab itu walau pun sakit, bergolok dan bergadai chara menjual barang<sup>2</sup> terpaksa mereka memasokkan anak<sup>2</sup>-nya ka-sekolah saudagar atau private school. Di-dalam sekolah saudagar ini, Tuan Pengerusi,

tidak ada satu sekolah saudagar berchorak. sekolah kebangsaan, seluruh-nya saya ketahui jenis kebangsaan. Ada banyak di-dirikan oleh pehak Convent daripada bahagian pengembang ugama Kristian dan orang kita lebeh suka memasokkan anak<sup>2</sup>-nya ka-sekolah itu kerana pelajaran di-sekolah itu di-kawal dan di-jaga oleh Pengetua sekolah itu dengan chara yang sunggoh<sup>2</sup>. Tetapi di-dalam sekolah itu, Tuan Pengerusi, anak<sup>2</sup> kita itu dalam pelajaran history atau ilmu sejarah selalu-nya soal perkembangan Kristian-lah yang di-bacha oleh anak<sup>2</sup> kita itu. Jadi di-dalam soal ini saya merasa kalau kita hendak menjadikan negeri kita ini dengan pelajaran bahasa kebangsaan bahasa rasmi, sekolah kebangsaan yang menjadi teras yang utama dasar kebangsaan di-tanah ayer kita ini, juga. Saya merasa sekolah<sup>2</sup> private itu hendak-lah di-jadikan sekolah kebangsaan. Kalau sa-kira-nya tidak boleh di-teruskan kita adakan pula sa-bagaimana saya minta tadi melalui darjah yang pertama tahun hadapan mereka tidak mengadakan lagi kelas jenis kebangsaan, tetapi hendak-lah di-adakan darjah sekolah kebangsaan. Sebab kalau dasar kebangsaan itu berjalan di-dalam sekolah private itu, saya juga minta supaya Kementerian ini mengawal sekolah<sup>2</sup> saudagar ini. Kadang<sup>2</sup> bulan ini masok sa-orang guru, bulan depan dia sudah pergi meneruskan pelajaran-nya dan di-gantikan pula dengan guru lain sa-hingga pelajaran anak<sup>2</sup> di-dalam sekolah private itu kuchar kachir dan bahasa kebangsaan ada yang tidak betul sudah boleh mengajar. Jadi terbiar-lah sahaja nampak-nya kebanyakan sekolah<sup>2</sup> private di-dalam tanah ayer kita ini. Saya rasa ada kawalan daripada Menteri Pelajaran. Saya dapati anak<sup>2</sup> yang belajar di-sekolah<sup>2</sup> private itu banyak yang merungut kata-nya, tidak belajar dengan betul, masok darjah tidor sahaja, kadang<sup>2</sup> tulis di-papan hitam, guru-nya pergi ka-sana ka-mari, erti-nya tidak mengawal murid<sup>2</sup> itu. Kita mengharapka anak kita itu pandai masok kesana mudah<sup>2</sup>an dapat lulus L.C.E. dan dapat masok kembali ka-sekolah Kerajaan. Tetapi sa-kira-nya dengan chara demikian pelajaran

yang di-terima-nya di-dalam sekolah saudagar itu tentu-lah harapan ibu bapa dan anak<sup>2</sup> itu sendiri akan kechiwa, hanya duit habis tetapi hasil tidak di-perolehi oleh mereka itu. Tuan Pengerusi, saya rasa chukup-lah satakak itu dan saya ucapkan terima kaseh.

**Enche' Too Joon Hing (Telok Anson):** Mr Chairman, Sir, I would like to speak on sub-head 6 Belanja Peperiksaan on page 159 and sub-head 44 Pemberian Bantuan Terkanun. I wish to speak on these two sub-heads not with the view of criticising but rather to bring forth the views that have been expressed by the public lately on our system of examinations and our national system of secondary education. As this would be the last budget meeting of this House, I would take this opportunity to bring this to the notice of the Alliance Government, particularly the Minister of Education, as a sort of friendly warning towards our national secondary schools as enforced now under the Education Act, 1961. Sir, there has always been controversy in regard to the way how the Chinese secondary schools have been treated. The Member for Pulau Pinang Utara this morning already expressed in this House certain feelings of dissatisfaction regarding the Chinese primary and secondary schools. He was saying that parents refused to send their children to Chinese primary schools and he asked that equal opportunity be given to the students who come out from the Chinese secondary schools. However, Sir, our nation is a nation of plural society and, as such, we have got to provide a system of national education so as to meet the needs, desires and aspirations of all the communities.

Sir, when introducing the Budget the Finance Minister said that education is an investment in future prosperity and happiness, and we heard this morning from the Member for Pulau Pinang Utara charging the Opposition for using education as a political issue. But I say, Sir, if the education policy and system is not satisfactory it will turn out to be a political issue, unless of course everybody is happy and

prepared to accept it. Sir, the Alliance, particularly the M.C.A., has always claimed that the national secondary education system at present in force is adequate to safeguard the culture and education of the non-Malays in this country. Is this the truth and is it the actual fact? Sir, I intend to bring up certain expressions from the public to show that the people are dissatisfied with the present system of education.

Sir, I have got here with me a memorandum. Actually this memorandum was submitted to the Permanent Secretary, Ministry of Education, from the Federation of Kwantung Association, Malaya, and the letter addressed to me requests me particularly to bring up this to the attention of the Minister. Now, what are the resolutions in the Kwantung Association memorandum? The first one reads as follows:

"That the students who have failed to pass the examination at the end of the sixth year in primary school be permitted to remain in the same school for one more year to study."

The second resolution says:

"That there should be an annual examination from the first to the sixth year for students in primary schools."

The third resolution reads:

"That as far as possible the number of students to be promoted from primary school to secondary school should not be limited to only 30 per cent of students who have passed their primary school examination."

The fourth resolution is that:

"That the criterion of passing the examination for promotion for students from the primary school to the secondary school should be that all the important subjects are to be taken into consideration. The failure in only one subject should not automatically result in failure of the whole examination."

And then the fifth one:

"That the cost of building for approved national type school should be the responsibility of the Government."

This is one of the things that has been submitted to me by the Kwantung Association.

Sir, I have here another statement from the *Straits Times* dated 2nd December, 1963: "The Chinese schools heading for extinction". Now this is

a memorandum put up by certain school organisations for the consideration of the Penang M.C.A. education committee. Now, I have here cuttings from the *Kwong Wah Press* and the *Sin Chew Press*, both of the same date, and I would just like to give a translation of their headings. The *Sin Chew Press* says: "Penang M.C.A. Education Review Sub-committee at the Chinese Chamber yesterday invited the cream of educationists to contribute valuable opinion concerning present educational problems." The *Kwong Wah Press* headline says "Penang M.C.A. Education Sub-committee con-

vene educationists for discussion to review Chinese education problems." And what were the things discussed?

**Mr Chairman:** The time is up. House resumes.

*House resumed.*

**Mr (Deputy) Speaker:** Honourable Members, I have to report that the Supply Bill, 1964 in Committee has progressed up to Head S. 15. The House is adjourned till 10 a.m. tomorrow.

*Adjourned at 8 p.m.*