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Tuesday  
31st December, 1963

# PARLIAMENTARY DEBATES

DEWAN RA'AYAT  
(HOUSE OF REPRESENTATIVES)

OFFICIAL REPORT

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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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*Tuesday, 31st 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 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 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 for Sarawak Affairs, DATO' TEMENGGONG JUGAH ANAK BARIENG, P.D.K. (Sarawak).
- „ 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).
- „ ENCHE' ABDUL RAUF BIN A. RAHMAN, K.M.N., P.J.K. (Krian Laut).
- „ ENCHE' ABDUL RAZAK BIN HAJI HUSSIN (Lipis).
- „ 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).
- „ TUAN HAJI AHMAD BIN ABDULLAH (Kota Bharu Hilir).
- „ ENCHE' AHMAD BIN ARSHAD, A.M.N. (Muar Utara).

- The Honourable ENCHE' AHMAD BIN MOHAMED SHAH, S.M.J.  
(Johor Bahru Barat).
- „ TUAN HAJI AHMAD BIN SAAID (Seberang Utara).
- „ ENCHE' AHMAD BIN HAJI YUSOF, P.J.K. (Krian Darat).
- „ CHE' AJIBAH BINTI ABOL (Sarawak).
- „ ENCHE' AWANG DAUD BIN MATUSIN (Sarawak).
- „ TUAN HAJI AZAHARI BIN HAJI IBRAHIM (Kubang Pasu Barat).
- „ ENCHE' AZIZ BIN ISHAK (Muar Dalam).
- „ DR BURHANUDDIN BIN MOHD. NOOR (Besut).
- „ ENCHE' JONATHAN BANGAU ANAK RENANG (Sarawak).
- „ PENGARAH BANYANG (Sarawak).
- „ ENCHE' CHAN CHONG WEN, A.M.N. (Kluang Selatan).
- „ ENCHE' CHAN SWEE HO (Ulu Kinta).
- „ ENCHE' CHAN YOON ONN (Kampar).
- „ ENCHE' CHIN SEE YIN (Seremban Timor).
- „ ENCHE' V. DAVID (Bungsar).
- „ ENCHE' DAGOK ANAK RANDEN (Sarawak).
- „ ENCHE' EDWIN ANAK TANGKUN (Sarawak).
- „ DATIN FATIMAH BINTI HAJI HASHIM, P.M.N.  
(Jitra-Padang Terap).
- „ ENCHE' GANING BIN JANGKAT (Sabah).
- „ 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).
- „ ENCHE' IBRAHIM BIN ABDUL RAHMAN (Seberang Tengah).
- „ ENCHE' ISMAIL BIN IDRIS (Penang Selatan).
- „ ENCHE' ISMAIL BIN HAJI KASSIM (Kuala Trengganu Selatan).
- „ ENCHE' JEK YEUN THONG (Singapore).
- „ PENGHULU JINGGUT ANAK ATTAN (Sarawak).
- „ ENCHE' JHUMAH BIN SALIM (Sabah).
- „ ENCHE' K. KARAM SINGH (Damansara).
- „ CHE' KHADIJAH BINTI MOHD. SIDEK (Dungun).
- „ ENCHE' KADAM ANAK KIAI (Sarawak).
- „ ENCHE' EDMUND LANGGU ANAK SAGA (Sarawak).

- The Honourable ENCHE' LEE SAN CHOON, K.M.N. (Kluang Utara).
- „ ENCHE' LEE SIOK YEW, A.M.N. (Sepang).
- „ ENCHE' AMADEUS MATHEW LEONG, A.D.K. (Sabah).
- „ ENCHE' CHARLES LINANG (Sarawak).
- „ ENCHE' LIU YOONG PENG (Rawang).
- „ O. K. K. HAJI MAHALI BIN O. K. K. MATJAKIR, A.D.K. (Sabah).
- „ ENCHE' T. MAHIMA SINGH, J.P. (Port Dickson).
- „ ENCHE' MOHAMED BIN UJANG (Jelebu-Jempol).
- „ ENCHE' MOHAMED ABBAS BIN AHMAD (Hilir Perak).
- „ ENCHE' MOHD. ARIF SALLEH, A.D.K. (Sabah).
- „ ORANG TUA MOHAMMAD DARA BIN LANGPAD (Sabah).
- „ ENCHE' MOHD. DUN BIN A BANIR, D.K. (Sabah).
- „ ENCHE' MOHAMED NOR BIN MOHD. DAHAN (Ulu Perak).
- „ 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' ONG PANG BOON (Singapore).
- „ ENCHE' OTHMAN BIN ABDULLAH, A.M.N. (Perlis Utara).
- „ ENCHE' ABANG OTHMAN BIN ABANG HAJI MOASILI (Sarawak).
- „ 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).
- „ 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).

- The Honourable 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 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 HAJAH 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 Finance, ENCHE' TAN SIEW SIN, J.P. (Melaka Tengah).  
 „ the Minister of Works, Posts and Telecommunications, DATO' V. T. SAMBANTHAN, P.M.N. (Sungai Siput).  
 „ the Minister without Portfolio, DATO' ONG YOKE LIN, P.M.N. (Ulu Selangor).  
 „ the Minister of Labour and Social Welfare, ENCHE' BAHAMAN BIN SAMSUDIN (Kuala Pilah).  
 „ the Assistant Minister of the Interior, ENCHE' CHEAH THEAM SWEE (Bukit Bintang).  
 „ the Assistant Minister of Rural Development (Sarawak), ENCHE' ABDUL-RAHMAN BIN YA'KUB (Sarawak).  
 „ ENCHE' ABDUL RAHIM ISHAK (Singapore).  
 „ ENCHE' AHMAD BOESTAMAM (Setapak).  
 „ O. K. K. DATU ALIUDDIN BIN DATU HARUN, P.D.K. (Sabah).  
 „ DR AWANG BIN HASSAN (Muar Selatan).  
 „ ENCHE' CHAN SIANG SUN (Bentong).  
 „ ENCHE' CHIA THYE POH (Singapore).  
 „ DATU GANIE GILONG, P.D.K., J.P. (Sabah).  
 „ ENCHE' GEH CHONG KEAT, K.M.N. (Penang Utara).  
 „ DR GOH KENG SWEE (Singapore).  
 „ ENCHE' HO SEE BENG (Singapore).  
 „ ENCHE' KANG KOCK SENG (Batu Pahat).  
 „ ENCHE' KHONG KOK YAT (Batu Gajah).  
 „ ENCHE' KOW KEE SENG (Singapore).  
 „ ENCHE' LEE KUAN YEW (Singapore).  
 „ ENCHE' LEE SECK FUN (Tanjong Malim).

- The Honourable 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' PETER LO SU YIN (Sabah).  
 „ 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).  
 „ TUAN HAJI OTHMAN BIN ABDULLAH (Tanah Merah).  
 „ ENCHE' OTHMAN BIN WOK (Singapore).  
 „ ENCHE' QUEK KAI DONG, J.P. (Seremban Barat).  
 „ ENCHE' S. RAJARATNAM (Singapore).  
 „ ENCHE' D. R. SEENIVASAGAM (Ipoh).  
 „ ENCHE' S. P. SEENIVASAGAM (Menglembu).  
 „ DATU DONALD ALOYSIUS STEPHENS, P.D.K. (Sabah).  
 „ ENCHE' TAN KEE GAK (Bandar Melaka).  
 „ WAN MUSTAPHA BIN HAJI ALI (Kelantan Hilir).  
 „ 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*)

### ANNOUNCEMENT BY Mr SPEAKER

#### Message from the Senate

**Mr Speaker:** Ahli<sup>2</sup> Yang Berhormat, saya hendak mema'alumkan ia-itu saya telah menerima satu perutusan yang bertarikh 30 haribulan Disember, 1963 daripada Tuan Yang di-Pertua Dewan Negara berkenaan dengan perkara<sup>2</sup> yang tertentu yang telah di-hantarkan oleh Majlis ini minta di-persetujukan oleh Dewan Negara. Sekarang saya minta Setia-usaha Majlis ini supaya membachakan perutusan itu kepada Majlis ini.

(*The Clerk reads the message*)

“Mr Speaker,

The Senate has agreed to the following Bills:

A Bill to amend the Civil Lists Ordinance, 1957.

A Bill to amend the Ministers (Remuneration) Ordinance, 1957.

A Bill to amend the Parliament (Members' Remuneration) Act, 1960.

A Bill to amend the Election Offences Ordinance, 1954.

A Bill to amend and consolidate the law relating to the Superior Courts of Judicature.

A Bill to amend the Advocates and Solicitors Ordinance, 1947.

A Bill to regulate the conditions of service of officers and servants of local authorities and to provide for a provident fund or funds for such officers and servants.

A Bill to amend the Rubber Industry (Replanting) Fund Ordinance, 1952.

A Bill to amend the Insurance Act, 1963.

A Bill to apply a sum out of the Consolidated Fund for additional expenditure for the service of the year 1963 and to appropriate such sum for certain purposes.

A Bill to amend the Tariff Advisory Board Act, 1963.

A Bill to extend the operation of the Treasury Bills (Local) Ordinance, 1946, to all parts of Malaysia and to amend that Ordinance.

A Bill to wind up the Victory Savings Certificates Fund and to provide for the disposal of monies remaining in the Fund.

A Bill to amend the Fisheries Act, 1963.

A Bill to alter the membership of the Poisons Board.

A Bill to amend the Road Traffic Ordinance, 1958, and to make further provisions with respect to that Ordinance.

(Sd.) DATO' HAJI ABDUL RAHMAN  
BIN MOHD. YASSIN,  
*President*"

*Majlis Meshuarat di-tangguhkan  
pada 2hb Januari, 1964 (Peratoran 12)*

(Usul)

**The Minister of Transport (Dato' Haji Sardon bin Haji Jubir):** Tuan Yang di-Pertua, saya menhadangkan bahawa, sunggoh pun telah ada syarat yang di-tetapkan dalam Peratoran Meshuarat 12, Majlis ini apabila habis meshuarat hari ini akan di-tangguhkan sampai hari Khamis, 2hb Januari, 1964, pada pukul 10 pagi.

Tuan Yang di-Pertua dan Ahli<sup>2</sup> Yang Berhormat sakalian, tidak payah saya hendak berchakap panjang. Kerana besok ia-lah 1 haribulan Januari, jadi bagi pehak Ahli<sup>2</sup> Yang Berhormat barangkali hendak merayakan dan bagi hormat hari yang baharu itu, mudah<sup>2</sup>an akan dapat lebeh keamanan dan kema'amoran negara kita.

**The Minister of Agriculture and Co-operatives (Enche' Mohamed Khir Johari):** Tuan Yang di-Pertua, saya mohon menyokong chadangan itu.

Question put, and agreed to.

Resolved:

"That, notwithstanding the provisions of Standing Order 12, at its rising this day this House do stand adjourned to Thursday, 2nd January, 1964 at 10.00 a.m."

## BILL

### THE SUPPLY BILL, 1964

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

House immediately resolved itself into Committee of Supply.

(Mr Speaker *in the Chair*)

#### SCHEDULE

*Heads S. 15, S. 66D, S. 67AA—*

Debate resumed on Question:

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

**Enche' Too Joon Hing (Teluk Anson):** Mr Chairman, Sir, as I was saying last evening before the House adjourned, that the Alliance, particularly the M.C.A., has always claimed that the present system of secondary education in this country is adequate and sufficient to protect and safeguard the cultures and languages of other races living in this country. Here, I would like to quote a number of resolutions passed by the Federation of Kwantung Association of Malaya at its Annual General Conference held on 15th September, 1963, in order to show its dissatisfaction over the present system of education. Before doing that, I would like to point out to you that I am quoting certain Press statements to show that the people of this country are dissatisfied with our National-type secondary school and our primary school. I hope, Sir, that you will be tolerant and will allow me to quote these press statements.

**Mr Chairman:** So long as they are not too long!

**Enche' Too Joon Hing:** Sir, I have here copies of the *Sin Pin Jit Pao* and the *Kwong Wah Jit Pao* of the 2nd of this month. These two papers have published a report of the same meeting convened by the M.C.A. in Penang, and I would like to quote the headlines

which I have translated. Now, the *Sin Pin Jit Pao* says:

"Penang M.C.A. Education Review Sub-Committee at the Chinese Chamber of Commerce yesterday, invited the cream of educationists to contribute opinions concerning the present educational problems."

The *Kwong Wah Jit Pao* says in its headlines:

"Penang M.C.A. Education Sub-Committee convenes educationists for discussion to review the Chinese educational problems."

Sir, this meeting was presided by Mr Lien Yien Chew, the Chairman of the M.C.A. Central Education Committee. In his opening address, he said:

"To safeguard the Chinese education, our responsibility has no price in comparison. If the responsibilities for betterment of Chinese education were not shouldered by us, who else will shoulder it? If this duty is not taken up by us, who else will take it?"

Now, what were the problems discussed at this meeting? I have got a list here and it says:

- (1) To increase the percentage of students' promotion to secondary schools;
- (2) to abolish the Secondary School Entrance Examination;
- (3) to request that the Secondary School Examination be conducted in Chinese medium.

Sir, these were the main issues discussed at that Conference.

I have another one here, that is from the *Kin Kwok Daily News*, dated 15th of this month, which says:

"Perak experts and authorities on education participated in the discussion for Chinese education. Ten Perak Teachers Associations representatives to form the Perak Chinese Education Working Committee. There were 21 secondary schools and 103 primary schools, totalling about 200 people present. The discussions were held in the Perak M.C.A. building and Dato' Liew Why Hone, the National Vice-President of the M.C.A. presided. In his speech, he said:

"In order to enable a political party to effectively promote and benefit from Chinese education, we must actually need people with your experience to help us and co-operate with us. You have rich experience and you can see the future where education will lead. Therefore, we need you to explain to the people the real truth."

Now, what were discussed at that meeting? The matters discussed are:

- (1) To consider the abolition of automatic promotion;
- (2) to support for nine years' national education;
- (3) to request for publication of primary examination results;
- (4) to request for 100 per cent building grants;
- (5) to raise the standard of English in Chinese schools;
- (6) equal pay for male and female teachers;
- (7) National-type secondary schools and independent schools should be given equal treatment; and
- (8) equal treatment in education for all communities of this country.

Those were from one of the conferences held in Perak.

Sir, then there is another one—it is very interesting. This one happened on the 27th June, 1963. It is from the *Straits Times* of the 27th June, 1963, with the heading "The Alliance lost in Taiping". It says:

"The reduction of schools Chinese period from eight to six a week just before the Town Council elections was one of the main reasons for the defeat of the Alliance in Taiping."

Then, Sir, another statement says:

"In reality, the Taiping M.C.A. had nothing to do with it, but as the Schools Boards of Governors are mainly from the M.C.A., most of the students and their parents were convinced that the Taiping M.C.A. was behind the whole affair."

This statement was given by Mr Foo Fatt Yeow, Political Chairman of Larut M.C.A.; and it went on to say:

"However, the students and the parents apparently misinterpreted this as a move to strangle Chinese education by stages."

Now, Sir, these are very important facts, which will come up later when I deal with the secondary and primary schools.

Another remark, Sir, is from no other person than Mr Sim Moh Yue, an important person in the M.C.A., Malacca. I would like to quote from

the *Sin Pin Jit Pao* dated 17th August, 1963. It says here:

"Mr Sim Moh Yue urges from small unity to larger unity; to fight for equality and existence of Chinese education; Education policy is becoming more and more detrimental to Chinese education; implementation of Razak Report has been twisted."

Sir, as I have said before, Mr Sim Moh Yue is the M.C.A. Youth Leader, Malacca. He was made a Justice of the Peace for services rendered to the Alliance. He made another remark at the National Chinese School Teachers' Association, Malaya, meeting held in Kuala Lumpur on 16th August, 1963. What did he say? Sir, I would like to quote here because what he said was very touching. He said:

"Why have students in Chinese Schools becoming less and less each year? This is because the Education policy is wrong in itself, and also the implementation of the Razak policy has been twisted. Therefore, it does not matter whether the policy is good or bad, or whether its implementation has been twisted or not, but the more the Education policy is being reviewed, the more detrimental it has become for Chinese education resulting in a gradual end of Chinese education, and this is an actual fact."

Sir, I have another one with me here. It is from the *China Press* of 14th August, 1963. It says:

"M.C.A. Youth Central Working Committee request M.C.A. to convene Chinese Education Conference to review Education policy and its implementation; to urge Chinese parents to send children to education in mother tongue."

Sir, I have still got plenty of extracts with me here but I am not going to quote them. These are all not only from the M.C.A. but from public organisations like the Pan-Malayan Teochew Association, the Pan-Malayan Kwantung Association and other bodies, airing more or less the same views. Now, Sir, there is dissatisfaction; these are the voices calling for justice, calling for a better policy to the other nationalities in education. Sir, these views were expressed by nobody other than those who had resigned from the M.C.A. during the crisis in 1959. Those people had actually passed a resolution. In those days we had called a Conference and the Conference had passed resolutions asking for better treatment—the same

as those which I have mentioned just now. I would like to quote a few words of what we asked for in 1959 for comparison to show that there is no difference between what we were asking for in those days and what these people are voicing now. Sir, I have got here a statement of the National Conference on Chinese Education held in Kuala Lumpur on 26th April, 1959. Now, what were the resolutions passed in that Conference and how many people attended? Sir, there were 1,000 registered Chinese organisations and guilds and associations and the requests were very reasonable and legitimate. I would like to quote a few of the resolutions. The first resolution was:

"The education of the various communities in the main medium of instruction in the vernacular schools shall be the mother tongue."

Then it says:

"The education for the various communities shall be accorded equitable and fair treatment."

"The main medium of instruction in the vernacular schools of the various communities shall be the mother tongue."

"The medium for examination should be in the medium of instruction."

Now, Sir, these are the fundamental issues and problems which have given us so much headache nowadays on education.

Sir, let us look at Singapore. Singapore is having autonomy in education. Singapore State, as we all know, is a State with a Chinese majority—80 per cent of the people staying there are Chinese. Singapore has an education policy quite different from ours. Its policy is very liberal and it gives equal treatment to all communities—whether it be a large community or a small community, they have been well looked after. That is why, Sir, I must congratulate the P.A.P. for their success in the last elections, because the people were happy and they never grumbled.

Sir, in the Borneo territories, they have already said they are reluctant to accept our national education policy; they said they would rather retain their policy, because during the last two days Members have already voiced

certain grievances in funds, in their expansion; but nevertheless, none of them has ever mentioned any word about our education policy.

Sir, today if the people in this country are happy and satisfied with our education policy, why has meeting after meeting been called one after another, with the people voicing their dissatisfaction, with the people appealing to the Alliance for a better system of education? Certainly, there must be something wrong with our education policy. I hope the Alliance, particularly the Minister of Education, will take their appeal into serious consideration before it is too late.

Sir, the Honourable Minister during the course of his speech mentioned that in 1962 there were 57 Chinese Secondary Middle Schools converted, and that in 1963 the total up to date was 59—if I am wrong, I am subject to correction. But I wish to point out to the Minister that for every Chinese Secondary Middle School being converted, another Independent school is opened up. Why should it be so? If the people are satisfied with the conversion, why should they want to start another Independent school? There must be some reason for it. All these are very clear indications that the Chinese are not happy and satisfied with the present system of these Secondary Schools. It is time now that the Alliance should scratch its head and look deep into the roots of this dissatisfaction.

Now, Sir, I would like to comment on examinations. The Rahman Talib Report had made it clear beyond doubt, that public examinations must be held in the official languages—only in the official languages—as laid down in paragraph 72 of the Report. Sir, the Prime Minister and most of his Cabinet Ministers have in no uncertain terms made it very clear that by 1967 Malay shall be the sole official language. What would be the implication of this, Sir? It means that by 1967 students in the English medium schools will not be able to sit for their examinations except in the national language. Are we going to have that? Is that the ultimate objective? I would like to ask the

Minister to clarify this point. If that is so, then I think we have wasted a lot of money in promoting secondary schools in the English medium. Sir, I would like to make another point, and I know I will be very unpopular, but this is a fact. If Malay shall be the ultimate main medium of instruction, what is going to happen to our country? I am saying this from my heart: I am pointing it out so that our country can progress and our people will have the opportunity to go further ahead instead of going backward.

**Mr Chairman:** Order! order! You are going into the general policy now. You have to be very careful. Education policy comes under the general policy, which we have already debated for four days. We are now debating the policy of the service for which the money is provided. When you talk about Chinese education, I can allow that, because there is money provided for Chinese schools. But when you talk about education policy itself, it becomes general. So there is a difference. You have got to be very careful about that.

**Enche' Too Joon Hing:** Thank you, Sir. I was speaking on examinations and the question of making Malay the official language. Now, if Malay were made the sole official language, then our examinations will be affected. I do hope that you will be a bit tolerant, because, as you know, this is going to be the last budget meeting for all of us. Some of us may not have the opportunity to come here to speak again.

**Mr Chairman:** That includes myself also (*Laughter*).

**Enche' Too Joon Hing:** So, I do hope that you will be tolerant. As I was saying, Sir, if Malay is going to be the main medium of instruction, then we have got to think in terms of our country, in terms of our resources, in terms of our students, and in terms of whether we are able to cope up with the progress of this country. Sir, as already pointed out by the Minister himself, our student population is growing bigger and bigger every year. We have got very little funds and how many universities can we afford to build in this country? Say by 1967, or

even later, if Malay were the main medium of instruction, what will happen to our students? Would the Government be able to absorb all our talented students into a university, where Malay will be the main medium of instruction, or are we going to allow our students to have no opportunity to go abroad, because they have been taught in the National language? That would be a big handicap. Where would be our engineers in future, where would be our doctors in future, where would be our scientists in future? Can we provide all these facilities to teach our children? We have got to think about all this before we venture into such a policy.

Sir, I would not like to speak very much, but I have made the point very clear to the Minister and let him scratch his head and think about it. I do sincerely suggest and hope that the Alliance will review our present education policy. As we have amended our Constitution since Malaysia has come into being to meet new circumstances, to adopt the new territories and to absorb their views, so likewise our education policy to day. Under the Rahman Talib Report, in paragraph 175 it is stated that we want to unite the people of all races in this country on a national system of education. But look at it now. Singapore has autonomy, Sabah and Sarawak have a different kind of education and we have another kind. Are we, therefore, really going on to that ultimate objective, or is it going to be a farce? So, Sir, I would appeal to the Minister that the time has come, as we have got new States joining us, to scrap the present education policy and formulate a new one. In formulating a new policy I do hope that the Prime Minister will invite people from all sections to contribute their views, so that we can really have a national system of education that would be acceptable to all the people in this country. As I have said, Sir, education will bring happiness, but if it is not going to bring happiness it is going to bring sorrow—and I do not like to see the day of sorrow because of education. If the Alliance were sincere, they will try and

solve this. Otherwise, if they are adamant, then I would suggest that they make those fundamental issues, that is the medium of instruction and the medium of examination—as their platform during the next election, and if members of the M.C.A. could win the next election, I would not stand up again, Sir, to say any more about education. I promise you that. Sir, I think I have dealt with most of the points. Thank you very much.

**Enche' Chin See Yin (Seremban Timor):** Mr Chairman, Sir, I am speaking under Head S. 15. I would like to speak quite a lot under this Head but, unfortunately, the items are in the National language which makes it very difficult for me to refer to them. Referring to Sub-head 44 on page 161 of the Estimates, the money provided under this Sub-head is for various types of schools and, therefore, the range is very wide in regard to matters on which I could touch.

Now, Sir, the Honourable the Minister of Education in introducing the estimates for education told us yesterday that 114,100 candidates in 1963 sat for the Entrance Examination for Secondary Schools. Basing on that figure for the last two or three years—since the new regulation came into being, after the adoption of the 1960 Education Report—I think I am not wrong to suggest that thousands and thousands of children have to leave school at the age of twelve-plus, because of their inability to pass the Examination—and, Sir, there is a problem in passing that Examination, because National language is an important and compulsory subject. This no doubt is creating a very distressing problem, because these young lads are roaming the streets and will eventually become potential recruits to gangs of hoodlums. Therefore, I suggest that the recommendation made in the 1960 Report, that the school-leaving age should be fifteen, should be implemented—I do not know why it was not implemented. There may be a very good reason for it—and it maybe due to finance, but I suggest that finance should be provided for the recommendation to be implemented in the

interest of the country. It would be penny wise and pound foolish to try and save this money and to allow boys at the age of twelve-plus to leave school instead of keeping them in the school until they are fifteen-plus.

Sir, I think the whole problem rests with the Education Department copying the old English system of education. Under the old English system of education, the secondary continuation school came into being. However, that system had been found in England not to be practicable, and they introduced what is the "Comprehensive School System". Sir, this Comprehensive School System is very interesting and very good. The idea of this system is to give confidence to both the pupils and their parents. The idea, that they are under the same roof with the more intelligent pupils and that they have also the opportunity of joining the other pupils at the end of fifteen, certainly would enable the pupils to recover and become very intelligent.

Sir, the secondary continuation school system in this country is not successful, because we have not the facilities for the pupils in such type of schools. What facilities have we when we compare them with facilities provided in England in such secondary schools? In England the premises are well equipped—and they have experts to train these pupils—and yet they have failed to achieve the desired results. In this country, we are far behind and, therefore, you will see that in the case of children, who were advised to be sent to the continuation school, the parents were very reluctant to send them there. I suggest, Sir, that the Education Department, and the Minister of Education in particular, should consider changing the secondary school continuation system to the comprehensive school system.

Sir, if we accept the recommendation to raise the school-leaving age up to fifteen, as has been recommended in the 1960 Education Report and accepted by this august House after we debated that Report, I think there will be a better situation, as well as a happier one. Further, if this system is to be introduced, and the school-leaving

age raised to fifteen, then, Sir, the question of the National language Examination in the Entrance Examination will not create any more fear and suspicion in the minds of the parents, because whatever the results would be of this Examination, the pupils could still be promoted to what I term as the Lower Secondary School. From the results of the Entrance Examination, the pupils can be channeled into three streams: the academic, the technical and the vocational. Therefore, there is a lot of wisdom in the recommendation to raise the school-leaving age to fifteen-plus—and this is contained in the Report and accepted by this House. To my mind, it is no problem for the Honourable Minister to implement this recommendation.

Sir, as a result of the present school system of education, the National-type Chinese primary schools have been affected—affected in this sense that due to poor results in the past most of the students were not promoted to secondary schools. This was particularly due to a very large number of children being unable to pass the Examination in the English and the National languages. The reason offered was that it was due to teachers not being properly trained and lacking in experience and also insufficient teachers for the teaching of English and the National languages in the Chinese primary schools. For that reason, I am sure that in these many years thousands of children have left school and are now roaming the streets. Now, if the Honourable Minister of Education considers it fit to implement the recommendation contained in the 1960 Report to raise the school-leaving age to 15, I would request him to try and find a solution to bring these boys, who were forced to leave school and are now roaming in the streets, back to school so that they will be given an opportunity to further their education in order to achieve something in life. Sir, if the system of education in the Chinese primary schools is not improved, particularly in the teaching of the English and the National language, I am afraid of the consequence, as the rate of reduction of children

going to Chinese primary schools, I was told, is about 8 per cent per annum—or in about ten years there will be a 80 per cent fall off. Therefore, Sir, you can well imagine the number of Chinese schools that will be closing down and this, I think, will create another social problem due to the fact that most of the teachers in the Chinese primary schools will be out of employment, and the problem will become a very serious one. Now, in view of all these problems before us, I hope the Honourable Minister of Education will find a solution to them, and I think, it is his duty to find a solution.

Now, Sir, I want to deal with the item in regard to Grants to Secondary Schools—page 161, Sub-head 44. I think the amount is \$35,000,000. It is provided at the corner of the book in small writing. Now, Sir, in the speech made by the Honourable the Minister of Education, he has told us last year that a total of 47 Chinese middle schools had accepted Government aid, and now the figure has increased to 59. Now, it means that there are less independent Chinese secondary schools in the country. Under the present education system, once a school accepts the aid, it becomes a National-type Chinese secondary school or, it is called, a secondary school. In this type of schools, the public examinations will have to be taken in the English language and the Malay language, i.e. the National language. It is a fact. Therefore, the children in these secondary schools, which number fifty-nine and which have conformed to the Regulations and have accepted the Government aid, have to study seven textbooks, five of which are in English, one in Chinese, and the other in the National language. Therefore, at the public examinations, the Chinese language is no longer considered compulsory. Now, if it is not considered compulsory, it is only natural that the pupils will take less interest in studying that particular textbook. Sir, we have a Department of studies in the University of Malaya for the Chinese language, and I feel that those pupils, who want to join the Department of Chinese Studies in the University, will

not have that high standard of education in the Chinese language to seek admission. Now, what purpose will it serve, therefore, to have that Department of Chinese Studies in the University of Malaya when you do not have the pupils to go there? So, in order to provide a system, whereby pupils, who have a high standard of Chinese education, can seek admission into the Department of Chinese Studies in the University of Malaya, I suggest that a flexible system in our education system may be adopted. The fact is that you have permitted the study of the Chinese language in the secondary school, but you have not made it compulsory for examinations. So, if this flexible system is adopted, I am sure it will not annoy anybody, the Malays in particular, but it will please the Chinese for the simple reason, that pupils wanting to go for higher education in the Chinese language and to join the Department of Chinese Studies in the University of Malaya can do so. Here I suggest, Sir, that they be permitted and encouraged to study three textbooks: literature, history and geography in the Chinese medium. As it now stands, literature is permitted and is being taught in the Chinese medium. All I ask the Honourable Minister of Education now is to consider allowing the other two textbooks for study by pupils who intend to join the Department of Chinese Studies in the University. Now, Sir, I say, that is important, because if you will look into the education system under the analysis of the distribution of times to subjects in secondary school classes, you will realise that it is possible to provide one-third of the teaching hours for Chinese medium in secondary schools. If my information is correct, then I say there is no problem for the Honourable Minister to kindly consider and give permission to pupils, wanting to join the Department of Chinese studies in the University, to read the three textbooks in the Chinese medium. If the Minister will consider this suggestion favourably, I can assure him that the Malay community will not be sore about it, while at the same time the Chinese community will be very grateful to the Government for permitting

textbooks to be introduced in secondary schools.

**Enche' Abang Othman bin Abang Haji Moasili (Sarawak):** Mr Chairman, Sir, I rise to express my views on the present set up of the Sarawak education policy. While fully supporting this, I would like to touch on Head S. 67AA, Sub-head 11, Grants to Schools on page 166.

Mr Chairman, Sir, you have already heard the comments on this subject expressed by two Honourable Members from Sarawak on the need for the improvement of the present policy and the unheard public cry for primary education. Now, Sir, as this subject affects my Council—and as I have the honour to have been elected as Chairman of the Education Standing Committee in the Kuching Rural District Council—I wish, therefore, to bring to your notice, if I may and, in particular, to draw the attention of the Honourable Minister of Education, regarding the Sarawak education policy affecting this District Council area under the Five-Year Plan, 1964/1968. Sir, in the Plan itself, there is nothing much to be expected other than repetition of the same old colonial system of education in spite of the promise for the uplift of the standard of education by giving free primary education after Merdeka Day.

Sir, under this Five-Year Plan, the public in the District Council area are asked to subscribe in order to raise funds towards the cost of school building construction. The total cost of construction of one school building in the District Council area is made up 25 per cent from the public funds, 25 per cent from the District Council Authority and 50 per cent from the Central Government. As a result of this scheme, the outcome of it is very, very slow. Sometimes nothing came into realisation. Under the present scheme, the most, one or two new primary schools could be built within a District Council administrative area, because the people, the ra'ayat, the kampong villagers and anakbiak in the longhouses are very, very poor. They are mostly at present living, shall I say, from hand to mouth. Sir, I would

like, therefore, to emphasise on this point by quoting, if I may, a saying which goes like this, "Squeezing a stone to get a drop of water." I think, Sir, it is adequately sufficient for me to show you the picture of the District Council Education Policy under the Five-Year Plan in Sarawak despite the serious demands from the public for the promise of free primary education after Merdeka Day.

As I have the honour to be a member of the Council Negeri, Sir, I endorse fully the views already expressed by the Honourable Members from Sarawak to say that this matter had been raised more than once in the Council Negeri and, nevertheless, the answer to it is nothing but to refer us to this Honourable House. I, therefore, Sir, fervently hope that I and my other colleagues from Sarawak are not "crying in the wilderness" and would be grateful if the Honourable the Minister of Education would give this matter the urgent and sympathetic consideration in reviewing the Sarawak Five-Year Education Plan. Thank you, Sir.

**Enche' Yong Woo Ming (Sitiawan):**

Mr Chairman, Sir, I would like to say only a few words regarding the primary school and secondary school programmes in connection with the National Language—I refer to page 161, Supply Head 15, Sub-head 44. At the outset, Sir, I would like to state in no uncertain terms that I am fully behind the implementation of the National Language; and I also believe that one nation and one identity can only be forged through this medium especially in a multi-racial society of ours.

Sir, I welcome the earnest desire and enthusiasm in the implementation of the policy in respect of the National Language. This dynamic and active policy has, unfortunately, met with a shortage of competent staff—and this is evidenced in the generally poor performance in the National Language papers of the L.C.E. and Secondary Schools Entrance Examinations, because of which, Sir, many students of tender age are thrown into the streets.

The effect in drastic and two-fold: increase in juvenile delinquency and the shattering of the hopes and dreams of the parents. Sir, I ask not that the implementation of the National Language be delayed but I ask the Honourable Minister of Education to show pity and give sympathetic consideration.

**Tuan Haji Hasan Adli bin Haji Arshad (Kuala Trengganu Utara):** Tuan Pengerusi, saya hendak berchakap berkenaan dengan Menteri Pelajaran di-Butiran (1) di-muka 136. Saya ingin mengemukakan soal guru<sup>2</sup> Malaya yang di-pinjamkan ka-Brunei. Sa-bagai sadikit pendahuluan terpaksa-lah juga saya memperkatakan di-sini ia-itu sudah-lah kita ketahu<sup>i</sup> bahawa Sultan Brunei yang patriotik itu telah pun mengemukakan bahawa walau bagaimana pun Brunei tidak suka masok Malaysia walau pun kita telah meminjamkan guru<sup>2</sup> kita kepada mereka. Tuan Pengerusi, sungguh pun dalam sidang ini beberapa hari yang lalu saya telah sebutkan tentang ra'ayat Malaya di-Brunei yang di-pinjamkan itu ia-lah mengenai pegawai<sup>2</sup> Malaya yang menjadi pegawai tadbir sahaja. Jadi, suka-lah saya dalam kesempatan ini menarek perhatian Menteri untuk memperkatakan soal guru<sup>2</sup> Malaya yang di-pinjamkan ka-Brunei itu. Daripada kenyataan yang telah di-buat oleh Yang Berhormat Menteri Pelajaran di-dalam Dewan ini telah jelas-lah bahawa Persekutuan Tanah Melayu pada masa ini sedang mengalami kekurangan guru. Oleh itu, sangat-lah menasabah dan patut kalau sa-kira-nya Yang Berhormat Menteri bertindak menarek kembali guru<sup>2</sup> kita yang telah di-pinjamkan ka-Brunei itu. Ini, Tuan Pengerusi, tidak-lah berma'ana saya atau partai saya benchikan ra'ayat Brunei, tetapi ia-lah kerana memandangkan negeri kita telah kekurangan guru. Tentu-lah Brunei di-bawah pimpinan Dato' Setia Marsal sekarang ini boleh meminjam guru<sup>2</sup> dari England untuk menutup kekurangan itu. Ini berma'ana tidak-lah menyulitkan kedudukan ra'ayat Brunei dan tidak-lah akan menyusahkan pelajaran mereka. Saya juga, Tuan Pengerusi, yang sa-benarnya sangat kesal kerana sungguh pun

kita telah chuba mengumpani Brunei dengan guru<sup>2</sup> kita, nampak-nya umpan kita di-makan-nya, tetapi panching kita telah di-luahkan oleh mereka.

Tuan Pengerusi, sekarang saya hendak berchakap berkenaan dengan Ketua Penasihat Pelajaran di-Butiran 4. Soal yang saya hendak kemukakan ini ia-lah berkenaan dengan kanak<sup>2</sup> yang tamat peperiksaan Sijil Pelajaran Rendah Persekutuan Tanah Melayu dalam bahasa Melayu. Sa-bagaimana yang di-ketahu<sup>i</sup> pada tahun<sup>2</sup> yang lalu murid<sup>2</sup> yang lulus L.C.E. dalam bahasa Melayu ini hanya-lah yang dapat Tingkat 1 dan 2 sahaja di-benarkan masok ka-dalam Form IV. Saya sedar dan faham tujuan mengadakan peratoran sa-takat itu ia-lah kerana mengingatkan pelajaran yang akan di-terima oleh murid<sup>2</sup> itu dalam Form IV, tetapi, Tuan Pengerusi, ra'ayat negara kita, khusus-nya masharakat luar bandar kita telah di-ketahu<sup>i</sup> mempunyai masaalah-nya sendiri, dan murid<sup>2</sup> yang sekolah menengah Melayu itu ada-lah kanak<sup>2</sup> dari luar bandar; siapa pun tahu bahawa masharakat luar bandar ada mempunyai berbagai kesulitan. Oleh itu, peluang yang sa-penoh<sup>2</sup>-nya patut-lah di-beri kepada semua murid<sup>2</sup> yang lulus Sijil Pelajaran Rendah Melayu itu, bukan sahaja kepada mereka yang dapat Tingkat 1 dan 2 tetapi juga kepada Tingkat 3 supaya mereka itu di-benarkan masok di-dalam Form IV sekolah Kerajaan yang memakai bahasa penghantar-nya bahasa Melayu itu. Sungguh pun mungkin ada sebab<sup>2</sup> yang berat untuk meluluskan hal ini di-pandang dari segi jiwa pendidekan dan sa-bagai-nya tetapi itu-lah, Tuan Pengerusi, yang kita harapkan supaya Kementerian Pelajaran ini dapat bertindak mengubah keadaan ini walau pun keadaan ini mungkin susah untuk di-atasi.

Sa-lain daripada itu, Tuan Pengerusi, berkenaan dengan Universiti Malaya di-Pechahan Kepala 13. Saya, Tuan Pengerusi, belum-lah bernasib baik saperti sa-tengah orang dapat melihat universiti di-Amerika, German, London, India dan berbagai negara lagi dalam dunia, tetapi memandangkan bahawa sa-buah universiti itu ada-lah

pusat pendidikan dan pelajaran kebangsaan kita, maka patut-lah kita terus-menerus akan mengingati dan menyusun supaya renchana pelajaran universiti itu hendak-lah nasional sifatnya. Sa-buah universiti yang di-harapkan oleh ra'ayat ada-lah sa-buah universiti yang akan menjadi sa-bagai sa-buah kilang untuk mengeluarkan hasil<sup>2</sup> baharu yang nasional sifatnya dalam bidang kebudayaan. Ra'ayat tentu-lah mengharap-kan bahawa sa-buah universiti itu akan menjadi pusat kebudayaan. Saya tidak-lah ingin hendak menghuraikan dengan panjang lebar di-sini, sebab saya yakin bahawa Ketua Penasihat Pelajaran kita ini ia-lah sa-orang yang chukup mengerti dalam soal ini. Saya tidak-lah akan mengajar itek bernang, tetapi apa yang saya harapkan kepada Yang Berhormat Menteri supaya itek kita yang pandai bernang itu di-beri peluang merenangi kolam pendidikan itu dengan sa-luas<sup>2</sup>-nya, sa-jauh<sup>2</sup>-nya dengan tidak di-sekat<sup>2</sup> dia di-dalam menjalankan tugas<sup>2</sup>-nya itu.

Tuan Pengerusi, muka surat 165, Pechahan Kepala 102—Dewan Bahasa dan Pustaka. Saya ingin menarek perhatian Menteri yang berkenaan, berkenaan dengan buku<sup>2</sup> sejarah yang di-keluarkan oleh Dewan Bahasa dan Pustaka ini yang di-gunakan untuk sekolah<sup>2</sup> rendah dan menengah. Saya telah sempat membacha beberapa buah daripada buku<sup>2</sup> sejarah yang di-gunakan untuk sekolah<sup>2</sup> rendah kebangsaan di-negeri ini yang di-keluarkan oleh Dewan Bahasa dan Pustaka. Chukup-lah kalau saya katakan, saya telah melihat beberapa buah daripada buku<sup>2</sup> yang saya bacha itu kelihatan terlalu sino-Indian, terlalu banyak sejarah<sup>2</sup> tentang kebesaran<sup>2</sup> Maharaja Manchu, dan kebesaran<sup>2</sup> India di-tuliskan di-dalam buku<sup>2</sup> itu. Saya tidak-lah memusohi orang<sup>2</sup> besar saperti itu, kerana memang kita tahu bahawa orang<sup>2</sup> besar yang saperti itu patut di-ketahui sejarah-nya, tetapi untuk menyesuaikan dengan tujuan kita bersama pada masa ini, ia-itu kita menuju kepada sa-buah Persekutuan Bangsa<sup>2</sup> Maphilindo kechuali Komunis, Tuan Pengerusi, yang tidak sukakan Maphilindo itu. Jadi, biar-lah buku<sup>2</sup> sejarah kita itu erti-nya

sesuai dengan semangat itu, maksud saya ia-lah supaya apa-lah salah-nya, kalau dalam buku<sup>2</sup> sejarah itu di-tuliskan juga sejarah dua tiga orang besar Philipina, dua tiga orang besar Indonesia, saya tidak menyaran supaya sejarah Sukarno, Aidit, Subandrio di-tuliskan dalam buku sejarah kita ini, tidak, Tuan Pengerusi, tetapi apa salah-nya, kalau umpama-nya dalam buku<sup>2</sup> sejarah kita itu di-tuliskan tentang sejarah Ibunigoro, atau pun Imam Bonjol, Yusof Nadin, atau pun Imam Dahlan, pemimpin besar Muhammadiyah yang pengaroh-nya sudah sampai ka-Tanah Melayu, sampai ka-University Malaya pun sudah di-perkatakan, apa salah-nya riwayat pembesar<sup>2</sup> yang saperti itu, atau pun riwayat Hajar Dewan Tara, sa-orang ahli pendidikan di-Indonesia yang besar di-masokkan dalam buku sejarah itu—Aidit tidak perlu. Jadi, supaya semangat erti-nya biar-lah hal<sup>2</sup> yang berthabit dengan negara<sup>2</sup> tetangga kita yang lebeh dekat ini di-ketahui oleh anak<sup>2</sup> kita dalam sekolah<sup>2</sup>.

Tuan Pengerusi, muka surat 136, Butiran (22)—Pegawai Perhubungan Umum dan Urusan Kebudayaan, atau sa-bagai-nya. Pada masa<sup>2</sup> yang akhir ini Tuan Pengerusi, memang sa-waktu ada tersiar dalam surat<sup>2</sup> khabar tentang buku bachean asas, atau tambahan yang di-bacha di-satengah<sup>2</sup> sekolah itu di-dapati mengandongi isi<sup>2</sup> yang bagitu berlawanan dengan sifat<sup>2</sup> national negeri ini, umpama-nya dalam sadikit masa dahulu pernah pembacha<sup>2</sup>, ibu<sup>2</sup> bapa hiboh dengan sa-buah buku yang menggambarkan sa-orang penglima Melayu makan panggang babi dengan inak-nya. Jadi, hal ini terjadi, pada fikiran saya, kita ada mempunyai pegawai, atau pun satu section dalam Kementerian ini yang berbubong dengan perkara ini. Saya melihat apabila terdengar sungutan<sup>2</sup> di-dalam surat<sup>2</sup> khabar, baharu-lah pegawai kita ini nanti kata-nya dia akan ka-sana untuk menyiasat, bertindak dan sa-bagai-nya, sedangkan buku<sup>2</sup> itu umpama-nya sudah di-beli. Ada baik-nya, pada fikiran saya, Tuan Pengerusi, kalau sa-kira-nya boleh Kementerian ini menyemak dahulu semua text books yang akan di-gunakan di-sekolah<sup>2</sup> itu

sa-belum tahun pelajaran di-mulakan, sebab rata<sup>2</sup> pada bulan pertengahan tahun, pelajaran pada tiap<sup>2</sup> tahun, biasa-nya Guru<sup>2</sup> Besar Sekolah<sup>2</sup> sudah pun mulai menetapkan buku<sup>2</sup> yang akan di-gunakan dalam sekolah<sup>2</sup> pada tahun hadapan, dan biasa-nya pun pada pertengahan tahun itu sudah-lah mulai penerbit<sup>2</sup> buku itu menemui Guru<sup>2</sup> Besar di-Sekolah<sup>2</sup>, berunding fasal commission, pembeli buku dan sa-bagai-nya. Jadi, daripada bulan enam, atau sa-lewat<sup>2</sup>-nya bulan sa-belas, atau bulan dua belas sudah boleh rasa-nya Kementerian ini meminta daripada Guru<sup>2</sup> Besar itu satu naskhah umpama-nya bagi tiap<sup>2</sup> satu text book yang akan di-gunakan pada tahun hadapan, dan boleh-lah di-semak kalau sa-kira-nya ada di-antara buku<sup>2</sup> itu yang di-dapati, yang di-fikirkan tentang sifat-nya tidak betul, atau tidak sesuai bagi di-bacha. Jadi, dengan chepat sa-belum lagi awal tahun pelajaran, kesalahan itu boleh di-beri kapada guru<sup>2</sup> besar di-sekolah<sup>2</sup> itu supaya buku<sup>2</sup> itu tidak di-beli. Jadi, ini boleh-lah mengelakkan daripada murid<sup>2</sup>, atau warith<sup>2</sup> murid itu mengalami kesusahan dengan buku<sup>2</sup> itu.

Saya rasa sa-panjang tahun 1963 ini sahaja, Tuan Pengerusi, negeri kita telah menemui bukan sahaja satu, barangkali lebeh daripada dua, atau tiga kesalahan yang terdapat di-dalam buku<sup>2</sup> bacaan di-sekolah<sup>2</sup> itu.

Tuan Pengerusi, muka surat 165, Pechahan Kepala 101—Pertubohan Ekonomi, Sains dan Kebudayaan Bangsa<sup>2</sup> Bersatu (UNESCO). Nyata-lah di-sini bahawa negara kita telah menjadi peserta dalam pertubohan ini. Saya ingin mengeshorkan kapada Yang Berhormat Menteri ini supaya pada tahun hadapan ini kita boleh mendapat daripada pertubohan ini pakar<sup>2</sup> 'ilmu bangsa, maksud saya ia-lah pakar<sup>2</sup> ethnology dan anthropology kebudayaan untuk mengadakan penyiasatan dan pengukuran tentang kebudayaan negara<sup>2</sup>, atau negeri<sup>2</sup> yang bersekutu dalam Persekutuan Malaysia pada masa ini supaya hasil<sup>2</sup> penyiasatan mengenai kebudayaan ini dapat di-siarkan menerusi pertubohan ini keseluruh dunia international, dan ini ada-lah satu<sup>2</sup> usaha yang saya rasa boleh berkesan

untuk menghapuskan da'ayah yang anti-kebudayaan Melayu, orang<sup>2</sup> petua-lang<sup>2</sup> yang di-dalam yang diam di-Singapura pada masa ini yang telah menghina<sup>2</sup> maruah taraf kebudayaan Melayu . . .

**Mr Chairman:** Itu ta' boleh!

**Tuan Haji Hasan Adli bin Haji Arshad:** Jadi, itu-lah, Tuan Pengerusi, elok-lah saya rasa Menteri ini menjemput pakar<sup>2</sup> yang patut di-jemput menerusi UNESCO ini. Saya sarankan ia-lah pakar<sup>2</sup> anthropology kebudayaan daripada negara<sup>2</sup> Asia dan Afrika dan Germany, tetapi ta' usah-lah di-ambil daripada London, atau Belanda.

Tuan Pengerusi, muka surat 145—Lembaga Peperiksaan. Dalam soal ini, ingin-lah saya menyampaikan satu sungutan yang pernah saya dengar daripada peserta<sup>2</sup> yang pernah memasoki peperiksaan Sijil Pelajaran Persekutuan dalam bahasa Melayu ia-itu mengenai peperiksaan dalam bahasa Melayu, atau sastera Melayu. Ada timbul rasa ketidak-puasan ia-itu peserta<sup>2</sup> yang menjawab kertas peperiksaan bahasa dan sastera Melayu itu menurut aliran baharu, aliran baharu, saya rasa pegawai<sup>2</sup> kita tentulah chukup faham juga. Sering, atau selalu tidak mendapat markah<sup>2</sup> yang chukup baik. Jadi, ada timbul shak<sup>2</sup> begitu di-antara peserta<sup>2</sup> ini ia-itu mungkin orang<sup>2</sup> yang memeriksa kertas<sup>2</sup> bahasa dan sastera ini ia-lah terdiri daripada gulongan<sup>2</sup> yang begitu kuat memegang aliran<sup>2</sup> bahasa Melayu tua, walau pun mungkin pemeriksa itu orang<sup>2</sup> muda juga, tetapi aliran bahasa yang di-gunakan itu, maka dia menyalahkan atau mengurangkan markah<sup>2</sup> kertas jawapan itu apabila kertas jawapan peperiksaan dalam bahasa dan sastera Melayu itu di-gunakan aliran baharu, chuma itu sungutan yang saya dengar dan saya sampaikan di-sini.

Tuan Pengerusi, satu perkara lagi yang hendak saya menarek pandangan kapada Kementerian yang berkenaan ini ia-itu saya tahu bahawa di-dalam Sekolah<sup>2</sup> Menengah kita ada juga guru<sup>2</sup> daripada Amerika mengajar ia-itu yang di-datangkan menerusi Corps Pendamai—American Peace Corps. Sunggoh pun gulongan komunis tidak

suka kepada Corps Pendamai ini kerana mereka menuduh mereka ini kadang<sup>2</sup> jadi intelligent Amerika untuk menaborkan Americanism tetapi saya tidak-lah menghalang . . . .

**Mr Chairman:** Di-bawah Item mana?

**Tuan Haji Hasan Adli bin Haji Arshad:** Saya mengeshorkan, Tuan Pengerusi, kepada Menteri Yang Berhormat ini kalau ada guru<sup>2</sup> yang hendak datang lagi dari Amerika menurusi Corps Pendamai ini, bolehlah di-terima, PAS pun tidak ada halangan. Apa lagi memang kerja Kerajaan kita sekarang suka sangat kepada Amerika, tetapi elok dari segi pelajaran kita tidak ada perkauman atau faham politik.

Tuan Pengerusi, yang akhir-nya saya hendak sebutkan di-sini, beberapa bulan yang lalu kalau saya tidak silap ada terbaca satu kenyataan Menteri Yang Berhormat ini mengatakan sa-buah Jawatan-Kuasa telah ditubuhkan untuk mengkaji kemungkinan mendirikan sa-buah Sekolah Seni. Saya hendak mengeshorkan kepada Menteri Yang Berhormat supaya Sekolah Seni itu tidak-lah akan menjadi sekolah seni music sahaja biar-lah menjadi Sekolah Seni Academy, seni suara, seni gerak, seni ukir dan sa-bagai-nya. Kalau dalam soal ini, Tuan Pengerusi, ingin-lah saya mengeshorkan kepada Menteri sa-kira-nya Maktab Latehan Guru telah di-dirikan di-Pulau Pinang, Maktab Teknik telah di-dirikan di-Kuala Lumpur, ingin-lah saya shorkan kalau Sekolah Seni Academy ditubuhkan di-negeri Kelantan kerana sesuai dengan alam Kelantan yang begitu endah (panoramic) alam-nya, isi-nya dan orang<sup>2</sup>-nya. Saperti Tuan Pengerusi tahu dan Menteri Yang Berhormat pun tahu bahawa Kelantan itu-lah sa-buah negeri yang banyak uncor<sup>2</sup> seni—seni apa juga-lah mashhor Kelantan itu, supaya boleh-lah di-pupok. Lagi pun sesuai sa-bagaimana Tuan Pengerusi tahu bahawa negeri kita ini sa-lama-nya memegang kapada ugama Islam. Jadi ada-lah sesuai Kelantan ia-lah sa-buah negeri bagitu Islamistik sifat-nya—sa-buah negeri yang bukan sahaja penoh dengan uncor<sup>2</sup> kebudayaan nasional yang patut

di-pupok di-bajaï supaya hidup, tetapi juga negeri yang bagitu Islam sifat-nya.

**Enche' Jonathan Bangau anak Renang (Sarawak):** Mr Chairman, Sir, I fully endorse the views expressed by Honourable Members from Sarawak on the existing education policy in Sarawak. I would like to add a little to what Honourable Members have already said. There has been no provision in the 1964 Budget for free primary education in Sarawak, and one would have thought that the Central Government would have budgeted for a token sum of \$10, so that expenditure for this purpose can be supplemented at any time. So many promises have been made by the responsible Ministers of the former Malayan Government to the people of Sarawak before Malaysia. Now I am sorry to say that the majority of the backward people in Sarawak are disillusioned, particularly in the field of education.

Mr Chairman, Sir, I fully agree with Honourable Members from Sarawak that the rural areas should be given equal opportunity and improved facilities in education. A few days ago, many Honourable Members have spoken, and I have detected that some still think in terms of Malaya, or even as Malays. I need not remind this House that we are now Malaysians. As Malaysians, whether we like it or not, we cannot afford to speak on racial lines or say in that term. We, Ibans, in Sarawak form the majority race, and there are others of Chinese and Malay stock. So far we have been able to live in peace and harmony, because we have kept our racial feelings down. Mr Chairman, Sir, I hope, similarly, we as Malaysians can do the same there. I think we must refrain from racial or communal politics, because if we do, the foundation of Malaysia will crumble or be severely shaken. Having said this, Mr Chairman, Sir, I think it is important that the interests of the minority should be safeguarded, because if we are not careful, we may unconsciously become colonialists.

Thank you, Mr Chairman, Sir.

**Enche' T. Mahima Singh (Port Dickson):** Mr Chairman, Sir, it was not my intention to speak under this Ministry, but having heard criticisms—and mostly unjust criticisms—I feel that it is my duty to say a few words. I should think, Sir, that this Ministry and the Cabinet should be complimented that such a large amount of our revenue is going to be spent on education—the sum involved is to the tune of \$256,000,000, which is roughly 60 per cent more than we are spending on defence. This is very complimentary as it shows the love of the people and of the Government for education, and the amount of interest we have in building up an enlightened nation. Not only has the Ministry, during the space of a short period, been able to give free education to all school-going children, but it has also been able to find places for all children who wish to study. However, Sir, the most important thing is the broad base of education which, whilst bringing about a single language in a united nation, has not at the same time forgotten to bring into prominence and give proper place to the languages and cultures of the various races that make up our nation.

While complimenting the Ministry on the excellent work that is being done, I would also, most humbly, Sir, like to give a few suggestions that would make this Ministry even better than it is. One item of information given by the Minister was most welcome, particularly by the minorities. He announced that fifteen children wishing to study their own language could be grouped together even if they were from different schools. That was very, very encouraging, and I wish to thank the Minister, particularly on behalf of the minority groups, because in the smaller towns, sometimes it is not possible to have fifteen children who wish to study the same language from the same school.

Now, Sir, I wish to say a few words about administration as it affects the Indian schools. The schools on the estates at one time were the responsibility of the Labour Department and the estates. They were also supervised

by the Education Department. Lately, Mr Chairman, Sir, the administration of these schools has been taken over directly by the Education Department, and I am sure the Education Department would have found that most of these schools were housed in buildings that were not fit to be called schools; neither were the teachers housed properly and there were no facilities for games. I do hope that the Ministry would give its prior attention to see that these schools are grouped together, so that proper buildings can be provided and proper facilities can be given for the education of these children. I am happy to say, Sir, that in certain cases the grouping has already started, but we do hope that this will be done a little faster.

The other item I would like to mention, Sir, is in regard to certain categories of Indian schools which have been getting aid from the Ministry of Education. I do hope that those categories of Indian schools, which have been getting aid up to now, will continue to get the aid and that that aid which they have been getting before Merdeka and since Merdeka will not be curtailed.

Next, I would like to speak in regard to Teacher Training Institutions on page 139. I am informed, Sir, that a delegation of Indian school teachers and representatives of Indian Associations, had been to see the Minister with certain complaints and suggestions, particularly concerning Indian teachers who have passed the Preparatory Examination, and I hope that the Minister will give them very serious consideration, because they affect the livelihood of a few hundred teachers who, if they are not given the consideration that they deserve, may not be able, at a later stage in their life, to transfer their activities to any other new profession. In this connection, Sir, I would also like to mention that I have been informed that, as far as the Teacher Training Institutions are concerned, there are no sufficient facilities for the training of Indian teachers for secondary schools and that there are facilities for the training of Indian teachers for the primary schools

only. I do hope that attention will be paid to the training of Indian teachers for the secondary schools and if possible, arrangements could also be made for training them up to university level.

In this connection, Sir, I would like to mention some of the failures of Indian pupils in these secondary and primary schools to obtain a pass in the National language. We, Sir, are with the Government and we give it our full support in its policy that this country should have one language, that is, the National language. But, Sir, at the same time we must be fair to the pupils. They should not be unnecessarily punished for failing to pass the National language when sufficient teachers or sufficiently trained teachers are not available. I do appeal, Sir, to the Minister of Education that, until schools are provided with sufficient teachers and sufficiently trained teachers in the National language, there should be a certain amount of relaxation. That is only fair to the pupils, because otherwise they will be penalised for no fault of their own.

On the question of Teacher Training, Sir, I would like to mention another sore point in regard to the transfer of teachers as soon as they are qualified. Perhaps, it is unavoidable that they have to be transferred from their home towns, sometimes even from their States. However, it has come to my notice that sometimes undue hardship has been caused. I am also aware that some teachers from the North in Penang have been transferred to South Negeri Sembilan up to Tampin and at the same time teachers from Johore have been transferred to Perak and Penang. I am sure the Ministry has its own difficulties, but I do hope that a certain amount of consideration will be given, so that as far as possible teachers are not transferred unnecessarily too far away from their homes, particularly when they are young and are beginning a new life entirely on their own.

Speaking about my constituency, I would like to mention that certain Malay schools would require the

attention of the Ministry, because some of them are about forty or forty-five years old, and they would require to be replaced as early as possible. Though there are enough schools in my constituency, some of the schools are ten to fifteen miles away from the homes of the pupils' parents; and though the Government has been gracious enough to give free education, the amount of expenses incurred by pupils in travelling and in having their meals away from their homes far outweighs the benefit derived from the free education. I hope there will be schools distributed all over the country, so that pupils will not have to travel too far from their homes.

Lastly, I would just mention in passing two matters which affect policy, and we are not now debating the policy, but I hope the Ministry will be able to give its attention to them, and they are automatic promotions and Boards of Managers and Governors. Thank you.

**Enche' Chan Swee Ho (Ulu Kinta):**  
Mr Chairman, Sir, in this debate I would like to refer to page 161, Supply Head 15, sub-head 44. Sir, I do not know whether the Minister is aware that the Chinese School in New Kopisan, 10 miles away to the south of Ipoh, which has 360 students and 16 teachers at present, will be closing down soon due to the removal of that New Village. I wish to know whether the Minister has made provision or funds to build a new school in the new area. Because this is a very important affair, the matter should be given first preference, because the School was established more than 42 years ago, and if funds are not approved 450 families comprising about 3,000 people will be affected.

Sir, another point which I would like to mention is that, before the implementation of the Rahman Talib Report, the Government has urged those connected with Chinese Secondary Schools to convert into National Type Secondary Schools and has assured them that the position of the teachers would be protected and would be well looked after. Now we

understand that from next year quite a lot of the teachers who have been teaching in those schools for more than 15 years will be transferred to another town and newly graduated young teachers will be replacing them. This is a very unjust affair, Sir, and I appeal to the Minister concerned to look into the matter. Further, Sir, I sincerely hope that the Minister will give sympathetic consideration to this group of teachers, for quite very many of them in Perak have been asked to terminate their service without any reason being given by the authorities. Thank you, Sir.

**Enche' Chan Chong Wen (Kluang Selatan):** Mr Chairman, Sir, on this Supply Head 15, Education, I would like to bring several points for the consideration of the Minister of Education.

Sir, it is my duty as a member of the M.C.A. and the Alliance to see that Chinese education is not only preserved and sustained but also that the graduates from the Chinese medium secondary schools are given a fair chance for further education. As their standard of English is not sufficiently high, it is only realistic that we should provide post-secondary education, such as technical colleges, polytechnics, etc., to cater for those students or graduates. Sir, we are now pushing forward to industrialisation to give our young people more opportunities for work. I propose that the Minister consider opening more technical colleges or polytechnics.

Sir, I now refer to page 160, sub-head 27, Technical College. I see here that in 1963 the provision is \$20,500, but in 1964 the provision is \$19,200 only. If the Ministry is not prepared at this stage to establish more technical colleges, would the Minister say that he would permit and give assistance for the establishment of private ones—and here I am sure the M.C.A. will take the lead to encourage members of the public to start this type of post-secondary technical colleges or polytechnics. This will eventually lead, by steady steps, to an improvement to University levels. A college or

polytechnic can teach useful subjects such as accountancy, industry, chemistry, industrial management, etc. My proposal will help those in the Chinese secondary schools to be given a chance to further their education and at the same time will help in the industrialisation of our nation.

My second point, Sir, is on Examinations—page 159. I notice that in the senior Cambridge Examination Chinese is one of the subjects for the examination. I further understand, Sir, that in the very near future, there is a Department for Chinese Studies for the admission of Chinese students. If that is so, I note that in the L.C.E. and the Higher School Certificate Examinations, Chinese is not one of the subjects for these examinations. I think it is only logical for me to appeal to the Minister of Education to include Chinese as one of the subjects for these examinations. This will also disprove the wild accusation of many of those outside this House of forcing a child to study in a Chinese school but to sit for an examination in English. I earnestly appeal to the Minister to look into this matter seriously.

My third point, Sir, is on Grants for Primary Chinese Schools—page 161. Sir, when we adopted the Rahman Talib Report, we were assured that all schools would be given equal facilities and equal financial assistance. But I notice that many of those partially-aided or independent Chinese Schools, after conversion into National Type Secondary Schools, were not given a fair share. These schools and some of the National-type Primary Chinese Schools under the item "Capital Grant" were not properly looked after. Perhaps, Sir, in the past it might have been due to financial difficulties, but now may I ask the Minister when implementation will take place.

Sir, next I refer to page 165, sub-head 111, that is on free textbooks for Malay children. I think, Sir, that you would appreciate that there are also a number of financially handicapped children among the Indians

and Chinese. I ask the Minister of Education whether he can extend these facilities to those financially handicapped Chinese and Indian students.

My last point is about the school-leaving age. Many Honourable Members have spoken on this matter. It is in fact, Sir, quite deplorable that at present we are only able to absorb about 40 per cent of the school children who pass the M.S.S.E.E., which means the primary school examination. So, about 60 per cent of the students will have no place under the sun, thus not only turning them into social delinquents but also they themselves become social misfits. Therefore, I appeal to the Minister to implement the Rahman Talib Report as soon as possible.

On textbooks again, Sir, I have heard many complaints from parents. The situation is that the textbooks in "A" school would be entirely different from "B" school, because there are many publishers in this country. If a student were in "A" school today and in "B" school tomorrow, it would mean that the whole set of textbooks from the "A" schools would be completely useless and he will have to purchase a fresh set of textbooks. This causes a financial burden to the parents. I would like to request the Minister to look into this with a view to having wherever possible common textbooks for the children in all the schools.

**Enche' Aziz bin Ishak (Muar Dalam):** Tuan Pengerusi, saya suka berchakap bagi menyokong Anggaran Perbelanjaan yang telah di-bentangkan oleh Yang Berhormat Menteri Pelajaran dalam Dewan ini sa-malam. Saya berchakap dalam muka 164, Pechahan Kepala 99—Biasiswa Negeri. Satu daripada-nya sebab<sup>2</sup> yang anak<sup>2</sup> kita tidak dapat melanjutkan pelajaran di-sekolah<sup>2</sup> ia-lah di-sebabkan tidak ada kemampuan oleh ibu bapa-nya, dan apa yang saya tahu bagi pehak Kerajaan Negeri Johor telah mengeluarkan wang beratus<sup>2</sup> ringgit kerana membantu anak<sup>2</sup> pergi ka-sekolah yang tidak mampu ini. Saya berharap supaya pehak Kementerian ini dapat

menimbangkan supaya peruntokan bantuan Biasiswa Negeri ini di-beri kepada Negeri dengan kiraan dollar to dollar. Maka dengan ini dapat-lah di-sempurnakan dengan sa-penoh-nya kepada ibu bapa yang berkehendakkan bantuan yang mustahak ini, kerana sunggoh pun Kerajaan Negeri telah pun mengeluarkan bantuan sa-banyak itu, tetapi tidak juga menchukupi, dan saya harap bagi pehak Kerajaan dapat menimbangkan perkara ini.

Satu perkara lagi yang saya hendak kemukakan dalam Dewan ini, Tuan Pengerusi, ia-itu berkenaan dengan peruntokan yang di-beri kepada Dewan Bahasa dan Pustaka, muka 165, Pechahan Kepala 102—Dewan Bahasa dan Pustaka yang mana pada tahun ini telah mendapat tambahan sa-banyak \$2,317,600. Dalam mengkaji apa yang di-tugaskan oleh Dewan Bahasa dan Pustaka, terutama dalam bergerak melaksanakan bahasa kebangsaan sesuai dengan kehendak Perlembagaan negeri kita ini, saya ada-lah mengu-chapkan sa-tinggi<sup>2</sup> tahniah pada Pengarah Dewan Bahasa dan Pustaka dan seluruh anggota<sup>2</sup>-nya ini, kerana apa yang telah di-peruntokkan oleh Dewan Bahasa ini pada masa yang lalu telah pun dapat di-sempurnakan dengan memberi sa-penoh puas hati kepada kita semua, terutama sa-kali saya memberi sa-penoh<sup>2</sup> tahniah dan penghargaan kepada Jawatan<sup>2</sup>-kuasa Istimah yang telah dapat bergerak dengan maju-nya, dan telah dapat membuktikan di-dalam Dewan ini yang mana telah dapat di-bentangkan buat pertama kali-nya Buku Anggaran Belanjawan ini dalam bahasa kebangsaan, dan kita berharap tidak berapa lama lagi di-Dewan ini pula dapat di-kembarkan bersama naskah<sup>2</sup>, Bill<sup>2</sup>, atau Rang Undang<sup>2</sup> yang di-bentangkan dalam Dewan ini dalam bahasa kebangsaan juga.

Tuan Pengerusi, berchakap berkenaan dengan pelaksanaan istilah ini, saya suka mengatakan ia-itu walau pun kita ketahui bahawa Jawatan-kuasa Istimah ini telah bekerja dengan keras-nya, tetapi banyak lagi perkara<sup>2</sup> yang perlu, maseh tidak dapat di-laksanakan, oleh yang demikian saya minta-lah kepada pehak Dewan Bahasa

dan Pustaka ini supaya melipat-gandakan lagi usaha-nya dalam melaksanakan perkara ini, kerana kebanyakan yang kita ketahui, terutama sa-kali di-pejabat<sup>2</sup> Kerajaan bahawa mereka tidak dapat melaksanakan urusan<sup>2</sup>-nya dengan sa-penoh-nya dalam bahasa kebangsaan ia-lah di-sebabkan istilah<sup>2</sup>-nya belum menchukupi lagi. Bagitu juga jikalau hendak mengadakan buku<sup>2</sup> pelajaran seperti ka-juruteraan, kedokteran, undang<sup>2</sup> dan sa-bagai-nya dalam bahasa kebangsaan tidak-lah boleh di-biarkan, kerana istilah-nya maseh belum siap lagi.

Saya benar<sup>2</sup> mengetahui, Tuan Pengerusi, bahawa Jawatan-kuasa Istilah ini telah bekerja dengan semangat yang kuat dan bersungguh<sup>2</sup>, ini saya bagi pehak ra'ayat dalam Dewan ini ada-lah menjunjung tinggi akan pengurbanan-nya itu, tetapi atas menghargakan pekerjaan-nya itu, saya berharap supaya pehak yang berkenaan dapat menimbangkan allowance-nya supaya di-naikkan lagi sesuai dengan tugas yang berat itu.

Tuan Pengerusi, berkenaan dengan penchipta<sup>2</sup> istilah yang tertentu di-Dewan Bahasa dan Pustaka, saya fikir apa yang ada sekarang ini tidak-lah menchukupi sa-bagaimana yang kita kehendaki sesuai dengan kehendak lanchar-nya kerja<sup>2</sup> yang kita hendak tugaskan itu, maka saya menchadangkan supaya dapat pehak Dewan Bahasa ini menambah dan meminjamkan beberapa pegawai<sup>2</sup> tinggi yang mempunyai ijazah<sup>2</sup> kedokteran, engineer<sup>2</sup>, undang<sup>2</sup>, yang ada kebolehan dan kemahiran dalam bahasa kebangsaan supaya di-tempatkan di-Dewan Bahasa ini dengan bekerja sa-penoh masa, tetapi pehak Kerajaan, saya berharap hendak-lah memberi jaminan ia-itu dalam masa mereka itu bertugas di-Dewan Bahasa itu, kedudukan-nya di-dalam pangkat<sup>2</sup> yang biasa-nya hendak-lah di-kekalkan dengan diteruskan juga gaji-nya bagaimana pekerjaan-nya yang lama serta dengan kedudukan naik pangkat-nya dan Kerajaan juga hendak-lah memberi allowance tambahan khas kepada mereka<sup>2</sup> itu. Saya penoh perchaya yang Menteri Kewangan kita akan

meluluskan permintaan tambahan<sup>2</sup> kerana perkara itu.

Tuan Pengerusi, untok melaksanakan sa-terus-nya perlaksanaan dan perkembangan bahasa kebangsaan ini dari semua jurusan, baik pelajaran, pentadbiran dan sa-bagai-nya, sa-bagaimana biasa kita ketahui bahawa ada parti<sup>2</sup> pembangkang dan gulungan<sup>2</sup> ra'ayat negeri kita ini yang tidak bagitu senang atas usaha pehak Kementerian dan Dewan Bahasa dan Pustaka ini yang telah dapat berjalan dengan bagitu lanchar dan pesat-nya yang mana kita semua telah mendengar sungutan<sup>2</sup> mereka baik dari dalam, atau pun dari luar Dewan ini dengan suara<sup>2</sup> yang lantang. Oleh ada-nya hal ini, Tuan Pengerusi, saya berharap kepada Kementerian ini dan pehak Dewan Bahasa terutama sa-kali Tuan Pengarah-nya supaya jangan menghiraukan suara<sup>2</sup> yang lantang itu, biarkan-lah dia berbunyi, kita sifatkan-lah seperti "Anjing menyalak bukit". Saya bagi pehak penyokong<sup>2</sup> Kerajaan yang ada dalam Dewan ini tetap berdiri di-belakang Kementerian dan Dewan Bahasa ini dengan mempertahankan sa-penoh-nya dasar<sup>2</sup> yang telah sedia ada dalam Perlembagaan kita.

Kami juga berharap kepada Dewan Bahasa dan Pustaka supaya dapat menggunakan bilek gerakan bahasa kebangsaan yang hendak di-adakan sa-bagaimana yang telah di-sebutkan oleh Menteri Yang Berhormat itu dengan sa-penoh<sup>2</sup> kegunaan yang tepat pada tempat-nya bukan sahaja mengkaji sa-jauh mana Bahasa Kebangsaan di-jalankan tetapi hendak-lah menggunakan bersama untok menyerang petualang<sup>2</sup> Bahasa Kebangsaan ini dan mempertahankannya dengan sa-penoh<sup>2</sup> semangat, sekian-lah, Tuan Pengerusi.

**Enche' Liu Yoong Peng (Rawang):** Mr Chairman, Sir, I wish to point out a number of things in the course of this debate on the Supply Bill. The first is in regard to the fixing of the salary scale for teachers. There has been and there is a lot of dissatisfaction among teachers who are the holders of Chinese university degrees—those who graduated from the Nanyang University and those who graduated

from universities in Formosa. They are very unhappy with the treatment which they have received as teachers in the National-type Chinese secondary schools, because at the moment they are only paid a fixed salary of \$315 a month with no yearly increment, whereas holders of even an ordinary degree of English universities and Malayan universities are being paid an initial sum slightly higher than this figure but with yearly increments. Therefore, there is biased treatment between those who graduated from Chinese universities and those who graduated from English universities. It is because of this, Sir, that there is a tendency for Chinese university graduates in the National-type Chinese secondary schools to leave these schools and go to independent Chinese secondary schools as they get better treatment in the independent Chinese secondary schools. Therefore, if this state of affairs is allowed to continue, the educationists of this nation will find that one day they will not have the best Chinese language teachers in the National-type Chinese secondary schools, because all the best Chinese language teachers would have gone to the independent Chinese secondary schools. I am not saying that they should or should not go, but I am merely stating the fact that that is the situation. Therefore, I appeal to the Minister and the Government to recognise Chinese university degrees and treat such degrees in the same way as the general degrees of a recognised university.

Coming to another matter, Sir, there has been a lot of complaints among teachers—irrespective of whatever schools they may be in—that when they write letters to the Ministry of Education, sometimes they do not get any reply at all even maybe after one or two years, and sometimes they may get an acknowledgement, and that is the end of the matter. Sir, some of them have suggested that even if the answer is in the negative, even if what they have asked for cannot be acceded to, at least the officials in the Ministry should have the courtesy to inform them, rather than to let them feel so

uncertain about the whole matter. I hope this the Minister will look into.

Now, Sir, I would like to mention something regarding my own constituency—the schools in Rawang. The first subject I would like to touch on is about the desirability of having a Chinese secondary schools in Rawang. Sir, I understand that a State Councillor, who represents an area which is very near to my constituency and he, incidentally, belongs to the Malayan Chinese Association, does advocate having a Chinese secondary school in Rawang—in fact, according to the newspapers, he has already approached the Ministry for such a school—but until now there does not seem to be any planning going on to have the project; or, at least, there is still no sign that the building is going to come up. So, I hope the Minister will consider this case earnestly and have a Chinese secondary school established in Rawang as soon as possible.

Sir, there is also another thing which I would like to mention and it concerns a Malay School at Kuang—the 17-mile Kuang Malay School. Recently, and very fortunately, some new classrooms have been built for the school, but what the people in that area want is that they want Malay secondary classes be set up, because at the moment the children, who are already up to the secondary school level, have to travel long distances to other places to receive that education. Since there is sufficient classrooms in this School, they hope that secondary Malay teachers can be provided, so that they can have secondary classes in the same school. This, too, I hope the Minister will look into.

Thirdly, I would like to speak about the Secondary English School in Batang Berjuntai. At the moment there is no Secondary English School in Batang Berjuntai. Batang Berjuntai is in my constituency. About 7½ miles away from Batang Berjuntai is a place called Kampong Kuantan where there is a Secondary English School and this Kampong Kuantan is a smaller village than the town of Batang Berjuntai. Sir, it seems that lately the Education Office decided to remove the Secondary

School at Kampong Kuantan to Kuala Selangor, which is further away from Batang Berjuntai. But there are plenty of students who are studying in the Secondary School in Kampong Kuantan, that is  $7\frac{1}{2}$  miles away from Batang Berjuntai. Therefore, I suggest that the best solution will be, instead of shifting the whole Secondary School to Kuala Selangor from Kampong Kuantan, to have a part of that School shifted over to Batang Berjuntai and the other part to Kuala Selangor, so that the students can study in a school situated in the place where they are staying. In Batang Berjuntai there are existing Tamil and Chinese schools with adequate buildings, which can be utilised for this purpose in the afternoons for the time being; of course, later on, if new building can be built for the Secondary English School, so much the better. I think this arrangement would not involve a large sum of money and therefore, it is a matter which can easily be solved.

Sir, those are the requests which I make to the Minister concerned.

**Enche' Dagok Anak Randen (Sarawak):** Mr Chairman, Sir, I would like to refer to Head S. 67AA, page 165, item (29), Cooks. May I suggest, Sir, that the sum of \$50,955 be increased to \$60,000? I say this because we really need more cooks in 1964 but we cannot afford to engage adequate cooks as most of the District Councils in Sarawak are considerably young and lack of funds.

Secondly, I refer to page 166, item (47), Education Allowance. The sum provided under this item for 1964 is \$24,926. May I enquire, and have an assurance from the Minister concerned, whether other aided school teachers are eligible for such allowance? If not, why? I suggest, Sir, that all the Government, Local Authority and other aided school teachers should be treated equally in this particular respect, as all of them are doing a service for the good of the people and of the country as a whole.

Thirdly, Mr Chairman, Sir, I would like to touch on Other Charges, Annually Recurrent, on the same page

and refer to Sub-head 5, Boarding Subsidies. May I suggest, Mr Chairman, Sir, that the sum of \$220,000 be increased to \$250,000, because there are more and more children of both sexes who would attend lower primary schools and in view of the fact that poverty prevents the children in the rural areas from joining upper primary boarding schools. Besides that, Sir, when the children finish primary IV, usually at the age of nine or ten, they are too young to cook for themselves. But if the subsidy is adequate, it will no doubt lessen the hardships of the poor parents.

Fourthly, Mr Chairman, Sir, I refer to Sub-head 15, Local Scholarships, on the same page. I regret very much to see that the estimate for 1964 is being decreased from \$300,000 to \$288,000. May I suggest that the estimates for 1964 should be the same as for this year?

Fifthly, Mr Chairman, Sir, I was very much impressed to see, under Sub-head 23, School Broadcasting Service, that the sum of \$22,300 has been increased to \$26,500 for 1964, and we expect more schools to be established in that year.

Sixthly, Mr Chairman, Sir, I refer to page 165, item (42), Teacher. If I am not mistaken, the teachers, who have the same qualifications and experience as those officers serving in other Government Departments, are receiving less salaries than those working in other Government Departments. I think it is not fair and, as Honourable Members of this House are fully aware that if there were to be no teachers, there would be no doctors, engineers, scientists, lawyers, etc., etc.

Finally, Sir, I hope that all the points that I have raised just now may receive the Government's favourable attention and serious consideration. Thank you, Sir.

**Tuan Haji Ahmad bin Saaid (Seberang Utara):** Tuan Pengerusi, saya bangun mengalu<sup>2</sup>kan peruntukan wang sa-banyak \$256,524,792 ini dan saya menyokong dengan sa-penoh-nya supaya peruntukan ini di-luluskan.

Tuan Pengerusi, jika di-bandingkan peruntukan bagi Kementerian Pelajaran yang berjumlah sa-banyak itu, maka perbelanjaan atau peruntukan negara bagi tahun 1964 yang berjumlah \$1,253,575,007 di-dapati perbelanjaan itu jadi 21 peratus. Tuan Pengerusi, peratus ini ada-lah satu peratus yang besar jika di-bandingkan dengan negara<sup>2</sup> lain yang membuat peruntukan bagi Kementerian Pelajaran bagi negara<sup>2</sup> itu. Ini menunjukkan bukti yang nyata, Tuan Pengerusi, bahawa Kerajaan Perikatan sunggoh<sup>2</sup> mengambil berat di-atas perkara pelajaran. Sa-bagaimana yang telah di-janjikan dalam manifesto dahulu yang berbunyi pada 'am-nya meneruskan sikap memberi keutamaan yang sa-habis tinggi kepada soal pelajaran. Ini membuktikan, Tuan Pengerusi, bahawa Kerajaan ini mengambil berat sunggoh di-atas perkara pelajaran, dan saya mengambil peluang menguchapkan sa-tinggi<sup>2</sup> tahniah kepada Yang Berhormat Menteri dan Jema'ah Menteri yang telah pun memberi peruntukan yang sabagani besar dalam bidang pelajaran; di-atas kebijaksanaan Menteri itu saya sangat menjunjung tinggi dan berharap manakala di-laksanakan wang yang di-untokkan itu biar-lah sa-berapa baik-nya supaya lichin pentadbiran bagi Kementerian ini.

Mengikut laporan yang di-beri oleh Yang Berhormat Menteri waktu membentangkan peruntukan ini di-dapati beberapa banyak perubahan<sup>2</sup> yang telah pun di-chapai semenjak kita merdeka. Jadi, Tuan Pengerusi, dalam masa 6 tahun sahaja perubahan yang besar ini patut-lah kita menguchapkan shukor kepada Tuhan yang mendorong Kerajaan kita membuat bagini banyak perubahan, dan ada sa-tengah pehak Pembangkang di-sabelah sana sengaja mengeluarkan pandangan<sup>2</sup> yang mengkechil<sup>2</sup>kan usaha Kerajaan untuk memaju dan mengembangkan pelajaran dan persekolahan bagi negeri kita ini. Ada sa-tengah-nya dengan tidak sa-chara langsung, sebab barangkali berasa churiga hendak chakap dengan terus terang yang mana saya dapat tahu hendak menuntut supaya sa-lain daripada bahasa kebangsaan di-jadikan bahasa rasmi Persekutuan

Tanah Melayu. Saya harap Kerajaan ambil perhatian berat di-atas orang<sup>2</sup> yang takut hendak khabar dengan terus terang supaya bahasa itu di-tambah di-jadikan bahasa kebangsaan dan bahasa rasmi, tetapi dengan chara lain jalan menyuara supaya menjadikan ka-arrah itu.

Saya rasa terkejut mendengar ucapan Yang Berhormat dari Telok Anson yang sengaja hendak mengelirukan orang ramai, khas-nya orang China yang beliau mengatakan bahawa pada tahun 1967 Kerajaan akan jalankan satu dasar menegah pelajaran lain daripada bahasa kebangsaan. Saya berasa terkejut kerana beliau itu adalah chukup bijak dalam soal pelajaran, tetapi barangkali beliau telah chuba hendak mengelirukan orang ramai untuk menjadi satu bahan parti-nya.

Saya ingin, Tuan Pengerusi, menarek perhatian Yang Berhormat itu—kalau dia lupa—Bab 152 dalam Perlembagaan kita:

"The national language shall be the Malay language and shall be in such script as Parliament may by law provide:

Provided that

- (a) no person shall be prohibited or prevented from using (otherwise than for official purposes), or from teaching or learning, any other language; and
- (b) nothing in this clause shall prejudice the right of the Federal Government or of any State Government to preserve and sustain the use and study of the language of any other community in the Federation."

Jadi, Yang Berhormat itu sengaja hendak mengelirukan orang ramai. Saya harap dengan penerangan yang saya beri berpandukan kepada Perlembagaan ini akan membetulkan bahawa Kerajaan menjalankan dasar pelajaran ini berpandukan kepada Perlembagaan dan kepada manifesto yang kita keluar-kan pada tahun 1959 dahulu. Tuan Pengerusi, perubahan yang kita dahulu berjanji di-atas dasar pelajaran dalam manifesto kita mengkaji sa-mula dasar pelajaran yang ada sekarang dengan berpandukan kepada pengalaman yang telah di-peroleh semenjak ia-nya di-jalankan, dan sambil mengingatkan tujuan yang di-tetapkan untuk menjadikan bahasa Melayu sa-bagai bahasa

rasmi, dan menggalakkan dan mengawal perkembangan bahasa<sup>2</sup> dan kebudayaan bangsa<sup>2</sup> lain. Ini-lah manifesto dan janji<sup>2</sup> yang kita telah beri kepada ra'ayat waktu pilehan raya dahulu dan telah pun kita tunaikan dengan mengadakan satu jawatan-kuasa mengkaji yang di-namakan Laporan Rahman Talib yang mana laporan itu di-bentang kepada Dewan ini yang telah di-persetujui dan di-laksanakan oleh Kementerian yang berkenaan. Jadi kalau hendak membalek<sup>2</sup> dan mengulang<sup>2</sup>kan perkara yang tidak mengenai dengan dasar ini, saya ingat tidak kena pada tempat-nya, melainkan hendak mengelirukan orang ramai sahaja.

Tuan Pengerusi, kepada orang yang tidak puas hati dengan pelaksanaan dasar pelajaran ini, saya ingin menarek perhatian mereka itu semenjak dasar pelajaran ini di-jalankan pada masa dahulu kita dapati beberapa jenis sekolah ia-itu jenis sekolah Melayu, sekolah Melayu chuma di-ajar bahasa Melayu sahaja, bangunan-nya tidak sempurna dan alat kelengkapan-nya pun tidak chukup, tetapi perubahan masa sekarang ini sekolah Melayu itu di-jadikan sekolah kebangsaan, di-ajar bahasa Melayu sa-bagai bahasa kebangsaan, di-tambah dengan bahasa Inggeris sa-bagai satu bahasa yang mesti lulus dan ajaran ugama. Bangunan sekolah sekarang ada-lah moden dan mempunyai kelengkapan yang chukup. Mari kita pandang pula sekolah rendah China pada masa dahulu. Orang China kena buat sekolah sendiri, kena bayar gaji guru<sup>2</sup> sendiri dan tiap<sup>2</sup> murid kena bayar wang sekolah, kena beli buku dan bayaran<sup>2</sup> yang lain. Semenjak tahun 1962 Kerajaan telah memberi bantuan penoh kepada sekolah<sup>2</sup> China yang menjadi jenis kebangsaan dua bahasa lagi telah di-ajar, bahasa Inggeris dan bahasa kebangsaan dan bahasa kebangsaan itu menjadi bahasa yang di-wajibkan lulus, bagitu juga-lah kepada bahasa Inggeris di-sekolah kebangsaan itu di-wajibkan lulus, di-sekolah China bahasa Melayu atau bahasa kebangsaan di-wajibkan lulus sa-bagai mengaku<sup>2</sup> yang sa-sorang itu lulus Darjah VI. Jadi perkara pileh kaseh atau pandang sa-belah tidak

berbangkit. Jadi, pada masa itu, Tuan Pengerusi, warith<sup>2</sup> kanak<sup>2</sup> pada sekolah<sup>2</sup> China ada-lah menerima satu bebanan yang besar, membayar duit sekolah, membayar buku<sup>2</sup> dan juga lain<sup>2</sup> bayaran. Jadi, alham dulillah, dengan ada-nya dasar ini di-laksanakan, berapa punya senang penduduk<sup>2</sup> di-luar bandar terutama orang<sup>2</sup> China yang menanam sayor telah meringankan, mendapat satu keringanan yang besar yang mana mereka ini patut menguchapkan shukur, menguchapkan terima kaseh kepada Kerajaan yang telah memberi peluang kepada mereka itu belajar bahasa ibunda-nya sendiri dengan perchuma. Bagi sekolah Inggeris sa-bagaimana dahulu, kalau murid<sup>2</sup> yang belajar di-sekolah<sup>2</sup> Melayu pergi ka-sekolah<sup>2</sup> Inggeris, chuma barangkali 10 peratus sahaja yang boleh masuk ka-sekolah Inggeris yang mendapat biasiswa pun, barangkali di-antara sa-puluh hingga dua puluh orang sa-tahun, dan hendak masuk belajar ka-sekolah Inggeris terpaksa kena bayar dengan sa-penoh-nya. Jadi, pada masa sekarang ini sekolah Inggeris, sekolah rendah di-beri perchuma dan sekolah menengah dapat-lah dikenakan bayaran. Ini ada-lah satu kemudahan kepada orang<sup>2</sup> yang lain yang duduk di-luar bandar. Datang pula kepada sekolah menengah, sekolah menengah saloran bahasa kebangsaan, saya uchapkan banyak terima kaseh kepada Kementerian Pelajaran ini, dimana di-tempat saya sendiri sudah ada satu bangunan yang besar yang tersergam yang akan di-buka dalam tahun hadapan ini, dan itu ada-lah menjadi satu bukti bahawa Kerajaan sunggo<sup>2</sup> hendak memajukan bahasa kebangsaan. Sa-waktu kita menawarkan untuk memberi bantuan kepada sekolah<sup>2</sup> menengah China pada tahun 1961, dan pada tahun 1959 dahulu, mereka itu tidak mahu terima, tetapi sekarang ini 59 buah sekolah yang telah menerimanya, ini berma'ana yang mereka ini bersetuju dengan dasar Kerajaan dan mendapat bantuan daripada Kerajaan.

Berkenaan dengan sekolah<sup>2</sup> China pula yang mendapat bantuan wang, saya tahu Sekolah Jip Sing di-Bukit Mertajam mendapat sa-banyak \$224,000 untuk bangunan-nya, Kwong

Hwa School mendapat sa-banyak \$40,000 di-Butterworth, Lee Wah School di-Butterworth mendapat sa-banyak \$50,000 dan Sekolah China Kepala Batas mendapat sa-banyak \$26,000 dan lain<sup>2</sup> sekolah lagi. Jadi, hendak menunjukkan bahawa Kerajaan menchuaikan di-atas perkara untuk mengekalkan bahasa ibunda dan kebudayaan bagi orang<sup>2</sup> China dan lain<sup>2</sup> itu ada-lah satu tuduhan yang tidak sa-patut-nya di-tudoh pada Kerajaan yang ada sekarang ini.

Saya ingin memberi pandangan saya sedikit mengenai perkara<sup>2</sup> yang saya fikir patut di-ambil perhatian oleh Yang Berhormat Menteri sa-waktu membelanjakan wang ini. Yang pertama, muka 159, Pechahan Kepala—7 Belanja Badan<sup>2</sup> Berkanun peruntokan sa-banyak \$8,500. Di-dalam Kenyataan (3)—Lembaga Penasihat Pelajaran Negeri dan Tempatan. Pada masa dahulu di-adakan satu Lembaga Pelajaran Negeri dan telah di-mansokhkan dalam tahun 1961, dan di-masokhkan dalam dasar supaya di-gantikan dengan satu badan yang di-namakan Lembaga Penasihat Pelajaran Negeri dan Tempatan. Sa-tahu saya dalam tahun 1962 hingga tahun 1963 badan<sup>2</sup> ini tidak di-tubuhkan. Saya berharap supaya Yang Berhormat Menteri akan meng-ambil perhatian supaya di-tubuhkan Lembaga Pensihat Pelajaran bagi tiap<sup>2</sup> Negeri dan bagi tiap<sup>2</sup> Majlis Tempatan, kerana dengan ada-nya Lembaga Penasihat ini sa-kira-nya timbul perkara<sup>2</sup> yang rumit untuk melaksanakan dasar<sup>2</sup> pelajaran dan juga pentadbiran, maka dapat-lah lembaga ini bekerjasama dengan sa-penoh-nya dengan Ketua Pelajaran bagi tiap<sup>2</sup> Negeri dan juga bagi Tempatan. Jadi, dengan ada-nya kerjasama yang irat antara kedua<sup>2</sup> pehak ini, perkara<sup>2</sup> yang rumit itu dapat di-selesaikan dan ta' payah-lah di-bawa kapada pengetahuan Kementerian ini.

Muka 161, Pechahan Kepala 44 (1)—Pemberian kapada Sekolah Rendah peruntokan sa-banyak \$149,000,000. Ini ada-lah satu peruntokan bagi membiayai sekolah<sup>2</sup> rendah sama ada Sekolah Rendah Kebangsaan, atau pun Sekolah Rendah Jenis Kebangsaan dan lain<sup>2</sup> dan saya harap peruntokan ini

akan di-adakan sa-bahagian daripadanya untuk melengkapkan dan menyamakan taraf sekolah<sup>2</sup> kebangsaan dengan sekolah<sup>2</sup> jenis kebangsaan. Mengikut pendapat saya, lebeh daripada 500 orang murid bagi satu<sup>2</sup> sekolah rendah, maka sekolah itu boleh di-beri sa-orang kerani, segala alat<sup>2</sup> tulis, termasuk budak pejabat, tukang kebun dan lain<sup>2</sup> bahkan talipon pun patut di-beri kapada sekolah itu, tetapi pada masa yang sudah, Guru Besar sekolah itu sendiri yang menjadi kerani. Budak<sup>2</sup> sekolah sendiri yang ada sa-tengah<sup>2</sup>-nya mereka itu menjadi tukang chuchi bagi sekolah itu. Jadi, saya berharap-lah supaya peruntokan yang banyak ini di-asingkan sedikit dan di-belanjakan untuk mengadakan kerani yang lengkap dalam sekolah itu, dan juga pekerja<sup>2</sup> yang lengkap sa-imbang dengan sekolah<sup>2</sup> jenis kebangsaan yang lain.

Pechahan Kepala 44 (2)—Pemberian kapada Sekolah Pelajaran Lanjutan. Dalam pelaksanaan memberi pelajaran sa-chara vocational, atau pertukangan kapada murid<sup>2</sup> yang ta' berjaya dalam peperiksaan dan untuk memberi mereka ini satu peluang dengan memberi pelajaran, mudah<sup>2</sup>an dapat-lah mereka ini berdiri di-atas kaki mereka itu sendiri, dan dapat-lah mereka itu menchari nafkah dengan ada-nya pelajaran<sup>2</sup> yang di-beri daripada sekolah pelajaran lanjutan ini. Jadi, semenjak di-laksanakan sekolah ini, lebeh kurang dua tahun, pada pendapat saya ada beberapa kerumitan yang saya harap akan mendapat pandangan daripada Kementerian yang berkenaan. Yang pertama, guru<sup>2</sup> yang di-tempatkan di-sekolah<sup>2</sup> ini bukan-lah daripada golongan<sup>2</sup> orang<sup>2</sup> yang layak yang chukup pandai, serta ada pengetahuan apa yang hendak di-ajar kapada mereka itu. Saya harap chari-lah guru<sup>2</sup> yang sesuai yang ada pengetahuan yang sa-penoh-nya untuk mengajar kapada murid<sup>2</sup> itu. Yang kedua, alat<sup>2</sup> bagi sekolah<sup>2</sup> ini tidak mencukupi. Guru<sup>2</sup> ini sa-tengah<sup>2</sup>-nya terpaksa-lah menggunakan alat<sup>2</sup>-nya sendiri, atau pun meminjam alat<sup>2</sup> daripada orang<sup>2</sup> lain untuk memberi ajaran, atau latehan kapada murid<sup>2</sup> itu. Jadi, saya berharap-lah kapada Yang Berhormat

Menteri supaya memberi peruntukan yang cukup bagi mengadakan alat<sup>2</sup> yang cukup sa-bagaimana yang cenderung kepada tukang kayu itu, di-berikan alat perkakas tukang kayu yang sa-penoh-nya, tukang gunting rambut, atau pun tukang dobi, tukang jahit, mesti-lah ada machine<sup>2</sup> jahit. Begitu juga bagi murid<sup>2</sup> perempuan hendak-lah di-beri alat<sup>2</sup> yang cukup bagi mereka itu belajar, mudah<sup>2</sup>an dengan ilmu yang di-dapati daripada sekolah<sup>2</sup> ini dapat-lah mereka itu men-chari makan dengan bersendirian.

Perkara 44 (3)—Pemberian Kapada Sekolah Menengah yang berjumlah sa-banyak \$35,000,000. Tuan Pengerusi, saya berharap kepada Yang Berhormat Menteri supaya mengambil perhatian yang berat di-atas perkara meng-embangkan, memperkemaskan seko-lah<sup>2</sup> menengah saloran bahasa kebangsaan. Ada di-antara pegawai<sup>2</sup> yang saya dapati yang mereka ini tidak bersung-goh<sup>2</sup> hendak mengembangkan, atau memajukan sekolah<sup>2</sup> menengah kebangsaan ini. Di-dalam beberapa perkara yang telah di-lakukan untok menyekat dan menahan perkembangan dan kema-juan, saya harap Guru<sup>2</sup> Besar khas-nya yang akan di-tempatkan di-sekolah<sup>2</sup> ini, hendak-nya biar-lah daripada orang<sup>2</sup> yang bersungguh<sup>2</sup> berjiwa hendak meng-embangkan dan memajukan pelaja-ran bahasa kebangsaan saloran sekolah<sup>2</sup> menengah. Ada yang sa-tengah<sup>2</sup>-nya darjah<sup>2</sup> menengah yang di-tumpangkan di-sekolah<sup>2</sup> lain sa-bagaimana di-seko-lah<sup>2</sup> Mission School, di-dapati selalu-nya bergaduh dan bersalah faham di-antara pentadbir dengan guru<sup>2</sup> yang di-tempatkan di-sekolah<sup>2</sup> itu, dan saya berharap sekolah<sup>2</sup> menengah kebangsaan ini akan di-beri alat<sup>2</sup> yang cukup, sama sa-taraf dengan sekolah menengah jenis kebangsaan, ia-itu dengan mengadakan segala kemudahan<sup>2</sup> bagi penuntut<sup>2</sup> untok belajar di-sana, khas-nya buku<sup>2</sup> supaya dapat-lah penuntut<sup>2</sup> itu peluang belajar dengan sa-penoh-nya dan mendapat kelulusan yang baik.

Pechahan Kepala 45, Tuan Pengerusi, mengenai pelajaran agama. Pelajaran agama ini, saya ucapkan ber-banyak terima kaseh kepada Menteri ini dan kepada Kerajaan yang telah memberi peluang kepada murid<sup>2</sup> Islam

kita belajar agama Islam di-sekolah<sup>2</sup> kebangsaan dan di-sekolah<sup>2</sup> jenis kebangsaan, tetapi ada satu perkara yang patut di-ambil perhatian ia-itu anak<sup>2</sup> orang Islam kita yang belajar di-seko-lah<sup>2</sup> Mission School, ia-itu guru<sup>2</sup> atau pentadbir bagi sekolah<sup>2</sup> Mission School ini tidak mengambil berat langsung di-atas perkara pelajaran agama ini, ada sa-tengah-nya tempat belajar pun ta' di-beri di-dalam darjah, melainkan di-gunakan di-tempat<sup>2</sup> canteen, atau pun di-garage, atau di-lain<sup>2</sup> tempat, dan masa belajar pun ta' sama dengan masa yang lain, dan saya berharap supaya kalau-lah ada chubaan<sup>2</sup> hendak meng-halang, saya harap Kementerian ini mengambil perhatian supaya menjauh-kan daripada orang<sup>2</sup> yang chuba hendak menghalang pelajaran agama di-sekolah<sup>2</sup> Mission School itu.

Lagi satu perkara, Tuan Pengerusi, saya perchaya-lah bahawa Mission School ini di-beri bantuan sa-penoh oleh Kerajaan, ini ada satu dasar sa-chara langsung atau tidak lansong. Kalau sa-orang guru walau macham mana kelayakan dia, kalau ada satu jawatan tinggi kosong dia men-chari ikhtiar dengan sa-daya upaya hendak menggantikan tempat atau hendak menaikkan pangkat itu di-buka kepada orang yang beragama Kristian. Jadi ini satu dasar yang banyak di-antara orang yang bukan beragama Kristian yang mengajar di-Mission School sa-hingga berbelas tahun yang ada kelayakan tetapi pehak yang menjaga dan mengawal Mission School ini akan menghalangkan siapa<sup>2</sup> yang bukan beragama Kristian memegang jawatan tinggi atau jawatan yang bertanggung-jawab untok menjalankan urusan pentadbiran di-sekolah itu. Jadi Yang Berhormat Menteri tolong-lah meng-ambil perhatian dan saya telah pun membawa perkara ini kepada penge-tahuan-nya mudah<sup>2</sup>an perkara ini dapat di-sampaikan.

Lagi satu perkara, Tuan Pengerusi, berkenaan dengan rayuan daripada sahabat kita di-sana ia-itu Sabah dan Sarawak supaya Kerajaan ini meng-ambil perhatian di-atas perkara pelaj-aran di-Sabah dan Sarawak. Waktu Yang Berhormat Menteri memberi ucapan beliau telah pun berkata

bahawa beliau akan meminta peruntukan daripada Yang Berhormat Menteri Kewangan sa-kira-nya dikehendaki. Jadi saya sangat<sup>2</sup>-lah bersimpati dengan orang<sup>2</sup> Sarawak dan Sabah yang minta supaya di-berikan pelajaran rendah perchuma kepada murid<sup>2</sup> di-sana dan saya berharap-lah Kerajaan akan memberi perhatian. Saya sokong-lah permintaan-nya supaya dapat di-laksanakan kalau boleh pada tahun 1964 ini, sekian sahaja.

**Dato' Mohamed Hanifah bin Haji Abdul Ghani (Pasar Mas Hulu):** Tuan Pengerusi, berchakap dalam Kementerian Pelajaran ini maka suka-lah saya berchakap pada muka 139 ia-itu Latehan Guru Sekolah Menengah. Tuan Pengerusi, dalam tahun 1962 yang lalu telah banyak orang yang telah lulus F.M.C. bahasa Melayu dan kebanyakan mereka ini terdiri daripada guru<sup>2</sup> yang mengajar di-Sekolah Kebangsaan. Pada tahun 1963 ini maka harus kita akan dapati lebeh banyak guru<sup>2</sup> atau pun penuntut<sup>2</sup> yang akan mendapat sijil pepereksaan F.M.C. bahasa Melayu itu. Maka patut-lah pehak Kementerian ini berusaha mem-banyakkan lagi chalun<sup>2</sup> guru Sekolah Menengah Melayu pada tahun hadapan. Saya sedar pada masa ini ada beberapa Maktab Latehan Guru tetapi saya fikir tentu-lah Maktab<sup>2</sup> itu menggunakan bahasa pengantar-nya bahasa Inggeris. Sa-kira-nya tidak ada mempunyai Maktab bahasa pengantar-nya bahasa Melayu maka harus-lah daripada guru<sup>2</sup> atau penuntut<sup>2</sup> yang dapat sijil F.M.C. bahasa Melayu itu tidak dapat peluang berlateh dalam maktab<sup>2</sup> itu.

Saya sedar bahawa sungguh pun banyak maktab<sup>2</sup> pada hari ini, tetapi harus akan menjadi satu kerumitan atau kesusahan kepada guru<sup>2</sup> yang telah mendapat sijil F.M.C. yang bahasa pengantar-nya bahasa Melayu, maka patut-lah pehak Kerajaan pada hari ini kalau pun tidak dapat menubuhkan satu Maktab Khas untuk guru<sup>2</sup> atau penuntut<sup>2</sup> yang akan belajar dalam bahasa pengantar-nya bahasa Melayu, maka patut-lah pehak Kerajaan mengadakan satu kelas khas supaya penuntut<sup>2</sup> itu dapat di-ajar

dalam bahasa pengantar-nya bahasa Melayu.

Tuan Pengerusi, muka 164 butir 94, saya suka berchakap dalam Bulan Bahasa Kebangsaan ia-itu mengenai soal papan<sup>2</sup> i'lan perniagaan di-kedai<sup>2</sup> dan di-gudang<sup>2</sup> perniagaan. Hari ini kita merasa dukachita kalau kita melawat di-kedai<sup>2</sup> di-dalam bandar Kuala Lumpur ini maseh di-dapati banyak kedai<sup>2</sup> dan gudang<sup>2</sup> itu tidak begitu bersungguh<sup>2</sup> menulis i'lan<sup>2</sup> perniagaan mereka itu di-dalam bahasa Kebangsaan. Wal-hal kebanyakan saudagar<sup>2</sup> itu telah mengaku ta'at setia mereka kepada negeri ini, tetapi kejujuran mereka itu tidak-lah begitu memuaskan, bahkan pula ada gudang<sup>2</sup> perniagaan yang di-punyai oleh orang<sup>2</sup> Inggeris, walau pun mereka itu bukan terdiri daripada ra'ayat negeri ini, telah bersungguh<sup>2</sup> menulis papan<sup>2</sup> i'lan-nya dengan memuaskan hati kita di-dalam bahasa Kebangsaan, dengan meletakkan huruf Melayu itu besar dan kadang<sup>2</sup> pula menghapuskan bahasa Inggeris itu. Akan tetapi sa-tengah<sup>2</sup> kedai yang di-punyai oleh saudagar<sup>2</sup> lain pula, sungguh pun ada tulis bahasa Melayu, sangat kecil, dan kadang<sup>2</sup> tulisan itu bawah daripada tulisan China atau India. Oleh sebab yang demikian patut-lah pehak Kerajaan sendiri mengambil tahu dalam soal ini, supaya mereka itu bersungguh<sup>2</sup> menunjukkan kaseh sa-yang mereka itu terhadap negeri ini dan kaseh sayang mereka kepada bahasa kebangsaan dalam negeri ini, lebeh<sup>2</sup> lagi sa-bagai ra'ayat yang telah mengaku ta'at setia kepada negeri ini yang tidak berbelah bahagi.

Tuan Pengerusi, dalam muka 164 juga ia-itu berkenaan dengan Biasiswa, tetapi minta ma'af-lah, Tuan Pengerusi, biar saya tinggalkan Biasiswa itu, kerana muka yang hendak saya chakapkan itu sudah hilang, dan sekarang saya berchakap kepada muka 161 butir 44 ia-itu pemberian bantuan yang terkanun sa-banyak \$199,199,577. Dalam No. 2 pemberian kepada Sekolah Pelajaran Lanjutan sa-banyak \$5,700,000 dan dalam No. 5 pemberian kepada Sekolah Lanjutan Kampong sa-banyak \$1,100,000. Saya suka hendak menyentoh dalam soal ini,

Tuan Pengerusi, kerana saya faham bahawa Sekolah Pelajaran Lanjutan itu tidak-lah begitu memberi kesan atau memberi pelajaran yang sungguh<sup>2</sup> kepada budak<sup>2</sup> yang tidak dapat melanjutkan pelajaran-nya. Saya fikir lebih baik wang peruntukan itu di-berikan kepada pemberian kepada Sekolah Lanjutan Kampong kerana dalam soal Sekolah Lanjutan Kampong itu sungguh pun dalam perkara ini telah berbangkit soalan<sup>2</sup>, dan pihak Kementerian telah pun berjanji bahawa perkara itu akan di-semak dan akan di-perbaiki, oleh itu lebih baik-lah kalau Kerajaan bersungguh<sup>2</sup> kepada Sekolah Lanjutan Kampong itu, dan biar-lah bersungguh<sup>2</sup> benar, kalau sa-kira-nya mengajar pelajaran trade, biar-lah trade yang sa-benar<sup>2</sup>-nya, tetapi jangan-lah mengambil adakan sahaja—kerana di-dalam negeri kita ini serba serbi kekurangan. lebih<sup>2</sup> lagi kepada anak<sup>2</sup> Melayu yang telah malang, yang tidak dapat melanjutkan pelajaran-nya, oleh itu dalam Sekolah Lanjutan Kampong itu-lah tempat yang mereka akan dapat pelajaran untuk menchari ilmu supaya mereka dapat berdiri di-atas kaki mereka sendiri. Jadi, sa-kira-nya pihak Kerajaan memandang bahawa Sekolah Pelajaran Lanjutan yang No. 2 tadi itu tidak akan memberi kesan kepada penuntut<sup>2</sup> yang belajar itu, maka lebih baik-lah wang itu di-kumpulkan kepada Sekolah Lanjutan Kampong, tetapi biar-lah Kerajaan dan Kementerian ini bersungguh<sup>2</sup> mengadakan ilmu pelajaran dalam Sekolah Lanjutan Kampong itu, supaya dapat tiap<sup>2</sup> anak<sup>2</sup> kita yang tidak dapat melanjutkan pelajaran-nya masuk dan belajar di-Sekolah Lanjutan Kampong supaya mereka menjadi ra'ayat yang benar<sup>2</sup> berguna kepada negara kita ini.

Tuan Pengerusi, berchakap kepada muka 36 pentadbiran Setia-usaha Tetap kepada Kementerian tingkatan-tertinggi . . . .

**Mr Chairman:** The time is up!

*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.

## ADJOURNMENT

(Motion)

**The Minister of Transport (Dato' Haji Sardon):** Mr Speaker, Sir, I beg to move—

That further consideration of the business now before the House be deferred to the next sitting day, that is Thursday, 2nd January, 1964, and that the House do now adjourn.

Mr Speaker, Sir, as you are aware, many of the Honourable Members have been sitting continuously since the 11th of this month. In view of this morning's motion, there will be no sitting of this House tomorrow and so there have been many requests from Honourable Members that they would like to go back to their respective homes this afternoon. We consider that their request is quite reasonable and that is why I am moving this motion.

**The Minister of Agriculture and Co-operatives:** Sir, I beg to second the motion.

Question put, and agreed to.

Resolved,

That further consideration of the business now before the House be deferred to the next sitting day, that is Thursday, 2nd January, 1964, and that the House do now adjourn.

*Adjourned at 1 p.m.*