

Jilid 1
Bil. 47



Hari Isnin
10hb Januari, 1972

PENYATA RASMI

OFFICIAL REPORT

DEWAN RA'AYAT
House of Representatives

PARLIMEN KETIGA
Third Parliament

PENGGAL PARLIMEN PERTAMA
First Session

KANDONGAN-NYA

JAWAPAN² MULUT BAGI PERTANYAAN² [Ruangan 5317]

RANG UNDANG²:

Rang Undang² Dewan Bahasa dan Pustaka (Pindaan) (No. 2) (Pindaan) [Ruangan 5345]

Rang Undang² Pelajaran (Pindaan) [Ruangan 5348]

USUL²:

Waktu Meshuarat dan Urusan Yang di-Bebaskan daripada Peratoran Meshuarat [Ruangan 5393]

Uchapan Penanggohan (Rasuah) [Ruangan 5420]

MALAYSIA

DEWAN RA'AYAT YANG KETIGA

Penyata Rasmi
Penggal Yang Pertama

Hari Isnin, 10hb Januari, 1972

Meshuarat di-mulakan pada pukul 2.30 petang

YANG HADHIR:

- Yang Berhormat Tuan Yang di-Pertua, DATO' CHIK MOHAMED YUSUF BIN SHEIKH ABDUL RAHMAN, S.P.M.P., J.P., Dato' Bendahara Perak.
- Yang Amat Berhormat Perdana Menteri, Menteri Luar Negeri dan Menteri Pertahanan, TUN HAJI ABDUL RAZAK BIN DATO' HUSSEIN, S.M.N. (Pekan).
- „ Timbalan Perdana Menteri dan Menteri Hal Ehwal Dalam Negeri, TUN DR ISMAIL AL-HAJ BIN DATO' HAJI ABDUL RAHMAN, S.S.M., P.M.N., S.P.M.J. (Johor Timor).
- Yang Berhormat Menteri Kewangan, TUN TAN SIEW SIN, S.S.M., J.P. (Melaka Tengah).
- „ Menteri Perhubungan, TAN SRI HAJI SARDON BIN HAJI JUBIR, P.M.N. (Pontian Utara).
- „ Menteri Perdagangan dan Perindustrian, TUAN MOHAMED KHIR JOHARI (Kedah Tengah).
- „ Menteri Hal Ehwal Sarawak, TAN SRI TEMENGGONG JUGAH ANAK BARIENG, P.M.N., P.D.K., P.N.B.S., O.B.E., Q.M.C. (Ulu Rajang).
- „ Menteri Buroh dan Tenaga Ra'ayat, TAN SRI V. MANICKAVASAGAM, P.M.N., J.M.N., P.J.K., S.P.M.S. (Klang).
- „ Menteri Pertanian dan Perikanan, TAN SRI HAJI MOHAMED GHAZALI BIN HAJI JAWI, P.M.N., D.P.C.M. (Kuala Kangsar).
- „ Menteri Pembangunan Negara dan Luar Bandar, TUAN ABDUL GHAFAR BIN BABA (Melaka Utara).
- „ Menteri Kerja Raya dan Tenaga, DATO' HAJI ABDUL GHANI GILONG, P.D.K., J.P. (Kinabalu).
- „ Menteri Kesihatan, TUAN LEE SIOK YEW, A.M.N., P.J.K. (Sepang).
- „ Menteri Kebudayaan, Belia dan Sukan, DATO' HAMZAH BIN DATO' ABU SAMAH, S.M.K., D.S.R., S.I.M.P. (Raub).
- „ Menteri Kebajikan Am, TAN SRI FATIMAH BINTI HAJI HASHIM, P.M.N. (Jitra-Padang Terap).
- „ Menteri Pelajaran, TUAN HUSSEIN BIN DATO' ONN, P.I.S., M.B.E. (Johor Bahru Timor).
- „ Menteri Teknologi, Penyelidikan dan Kerajaan Tempatan, DATO' ONG KEE HUI, P.N.B.S. (Bandar Kuching).
- „ Menteri Perusahaan Utama, TUAN ABDUL TAIB BIN MAHMUD (Samarahan).

- Yang Berhormat Timbalan Menteri Kewangan, TUAN ALI BIN HAJI AHMAD (Pontian Selatan).
- „ Timbalan Menteri Pertanian dan Perikanan, DATO' ABDUL SAMAD BIN IDRIS, J.M.N., A.M.N., P.J.K. (Kuala Pilah).
- „ Timbalan Menteri Pertahanan, Y.M. TENGGU AHMAD RITHAUDEEN AL-HAJ BIN TENGGU ISMAIL, P.M.K. (Kota Bharu Hilir).
- „ Timbalan Menteri Hal Ehwal Dalam Negeri, TUAN MOHAMED BIN YAACOB, P.M.K., S.M.T. (Tanah Merah).
- „ Setiausaha Parlimen kepada Perdana Menteri, WAN ABDUL KADIR BIN ISMAIL, P.P.T. (Kuala Trengganu Utara).
- „ Setiausaha Parlimen kepada Menteri dengan Tugas² Khas dan Menteri Penerangan, TUAN SHARIFF AHMAD (Langat).
- „ Setiausaha Parlimen kepada Menteri Pengangkutan, TUAN MOHAMED BIN UJANG, A.M.N., P.J.K. (Jelebu-Jempol).
- „ DATO' DR HAJI ABDUL AZIZ BIN OMAR, D.J.M.K., J.M.N., J.M.K., S.M.K. (Tumpat).
- „ Y.A.M. TUNKU ABDULLAH IBNI ALMARHUM TUANKU ABDUL RAHMAN, P.P.T. (Rawang).
- „ TUAN HAJI ABDUL RASHID BIN HAJI JAIS, A.D.K. (Sabah Selatan).
- „ DATO' HAJI ABDUL RAZAK BIN HAJI HUSSIN, D.S.W., J.S.M. (Lipis).
- „ TUAN HAJI ABDUL WAHAB BIN YUNUS (Dungun).
- „ PENGHULU ABIT ANAK ANGKIN, P.P.N. (Kapit).
- „ TUAN ABU BAKAR BIN UMAR (Kubang Pasu Barat).
- „ TUAN HAJI AHMAD BIN ARSHAD, A.M.N. (Muar Utara).
- „ PENGIRAN AHMAD BIN PENGIRAN INDAR (Kinabatangan).
- „ TUAN HAJI AHMAD BIN SA'ID, J.P. (Seberang Utara).
- „ TUAN HAJI AHMAD DAMANHURI BIN HAJI ABDUL WAHAB, P.M.P., P.J.K. (Hilir Perak).
- „ TAN SRI HAJI NIK AHMED KAMIL, D.K., S.P.M.K., S.J.M.K., P.M.N. (Ulu Kelantan).
- „ PUAN BIBI AISHAH BINTI HAMID DON, A.M.N., P.J.K. (Kulim Utara).
- „ DR AWANG BIN HASSAN, S.M.J. (Muar Selatan).
- „ TUAN AZAHARI BIN MOHD. TAIB, S.M.K., A.M.N., J.P., J.S.M. (Sungei Patani).
- „ DATO' PENGARAH BANYANG ANAK JANTING, Q.M.C., P.B.S., P.N.B.S. (Julau).
- „ CHEGU BAUDI BIN UNGGUT (Bandau).
- „ TUAN BOJENG BIN ANDOT (Simunjan).
- „ TUAN BUJA BIN GUMBILAI (Tuaran).
- „ AWANG BUNGSU BIN ABDULLAH (Limbang-Lawas).
- „ TUAN HAJI AWANG WAL BIN AWANG ABU (Santubong).
- „ TUAN CHAN FU KING (Telok Anson).
- „ TUAN CHAN SIANG SUN, A.M.N., P.J.K., J.P. (Bentong).
- „ TUAN CHAN YOON ONN (Ulu Kinta).
- „ TUAN CHEN KO MING, P.B.S., A.M.N. (Sarikei).
- „ DR CHEN MAN HIN (Seremban Timor).
- „ DR CHU CHEE PENG (Kluang Selatan).
- „ TUAN VALENTINE COTTER *alias* JOSEPH VALENTINE COTTER (Bau-Lundu).

Yang Berhormat TUAN PETER PAUL DASON (Pulau Pinang Utara).

„ TUAN V. DAVID (Dato Kramat).

„ TUAN EDWIN ANAK TANGKUN, A.B.S. (Batang Lupar).

„ TUAN FAN YEW TENG (Kampar).

„ DATIN HAJAH FATIMAH BINTI HAJI ABDUL MAJID, J.M.N., P.I.S.
(Batu Pahat Dalam).

„ TUAN THOMAS SELVARAJ GABRIEL (Pulau Pinang Selatan).

„ TUAN GOH HOCK GUAN (Bungsar).

„ TUAN HANAFIAH HUSSAIN, A.M.N. (Jerai).

„ TUAN HASHIM BIN GERA (Parit).

„ TUAN RICHARD HO UNG HUN (Sitiawan).

„ TUAN HUSSAIN BIN HAJI SULAIMAN (Besut).

„ TAN SRI SYED JAAFAR BIN HASAN ALBAR, P.M.N. (Johor Tenggara).

„ TUAN KHOO PENG LOONG, O.B.E. (Bandar Sibu).

„ TUAN EDMUND LANGGU ANAK SAGA, P.B.S. (Saratok).

„ TUAN LATIP BIN HAJI IDRIS (Mukah).

„ TUAN LEE SECK FUN, K.M.N. (Tanjong Malim).

„ DR LIM CHONG EU (Tanjong).

„ TUAN LIM KIT SIANG (Bandar Melaka).

„ TUAN LOH JEE MEE (Batang Padang).

„ TUAN WALTER LOH POH KHAN (Setapak).

„ TUAN LUHAT WAN (Baram).

„ TUAN ANDREW MARA ANAK WALTER UNJAH (Betong).

„ TUAN HAJI MAWARDI BIN LEBAI TEH (Kota Star Utara).

„ TUAN MOHD. ARIF BIN SALLEH, A.D.K. (Sabah Dalam).

„ TUAN HAJI MOHD. CHIK JOHARI ONDU MAJAKIL (Labuan-Beaufort).

„ TUAN MOHD. DAUD BIN ABDUL SAMAD (Kuala Trengganu Selatan).

„ TUAN MOHD. NOR BIN MD. DAHAN, A.M.N., J.P. (Ulu Perak).

„ TAN SRI MOHAMMAD SAID BIN KERUAK, P.M.N., S.P.D.K. (Kota Belud).

„ TUAN MOHD. TAHIR BIN ABDUL MAJID, S.M.S., P.J.K. (Kuala Langat).

„ TUAN MOHD. TAHIR BIN HAJI ABDUL MANAN (Kapar).

„ TUAN HAJI MOHD. ZAIN BIN ABDULLAH (Bachok).

„ DATO' ENSKU MUHSEIN BIN ENSKU ABDUL KADIR, D.P.M.T., J.M.N.
(Trengganu Tengah).

„ WAN MOKHTAR BIN AHMAD, P.J.K. (Kemaman).

„ TUAN HAJI MOKHTAR BIN HAJI ISMAIL, J.S.M. (Perlis Selatan).

„ TUAN MUHAMMAD FAKHRUDDIN BIN HAJI ABDULLAH, J.P.
(Pasir Mas Hilir).

„ DATO' HAJI MUSTAPHA BIN HAJI ABDUL JABAR, D.P.M.S., J.M.N., A.M.N.,
J.P. (Sabak Bernam).

„ TUAN JONATHAN NARWIN ANAK JINGGONG (Lubok Antu).

„ TAN SRI SYED NASIR BIN ISMAIL, P.M.N., J.M.N., D.P.M.J., P.I.S.
(Muar Dalam).

- Yang Berhormat TUAN NG HOE HUN (Larut Selatan).
- „ RAJA NONG CHIK BIN RAJA ISHAK, P.J.K. (Kuala Selangor).
- „ TUAN OTHMAN BIN ABDULLAH, A.M.N. (Perlis Utara).
- „ PENGARAH RAHUN ANAK DEBAK (Serian).
- „ TUAN R. C. M. RAYAN *alias* R. C. MAHADEVA RAYAN (Ipoh).
- „ TUAN SEAH TENG NGIAB, P.I.S., S.M.J. (Muar Pantai).
- „ DR S. SEEVARATNAM, P.J.K. (Seremban Barat).
- „ TUAN HAJI SHAFIE BIN ABDULLAH, A.M.N., B.C.K. (Baling).
- „ TUAN SOH AH TECK, A.M.N. (Batu Pahat).
- „ DR A. SOORIAN (Port Dickson).
- „ TUAN SU LIANG YU (Bruas).
- „ WAN SULAIMAN BIN HAJI IBRAHIM, S.M.K. (Pasir Puteh).
- „ DR SULAIMAN BIN MOHAMED ATTAS, J.P., P.J.K. (Rembau-Tampin).
- „ TUAN SULAIMAN BIN HAJI TAIB (Krian Laut).
- „ TUAN TAI KUAN YANG, A.M.N., P.J.K. (Kulim Bandar Bharu).
- „ TUAN TAJUDIN BIN ALI, P.J.K. (Larut Utara).
- „ DR TAN CHEE KHOON (Batu).
- „ TUAN TAN CHENG BEE, A.M.N., J.P. (Bagan).
- „ TUAN TIAH ENG BEE, P.I.S. (Kluang Utara).
- „ TUAN JAMES STEPHEN TIBOK, A.D.K. (Penampang).
- „ TUAN TIBUOH ANAK RANTAI (Rajang).
- „ TUAN TING MING KIONG (Bintulu).
- „ TUAN JOSEPH UNTING ANAK UMANG (Kanowit).
- „ DATO' JAMES WONG KIM MIN, P.N.B.S. (Miri-Subis).
- „ TUAN YEH PAO TZU, A.M.N. (Tawau).
- „ TUAN YEOH TECK CHYE (Bukit Bintang).
- „ TUAN STEPHEN YONG KUET TZE (Padawan).
- „ TUAN HAJI YUSOF BIN HAJI ABDULLAH *alias* HAJI YUSOF RAWA (Kota Star Selatan).
- „ TENGKU ZAID BIN TENGKU AHMAD, D.P.M.K., J.M.K., S.M.K. (Pasir Mas Hulu).

YANG TIADA HADHIR :

- Yang Berhormat Menteri Perpaduan Negara, TUN V. T. SAMBANTHAN, S.S.M., P.M.N. (Sungei Siput).
- „ Timbalan Menteri Buroh dan Tenaga Ra'ayat, TUAN LEE SAN CHOON, K.M.N. (Segamat Selatan).
- „ Setiausaha Parlimen kepada Menteri Pelajaran, TUAN MOHAMED BIN RAHMAT (Johor Bahru Barat).
- „ NIK ABDUL AZIZ BIN NIK MAT, J.P. (Kelantan Hilir).
- „ Y.T.M. TUNKU ABDUL RAHMAN PUTRA AL-HAJ, K.O.M., C.H., D.M.N. (Kuala Kedah).
- „ DATO' HAJI ABDUL RAHMAN BIN YA'KUB, P.N.B.S. (Payang).
- „ TUAN AHMAD BIN HAJI ITHNIN (Melaka Selatan).
- „ TUAN AJAD BIN O. T. UYONG (Labuk-Sugut).
- „ TUAN HOR CHEOK FOON (Damansara).

Yang Berhormat TAN SRI KHAW KAI BOH, P.M.N., P.J.K. (Ulu Selangor).
 „ TUAN LIM CHO HOCK (Batu Gajah).
 „ TUAN LIM PEE HUNG, P.J.K. (Alor Star).
 „ TUAN PETER LO SU YIN (Sandakan).
 „ DR MOHD. BIN TAIB, P.M.K., P.J.K. (Kuantan).
 „ DATO' HAJI MOHAMED ASRI BIN HAJI MUDA, S.P.M.K. (Kota Bharu Hulu).
 „ TUAN MOHD. SALLEH BIN DATO' PANGLIMA ABDULLAH (Darvel).
 „ TUAN HAJI MOHAMED YUSOF BIN MAHMUD, A.M.N. (Temerloh).
 „ TUAN MUSA BIN HITAM (Segamat Utara).
 „ TUN DATU HAJI MUSTAPHA BIN DATU HARUN, S.M.N., P.D.K., K.V.O., O.B.E. (Marudu).
 „ TUAN MUSTAPHA BIN HUSSAIN (Seberang Tengah).
 „ DATO' PANG TET TSHUNG, P.D.K. (Kota Kinabalu).
 „ TUAN RAMLI BIN OMAR, K.M.N., P.M.P. (Krian Darat).
 „ DATO' S. P. SEENIVASAGAM, D.P.M.P., P.M.P., J.P. (Menglembu).
 „ TUAN SULAIMAN BIN BULON, P.J.K. (Bagan Datoh).
 „ PENGIRAN TAHIR BIN PENGIRAN PATERA (Kimanis).
 „ TUAN V. VEERAPPEN (Seberang Selatan).

YANG HADHIR BERSAMA:

Yang Berhormat Peguam Negara, TAN SRI ABDUL KADIR BIN YUSOF, P.M.N., P.J.K. (Di-lantek).
 „ Menteri Tugaz² Khas, DR LIM KENG YAIK (Di-lantek).

DO'A

(Tuan Yang di-Pertua *mempengerusikan Meshuarat*)

JAWAPAN² MULUT BAGI PERTANYAAN²

PILEHANRAYA KECHIL BAU-LUNDU

1. Tuan Pengarah Rahun anak Debak minta Perdana Menteri menyatakan sama ada Kerajaan akan menimbang tidak menggunakan chara baharu mengundi di-kawasan² luar bandar di-Sarawak bagi pilihanraya yang akan datang, sa-bagaimana yang telah di-buat baharu² ini sa-masa pilihanraya kechil Bau-Lundu, kerana ini mendatangkan beberapa kesusahan yang sa-patut-nya tidak berlaku kapada pengundi² dan akibat-nya tidak ramai pengundi² keluar mengundi.

Menteri Perusahaan Utama (Tuan Haji Abdul Taib bin Mahmud): Tuan Yang di-Pertua, sistem membuang undi di-kawasan

luar bandar di-Sarawak sa-bagaimana yang berlaku di-pilihanraya kechil Bau-Lundu baharu² ini ada-lah mengikut chara pilihanraya yang dahulu dan bukan-lah satu sistem membuang undi yang baharu saperti yang dinyatakan oleh Ahli Yang Berhormat.

Awang Bungsu bin Abdullah: Tuan Yang di-Pertua, soalan tambahan. Ada-kah Yang Berhormat Menteri berchadang hendak mengubah atau meminda polling station yang ada di-Sarawak supaya ra'ayat di-luar bandar lebeh senang turun mengundi.

Tuan Haji Abdul Taib bin Mahmud: Tuan Yang di-Pertua, tiap² masa pilihanraya akan di-adakan selalu ada perundingan di-adakan di-antara pehak pegawai² Surohanjaya dengan pehak pentadbiran dalam kawasan yang berkenaan untuk menentukan di-mana patut-nya menempatkan polling stations itu. Di-tempat macham di-Bau-Lundu dan di-Pelagus, soal security terpaksa-lah juga di-timbangan sama.

BANTUAN² KAPADA KERAJAAN VIETNAM SELATAN

2. **Tuan Goh Hock Guan** (*di-bawah S.O. 24 (2)*) minta Menteri Luar Negeri menyatakan butir² mengenai bantuan tentera atau kebendaan atau kemudahan latehan yang telah di-beri oleh Kerajaan kepada Kerajaan Vietnam Selatan pada tahun 1969, 1970 dan 1971.

Perdana Menteri: Tuan Yang di-Pertua, sa-bagai satu dasar kita untuk bekerjasama dengan negara² tetangga kita memberi kemudahan² latehan dalam perkara² menjaga ketenteraman awam atau maintenance of public law and order kepada pelateh² negara² sahabat kita yang berkehendakkan latehan² itu. Dalam masa 3 tahun ini ia-itu dari tahun 1969 hingga 1971 kita telah memberi latehan kepada 450 orang dari Vietnam Selatan.

Tuan Goh Hock Guan: (*Dengan izin*) Mr Speaker, Sir, will the Honourable Prime Minister please inform the House whether this assistance would continue for the South Vietnamese Government and, if so, how does this reconcile with our proposal for the neutrality of South-East Asia?

Perdana Menteri: (*Dengan izin*) Sir, as I said, our policy is to work together with the countries in South-East Asia, and we endeavour to assist them in whatever way we can. In the same way they assist us—we get training from Indonesia in military matters. So, in the same way, we provide training to people from Vietnam if they so desire. I have stated also that this training is mainly on the maintenance of law and order, riot, selection drill and techniques, instruction in staff and engineer commands. This is certainly in line with our policy of neutrality.

Tuan V. David: (*Dengan izin*) Sir, in view of the present situation in Vietnam and also the provisional Government which is existing in Vietnam, do you not think that it would not be wise for the Malaysian Government to get itself involved in any form of training which could later be used against this country?

Perdana Menteri: No, Sir. As I said, this is quite proper for us. After all, there is an accepted Government in South Vietnam and

so long as there is an effective Government which is in control in South Vietnam, we recognise that Government and work together with that Government and give them whatever assistance we think we can.

Tuan Goh Hock Guan: Sir, the South Vietnamese regime is noted the world over as a highly reactionary right-wing anti-communist Government. Sir, I suppose that the neutrality policy which this Government has espoused is basically one of non-alignment—not aligned with the anti-communist or with the pro-communist. So, that being the case, Sir, would the continuation of assistance to the South Vietnamese or, for that matter, the Cambodians—and I see that a pact has been signed today whereby diplomatic recognition has been accorded to the Khmer Government—would that not jeopardise the neutrality policy which we are now putting forward?

Perdana Menteri: No, Sir, this is in line with our policy of neutrality in South-East Asia, because we want to bring all these countries in South-East Asia to work together, and this includes Laos, Vietnam, Cambodia and North Vietnam too, so that we can work together towards the maintenance of peace and stability in this area, and our non-alignment policy is clear, that is to say, we want to be friendly with all countries and we are not interfering with the internal affairs of other countries. We have said that we will befriend all countries who want to be friendly with us whatever the system of Government of that country will be—whether communist, socialist or whatever you want to call it—that is a matter for the country concerned. So long as that country wants to befriend us, we will be friendly with that country.

Tuan Goh Hock Guan: Would it therefore be fair to assume if we take that line of argument, that the Malaysian Government is already giving, or is considering giving, similar assistance to the Khmer Government to train up their Police Forces to maintain internal law and security?

Perdana Menteri: That is a separate issue, Sir. As I said, we will always be ready to help friendly countries if we think we can give that help and if we think that help is desirable.

PENGECHUALIAN ASIA TENGGARA— RUNDINGAN DENGAN PRESIDEN NIXON

3. Tuan V. David bertanya kepada Menteri Luar Negeri sama ada rundingan beliau dahulu dengan Presiden Nixon telah menentukan sikap terhadap pengecualian Asia Tenggara dan penarikan yang segera bagi semua Pasokan² Tentera Amerika yang bertapak di-bumi Asia dengan tujuan untuk menchipta keamanan di-rantau ini.

Perdana Menteri: Tuan Yang di-Pertua, perkara ini telah tidak di-kemukakan, akan tetapi seperti yang di-ketahui oleh Ahli² Yang Berhormat Kerajaan Amerika Sharikat telah menyatakan keinginan-nya untuk menarek keluar tentera²-nya dari Asia sa-chara beransor².

Tuan V. David: (*Dengan izin*) Mr Speaker, Sir, the United States Government of course had given many assurances of withdrawing their armed forces from Vietnam, from Asia. Is there an indication that our Prime Minister has received from the United States Government when the United States intends to completely withdraw from Asia?

Perdana Menteri: (*Dengan izin*) Sir, I am only responsible for the policy of this Government. I am not responsible for the policy of the Government of the United States.

Tuan Goh Hock Guan: (*Dengan izin*) Sir, on your return from America you stated that the American Government is prepared to support our policy of neutrality, but the next day the United States Government denied that they had given such a backing. Is it due to some error or is it due to the fact that the Americans have not made up their minds on whether they want a neutral South-East Asia or not?

Perdana Menteri: (*Dengan izin*) Sir, I never said such a thing.

TAHANAN² DI-PULAU JEREJAK— LARANGAN DALAM POLITIK

4. Tuan Su Liang Yu minta Menteri Hal Ehwal Dalam Negeri menyatakan:

(a) berapa orang tahanan di-Pulau Jerejak yang telah di-bebaskan walau pun

mereka patut di-tahan sa-lama dua tahun lagi;

(b) sila beri bilangan dan nama orang² yang di-larang mengambil bahagian dalam politik di-negara ini.

Timbalan Perdana Menteri dan Menteri Hal Ehwal Dalam Negeri (Tun Dr Ismail Al-Haj): Tuan Yang di-Pertua:

(a) Hanya sa-orang sahaja yang di-hukumkan perlanjutan tahanan sa-lama 2 tahun lagi telah di-bebaskan dengan Perintah Sekatan.

(b) kapada Ahli Yang Berhormat, saya suka menegaskan bahawa semua warganegara ada-lah bebas mengambil bahagian dalam politik dalam negeri ini, di-kechualikan mereka yang telah di-kenakan Restriction Order di-bawah sa-suatu Undang² yang melarang mereka daripada berbuat demikian. Pada masa ini ada sa-ramai 558 orang yang di-kenakan Restriction Order di-bawah sekshen 85, dan Penggantungan Perintah Tahanan di-bawah sekshen 10, Internal Security Act, 1960. Satu daripada syarat perintah² itu ia-lah melarang mereka daripada mengambil bahagian dalam politik. Soal yang kedua, bukan-lah menjadi amalan Kementerian ini memberitahu nama² mereka yang di-kenakan Restriction Order demi kepentingan keselamatan negara dan untuk menjaga maruah orang² yang berkenaan itu.

Tuan Loh Jee Mee: (*Dengan izin*) Sir, will the Minister explain to this House as to why some detainees were not released after more than two years of detention in Pulau Jerejak?

Tun Dr Ismail Al-Haj: Oleh kerana dia di-fikirkan belum lagi boleh di-bebaskan.

Tuan Goh Hock Guan: (*Dengan izin*) Sir, will the Honourable Minister please tell us how many detainees are still being kept in Pulau Jerejak?

Tun Dr Ismail Al-Haj: Soal itu kerana angka² yang di-kehendakkan. Sungguh pun saya ini boleh ingat macham², tetapi banyak perkara hendak di-ingat. Kalau angka itu hendak di-beritahu, saya boleh-lah beri kapada dia; itu bukan satu perkara yang sulit.

Tuan Haji Ahmad bin Arshad: Tuan Yang di-Pertua, soalan tambahan. Dalam orang² yang di-tahan di-Pulau Jerejak ini, sa-bagaimana yang telah di-sebutkan oleh Yang Berhormat Timbalan Perdana Menteri tadi mungkin ada orang² Islam. Dengan adanya orang Islam di-tahan di-Pulau Jerejak itu, ada-kah di-berikan kemudahan kepada mereka itu mendirikan sembahyang Juma'at.

Tun Dr Ismail Al-Haj: Soal mengadakan sembahyang Juma'at ini boleh-lah di-kajikan dan jikalau ramai mereka itu hendak sembahyang, boleh-lah di-sediakan untuk tempat sembahyang Juma'at kepada mereka itu.

Tuan Goh Hock Guan: (*Dengan izin*) Sir, some detainees who have been released are allowed to take part in politics whilst on the other hand a number of others are not allowed to take part in politics on their release. Could the Minister inform the House on what basis such a distinction is made?

Tun Dr Ismail Al-Haj: Mengikut merit tiap² kes itu.

PENGGANAS² KOMINIS—TANGKAPAN OLEH PASOKAN KESELAMATAN

5. Tuan Su Liang Yu minta Menteri Hal Ehwal Dalam Negeri menyatakan:

- (a) berapa orang pengganas kominis yang telah di-tembak dan di-tangkap oleh Pasokan² Keselamatan dari tahun 1969 hingga masa sekarang; dan
- (b) bilangan ahli² Pasokan² Keselamatan kita yang mengambil bahagian menentang pengganas kominis hingga sekarang.

Tun Dr Ismail Al-Haj: Tuan Yang di-Pertua,

- (a) bagi menjawab pertanyaan yang pertama, sa-ramai 348 orang pengganas telah di-tembak dan di-tangkap oleh Pasokan Keselamatan dalam tempoh 1-1-69 hingga 15-11-71.
- (b) terhadap pertanyaan yang kedua pula, ma'alumat yang di-kehendaki itu tidak-lah dapat di-beri demi kepentingan keselamatan negara.

MAJLIS TEMPATAN KAMPONG KOH—AMALAN² SALAH

6. Tuan Su Liang Yu minta Menteri Hal Ehwal Dalam Negeri menyatakan sama ada beliau sedar bahawa suatu aduan telah dibuat kepada Badan Pencegah Rasuah, Perak pada tahun 1967 dan 1968 menyatakan amalan² salah oleh Ahli² Majlis Tempatan Kampung Koh di-Perak. Jika demikian, mengapa-kah ahli² yang berkenaan itu tidak di-tahan hingga sekarang.

Tun Dr Ismail Al-Haj: Tuan Yang di-Pertua, saya telah di-beritahu oleh Badan Pencegah Rasuah bahawa aduan yang tersebut itu ada di-buat. Penyiasatan telah dijalankan dan tiada tangkapan di-buat oleh kerana tidak ada bukti² yang cukup.

WANG NILAI HARGA EMAS—MENGELUARKAN DARI TABONG

7. Tuan Haji Abdul Wahab bin Yunus bertanya kepada Menteri Kewangan:

- (a) apa-kah tujuan Malaysia mengeluarkan sa-banyak \$22 juta wang nilai harga emas dari Kumpulan Wang Antarabangsa untuk di-berikan kepada Tabong Simpanan yang ditubuhkan di-bawah Perjanjian Timah Antarabangsa; dan
- (b) ada-kah atau bagaimana chara-nya Malaysia akan mendapat keuntungan.

Menteri Kewangan (Tun Tan Siew Sin): Tuan Yang di-Pertua,

- (a) tujuan Malaysia mengeluarkan sa-banyak \$22.3 juta dari Kumpulan Wang Antarabangsa pada 10hb Ogos, 1971 ada-lah untuk membiayai sa-bahagian dari charuman pertama Malaysia kepada chadangan penimbal yang di-bubuhkan di-bawah Perjanjian Bijeh Timah Antarabangsa Yang Keempat. Kemudahan membiayai chadangan penimbal Kumpulan Wang Antarabangsa di-tubuhkan pada bulan Jun, 1969 untuk menyediakan wang, jika sesuai, kepada negara² ahli yang mengambil bahagian dalam peratoran barangan antarabangsa (international

commodity arrangements), kerana charuman mereka kepada chadangan penimbal yang di-dirikan di-bawah peratoran ini. Pada 25hb November, 1970 Kumpulan Wang Antarabangsa telah memutuskan bahawa chadangan penimbal bijeh timah yang di-tubuhkan di-bawah Perjanjian Bijeh Timah Antarabangsa Yang Ke-empat ada-lah layak menggunakan pembiayaan di-bawah kemudahan ini dengan syarat bahawa pembiayaan itu tidak akan lebeh dua pertiga daripada charuman kepada chadangan penimbal bijeh timah yang di-buat oleh sa-buah negara ahli. Atas asas ini-lah Malaysia bersama² dengan Indonesia dan negara² lain telah mengeluarkan daripada Kumpulan Wang Antarabangsa.

Oleh kerana soalan ini merujuk kepada "pengeluaran Malaysia yang berjumlah \$22 juta wang chadangan emas dari Kumpulan Wang Antarabangsa" harus-lah di-tegaskan, ia-itu pengeluaran yang di-buat oleh Malaysia, seperti juga dengan pengeluaran oleh negara² lain, telah di-laksanakan dalam berbagai² mata wang asing dan bukan dengan emas. Bayaran kepada chadangan penimbal bijeh timah juga di-buat dengan matawang asing, dan bukan dengan emas.

- (b) Malaysia mendapat faedah dari pengeluaran yang di-buat dari Kumpulan Wang Antarabangsa kerana Malaysia tidak di-kenakan bayaran bunga ka-atas jumlah ini, oleh kerana pengeluaran ini ia-lah pengeluaran Malaysia yang pertama dan jumlah yang di-keluarkan itu kurang dari charuman modal Malaysia kepada Kumpulan Wang Antarabangsa yang telah di-bayar dengan emas. Di-bawah peratoran² Kumpulan Wang Antarabangsa, pengeluaran sa-hingga jumlah "tranche emas" (gold tranche) atau pun dalam lain perkataan, 25% daripada charuman Malaysia yang telah di-bayar dengan emas kepada Kumpulan Wang Antarabangsa, tidak akan di-kenakan bunga. Sa-kira-nya Malaysia menggunakan chadangan pertukaran wang asing untok membiayai chadangan penimbal bijeh timah, kerugian dalam pendapatan di-anggar sa-banyak lebeh kurang 7% sa-tahun.

WANG MALAYSIA DI-HANTAR KA-INDIA

8. Raja Nong Chik bin Raja Ishak minta Menteri Kewangan menyatakan berapa banyak wang Malaysia yang telah di-benarkan di-hantar ka-India pada tahun 1968, 1969 dan 1970.

Tun Tan Siew Sin: Tuan Yang di-Pertua, kiriman wang ka-India, ia-itu sa-buah negara dalam Kawasan Sterling (Sterling area), tidak-lah terta'alok kepada kawalan pertukaran wang asing. Sa-benar-nya semua urusan² kewangan di-antara Malaysia dan negara² lain dalam kawasan Sterling ada-lah bebas daripada kawalan pertukaran wang asing. Oleh itu ma'alumat² resmi mengenai jumlah wang Malaysia yang di-kirinkan ka-India tidak-lah dapat di-perolehi.

Raja Nong Chik bin Raja Ishak: Soalan tambahan, Tuan Yang di-Pertua. Negeri kita ada-lah kaya raya, negeri kita ada dalam Commonwealth tetapi jikalau wang ini di-bawa keluar negeri baik ka-India, ka-Pakistan atau lain² dalam Commonwealth ini, tidak-kah; saya bertanya kepada Menteri yang bertanggung-jawab ia-itu wang dalam negeri kita akan susut.

Tun Tan Siew Sin: (Dengan izin) Tuan Yang di-Pertua, I tried to explain to this House before that this policy cuts both ways. What can go out can also come in and, as they say, the proof of the pudding is in the eating. So far this policy has resulted in more funds coming in than funds going out.

Raja Nong Chik bin Raja Ishak: Soalan tambahan. Yang saya dapat tahu ia-itu wang daripada India tidak boleh masok ka-Malaysia, jadi one way street sahaja. Dari Tanah Melayu—dari Malaysia boleh masok ka-India tetapi dari India tidak boleh masok ka-Malaysia, itu sebab saya katakan sunggoh pun dalam Commonwealth, tetapi ada yang boleh, ada yang tidak boleh.

Tuan Yang di-Pertua: Apa soalan-nya?

Raja Nong Chik bin Raja Ishak: Soalan-nya, betul atau tidak wang daripada Malaysia masok ka-India tetapi wang India tidak boleh masok ka-Malaysia.

Tun Tan Siew Sin: I do not think the Honourable Member understood the point of my remarks. It is quite true that India maintains a very rigid exchange control

policy, but when you do that you can also be sure that nobody is going to send money in because they know that once the money goes in it cannot come out. Now our policy hitherto has been that we allow a fairly liberal exchange control policy and as a result foreigners do not mind bringing money in because they know that they can always take it out. That is the difference, Sir. I think it has paid handsome dividends in the past and it will continue to do so in the future, I have got no doubt.

Tuan Goh Hock Guan: (*Dengan izin*) The Minister said that hitherto our policy has been a free one, but does he envisage the day, in the not too distant future, when some kind of foreign exchange control would have to be imposed in view of the decline in our export earnings?

Tun Tan Siew Sin: The Honourable Member, I do not think, has digested what I tried to say a few days ago in my Budget speech. In spite of the fact that our export earnings have fallen—those on rubber and tin have fallen drastically—our reserves have gone up substantially. That is the reason why I said this policy has yielded tremendous dividends. I hope I will not be the Finance Minister on the day when we introduce foreign exchange control in this country.

Tan Sri Syed Jaafar bin Hasan Albar: Soalan tambahan, Tuan Yang di-Pertua. Sunggoh pun tidak ada peratoran dan Undang² foreign exchange yang akan dikenakan ka-atas orang² yang hendak menghantar wang ka-negara² Commonwealth, tetapi boleh-kah atau ada-kah pada Kerajaan rekod² yang menunjukkan berapa banyak wang kita yang keluar umpama-nya ka-India, atau lain² negeri Commonwealth, rekod tentu ada, dan ini-lah yang hendak di-tanya oleh sahabat saya.

Tun Tan Siew Sin: (*Dengan izin*) Where Commonwealth countries are concerned, the records are incomplete for, as I have said before, there is no control whatsoever.

SHARIKAT INSURAN—BILANGAN

9. **Tuan Haji Abdul Wahab bin Yunus** minta Menteri Kewangan menyatakan:

- (a) berapa buah-kah sharikat insuran yang ada di-negeri ini dan berapa modal-nya serta dari negara mana; dan

- (b) berapa banyak-kah yang di-mileki oleh ra'ayat negeri ini.

Tun Tan Siew Sin: Tuan Yang di-Pertua,

- (a) pada masa ini ada 92 sharikat insuran yang menjalankan perniagaan insuran di-Malaysia yang terdiri daripada 11 sharikat yang di-tubuhkan di-Malaysia dan 81 sharikat yang di-tubuhkan di-negara asing. Tetapi saya suka menerangkan bahawa sharikat² asing itu menjalankan perusahaan-nya di-sini hanya melalui chawangan²-nya atau melalui wakil²-nya sahaja. Butir² yang di-kehendaki itu ada-lah seperti berikut:

Oleh kerana terlalu banyak angka yang terlibat, saya tidak akan membaca-nya, tetapi Ahli² Yang Berhormat akan dapati bahawa salinan jawapan² saya sudah ada dalam tangan mereka.

Bagaimana jua pun, saya suka menerangkan bahawa angka² mengenai modal yang saya berikan ini, sa-panjang yang berkenaan sharikat² asing, tidak berma'ana langsung oleh kerana ada-lah nyata bahawa hanya sa-bahagian kecil sahaja daripada modal-nya itu yang sa-benar-nya di-gunakan di-Malaysia dan tidak mungkin bagi kita dapat mengetahui berapa-kah sa-benar-nya modal yang di-gunakan di-sini itu oleh sebab rekod² yang berkenaan tidak boleh di-dapati.

- (b) Mengenai soalan berapa banyak-kah yang di-mileki oleh ra'ayat negeri ini, saya dukachita tidak dapat memberi ma'lumat itu oleh kerana butir² kera'ayatan atau kewarganegaraan pemegang² saham tidak ada di-Pejabat Pendaftaran Sharikat² oleh kerana butir² itu tidak-lah di-kehendaki oleh Jadual Yang Ke-Lapan kepada Akta Sharikat² 1965 atau pun Akta Insuran 1963.

Tuan Haji Abdul Wahab bin Yunus: Tuan Yang di-Pertua, soalan tambahan. Ada-kah Kerajaan berchadang hendak membuat rekod tentang saham² yang di-punyai oleh ra'ayat dalam Negeri ini dalam bidang insuran supaya Yang Berhormat Menteri yang berkenaan dapat menerangkan kepada Dewan apakala timbul suatu pertanyaan.

Tun Tan Siew Sin: (*Dengan izin*) Tuan Yang di-Pertua, as the figures which have been given by me indicate, they are not very helpful because there is a vast difference between authorised and issued or paid-up capital and, therefore, it is not possible for me to give more information than that already given.

Tuan Haji Abdul Wahab bin Yunus: Tuan Yang di-Pertua, apa-kah pehak Kerajaan ada membuat satu galakan kepada rakyat Malaysia mengambil chergas dalam bidang perusahaan insuran ini dan menggalakkan mereka menjalankan-nya dan menubuhkan sharikat² tersebut.

Tun Tan Siew Sin: Tuan Yang di-Pertua, we do everything we can to get more domestic participation in this business but it should be remembered that we have a long history of foreign domination of insurance business in this country. You have got to take time; it is not so easy for Malaysian companies to replace these foreign companies in such a short space of time.

PERUSAHAAN² KECHIL LUAR BANDAR—MENGUKOHKAN

10. Tuan Richard Ho Ung Hun minta Menteri Perdagangan dan Perindustrian menyatakan langkah² yang sedang di-ambil untuk mengukuhkan perusahaan² kecil di-luar bandar sa-bagai penimbal kemerosotan harga getah.

Menteri Perdagangan dan Perindustrian (Tuan Mohamed Khir Johari): Tuan Speaker, Kerajaan telah menjalankan dasar mempelbagaikan ekonomi dalam usaha untuk menstabilkan ekonomi negara yang sa-lama ini sangat² bergantung kepada getah dan bijeh timah, yang harga-nya selalu turun naik. Sesuai dengan dasar ekonomi baru, ada-lah dasar Kerajaan menggalakkan penubuhan perusahaan lebeh² lagi perusahaan kecil termasuk perusahaan² kampung di-kawasan² luar bandar. Oleh itu langkah² yang positif telah di-ambil untuk menggalakkan penubuhan perusahaan kecil termasuk perusahaan kampung di-kawasan² luar bandar, seperti berikut:

- (i) Penubuhan Sharikat Malaysia Batek dan Handicraft Bhd. bagi memaju serta memasarkan barang² keluaran perusahaan² perengkat kecil seperti batek, kain songket, barang² jahitan

dan barang² pertukangan tangan yang di-buat dari kayu. Sharikat ini juga akan membantu memberikan khidmat kewangan, pemasaran dan latehan kepada perusahaan² perengkat kecil dan menganjorkan aktiviti² pertukangan tangan di-negeri² pantai timur di-Malaysia Barat;

- (ii) Menyediakan perkhidmatan kewangan melalui MIDF dan MARA untuk perusahaan² perengkat kecil;
- (iii) Menubuh dan menganjorkan khidmat perundingan perusahaan² perengkat kecil melalui MIDF;
- (iv) Memberikan khidmat teknik dan penasihat oleh FIDA kepada perusahaan² perengkat kecil; dan
- (v) Mengadakan galakan² tambahan bagi projek perusahaan² yang di-dirikan di-luar bandar dan di-"kawasan² pembangunan".

Tuan Hashim bin Gera: Soalan tambahan. Ada-kah Kementerian Perdagangan dan Perindustrian membuat satu rancangan mendirikan kilang membuat labu tanah daripada tanah liat puteh di-negeri Perak kerana perusahaan itu nampak-nya sedang maju tetapi tidak mendapat bantuan daripada Kerajaan.

Tuan Mohamed Khir Johari: Tuan Speaker, saya mohon ma'af, saya tidak berapa dengar untuk buat apa itu.

Tuan Hashim bin Gera: Tuan Yang di-Pertua, saya berkehendakkan jawapan tadi, Yang Berhormat Menteri itu tidak terang. Saya terangkan sa-kali lagi. Dengar baik².

Ada-kah Kementerian Perdagangan dan Perindustrian—Kerajaan Pusat ini berchita² hendak mendirikan sa-buah kilang labu tanah, satu perusahaan yang sangat mashhor di-negeri Perak sedangkan perusahaan itu sangat maju tetapi di-minta bantuan dari Kerajaan Perak tidak dapat. Minta daripada MARA pun tidak juga mendapat bantuan. Itu dia saya tanya.

Tuan Mohamed Khir Johari: Ya. Sa-takat yang saya tahu belum lagi saya menerima apa² permintaan untuk mendapat bantuan dan sa-kira-nya ada permintaan itu, saya beri pengakuan di-sini bahawa permohonan itu akan di-beri pertimbangan yang istimewa.

Tuan Goh Hock Guan: (*Dengan izin*) Will the Honourable Minister inform us, among the cottage industries which have been set up, how many of them are successful?

Tuan Mohamed Khir Johari: (*Dengan izin*) Tuan Speaker, the batek industry that has been introduced or started by this particular company is only concerned with some batek products namely curtains, table and bedroom linen, furniture upholstery, handbags, hats, etc. This particular factory is in Selayang Bharu and so far only 43 people are working in that factory. In addition to this, this company has also started an industry dealing with knitwear and we find that this knitwear business is very popular because it is labour-intensive. In fact for this particular business alone, this company is employing about 850 workers and this company is also going into hand-woven silk, wood carving and other forms of industry which will, I am sure, be exportable.

Dato' Dr Haji Abdul Aziz bin Omar: Ada-kah Kementerian ini berchadang hendak menubuhkan satu kilang batek di-Kelantan, dan jikalau ada, bila?

Tuan Mohamed Khir Johari: Sharikat ini tidak ada chadangan hendak mendirikan kilang batek di-Kelantan dengan sebab kita takut barangkali ada salah faham mengatakan bahawa sharikat itu hendak berlumba dengan kilang² batek yang di-punyai oleh kaum² bumiputra di-sana.

Tuan Haji Ahmad bin Arshad: Tuan Yang di-Pertua, soalan tambahan. Dalam masaalah Kementerian ini mengatasi kemerosotan harga getah Kementerian ini telah mendirikan banyak kilang² heveacrub dalam negeri ini tetapi telah menjadi satu sungutan kapada pekebun² kecil bahawa kilang getah heveacrub ini membeli getah harga-nya sangat murah daripada yang di-beli oleh pekedai getah² keping. Ada-kah Kementerian ini sentiasa memerhatikan pada hal getah keluaran heveacrub itu di-kira getah kelas satu, tetapi harga-nya sekarang murah daripada getah yang di-beli oleh pekedai² kita sekarang.

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, sungguh pun saya tidak lagi bertanggung-jawab di-atas perkara ini, tetapi saya suka-lah hendak menyatakan kapada

Ahli Yang Berhormat bahawa tidak benar bagi siapa mengatakan bahawa harga yang di-bayarkan oleh sharikat yang di-kelolakan oleh pihak Kerajaan itu membayar kurang daripada apa yang di-bayar oleh pekedai² biasa.

Tuan Haji Abdul Wahab bin Yunus: Tuan Yang di-Pertua, saya suka mendapat tahu daripada Yang Berhormat Menteri Perdagangan dan Perindustrian apa-kah usaha² yang di-buat oleh Kementerian tersebut untuk melateh orang² Melayu atau pun bumiputra bagi dapat membuat perusahaan² kecil kerana sa-tahu saya kaum bumiputra atau pun orang Melayu amat berkurangan kepandaian untuk membuat perusahaan² kecil kechuali membuat tikar dan sa-bagai-nya sahaja?

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, satu daripada tujuan kita mengadakan sharikat ini ia-lah untuk memberi latehan praktik kapada kaum² kita yang tinggal di-luar bandar dan untuk pengetahuan Ahli Yang Berhormat ada satu pusat latehan yang di-kelolakan oleh sharikat tersebut di-Kuala Trengganu yang mengandungi lebih kurang 40 orang daripada Trengganu, 40 orang lagi daripada Kelantan. Kita berharap hendak mendapat 40 orang lagi daripada Pahang nanti dan mereka itu akan menjadi permulaan bagi sharikat itu memberi latehan, latehan berkenaan dengan knit-wear—tenon; tenon baju, wool dan sa-bagai-nya ia-itu di-samping mereka itu mendengar radio mereka itu dapat membuat tenon dan ini semua akan di-kumpulkan, akan di-jual dan juga akan di-ekspot dan sa-bagaimana yang saya kata kan tadi tenonan ini ada-lah sangat labour intensive, sangat memerlukan pekerja² yang banyak dan lebih kurang 850 orang sa-chara langsung atau pun sa-chara tidak langsung yang bekerja mendapat pendapatan lebih kurang \$60 sampai \$180 sa-bulan daripada iktiar yang di-buatkan oleh sharikat ini.

Dato' Dr Haji Abdul Aziz bin Omar: Tuan Yang di-Pertua, soalan tambahan. Ada-kah Yang Berhormat Menteri yang berkenaan sedar bahawa beribu² pikul getah daripada negeri Kelantan, ada juga sa-tengah²-nya daripada negeri Trengganu telah di-seludupkan ka-negara tetangga kita. Dengan itu maka beberapa banyak kilang getah di-Kelantan telah di-tutup dan beribu² orang telah hilang pekerjaan mereka. Maka

jikalau Yang Berhormat Menteri itu sedar, apa-kah langkah yang di-buat untuk menahan perkara ini?

Tuan Mohamed Khir Johari: Langkah sudah pun di-ambil untuk menchegeh kemasokan haram getah² daripada sempadan kita dan hasil daripada tindakan yang di-ambil itu bukan sahaja getah bahkan beras dan juga lain² barang pun tidak kurang di-seludup masuk ka-negeri kita.

Dato' Dr Haji Abdul Aziz bin Omar: Getah itu bukan masuk daripada negara tetangga kita ka-Malaysia, kerana pasaran di-sana lebih baik daripada sini. Di-sana tidak ada cess pool, di-sini ada cess pool. Maka dengan sebab itu beribu² pikul telah keluar daripada Malaysia ka-negeri itu.

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, saya sebut dua² sa-kali; yang ada masuk dan yang ada keluar. (*Ketawa*).

Tuan Haji Abdul Wahab bin Yunus: Tuan Yang di-Pertua, soalan saya yang saya maksudkan tadi ia-lah lebih jelas-nya bagini: saya ingin mendapat pengetahuan daripada Yang Berhormat Menteri yang berkenaan apa-kah usaha supaya orang² Melayu atau pun kaum bumiputra dapat membuat perusahaan kecil yang maseh tidak di-buat oleh orang Melayu seperti membuat mee, membuat kilang ball pen yang kecil, sabun atau pun perkara² yang boleh di-buat dengan modal sedikit, bukan erti-nya kilang batek atau pun bata rumah yang ada di-buat di-Pantai Timor. Tetapi yang tidak di-buat oleh kaum bumiputra dan itu di-beri latehan dengan melateh sa-orang dua memasokki kilang² atau pun sa-bagainya.

Tuan Mohamed bin Yaacob: Tuan Yang di-Pertua, boleh-kah Ahli Yang Berhormat itu memberitahu di-mana-kah pasaran sa-kira-nya orang² kampung buat perkara² yang di-sebutkan tadi. Di-mana pasaran-nya? Kalau sa-kira-nya ball pen, boleh-kah Ahli Yang Berhormat itu tahu di-mana orang² kampung ini boleh jual ball pen itu?

Tuan Haji Abdul Wahab bin Yunus: Tuan Yang di-Pertua, ada-kah saya di-kehendakki menjawab dahulu atau pun Yang Berhormat Menteri menjawab dahulu?

Tuan Mohamed bin Yaacob: Tuan Yang di-Pertua, Ahli Yang Berhormat menjawab dahulu.

Tuan Yang di-Pertua: (*Kapada Tuan Haji Abdul Wahab bin Yunus*) Dia minta keterangan sahaja.

Tuan Haji Abdul Wahab bin Yunus: Bagini, Tuan, Yang di-Pertua. Masalah pasaran itu ta' berapa timbul sebab kita ada perbadanan² yang banyak, tambahan juga jikalau ta' ada orang lain yang hendak memasarkan saya pun boleh menolong memasarkan barang itu. Jadi, itu saya hendak minta jawab daripada Menteri Perdagangan dan Perindustrian.

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, hasil daripada galakan yang di-beri dan juga galakan dan bantuan yang di-berikan kepada orang Melayu sudah pun ada sekarang ini orang Melayu yang membuat mee hoon umpama-nya. Dahulu belum ada lagi orang Melayu membuat mee hoon. Dalam ucapan saya pun baharu² ini telah mendesak orang Melayu di-kampung² jangan-lah chuba hendak buat yang besar² sahaja, tetapi chuba mithal-nya buat taueh. Berapa ramai-kah orang Melayu yang boleh buat taueh? Saya harap Ahli Yang Berhormat dari Dungun chuba buat taueh (*Ketawa*). Saya guarantee pasaran-nya dan saya boleh jual sa-ratus peratus. Macham mana yang saya sebutkan tadi tujuan sharikat itu ia-lah daripada satu tapak ka-satu tapak memberi latehan dalam apa juga jenis perusahaan yang boleh memberi tambahan pendapatan kepada orang² kampung kita. Jadi, kita ada banyak kayu-kayan di-kampung, tetapi kita tidak ada pengetahuan hendak gunakan, hendak jadikan kayu itu barang² yang boleh di-jual di-pasar. Jadi, kalau kita lihat mithal-nya di-Bali, di-Indonesia kayu² itu di-gunakan, di-buat wood carving atau ukiran. Sebab wood carving itu siapa juga pelanchong² yang pergi ka-Bali itu mesti beli dan kita harap satu daripada tugas yang kita berikan kepada sharikat itu ia-lah untuk memberi latehan dalam hal wood carving supaya ini akan menambahkan lagi kepandaian dan kegunaan tangan bagi orang² kampung dan juga di-samping itu memberi pendapatan yang lebih kepada mereka itu.

Tan Sri Syed Nasir bin Ismail: Tuan Yang di-Pertua, soalan tambahan. Tadi Yang

Berhormat Menteri mengatakan chuba perusahaan² yang kecil, tidak-kah Yang Berhormat Menteri bersetuju dengan saya bahawa pehak bumiputra sudah puas berniaga chara berkecil², tidak-kah patut dan sampai masa-nya mereka chuba chara besar²an pula.

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, saya berchakap tadi berhubung dengan orang² kampung kita. Kalau macham Ahli Yang Berhormat itu, sa-orang yang sudah bagitu terkenal, saya suka perkara yang besar² itu (*Ketawa*).

Tan Sri Syed Nasir bin Ismail: Tuan Yang di-Pertua, maksud saya ini di-kampung-lah, dan tidak-kah sampai masa-nya pehak orang kampung di-galakkan berniaga sa-chara besar²an. Kalau tidak boleh dengan sa-chara bersaorangan mungkin-kah dengan sa-chara bersharikat?

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, itu sudah pun di-buat, mithal-nya kita tengok kilang ubi kayu di-Kuantan, yang di-selenggarakan oleh pehak MARA. Kita berharap dengan galakan daripada sharikat yang di-dirikan itu nanti banyak lagi sharikat kilang ubi kayu akan di-dirikan dan ini berma'ana ia-lah perusahaan orang kampung atau pun ra'ayat jelata kita sendiri.

Tuan Abu Bakar bin Umar: Tuan Yang di-Pertua, soalan tambahan. Ada-kah Yang Berhormat Menteri Perdagangan berfikir akan mendirikan sa-buah kilang atau pun satu apa juga perusahaan berkenaan dengan jerami padi untuk menambahkan pendapatan peladang² yang membuat padi, lebeh² lagi di-kawasan Muda di-negeri Kedah?

Tuan Mohamed Khir Johari: Tuan Yang di-Pertua, penyiasatan sudah pun di-buat berkenaan kegunaan jerami itu dan kita berharap hasil daripada ini akan di-tubuhkan satu sharikat yang besar untuk mengeluarkan paper dan pulp dan ini di-jangka akan memakan belanja lebeh kurang \$100 juta dan ini sa-benar-nya akan menjadi perusahaan orang² kampung kita dan juga kaum² tani kita.

Tuan Awang Bungsu bin Abdullah: Soalan tambahan, Tuan Yang di-Pertua. Ada-kah Yang Berhormat Menteri yang berkenaan berchadang untuk mengadakan perusahaan

menanam kelapa sawit di-Bahagian Kelima, Sarawak sebab belia² banyak yang tidak ada pekerjaan kerana kejatohan harga getah?

Tuan Mohamed Khir Johari: Itu saya akan sampaikan, Tuan Yang di-Pertua, kapada pehak yang berkenaan kerana sekarang ini saya tidak bertanggung-jawab lagi di-atas perkara itu.

PEMECHAHAN KESATUAN² SEKERJA

11. Tuan Richard Ho Ung Hun (*di-bawah S.O. 24 (2)*) minta Menteri Buroh dan Tenaga Ra'ayat menyatakan jumlah kesatuan² sekerja kebangsaan (National Trade Unions) yang telah di-pechahkan menjadi kesatuan² kecil dan/atau kesatuan² negeri akibat undang² buroh yang baru yang di-kuatkuasakan pada bulan Oktober 1969.

Menteri Buroh dan Tenaga Ra'ayat (Tan Sri V. Manickavasagam): Tuan Yang di-Pertua, tiada ada satu pun.

Tuan V. David: (*Dengan izin*) I don't think that is a fact, especially the N.U.L.A.E. was splitted into many parts and there are also other unions which have been restricted under the new law. So, the question asked for is how many unions were affected by this and I would be pleased if the Minister would say the number of unions affected under this new law.

Tan Sri V. Manickavasagam: (*Dengan izin*) Tuan Yang di-Pertua, I say in this august body, with your permission, Sir, that no union has been fragmented as of today.

Tuan V. David: (*Dengan izin*) The employees of the MARA companies who were members of the Transport Workers' Union were asked to be removed from the Membership Register under the new law. How do you explain this?

Tan Sri V. Manickavasagam: Sir, there are certain companies—I am aware like that of the MARA Transport which derives certain funds from Government and as such they come within the statutory provisions as laid down for statutory bodies.

Tuan Goh Hock Guan: (*Dengan izin*) Sir, is the Minister happy with the present state of the Unions in this country—the way in which so many peanut unions are being formed in Malaysia as a result of the Minister's labour laws?

Tan Sri V. Manickavasagam: Sir, there are no peanut unions. There are a number of National Unions.

SHARIKAT² KERJASAMA LUAR BANDAR

12. Raja Nong Chik bin Raja Ishak bertanya kepada Menteri Pembangunan Negara dan Luar Bandar, memandang bahawa Sharikat² kerjasama di-kawasan² luar bandar sa-lepas 14 tahun merdeka maseh lagi di-dalam keadaan "hidup segan mati ta' mahu":

- (a) sama ada Kementerian berpendapat bahawa sharikat² kerjasama di-luar bandar boleh membela orang² kampung daripada di-tindas oleh orang² tengah;
- (b) apa-kah kejayaan² yang telah di-chapai oleh sharikat² kerjasama di-luar bandar dalam bidang perusahaan dan dalam usaha mengubah nasib ra'ayat luar bandar sa-lepas Malaysia mendapat kemerdekaan; dan
- (c) apa-kah ranchangan² yang akan di-jalankan oleh Kementerian bagi sharikat² kerjasama luar bandar di-bawah Ranchangan Lima Tahun Malaysia Kedua.

Menteri Pembangunan Negara dan Luar Bandar (Tuan Abdul Ghafar bin Baba): Tuan Yang di-Pertua,

- (a) Sharikat Kerjasama ada-lah alat yang penting, yang berkesan yang boleh menolong ra'ayat melepaskan diri mereka daripada chengkaman orang tengah dan juga untuk menolong mem-baiki ekonomi diri mereka masing². Sama ada sharikat itu maju atau tidak terpulang kepada ahli² sharikat itu sendiri bertanggung-jawab di-atas-nya. Kerajaan hanya memberikan galakan, sokongan dan juga mengawasi per-jalanan sharikat itu.
- (b) Kejayaan² yang telah di-chapai oleh Sharikat² Kerjasama di-luar bandar dalam sektor perindustrian ia-lah mengadakan 438 kilang padi kecil, 3 kilang padi besar, 2 kilang ayer batu, 1 kilang yang mengeluarkan tuak dalam botol dan 1 kilang kimia (agro-chemical) dalam perusahaan joint venture dengan pihak swasta dan 39 sharikat kenderaan yang menjalankan 300 buah kereta berenjin.

- (c) Ranchangan² Sharikat² Kerjasama Luar Bandar yang akan di-jalankan di-bawah Ranchangan Lima Tahun Malaysia Kedua ada-lah seperti yang di-turunkan di-bawah ini:

Kredit—

Kerajaan ada menyiapkan wang lebih daripada \$200 juta melalui badan² berkanun di-mana sharikat kerjasama boleh mendapatkan pinjaman daripada-nya.

Memperoses—

Bilangan kilang padi kecil akan di-tambah menjadi 478 dan 4 lagi kilang padi besar akan di-bena.

Pemasaran—

Penyertaan Sharikat² dalam pemasaran bahan pengeluaran pertanian akan meliputi 15 juta pikul padi, 6.9 juta pikul ikan, 3.1 juta pikul nenas, dan 2.5 juta pikul getah.

Pembekalan pengguna—

96 buah kedai akan di-tubuhkan, kebanyakan-nya di-luar bandar.

Kenderaan—

Sharikat² Kenderaan akan menam-bah bilangan kenderaan ia-itu 77 buah teksi, 28 buah bas dan 45 buah lori.

Projek Sharikat Perindustrian—

Kompleks Perindustrian di-Ladang Brown yang mengeluarkan insulating tapes dan hardware. Perusahaan kelapa kering. 2 lagi kilang ayer batu di-Kuala Trengganu dan Dungun ada-lah di-antara ranchangan² yang akan di-jalankan oleh co-operative sa-panjang yang di-ketahui oleh Jabatan Co-operative pada hari ini.

RANCHANGAN² KAWASAN PENEMPATAN BERAMAI²

13. Tuan Haji Ahmad bin Arshad bertanya kepada Menteri Pembangunan Negara dan Luar Bandar berapa tanah ranchangan² Kawasan Penempatan Beramai² yang telah di-ambil alih oleh Lembaga Pemuliharaan dan Penyatuan Tanah Negara yang rosak akibat (a) terbakar; (b) ribut taufan; (c) banjir dan berapa jumlah kerugian yang di-tanggung oleh peserta².

Tuan Abdul Ghafar bin Baba: Tuan Yang di-Pertua,

- (a) 2.
- (b) Tiada.
- (c) 2.

Dan jumlah kerugian \$209,015.03.

Tuan Haji Ahmad bin Arshad: Tuan Yang di-Pertua, kerugian yang di-sebutkan oleh Yang Berhormat Menteri tadi, ada-kah kerugian itu di-tanggung kepada peserta²-nya, atau pun kepada Lembaga ini.

Tuan Abdul Ghafar bin Baba: Tuan Yang di-Pertua, perkara ini belum di-putuskan lagi.

JALAN RAYA PANTAI TIMOR— BARAT—PEMBENAAN

14. Tuan Peter Paul Dason minta Menteri Kerja Raya dan Tenaga menyatakan kemajuan berkenaan dengan pembenaan Jalan Raya Pantai Timor dan Pantai Barat di-Malaysia Barat serta bila-kah di-jangka jalan ini akan siap.

Menteri Kerja Raya dan Tenaga (Dato' Haji Abdul Ghani Gilong): Tuan Yang di-Pertua, daripada 75 batu jalan yang akan di-bena, 40 batu telah di-rekabentuk, dan pembenaan sedang di-jalankan di-atas sa-bahagian yang panjang-nya 10 batu. Kemah² di-bahagian barat dan timor telah pun siap dan di-duduki oleh pekerja². Kakitangan bagi melaksanakan projek ini telah di-tambah beransor² dan ada-lah di-harap mendapat memenohi segala jawatan pada pertengahan 1972. Projek ini ada-lah di-jangka siap pada akhir 1976.

Tuan Peter Paul Dason: (Dengan izin) Would the Minister agree that this project, more than any other project, can help in the economic development of the States of Kelantan and Penang in particular?

Dato' Haji Abdul Ghani Gilong: Tuan Yang di-Pertua, kita memang-lah setuju kan sebab itu-lah kita bena jalan raya itu.

Dato' Dr Haji Abdul Aziz bin Omar: Soalan tambahan. Ada-kah benar bahawa kelewatan menyiapkan jalan raya itu ada-lah kerana kekurangan pekerja? Jika benar boleh-kah Yang Berhormat Menteri itu memberi jaminan pekerjaan kepada me-

reka² yang akan memohon kerja ini. Jika tidak benar, apa-kah sebab-nya kelewatan ini?

Dato' Haji Abdul Ghani Gilong: Tuan Yang di-Pertua, memang benar satu daripada sebab kelambatan ini ia-lah kekurangan pekerja terutama sa-kali engineer dan lain² pekerja jawatan tinggi dan segala usaha ada-lah kita sedang buat untuk mengatasi masalah ini.

Tuan Peter Paul Dason: (Dengan izin) Since the Minister agrees that this project is of great importance to the States of Kelantan and Penang, why has there been such great delay and why no priority has been given to this project? Is it because that the State of Kelantan is under the control of Party PAS?

Dato' Haji Abdul Ghani Gilong: Tuan Yang di-Pertua, bukan-lah di-sebabkan jalan itu berada di-Kelantan yang menjadi kelambatan-nya, tetapi sa-bagaimana yang saya terangkan tadi, ia-lah di-sebabkan beberapa sebab seperti kekurangan kakitangan dan juga di-sebabkan kita hanya mengambil keputusan untuk membena jalan raya ini dalam tahun 1970 dan kita ada-lah memulakan untuk membuat design dan sa-bagai-nya dan juga menyediakan segala perkakas² yang perlu kita gunakan di-situ. Itu-lah sebab pembenaan-nya terlambat, tetapi sa-bagaimana yang saya terangkan tadi segala usaha kita akan buat untuk mempercepat lagi pembenaan jalan raya itu.

Tuan Goh Hock Guan: (Dengan izin) What steps is the Minister taking to overcome this shortage of kakitangan so that he could speed up the construction of this important Highway?

Dato' Haji Abdul Ghani Gilong: Tuan Yang di-Pertua, Kementerian saya telah mengambil beberapa tindakan untuk mengatasi masalah ini. Pertama-nya ia-lah mengambil jurutera² awam dari luar negeri. Iklan² telah pun di-siarkan di-Ceylon, India, Philipina, dan Korea dan sa-takat ini temuduga² telah di-jalankan di-India, Ceylon dan Philipina. Bagi negeri Ceylon 6 perlantakan telah di-buat ia-itu 4 bagi jawatan jurutera awam dan 2 bagi jawatan akitek. Walau bagaimana pun hanya dua chalon sahaja yang telah menerima tawaran jawatan sa-bagai jurutera awam. Satu daripada-nya telah tiba di-Malaysia

pada awal bulan Januari dan satu lagi pada pertengahan bulan ini. Bagi negeri India 5 perlantikan telah di-buat ia-itu 4 bagi jawatan Jurutera Awam dan satu bagi jawatan akitek.

Kementerian ini maseh menunggu jawapan daripada chalun² yang telah di-pilih itu. Di-Philipina pula 14 tawaran jawatan telah di-keluarkan bagi jawatan jurutera awam.

Sa-lain daripada langkah² itu Kementerian ini telah pun membuat permintaan untuk mendapatkan jurutera² awam di-bawah Ranchangan Bantuan Teknik daripada United Kingdom dan Canada.

Tuan Yang di-Pertua: Masa sudah chukop.

(Masa untuk Pertanyaan² bagi Jawab Mulut telah chukop dan Jawapan² Lisan bagi Pertanyaan² No. 15 hingga 22 ada-lah di-beri di-bawah ini.)

HOSPITAL BAHARU SITI AWAN

15. Tuan Richard Ho Ung Hun minta Menteri Kesihatan menyatakan bila Hospital Baharu untuk Sitiawan akan di-dirikan saperti yang di-nyatakan dalam Ranchangan Malaysia Yang Kedua.

Menteri Kesihatan (Tuan Lee Siok Yew): Pembinaan bangunan Hospital Baharu di-Sitiawan itu di-jadualkan bermula dalam tahun 1974.

DOKTOR²—LAWATAN KA-CHINA

16. Tuan Hor Cheok Foon minta Menteri Kesihatan menyatakan sama ada beliau berchadang untuk mengadakan suatu rombongan doktor² melawat Republik Ra'ayat China untuk mengkaji kemajuan perubatan China.

Tuan Lee Siok Yew: Tidak. Saya tidak berchadang untuk mengadakan satu rombongan doktor² untuk melawat Republik Ra'ayat China untuk mengkaji kemajuan perubatan China.

PERTANDINGAN PESTA BOLA SEPAK MERDEKA—JEMPUTAN

17. Tuan Hor Cheok Foon minta Menteri Kebudayaan, Belia dan Sukan menyatakan sama ada beliau berchadang untuk menjemput Pasokan Bola Sepak Republik Ra'ayat China untuk mengambil bahagian dalam Pertandingan Bola Sepak Merdeka Tahun 1972.

Menteri Kebudayaan, Belia dan Sukan (Dato' Hamzah bin Dato' Abu Samah): Jemputan² ka-Pertandingan Pesta Bola Sepak Merdeka hanya boleh di-buat oleh Persatuan Bola Sepak Malaysia dan bukan oleh pehak Kerajaan.

(Dengan izin) Invitations to participate in the Merdeka Tournament are made by the Football Association of Malaysia and not by the Government.

PINJAMAN BUKU² TEKS—PERUNTOKAN

18. Tuan Mustapha bin Hussain bertanya kapada Menteri Pelajaran dapat-kah di-buat peruntokan bagi memberi pinjaman buku² teks terus menerus tiap² tahun kapada murid² dan pelajar² yang miskin dan bukan pinjaman untuk waktu menghadziri kuliah sahaja.

Menteri Pelajaran (Tuan Hussein bin Dato' Onn): Pinjaman yang di-buat sekarang ada-lah bagi satu² tahun dan bukan untuk waktu menghadziri kuliah sahaja.

BAHASA PENGANTAR BAHASA MALAYSIA ATAU INGERIS

19. Dr Chen Man Hin minta Menteri Pelajaran memulakan sekolah² menengah yang menampong pelajar² dari Sekolah Rendah aliran China di-mana mata² pelajaran di-ajar di-dalam Bahasa Malaysia dan Mandarin.

Tuan Hussein bin Dato' Onn: Tidak, kerana penyata Rahman Talib, yang telah di-terima oleh Dewan ini menyatakan bahawa Sekolah² menengah bantuan penoh akan hanya mempunyai bahasa pengantar Bahasa Malaysia atau Bahasa Ingeris, walau pun ada peruntokan untuk pengajian bahasa² asing.

SENIOR MIDDLE III—PEPEREKSaan

20. Dr Chen Man Hin minta Menteri Pelajaran memulakan semula peperiksaan Government Senior Middle III supaya ia-nya dapat mengeluarkan sa-chukup² bilangan guru² Bahasa China supaya dapat menampong kehendak Sekolah² Rendah Jenis Kebangsaan (China).

Tuan Hussein bin Dato' Onn: Perkara ini telah di-kemukakan oleh Surohanjaya Aziz

ia-itu Kerajaan patut mengkaji kemungkinan memulakan semula peperiksaan Government Senior Middle III. Shor ini ada-lah di-dalam kajian Kerajaan.

WANG LAMA TANAH MELAYU

21. Tuan Haji Ahmad bin Arshad bertanya kepada Menteri Kewangan ada-kah lagi wang lama Tanah Melayu keluaran Lembaga Pesurohjaya² mata wang Tanah Melayu dan Borneo British yang maseh belum di-tukar kepada mata wang yang baharu; dan jika ya:

- (a) berapa jumlah-nya; dan
- (b) benar-kah Bank Negara berchadang tidak mahu menerima-nya lagi dan, jika ya, tidak-kah ini merugikan negara.

Tun Tan Siew Sin: Tidak semua mata wang Tanah Melayu yang di-keluarkan oleh Lembaga Pesurohjaya² mata wang, Malaya dan British Borneo telah di-tebus sa-penoh-nya.

Bank Negara Malaysia akan terus menebus mata wang Malaya sa-hingga Lembaga ini di-bubarkan, apabila satu kumpulan wang akan di-khaskan untuk terus menebus mata wang Malaya oleh Wakil Utama Lembaga, ia-itu "Crown Agents for Oversea Governments and Administrations". Untuk mengelakkan sa-barang kesulitan yang timbul jika mata wang Malaya di-hantar ka-London untuk di-tebus, pihak Crown Agents akan di-minta melantek salah sa-buah daripada lembaga² kewangan tiga Kerajaan Negeri² Peserta ia-itu Malaysia, Singapura dan Brunei sa-bagai Wakil Tempatan bagi menjalankan kerja menebus mata wang Malaya sa-lepas pembubaran Lembaga.

Mata wang Malaya yang belum di-tebus tidak-lah merupakan kerugian kepada negara tetapi hanya merupakan kerugian kepada pemilek²-nya sahaja oleh kerana pertukaran wang asing (foreign exchange) yang menyokong mata wang itu akan dapat di-bahagi di-antara Kerajaan² peserta. Oleh yang demikian, orang ramai yang maseh memiliki mata wang Malaya lama ada-lah di-seru supaya menukarkan-nya dengan sa-berapa segera di-mana² chawangan Bank Negara atau bank perdagangan untuk mengelakkan kerugian kepada mereka sendiri.

(Dengan izin) Not all the Malayan currency issued by the Board of Commissioners of Currency, Malaya and British Borneo, has been fully redeemed.

Bank Negara Malaysia will continue to redeem Malayan currency until the winding up of the Board, when funds will be set aside for the continued redemption of Malayan currency by the Principal Agent of the Board, namely, the Crown Agents for Oversea Governments and Administrations. To obviate the inconvenience of having to despatch such currency to London for redemption, the Crown Agents will be requested to appoint one of the monetary authorities of the three participating Governments of Malaysia, Singapore and Brunei as a Domestic Agent to undertake the redemption of Malayan currency after the Board's liquidation.

Any Malayan currency unredeemed is not a loss to the nation but to the holders of the currency, since the foreign exchange covering such currency will be available for distribution to the Participating Governments. In the circumstances, members of the public who are still in possession of old Malayan currency are urged to redeem such currency at any branch of Bank Negara or at any commercial bank as early as possible in order to avoid loss to themselves.

RINGGIT MALAYSIA—KADAR PERTUKARAN

22. Tuan Haji Abdul Wahab bin Yunus minta Menteri Kewangan menyatakan apakah kesan yang di-rasai oleh Malaysia berthabit dengan pengumuman Presiden Nixon bahawa Amerika menggantungkan jaminan-nya untuk menukarkan ringgit Amerika pada bulan Ogos, 1971.

Tun Tan Siew Sin: Malaysia menerima kesan dari perkembangan kewangan tersebut sa-takat mana harga barang² impot dari negara² yang mata wang-nya di-naikkan nilai-nya berbanding dengan nilai wang Malaysia. Ini terjadi terutama-nya bagi harga² jentera dan alat² yang di-perlukan untuk melaksanakan Rancangan Malaysia Kedua. Untuk mengatasi keadaan demikian, Kerajaan Malaysia memutuskan untuk mempertahankan kadar pertukaran wang sekarang bagi ringgit Malaysia dalam hubungan-nya dengan pound sterling, mata wang champortangan rasmi (the official intervention currency) yang telah naik nilai-nya sa-chara

sederhana berbanding dengan ringgit Amerika—dengan kira² 4%. Dengan demikian ringgit Malaysia naik nilai-nya sabanyak itu berbanding dengan nilai ringgit Amerika.

(*Dengan izin*) Malaysia is affected by these monetary developments in so far as the prices of imports from those countries whose currencies have been revalued are pushed upwards in terms of Malaysian dollars. This applies especially to the prices of machinery and equipment which are needed for the implementation of the Second Malaysia Plan. To counter these influences to a certain extent, the Malaysian Government decided to maintain the existing exchange rate of the Malaysian dollar in relation to the pound sterling, the official intervention currency, which has appreciated moderately vis-a-vis the U.S. dollar—by about 4%—so that the Malaysian dollar has appreciated to the same extent in terms of the U.S. dollar.

RANG UNDANG²

RANG UNDANG² DEWAN BAHASA DAN PUSTAKA (PINDAAN) (No. 2) (PINDAAN)

Bachan Kali Yang Kedua dan Ketiga

Menteri Pelajaran (Tuan Hussein bin Dato' Onn): Tuan Yang di-Pertua, saya mohon meniadakan ia-itu satu Akta meminda Akta Dewan Bahasa dan Pustaka (Pindaan) (No. 2) tahun 1971 di-bacha kali kedua sekarang.

Tuan Yang di-Pertua, tujuan Rang Undang² ini pendek sahaja ia-itu hendak menguatkuasakan pindaan yang di-perbuat dahulu berkenaan dengan Constitution Ahli² Dewan itu supaya membolehkan perlantekan Ahli² baharu di-buat bagi menggantikan Ahli² lama yang telah tamat perkhidmatan mereka pada 31-7-71.

Dato' Abdul Samad bin Idris: Tuan Yang di-Pertua, saya mohon menyokong usul ini.

Wan Mokhtar bin Ahmad (Kemaman): Tuan Yang di-Pertua, dalam menyokong Rang Undang² Dewan Bahasa dan Pustaka yang telah di-bentangkan di-Dewan ini, saya suka menarek perhatian Yang Berhormat Menteri yang berkenaan, beberapa perkara yang saya rasa perlu di-kemukakan bagi kesempurnaan Dewan Bahasa dan Pustaka, dan keperluan pelajaran di-negara kita ini. Sebagaimana di-ketahui Dewan Bahasa dan Pustaka telah di-tubuhkan lebih kurang 10

tahun yang lalu. Dalam tempoh tersebut usaha² yang telah di-jalankan oleh-nya patut di-beri pujian tinggi, kerana dari usaha² yang di-jalankan dengan bersungguh² itu, Dewan Bahasa banyak mengeluarkan hasil kajiannya untuk tatapan umum. Beberapa banyak istilah baharu dalam berbagai jurusan telah terchipta. Pendek kata usaha yang telah di-jalankan itu patut di-beri pujian tinggi. Tugas yang di-pikul oleh Dewan Bahasa terutama-nya pada mula penubuhan Dewan ini, dibawah Pengarah-nya Yang Berhormat Tan Sri Syed Nasir amat-lah berat, di-mana usaha-nya bukan sahaja di-tumpukan kadalam bagi menchipta istilah², mengeluarkan buku², menterjemah dan sa-bagai-nya, tetapi juga usaha keluar di-jalankan juga dengan mengadakan Minggu² dan Bulan Bahasa Kebangsaan. Maka saya perchaya pada masa ini, di-mana pegawai² di-perengkat tinggi-nya di-tambah dengan berlipatganda dengan mempunyai beberapa orang Pengarah dan pegawai² yang lain. Usaha² yang lebih pesat dalam berbagai jurusan dapat di-selenggarakan dengan lebih mudah banyak dan pesat lagi.

Tuan Yang di-Pertua, kalau kita tinjau perkembangan Dewan Bahasa dan Pustaka dalam tempoh yang tersebut di-mana banyak bahagian² telah di-tubuhkan dan pegawai² baharu di-tambah maka kita akan terdapat satu bahagian yang terpenting tidak di-beri perhatian berat hingga hari ini, bahkan belum pun di-adakan lagi ia-itu bahagian penyelidikan dan kemajuan kebudayaan Islam. Hingga hari ini Dewan Bahasa dan Pustaka hanya mempunyai sa-orang pengarang bahasa Arab dan penolong-nya di-lantek dalam tahun 1969. Padahal bahagian ini pada pendapat saya merupakan satu jurusan yang terpenting dalam negara kita, kerana kita mempunyai Fakulti Islam di-Universiti Kebangsaan, kita mempunyai bahagian pengajian Islam di-Universiti Malaya dan juga menggunakan pelajaran Islam dalam sekolah rendah dan menengah dan semua pusat pengajian tinggi akan menggunakan Bahasa Kebangsaan manakala sampai tempoh-nya kelak. Oleh itu, apa-kah persediaan yang telah di-buat oleh pihak Kerajaan, khas-nya Dewan Bahasa dan Pustaka bagi menyelidek, menterjemah buku² ilmiah dalam jurusan tersebut. Sa-takat ini, saya tidak nampak persediaan² itu di-buat oleh Dewan Bahasa dan Pustaka, kerana menurut rancangan yang baharu di-susun bagi pelaksanaan 1972 dan

1973 sa-bagaimana yang ternyata dalam Pernyataan Tahun 1970 tidak terdapat bahagian yang saya bangkitkan di-atas tadi. Oleh itu, saya berharap dan mengshorkan satu rancangan baharu ia-itu bahagian penyelidekan dan perkembangan kebudayaan Islam bagi pelaksanaan tahun 1972/1973 di-tubuhkan dan di-tambah pegawai² yang berkebolehan dalam jurusan tersebut dengan Dewan menjalankan usaha yang berlipatganda sa-bagaimana yang telah di-jalankan dalam bahagian² lain. Dan saya shorkan supaya pegawai penyelidekan yang ada di-Masjid Negara dan Jabatan Hal Ehwal Ugama Islam Pusat dapat di-satukan, dan di-pusatkan di-bahagian penyelidekan dan perkembangan kebudayaan Islam di-Dewan Bahasa dan Pustaka.

Soal yang kedua, Tuan Yang di-Pertua, pada masa ini Dewan Bahasa dan Pustaka memberi potongan discount di-antara 15 hingga 25 peratus buku² pengeluaran-nya kepada wakil² dan sharikat perniagaan dan kepada pertubohan² atau badan² kebajikan seperti pusat kebajikan daerah yang mengelolakan pinjaman buku kepada murid² miskin tidak di-beri potongan yang sama. Padahal wang yang di-gunakan untuk membeli buku² tersebut ada-lah kutipan dari orang² ramai dan hasil pungutan malam² amal yang di-adakan oleh badan² yang sa-umpama ini. Kalau-lah pehak Majlis Bandaran dapat mengechualikan chukai ka-atas tiket² jualan kerana tujuan kebajikan, kenapa-kah tidak dapat Dewan Bahasa dan Pustaka memberi potongan dalal sa-bagaimana yang pernah di-beri kepada sharikat² perniagaan. Oleh itu, saya berharap pehak Dewan Bahasa dan Pustaka, khas-nya bahagian perniagaan dapat menimbangkan perkara ini.

Tuan Yang di-Pertua, soal yang akhir ia-lah mengenai perchetakan. Baharu² ini Ketua Pengarah Dewan Bahasa dan Pustaka telah membuat kenyataan dalam akhbar tempatan menyatakan bahawa tidak lama lagi Dewan Bahasa dan Pustaka akan mempunyai perchetakan sendiri bagi menchetak buku² pengeluaran-nya. Oleh itu, saya berharap mesen² perchetakan yang akan di-beli kelak akan termasuk juga mesen² chetakan jawi, kerana pada masa ini mesen perchetakan yang sa-umpama itu amat kurang sa-kali di-negara kita, sa-lain daripada perchetakan Qalam dan Utusan Melayu. Dengan ada-nya perchetakan sendiri kelak dapat-lah di-elak-

kan bayaran² yang mahal yang terpaksa di-bayar manakala terdesak kelak. Dan dengan ini dapat-lah di-selenggarakan perkara yang sa-umpama ini dengan segera.

Sekian-lah, Tuan Yang di-Pertua, saya menyokong Rang Undang² ini.

Tuan Hussein bin Dato' Onn: Tuan Yang di-Pertua, saya menguchapkan berbanyak terima kaseh kepada Ahli Yang Berhormat yang menyokong Rang Undang² ini. Pandangan², shor² dan tegoran² yang baik itu ada saya ambil perhatian dan sa-kali lagi saya menguchapkan terima kaseh.

Usul di-kemuka bagi di-putuskan, dan di-setujukan.

Rang Undang² di-bachakan kali yang kedua dan di-serahkan kepada Dewan sa-bagai Jawatan-kuasa.

Dewan bersidang sa-bagai Jawatan-kuasa. Rang Undang² di-timbangkan dalam Jawatan-kuasa.

(Tuan Yang di-Pertua *mempengerusikan meshuarat Jawatan-kuasa*)

Fasal 1 dan 2 di-perentahkan menjadi sa-bahagian daripada Rang Undang².

Rang Undang² di-laporkan dengan tidak ada pindaan: di-bachakan kali yang ketiga dan di-luluskan.

RANG UNDANG² PELAJARAN (PINDAAN)

Tuan Hussein bin Dato' Onn: Tuan Yang di-Pertua, saya mohon menchadangkan supaya satu Rang Undang² bernama "Suatu Akta bagi meminda Akta Pelajaran, 1961, antara lain untuk membuat peruntukan bagi menubuhkan Lembaga Pusat dan menggolong lembaga² pengurus dan lembaga² pengelola bagi sekolah² bantuan penoh bagi menguatkuasakan beberapa shor Surohanjaya di-Raja mengenai Perkhidmatan Guru² di-Malaysia Barat" di-bacha buat kali yang kedua.

Tuan Yang di-Pertua, ada-lah perlu bagi saya menerangkan latar belakang Rang Undang² ini sa-chara ringkas. Pada bulan April, 1967, sa-buah Surohanjaya yang di-kenali sa-bagai "Surohanjaya di-Raja mengenai Perkhidmatan Guru² Malaysia Barat" telah di-tubuhkan dan di-beri kuasa untuk menyiasat, antara lain:

- (i) tangga² gaji dan sharat² perkhidmatan perguruan di-Malaysia Barat;

(ii) susunan perkhidmatan² guru sekarang ini; dan

(iii) sistem lembaga pengurus dan pengelola sekolah² yang ada sekarang;

dan membuat shor² terhadap-nya.

Laporan Surohanjaya itu, yang di-kenali umum sa-bagai "Laporan Aziz", telah siap pada bulan Oktober, 1968. Walau bagaimana pun, memandang kepada beberapa rayuan yang telah di-terima dan pandangan² yang telah di-buat oleh pihak² yang berminat, Kerajaan telah menangguhkan pertimbangan ka-atas laporan itu, dan menghidupkan sa-mula Surohanjaya tersebut pada bulan Januari, 1970, untuk mengkaji sa-mula segala shor²-nya, dengan mengambil perhatian antara lain, rayuan² dan pandangan² yang telah di-terima.

Surohanjaya itu telah mengemukakan Laporan Awal Pengkajian-nya pada Bulan Ogos, 1970. Laporan itu yang mengandongi shor² berhubung dengan gaji dan sharat² perkhidmatan telah di-terima oleh Kerajaan dalam bulan Mei, 1971, dengan beberapa pengubahsuaian.

Pada bulan Jun 1971, Surohanjaya telah mengemukakan Laporan Akhir Pengkajian-nya. Laporan ini mengandongi bukan sahaja shor² yang terdapat di-dalam Laporan Awal Pengkajian tetapi juga shor² lain, termasuk shor² berkaitan dengan perkara professional, susunan (orginasasi) Kementerian Pelajaran di-semua peringkat dan penubohan suatu jentera perunding bersama. Shor² yang tidak terkandung di-dalam Laporan Awal Pengkajian dahulu ada-lah sedang di-kaji oleh Kerajaan. Shor² Surohanjaya berhubung dengan gaji dan sharat² perkhidmatan saperti yang telah di-persetujui oleh Kerajaan pada bulan Mei, 1971 ada-lah di-laksanakan melalui Pke-liling Perkhidmatan Bil. 10, tahun 1971 semenjak 15hb Disember, 1971.

Tuan Yang di-Pertua, ada pun tujuan Rang Undang² ini ada-lah untuk meminda Akta Pelajaran, 1961, terutama dengan tujuan² berikut:

(a) untuk membuat peruntukan² yang perlu bagi melaksanakan shor² Surohanjaya di-Raja berhubung dengan

gaji dan sharat² perkhidmatan saperti yang telah di-persetujui oleh Kerajaan dan ini memerlukan, antara lain:

(i) penubohan sa-buah Lembaga Pusat;

(ii) penggulangan Lembaga² Pengelola dan Lembaga² Pengurus yang ada sekarang di-sekolah² dan yayasan bantuan penoh; dan

(iii) pemansohan Perkhidmatan Guru² yang di-Persatukan (UTS) dan Majlis Kebangsaan Bersama bagi Guru²; dan

(b) membuat peruntukan untuk membolehkan Menteri membuat peratoran² berhubung dengan taman didekan kanak² (Kindergarten) dan taman asohan kanak² (Nursery Schools), Persatuan Ibu Bapa dan Guru dan badan sukan sekolah².

Tuan Yang di-Pertua saya tidak berchadang hendak berchakap berkenaan segala peruntukan di-dalam Rang Undang² ini. Saya akan hanya menyentuh beberapa peruntukan yang penting sahaja. Pertama, saya suka hendak menyentuh pindaan² yang di-chadangkan terhadap seksyen 2 Akta Pelajaran 1961.

Istilah "assisted school" dan "assisted educational institution" telah di-iktirafkan sa-mula sekolah dan yayasan pelajaran yang menerima separoh pemberian bantuan. Dengan meminda ta'arif² itu, sa-buah sekolah dan yayasan bantuan penoh ada-lah di-keluarkan dari ta'arif tersebut. Satu ta'arif yang berasingan bagi sa-buah sekolah atau yayasan pelajaran bantuan penoh ada-lah di-peruntukkan di-dalam seksyen yang sama. Ada-lah perlu di-bedakan antara sa-sabuah sekolah atau yayasan yang menerima separoh pemberian bantuan dengan sa-sabuah sekolah atau yayasan bantuan penoh kerana pertimbangan undang² yang timbul dari penerimaan shor Surohanjaya di-Raja memerlukan penggulangan tiap² Lembaga Pengelola dan Lembaga Pengurus yang ada sekarang di-semua sekolah dan yayasan bantuan penoh, ia-itu sekolah² yang dahulu nya Sekolah² Kerajaan, Sekolah² Mission, dan Sekolah² yang di-kenali sa-bagai Conforming Chinese Schools, dan dalam pada

itu pula mengekalkan Lembaga Pengelola dan Lembaga Pengurus di-sekolah dan yayasan bersendirian yang separoh dari-nya ada-lah menerima separoh pemberian bantuan. Tuan Yang di-Pertua saya akan berchakap lebih lanjut lagi mengenai perkara ini kemudian kelak.

Perbincangan "Education Service" dalam Fasal 6 jadual kepada Rang Undang² adalah di-ta'ariskan sa-bagai satu perkhidmatan di-bawah Perkhidmatan Awam Am Persekutuan yang di-peruntukkan di-dalam Article 132 (1) (c) Perlembagaan Persekutuan. Perkhidmatan Pelajaran baharu sahaja di-bentuk oleh Kerajaan berikutan dari Penerimaan Shor² Surohanjaya di-Raja. Perkhidmatan tersebut ada-lah satu perkhidmatan terbuka, ya'ani, perkhidmatan² sekarang seperti Perkhidmatan Pelajaran, Perkhidmatan Pensharah, Perkhidmatan Jema'ah Nazir Sekolah dan lain² tidak akan ujud lagi. Semua yang berkenaan akan menjadi ahli² Perkhidmatan Pelajaran baharu dan mereka boleh di-arah dan di-tukarkan untuk mengajar, atau menjalankan tugas² yang berchorak pentadbiran atau tugas² lain yang di-anggapkan مناسب bagi mereka. Sementara menunggu penubuhan sa-buah Surohanjaya untuk perkhidmatan Pelajaran, ahli² Perkhidmatan Pelajaran akan terta'alok di-bawah bidangkuasa Surohanjaya Perkhidmatan Awam.

Tuan Yang di-Pertua, perkataan "premises" ada-lah di-ta'ariskan sa-bagai satu bangunan yang di-gunakan sa-bagai sa-buah sekolah atau sa-buah yayasan pelajaran termasuk mana² bangunan yang memberi tempat dan lain² kemudahan bagi penuntut² dan lain² kakitangan, tetapi tidak termasuk mana² tanah yang di-gunakan. Ta'arif ini ada-lah perlu untuk membezakan perkataan "land" dengan perkataan "premises", terutama-nya, bagi maksud seksyen-kecil (2) mengenai seksyen baru 26A.

Dengan meminda ta'arif "sekolah" di-dalam seksyen yang sama, sa-buah taman didekan kanak² (kindergarten), taman asohan kanak² (nursery school) dan sa-buah Pusat Latehan bagi Guru² untuk taman didekan kanak² dan taman asohan kanak² ada-lah di-masukkan ka-dalam ta'arif itu melainkan, antara lain, mana² tempat yang, pada pendapat Pendaftaran pengajaran atau latehan yang di-berikan di-dalam-nya ada-lah tidak bersifat pelajaran seperti yang di-maksudkan di-dalam Akta

ini, dan ini ada-lah di-keluarkan dari ta'arif tersebut. Saya akan berchakap lebih lanjut lagi mengenai perkara ini kemudian kelak.

Ta'arif "Unified Teaching Service" telah di-potong kerana berbangkit daripada shor² Surohanjaya di-Raja, Perkhidmatan Guru² Yang di-Persatukan itu tidak akan wujud lagi.

Fasal baharu 26A sa-bagaimana yang di-peruntukkan dalam Fasal 4 Jadual ada-lah perlu untuk melaksanakan shor² Surohanjaya di-Raja. Seksyen-kecil (1) memberi kuasa kepada Menteri untuk menentukan tarikh dan chara bagaimana tiap² Lembaga Pengelola dan Lembaga Pengurus Sekolah dan yayasan pelajaran bantuan penoh akan di-gulong dan dengan itu, suratchara pengurusan atau pengelolaan tidak berkuat-kuasa lagi. Saya akan berchakap lebih lanjut lagi mengenai perkara ini kelak.

Tuan Yang di-Pertua, seksyen-kecil (2) (a) (i) dan (ii) kepada seksyen baru 26A memberi Menteri budibichara untuk mengeluarkan arahan berhubung dengan pembayaran bagi semua atau sa-bahagian daripada perbelanjaan yang telah di-buat oleh Kerajaan atau pehak berkuasa awam dalam mengadakan "premises" dan chara melepaskan harta-aleh (movable property) sekolah yang telah di-sediakan oleh Kerajaan atau pehak yang berkuasa awam. Seksyen-kecil 2 (b) kepada seksyen baru itu membolehkan Menteri, atas kepentingan awam, mengambil sa-chara paksa mengikut undang², harta tak-aleh (immovable property) (ia-itu tanah) sa-sabuah sekolah untuk terus di-gunakan sa-bagai sa-buah sekolah atau yayasan pelajaran sa-kira-nya pemegang amanah atau tuan punya tanah berchadang hendak mengambil balek harta itu atau melarang daripada di-gunakan sa-terus-nya sa-bagai sa-buah sekolah atau yayasan pelajaran apabila atau sa-lepas lembaga sekolah itu di-gulong.

Seksyen-kecil (3) kepada Seksyen baru 26A memperuntukkan bahawa semua hak, kewajipan dan tanggungan berhubung dengan apa² perkara yang sa-belum daripada penggulongan ada-lah tanggong-jawab Lembaga, akan di-pindahkan kepada Lembaga Pusat. Peruntukan ini ada-lah perlu untuk membolehkan semua hak, kewajipan dan tanggungan Lembaga Sekolah seperti kontrak, guaman (litigations), hutang piutang

dan sa-bagai-nya, berpindah kepada Lembaga Pusat sa-lepas penggulungan Lembaga² Sekolah yang ada sekarang.

Sekshen-kecil (4) memberi kuasa kepada Menteri untuk menubuhkan sa-buah lembaga atau Jawatan-kuasa di-sasabua sekolah atau yaysan pelajaran bantuan penoh yang perlembagaan dan tugas²-nya akan di-tentukan oleh Menteri. Saya akan berchakap, Tuan Yang di-Pertua, lebeh lanjut lagi mengenai perkara ini kelak.

Sekshen-kecil (5) mengeluarkan mana² lembaga atau Jawatan-kuasa dan mana² ahli² lembaga atau Jawatan-kuasa yang di-tubuhkan oleh Menteri di-bawah sekshen kecil (4) daripada perbahasaan "board of managers and governors", "managers and governors" dan "persons responsible for the management of a school or educational institution" yang terdapat di-dalam Akta. Peruntukan ini perlu kerana Lembaga Pengelola dan Lembaga Pengurus di-sasabua sekolah yang menerima bantuan (tidak termasuk yang menerima bantuan penoh) atau sa-buah sekolah bersendirian akan di-kekalkan.

Sekshen 32 seperti di-pinda membekalkan bahawa sa-saorang guru, sa-lain daripada guru yang menjadi Ahli Perkhidmatan Pelajaran, di-dalam sa-buah sekolah atau yaysan pelajaran yang menerima pemberian bantuan tidak boleh di-berhentikan tanpa persetujuan Menteri. Pengeluaran itu ada-lah perlu oleh sebab sa-saorang ahli Perkhidmatan Pelajaran baru akan terletak di-bawah bidang kuasa Surohanjaya Perkhidmatan Awam.

Sekshen 32A ada-lah baharu. Sekshen-kecil (1) membolehkan lembaga di-sa-buah sekolah atau yaysan pelajaran bantuan penoh di-mana sa-saorang Guru Besar telah di-tempatkan, membuat rayuan kepada Menteri sa-chara bertulis terhadap penempatan itu dalam tempoh 30 hari daripada tarikh penempatan-nya. Sekshen-kecil (2) memperuntukan bahawa keputusan Menteri di-atas rayuan itu ada-lah muktamad.

Seluruh Bahagian VII di-dalam Akta Pelajaran, 1961 telah di-potong dan di-gantikan dengan satu Bahagian VII yang baharu. Bahagian VII yang ada sekarang ada-lah berkenaan dengan penubohan, perlembagaan, tugas² dan lain² Majlis Kebangsaan Bersama Guru². Majlis itu sa-

bagai satu jentera perunding atas hal gaji dan sharat² perkhidmatan bagi guru² di-dalam Perkhidmatan Guru² yang di-persatukan tidak lagi perlu di-sebabkan oleh pembubaran Perkhidmatan Guru² yang di-Persatukan. Suatu Lembaga Pusat akan di-tubuhkan yang mana di-bawah bidang-kuasa-nya ia-lah guru² yang tidak membuat pilihan masuk ka-dalam perkhidmatan Pelajaran Kerajaan yang baharu. Sekshen baharu 92, 93, 94 dan 95 memperuntukkan bagi penubohan, perlembagaan, kuasa dan pemberian kuasa Lembaga Pusat. Sa-bagaimana yang di-pertunokkan dalam Sekshen baharu 94, Lembaga Pusat akan menjadi majikan kepada guru² yang tidak memilih masuk ka-dalam Perkhidmatan Pelajaran Kerajaan yang baharu dan ia-nya akan mempunyai bidangkuasa sa-penoh-nya mengenai penukaran dan tatatertib.

Sekshen² baharu 26A, 92, 93, 94 dan 95 memberikan asas undang² kepada pelaksanaan shor² Surohanjaya di-Raja itu. Walau bagaimana pun pada praktik-nya, pelaksanaan shor² itu ada-lah seperti berikut:

Sa-lain daripada guru² dan pegawai² di-dalam Perkhidmatan Pelajaran dan Perguruan Kerajaan Malaysia Barat sekarang, tiap² guru dan pegawai bukan Kerajaan di-Malaysia Barat yang sekarang ini menjadi Pekerja Lembaga Pengurus atau Lembaga Pengelola Sekolah, telah pun di-beri pilihan sendiri sama ada hendak memasokki Perkhidmatan Pelajaran Kerajaan yang baru dan menerima sistem gaji berseh bersama dengan sharat² perkhidmatan yang baru, atau pun hendak tinggal di-bawah sharat² perkhidmatan yang ada sekarang di-bawah Lembaga Sekolah. Apabila Lembaga Pusat di-tubuhkan, tiap² guru yang telah memilih untuk tinggal di-dalam Perkhidmatan Lembaga Sekolah, akan di-tawarkan untuk berkhidmat di-bawah Lembaga Pusat. Sa-kira-nya ia menerima tawaran itu, sekim gaji dan sharat² perkhidmatan-nya ada-lah sama seperti di-bawah lembaga sekolah, kechuali Lembaga Pusat akan mempunyai bidang kuasa sa-penoh-nya di-atas guru itu berhubung dengan pertukaran dan tatatertib. Sa-kira-nya ia tidak menerima tawaran itu dan melainkan perkhidmatan-nya di-berhentikan lebeh awal mengikut undang² ia-nya akan terus berkhidmat di-bawah Lembaga Sekolah hanya sa-hingga

tarikh yang akan di-tetapkan oleh Menteri di-mana tiap² Lembaga Pengurus sekolah dan lembaga Pengelola Sekolah yang ada sekarang di-sekolah dan yayasan pelajaran bantuan penoh di-gulong. Ada-lah di-jangka bahawa dalam masa peralehan, Lembaga Pusat akan hanya mengambil guru² yang ada yang tidak memilih masok di-dalam Perkhidmatan Pelajaran Kerajaan yang baharu. Masa peralehan ia-lah masa di-antara penubohan Lembaga Pusat dan penggulangan lembaga² sekolah yang ada sekarang.

Sekshen 116 Akta Pelajaran 1961 memberi kuasa kepada Menteri untuk membuat peratoran². Beberapa pindaan sedang di-buat terhadap-nya. Sekshen-kecil (*p*) ada-lah di-pinda untuk membolehkan Menteri membuat peratoran² berhubung dengan sifat, tempoh perkhidmatan, syarat² persaraan dan tugas² ahli² Lembaga Pusat dan perkerja²-nya mengikut mana yang berkenaan, dan perkara² lain yang berkaitan. Satu daripada tujuan peruntukan ini ia-lah untuk membolehkan Menteri memasokkan ka-dalam syarat² perkhidmatan Lembaga Pusat itu, syarat² perkhidmatan yang ada sekarang bagi perkerja²-nya.

Sekshen kecil (*q*) ada-lah di-pinda untuk membolehkan Menteri membuat peratoran² bagi penubohan, susunan, pengurusan, kawalan dan pembubaran persatuan ibu bapa dan guru (parent-teacher association). Ada-lah di-sedari bahawa persatuan ibu bapa dan guru boleh memainkan peranan yang sangat penting di-dalam mewujudkan suatu perhubungan yang erat di-antara ibu bapa dan guru². Ini akan menghasilkan pentadbiran sekolah yang berkesan dan persefahaman yang lebih mendalam tentang masalah² guru dan murid². Kementerian saya menyeru supaya semua sekolah mempunyai persatuan ibu bapa dan guru² dan juga di-tubuhkan di-peringkat daerah, negeri dan kebangsaan. Oleh yang demikian perlembagaan dan tugas²-nya patut di-peruntukkan melalui peratoran² dan di-daftarkan oleh Kementerian Pelajaran dan tidak oleh Pendaftar Persatuan di-bawah Akta Persatuan ia-itu Society Ordinance.

Sekshen baru (*jj*) ada-lah untuk membolehkan Menteri membuat peratoran bagi penubohan, susunan, pengurusan, kawalan dan pembubaran majlis, badan atau Jawatan-

kuasa sokan sekolah di-peringkat sekolah, daerah, negeri dan kebangsaan.

Fasal (3) Rang Undang² ini ada-lah untuk mengekalkan sah-nya segala tindakan yang di-lakukan dengan sempurna oleh Ahli² Majlis Kebangsaan Bersama Guru² dan oleh pengurus dan pengelola lembaga pengurus dan pengelola di-sekolah² dan yayasan² pelajaran bantuan penoh.

Tuan Yang di-Pertua, sa-takat ini benarkan-lah saya bertutor kata dalam bahasa Inggeris.

(*Dengan izin*) Tuan Yang di-Pertua, in the earlier part of my speech I said that I shall speak more on certain matters. First, let me take the amendment to the definition of the word "school" in Section 2. The word "school" as amended would include a kindergarten, nursery school and a training centre for teachers in kindergarten and nursery school.

Tuan Yang di-Pertua, as we all know, kindergartens and nursery schools have during the last few years, like mushrooms, been springing up all over the country. Like mushrooms, some variety are good and edible but some are poisonous and should be rooted out. My Ministry is aware of the public concern and anxiety over the unscrupulous, fee grabbing, profit making and quack education provided by some of these so-called kindergartens and nursery schools. Where there is profit to be made even infants are not spared from being exploited. Such is, Tuan Yang di-Pertua, human nature. The amendment will enable rules or regulations to be made to control, supervise and regulate these institutions.

Tuan Yang di-Pertua, ever since the acceptance by the Government of the recommendations of the Royal Commission with regard to the taking away of the existing School Boards' powers to engage and employ teachers and other school personnel and the disciplinary power over them, great concern has been expressed, mainly by the Chinese community and especially the Chairmen and members of some of the fully-assisted National-Type Chinese schools. This particular recommendation of the Royal Commission has been exploited by chauvinists and perverted racialists and interpreted as the Government's thin end of the wedge to destroy the Chinese

language and culture in this country. This vicious and racially dangerous interpretation has been made purposely to arouse emotional and racial feelings to gain political support. I deplore and I detest such tactics and conduct. As I have said, this particular recommendation has been made by the Royal Commission and not by the Government. The Government has accepted the recommendations because of the reasons given by and the conclusions arrived at by the Royal Commission. The Royal Commission, while agreeing that the School Boards do serve a useful purpose both in the administration of the schools and as a source of supplementary finance, cited several instances of abuses and malpractices, such as:

- (1) The interference in school administration by members of the Board;
- (2) The practice of nepotism by members of Boards in school appointments;
- (3) Borrowing of money from school grants and the voting of allowances by members of Boards to themselves for attending Board meetings;
- (4) Misappropriation of school funds by the Chairmen of School Boards either singly or in collusion with Headmasters; and
- (5) Members of Boards using their position to obtain commission from book-sellers and canteen contractors.

Tuan Yang di-Pertua, the School Boards have and will continue to play an important role in the educational set up of our country. With the exception of their powers of hire and fire, the School Boards will continue to be of great service to the community in that they would assist the Government in the general administration of the schools, act as an intermediary between schools and parents, raise funds from private sources and last, but by no means least, actively engage themselves in the welfare and development of the schools. Tuan Yang di-Pertua, this brings me to the next matter, which is the winding up of the existing School Boards mentioned in the new Section 26A.

Honourable Members will recall that the existing non-Government teachers, such as those in the Unified Teaching Service, are under contract with the existing School Boards and, legally speaking, the School Boards are their employers. In accordance with the recommendations of the Royal

Commission, these existing non-Government teachers have, since 15th December, last year, been given the option either to join the Government's new Education Service or to remain in their present service and become employees of the Central Board. There will be no legal complications in regard to those who opt to be one or the other. The legal complication will arise, however, when they do neither. That is, they insist on continuing to be the employees of the existing School Boards. To provide for this contingency, the existing School Boards will have to be wound up and before doing so, these teachers will be given notice by the existing School Boards terminating their services with the School Boards. This is provided for in the existing agreement with the School Boards. As School Boards will no longer have the powers of hire and fire, sub-section (1) of the new Section 26A will give the necessary legal force.

Tuan Yang di-Pertua, it has never been the Government's intention, as has mischievously been alleged, to do away completely with the School Boards. The Government has always recognised their usefulness, though not necessarily in the present form. That accounts for the provision in sub-section (4) of the new Section 26A. The Constitution and functions of the new School Boards will be prescribed by rules in due course.

The implementation of this new section entails considerable preparation both administratively and legally. Honourable Members will appreciate that the Central Board will have to be established and rules and regulations thereto prepared before the existing Boards can be wound up. According to my calculation, all the preparations will not be completed and the existing School Boards will not be wound up earlier than January or February next year. In the meantime, the existing School Boards would carry on as they are now except that, by administrative action, my Ministry has instructed them not to recruit new teachers without reference to and approval of the State Education Officers.

Tuan Yang di-Pertua, I am informed that there are already cases where some Chairmen and members of some School Boards have refused to sign cheques for the payment of the teachers' salaries, etc. under the misapprehension that they no longer have the

powers. This is not so and until the existing Boards are wound up in due course, they will still be responsible for this matter.

Tuan Yang di-Pertua, there are over 5,000 fully-assisted primary and secondary schools in West Malaysia. When the existing School Boards are wound up and new Boards set up under sub-section (4) of the new Section 26A in all probability the existing members will be appointed to the new Boards.

Lastly, Tuan Yang di-Pertua, a new Section 32A has been made to provide a machinery for appeal to the Minister in the event of a Headmaster being posted to a school who is not acceptable to that school. Fears have been expressed that it may happen that a Hindu or a Muslim Headmaster may be posted to a Christian missionary school or a Malay or Indian Headmaster may be posted to a National-type Chinese school or a Malay or Chinese Headmaster may be appointed to a National-type Tamil school. I have been requested to give an assurance that this will not happen and, Tuan Yang di-Pertua, I gladly give that assurance.

I beg to move.

Tuan Tan Cheng Bee (Bagan): (*Dengan izin*) Mr Speaker, Sir, I beg to second the motion.

We are today in a process of change from the system whereas previously all UTS and other non-Government teachers were employed by their respective Boards of Managers or Governors, in future all teachers will either be employed by the Government or the proposed Central Board. I have no doubt that the majority of teachers welcome such a change as they will no longer be subject to the whims and fancies of School Boards or individual members of the Boards and will have security of tenure and better terms and conditions of service such as pension benefits, etc. I fully support this move as being in the right direction because we all feel that teachers and those involved in the process of imparting knowledge to our children should be given the status that should rightly be accorded to them and that they should be fairly treated and given a square deal.

Whilst we appreciate that in order to give effect to the recommendations of the Aziz Commission that in future all teachers are

either employed by the Government or the proposed Central Board, the powers of appointment and dismissal and discipline of teachers have to be taken away from the existing Boards of Governors or Managers in fully assisted schools by the legal process of winding up such Boards so that the employer-employee relationship of the Boards and the teachers can be legally terminated, we hope that it is not the intention of the Amendment Bill to take away the other powers and functions of the School Boards nor is it the intention of the Honourable Minister of Education to change the constitution and the manner of appointment of members of the new Boards to take the place of those wound up.

Sir, I believe that the Aziz Commission in recognition of the role of School Boards said:

"We feel that the Board can, if properly constituted, serve a useful purpose as an intermediary between the Government and the public in that grievances or misgivings regarding the administration of schools and educational matters can be voiced and ultimately brought to the attention of the authorities. It can also serve as a link between the school and the community. It can, if necessary, muster adequate financial resources to help in the running of schools. Most important of all, it can help to instil in the minds of the public the concept that education is the joint responsibility of the Government and the public." (page 48, paragraph 8.39)

It would not be out of place for me to say that the Malaysian Chinese society have always been actively interested in the education of their children. Long before Merdeka, Chinese schools were maintained by guilds and clans, missions or individuals and many amongst the Malaysian Chinese community, rich and poor alike, have made tremendous contributions to the development of education in this country. This is a debt which the Malaysians owe to those early pioneers and pillars of education. It is for this reason that even the Aziz Commission recognised the special character of Chinese schools and if I may quote from the Aziz Report:

"To allay any misgivings as regards the status and the special character of some former private schools, particularly the

mission schools and conforming Chinese schools, we would suggest that in exercising the powers of deployment and assignment of teachers, especially the head teachers, there should be maximum consultation between the deployment authority and the individual Boards of the school so that this character is maintained." (page 53, paragraph 8.53)

In view of this recommendation in the Aziz Report, I would like to emphasise that particularly in the deployment of head teachers to Chinese medium schools and mission schools, the Boards of such schools should be given every opportunity to express their concurrence before sending the head teachers to such schools. I am aware that in the Amendment Bill, the Board in a fully assisted school to which a head teacher is posted may within 30 days from the date of such posting appeal to the Honourable Minister against the posting. I have no doubt that in order that the head teacher will not be put to undue hardship or even embarrassment by having to be transferred if such objection is accepted by the Honourable Minister, I would request the Ministry officials in implementing this provision of the law to inform the Boards beforehand of the proposed posting of a headmaster to a fully assisted school, in particular to Chinese-medium schools and mission schools, so that the Boards have an opportunity to state their concurrence or objection to the proposed posting. This human touch will no doubt go a long way towards maintaining good and harmonious relations between the school Boards and the Ministry of Education. I think it is not the intention of the Honourable Minister of Education to send a Muslim headmaster to a Catholic mission school, nor is it the intention to post a headmaster who is not literate in the Chinese language to a Chinese medium-school nor a headmaster who is not literate in Bahasa Malaysia to a national school.

The Boards of Managers or Governors in Chinese-medium schools have always been held in high regard by our community and I would like to suggest that although the name "board" or "committee" can be used to describe the new School Boards which the Honourable Minister may set up to take the place of those Boards wound up, the Chinese name of "Tong Su Poo" or translated into English meaning "Board of Directors"

should continue to be used to describe the Boards in Chinese-medium schools.

The Amendment Bill also provides for the setting up of a Central Board, which will become the employer of those teachers who do not wish to opt into Government service. Although it is the intention that the proposed Central Board shall take over the rights, obligations and liabilities of the Boards of Managers or Governors which are wound up by the Honourable Minister, I hope that these rights pertain only to those of being an employer of those teachers who opt to retain their *status quo*, including of course exclusive jurisdiction in respect of deployment and discipline. I hope that it is not the intention of the Honourable Minister of Education to give to the proposed Central Board those other functions relating to the development of schools which will continue to be the role of the School Boards as envisaged by the Aziz Commission.

I also hope that the proposed Central Board will not change the terms and conditions of service (except for transferability) of those teachers who opt to retain their *status quo* either in the UTS or in whatever scheme they are presently employed. Although this provision is not written into the Amendment Bill, Government has made it clear to all serving permanent teachers who do not opt to join the Government Education Service that they will be offered employment by the Central Board on their present salary scale and existing terms and conditions of service, I hope no doubt that this undertaking by the Government will be fulfilled.

Sir, in concluding, I would like to appeal to the Honourable Minister of Education to reduce the present rate of school fees in Forms I to III from \$7.50 per month to \$5 per month, in Form IV and V from \$10 per month to \$7.50 per month, and in Form VI classes from \$15 per month to \$10 per month in order to relieve parents of their heavy financial burden of maintaining their children in schools. I would also suggest that children of poor families, irrespective of race, should be given remission of school fees so that these children will not be deprived of their opportunity of schooling because of their parent's poverty.

Thank you, Sir.

Tan Sri V. Manickavasagam: Tuan Yang di-Pertua, dengan izin, saya minta berchakap dalam Bahasa Kebangsaan dan juga bahasa Inggeris.

Tuan Yang di-Pertua, saya bangun untuk menyokong Rang Undang² (Pindaan) Pelajaran yang sedang di-bahathkan di-Dewan ini. Tujuan utama Rang Undang² ini ialah bagi menguatkuasakan shor² Surohanjaya Aziz bagi menubuhkan satu Lembaga Pusat yang bertanggung-jawab bagi deployment dan tata-tertib semua guru² di-dalam Perkhidmatan Pelajaran yang baharu. Oleh itu Lembaga ini akan menggantikan Board of Governors dan Pengurus² yang kita dapati dahulu berkaitan dengan peranan² ini.

(Dengan izin) It has been obvious for some years, Sir, that the old Boards of Governors and Managers and the Unified Teaching Service have been rather unsatisfactory for both our children's education and the teachers. Many of the Boards have done considerable service to their schools—promoting the standard of education provided and the well-being of the teachers and the children—but in a number of cases the Boards were not in a position to discharge the tremendous responsibilities placed on them. However, in almost every case the Boards have been a useful way of associating the community and parents in a direct way with the educational services in the particular communities.

The previous system while a useful system in some ways, has posed many problems to implementing the balanced development of our educational system and the provision of equal opportunities for all our children, of whatever race and wherever they stayed. It has proved far too difficult to ensure that, while the number of schools in rural communities expands, there are sufficient and capable teachers to staff them. The root cause of this problem has been the excessive splintering of the Teaching Services as a result of their being employed by individual Boards of Governors or Managers.

Sir, the Bill does not only seek to overcome the problems posed by the existing system of employment in the Teaching Services but ensures that the benefits of community participation in the well-being of our schools are continued.

Di-bawah Rang Undang ini satu Lembaga Pusat yang baharu ada-lah di-bentuk untuk mengendalikan pergerakan dan tata-tertib guru². Walau bagaimana pun perbekalan yang di-buat di-bawah Sekshen 26 (a) Fasal 4 Rang Undang bagi menubuhkan Lembaga² dan Jawatan-kuasa² bagi sekolah² yang di-bantu penuh atau bagi lain² yayasan² pelajaran yang di-bantu penuh. Ada-lah menjadi tujuan Kerajaan bagi menubuhkan Lembaga² atau Jawatan-kuasa² seperti itu sa-bagai satu agensi yang berguna dan berkesan bagi mendapatkan penyertaan dan minat wakil² masyarakat di-dalam mana sekolah itu terletak dan ibu bapa mereka tentang kemajuan sekolah itu.

Ada-lah juga di-dapati bahawa dalam Fasal 7 Rang Undang² Perbekalan di-buat bagi Lembaga² atau Jawatan-kuasa² itu mempunyai suara di-dalam menempatkan guru² besar kepada sekolah² itu. Guru² besar ada-lah jawatan yang penting bagi pengurusan sekolah² dan oleh itu ada-lah natural bahawa Lembaga atau Jawatan-kuasa patut mempunyai peluang untuk membuat rayuan kepada Menteri tentang menempatkan jawatan² itu. Ini ada-lah satu lagi langkah keselamatan bagi melihat bahawa kemajuan sekolah² kita ada-lah terus terjamin.

Sir, the Bill does not seek to change or have anything to do with the media of instruction in our schools. The safeguards and policy in this regard are spelt out in our Constitution. My feeling is that, on the contrary, this Bill provides the means for the further improvement of the standard of teaching and facilities in the National Type Schools and particularly in the vernacular schools. The Honourable Minister has assured that he will have this firmly in view in implementing this new system of Central Board.

Sir, it is quite evident that the standard of National Type Schools in the Tamil medium has improved a great deal in the years since Merdeka. With better school buildings and facilities and more trained teachers, not only has the level of education in these schools visibly improved, but more and more of the children from these schools have been able to find places to do well in secondary schools in the English and National Language media. Very effectively, Sir, education in the Tamil medium has been turned

from a virtually dead end to one of increasing opportunities in an integrated national educational system.

Sir, I am aware that while this is largely the position, there are still some problems in particular cases. I look upon the Bill before us as the beginning of a new effort to effectively bring about these improvements in every school and community. With central recruitment and deployment of teachers I look forward to more and better teachers being posted in these rural schools as well as the vernacular schools in urban areas. The Aziz Report has recommended further measures to streamline and improve the educational system and services. These include the training of presently untrained or under-trained teachers, refresher courses to upgrade qualified teachers, the provision of more study grants and scholarships to deserving children, and a host of their improvements to organisation, functioning and inspection of schools.

Tuan Yang di-Pertua, saya yakin bahawa banyak dari langkah² ini akan di-laksanakan dengan tidak berlingah² lagi.

Menteri Tugas² Khas (Dr Lim Keng Yaik): (bangun).

Tuan Goh Hock Guan (Bungsar): (Dengan izin) On a point of order, Sir. Will Tuan Yang di-Pertua kindly advise the House whether a defeated candidate who nearly lost his deposit at the last election, somebody who has been clearly rejected by the people, is allowed to speak in this House?

Tuan (Timbalan) Yang di-Pertua: This is not the place to bring it up. The Honourable Member is an appointed Minister and he has a right to sit and speak in this House. You are most out of order to have raised that, Honourable Member.

Dr Lim Keng Yaik: Thank you. (Dengan izin) Mr Speaker, Sir, I rise to speak in support of the Education (Amendment) Bill, 1972.

Sir, Education is a service which is indispensable to the well-being of a progressive and dynamic society. It is an investment in the human resources of the nation. The service of a teacher is unique. He shapes and moulds the impressionable young mind and society cannot afford to entrust such a

responsible task to any but those who are qualified, competent and dedicated to discharge that duty. Society has always had a high regard for the teaching profession and its image of respectability and wisdom. Although in this modern, materialistic world, some of this image has unfortunately faded, in our Malaysian society, however, particularly in many of the outstanding schools, this image still persists, nurtured by the hard work and dedication of the teachers themselves. Teachers, therefore, can exert tremendous influences not only on the school children and their parents, but on society as a whole.

It has been said that education is only as good as the teacher for it is in their hands that the future of education of our children lies. I am glad therefore to see that teachers are today given the status which should rightly be accorded to them and that by offering all serving non-Government teachers the option to join the Government Education Service, they are given a new deal and assured of security of tenure, with pension benefits and prospects of advancement. This should rightly be so as one cannot expect teachers to maintain the good image of their noble profession when their stomachs are empty.

I would like to congratulate the Honourable Minister of Education for the personal interest he has taken to see to the fair and just implementation of the recommendation of the Aziz Commission. The patience and understanding he has shown in personally meeting representatives of all teachers organisations, be they from national language, English, Chinese or Tamil medium schools, over five successive days from morning till evening each day to listen to their problems is eloquent testimony to his sincerity, dedication and warmth of human feeling. I can say with all humility that I have yet to come across a better Minister of Education.

For the first time we can expect to see order and rationality in "the vast and veritable teaching jungle" as the Aziz Commission calls the teaching services. The multiplicity and heterogeneity of salary scales and terms and conditions of service of teachers will shortly give way to no more than five categories of teachers, listed according to a combination of academic and professional qualifications, with all serving

teachers choosing either to become employees of the Government or the Central Board.

In future there will be no third employer of teachers. The amendment Bill is aimed at implementing one of the recommendations of the Aziz Commission that in future, the School Boards will no longer be concerned with the hiring and firing of teachers. As the Honourable Minister of Education has explained, it is necessary to wind up the existing school Boards in order to get round the legal technicality of the present employer-employee relationship of those non-Government teachers employed by the respective School Boards. The legal pundits have found it necessary to allow the School Boards to legally "die" so that the teachers' contract of service with their respective Boards can be frustrated. This, however does not mean that the present School Boards are abolished. In all likelihood, the new Boards which will be set up to take the place of the Boards wound up would consist of the same people and apart from the powers of hiring and firing and discipline of teachers, the other functions and powers of the School Boards will remain unchanged.

I should perhaps at this stage read para. 8.53 on page 53 of the Aziz Report. I quote :

"It has been represented to us that, particularly in respect of mission schools and conforming Chinese schools, the *status quo* of the Boards should be maintained as these Boards have been responsible for the founding and development of these schools since their inception."

The Aziz Commission has specially singled out mission schools and Chinese schools as having a special character of their own and are mindful of the sensitivities of the Boards of these schools. The Commission therefore went on to recommend that "in exercising the powers of deployment and assignment of teachers, especially the head teachers, there should be maximum consultation between the deployment authority and the individual School Boards of the school so that character is maintained."

I am emphasising this point because the Malaysian Chinese community in this country have voiced their strong objection to the abolition or even the winding up of School Boards in Chinese schools. At the

conference of Chinese School Teachers and School Boards throughout West Malaysia held in Kuala Lumpur on the 4th December, 1971, a resolution was passed requesting the Honourable Minister of Education to maintain the *status quo* in the powers and organisation of School Boards in Chinese schools. They maintain that it is necessary for the School Boards to continue to have their existing powers in order to maintain the special character of Chinese schools.

However, the vast majority of Chinese School Boards appreciate that in order to allow serving teachers in Chinese schools to opt to join Government Service in the proposed Central Board as well as to enable such teachers in future to enjoy better status and security of tenure as Government servants, they are prepared to relinquish the powers of appointment and dismissal and the discipline of teachers, (though somewhat reluctantly) but they are only asking for just the concurrence of the School Boards in the appointment or deployment of the head teacher to the school. This is just a semblance of the power which used to be in the hands of the School Boards. In other words, the Chinese School Boards are requesting that the Honourable Minister of Education should give the School Boards an opportunity to say "yes" or "no" to the Ministry's proposal to send "Mr. X" as headteacher to their schools. This I consider is not an unfair or unreasonable request. I would therefore appeal to my colleague, the enlightened Honourable Minister of Education to set out in the rules the machinery for consultation with the School Boards when posting a headteacher to the school so that justice is not only done but seen to be done. Although in the last analysis the Minister's decision on the choice of the headteacher is final, I would however request the Honourable Minister to consider setting up an appeal machinery to hear the representations of the School Boards where objection is made against the posting of a headteacher to the school.

Silly as it may seem, the Malaysian Chinese will go to any length to "save his face". It has been said that a Chinese's honour is his face. I hope therefore that the Honourable Minister will maintain the *status quo* in the manner of appointment of the new School Boards which are to take the place of those wound up, and that the same

designation be used to describe the reconstituted Chinese School Boards.

I have said earlier that the implementation of the Aziz salary scales and the establishment of a Government Education Service and Central Board is a new deal for all serving teachers. The Aziz Commission is to be congratulated for coming up for the first time with recognising the Senior Middle III qualification (whether Government or private) as equivalent to the School Certificate or MCE or SPM. This is a tribute to the early pioneers of Chinese education in this country and to the many Chinese medium schools which have produced both before and after Merdeka generations of students who have served our country well. Although today all secondary schools are moving with the mainstream of the national education system and all Malaysian children are not qualifying in the MCE or SPM, we cannot afford to allow one section of the products of the past education system, however imperfect it might be, to be left out in the process of nation building.

Today the Chinese school teachers who have only the Senior Middle III can rejoice in the belief that they are recognised as equally qualified and capable of contributing to the important task of imparting knowledge to our young as the MCE/SPM holders. I hope that before long Malaysians who, through no fault of their own and through circumstances beyond their control, have qualified from Chinese language universities overseas can also expect that their skills (though not necessarily their degrees) can be recognised by the Government so that they also can contribute their part and play their rightful role in national development. Thank you.

Tuan Lim Kit Siang (Bandar Melaka): (Dengan izin) Mr Speaker, Sir, the 1972 Education (Amendment) Bill seeks to abolish Boards of Managers and Governors of all fully-assisted schools. It will empower the Minister of Education to determine the date and the manner in which every School Board of Managers and Governors in all fully-assisted schools and fully-assisted educational institutions would be wound up. In other words, once this Bill is enacted into law, the death sentence would be passed on all School Boards of Managers and Governors. It will be up to the Minister of Education to decide and declare the date of execution.

The Government's move to abolish School Boards of Managers and Governors has created considerable public anxiety and concern. My colleague, the Honourable Member for Kampar will speak on how the Bill will affect the teachers in their terms and conditions of service, while my other colleague, the Member for Seremban Timor, will touch on the effects of this Bill on national and national-type schools. I will confine myself solely to the effects of this Bill on Chinese Schools and Chinese education in Malaysia.

Undeniably, it is in Chinese educational circles that this Bill has caused the greatest anxiety, foreboding and discontent. There are several reasons for this, some stated publicly, while a few have not been given public expression. I propose today to discuss all these reasons—those which had been stated publicly and those which had not—because I believe that Parliament, which is supposed to be the highest legislative and deliberative Chamber in the land, is the place where the hopes and fears of the people, whether expressed or unexpressed, should be heard and considered. My colleagues and I in the D.A.P. would be failing in our duty if we should ever shirk from our responsibility to represent the people of Malaysia in this Chamber, by giving voice to their innermost feelings.

First of all, we must call a spade a spade. There is no use having euphemisms or pleasant-sounding names, to cover up an unpleasant fact. The spade in this Bill is the abolition of School Boards of Managements and Governors. Different words have been used by the Government to try to sweeten the pill and mislead the people—word like “reorganisation”, “rationalisation” and now “winding up”. Chinese newspaper editors were instructed by the Government not to use the word “abolish” and recently subtly told to black out statements by Opposition parties and educational bodies which oppose and criticise the abolition of School Boards of Management and Governors.

The Government has felt it necessary to resort to such tactics because it concedes that the opponents of the abolition of School Boards of Managements and Governors are having a virtually irrefutable case. But whatever euphemisms the Government may use, the fact remains that when this Bill is passed

and the Minister exercises the powers conferred upon him, there would no more be any more School Boards of Management and Governors. What may take its place will be an entirely different creature altogether.

The Aziz Teaching Services Commission of Enquiry of which, it should be noted, the MCA expert on Education, Mr Lew Sip Hon was a member, recommended the abolition of School Boards of Management and Governors because of two reasons:

- (1) Abuses and malpractices by some members of such boards as:
 - (i) the interference in school administration by members of Boards;
 - (ii) the practice of nepotism by members of Boards in school appointments;
 - (iii) borrowing of money from school grants and the voting of allowances by members of Boards to themselves for attending board meetings;
 - (iv) misappropriation of school funds by the Chairmen of school Boards either singly or in collusion with headmasters; and
 - (v) members of Boards using their position to obtain commission from book-sellers and canteen contractors.

(Paragraph 8.37 of the Revised Aziz Report)

And I quote the Revised Aziz Report, paragraph 8.52:

- “(2) That the salaries of the teachers are provided by the Government annually but paid through the Boards. Since the amount of money raised by the Boards themselves is insignificant, it means that in most cases, the total expenditure of the schools, including the salaries, are paid from Government funds. We consider such a legal fiction is, under the present circumstances, not conducive to efficiency.”

I will be the first to agree that there had been abuses and malpractices by some members of Boards. In the majority of such cases, the culprits are local MCA chairmen and leaders who capitalise on their political position to make hay while the sun shines. If we in the D.A.P. operate solely by party political considerations, we will welcome the

toppling of some of these tinpot MCA dictators. However, the question is whether these abuses and malpractices are so widespread and entrenched that it warrants the abolition of the system of Boards of Management and Governors.

The Revised Report of the Royal Commission on the Teaching Services in West Malaysia itself admitted it was not so. Thus, in paragraph 8.36, it is stated, and I quote:

“We found the Chinese schools and the Christian Missionary schools in a much better position because the feature of School Boards and Parent-Teacher Associations is generally not new to them. In most of the Chinese schools, we found the prominent members of a Chinese association or clan, who originally started the schools, still serving on the Boards.”

Secondly, the Ministry of Education is itself not blameless in allowing such abuses and malpractices to exist. The Education Act of 1961 gives the Ministry of Education power to deal with members of Boards who fail to live up to their duties by striking them off the Register of Governors or Managers.

It is also pertinent to ask why there was no prosecution of members of Boards who committed abuses and malpractices? Surely, such prosecutions would be a great deterrent to such malpractices. It is clear that it is possible to correct the system of abuses and malpractices internally, and this is no reason enough to abolish the whole system.

The second reason, that the man who plays the piper calls the tune, is more substantial a reason. However, on closer examination and in the light of the special characteristics and history of Chinese schools in Malaysia, this reason is also not strong enough to justify the move to abolish Boards of Management.

It must be remembered that until very recent times, Chinese schools were left completely in the hands of the Chinese themselves. Due to their long literate tradition, the Chinese had always a keen interest to provide an adequate education for their children. Although their forefathers came to Malaysia with nothing but bare hands and a singlet on their backs, they sweated and toiled, not only to lay the foundations of Malaysia's present prosperity in the estates, tin mines, commerce and finance, they also built the schools for their children.

One factor which no Government should ignore is the great contribution the founders and the public have made to the development and growth of Chinese schools, and the great contributions the public are still making in this direction. These public contributions should not be belittled or disregarded, as the abolition of the boards of management would do.

The boards of management had been the foster-mother and the life-blood of Chinese schools and education. It is no exaggeration to say that if there had not been any Board of Management, there would not be a single Chinese school today. Thus, it is widely feared and apprehended that the abolition of Boards of Management, as this Bill seeks to do, will lead to the closure and death of Chinese primary and secondary schools. This is a legitimate fear and apprehension which it is bounden on the elected Government and Parliament to take into serious account in our deliberations today.

The anxiety among Chinese educationists and the public has been aggravated by what they regard as a breach of faith by the Government. When the Chinese schools accepted conversion to become fully-assisted national-type (Chinese) primary schools, there was an understanding with the Government that the Boards of Management would be left intact. However, this understanding is now being violated.

I know there are extremists in this country who want to have all Chinese schools closed down, and who regard those who go to Chinese schools or send their children to Chinese schools as disloyal and anti-national elements, just as the Chief Minister of Penang said here in this House last year that those who oppose the Constitution (Amendment) Bill are disloyal and anti-national.

Let me state at the outset, that it is a fully legitimate aspiration for parents to send their children to Chinese schools for Malaysia is a multi-racial, multi-cultural and multi-lingual nation, so long as these Chinese schools are Malaysian-centred, and Bahasa Malaysia is taught as a compulsory language.

A Malaysian Chinese education is fully consistent with Malaysian nation-building. In the same way, nobody questions the loyalty of a Malaysian because he does not belong to the official religion, Islam; similarly, nobody should question the loyalty of a

Malaysian who is a product of a Chinese or, for that matter, any other language education which is Malaysian-orientated.

Furthermore, the right of a Malaysian to study in a school in his or her mother tongue or in a language of his or her choice is enshrined by Clause 152 (1) of the Malaysian Constitution which stipulates that:

"The National Language shall be the Malay language 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 languages of any other community in the Federation".

Another reason why parents prefer to send their children to Chinese schools is because they want their children to grow up to become more wholesome human beings, for Chinese schools traditionally place greater emphasis on character-building and social motivation. Products of Chinese schools are more culturally-rooted and stable. That is why problems like hippies, drugs, ganja-smoking and other symptoms of an over-pampered 20th Century youth are not found in Chinese schools.

The public and Chinese educational circles oppose the abolition of the Boards of Management of Chinese schools because they see this as the first step to the closure of Chinese primary schools.

Although the Malaysian Constitution guarantees every Malaysian the right to be schooled in his own mother tongue, the Government's National Education Policy is to have one educational system where the sole medium of instruction and examination will be in Bahasa Malaysia. This is why the Government has started abolishing National-type (English) primary schools, and students in Standards One, Two and Three in National-type (English) schools are taught solely through the medium of Bahasa Malaysia, except for one subject of English.

There is no denial that it is the policy of the Alliance Government, comprising as it is of the UMNO, M.C.A. and M.I.C., to

convert all National-type primary schools of the English, Chinese and Tamil media into National primary schools, where the sole medium will be Bahasa Malaysia.

This is why the 1961 Education Act gave full powers to the Minister of Education to convert all National-type primary schools into National primary schools with a stroke of the pen. Clause 21 (2) of the 1961 Education Act reads:

"Where at any time the Minister is satisfied that a National-type primary school may suitably be converted into a National primary school, he may by order direct that the school shall become a National primary school."

The Minister of Education has started converting all National-type (English) primary schools into National primary schools, and this conversion will be completed in three years' time, in 1975.

The question the public and the Chinese educational circles are worried about is when the Minister of Education will "by order direct that National-type (Chinese) primary schools shall become National primary schools". The conversion of Chinese primary schools into National primary schools presents a more complicated technical problem than the conversion of English primary schools.

If the Government should decide to convert Chinese primary schools into National primary schools, it will have to collide headlong with two groups of people creating public dissatisfaction, indignation and protest. These two groups are the present Boards of Management and the Chinese school teachers. The Chinese school teachers are at present employed by the respective Boards of Management and are not transferable or directable by the Government. If the Government converts the Chinese primary schools into National primary schools, these teachers will be retrenched, leading to public outcry, agitation and protest, and there will be no room for the Government to manoeuvre and to redeploy some of the teachers elsewhere.

But with the abolition of the Boards of Management, the Chinese school teachers will become direct employees of the Government, or indirect employees of the Government through the Government-controlled Central Board, and will be directable to any school anywhere in the country.

That will be a powerful instrument to reduce and intimidate any teacher who dares to oppose or protest any conversion move.

Furthermore, the present independent legal character of the respective Boards of Management will be another obstacle in the quiet conversion of all Chinese schools into National primary schools.

With the introduction of this Bill and the abolition of the Boards of Management, the Government would be able to carry out conversion of the Chinese schools more unobtrusively and subtly, without attracting so much public agitation, indignation and protest.

This is why teachers themselves are against the Bill for, although they are fighting for emplacement on more just salary scales under the Aziz recommendations, they know that what they may get will be temporary benefits only. If in a few years' time their schools are converted into National primary schools and they become redundant, then they will be out in the streets to join the ranks of the army of our unemployed in Malaysia.

Mr. Speaker, Sir, in the last three years, there had been a phenomenal increase in the enrolment of primary students in Chinese primary schools. The Minister of Education, I am sure, can testify to that. What is the cause of this? There are many reasons, but I will give two here. Firstly, many parents who had registered their children in National-type (English) primary schools have switched their children to Chinese primary schools because of the implementation of the National Education Policy of the Government to convert English primary schools into National primary schools. The second reason is that the implementation of the National Education Policy by the Alliance is so ill-conceived and badly executed that the educational standards of the children must suffer.

As a result of the switch in the medium of instruction from English to Bahasa Malaysia, the teachers are also required to teach in Bahasa Malaysia. The overwhelming number of the teachers, however, are ill-prepared for the switch, despite the three-month in-service language courses in Kota Bahru for primary school teachers and Pantai Valley Institute in Kuala Lumpur for secondary school teachers. As a result, many of the teachers just go through the motion of

teaching because they have not acquired fluency and proficiency in Bahasa Malaysia and therefore they cannot really teach in Bahasa Malaysia. In fact, the Alliance Ministers themselves, as has been pointed out, have so little confidence in their own educational system that many of them send their children abroad.

The phenomenal increase in the enrolment in the Chinese primary schools is not something which gladdens the heart of the Alliance Government with its present National Education Policy. But under the present circumstances, the Government has limited powers to check this switch of primary students from Chinese primary schools, although it has already restricted the increase of classes in some Chinese primary schools. With the enactment of this Bill, the Government will be able to easily check this switch of children to Chinese primary schools.

In today's press, we read of a meeting yesterday of the Association of Chinese School Boards of Management in the Federation of Malaya on this Bill, where the M.C.A. education expert, Mr Lew Sip Hon, said he could do nothing more to preserve the Boards of Management. This is highly hypocritical, when in the first place he is a co-author of the Aziz Commission Report which recommended the abolition of the Boards of Management. Mr Lew told the meeting that when the Boards of Management are wound up, the Minister will appoint a new Board which will be constituted by members of the old Boards of Management. If Mr Lew reads the Bill carefully, he will know that the new Section 26A (4) gives the Minister the discretionary power to set up such a Board. He may also decline to set up such a Board. I do not know whether there is a deliberate or unintentional misleading of the public here. However, assuming that the Minister appoints a Board constituting members of the wound-up Boards of Management, what earthly use is such a Board?

New Section 32A of the Bill provides that the Board or Committee set up by the Minister after the winding up can "within thirty days from the date of a posting of a head teacher, appeal to the Minister in writing against the posting. The decision of the Minister in the appeal shall be final".

Surely, it does not require a Committee or a Board to appeal to the Minister against the posting of a Headmaster. For that matter, any person, whether a parent, a hawker, even a beggar, can appeal against the posting of any Headmaster if he is so inclined.

Unless the Board has some power to have its say about employment of head teachers and teachers, all these appeal provisions are meaningless. The new Board, which was described by the original Aziz Report as the School Development Board, Lembaga Kemajuan Sekolah, is to look after the welfare and development of schools by raising money. It has no other powers, uses or purposes.

Mr Speaker, Sir, it cannot escape comment that in a Bill of such far-ranging consequences such as this, Parliament is being asked to debate and enact it three days after its first reading. As it affects the education of the new generation of Malaysians, the proper and democratic thing to do would be to allow interested Malaysians and organisations to have time to study this Bill, formulate their views so that Parliament can take full cognizance of public opinion. One must conclude that the purpose is to prevent the public and interested organisations from having an opportunity to freely, fully, frankly and democratically air their views.

Mr Speaker, Sir, the crux of the issue we are deciding today is—are we going to allow the conversion of national-type (Chinese) primary schools and allow Chinese education to wither and die in the country? The M.C.A. states that it stands inflexible on the non-convertibility of Chinese primary schools into national primary schools, and that if the Chinese schools are touched, the President of M.C.A. Tun Tan Siew Sin, will resign from the Cabinet. Firstly, we know that the conversion of the Chinese schools can take place subtly and unobtrusively, after the enactment of this Bill. Secondly, the people of Malaysia are wary of pledges and assurances from M.C.A. leaders. A volume won't be enough to catalogue them. The people will still remember that on the eve of polling day during the 1969 General Elections, the M.C.A., through Mr Lew Sip Hon again, announced that the Government has agreed to allow the establishment of the Merdeka University. We know what has happened to the project. Thirdly, so long as the 1961 Education Act Clause 21 (2)

empowers the Minister of Education to convert a national-type primary school into a national primary school if he is so satisfied, no amount of assurances either by Mr Lew Sip Hon or Tun Tan Siew Sin is good enough. If the Government and the M.C.A. are sincere in their declaration that they would not change the character of the Chinese schools and convert them into national primary schools, then it should at this debate introduce amendments to remove the power of the Minister of Education to convert Chinese primary schools into national primary schools in the 1961 Education Act.

Tuan (Timbalan) Yang di-Pertua: I would like to remind the Honourable Member that he must confine his intervention in this debate to the merits and principles of this Bill. We are not doing anything about conversion in this Bill.

Tuan Lim Kit Siang: It arises from the consequences of this Bill, Mr Speaker, Sir. I am arguing that.

Tuan (Timbalan) Yang di-Pertua: You can touch on it very briefly but not in great detail. I would like the Honourable Member to do so but I am afraid he might go on and on to go against the Standing Orders.

Tuan Lim Kit Siang: I am coming to an end.

Tuan (Timbalan) Yang di-Pertua: Do not go against the Standing Rules and Orders.

Tuan Lim Kit Siang: Finally, if Tun Tan Siew Sin is sincere in his statement that he will resign from the Cabinet if Chinese schools are touched, then I call on him to prove his sincerity by getting the Cabinet to amend the 1961 Education Act so that Chinese Primary schools need not fear conversion by the Government. If the Government can introduce this amendment, and give a guarantee that the Chinese school teacher after the abolition of the Boards of Management, would not be retrenched during his life of service, then and only then, is this present Bill worthy of consideration. Otherwise, if we pass the Bill in its present form, we are signing a death warrant for Chinese education in Malaysia. This will go against the fundamental concept of Malaysia as a multi-racial, multi-lingual and multi-cultural nation. Another light will be snuffed

out and the country will be entering the Dark Ages.

We in the D.A.P. will never be a party to such an act to suppress the legitimate aspirations and hopes of the people. We in the D.A.P. are opposed to this Bill, and will vote against it. I will also call on Members of Parliament to be brave enough to vote according to the wishes of the people, and not to the dictates of the Party, if they are ever to have the honour to face their own conscience. Thank you.

Dr Tan Chee Khoon (Batu): Tuan Yang di-Pertua, saya bangun untuk berchakap sapatah dua dalam Rang Undang² ini yang di-kemukakan oleh Menteri Pelajaran dan saya mohon izin berchakap dalam bahasa Inggeris dan bahasa Malaysia juga.

(Dengan izin) Mr Speaker, Sir, undoubtedly this Bill that the Minister of Education has introduced has caused more than a ripple amongst the educationists in this country, seeing that what we are being asked to enact today has been more or less indicated in the Aziz Report. Much has been said about the abuses of the Boards of Management of both primary and secondary schools. As one who has served on the School Boards of primary and secondary schools, in both Chinese and English schools, I wish to say that while it is true that there have been abuses as being pointed out by the Aziz Commission, I think that Commission has done a disservice to the hundreds of School Boards who have given dedicated service to the education of the young in this country, and I hope that the Minister of Education—I did not hear his speech of introduction unfortunately—when he winds up would give due recognition for those—I am not asking for recognition for myself, Mr Speaker, Sir, that is immaterial—people who have served for 14 years since the U.T.S. was introduced. They deserve a better fate than without a by your leave from those in authority. I know from practical experience, Sir, the long hours School Boards have devoted to the appointment of teachers, in particular of head teachers, and there is no doubt when the educational history of this country comes to be written, historians of the future will say that, by and large, the members of the various Schools Boards have given dedicated service to the youth of this country.

Mr Speaker, Sir, I am glad that this Bill and the Minister have taken cognizance of the fact of the special character of the Christian missionary schools and of the Chinese schools. I shall start off with the missionary schools as I am most associated with missionary schools. Of course, successive Ministers of Education have paid high tribute to the schools started by missionaries in this country and they have undoubtedly contributed a great deal to the education of this country and still continues and will continue to contribute to the education of the youth of this country. Whatever the fate of the School Boards of missionary schools under Section 26A 2 (4) the Minister may from time to time set up a board or a committee in a fully assisted school or a fully assisted educational institution whose constitution and functions shall be prescribed by the Minister. I do not say that the missionary schools should be singled out but there is virtue in keeping the special characteristics of the missionary schools who have done so much for the education of the youth of this country.

Pari passu with this, Mr Speaker, Sir, the two previous speakers have dwelt at great length on the question of Chinese education in this country and they have painted for this House the fears of the Chinese schools. I just want to state very briefly that when the forebearers of the Chinese in this country came to this country they were not worried whether the British Raj gave them any money to set up schools or not. Speaking for myself, more than 40 years ago, in the little village where I was born 11 miles south of Kuala Lumpur we never saw the British Raj. We never saw what is known as the District Officer but I do know that when I went to an English school the Chinese in my little community, they set up not one Chinese school but several Chinese schools in that tiny little village. So the Chinese of this country like the other Chinese elsewhere, I presume, have never bothered for Government assistance, never cared for Government assistance and never bothered whether their qualifications were recognised or not. They set up the schools and they taught their children to read and write. And I will say that by and large whatever may be our comments on the standards of education in the Chinese schools in those days they have done a great service to the people of this country. As such, again I would hope that

the Minister when he comes to implement this Bill will also take into cognizance the special characteristics of the Chinese. As we all know, the Chinese schools, unlike the English schools or Tamil Schools or Malay schools in this country, have always been managed by Boards of Management. It is true again there might have been abuses in the past, and there probably were abuses in the past. Speaking for myself, I do know of one school where one headmaster literally pocketed the E.P.F. contributions of his teachers. This was brought to the attention of the Ministry but, unfortunately the Ministry in its wisdom did not institute legal proceedings against the headmaster concerned until the headmaster decided to commit suicide and there the matter ended. But then the teachers, for about six or seven years, went without not only the Government's contribution of the E.P.F. but their own contribution of the E.P.F. But all these abuses do not detract from the fact that the Chinese schools, at this stage at least, have great fears, Sir, and I will be failing in my duty if I do not draw the attention of the Honourable Minister of Education to these fears and anxieties of the Chinese school teachers, the Chinese School Boards and the Chinese in this country. I do hope that the Minister will find some way of implementing this provision of the Bill. At least for the time being, till the people are more attuned to the Education Service and to the Central Board that the Government is about to institute. By this I do not mean, Mr Speaker, Sir, that the Chinese teachers or the missionary school teachers should not belong to the Education Service or should not be employed by the Central Board. All that I am saying is that the Minister can without any loss of face or any loss of efficiency, preserve some of the characteristics of the School Boards in certain schools, in particular the appointment of the Headmaster. I do know that in other schools the Board of Management used to make their selection and then send to the Ministry of Education for approval; but in the missionary schools, Sir, there is a little different procedure. The Boards of Management make the selections, they go to the Bishop of the school concerned and then the Bishop makes his recommendation to the Ministry. In other words, there is an intervention between the School Boards and the Ministry. We all know that the prerogative

lies with the Ministry. I must recall one instance when unhappily the Ministry foisted a Head Teacher on a school where I happened to be the Chairman of the Board of Management and I remonstrated with the Ministry. I said that we recognise that you have the power but please do not use the big stick in the first instance. There is nothing lost by having a little chakap-chakapan with the Board of Management and the Government loses nothing by having some consultation and I do hope that in the matter of appointments of Head Teachers in particular, the Ministry of Education will try and have the maximum consultation with the School Boards such as those that are allowed to exist by the Minister of Education.

Mr Speaker, Sir, with reference to the Education Service and the Central Board, I do hope that the Minister also will make use of the vast pool of people who have experience in the education of this country and who have, as I have indicated before, contributed to the welfare of education in the school. I see that in the Central Board, the Minister has a composition of five only. Of this five, two will be from outside the Public Service. I would be happier if the Minister were to have a Board of ten instead of a Board of five and make use of the vast pool of people outside the Public Service who can usefully contribute to the well-being and the functioning of the Central Board.

Mr Speaker, Sir, the Aziz Commission has now made known its Report and the Government has accepted the findings of the Aziz Commission. There are, as the Minister knows, a great deal of problems that are unresolved and I am happy that the Minister has gone out of his way to meet all the teachers in this country. Here, I wish to congratulate him on this because from my own experience, not many Ministers will give up freely of their time in having consultations with the employees in their Ministry.

There are two problems that I wish to bring to the attention of the Minister, namely the matter of housing and medical benefits, Sir. I do hope that the Minister will be able to resolve these two vexed problems with his Ministerial colleagues so that the teachers under this new Education Service and the Central Board will be able to enjoy housing and medical benefits, Sir.

The other problem, Mr Speaker, Sir, that faces the people connected with our schools today, is the school clerks, and other employees like office boys, jagas, gardeners in the school. In this House, many a time, Sir, I have raised this matter; in the last Parliament, I raised this matter; in this Parliament I raised this matter and none other than the Minister of Education himself had stated that he would give it his personal attention. Now, while Government servants have enjoyed the Suffian salary scales, the school teachers have been offered the Aziz salary scales, these school clerks and office boys, jagas, gardeners and the like, they have nobody to look after them. They are the step-children in the Education Service. I do hope that the Minister will not just once again say, "I will give this matter my personal attention" because this matter has dragged on ever since the U.T.S. was introduced and that was 15 years ago so that I hope when the time comes for him to reply, he will not say, "I will give it my personal attention" but he will make some concrete pronouncements on this matter because these people have been very forebearing and have been very patient and deserve a better fate than what they are subject to now.

The other thing, Mr Speaker, Sir, I wish to bring to the attention of the Minister is the matter of the T.P.F. The T.P.F. now will be wound up but there are about 50 employees in the T.P.F. who are housed in the Straits Trading Building in Kuala Lumpur. What is to become of them? Will they be thrown out on the streets once the T.P.F. is wound up.

Tuan (Timbalan) Yang di-Pertua: What is this T.P.F.?

Dr Tan Chee Khoon: Mr Speaker, Sir, T.P.F. is Teachers Provident Fund which was set up when U.T.S. was instituted. Now, Mr Speaker, Sir, I hope that the Minister, with such a large Ministry spending more than four hundred million dollars, will do his best to absorb each and every one of the staff of T.P.F. so that none of them will be thrown into the streets.

Mr Speaker, Sir, there is one other problem that I wish to come back to and that is the question of the staffing of teachers in the Chinese schools. It is evident that under the present system, in the Government assisted schools at least, it is not possible for any

student to acquire a Senior Middle III. Here I stand corrected if the Minister, through his backroom boys, who sit behind him, can tell me that I am wrong. But as far as I can see, the Government does not conduct Senior Middle III examination in any of the school systems at the moment. That being so, in time to come, if there are no teachers who are qualified to teach, one of the fears that the Honourable Member for Bandar Melaka has raised, will be valid. In other words, if there are no teachers, in time to come, the Chinese schools will wither away.

Now, it is true that the Chinese independent schools will continue to exist, will continue to produce their graduates with Senior Middle III but if these Senior Middle III graduates' qualifications are not recognised by the Government, then it stands to reason that in time to come there will be no teachers qualified to teach in the Chinese primary schools. I do hope that the Minister again will find his way to conduct examinations at Senior Middle III level so that there is a continuous stream of people qualified not only to teach in the Chinese schools but also to go to the university because unless there are students who are qualified to enter the Department of Chinese Studies in the University of Malaya, then very soon that Faculty either will have to take in people who enter that department with absolutely no knowledge of Mandarin or it will have to close down.

Another thing I seek to bring to the attention of the Minister, also while I am on the Chinese Middle III Examination, is the fact that there has been undoubtedly a good deal of anxiety and fear, as the Member for Bandar Melaka again has also stated, that the Chinese primary schools—Sekolah Rendah Jenis Kebangsaan (China)—may well be converted. The Alliance Government has time and again reiterated in this House and outside this House, in this country and outside this country that there is no intention on the part of the Government to suppress education in any medium and as such I do hope that the Minister, when his time comes to reply, will also give a categorical assurance that the Government will not convert the Chinese or Tamil primary schools in this country.

Now, Mr Speaker, Sir, the Minister knows that there is a tremendous shortage of teachers, and in particular the shortage of

science teachers. Here we are in a vicious circle, Mr Speaker, Sir, because unless the school streams produce enough students—literally it is from the Standard V Examination where the children show their potential by having a distinction in science, in arithmetic or mathematics and from there on they go and unless they are encouraged to pay more attention to the science stream, it stands to reason that when they leave school most of them will be biased towards the easier arts stream. Therefore, there will be less H.S.C. students qualified in the science stream and qualified to enter the universities of this country. So, therefore, unless you have these students coming out of the school streams going into the universities, the universities cannot produce enough science graduates and therefore the school streams will suffer and this is particularly so, Mr Speaker, Sir, with regard to the Bumiputras in this country.

From time to time one hears of the Bumiputras in this country yelling their heads off, quite rightly to my mind, "Why there should be so few science students entering the universities in this country and why should there be so few Bumiputras science graduates graduating from our universities?" The answer is a simple thing, Mr Speaker, Sir. The answer lies in the fact that our school systems do not produce enough science students qualified to enter the universities in our country and I do hope that the Minister will take active steps. What MARA does is to have one or two colleges here and there. I think, the Ministry of Education proposes to have to set up junior colleges in some of the States. Perhaps that scheme may even be scrapped. I do not know—this is what I gather. But the Ministry and in particular the leaders of the Bumiputras in this country should right from Standard I encourage the Bumiputras that in this technological and scientific age the Bumiputras, if they want to survive, must also pay greater attention to arithmetic, mathematics and right along the line they must be encouraged to do so, not at the L.C.E. level or at M.C.E. level or at S.P.M. level because by then, Mr Speaker, Sir, it is far too late for them to change course; once they enter the arts stream in Form IV it is not possible for them to change course to enter science stream. Therefore, I will have yet to hear any Minister or any top official of the Ministry of Education or any

prominent Bumiputras telling the Bumiputras in this country that they must right from Standard I encourage their children to pay special emphasis on science in order that they may survive and in order that this re-structuring of society that we talk so much of can be carried to a successful conclusion.

Finally, Mr Speaker, Sir, I wish to draw the attention of the Minister to one problem which must be engaging his attention and this is the school drop-outs. I do know that there have been some studies and, perhaps, there are some experts in this country studying this problem of drop-outs. Unfortunately, one does not get accurate figures about the drop-outs in this country. From time to time various Ministers will say so many thousand drop-outs and at another time some other Ministers will give us some other figures, but whatever it may be the problem is a very serious one because I think about five years ago I asked the then Minister of Education, "How many students after completing Standard VI in national-type schools failed to continue their education in Form I?" and the outstanding figure I got was 76,000. Now, think of it—76,000 of them in the various kampongs in this country failed to continue their education which means, Mr Speaker, Sir, that whatever you may talk about the re-structuring of society, these 76,000 in about ten years' time will be a drag on the economy of our country, drag not only to the Bumiputras themselves, but a drag to the rest of the country and, therefore, the Minister of Education should pay special attention to this very serious problem of drop-outs and, perhaps, when his time comes to reply he will be brave enough to tell us and give us some relevant figures about the drop-outs. This is a problem, Mr Speaker, Sir, that does not involve the Minister alone or the Ministry of Education. This is a national problem and the Minister should try and seek all available help from everyone in this country who can contribute to the solution of this dangerous problem because if it is not solved quickly then a very serious situation may arise.

In conclusion, Mr Speaker, Sir, I just wish to touch on one or two other things. I am told and I think I am right in saying that in the various schools, particularly on the East Coast, you have two-teacher schools and these two teachers—one is the Headmaster and one is the Senior Assistant—teach perhaps six classes and these are all grouped

together. I say that this is a very uneconomical way. Politically it may not be that wise to regroup these schools but I say that the Minister should regroup these schools. Regroup them so that you do not have two-teacher schools where the students from Standard I to Standard IV number, perhaps, less than fifty. The various small schools should be grouped together so that you can give the children a better type of education. I cannot think any child can imbibe anything even in a class where you find that there are only seven or eight of them and he knows that in the other class, perhaps there are even less, and he knows that in that school there is a Guru Besar and there is a Timbalan Guru Besar. Mr Speaker, Sir, this is a very serious state of affairs and I do hope that the Minister will also pay serious attention to it. Thank you.

Raja Nong Chik bin Raja Ishak (Kuala Selangor): Tuan Yang di-Pertua, saya adalah menyokong penoh di-atas Rang Undang² ini. Tadi saya telah mendengar sa-orang Ahli dari parti lawan mengatakan berkenaan dengan bahasa dan menentang dengan keras Rang Undang² ini dan telah membawa bagaimana orang² China datang ka-mari dengan sa-helai singlet, dengan seluar pendek telah datang ka-sini melombong, berniaga dan sa-bagai-nya, telah menjadi kaya-raya. Dengan usaha mereka telah menjadi kaya-raya di-sini dan telah membuka sekolah²-nya di-negeri ini, di-Malaysia.

Di-sini juga saya hendak mengatakan oleh kerana orang Melayu, bumiputra lembut hati, baik, lemah jantung, maka dengan sebab itu-lah kita bukakan pintu Malaysia ini kepada mereka datang dan hidup bersama² dengan kita.

Jadi kita tidak mahu soal perkauman yang timbul oleh orang² ini. Kalau dudok di-negeri kita, ada dengan undang², ada dengan Perlembagaan. Tadi dia telah menyatakan Fasal 152 dalam Perlembagaan. Fasal 152 mengatakan ia-itu kita ta' larang dia berbahasa China, kita ta' larang dalam sekolah menggunakan bahasa China. Pakailah bahasa China sa-bagai satu bahasa bagi membuka sekolah² China atau sekolah India. Kalau di-tentang mengikut Perlembagaan ini, sa-saorang itu boleh di-tangkap. Buka-lah, ta' menjadi hal, tetapi, Tuan Yang di-Pertua, bahasa, sekolah bahasa—balek kita kepada Fasal 152 mengatakan boleh di-pakai, dan bahasa Melayu, Bahasa Kebangsaan ada-lah bahasa rasmi yang

tunggal di-negeri ini. Jadi bangsa² lain yang menjadi warganegara yang ta'at setia kapada negeri ini mesti patoh oleh kerana kita akan hidup, kita akan mati bersama² di-sini, bukan hendak menchuchok satu² kaum supaya berlaga di-antara satu dengan lain oleh kerana ada motif, political motive di-belakang-nya. Kalau begitu saya perchaya tidak tahun ini tahun hadapan boleh jadi, tidak tahun hadapan lagi 5 tahun, boleh lagi 10 tahun berulang² kali nanti 13 Mei akan jadi, kerana kalau ada chuchokan bagini, orang Melayu ta' tahan, bumiputra ta' tahan, begitu juga chuchokan bagini orang China ta' boleh tahan, orang India ta' boleh tahan, akan meletup dan berapa kali lagi akan meletup. Dengan sebab itu, parti² lawan memang untuk menimbulkan perasaan² bagini supaya tujuan mereka apabila timbul perasaan bagini, ini-lah masa-nya akan memerintah negeri ini.

Di-dalam Rang Undang² ini ada-lah sangat simple, sangat ta' ada complicated mengatakan ia-itu, School Board and Managers. Bukan apa²—tidak. School Board and Managers akan ada tetapi chuma kuasa² sahaja akan di-tukar. Bukan mengatakan bahasa China ta' ada lagi, bahasa India ta' ada lagi, bahasa Tamil habis, bahasa Inggeris ta' ada lagi—chuma mengatakan School Board dan Managers ia-itu kuasa²-nya. Tetapi sengaja di-timbul²kan perasaan² supaya perasaan² orang China itu timbul dan apabila timbul bahasa itu orang Melayu merasa, bumiputra berasa di-sini: Oh! bahasa China sahaja yang di-utamakan, kata berkehendakkan negara ini, orang China baik, orang India baik dan orang Melayu baik menjadi orang Malaysia, tetapi bila datang kapada bahasa kebangsaan, apabila datang kapada China, mengungkit semua sekali menyokong bahasa China, bahasa China—fanatik dengan bahasa China ini.

Jadi dengan sebab itu, Tuan Yang di-Pertua, saya sa-bagai orang Malaysia yang ada di-negeri ini dan orang² Melayu, kami dan Perikatan juga berpendapat kita bukan hendak membubarkan sekolah² India, sekolah² China, tetapi orang Inggeris dahulu masa kita di-jajah oleh orang Inggeris dahulu ta' ada peratoran² yang tetap, baik untuk sekolah China, mahu pun untuk sekolah India. Di-waktu dahulu sekolah² India itu kebanyakan-nya di-estet². Dalam pekan jarang sekali. Chuba kita tengok di-estet² dahulu—sekolah India atau sekolah Tamil di-estet macham kandang kerbau.

Boleh kita ikut sekarang ini sa-lepas merdeka, Kerajaan Malaysia, Kerajaan Perikatan telah mengubah nasib sekolah² Tamil di-estet². Daripada sekolah² bagini, kita telah tegakkan sekolah² yang chantek², sekolah² yang mempunyai guru yang ada pelajaran tinggi dan begitu juga sekolah² China daripada sekolah² rendah dan sekolah menengah kita tengok berselerak lebeh banyak lagi di-negeri yang merdeka dan berdaulat ini daripada masa kita di-jajah dahulu. Dan jikalau orang² China Malaysia yang dudok di-negeri kita ini menengok bagaimana keadaan di-Thailand, di-Philippina, di-Indonesia dan di-lain² tempat, saya yakin dan perchaya mereka mengatakan Malaysia-lah yang tidak menyekat langsung, yang tidak menyekat sekolah² bahasa China, bahasa India di-gunakan di-negeri ini. Kalau ta' perchaya pergi tengok di-Thailand—ta' jauh. Tengok di-Philippina, dan di-Indonesia sahaja. Jadi baharu mereka ini akan sedar mengatakan: Oh, betul Malaysia ini bagus untuk hidup, bagus negeri ini untuk kita hidup dan mati bersama.

Berkenaan dengan education policy, saya nampak, Tuan Yang di-Pertua, tiap² kali bertukar, ta' tegas, langsung ta' tegas. Barangkali empat lima tahun bertukar sa-kali. Bertukar sahaja—ada Aziz Repot, ada Rahman Repot, ada Rahman Education Policy, yang mana hendak di-ikut? Jadi ra'ayat, orang Melayu, orang China dan orang India ta' tahu apa yang hendak di-ikut. 14 tahun kita telah merdeka 14 kali hendak di-tukar. Jadi kalau sudah di-buat sa-kali, biar-lah tetap sedikit. Ini bergoyang²—tolak ansor terlalu sangat. Ini-lah rupa-nya oleh kerana tolak ansor tadi, oleh kerana terlampau tolak ansor jahanam akibat-nya.

Dan di-sini juga di-nyatakan berkenaan dengan buku² budak. Tiap² tahun bertukar buku sahaja. Ini siapa yang dapat duit ia-itu printers yang dapat duit. Tiap² tahun bertukar, tiap² tahun orang yang miskin yang menampong keburokan. Jadi saya harap kapada Menteri Pelajaran buku² itu janganlah di-tukar selalu sangat. Di-waktu saya kecil dahulu 10 tahun sa-kali baharu di-tukar. Ini buku bacaan pun tiap² tahun bertukar, tiap² tahun buku mesti di-beli. Perubahan-nya daripada nama si-Awang, taroh nama si-Baba sahaja—tukar juga untuk printers dalam pekan ini membuat

duit. Jadi saya sokong dengan sa-penoh²-nya di-atas Rang Undang² ini. Terima kaseh.

Tuan Lee Seck Fun (Tanjong Malim): Tuan Yang di-Pertua, saya bangun menyokong Rang Undang² yang kita bahathkan dalam Dewan hari ini ia-itu satu Akta bagi meminda Akta Pelajaran, 1961 antara lain untuk membuat peruntukan bagi menubuhkan Lembaga Pusat dan mengulangkan Lembaga² Pengurus dan Lembaga² Pengelola bagi sekolah² bantuan penoh bagi menguatkan beberapa Shor Surohanjaya di-Raja Mengenai Perkhidmatan Guru² di-Malaysia Barat. Tadi saya dengar banyak ucapan di-buat atas Rang Undang² ini. Bagi Parti² Pembangkang bila Rang Undang² di-bawa di-Parlimen macham mana pun pehak Pembangkang akan chari jalan untuk membangkang Rang Undang² yang di-bawa di-Dewan ini. Rang Undang² yang kita bahath sekarang ini ia-lah berkenaan Laporan Tan Sri Abdul Aziz atau Laporan Aziz. Kalau kita tidak luluskan Rang Undang² ini tidak boleh-lah kita laksanakan shor² atas Laporan ini. Saya dapat tahu dan belajar dan baca dalam semua surat² khabar sama ada dalam bahasa China, Inggeris atau bahasa Malaysia. Saya nampak semua pehak ada-lah menyokong Rang Undang² ini, terutama sa-kali guru² yang saya tahu di-semua sekolah² yang mana mendapat laporan mahu membuat pilihan masok (option) Aziz Sekim ini. Banyak telah sain dan menghantar-nya. Guru² ini semua menunggu supaya Undang² ini chepat diluluskan. Kita tahu yang mana kita telah dengar Yang Berhormat Menteri Pelajaran dalam mengemukakan Rang Undang² ini ada sebutkan dalam Aziz Report. Muka 47, Cherian 8 ada di-sebutkan dan saya ingin membaca-nya sadikit:

- (a) the interference in school administration by members of Boards;
- (b) the practice of nepotism by members of Boards in school appointment;
- (c) borrowing of money from school grants and the voting of allowances by members of Boards to themselves for attending Board Meetings;
- (d) misappropriation of school funds by the Chairman of School Boards either singly or in collusion with headmasters;

(e) members of Boards using their position to obtain commission from booksellers and canteen contractors.

Jadi dengan sebab ini juga-lah kita tahu yang kuat bangkang ini bukan-nya semua, ada sadikit Guru² Besar dan juga Pengerusi² Lembaga Pengurus Sekolah Jenis Kebangsaan Rendah dan Menengah, sebab mereka itu tidak di-sebut dalam Aziz Report, ini memang ada betul, sebab kita tidak nampak pun mereka ini tidak ada di-sebutkan di-sini. Mereka membangkang kerana tidak ada hak mereka. Semua ini cherita tidak betul. Ini-lah sebab-nya banyak orang² bangkang Rang Undang² ini. Ubah nama Board of Governors atau Board of Managers.

(Dengan izin) Dato' Speaker, I think the whole thing is because of the translation for the Board of Managers and Board of Governors. If it is translated correctly in the Chinese characters, I think there won't be any such hue and cry over this change of name. The trouble is the translation for Board of Governors or Board of Managers. In Chinese it is "Tong Su", that is, Board of Directors. Jadi bila sudah jadi director. Ini serupa, rumah ini saya punya, ini kampeni saya punya. Kalau dia ubah mesti tidak sedap, muka masam. Jadi semua ada kaitan dengan translation, terjemahan dalam bahasa Malaysia.

As we know, National Type Primary Schools and National Type Secondary Schools had been established 40 to 50 years ago and at that time most of those people who managed these schools they themselves contributed a lot of money to, the building and the construction of additional classrooms which were needed to see that the school functioned and they even raised money to pay the salary of the teachers. So at that time it was quite right to call them Board of Directors or "Tong Su" in Bahasa China but now all the salaries of teachers and the administration expenses and even the expansion of schools in small towns like those in my area, Tanjong Malim, Sungkai, Bidor and Slim River, are borne by the Government—the Government gives them grants. Therefore, we cannot always change. When the time comes for us to change, we have to change. Also, I have been in this House for quite a long time and all the time Members of the Opposition, as my colleague the Honourable Member from Kuala Selangor has said, have always been talking

about pelajaran ten times—any Bill yang bersangkutan pelajaran sahaja, dia mengambil peluang berchakap berkenaan dengan dasar pelajaran. Ini Buku Pelajaran di-Malaysia, ada di-dalam bahasa Inggeris, bahasa Malaysia pun ada, ucapan daripada Menteri Pelajaran Yang Berhormat Tuan Hussein bin Dato' Onn di-satu seminar untuk Ahli² Parlimen, Senator² dan Ahli² Dewan Undangan Negeri di-Kuala Lumpur pada 18hb Februari, 1971. Ini ada di-mana² tempat Pejabat Penerangan, saya harap-lah Parti Pembangkang ini yang mana tidak faham dasar kita boleh membachanya, semua sudah ada di-dalam-nya. Banyak² berchakap di-sini pun buang masa sahaja (*Ketawa*)—semua sudah ada di-sana, ini mesti-lah di-laksanakan, macham mana berchakap pun publicity sahaja. Publicity tidak ada guna fasal ini sudah ada mesti di-jalankan juga.

Parti Perikatan sudah tiga kali pilihanraya, menang juga—memerintah, tidak boleh ubah ini—susah.

Rang Undang² Pindaan ini ada menyatakan di-sini, Menteri ada kuasa sekarang untuk menubuhkan Parent-Teacher Association. Dahulu kalau kita hendak menubuhkan satu persatuan sa-macham ini, susah, kita mesti melalui Pendaftar Persatuan² atau Registrar of Societies, tetapi dalam Akta Pelajaran (Pindaan) 1971, di-sini ada menyebutkan Menteri ada kuasa. Jadi kita berharap-lah supaya ibu bapa dan guru² boleh-lah mengadakan dialog selalu, bagitu juga anak² kita atau semua murid² di-tiap² sekolah boleh mendapat pelajaran yang baik dan sehat. Saya tidak-lah hendak berchakap panjang berkenaan dengan Rang Undang² ini dan saya ucapkan terima kasih.

USUL

WAKTU MESHUARAT DAN URUSAN YANG DI-BEBASKAN DARIPADA PERATORAN MESHUARAT

Tuan Hussein bin Dato' Onn: Tuan Yang di-Pertua, saya mohon menchadangkan:

Bahawa walau apa pun peruntukan Peratoran Majlis Meshuarat 12, Dewan ini tidak akan di-tanggohkan hari ini sa-hingga selesai pertimbangan atas Rang Undang² Pelajaran yang ada di-dalam Atoran Urusan Meshuarat pada hari ini.

Menteri Kebajikan 'Am (Tan Sri Fatimah binti Haji Hashim): Tuan Yang di-Pertua, saya mohon menyokong.

Usul di-kemuka bagi di-putuskan, dan di-setujukan.

Di-putuskan,

Bahawa walau apa pun peruntukan Peratoran Majlis Meshuarat 12, Dewan ini tidak akan di-tanggohkan hari ini sa-hingga selesai pertimbangan atas Rang Undang² Pelajaran yang ada di-dalam Atoran Urusan Meshuarat pada hari ini.

Dr Lim Chong Eu (Tanjong): (*Dengan izin*) Mr Speaker, Sir, without doubt, the Bill that this House has to debate today is important. It is also controversial and apparently it is also critical. Mr Speaker, Sir, this is an important Bill because many Members of the House have not quite got the real point of this Bill.

There is no doubt whatsoever that this Bill, in fact, changes the policy direction of the Government with regard to the role and function of the Boards of Governors of schools as was proposed by the 1956 Education Act and which had been carried on until now. One of the fundamental objectives then was whether or not the Government should be fully responsible for all education from primary up to secondary levels; and there was an understanding at that time that, perhaps, the Boards of Governors of schools should be responsible to a certain extent for the development of education in this country and, therefore, be responsible to some extent for the development of what in some places are called "public schools"—in U.K. they are called public schools—but in actual fact of what would be private schools. The public schools in U.K. are in actual fact private schools.

Now it is quite clear that the Government accepts the fact that this responsibility of developing a private sector of education is no longer attainable and therefore it has taken up fully the role of being responsible for national education in Malaysia, and hence this integration of the primary schools and the secondary schools through this amendment on the Boards of Governors.

Mr Speaker, Sir, let us face it as a fact and let us face it without trying on the one hand to save face, or on the other hand to call a spade a spade and in so doing try to call it a bloody shovel. Mr Speaker, Sir, I appreciate that the Honourable Member for Bandar Melaka still feels a little bit rankled

over the statement I made over the Constitution (Amendment) Bill, that those who oppose it must be disloyal to the country. Similarly, I say this Bill is important, because those who oppose it must obviously be non-national.

Mr Speaker, Sir, this integration of the School Boards has come at an appropriate time, in the midst of a Budget debate, because one of the consequences of this important Bill is whether or not the Government, *per se*, can foot the Bill, can meet the cost of providing primary and secondary education for all the children in this country. Now this is why it is extremely important. It is also very important, Mr Speaker, Sir, because without any doubt all the schools that are fully assisted will, in actual fact, be taken over by the Government. Now, with respect to the Chinese medium schools or schools with Chinese medium of instruction, this takeover of the schools can be a matter of great controversy. It can be a matter which could be exploited racially, and it could be a matter that could be used to stir up emotions.

Mr Speaker, Sir, I would like to take this opportunity to say that my personal involvement and experience in the transitions that have taken place in the school system in our country has paralleled the emergence of Malaya originally and later on of Malaysia as a nation, and I remember the days, just prior to Merdeka, when this question of Chinese schools was built up into a major controversy over what was then the 1952 amendment to the Education Act. Mr Speaker, Sir, in 1956 when the Alliance was then in power and pressing for the Constitutional Amendments to enable the Federation of Malaya to become an independent nation and the Education Act of 1956 was made to amend the 1952 Education Act, there was, very naturally, a tremendous amount of emotional controversy throughout the country, particularly with the Chinese community and particularly with those who were involved with Chinese medium schools.

Mr Speaker, Sir, I come from a State which has two schools which are prominently associated with the history of education in this country. Mr Speaker, Sir, in the case of the Chung Ling High School, the question as to whether or not the Chinese schools should accept assistance was brought to a

critical point in 1956/1957. The issues were bitter. They were fought on extreme grounds of bitterness against the Government. There was trouble in the schools. School children reacted violently, in some instances, to the changes that were taking place. But in its ultimate, Mr Speaker, Sir, the question was a very simple one. A very prominent man associated with Chinese education throughout Malaya then, the late Mr Ong Keng Seng, who was Chairman of the Board of Governors of the Chung Ling High School, decided that it was in the interest of the school to accept assistance and that led to a great deal of controversy. At that time and in subsequent years, one of the most misunderstood men in this country but one of the clearest voices speaking on behalf of the role of the Chinese in the formation of Malaya and the formation of Malaysia, Mr Lim Lian Geok, stated very carefully, very clearly that if you want to preserve Chinese schools as they were and if you want Chinese education to go on as it then was, then you should not accept any assistance from the Government. The position was very clear.

Mr Speaker, Sir, the Chung Ling High School was the first of the Chinese secondary schools that accepted full Government assistance, and that really sparked off enormous rioting in the schools in Penang fifteen years ago. Mr Speaker, Sir, the proud record of the Chung Ling High School today is that in the last two years it has been the school with the best record in its H.S.C. examination results throughout the whole of Malaysia, and it is a fully assisted school. (*Tepok*)

Mr Speaker, Sir, it is very difficult for us sometimes to take judgments on issues of such a controversial nature at the time they arise. However, Mr Speaker, Sir, there are many things which I feel this House should ask the Honourable Minister of Education to clearly assure the House. I understand that in presenting the Bill, he has made certain assurances in order to blunt part of the controversy, and to take away some of the sting from the Opposition. But, Mr Speaker, Sir, I feel that if the Government sincerely follows and upholds the Constitutional provisions, particularly Article 152, and allows those schools who so wish to be independent schools to continue to operate and not come under this particular Bill, I think, to some measure, it would be

realistically facing the issue. As far as I understand it, there are some schools who have entered into an agreement with the Government to accept full assistance. Now in the terms of the agreement there was an escape clause, and that is, that the agreement could be terminated after one year. Mr Speaker, Sir, I do not know what the response of the majority of the schools may be, but, Mr Speaker, Sir, I think in the very spirit whereby this agreement was made, if there are those schools who today decide that they should not accept assistance, then it is far better for us to avoid the sharpening controversy and allow them to be independent. That, Mr Speaker, Sir, I hope the Honourable Minister of Education can assure this House.

However my own feelings were those that have been expressed over the years, namely, one cannot participate in a national movement and at the same time try to over-stress a community feeling—you cannot have your cake and eat it. You cannot ask for Government assistance for 15 years and now at the last date try to turn away. But whatever it is with the Board of Governors, from the point of view of Government, I think Government should uphold and honour the agreement and allow those who wish to discontinue assistance to become independent.

Mr Speaker, Sir, furthermore I consider that one of the areas of controversy arises from misunderstanding with regard to teachers. And probably one of the best aspects of this Bill is that by providing for central control of the Boards of Governors it will allow an easier unification of teachers. I know that for many years it has been the aspiration in the country of those who were involved in educational matters, it has been the aspiration of all teachers that they should have one single unified body and that teachers should be considered as teachers and not be broken up into fragments—teachers of English schools, teachers of national schools, teachers of Chinese schools, teachers of Tamil schools, teachers of one particular school and so on. Now, I think this new Bill will enable this new step whereby teachers can be fully integrated. I hope therefore that when the Ministry takes up upon itself and the Central Government takes upon its shoulders the business of carrying what so many Boards of Governors of so many different schools have

borne throughout many years, they should never forget that one of the most important factors has been how these Boards, apart from providing the money to build the physical institutions of the schools, have always also been involved in the problem of providing funds to give these teachers employment. I hope that this Bill will give the Government an opportunity in integrating these schools and to ensure that no one who is at the present moment engaged in teaching in any of the schools whose Board of Governors would now come under direction of the Central Board, will lose his job; and his employment must be such that his position and his salary scheme should be no worse in comparison with the teachers teaching in the national schools.

Mr Speaker, Sir, there is one other factor which I think the Honourable Minister for Education can help to reassure this House and the Nation as a whole and that is the question of the right to learn one's mother tongue. This right is enshrined in the Constitution. It is repeated also in the principal Education Act in the sense that wherever any 15 parents would want their children to learn the language of the mother tongue permission will so be given to the schools to provide classes for the children who so wish to pursue the study of their mother tongue.

Mr Speaker, Sir, I think that if the Government implements this new Bill in that spirit, much of the controversy and much of the critical nature of this Bill will be acceptable to a large majority of the people living in this country, and that small minority of the country who still wish to draw on past bitterness may find itself, as I said earlier, no longer part of the national body politic. Mr Speaker, Sir

Tuan Goh Hock Guan: On a point of order.

Tuan Yang di-Pertua: On a point of order!

Tuan Goh Hock Guan: (*Dengan izin*) The Honourable Member for Tanjong has made the earth-shattering assertion no less than two times

Tuan Yang di-Pertua: I want to know the point of order—tell me.

Tuan Goh Hock Guan: Yes, he said that those who did not speak in support of the

Bill are anti-national. I would like to know how that is so.

Tuan Yang di-Pertua: That is not a point of order. That is his view. Sit down. (*Ketawa*)

Dr Lim Chong Eu: Mr Speaker, Sir, the vast majority of people in this country are involved in this vital task of building a Malaysian nation. (*Tepok*) Mr Speaker, Sir, we have to build this Malaysian nation from amongst the different racial communities in this country. Mr Speaker, Sir, we have to find areas of common agreement. We are not here to divide this nation, to subvert this nation by stirring up communal feelings and communal emotions. (*Tepok*) Mr Speaker, Sir, that is why I say this is a critical Bill. It is critical because those who jump too quickly to seize the obvious political advantages may perhaps find themselves outside the mainstream of what is the national body politic. That was what I said. If being outside the body politic is to be non-national, then let the cap fit. (*Ketawa*)

Mr Speaker, Sir, there is one other point apart from my imploring the Minister of Education to take every opportunity to safeguard the interests of the teachers of these schools that come within the Bill: that is the question, Mr Speaker, Sir, of the Boards themselves. Mr Speaker, Sir, I listened with great interest to the speech of the Honourable Minister Without Portfolio and, Sir, I understand that many Chinese School Boards find it very difficult to obtain the proper teachers that they want. But this is precisely the same kind of difficulty that is also met by other Boards of other schools. As a former member of the Board of Governors of the Penang Free School, which is the oldest English medium institution in the country, we often had great difficulty to obtain the proper head teacher and even to retain the services of the proper teachers to provide adequate instruction, particularly in Bahasa Malaysia, to the students of the school. Mr Speaker, Sir, because of these difficulties, I ask the Honourable Minister of Education to consider providing a much larger Board for the Central Board and to consider also the setting up of a bigger Board in the States whereby those people who have been associated with the management of the schools, particularly of the vernacular schools, can also be involved in the Boards both at State level as well as the Central

level. The present provision of only 5 members of the Central Board is inadequate. The decision to allow the State Education Officers to be the Principal members to decide upon what happens at State level will also be inadequate.

Mr Speaker, Sir, I consider that those who are genuinely interested in the development of the fully assisted schools which now will fully become national schools will also be interested to give their services to the Government if there is provision in the Bill to allow their services to be utilised to the full.

Mr Speaker, Sir, I say that this is a critical Bill because this is a Bill which will divide us from the past and it will take us into the future. Let us set aside the bitterness of the past but let us understand now, as we move into the future, that unless we move carefully, and unless we understand what caused that bitterness in the past, we may have trouble in the future. Let us set aside the bitterness of the past and let us, with determination, go ahead to build a better future and in so saying, Mr Speaker, I support this Bill.

Tuan Fan Yew Teng (Kampar): (*Dengan izin*) Mr Speaker, Sir, this Education (Amendment) Bill, 1972 is designed to amend the Education Act, 1961 by making provisions for the establishment of the Central Board and the winding-up of Boards of Managers and Governors in fully assisted schools in order to give effect to certain recommendations of the Royal Commission on the Teaching Services in West Malaysia.

The Bill also proposes, Mr Speaker, Sir, to repeal the provisions of Part VII of the Education Act, 1961 which deals with the National Joint Council for Teachers which has been responsible for negotiations on terms of pay and conditions of services of teachers between the Government and teacher unions.

Mr Speaker, Sir, I do not intend to touch on the political and cultural aspects of the Bill, but I would just like to remind the Honourable Member for Tanjong two things—that we are no less Malaysian and no less nationalistic than him, and the other thing is I would like to remind the Honourable Member that when diamonds turn to charcoal 360°, they do not sparkle any more. Mr Speaker, Sir, I would like to confine

myself, therefore, to the professional, industrial and educational aspects of the subject thrown up by the proposed amendments.

These three aspects of the educational, the professional and the industrial are closely related to one another, simply because educational development has not, does not and will not operate in isolation or a vacuum. Educational progress is dependent, to a large extent, on the professional status, discipline and *esprit de corps* of the teachers, which in turn depends on whether there is sufficient industrial democracy and justice for teachers by way of principles and terms of pay and conditions of service.

The two main terms of reference assigned to the Royal Commission on the Teaching Services of West Malaysia, appointed in April, 1967, were, *inter alia*—

- (1) to consider and recommend the principles which should govern the emoluments and conditions of service of teachers both in Government service as well as those outside Government service and employees of School Boards other than teachers,
- (2) to examine and consider the present set-up of the teaching services and to recommend any change that may be necessary, bearing in mind the need for ensuring efficiency and effectiveness of the teaching service—and I emphasise efficiency and effectiveness of the teaching service because I would have occasion to come back to that quite often, Mr Speaker, Sir.

In short, the Commission was entrusted with the responsibility of making recommendation which would and could ensure educational progress through an efficient and effective teaching service and a happy and contented teaching profession.

It is with this background of declared intentions, Mr Speaker, Sir, that one is now surprised that the Government is now seeking to give effect to only certain recommendations of the Royal Commission, instead of respecting and abiding by all the Commission's recommendations as openly pledged by the then Honourable Prime Minister in a statement made on 11th April, 1967.

It now appears that the Government is not only relapsing into its frequent and favourite indulgence in seeking piecemeal

solutions to important and pressing national problems, but that it has also chosen again to display its bad habit of implementing mostly those recommendations that are unfavourable and obnoxious to the employees—in this case the teachers—and the public at large.

We must remind and warn the Government that this kind of selective way of partial solutions, in a stop-gap manner can hardly promise to bring about the prospect of long-term professional satisfaction and industrial peace among members of the so-called noble teaching profession and bring about genuine and durable educational progress.

Let us take a closer look at what is in store for thousands of teachers who are being asked to make a decision as to whether to opt into the new Education Service, which contains some of the Aziz Commission recommendations, as conveyed and contained in Service Circular No. 10 of 1971 dated 15th December, 1971.

All teachers are supposed to be given the option:

- (1) to join the new Education Service and be governed by the new salary scales and terms and conditions of service, or
- (2) to remain in their present salary scales and be governed by their existing terms and conditions of service.

Those who do not want to opt into the new Education Service will be offered employment under a so-called Central Board to be established by way of the amendments to Part VII of the Education Act, 1961. Teachers who opt for neither of the two will be given termination of service notices, which means that there is not much latitude for option in the first place.

Then there is the unjustified and ridiculous proposition that those who choose to join the Central Board are not strictly going to be governed by their existing terms and conditions of service, which in fact is a violation of the recommendations and the spirit of the recommendations as contained in the revised Report of the Royal Commission.

A Unified Teaching Service teacher opting to remain in the UTS will continue to be governed by the existing UTS rules, with the

exception that, besides becoming an employee of a Central Board, he or she also becomes directable and ineligible for promotion.

The ineligibility for promotion also, unhappily, becomes the fate of a Government teacher choosing to remain where he is. One is prompted to ask if this is not in fact a crude and blatant form of industrial "Kangaroo justice" that is based on nothing very short of a Hobson's choice of option.

Mr Speaker, Sir, let us take a look at the somewhat unenviable features of service conditions which are being offered in the new Education Service. Heads of schools or colleges and teachers performing administrative duties, and God only knows why there are so many teachers being asked to do administrative duties and not to teach in a developing country like ours, which is utterly short of qualified teachers, these people will not enjoy, like all classroom teachers, school or college holidays. They will be entitled to what is called vacation leave, the duration of which ranges from 12 to 30 days, depending on their maximum monthly clean wage and the number of years of service they have put in. This is utterly unjust to the head teachers and those teachers who are being forced to perform administrative duties.

Also, the maternity leave for women teachers, under this so-called new Education Service, is another feature of injustice and absurdity which will hardly help to bring about a happy, efficient and contented teaching service. Women teachers shall be granted maternity leave for three occasions only during their whole service. Any maternity leave after that shall be granted as follows:

- (1) For headmistresses and those performing administrative duties, in many cases against their will, it should be taken as vacation leave. If vacation leave is exhausted, it shall be treated as no-pay leave.
- (2) For classroom teachers, it shall be treated as half-pay leave for 2 weeks. Any extension after that shall be no-pay leave.

Now, this is hardly the right way to promote family planning. Besides being contrary to International Labour Organisation Conventions, these denials and restric-

tions may well be counter-productive, as far as the desire to create an efficient and effective teaching service is concerned.

Let us take a look now at the terms and conditions of service for a very important section of teachers, namely, the Heads of schools, Senior Assistants and Heads of Subject Departments in large schools. The Aziz Commission had made no provision for responsibility allowance or any incentive for these holders of posts carrying responsibility. This is most unfair, especially when we remember that it is precisely because of the extra responsibility that these officers have to shoulder

Timbalan Menteri Hal Ehwal Dalam Negeri (Tuan Mohamed bin Yaacob): (*Dengan izin*) Mr Speaker, Sir, may I interrupt on a point of order. For information, whether we are debating on salary scales

Tuan Yang di-Pertua: (*Kapada Tuan Fan Yew Teng*) Will you sit down for a minute?

Tuan Mohamed bin Yaacob: I am raising a point whether we are debating about salary scales, because the Honourable Member is talking about the Aziz Report, not on the Bill.

Tuan Yang di-Pertua: As far as I am concerned he is talking about the Bill (*Ketawa*).

Tuan Fan Yew Teng: Thank you, Mr Speaker, Sir, because what I am talking about actually emanates from the recommendations of the Commission. What I am trying to say is that only some are adopted and the undesirable aspects not adopted. Anyway, Mr Speaker, Sir, thank you. I do not want to blame too much on the Deputy Minister because I think he is far outside the education sphere.

Mr Speaker, Sir, I was saying precisely because these Head Teachers and Senior Assistants and

Tan Sri Syed Jaafar bin Hasan Albar: Tuan Yang di-Pertua, minta tunjukkan dalam apa bab Bill ini yang dia berhakap. Fasal berapa, berkenaan salary scale, headmaster dan sekolah² yang dia sebut; dimana dalam Bill ini yang dia berhakap?

Tuan Yang di-Pertua: Will you enlighten the Honourable Member?

Tuan Fan Yew Teng: Mr Speaker, Sir, actually since we are not in committee stage as yet I am touching on policy of the Ministry of Education—the teachers who want to opt into this Central Board as stated here.

Tuan Yang di-Pertua: Whatever it is, try to keep to the terms of the Bill.

Tuan Fan Yew Teng: Yes, Sir. So I would like to urge the Ministry of Education to seriously consider the reasonable request of such officers for the need of the Government to schedule all these posts having responsibility.

The Government's policy of recognition of Malaysian teachers holding foreign degrees is another area where dissatisfaction, unhappiness, injustice and conflict will be perpetuated instead of being reduced or eradicated. It is regrettable that the Government stubbornly continues with its unrealistic and unreasonable policy of not recognising degrees from the Nanyang University

Tan Sri Syed Jaafar bin Hasan Albar: Apa kena-mengena degree dengan Bill ini, Tuan Yang di-Pertua?

Tuan Yang di-Pertua: Ada masa²-nya kadang² Ahli itu hendak berchakap dia berpusing²-lah sadikit.

Tan Sri Syed Jaafar bin Hasan Albar: Berpusing ta' apa. He is indulging in the whole Education Policy.

Tuan Yang di-Pertua: Saya menghukumkan apa² yang silap. Ta' suka dengar boleh keluar (*Ketawa*).

Tuan Fan Yew Teng: Mr Speaker, Sir, the trouble is the Honourable Member is ignorant that this tie-up

Tuan Yang di-Pertua: He may not be ignorant; he may be quite right. But you must stick to the provisions because he knows that you are in the Opposition anyway. One word, "I oppose" that is enough.

Tuan Fan Yew Teng: Precisely, Mr Speaker, Sir.

Tuan Yang di-Pertua: No need to be so long-winded about it.

Tuan Fan Yew Teng: It is regrettable, Sir, that the Government stubbornly continues with its unrealistic and unreasonable policy of not recognising degrees from the Nanyang University, Singapore and Universities from Taiwan and a good number of well-established universities in India, whereas degrees from the Al-Azhar University at Cairo and some Indonesian universities are being accepted.

What is the yardstick for recognising degrees from certain foreign universities and rejecting those from some other foreign universities? What are the criteria? Why and how are university degrees from certain countries adjudged inferior to those from other countries? Is the judgement based strictly on academic considerations or is it not in fact heavily coloured and prejudiced by narrow political considerations?

Many Malaysian teachers holding degrees from Nanyang University and universities in Taiwan and India have to go through the inexplicable and humiliating process of getting acceptance to do a higher degree course at the University of Malaya or at recognised overseas universities like London University or universities in the United States, before they can be taken into the graduate salary scale. Otherwise they are to be equated with HSC holders and emplaced on the HSC salary scale.

Have we forgotten that most of our schools particularly those in the rural areas have been for years, and still are, suffering from an acute shortage of graduate teachers? Is this shortsighted, unimaginative and unrealistic policy on recognition of Malaysian graduate teachers with foreign degrees going to resolve this acute shortage problem?

Tuan Yang di-Pertua: I must remark here that is where you are going off. We are not dealing with foreign universities or any qualifications as such. When you touch on these things you are off the mark. Will you please be brief and sit down.

Tuan Fan Yew Teng: This Bill seeks to delete the whole provisions of Sections 92, 93, 94 and 95 of Part VII of the Education Act, 1961 and substitute them with the provisions for the Central Board. Those sections which are to be repealed relate to the NJCT or what is called the National Joint Council for

Teachers. The NJCT, while it was allowed to exist, was, though full of restrictions and imperfections, quite a useful body for the discussion and negotiation of salaries and conditions of service for the Unified Teaching Service.

It is unfortunate that there is no provision for an improved machinery for collective bargaining and improving industrial relations to replace NJCT which had been repealed by this Bill. The Government seems to have deliberately chosen to ignore the recommendation of the Aziz Commission for the establishment of "a single Joint Negotiating Council to be the sole machinery for dealing with all service matters of the Education Service at Federal level."

In Chapter 21 Paragraph 3 of the Revised Report of the Royal Commission, the Commission also states, "At the State level, as an adjunct to the national council, a grievances Committee should be established to attend to and resolve grievances on purely 'local' matters as well as to serve as a filter for those issues which merit consideration by the national body."

All this has been ignored by the Government which, as I said, sought to repeal the NJCT but without replacing it with an improved machinery for negotiation, which again bears out my contention that it is interested in implementing only those restrictive and unfavourable recommendations of the Commission, to the detriment of the educational, professional and industrial interests of the teachers, the schools and the pupils.

Of course, the Honourable Minister of Education will reply that all those teachers who opt into the Aziz Scheme will be covered by the National Whitley Council. But, I am sure the Minister is aware that the National Whitley Council has been suspended since the middle of 1969 and there are still no signs of it being revived. So we get a situation in which 60,000 teachers, equivalent to about one-fourth of the entire Public Service in West Malaysia not having the benefit of a Joint Negotiating Council, and we expect to achieve a happy, contented, efficient and effective Teaching Service.

I, therefore, call on the Education Ministry to stop indulging, in the interests of the educational progress, in voicing pious

platitudes and lip-service to these desirable goals. Mr Speaker, Sir, I am perturbed by the new paragraph (jj) added to Section 116 of the Act which proposes to give the Central Board powers for "the establishment, organisation, management, control and dissolution of sports council, body or committee at the school, district, state and national level. I have, during the debate on the 1972 Development Estimates on Education, warned against any attempt to compel teachers against their will and aptitude to carry out sports activities at district, state and national level, especially when the workload of teachers is already heavy.

Any compulsion can only be counter-productive to professional efficiency and the interests of sports itself at the various levels.

Mr Speaker, Sir, finally I would like to point out to the Honourable Minister of Education that he should perhaps seriously consider implementing some of the more desirable recommendations of the Aziz Commission like:

- (1) That teachers be deployed to serve in their own home States and that a rotation system be devised to ensure that teachers will not be required to serve too long in a rural school;
- (2) that married women employees, whenever possible, be posted to serve in the same locality as their husbands;
- (3) that further education evening classes be reorganised to place them on a sounder basis;
- (4) that there should be regular and properly planned replenishment or in-service courses for serving teachers;
- (5) that more scholarships, bursaries training awards and loans be given to teachers to complete their education or enhance their academic and professional qualifications;
- (6) that the transfers of officers should be reduced to the barest minimum;
- (7) that training be provided for the 25,329 serving teachers without the requisite professional and academic qualifications, instead of threatening them with dismissals;
- (8) that six weeks notice should be given to teachers directed on transfers and that mutual transfers be encouraged;

- (9) that Class size in relation to pupils should be 40 pupils maximum per class and of course the Commission has said something about teacher/pupil ratio and all the rest which are very desirable and ought to be implemented; and lastly
- (10) that as many serving non-graduate teachers as possible should be given the opportunity and encouragement to study for a degree as well as to pursue advanced courses in subject specialisation, advanced disciplines and methods and courses in Educational Administration and Planning.

I call on the Government, Mr Speaker, Sir, to implement these desirable recommendations in the interests of a more balanced and progressive educational development in our country.

Finally, I would like to say that it is indeed unfortunate that the Government has chosen to implement only those obnoxious, restrictive and undesirable recommendations of the Commission.

I am obliged, Mr Speaker, Sir, to sadly predict that such stop-gap and piecemeal measures will not contribute towards industrial harmony among the teachers and the proper and comprehensive progress of education in our country. Thank you.

Tuan Haji Mohamed Zain bin Abdullah (Bachok): Tuan Yang di-Pertua, saya juga ingin mengambil bahagian dalam perbahathan pada hari ini ia-itu dalam membahatkan suatu Akta bagi meminda Akta Pelajaran 1961 dengan tujuan antara lain untuk membuat peruntukan bagi menubuhkan Lembaga Pusat dan menggolong Lembaga² Pengurus dan Lembaga Pengelola bagi sekolah² bantuan penuh bagi menguatkuasakan beberapa shor Surohanjaya di-Raja mengenai perkhidmatan Guru² di-Malaysia Barat.

Tuan Yang di-Pertua, saya sudah lama memikirkan bagaimana chara-nya supaya Lembaga Juma'ah Pengurus Sekolah atau Lembaga Pengurus Sekolah itu dapat dihapuskan. Sa-panjang yang saya tahu sejak Lembaga Pengurus Sekolah dan Lembaga Pengelola Sekolah ini di-tubuhkan, banyak perkara² yang tidak dapat berjalan dengan betul. Antara-nya keadilan dalam mengambil beberapa orang pekerja² di-sa-sabuah

sekolah amat-lah menyakitkan hati saya sendiri. Jadi pada hari ini saya amat-lah bersetuju dengan Yang Berhormat Menteri Pelajaran kerana dapat menchadangkan satu pindaan Akta Pelajaran, 1961. Jadi saya sifatkan pindaan Akta Pelajaran 1961 yang di-majukan oleh Yang Berhormat Menteri Pelajaran pada hari ini ada-lah membayangkan pandangan luas Yang Berhormat Menteri Pelajaran hasil daripada kajian² yang mendalam oleh pegawai² yang berpengalaman di-Kementerian Pelajaran sa-lepas 13 Mei, 1969. Saya memberi tahniah kepada Yang Berhormat Menteri Pelajaran dalam soal ini.

Tuan Yang di-Pertua, saya tidak hendak berchakap panjang mengenai Lembaga Pengurus Sekolah. Saya suka menyebut berkenaan dengan Laporan Aziz. Tuan Yang di-Pertua, kita tahu hari ini Laporan Aziz dan borang² pilihan-nya telah di-bahagi²kan kepada guru² di-sekolah masing². Saya dapati 90 peratus lebih daripada guru² hari ini sudah menerima dan sudah memberi persetujuan menerima tawaran Laporan Aziz. Oleh sebab itu, saya rasa walau pun beberapa perkara yang tidak dapat di-setujui oleh sa-tengah² guru, tetapi boleh-lah di-katakan 90 peratus guru² telah bersetuju menerima pilihan Laporan Aziz itu. Oleh sebab itu, pada hari ini, saya suka menasehatkan kepada guru² kalau sa-lama ini saya juga berchakap dalam Parlimen ini mengenai masalah guru dan perguruan, dan sedikit sa-banyak dalam ketika itu saya juga chuba menghentam Menteri Pelajaran dan Kementerian Pelajaran, tetapi pada hari ini saya bersama² dengan Yang Berhormat Menteri Pelajaran akan menasehatkan guru² yang sudah menerima Laporan Aziz ini atau pun kita kata satu hadiah "durian runtuh" dari Kementerian Pelajaran.

Tuan Yang di-Pertua, sekarang saya hendak memperkatakan serba sedikit mengenai tugas² guru di-sekolah, sesuai-lah guru² telah mendapat gaji yang baik kalau di-bandingkan dengan gaji sa-lama ini, sama ada guru dari pegawai Kerajaan atau pun guru dari UTS. Saya sedar bahawa pandangan masyarakat terhadap golongan guru² telah berubah jika di-bandingkan dengan zaman sa-belum perang dahulu. Perubahan sikap ini ada-lah tidak dapat di-alahkan kerana berlaku-nya perubahan nilai di-dalam kebudayaan kita.

Tuan Yang di-Pertua, di-samping guru² terdapat pemimpin² masyarakat yang lain

saperti pemimpin politik yang mendapat penghormatan yang lebih di-kalangan masyarakat. Bagaimana pun pada pendapat saya perguruan ada-lah satu profession yang sungguh mulia dan patut mendapat penghormatan daripada masyarakat. Oleh sebab itu, saya berharap guru² mesti-lah menjalankan tugas dengan ikhlas dan jujur supaya masyarakat mempunyai kepercayaan kepada guru² dan dengan itu penghormatan masyarakat akan dapat di-kembalikan semula.

Tuan Yang di-Pertua, pelaksanaan dasar pelajaran kita tidak akan tercapai tanpa kerjasama guru² semua. Guru² ada-lah merupakan anggota barisan hadapan dalam perjuangan kita bagi meninggi dan memajukan kemajuan pelajaran murid². Walau pun kemajuan pelajaran murid² bukan-lah semata² bergantung kepada guru sahaja, tetapi guru boleh memberi pertolongan yang berguna dan berkesan terutama bagi memajukan pelajaran murid² yang lemah. Saya suka menasihatkan guru² seluruh-nya walau pun bakal guru yang sedang memasuki peperiksaan di-universiti sekarang supaya menyempurnakan tugas mengajar di-sekolah dengan perasaan penuh tanggung-jawab. Pekerjaan mengajar di-sekolah mesti-lah dianggap sa-bagai tugas utama guru². Jangan-lah hendak-nya pekerjaan luar menoda² tugas guru di-sekolah. Guru² mesti-lah mempunyai sifat dedikasi pada pekerjaan mereka. Sa-benar-nya ketiadaan sifat dedikasi ini juga merupakan satu daripada sebab guru² di-pandang rendah, di-pandang hina oleh masyarakat. Saya suka mengingatkan bahawa mereka yang tidak mempunyai minat dalam perguruan sa-baik²-nya tidak usah meminta menjadi guru dan pada mereka yang sedang bertugas jika mendapat lapangan ini tidak sesuai dengan jiwa mereka, saya suka menasihatkan mereka supaya mencari pekerjaan lain sahaja. Saya sedar ramai guru di-antara mereka yang menjadi guru menganggap lapangan ini sa-bagai lapangan kerja yang terakhir sa-telah gagal mendapat pekerjaan yang lain dan ada juga yang menganggap pekerjaan guru sa-bagai satu lonchatan sahaja sementara menunggu pekerjaan lain yang di-minati.

Tuan Yang di-Pertua, dalam pengajaran di-sekolah guru² tidak boleh melupakan ibu bapa yang menjadi faktor penting dalam kemajuan pelajaran murid². Guru hendak-lah sentiasa bekerjasama dengan ibu bapa

murid² dan chuba memahami kesulitan mereka, guru² mungkin boleh memberi nasihat dan pertolongan sekadar yang terdaya.

Tuan Yang di-Pertua, sekarang saya beraleh pula sedikit kepada tugas Kementerian Pelajaran. Hari ini kita tahu dalam negara yang sedang membangun saperti Malaysia ini pelajaran sains dan teknologi perlu di-utamakan. Menteri² dan Pegawai² Tinggi sentiasa menekankan berapa penting-nya pelajaran tersebut di-ambil berat oleh pehak² yang bertanggung-jawab. Tetapi malang-nya Kementerian Pelajaran yang lebih bertanggung-jawab dalam perkara ini tidak begitu tegas dalam melaksanakan apa yang di-seru. Ada berpuluh² ribu orang guru jenis latehan lama termasuk guru² tanpa latehan di-negara kita di-antara-nya kira² 1,500 orang berada di-Kelantan yang sa-patut-nya di-beri kursus sa-chara mendalam di-dalam kaedah mengajar chara baharu terutama dalam mata pelajaran sains dan ilmu hisab moden, tetapi tidak di-hiraukan dan jika di-adakan pun dengan chara kursus hujung minggu sahaja. Sa-balek-nya, Tuan Yang di-Pertua, untuk menutup kegagalan menjalankan dasar pelaksanaan Bahasa Malaysia sa-hingga menyebabkan berpuluh² ribu guru bukan Melayu tidak berminat Bahasa Kebangsaan lalu tidak boleh mengajar dalam Bahasa Malaysia tetapi di-lateh semula dengan perbelanjaan berjuta² ringgit. Erti-nya mereka ini dua kali mendapat latehan. Guru² ini sa-masa di-pusat atau pun Maktab Latehan Guru telah di-ajar Bahasa Malaysia, tetapi oleh sebab Kerajaan tidak tegas dalam perlaksanaannya mereka tidak mengambil berat hendak mengamalkan-nya. Tuan Yang di-Pertua, bukan itu sahaja tetapi terpaksa pula mengurbankan lagi dasar pelajaran dan mengubah Maktab Perguruan Bahasa yang terchatit sa-bagai tempat melateh pakar bahasa, sekarang hanya menjadi tempat berlateh orang² yang chuai mematohi dasar pelajaran dan di-Maktab Perguruan Kota Bharu tempat yang sa-patut-nya melateh bakal² guru di-sekolah kebangsaan di-jadikan tempat guru² bukan Melayu berkursus. Saya kata guru² yang di-lateh di-situ sa-mata² makan angin di-Pantai Timor. Saya kata tempat makan angin, Tuan Yang di-Pertua, kerana sa-tengah²-nya daripada mereka yang kebanyakan-nya sudah berumah-tangga tidak menumpukan sa-penoh minat, dalil-nya apabila mereka di-hantar

berlatah mengajar di-sekolah kebangsaan, mereka kurang bergaul dengan guru² di-sekolah itu.

Saya suka berchakap terus terang, Tuan Yang di-Pertua, begitu juga sa-masa mereka dalam hostel tidak kedengaran mereka bertutor dalam bahasa Malaysia. Pernah terdengar mereka berkata apa guna saya susah², gaji ada, datang sini saperti chuti makan angin sahaja. Oleh itu, saya chadangkan kursus bahasa Malaysia yang berjalan sekarang di-timbangkan semula, tempat dan peruntukan di-gantikan dengan kursus sains dan hisab sa-penoh masa bagi guru² jenis lama terutama dari luar² bandar. Terima kaseh.

Tuan Yang di-Pertua: Saya tidak lagi membenarkan sa-siapa, melainkan hendak menyokong sahaja. Siapa yang hendak membangkang tidak payah.

Tuan Hussein bin Dato' Onn: Tuan Yang di-Pertua, saya mengucapkan berbanyak terima kaseh kepada Ahli² yang berchakap bagi menyokong Rang Undang² ini dan begitu juga saya mengucapkan terima kaseh kepada pandangan² yang telah di-beri oleh mereka berkenaan dengan pelajaran 'am-nya dan khas-nya berkenaan dengan Rang Undang² ini.

Tuan Yang di-Pertua, perkara² yang di-bangkitkan oleh Ahli² Yang Berhormat yang beruchap ada-lah banyak dan oleh kerana masa tidak mengizinkan saya, saya akan menjawab memberi sedikit penerangan atas pandangan² dan tegoran² yang mustahak dan ada mengenai dengan Rang Undang² ini.

Yang pertama-nya, saya sendiri sedar bahawa Rang Undang² ini ada-lah satu perkara yang menarek perhatian yang berat oleh penduduk² di-negara kita ini, khas-nya daripada kaum China dan ahli² Jema'ah Sekolah China itu, saya sangat² faham atas kebimbangan dan kegelisahan mereka itu berkenaan dengan chadangan yang ada terkandung dalam Rang Undang² ini. Tetapi bagaimana saya telah terangkan bila saya kemukakan Rang Undang² ini, ini bukan-lah berma'ana-nya atau tindakan tersebut pehak Kerajaan, bahkan ia-lah pendapat Surohanjaya di-Raja berkenaan dengan masalah lembaga sekolah dan lembaga² yang lain. Ini tidak-lah berma'ana ia-itu kesemua-nya lembaga² sekolah ini ada-lah tidak ber-

tanggung-jawab dan tidak menjalankan tanggung-jawab-nya dengan patut di-jalankan, tetapi bagaimana di-beri pandangan oleh Surohanjaya ini malpractices and abuses atau salahguna kuasa sa-bagaimana di-terangkan yang saya baca tadi ada-lah 'am-nya memuaskan hati Surohanjaya di-Raja ini dengan sebab telah di-masokkan-nya di-dalam Laporan. Kerajaan memandag sa-mata² atas faedah dan atas faedah pelajaran negara kita ini tidak pedulikan sama ada pelajaran itu di-sekolah jenis kebangsaan, China, jenis kebangsaan Tamil atau pun sekolah kebangsaan kita. Kalau masaalah ini bagi tanggungan Kementerian saya ia-lah menjaga dan mengawasi pelajaran yang di-beri di-sekolah² ini walau pun murid² tersebut terdiri dari kaum China atau Tamil, itu tidak ada perbezaan dari segi Kementerian saya. Sa-bagaimana Ahli² Yang Berhormat ketahu² Kerajaan berbelanja beratus² juta ringgit sa-tahun untuk memberi pelajaran kepada anak² kita di-negara kita ini.

Izinkan saya pula Tuan Yang di-Pertua, berchakap sedikit memberi jawapan dalam bahasa Inggeris.

(Dengan izin) Honourable Members, I personally am quite aware of the anxiety and the fear which this Bill, especially the provision regarding the winding up of the School Boards, has aroused. Of course, as I mentioned earlier, what is really at the back of the Honourable Members' mind is the fear of the future of Chinese education. They suspect—let us face facts. As the Honourable Member for Tanjong has stated, these are the true facts, these are the true fears. Of course, as I have said in introducing the Bill, the Government has been accused of making this as a thin end of the wedge to destroy the Chinese language and Chinese culture and I purposely said in that vein when I introduced the Bill, on the insidious and malicious attempt by—if I may be permitted to repeat—chauvinists and perverted racialisists to arouse racial and emotional feelings in this country of ours.

Now, I say this with great solemnness, not lightly, because I myself have met many people—the teachers, members of various School Boards and so on—and this has been expressed to me. But to them it may be their sincere concern. But there are also groups which have exploited this issue.

Now, in this Bill the Government is not concerned about Chinese education or Tamil education—that is another issue. The issue that we are facing now is with regard to the School Boards, the winding-up of the existing ones and the setting up of a new one without those two powers of “hire and fire”. The issue of the teachers of Chinese schools or the Chinese education, which has been talked about, is another issue. As the Honourable Member for Bandar Melaka has rightly pointed out, there is already a legal provision in our Education Act which gives me as the Minister of Education the discretion, if I am satisfied, for the national-type schools to be converted to national schools. Of course, the Honourable Member is aware that to exercise such a power is not a light one; and I am very conscious of that fact. The exercise of that power means, perhaps, controversies; and as the Honourable Member for Tanjong has stated, it may create more bitter controversies than the controversies that we have had in the past. But what I would like to remind Honourable Members here is that, I hope, we will always think of the interests of our country first and especially the future of our country, the stability, peace and harmony of our country and of our genuine desire to build a united nation, a nation which will be truly loyal to this country; and we must have a means by which to unify our people. We are not talking so much of it in the present terms, we are talking about it in terms of our future generation; and one of the means, as has already been stated, is to have a common language and we have that in our Bahasa Malaysia. Then the next stage will have to come, and we will have to face this stage some time or other when we have to give a lot of thoughts as to whether we want to make Bahasa Malaysia the sole medium of instruction in our schools without, of course, overlooking the fact, as provided in the Constitution and in our Education Act, that the children of non-Malays will be permitted or allowed to learn their mother-tongue. I am posing this question not because it has been stated here but because it is the problem that we will have to face in the near future. When I talk of the future, it may mean only in terms of two or three years, because you will realise that under the present implementation, by 1975, the Remove Classes will be in Bahasa Malaysia and so we have to give considera-

tion as to what is going to happen to those national-type Chinese and Tamil schools who still use Chinese as the medium of instruction and Tamil as the medium of instruction, whereas when we come to the secondary level, we have only the Bahasa Malaysia as the medium of instruction. Now, these are the things to which we have to give serious thoughts. Now, as I said, although the legal power is provided in the Education Act, its exercise means political consideration.

If I may, I would like to touch on a few points mentioned by Members. Firstly, the Honourable Member for Tanjong has mentioned if the present schools which have been receiving full assistance from the Government will be permitted to withdraw and become independent. Of course, I cannot give the answer off-hand on this, because this is a very big matter and it has far-reaching implications. He also asked for an assurance that the mother-tongue would be allowed to study. As I mentioned just now, it is provided, it is guaranteed, that as far as the other languages are concerned, they will always be allowed to be studied.

Many Honourable Members have stated that the interests of the teachers should always be safeguarded. This is precisely what I am doing. As Honourable Members know, I have taken the trouble to meet them and to discuss with them fully the Aziz Commission Report and proposals with regard to their salaries and terms and conditions of service. Of course, the Ministry of Education, in particular, is as much concerned as the others that the teachers' interests should be safeguarded and that they should be at least as happy as we can make them to be.

As regards the observation made that the membership of the Central Board should be increased, I will give this due consideration, and I think for the time being let us start off with the present number and, if need be, we will increase the number as suggested by a number of Honourable Members.

The Honourable Member for Kampar made the observation that the Government only selects certain recommendations of the Aziz Commission's Report which the Government likes or which are always not to the full benefit of teachers. I can assure the Honourable Member that by and large the

recommendations made by the Aziz Commission with regard to the salaries are much better than those made by all the other Salaries Commissions which had been set up just after the War in this country. Now the Commission is very concerned about the multifarious schemes that are in existence in our Education Service and has suggested a way out, so that at least in the future the Education Service will be on a more sound footing and more stabilised than it has hitherto been.

Now the Honourable Member for Kampar has also drawn my attention to the fact that there is no provision with regard to a negotiating machinery to replace the N.J.C.T. which has been abolished. Now, of course we are aware that there may be a number of teachers who would prefer to be under the jurisdiction of the Central Board and that being the case, some negotiating machinery must be provided for and this matter is being actively looked into by us.

The Honourable Member misunderstands the intention of paragraph (j) of Section 116. It is not the power given to the Central Board but it is the power given to the Minister to make rules with regard to Sports Council at district, school and national levels.

Another point I would at least like to give some information on is with regard to the condition of school employees who are not teachers such as clerks, jagas and so on. I would like to inform the Dewan that I have met a representative of the union of these employees and we have discussed the various problems that they are faced with and, as I promised them, I am giving all the matters, all their problems, my personal attention, which I intend to do so, and I hope in the not too distant future I would be able to make a statement as regards the position of these school employees other than teachers, i.e. clerks, jagas, and so on.

Tuan Yang di-Pertua, saya tidak ada-lah lagi hendak memberi jawapan kepada pandangan² yang telah di-kemukakan oleh Ahli² Yang Berhormat dan sa-kali lagi saya mengucapkan terima kaseh kepada Ahli² Yang Berhormat semua kerana memberi sokongan kepada Bil ini. (*Tepok*)

Usul di-kemuka bagi di-putuskan.

BELAH-BAHAGIAN

Tuan Lim Kit Siang: Sir, I call for a division under Standing Order 46.

(*Lebih 15 Ahli² berdiri*).

Dewan berbelah-bahagi: Yang Bersetuju, 55; Yang Tidak Bersetuju, 15; Yang Tidak Mengundi, 6.

YANG BERSETUJU:

1. Tan Sri Haji Sardon bin Haji Jubir
2. Tan Sri Temenggong Jugah Anak Barieng
3. Tan Sri V. Manickavasagam
4. Tan Sri Haji Mohamed Ghazali bin Jawi
5. Dato' Haji Abdul Ghani Gilong
6. Tan Sri Fatimah binti Haji Hashim
7. Hussein bin Dato' Onn
8. Dato' Ong Kee Hui
9. Haji Abdul Taib bin Mahmud
10. Ali bin Haji Ahmad
11. Dato' Abdul Samad bin Idris
12. Tengku Ahmad Rithaudeen bin Tengku Ismail
13. Haji Mohamed bin Yaacob
14. Tan Sri Syed Nasir bin Ismail
15. Tan Sri Syed Jaafar bin Hasan Albar
16. Dato' Haji Mustapha bin Haji Abdul Jabar
17. Datin Hajjah Fatimah binti Haji Abdul Majid
18. Tan Sri Haji Nik Ahmed Kamil
19. Chan Siang Sun
20. Tajudin bin Ali
21. Haji Ahmad bin Sa'id
22. Bibi Aishah binti Hamid Don
23. Tan Cheng Bee
24. Shariff Ahmad
25. Wan Abdul Kadir bin Ismail
26. Mohamed bin Rahmat
27. Azahari bin Mohd. Taib
28. Haji Mokhtar bin Haji Ismail
29. Haji Ahmad bin Arshad
30. Soh Ah Teck
31. Wan Mokhtar bin Ahmad
32. Othman bin Abdullah
33. Seah Teng Ngaiab
34. Joseph Unting Anak Umang
35. Dr Sulaiman bin Mohamed Attas
36. Pengiran Ahmad bin Pengiran Indar
37. Haji Shafie bin Abdullah
38. Haji Awang Wal bin Awang Abu
39. Chen Ko Ming
40. Mohamed Arif bin Salleh
41. Raja Nong Chik bin Raja Ishak
42. Dato' Haji Abdul Razak bin Hussin
43. Tai Kuan Yang

44. Tan Sri Haji Mohammad Said bin Keruak
45. Hussain bin Haji Sulaiman
46. Tibuoh Anak Rantai
47. Mohd. Tahir bin Haji Abdul Manan
48. Haji Ahmad Damanhuri bin Haji Abdul Wahab
49. Ting Ming Kiong
50. Valentine Cotter *alias* Joseph Valentine Cotter
51. Penghulu Abit Anak Angkin
52. T. S. Gabriel
53. Mohd. Nor bin Md. Dahan
54. Latip bin Haji Idris
55. Buja bin Gumbilai

YANG TIDAK BERSETUJU

1. Lim Kit Siang
2. Dr Chen Man Hin
3. Goh Hock Guan
4. Richard Ho Ung Hun
5. Dr A. Soorian
6. Dr S. Seevaratnam
7. Fan Yew Teng
8. Peter Paul Dason
9. Chan Fu King
10. Loh Jee Mee
11. Walter Loh Poh Khan
12. Su Liang Yu
13. R. C. M. Rayan *alias* R. C. Mahadeva Rayan
14. Chan Yoon Onn
15. Ng Hoe Hun

YANG TIDAK MENGUNDI

1. Haji Yusof bin Haji Abdulah *alias* Haji Yusof Rawa
2. Edmund Langgu Anak Saga
3. Haji Abdul Wahab bin Yunus
4. Edwin Anak Tangkun
5. Luhut Wan
6. Jonathan Narwin Anak Jinggong

Rang Undang² di-bachakan kali yang kedua dan di-serahkan kepada Dewan sa-bagai Jawatan-kuasa.

Dewan bersidang sa-bagai Jawatan-kuasa.

Rang Undang² di-timbangan dalam Jawatan-kuasa.

(Tuan Yang di-Pertua *mempengerusikan meshuarat Jawatan-kuasa*)

Fasal 1 hingga 3 di-perentahkan menjadi sa-bahagian daripada Rang Undang².

Jadual di-perentahkan menjadi sa-bahagian daripada Rang Undang².

Rang Undang² di-laporkan dengan tidak ada pindaan: di-bachakan kali yang ketiga dan di-luluskan.

PENANGGOHAN

Usul

Tan Sri Haji Sardon bin Haji Jubir: Tuan Yang di-Pertua, saya mohon menchadangkan supaya meshuarat ini di-tanggohkan sekarang.

Tan Sri V. Manickavasagam: Tuan Yang di-Pertua, saya mohon menyokong.

UCHAPAN PENANGGOHAN

Rasuah

Tuan Richard Ho Ung Hun (Sitiawan): (*Dengan izin*) Tuan Yang di-Pertua, corruption is a cancer. And so are a few other National ills. How does one go about high-lighting a disease which no longer holds surprises to our Nation? Let us consider this together. Perhaps it is as old a human problem as the so-called oldest profession, prostitution. But whilst prostitution has eventually been licensed in some countries, corruption in all countries continues to be frowned upon, attacked and subjected to systematic efforts at its extermination. This is being carried out with various degrees of vigour and vigilance, with no end in sight. It cannot be licensed.

Its age and seeming indestructibility makes it possible to say that the problem which has been with us for generations past, will continue to exercise the minds of generations yet unborn. In my view, for those whose given responsibility it is to perform anti-corruption duties, their true objective, like it or not, is therefore merely containment, not eradication. Containment is possible, eradication is not, for in a way, Sir, corruption is a result of a battle of wits between those who practise it and those who set out to frustrate and uproot it. Ironically, Sir, that part of the human spirit which is on the constant quest for one upmanship when not otherwise harnessed will forever maintain this contest.

For its more efficient containment, prevention at source must rank highest amongst all measures and methods. Whether corruption is motivated by need or by greed, the basic element in which these causes thrive is opportunity—opportunity brought about by

lack of supervision. And so the root of the matter is opportunity. It bears repeating. Remove opportunities and corruption will wither away.

This is too large a subject to do justice to within the short time I have. For this reason, I shall confine myself to one single practical aspect of it which has great relevance and importance in the context of National Unity and Goodwill with particular reference to the administration of New Villages of our country.

For example, Sir, there are occupants of house lots in some New Villages who have tried repeatedly to obtain titles for the land they occupy but in vain. They have thus been compelled to live on these tiny lots for 10 years or more, unable to have title and not allowed to pay TOL fees. As time passed, Sir, their families grew together with their sense of insecurity and giving rise to the same opportunity for corruption. In some cases, a whole new generation has grown up in this atmosphere of uncertainty just as a whole new generation has been born to war and hunger in Vietnam.

It is said, Sir, that those who could afford it knew how to overcome their problems in the self-same New Villages. Those who had the right political connexions too had no trouble. But those who cannot afford it, or those whose politics are of the wrong colour, live with their fears, year in, and year out. The implication is clear and ugly.

The point is, Sir, in these circumstances opportunities for corruption have existed for decades. The unscrupulous officer plays upon the fears of the illiterate householders, exploits the situation and feathers his nest. The busy District Officer is often transferred before the hapless man has had a fighting chance to grapple with the continually worsening land problem. Supervision either breaks down, or simply does not exist. Files are lost, many deliberately, only to re-appear miraculously when a price is paid.

What then should be done, Sir? Supervision must come about. Opportunities for squeeze, graft, call it what you will, must be reduced and eventually removed. District Officers must be asked to help. They can project their own personal interest and personality in this direction. They can make it known in no uncertain terms that any

hanky panky will be dealt with. He is the bossman of his District. This is no suggestion from an arm-chair critic. I know it can be done. I have seen it being done, when I was an Assistant District Officer myself.

Sir, a full Minister charged with Special Functions has been appointed to look after problems related to New Villages. I commend to him what I have said—unfortunately, he is not here—as much as I do commend it to the Honourable Deputy Minister of Home Affairs, with a view to their pooling of resources and working together. The time has come, Sir, as events have progressed to a point, when many problems like Corruption can no longer be dealt with in water-tight compartments. No Honourable Minister can now afford to say that his territory ends here and that of a colleague begins there. Clear-cut boundaries such as may have existed once upon a time have blurred and then disappeared as the Nation's basic problems multiplied and became intertwined.

The very young and energetic Honourable Minister with Special Functions in charge of New Villages can do much to prevent corruption at source. It will save much trouble for the Honourable Minister of Home Affairs and much public expense to have to cure the ill where prevention would have done. Cures in the form of prosecutions are expensive, cumbersome, wasteful and not always possible, because victims are not always willing to come forward for fear of victimisation.

Sir, I am confident that if this suggestion is considered and perhaps implemented, much headway will be made. Then perhaps, Sir, among other things we shall have happier exchanges across this Floor when there will be no more need for any Honourable Minister to say in reply to questions, unhelpfully, negatively, "Make a report. Give me evidence, and action shall be taken", as the Honourable Deputy Minister of Home Affairs has been wont to do. Thank you.

Timbalan Menteri Hal Ehwal Dalam Negeri (Tuan Mohamed bin Yaacob): Tuan Yang di-Pertua, tanggung-jawab mencheegah rasuah tidak-lah terhad kepada langkah² yang di-ambil oleh Badan Pencheegah Rasuah sahaja. Tiap² Pejabat Kerajaan ada kawalan masing² bagi menjaga supaya kechurigaan, kechurangan dan rasuah tidak di-lakukan. Ini termasuk-lah Ketua² Pegawai Daerah

dan pegawai² Kerajaan yang lain. Semua orang persaoangan dari kalangan ramai mahu pun pegawai² Kerajaan, Ahli² Parlimen dan lain² Wakil Ra'ayat dikehendaki bukan sahaja jangan mengamalkan perbuatan rasuah bahkan menjadi tanggung-jawab masing² tidak membiarkan kechurangan dan rasuah di-lakukan. Sebagai Ahli Yang Berhormat itu ada-lah sa-orang peguam memang dia mengetahui undang² dan peratoran² mahkamah. Dengan sebab itu-lah kadang² apabila aduan² di-buat di-dalam Dewan ini, terpaksa saya menjawab ia-itu sa-bagai sa-orang yang tahu undang² berkehendakkan keterangan, kenyataan²

dalam mahkamah. Ta' guna membuat da'awaan di-sini. Sa-patut-nya da'awaan² itu di-buat kapada Polis atau pun Penchegah Rasuah untok mereka menyiasat dan menjalankan undang². Pehak Penchegah Rasuah juga pehak Kerajaan sentiasa hendak menchebahkan rasuah ini. Kechuali mendapatkan keterangan² baharu-lah kami dapat menjalankan undang² ini. Sekian, terima kaseh.

Tuan Yang di-Pertua: Persidangan ini di-tempohkan hingga pukul 2.30 petang esok.

Dewan di-tanggohkan pada pukul 7.45 malam.