

Volume II
No. 7



Tuesday
16th August, 1960

PARLIAMENTARY DEBATES

DEWAN NEGARA (SENATE)

OFFICIAL REPORT

CONTENTS

ORAL ANSWERS TO QUESTIONS [Col. 459]

**ADJOURNMENT TO A LATER DAY (MOTION)
[Col. 462]**

MOTION—

Report of the Education Review Committee, 1960 [Col. 462]

**PRINTED AT THE GOVERNMENT PRESS
BY B. T. FUDGE, GOVERNMENT PRINTER
FEDERATION OF MALAYA**

1961



FEDERATION OF MALAYA
DEWAN NEGARA (SENATE)
Official Report

Vol. II

Second Session of the First Dewan Negara

No. 7

Tuesday, 16th August, 1960

The Senate met at Ten o'clock a.m.

PRESENT:

The Honourable Mr. President, DATO' HAJI ABDUL RAHMAN BIN MOHAMED YASIN, S.P.M.J., P.I.S., J.P. (Johore).

- „ the Minister of Justice, TUN LEONG YEW KOH, S.M.N. (Appointed).
- „ TUAN HAJI ABBAS BIN HAJI MOHAMED (Trengganu).
- „ ENCHE' AHMAD BIN SAID, A.M.N. (Perak).
- „ ENCHE' A. M. ABU BAKAR, J.M.N. (Appointed).
- „ ENCHE' ABDUL WAHAB BIN IDUS, P.J.K. (Negri Sembilan).
- „ ENCHE' AMALUDDIN BIN DARUS (Kelantan).
- „ ENCHE' CHAN KWONG HON, A.M.N., J.P. (Selangor).
- „ DATO' DR. CHEAH TOON LOK, J.M.N., J.P., DATO' MAHA KURNIA (Appointed).
- „ ENCHE' J. E. S. CRAWFORD, J.M.N., J.P. (Appointed).
- „ ENCHE' DA ABDUL JALIL BIN HAJI AWANG (Trengganu).
- „ ENCHE' KOH KIM LENG (Malacca).
- „ DATO' LEE FOONG YEE, J.M.N., P.P.T., J.P. (Negri Sembilan).
- „ ENCHE' LIM HEE HONG, A.M.N. (Appointed).
- „ ENCHE' MOHD. SALLEH BIN MOHAMED ARIFF (Malacca).
- „ ENSKU MUHSEIN BIN ABDUL KADIR, J.M.N., P.J.K. (Appointed).
- „ ENCHE' ATHI NAHAPPAN (Appointed).
- „ ENCHE' NIK HASSAN BIN HAJI NIK YAHYA, J.M.N. (Appointed).
- „ TUAN HAJI NIK MOHD. ADEEB BIN HAJI NIK MOHAMED (Kelantan).
- „ TOK PANGKU PANDAK HAMID BIN PUTEH JALI, P.J.K. (Appointed).
- „ RAJA RASTAM SHAHROME BIN RAJA SAID TAUPHY (Selangor).
- „ DATO' SHEIKH ABU BAKAR BIN YAHYA, D.P.M.J., P.I.S., J.P. (Johore).
- „ DATO' G. SHELLEY, P.M.N., J.P. (Appointed).

The Honourable TUAN SYED AHMAD BIN SYED MAHMUD SHAHABUDIN, J.M.N. (Kedah).

- „ ENCHE' T. H. TAN, J.M.N. (Appointed).
- „ ENCHE' S. O. K. UBAIDULLA (Appointed).
- „ ENCHE' WAN AHMAD BIN WAN DAUD, P.J.K., J.P. (Perlis).
- „ ENCHE' YAP KHEN VAN, A.M.N., J.P. (Pahang).

ABSENT:

- The Honourable ENCHE' ABDUL HAMID BIN MAHMUD, J.M.N. (Appointed).
- „ ENCHE' CHEAH SENG KHIM, J.P. (Penang).
 - „ ENCHE' CHOO KOK LEONG (Appointed).
 - „ ENCHE' HASHIM BIN AWANG, J.P. (Penang).
 - „ ENCHE' MOHD. ZAHIR BIN HAJI ISMAIL (Kedah).
 - „ ENCHE' S. P. S. NATHAN (Appointed).
 - „ DATO' E. E. C. THURASINGHAM, D.P.M.J., J.P. (Appointed).
 - „ DATO' WAN IBRAHIM BIN WAN TANJONG, J.M.N., P.J.K., Orang Kaya Indera Maharaja Purba Jelai (Pahang).
 - „ ENCHE' YEOH KIAN TEIK (Perak).

IN ATTENDANCE:

- The Honourable the Prime Minister, Y.T.M. TUNKU ABDUL RAHMAN PUTRA AL-HAJ, K.O.M. (Kuala Kedah).
- „ the Minister of Works, Posts and Telecommunications, DATO' V. T. SAMBANTHAN, P.M.N. (Sungei Siput).
 - „ the Minister of Education, ENCHE' ABDUL RAHMAN BIN HAJI TALIB (Kuantan).

PRAYERS

(Mr. President *in the Chair*)

ORAL ANSWERS TO QUESTIONS

Elaun Sewa Rumah

1. Enche' Amaluddin bin Darus bertanya kepada Perdana Menteri ia-itu ada-kah Kerajaan sedar bahawa sewa sa-buah rumah kecil atau sa-bahagian daripada-nya ada-lah sangat mahal pada masa ini, terutama di-dalam bandar apatah lagi seperti di-Kuala Lumpur. Kerana itu anggota Polis bahagian rendah yang terpaksa menyewa rumah pada masa ini hanya menerima elaun sewa rumah sa-banyak \$10.00 sahaja sa-bulan, yang demikian sangat-lah memberati kehidupan mereka; jika Kerajaan sedar dan insaf atas perkara ini ada-kah Kerajaan

berchadang akan membayar sa-penohnya sewa rumah mereka itu, atau Kerajaan akan menambah lagi elaun sewa rumah mereka di-masa hadapan; jika ya, sila terangkan bila, dan jika tidak nyatakan apa-kah gerangan sebab²-nya.

The Prime Minister: Tuan Yang di-Pertua, Kerajaan sedar bahawa \$10.00 yang di-beri untuk sewa rumah kepada ahli² polis itu memang tidak mencukupi. Yang sa-benar-nya rancangan Kerajaan bagi menambah rumah² untuk ahli² polis yang berjawatan rendah ini sedang di-jalankan. Pada masa dharurat dahulu Kerajaan telah mengambil polis dengan banyaknya daripada yang di-tentukan, itu-lah sebab-nya kekurangan rumah. Jadi yang di-beri \$10.00 sa-bulan kepada tiap² sa-orang polis ada-lah menerima elaun sewa rumah sama banyak dengan

kaki tangan Kerajaan yang lain² sa-peringkat dengan mereka, ini menurut peratoran Kerajaan. Tetapi di-harapkan pada satu masa ahli² polis ini akan mendapat rumah yang chukup.

Enche' Amaluddin bin Darus: Tuan Yang di-Pertua, saya minta penjelasan. Bila akan di-adakan perubahan ini, terutama dalam menambah bayaran elain kepada ahli² polis?

The Prime Minister: Tuan Yang di-Pertua, bagi menjawab soalan itu, Kerajaan tidak dapat hendak menambah lebih daripada \$10.00 yang di-beri sekarang ini. Jika Kerajaan menambahnya, sakalian kaki tangan Kerajaan lain² yang sa-peringkat dengan mereka akan di-tambah juga daripada hari ini. Kerajaan tidak mampu hendak menambahnya, kerana akan memakan perbelanjaan yang banyak. Saperti yang saya katakan tadi rancangan Kerajaan bagi menambah rumah² untuk ahli² polis sedang di-jalankan dan di-harapkan tidak berapa lama lagi ahli² polis ini akan mendapat rumah.

Kelantan-Perak Trunk Road

2. Enche' Amaluddin bin Darus bertanya kepada Menteri Kerja Raya, Pos dan Talikom ia-itu sila terangkan dengan tegas bila-kah menurut rancangan Kerajaan Persekutuan, Jalan raya yang menghubungkan Kelantan-Perak akan siap dan dapat di-gunakan oleh orang ramai, t e r m a s o k - l a h jambatan yang menyeberangi sungai Kelantan di-Pasir Mas itu.

The Minister of Works, Posts and Telecommunications (Dato' V. T. Sambanthan): Sir, there is no proposal to construct a road from Grik to Batu Melintang. The Pasir Mas bridge is under consideration along with other proposals for inclusion in the Five Year Development Plan.

Enche' Amaluddin: Tuan Yang di-Pertua, saya minta supaya satu penjelasan yang tegas di-beri, bila ini dapat di-jalankan.

Dato' V. T. Sambanthan: My answer is quite clear, Sir—that it is included for consideration in the Five Year Development Plan.

ADJOURNMENT

(Motion)

The Minister of Justice (Tun Leong Yew Koh): Sir, I beg to move—

That the Senate, at its rising this day, do stand adjourned to Monday, 19th September, 1960, at 10 o'clock a.m.

Enche' T. H. Tan: Sir, I beg to second the motion.

Question put, and agreed to.

Resolved,

That the Senate, at its rising this day, do stand adjourned to Monday, 19th September, 1960, at 10 o'clock a.m.

MOTION

REPORT OF THE EDUCATION REVIEW COMMITTEE, 1960

Tun Leong Yew Koh: Sir, I beg to move—

That the Senate fully supports the recommendations contained in the Report of the Education Review Committee, 1960.

My Honourable friend the Minister of Education is with us today, and we welcome him. (*Applause*) He will be able to answer any point on matters which Honourable Members may raise.

I should like to make a few comments, speaking as a Malayan of Chinese descent and as a member of the Committee whose recommendations we are discussing today.

We have heard the recommendations in the Report attacked elsewhere in language which was both extreme and ill-chosen. Our proposals were stated to be a death sentence on Chinese culture. At least, that was the opinion of the Honourable and learned Member for Ipoh in the Dewan Ra'ayat. I shall be gentle with him, today because he has no right of audience in this House, and I do not like attacking a man, as it were, behind his back: although when he runs away from debate I do not close my mouth. The Honourable and learned Member for Ipoh had drawn over himself the mantle of Protector of Chinese, which is jolly decent of him. I have often suspected that his mouth is the most efficient part of his head, and now my suspicions are confirmed.

We are not destroying Chinese culture. By insisting on a measure of education in the English language, we are opening the doors to all citizens now at school to go on to higher education. I know of several cases in which sons of friends of mine, after completing a wholly Chinese-orientated education, have had to go to an English school for two or three years to qualify for admission to a university. If this wasted three years can be avoided, is it surely not better?

Those who rise as self-appointed Protectors of Chinese seem to hold a pretty poor view of Chinese culture if they think that knowledge of another language will destroy it. It is an extraordinary proposition. I can only assume that if the Honourable and learned Member for Ipoh—the people's friend—was not compelled to labour under the disability of speaking English, he would be a better lawyer and be in a position to own not one but two Cadillacs, and perhaps even a Rolls-Royce.

The Alliance Government will welcome any constructive criticism on any topic, including education. What we do not like is carping and destructive criticism, although we are powerless to prevent it in a country where freedom of speech is encouraged. To attack a considered opinion purely for the sake of publicity and vote-catching is not constructive criticism—it is pure rectiloquism.

I therefore commend the Report to this House. I do not think anyone will claim that it is altogether perfect, but I do think it is an improvement on the previous system. It will also be costly in terms of finance, but I am also convinced that it will be an actual economy—by neglecting to give the fullest possible education to the youth of this country we would be guilty of squandering—or rather, misapplying—one of our greatest national assets. The mixture of races in this country may perhaps have caused a number of problems, but the mingling of our ancient cultures has enhanced each of them, and I am convinced that the further mingling of all cultures and techniques, which the new system of

education will provide, will still further enhance our national culture. I therefore ask this Senate to support the resolution which stands in my name.

Engku Muhsein: Yang Berhormat Tuan Yang di-Pertua, dalam memberi sokongan pada chadangan ini saya merasa bahawa chadangan ini tentu-lah sama² di-persetujui sa-bagai satu langkah yang utama untuk membawa bersatu paduan bangsa² di-tanah ayer kita ini. Sa-bagaimana umum sedia ma'alum pelajaran ada-lah satu sumber yang akan dapat membawa kanak² pada masa ini kapada satu jalan penyatu paduan dan rasa chinta sayang, ta'at setia kapada tanah ayer kita sekalian. Mundor atau maju-nya sa-suatu bangsa itu bergantung kapada pelajaran dan pengetahuan. Jika kita ikut sejarah bangsa² yang maju di-dunia ini tentu-lah kita sama² bersetuju bahawa bangsa² yang tegap, bangsa² yang maju, yang gagah di-hormati pada sa'at ini ia-lah bangsa² yang dapat mengadakan pelajaran² yang membena yang dapat menyatu-padukan ra'ayat-nya melalui chara² system pelajaran yang baik.

Maka saya perchaya daripada apa yang termaktub dalam laporan ini adalah satu langkah untuk membawa kita ra'ayat Persekutuan Tanah Melayu pada tingkatan yang sedemikian itu. Mudah²an tidak berapa lama lagi kita juga akan terkemuka sa-bagai satu bangsa yang tidak terkebelakang dengan bangsa² yang terkenal maju di-dunia ini. Jika di-selideki satu persatu, ayat ka-ayat, perkataan ka-perkataan daripada laporan ini, boleh jadi ada satu atau dua perkara yang tidak memberi puas hati kapada sa-suatu golongan yang tertentu baik kapada golongan bangsa Melayu, golongan bangsa India mahu pun golongan bangsa Tiong Hwa, tetapi saya perchaya dengan berdasarkan kapada satu tujuan dan rasa saling mengerti antara satu dengan lain, maka meninggalkan kapada orang yang kecil yang sudah tentu tidak dapat di-atasi oleh mana² makhlok di-atas muka bumi ini yang sudah tentu tidak dapat memberi puas hati kapada tiap² manusia atau ra'ayat dalam negeri ini, maka pada umumnya saya rasa laporan ini ada-lah satu laporan yang dapat dengan chara yang

menyingkirkan soal² yang kecil itu memberi kepuasan hati dan satu kebaikan kepada keseluruhan ra'ayat negeri ini. Boleh jadi ada orang mengatakan laporan ini akan membantut atau akan mematikan kebudayaan, atau pun bahasa China dan India dan boleh jadi juga ada orang² berkata bahawa laporan ini mendewa²-kan bahasa Inggeris, merendah²kan bahasa kebangsaan dan boleh jadi ada sa-ribu satu macham lagi tuduhan², tetapi saya perchaya dan sa-bagaimana tuan² juga yang mempunyai kesedaran dan fikiran² chara membena yang sasingoh²-nya pandangan² yang berlainan demikian itu ada-lah pandangan² sa-suatu golongan yang kecil sahaja yang memandang hanya semata² kepada sa-suatu golongan mereka sendiri sahaja.

Bagi orang² yang mengatakan atau pun yang bermegah² menunjukkan bahawa mereka-lah pelupor atau pun penjuang kesusasteraan, atau pun kebudayaan China dan India, maka saya rasa laporan ini tidak-lah memberi kepada mereka apa² tegahan untuk mereka terus maju—bahasa China, atau bahasa India serta kebudayaan masing². Chuma laporan ini dengan berdasarkan kepada tujuan persatuan national sudah tentu tidak dapat memberikan seratus peratus kepada kebudayaan dan bahasa² yang di-sebutkan itu, kerana sudah menjadi dasar dalam Perlembagaan kita dan memang telah di-aku² dunia bahawa untuk menyatu padukan ra'ayat dan bangsa di-Persekutuan Tanah Melayu ini hendak-lah satu rasa perpaduan melalui satu bahasa perchakapan dimajukan dengan di-jalankan, dan inilah sebab-nya hanya satu bahasa sahaja ia-itu bahasa kebangsaan yang dipandang penting dan mustahak sangat² mendapat kerjasama dan sokongan daripada pemerintah.

Saya rasa bagi orang² yang bermegah² hendak memperjuangkan bahasa China atau India ada tempat bagi mereka memperjuangkan ia-itu "*di-Benua China* atau *India*" boleh pergi di-sana untuk memperjuangkannya. Sedangkan pula system² pelajaran yang ada pada hari ini jikalau kita bandingkan pula dengan system 5 tahun

dahulu tegas-nya di-dalam zaman penjajahan sudah tentu kita dapati sekarang ini system pelajaran kita chukup maju terkemuka. Tentu kita ingat dalam zaman penjajahan dahulu pelajaran di-sekolah² dalam negeri ini tidak-lah di-bawah satu arahan dan masing² sekolah dapat dengan chara sendiri-nya membawa chara pengajaran masing². Sekolah Inggeris dengan chara ke-Inggerisan-nya, Sekolah Melayu dengan chara ke-Melayuan-nya, Sekolah China dengan chara ke-China-nya, Sekolah India dengan chara ke-Indian-nya dengan masing² yang mengakibatkan rasa berasingan², yang mengakibatkan ta'at setia kepada negeri Tanah Melayu kita ini tidak begitu sebatu dengan ra'ayat negeri ini. Tetapi, dengan datang-nya Penyata Razak dan dengan menyusol-nya Penyata Rahman Talib ini ada-lah terang sa-bagaimana mata hari di-langit siang bahawa system² pelajaran yang berpechah² yang membawakan ka-asas Indian membawakan India dan China itu telah menjadi satu. Semua chara² pelajaran yang baik di-Sekolah Inggeris, di-Sekolah Kebangsaan (Melayu), di-Sekolah India dan Sekolah China di-bawah satu arahan dan dengan satu chara pengajaran yang semua-nya itu bagi tujuan membawa murid itu sekalian kepada penyatu paduan sa-bagai ra'ayat yang ta'at setia kepada Persekutuan Tanah Melayu yang kita cintai. Mudah²an saya berharap dengan diterima-nya penyata ini dan dengan terlaksana-nya ranchangan² yang termaktub dalam penyata ini akan sama²-lah kita lihat dalam tempoh yang tidak berapa lama lagi kanak² yang berada di-dalam sekolah di-masa sekarang dan di-masa yang akan datang akan hidup sa-bagaimana kehendak kita sekarang di-mana saling mengerti, hormat menghormati dengan dapat memahami melalui satu bahasa antara satu dengan lain, dan dengan itu akan terdiri-lah satu bangsa Persekutuan Tanah Melayu yang tegap dan bersatu padu.

Satu perkara yang saya merasa bershukor dan mesti berterima kaseh kepada Jawatan-Kuasa Laporan ini ialah tentang kenaikan umur sahingga 18 tahun ia-itu-lah tentang pelajaran perchuma. Umur 15 tahun, minta ma'af Tuan Yang di-Pertua, daripada 12

tahun menjadi 15 tahun. Saya percaya ini-lah juga satu langkah kahadapan bukan satu langkah yang saya rasa sa-ribu langkah kahadapan yang telah di-lompatkan oleh Jawatan-Kuasa ini mengikut kehendak hasrat ra'ayat negeri kita sekalian. Satu *recommendation* yang kita mesti angkat topi menghormati Jawatan-Kuasa ini. Satu shor yang sunggoh² saya rasa seratus peratus memenohi minat dan hasrat ra'ayat negeri ini. Pengalaman² dalam tempoh 3 tahun ini telah memberikan kita satu pertunjak bahawa kanak² yang berumur 12 tahun yang tidak ada peluang lagi untuk melanjutkan pelajaran-nya itu terpaksa mundur kesana kemari dengan tidak ada kesempatan untuk masuk menjadi warga negara atau masyarakat yang berguna.

Mudah²an dengan bertambah-nya 3 tahun lagi akan memberikan kanak² yang demikian itu persediaan dan belajar serta persiapan menghadapi hidup dengan lebih sempurna lagi. Tentu-lah dengan bertambah 3 tahun lagi itu akan memakan ongkos yang bukan sedikit, tetapi saya percaya tiap² orang yang membayar chukai pendapatan, tiap² orang yang memberi, atau pun membayar kepada pemerintah dengan apa chara juga pun akan dengan suka rela membayar duit² itu demi kepentingan kanak² kita yang memerlukan latehan tambahan kita dimasa hadapan. Satu jumlah wang yang ratus million akan di-belanjakan, tetapi saya rasa ini-lah perbelanjaan yang sunggoh² tidak membazirkan satu perbelanjaan yang membena satu perbelanjaan yang menepati bagi memberi kebaikan dan kebahagiaan hidup pada ra'ayat sekalian. (*Tepok*).

Enche' Koh Kim Leng: Mr. President, Sir, I rise to support the motion by the Honourable the Minister of Justice. Sir, as we are aware, this Report is a report for the people of Malaya and which may not be acceptable to the people of countries other than Malaya. There is only one standard of measuring or assessing this Report, and that is the Malayan standard. Therefore, the way to look at it is to sincerely feel how this Report will affect the future citizens of Malaya, and not how it will affect you or me now.

Sir, the Report introduces two new major recommendations—free primary education and the raising of the school-leaving age; and by their adoption Malaya shall have taken a great leap forward in the welfare of the people of Malaya and an important milestone shall be achieved in the annals of the history of Malaya. What the colonial Government had failed to do or had not done in a hundred years, the Alliance Government has done in just a few years! It clearly proves that the Alliance Government is the Government which can deliver the goods.

The Razak Education policy has been well supported for the past four years, and I am confident that with the new recommendations all Honourable Members of this House will give their full support to this Report.

Sir, certain people have criticised the Report saying that it will destroy Chinese culture. I do not know how they arrived at that conclusion, when it is specifically recommended that there will be free primary education in all media of instruction. Can the Government be accused of destroying a culture when it is promoting its own official languages? Will any Government in the world do otherwise? You do not destroy a culture by giving it freedom.

Sir, for the reasons I have just stated, I urge all Honourable Members of this House to fully support the recommendations contained in the Report of the Education Review Committee, 1960.

The Minister of Education (Enche' Abdul Rahman bin Haji Talib): Tuan Yang di-Pertua, Penyata Jawatan-Kuasa Menyemak Dasar Pelajaran tahun 1960, yang di-bentangkan dalam Dewan ini sa-bagai Kertas Titah Bilangan 26, bagi tahun 1960, yang telah di-persetujui oleh Dewan Ra'ayat pada dasar-nya sa-telah di-bahathkan selama 3 hari. Penyata tahun 1960 ini dan juga Penyata yang di-buat oleh Yang Berhormat Tun Razak dalam tahun 1956, yang sekarang ini ada-lah menjadi dasar pokok bagi perkembangan pelajaran dalam negeri ini.

Tuan Yang di-Pertua, sa-bagaimana yang di-terangkan oleh Ahli Yang Berhormat dari Melaka dalam Penyata ini

ada dua shor yang terkemuka. Yang pertama sa-kali ia-lah berkenaan dengan had umur berhenti sekolah dinaikkan hingga 15 tahun mulai daripada tahun 1962 dan yang kedua-nya ia-lah berkenaan dengan hendak mengadakan pelajaran perchuma didalam semua sekolah rendah yang mendapat bantuan penuh daripada Kerajaan tidak terkecuali apa jua bahasa penghantar yang di-gunakan di-sekolah² itu, chadangan ini pun akan di-mulai dalam tahun 1962, ini-lah shor yang terkemuka dalam Penyata ini.

Jawatan-Kuasa ini bersetuju dengan sa-bulat suara ia-itu keutamaan didalam Dasar Pelajaran hendak-lah menaikkan had umur berhenti sekolah. Dalam hal ini, saya suka-lah hendak menarek perhatian Ahli² Yang Berhormat Dewan ini ia-itu Kerajaan Perikatan, telah berjanji dalam manifesto-nya bagi Pilihan Raya tahun 1959, untuk menjadikan sa-rendah² had umur berhenti sekolah kepada 15 tahun. Dan sa-bagaimana biasa-nya Kerajaan Perikatan tidak pernah mungkir janji (*Tepok*) dan dalam Pilihan Raya pada tahun 1955, kita berjanji hendak mencapai kemerdekaan dalam tempoh 4 tahun, tetapi kita telah tunai-kan janji itu hanya dalam tempoh 2 tahun sahaja ia-itu kemerdekaan tercapai dalam tahun 1957 (*Tepok*) di-dalam manifesto itu juga kita berjanji hendak mengamankan negeri, hendak menghapuskan daripada bahaya dan ancaman penjahat, bahkan belum sampai sa-bulan kita telah merayakan hari tamat-nya dharurat dengan rasminya. Jadi, sa-bagaimana yang saya katakan, Kerajaan Perikatan tidak pernah mungkir janji, dan janji yang kita buat dalam tahun 1959, hendak menaikkan had umur berhenti sekolah kepada 15 tahun akan di-laksanakan mulai daripada tahun 1962, sa-bagaimana yang di-shorkan oleh Penyata ini.

Pelaksanaan Penyata ini akan di-buat dengan menubuhkan sekolah² jenis baharu—ia-itu Sekolah² Pelajaran Lanjutan atau dalam bahasa Inggeris-nya Continuation Schools—di-mana semua murid² yang telah tamat pengajian perchuma dalam sekolah rendah dan tidak dapat masuk belajar ka-sekolah menengah yang lain boleh-lah meneruskan pelajaran mereka jika

mereka suka. Tidak-lah akan di-paksa sa-saorang murid itu untuk memasuki sekolah² ini.

Sekolah² Pelajaran Lanjutan akan memberi pelajaran sa-lama tiga tahun dengan menitik beratkan pelajaran "vocational" dan pelajaran ini akan di-beri sama ada di-dalam Bahasa Kebangsaan atau bahasa Inggeris dan Sekolah² Pelajaran Lanjutan ini akan berusaha menjadikan bahasa Melayu sa-bagai bahasa penghantar yang utama manakala guru² yang terlateh dapat di-adakan. Murid² yang luar biasa kemajuan-nya yang masuk di-Sekolah² Pelajaran Lanjutan ini akan di-beri juga peluang untuk bertukar ka-sekolah² menengah akademik atau sekolah² menengah pertukangan.

Bidang dan tujuan sekolah jenis baharu ini ada di-terangkan dengan sa-penoh-nya di-dalam Bab 4 Penyata tersebut. Tahun yang pertama bagi sekolah² ini akan di-mulakan dalam tahun 1962, supaya pada tahun 1964, lengkap-lah pelajaran tiga tahun dalam Sekolah² Lanjutan Kampong itu berjalan.

Sa-bagaimana yang di-ucapkan oleh rakan saya Yang Berhormat Ungku Muhsein dari Trengganu dan Ahli² Dewan ini sedia ma'alum ia-itu perkara dalam atoran pelajaran sekarang ini yang menimbulkan kegelisahan dan kebimbangan di-kalangan ibu-bapa dan murid² ia-lah kebanyakan murid² yang berumur 12-13 tahun terpaksa berhenti sekolah, sa-telah mereka tamat sekolah rendah. Jadi pada masa berumur 12-13 tahun sangat-lah muda bagi mereka mendapat pekerjaan yang halal di-sisi undang² di-luar daripada pekerjaan rumah tangga sendiri. Yang demikian menimbulkan satu masaalah yang besar dalam masyarakat kita.

Tuan Yang di-Pertua, shor menaikkan had umur berhenti sekolah kepada 15 tahun, sa-bagai menunaikan salah satu janji kita yang penting di-dalam Pilihan Raya dahulu, akan menghindarkan sa-lama²-nya masaalah masyarakat ini serta memberi jaminan ia-itu tiap² sa-orang kanak² di-dalam negeri akan dapat bersekolah sa-kurang²-nya sa-lama 9 tahun.

Shor yang kedua sa-bagaimana yang telah saya sebutkan tadi ia-lah pelajaran rendah di-semua sekolah² yang mendapat bantuan penoh hendak-lah di-beri dengan perchuma kepada semua kanak². Sa-bagaimana di-ketahui oleh Dewan ini pelajaran rendah sekarang memang-lah perchuma di-sekolah² rendah kebangsaan dan sa-tengah² sekolah rendah jenis kebangsaan. Shor ini akan menjadikan pelajaran rendah di-beri dengan perchuma kepada semua kanak², dan saya perchaya ini akan di-akuī oleh sa-genap gulungan sa-bagai salah satu langkah yang terpenting yang pernah di-jalankan oleh sa-suatu Kerajaan di-dalam negeri ini menuju ka-arrah persamaan peluang dan kesempatan bagi semua kanak² kita. Sementara itu, ada-lah di-shorkan ia-itu bayaran sekolah tidak akan di-kenakan di-dalam sekolah² atau darjah² kebangsaan sa-sudah tamat-nya pelajaran tingkatan rendah. Ini bererti bahawa semua murid² yang belajar di-dalam Sekolah² Pelajaran Lanjutan, sekolah² menengah dan sekolah² pertukangan yang bahasa penghantar-nya bahasa Melayu serta mendapat bantuan penoh, tidak di-kenakan bayaran sekolah dan pelajaran di-dalam Bahasa Kebangsaan ada-lah perchuma di-seluruh atoran persekolahan.

Kerajaan menerima shor ini ia-lah sa-bagai satu galakan dan perkembangan pelajaran dalam bahasa Kebangsaan ia-itu satu perkara yang di-anggap oleh Kerajaan amat penting dalam menchiptakan perpaduan bangsa² di-Malaya ini. Jadi, sekarang sebarang murid dengan tidak mengira bangsa asal—India, China, Nasrani akan dapat memperolehi pelajaran-nya di-sekolah² Kebangsaan dengan perchuma. Di-Sekolah Pelajaran Lanjutan atau Sekolah Lepas Pelajaran Rendah dan di-Sekolah Menengah yang lain, maka ada-lah di-chadangkan ia-itu sedikit tambahan bayaran hendak-lah di-kenakan kerana bayaran sekarang dengan bayaran \$2.50 dan \$5.00 telah berjalan berkurun² lama-nya dengan tidak di-pinda sedikit pun. Akan tetapi dalam sekolah² ini pun, dalam sekolah² yang tidak menggunakan bahasa Kebangsaan sa-bagai bahasa penghantar akan di-adakan juga tempat² perchuma atau *free places* tidak lebih daripada

sepuluh peratus kepada murid² yang patut menerima supaya menjamin bahawa murid² yang berhak tidak ketinggalan pelajaran di-sebabkan penduduk² negeri ini miskin atau tidak mampu.

Tuan Yang di-Pertua, sekarang saya suka hendak berpaling kepada Bab VIII, IX dan X yang menerangkan dasar Kerajaan tentang memberi bantuan kepada Sekolah² Menengah pada masa yang akan datang.

Beberapa pehak pada masa perbahathan dalam Dewan Ra'ayat dahulu telah mengatakan bahawa Lembaga Pengurus Sekolah² China tidak di-beri masa yang chukop untuk menentukan sama ada hendak mengikut atau tidak sharat² menjadi Sekolah² Menengah Jenis Kebangsaan yang mendapat bantuan penoh, dan tarikh bagi membuat ketetapan saperti yang tertulis di-dalam Penyata Jawatan-Kuasa itu ia-itu hendak-lah di-buat sa-belum tahun 1961 sangat-lah suntok. Jadi, dalam perkara ini, Tuan Yang di-Pertua, dalam Penyata Razak yang telah di-buat dalam tahun 1956 dahulu pada perenggan 38 dan 39 telah di-nyatakan dengan jelas-nya bahawa Kerajaan akan mengadakan dua jenis sekolah sahaja ia-itu Sekolah² Bebas yang tidak mendapat bantuan Kerajaan dan sekolah² yang menerima bantuan penoh daripada Kerajaan. Jadi tidak ada tersebut pun Sekolah Bantuan Separoh dalam Penyata ini. Penyata ini telah di-luluskan oleh Majlis Undangan dalam tahun 1956. Ini ada-lah terbokti yang perkara mengadakan dua Jenis Sekolah Menengah sahaja ia-itu Sekolah Bebas dan Sekolah Bantuan Penoh. Ini bukanlah satu perkara yang baharu. Perkara ini telah di-terima pada dasar-nya, pada pokok-nya, pada asas-nya dalam tahun 1956 lagi. Kemudian dalam Undang² Pelajaran tahun 1957 telah memberikan satu tempoh peralehan dalam masa mana Menteri Pelajaran berkuasa membelanjai sekolah² selain daripada Sekolah Menengah Jenis Kebangsaan selama tempoh yang di-fikirkan-nya munasabah supaya membolehkan sekolah² itu menyesuaikan diri-nya menurut kehendak² sa-sabuah Sekolah Menengah Jenis Kebangsaan.

Jadi, Menteri Pelajaran ada-lah di-beri kuasa menetapkan masa itu, tetapi oleh kerana perkara ini ada-lah satu perkara yang rumit, jadi hal ini saya rojokkan kepada Jawatan-Kuasa Menyemak Pelajaran ini, dan Jawatan-Kuasa ini bersetuju dengan pendapat saya bahawa ini ada-lah 3 atau 4 tahun daripada tahun 1956 sampai sekarang ada-lah tempoh yang munasabah bagi sekolah² yang mendapat bantuan separoh menentukan sama ada suka menurut atau tidak, dan Jawatan-Kuasa ini mengeshorkan bahawa tidak-lah patut sekolah² yang tidak menurut dengan sepenoh-nya akan kehendak undang² mendapat bantuan selama²-nya daripada Kerajaan. Dan bantuan ini hendak-lah di-berhentikan jika mereka tidak menurut kehendak² undang² kita, tetapi ada satu perkara yang saya ingin menjelaskan ia-itu bantuan separoh yang di-berikan pada masa sekarang hanya-lah akan di-tarek daripada sekolah yang mendapat bantuan separoh—Sekolah Menengah yang mendapat bantuan separoh. Ia tidak akan di-tarek daripada Sekolah Rendah yang mendapat bantuan separoh. Bantuan separoh kepada Sekolah Rendah akan di-jalankan terus sa-hingga pada satu masa yang di-fikirkan boleh di-berhentikan kelak.

Tuan Yang di-Pertua, ada banyak lagi shor² yang mustahak yang menarek hati dalam penyata ini, tetapi saya perchaya Ahli² Yang Berhormat sekalian sudah pun mengkaji penyata ini dan saya rasa bahawa tidak-lah mustahak mengambil masa mengulang semula shor² yang ada itu sekarang, dan supaya penyata ini di-setujukan dengan sa-bulat suara dan memberikan alasan² yang lengkap bagi semua shor yang ada sekarang, tetapi ada satu perkara yang saya suka hendak menarek perhatian Majlis ini ia-itu shor yang mustahak dalam penyata ini yang terkandung dalam Bab XVI yang membuat chadangan yang peraktik bagi perlaksanaan dengan sepenoh-nya Bahagian 49 Undang² Pelajaran dengan mensharatkan pelajaran Ugama Islam di-adakan untuk murid² ber-ugama Islam dalam semua sekolah² yang menerima bantuan Kerajaan.

Satu perkara lagi yang mustahak dalam penyata ini ia-lah menitik-beratkan pelajaran *vocational* dan perdagangan untuk murid² kita semua, laki² dan perempuan.

Ada satu perkara yang saya suka hendak menyebutkan ia-itu berkenaan dengan kedudukan bahasa Kebangsaan di-dalam atoran pelajaran kita.

Pemeliharaan dan perkembangan bahasa Kebangsaan ada-lah satu tujuan yang utama bagi dasar Kebangsaan dalam Persekutuan ini. Ia-nya ada-lah alat yang terpenting bagi perpaduan bangsa dan ia-nya hendak-lah menjadi satu asas dalam dasar pelajaran kebangsaan kita.

Sa-bagaimana yang telah saya nyatakan bahawa pelajaran dalam semua mata pelajaran yang bahasa pengantar-nya bahasa Kebangsaan di-tingkatan sekolah kita akan di-beri dengan per-chuma, dan ini akan menjadi satu galakan kepada kanak² daripada segala bangsa mempelajari dan memasuki Sekolah² Kebangsaan.

Tuan Yang di-Pertua, ada golongan² yang mengatakan bahawa dasar yang terkandung dalam penyata ini tidak akan menjamin perkembangan bahasa Kebangsaan di-negara kita ini. Ya, ia hanya akan menjamin berkembang-nya bahasa Inggeris. Saya suka-lah hendak menapikan perkara ini, kerana jikalau kita lihat dan bacha dengan teliti-nya bahawa penyata ini bertujuan semata² untuk perkembangan bahasa Kebangsaan di-tanah ayer kita ini. Tetapi penyata ini ada-lah satu laporan, atau satu penyata yang peraktikal. Ia berasaskan keadaan² yang ada pada hari ini di-tanah ayer kita.

Matalamat Kerajaan dalam hal ini ada-lah jelas dan nyata ia-itu hendak menjadikan bahasa Kebangsaan sa-bagai bahasa pengantar yang utama dalam sekolah². Ini ada di-sebutkan dengan tegas-nya dalam penyata ini, dan persediaan untuk melaksanakan ini hendak-lah di-adakan terlebih dahulu supaya darjah pelajaran di-Sekolah² Menengah dan Tinggi kita tidak terkorban dengan hanya hendak menukarkan bahasa pengantar-nya dengan keadaan yang ada sekarang ini. Hanya orang² yang *bermimpi* yang sanggop

mengatakan bahawa pertukaran boleh di-buat sekarang juga dengan serta merta.

Dasar pelajaran penjajah yang telah berakar berumbi di-tanah ayer kita ini tak mungkin di-ubah dengan serta merta, tetapi usaha ka-arrah itu telah di-mulakan dengan jalan yang di-sebutkan dengan jelas-nya dalam Perenggan 274-277 ia-itu bagaimana guru² bagi Sekolah Menengah yang menggunakan bahasa pengantar-nya bahasa Melayu dan Sekolah Menengah Tinggi dapat di-adakan. Jadi, dengan ini usaha ka-arrah itu untuk memulakan perkembangan bahasa Melayu sa-bagai bahasa pengantar di-Sekolah Tinggi telah di-jalankan dan usaha ini akan di-giatkan lagi supaya sa-hingga matalamati kita untuk menjadikan bahasa Kebangsaan sa-bagai bahasa pengantar yang *utama* di-sekolah ini terchapai, insha' Allah dalam tempoh yang di-tetapkan dalam perlembagaan kita.

Tuan Yang di-Pertua, dasar Kerajaan Perikatan ada-lah jelas dan nyata ia-itu untuk menyatukan masharakat yang berbilang bangsa di-tanah ayer kita ini, dan dasar pelajaran seperti yang di-shorkan dalam penyata ini akan memperchepatkan lagi terbentok-nya satu bangsa yang bersatu padu ia-itu satu daripada chita² tiap² sa-orang ra'ayat Persekutuan Tanah Melayu yang ta'at setia, kerana kita tahu bahawa *perpaduan national-lah* yang akan menjamin keamanan dan kema'amoran negara kita. Dasar ini ada-lah di-buat dengan tujuan untuk menchipta atau melaksanakan tujuan kebangsaan itu, dan dengan yang demikian saya berharap bahawa Dewan ini akan memberi sokongan kapada asas² yang terkandung dalam penyata ini supaya dapat-lah Kementerian saya menjalankan rancangan bagi melaksanakan-nya dengan mendapat persetujuan daripada kedua² Dewan Parlimen ini. (*Tepok*).

Dato' Dr. Cheah Toon Lok: Mr. President, Sir, today this House is the cynosure of all eyes as it is debating on a subject of very great importance and interest to the people of this country, a subject relating to the future education of Malayan children. In the Lower House the matter was hotly debated because of the many issues

involved in the principle of the policy that is laid down in the Report of the Education Review Committee 1960. On Sunday, August the 7th at 10 a.m. members of the *ad hoc* Education Committee of the M.C.A. met the Education Minister and his advisers asking, (i) for the postponement of the Report for a further study of the implications contained therein, and, (ii) for one-third of the teaching time of the curriculum to be devoted to Chinese studies in secondary schools. The Minister pointed out that there were involved only two major recommendations involving new policies: (i) free primary education, and (ii) the raising of school leaving age to 15. The M.C.A. delegation confirmed and fully supported these two recommendations. On the second point, the Minister quoted Appendix No. 7 to the 1956 Report, already approved, which reads as follows:

"That the curriculum of the schools shall be as will prepare the candidates in secondary schools for the Federation of Malaya Lower Certificate and the Federation of Malaya Certificate of Education."

The Minister went on to explain that Parliament was being asked to approve the Report in principle only. This Report was passed in the Lower House. He also said that he was prepared to discuss the details of implementing particular aspects of the general policy with interested parties in order to ensure that the policy of the Report will be implemented smoothly and with full understanding by all concerned. The Minister gave an undertaking to the M.C.A. delegation that when Parliament had approved in principle the general policy proposed in the Report, he would discuss the detailed implementation of those aspects of the general policy which affected the Chinese schools with the Education Committee of the M.C.A. and with the M.C.A. leaders. The M.C.A. delegation accepted this assurance, and a statement on this matter was made known to the press and the radio.

Things normally might be seen from many aspects. If the Report is seen from a Malayan point of view, it is one of the best Report that has come out from

the Education Department, and the Honourable Minister and members of his Committee deserve the thanks and gratitude of all Malaysians who have the interests of the nation at heart. If it is seen from the communal point of view, the aspect might be different, and not fully satisfactory. Communal interests have never been unselfish and it is not easy to reconcile and subordinate communal interests to national interests. In this instance, the Minister himself had already given an assurance in Parliament, through press and radio, that he was prepared to consider all opinions for the purpose of the smooth implementation of this educational policy. I have great faith in our Government, and I accept fully the promise of the Minister.

This education policy concerns four types of persons: first, the students; second, the parents; third, the teachers; and fourth, the nation. The students are given every chance of knowing the three arts: writing, reading and arithmetic. They are given every opportunity of reaching a standard of education that would admit them to any university in the world. Those who are incapable of reaching the university standard are given further studies for a vocation and the school leaving age of 15 will make them old enough to be apprentices in any trade. This will ease unemployment and prevent frustration of those who are unable to obtain work on leaving school through inadequate education. This will relieve part of our future unemployment problem. The parents themselves, whom I have consulted, are happy with the principle of this new policy, as they will be free from financial worries regarding the primary education of their children, and the type of education envisaged will prepare the children for the secondary schools up to the university entrance standard, so that their children might be able to enter universities to qualify for various professions. From the teachers point of view, it is also quite good, as assurance is given in the Report that the livelihood of the teachers will be protected—it is on page 59, Chapter XXI, Summary and Recommendations—"Steps will be taken to safeguard the livelihood of eligible teachers

when schools become fully-assisted." We are prepared to see that the promises are carried out. Naturally, the teachers are very anxious about their future. May I ask them to have faith in the Alliance Government.

Now we are entering into a new phase in our evolution towards the making of a new Malayan nation. Education is the most important process which could combine all our people together to be a nation. To be a nation we must have doctors, we must have engineers, we must have accountants, we must have lawyers, we must have technical people of our own who will administer our country and the purpose of this Education Policy is to create this type of people so that we could really be a nation. It is high time we should come together to solve this problem of education. It is, no doubt, not easy to be unselfish and to think from a non-communal point of view—to love thy neighbour as thyself—but to bring brotherhood among the Malayan people we must discard our deep-rooted prejudices and see things from a new light. There is a Chinese saying that a journey of a thousand miles begins with a single step. We are not making a journey of a thousand miles; we are today making a journey of a thousand years and if the first step is right, the journey of a thousand years is easily accomplished in the making of a new Malayan nation and a new Malayan consciousness. (*Applause*).

Enche' S. O. K. Ubaidulla: Mr. President, Sir, I wholeheartedly welcome and support the Report of the Education Review Committee, 1960. Going through the whole Report, one can say that it satisfies all sections of the people in this country.

While I was glancing through the Report—page 15, Chapter III, paragraph 66 "The Schools"—a thought came to my mind about the independent or assisted primary and secondary schools. These independent or assisted primary and secondary schools, the Report says, should continue. Sir, certainly nobody would quarrel with their existence, looking at the need of the time. However, Sir, the need of

education should not become an opening to business incentive. I know some educational institutions that are run by public-spirited people; but I also know of many schools of this category run for profit. The profit they make in such institutions are sometimes very sumptuous. Immediately after the war, to some, the opening of schools became big business. They took good advantage of the inability of the Government to provide schools to almost half of the population of the country that was at school-going age.

Sir, now the Government has slowly tackled the problem, though it cannot be said that for decades to come the Government can provide schools for all our children. The Government should not allow independent or assisted or primary and secondary schools as private companies. I request the Education Ministry to devise a method by which the Government can have a look at the profit factor of these schools. If the owners of the schools made a profit more than necessary to run their schools and to pay for those who work for the school, the same should be controlled so that education may not become a commodity of business to some.

Sir, I may go further into some of the allegations that are being made on private-managed schools. Sir, for reasons obvious, I do not like to go into them because most of these schools are laudably run. Some have devoted their time and energy to these schools purely and surely motivated by the public spirit. I have good praise for them, I applaud them, and I appreciate them, but at the same time those remarks which I made about the profit factor of some of the schools are really matters that deserve the consideration of the Government.

Enche' A. M. Abu Bakar: Sir, I take this opportunity of congratulating the Education Review Committee for its Report tabled today. Sir, this Report fully brought out the anomalies and the misunderstandings that we heard early in 1956, when the Razak Report was accepted. Sir, I would like to recall to this House of those days of the latter part of 1956, when we had

dark clouds, with the school-children who defied and were able to withstand the authorities on implementing that Report then. Sir, if I am not mistaken, there were some at that time who said that the Chinese culture and the Chinese education would be ruined. Yet, Sir, with the acceptance and the implementation of the Razak Report, the majority of the Chinese schools accepted to come within the orbit of that category to get grants. Sir, I feel that the schools which were more or less of the nature which my friend from Ipoh had said that the culture of that section is being destroyed, found that, instead of being destroyed, their position was enhanced with the support and finance given by the Government. Sir, previous to that, those schools were run by private philanthropical people, and the control of the schools was in the hands of people with money, ideas and principles. Once it came into that orbit of the Report, the Government had control of the education policy throughout the country. Sir, having seen all those dark clouds and the clearing of that sky after accepting to come into this orbit, we have seen how that section of the people had their education, instead of their culture being destroyed, improved from that day onwards.

Sir, today, on this Report, I have seen, from some of the Press comments as well as reports of the debate in the Lower House, that same cry from that section of the people who were responsible to bring those dark clouds in the latter part of 1956. Sir, I am pretty sure the majority of the people who supported even then are not in the same position or category as those who support today, because they have learned that what was said then was not true after accepting that Report as it was today. Sir, I feel that this Report is only a Report that we have been asked to accept in principle—only accepting in principle. The implementation of that policy is not raised here. The implementation will be after consultation with those various sections of the citizens who

feel they are affected by this Report. As such, Sir, the culture destruction and what not that has been said in the Lower House is not at all welcome. Sir, I feel I would like to say to that Member who feels that he is championing that section of the population that, with the present policy of education and the finance that our Government spends every year, that section of the community is benefited to nearly 80 per cent of the money that we give to education in this country.

Sir, I would like to take a simple division of that education policy of our country, and I hope that, with due respect to my Honourable friends from the M.C.A., they will not have any ill-feeling towards me for bringing out this thing. Sir, I would like to deal first on the education of that section which my friend from Ipoh has been championing. The majority of such schools have accepted the Razak Report from 1957 onwards of fully granted financial aid, and that itself has put up a very big figure of our Budget. Secondly, Sir, in the English streams, that section of our citizens had enjoyed the benefit of 80 per cent of the people being educated in the English stream. Again, with the introduction of Sekolah Umum, we have not less than 10 to 15 per cent of the population being educated in that too. Sir, putting one and one together, the benefits of the education policy of the country are not at all affecting adversely that section of the people for whom my friend from Ipoh is championing their cause. But I feel, Sir, the Members in this Committee representing that section have been far-sighted in their task, and recommended and accepted what was proposed in that Report, because that section of our citizens enjoy the most benefit. As it is, Sir, I am sure that not only the majority but nearly 80 per cent of the population from that section has accepted this Report too. That is the main reason why we don't see any dark clouds in the north, as we saw in the year 1956. Sir, to those members of the M.C.A., I say that they have won a moral

victory for their people, whose cause they are jealously guarding.

Sir, I would like to make a plea to the Honourable the Minister of Education, as reported under page 19 of this Report, section 89, Clause (d), I would like to see that this recommendation is accepted and brought into force, as this will effect most of the children who come from the middle-class and lower-income group parents. That in itself proves that only 30 per cent of the whole number of boys taking or entering into the promotion examination for secondary schools will be promoted. It shows that unless the boy is brilliant and exceptionally clever, he will not have a chance to go for secondary stream education in the English schools. As such, Sir, even out of that 30 per cent, a certain percentage is being selected to go to Sekolah² Lanjutan Kampong, and even boys with ability to come within the border line of that percentage, but with poor parents, may be sent to Sekolah² Lanjutan Kampong. Where lies the chance for the parents whose income is not enough to pay for extra tuition to the children? Sir, although most of the teachers are very highly paid, when it comes to private tuition, each parent has to pay not less than \$15-\$20 for every subject that a boy gets private tuition outside his school hours. As such, Sir, if this is implemented, if the middle-class as well as lower-income group parents wish to send their children for higher studies, here is a bar in itself to future progress. As such, Sir, I feel that the Honourable Minister and his colleagues in the Committee as well as those administrative officers of his Ministry will give a second consideration towards implementation of this policy.

Sir, on religious education, I wish to congratulate the Committee for the far-sightedness and the way in which they thought. Unless this recommendation is accepted, the implementation of that section in the previous Report will be null and void, for the experience I have gained from the former tells me that unless the representatives or the Council of

Ugama appoint a religious teacher to teach religion in schools where there are not less than 15 Muslim boys, as required by the Report, religious education was not possible. Neither the Education Department nor the State Government will ever pay for the financing of that teaching. Today, Sir, that has been felt badly, and this Report has shown clearly that this is a joint responsibility of the State as well as Federal Government. Sir, we welcome this as a prudent policy of our Government—that religion will be always given preference in teaching to our younger generation.

Sir, I feel that as a whole this Report should be welcomed by each and everyone, as citizens of this country. We feel that it is the responsibility of the parents and others to our younger generation that we should make them as sons and loyal citizens of this country, not the cultures of others.

Enche' T. H. Tan: Mr. President, Sir, I rise to support the motion before this House. The recommendations contained in the Report took four months of arduous work and careful consideration by the high-level Committee headed by the Honourable Minister of Education and consisting of the former Minister of Education, now the Minister of Commerce and Industry, the leader of our own Senate, two Assistant Ministers, a Chief Minister, and three Members of Parliament—two from the Lower House and one from the Dewan Negara. The Review Committee was also assisted by no fewer than five Consultative Committees. The Review Committee and the Consultative Committees held a total of 26 meetings, and received and digested 148 memoranda from individuals and public organisations. Malay, Chinese and Indian leaders served on the Review Committee, and it is safe to assume that they took into consideration every worthy opinion expressed in the 148 memoranda; and they finally arrived at unanimous recommendations to the Government.

Sir, it is not necessary for me to reiterate all those recommendations. They are summarised at pages 58 and

59 of the Report laid before the House today. However, for the purposes of my argument, it is necessary for me to state the three main recommendations which will have far-reaching consequences in the evolution of a fully united Malayan nation. These three recommendations are:

- (1) Universal free primary education to be introduced as from 1962;
- (2) The school leaving age to be raised from 12 to 15 years; and
- (3) The discontinuance of partial assistance to non-conforming secondary schools as from 1st January, 1962.

Critics of the Review Committee's Report have picked on the discontinuance of partial assistance to non-conforming schools as an excuse to accuse the Alliance Government of attempting to kill Chinese language and culture. Is this true, and what are the facts? Sir, it should be clear to all right-thinking people that universal free primary education will guarantee that the Chinese in this country will continue to learn the Chinese language at least for as long as the Alliance Government is in power. There is no saying what another Government may do. Indeed, for this reason, it will be in the interests of the Chinese to see that the Alliance Government stays in power (*Applause*). If, through free primary education, the Chinese will be assured of learning the Chinese language, how can it be said that the Review Committee's recommendation will in effect kill the Chinese language? Critics of the Review Committee have also conveniently glossed over the Committee's recommendation that non-conforming secondary schools can continue to exist as independent schools. This means that the Chinese, if they want, can have Chinese secondary schools of their own pattern as long as such independent schools are not a charge on the public funds and as long as the schools comply with statutory requirements which will apply equally to them as to the fully-assisted schools.

Mr. President, Sir, can anyone cite a more liberal attitude towards those who don't wish to co-operate or fall

in line with the policy of the Government of the country in which they live? If one section of the masses in this country considers that the life of the language of the race so important, that section should also, in fairness, concede the far more vital need for a nation to have its own language, because such a language is one of the strongest instruments to forge unity among its peoples. In my view, the recommendations of the Review Committee constitute a courageous and positive step towards attaining this ultimate aim in our pattern of national education. I strongly urge the critics of the Committee to remove the racial or communal blinkers from their eyes and try to view the Committee's recommendations from the standpoint of a genuine Malayan.

The strongest critics of the Review Committee are the Chinese teachers, and I am sorry that by their hasty criticisms they have created the impression that they are not within the bracket of Malaysians. I am told that Chinese school teachers with scarcely an exception send their children to English secondary schools (*Laughter*). No one would blame them for this, but is it right to mislead the masses by urging other children should go to Chinese secondary schools.

The other critics of the Review Committee are the political parties opposed to the Alliance. Their attitude is not strange, because one of the planks of their political platform is multilingualism. These parties have succeeded in deluding a section of the electorate by playing on their sentiments and emotions; unless they make capital of confusion and misunderstanding such as the allegation that the Review Committee's recommendations will kill Chinese language and culture, those parties will become politically bankrupt, and will lose even their small flock of sheep. By championing multilingualism, unscrupulous politicians want to transform the Federation of Malaya into a Tower of Babel and destroy the unity of our peoples. True Malaysians will not allow them to accomplish that sinister objective. I do not believe that any right-thinking, loyal Malayan will pay much attention

to either group of these critics of the Review Committee. Indeed, I think criticism for the sake of criticism will ultimately only earn contempt.

Mr. President, Sir, I say with all the emphasis at my command that the recommendations of the Review Committee constitute an honest attempt to strengthen unity among the races in the Federation of Malaya. Far from killing the Chinese language, their recommendations will guarantee free Chinese primary education for the first time in the history of this country. More funds from the public purse will become available to Chinese schools if they agree to conform to the national policy on education. The Alliance Government is at present giving nearly forty times as much money to Chinese schools than the previous Colonial Government. Today also, Chinese teachers are better off financially and socially than at any previous time in the history of Chinese education. Does this all indicate killing of Chinese culture? I humbly submit, Sir, the answer is "No!"

Mr. President, Sir, it pains me to think that those who are resisting the Government's efforts to unite the races of this country through education are inadvertently exposing their intention and loyalty to question. One wonders if, in the final analysis, their resistance has not sprung from personal and selfish motives? Do they feel that they are too old to learn our national language in order to teach it in our schools? Do they feel that they are faced with the prospect—quite imaginary, by the way—of being replaced in the evolving pattern of the Federation's national education? The fact that non-conforming secondary schools will be allowed to continue, but as independent institutions, should set such fears at rest. No one will, I feel sure, stop the old-type Chinese teachers from continuing to teach until they retire.

Mr. President, Sir, the critics of the Review Committee have also said that the Committee's recommendations relating to non-conforming secondary schools constitutes a violation of our Constitution. The fact that non-conforming secondary schools would be

allowed to continue is a complete answer to this misunderstanding and misinterpretation, perhaps deliberate, of the Committee's recommendations. Can it honestly be said that the Alliance Government will be violating the Constitution if it gives free primary education in Chinese to the Chinese? Those who say so can hardly be in their right frame of mind. They will probably awake to realities if they are reminded that in our neighbouring countries, Chinese schools are not allowed to exist at all. In fact, they may probably awake to the fact that nowhere in South-East Asia are the Chinese better treated than here in the Federation of Malaya (*Applause*). I urge the unthinking critics of the Review Committee's Report not to spoil this happy state of affairs. Mr. President, Sir, the members of the Review Committee and of the Consultative Committees deserve the praise and thanks of all true Malaysians. Posterity will look upon their work as a substantial contribution towards the creation of a united Malayan nation. I urge this House to show our appreciation by adopting with acclamation the motion of the Honourable the Leader of the Senate (*Applause*).

Enche' Abdul Wahab bin Idus: Dato' Yang di-Pertua, di-atas masaalah yang di-hadapan kita ini, saya ingin berchakap di-atas tiga perkara atau tiga sebab. Yang pertama, saya menarek perhatian Majlis ini satu perkara yang terjadi dengan sendiri-nya tidak payah di-bentok dan di-bena. Perkara ini akan mendatangkan suatu dasar supaya orang ramai boleh berfikir. Apa-kah perkara itu? Di-kampong² ada di-dapati orang² China, India yang sudah beranak-pinak dan boleh bertutor dalam bahasa kebangsaan negeri ini sedikit pun tidak ada pilat-nya. Salain daripada itu, kita pandang pula yang terjadi di-Melaka, kebanyakan orang² China "Baba" di-Melaka itu tidak ada siapa yang menyuroh dan ta' ada siapa yang berkehendakkan, hanya mereka itu sendiri menjadi salah² orang Melayu betul². Salain daripada itu mereka sudah mashhor menyanyikan pantun² lagu dondang sayang, kebanyakan mereka itu pada hari ini telah dapat mengalahkan orang

Melayu sendiri. Perkara ini terjadi dengan tidak payah di-bentok, di-suroh, di-panggil atau ada untong dan ruginya; sebab apa perkara yang seperti ini terjadi? Patut di-fikirkan. Perkara ini tidak lain dan tidak bukan ia-lah disebabkan di-atas dua perkara. Yang pertama, mereka sudah lama dudok di-Melaka dan sudah menumpukan kaseh sayang, chinta dan ta'at setia-nya kepada negeri itu sahaja. Mereka menggunakan bahasa Melayu, ranting orang Melaka itu sudah di-patah-nya, ayer-nya sudah di-sawok, 'adat benar orang Melaka sudah di-pakai buat sa-lama²-nya (*Ketawa*) jadi dengan sebab perasaan-nya tidak berbelah bahagi, mereka bersahabat handai dengan ikrah-nya dengan orang Melayu di-sana. Jadi itu-lah sebab-nya "Baba" itu dengan orang Melayu Melaka itu tidak ada halangan, sudah sa-rupa, kadang² rumah mereka itu sa-belah menyebelah, ada pula yang sudah jadi semenda-menyemenda. Perkara yang terjadi dengan sendiri ini ia-lah di-sebabkan ta'at setia-nya sudah tidak berbelah bahagi. Sekarang arahkan-lah pandangan kita kepada Penyata Pelajaran ini, perkara ini tentu-lah boleh jadi dengan lebeh baik daripada yang terjadi dengan sendiri-nya di-Melaka itu, kerana perkara ini ada orang yang membentok-nya.

Apa fikiran kita jikalau ada pula arahan dengan satu dasar tentu-lah perkara ini boleh jadi lebeh baik daripada yang telah terjadi sendiri-nya di-Melaka. Yang kedua-nya keruntohan atau terkorban. Jadi, perkara² yang menyebabkan banyak orang ramai tidak puas hati kerana terkorban-nya bahasa atau kebudayaan-nya, itu memang ta' dapat kita nafikan 100 peratus. Memang betul pendapat mereka itu dan boleh kita akui betul, tetapi separas mana betul-nya fikiran mereka itu, sa-banyak mana, yang kita membenarkan-nya. Saya bawa satu mithalan, kita sekarang dudok di-dalam sa-buah rumah atau satu bangunan yang indah, kita nampak di-sekeliling kita ka-atas dan ka-bawah, ada kayu² yang hidup di-rimba sana dengan baik-nya sudah di-tebang menjadi papan tempat kita berpijak dan menjadi meja. Dan ada pula batu² di-sini yang sudah

di-pechah², dan di-hanchor²kan di-jadikan simin, begitu-lah lain² perkara. Jadi, tanah ini dahulu barangkali lekok² atau bukit², berbusut² sudah diratakan. Jadi, ini-lah yang di-katakan terkorban, terkorban kayu di-rimba, terkorban tanah ini mengikut sifat asalnya; asal-nya kelmarin barangkali berbukit² atau lekok² sudah di-ratakan. Banyak perkara² lagi terkorban, korban kerana pembenaan. Ini-lah dia perkara yang menjadi satu dasar atau tempat orang mesti meletakkan arahan orang ramai berfikir. Jadi, terkorban benda² ini oleh sebab membuat satu pembenaan yang begitu besar munafat-nya dan faedah-nya, itu-lah dia, tuan². Orang ramai bercheloteh begitu bagini kita ta' boleh di-salahkan barangkali orang itu fahaman-nya tidak sampai begitu. Kalau sampai begitu fahaman-nya sengaja di-buat²-nya atau ada udang disa-balek batu, mungkin akan datang perkara itu berikut.

Masok kepada perkara yang ketiga; ini ta' nampak (*Ketawa*). Jadi, sekarang Penyata Jawatan-Kuasa atau Dasar Pelajaran yang di-bentok oleh Kerajaan hari ini. Ada-lah satu usaha dan ikhtiar, ikhtiar apa itu? Ikhtiar hendak menjadikan Malaya ini satu bangsa atau ra'ayat yang bersatu padu di-masa yang akan datang. Hari ini kita mengaku kita semua bangsa di-dalam Persekutuan Tanah Melayu bersatu padu tetapi kita mengaku di-mulut sahaja. Kata orang tua² di-Negeri Sembilan sana; dalam 'adat Perpatih, "yang tepat-nya di-luar tetapi di-dalam renchong". Kalau saya hendak sebutkan ini sa-bagai peperiksaan budak² di-sekolah barangkali ada kawan² yang berkecil hati tetapi kalau saya sebutkan ini dengan tujuan untuk kebajikan, saya fikir ta' payah-lah kita berkecil² hati. Bagini, kita yang di-katakan telah terkorban tadi, memang sudah ada kita berkorban bagi ketiga² bangsa yang besar di-sini. Chuba kita ingat kita sekarang masing² sudah berlumba², beramai² mulut kita menguchapkan ta'at setia kita kepada Persekutuan Tanah Melayu, oleh sebab itu kita dengan sendiri-nya menanda tangani satu borang permintaan menjadi ra'ayat Persekutuan Tanah Melayu, ini chuba fikirkan, tuan². Tidak-kah nama-nya ini korban? Mithal-nya kata-lah, saya

ini dahulu datang daripada negeri Arab tetapi sekarang telah meminta kera'ayaan Persekutuan Tanah Melayu, ta' terkorban-kah Arab saya itu, tuan²? (*Ketawa*). Saya sudah menjadi ra'ayat Persekutuan Tanah Melayu, ini pangkal-nya. Itu-lah sebab-nya kita mengaku ta'at setia kita di-sini kita sendiri sengaja mengorbankan diri kita sa-bagai korban yang kita membuat bebanan tadi, bukan korban kerana kerugian tetapi kerana keuntungan. Ini perkataan korban atau kerosakan tuan² bukan semua-nya tidak ada berfaedah.

Jadi, sekarang orang² lain mengaku ta'at setia kepada Persekutuan Tanah Melayu menjadi bangsa Persekutuan Tanah Melayu datang-lah satu beban-nya yang paling berat tanggungan-nya. Apa tanggungan-nya? Dia-lah orang-nya yang menyusun dan menyiapkan jalan, menyiapkan benaan untuk anak² mereka masa yang akan datang supaya sa-benar²-nya menjadi ra'ayat yang bersatu padu di-sini. Macham mana dia terjadi? Itu-lah sa-bagai yang saya chontohkan kepada perkataan saya sipat yang pertama ia-itu telah terjadi dengan sendiri-nya di-negeri Melaka. Takdir-nya berhasil-lah tujuan Dasar Pelajaran kita ini esok menyatukan, ini-lah faedah-nya yang paling besar. Jadi, itu-lah menjadi tanggung-jawab kita, kita sudah mengaku menjadi ra'ayat Persekutuan Tanah Melayu, tanggung jawab kita supaya anak² kita di-bentok benar² ra'ayat yang lebeh jelas, yang lebeh bersatu, yang lebeh berpadu, yang lebeh chintakan negeri ini daripada darjah kita hari ini. Kalau hari ini kita kata-lah pas L.C.E. sahaja tetapi anak kita esok barangkali keluaran dari University. Begitu-lah maksud kita bahawa tanggung jawab ini ada-lah beban kita bersama. Jadi, orang sa-belah luar Dewan ini erti-nya ra'ayat negeri ini ada macham² fikiran-nya tetapi kita di-sini; saya perchaya kita dapat bersama² membulatkan fikiran kita oleh sebab kita tahu, kalau kita hari ini tidak menyiapkan achuan atau tuangan untuk pembenaan supaya anak kita besok dapat darjah yang lebeh sempurna menjadi ra'ayat warga negara Persekutuan Tanah Melayu ini dan lebeh tinggi darjah-nya, yang lebeh

sempurna daripada kita hari ini, kita-lah berdosa kepada anak² kita itu. Jadi, sebab kita jangan menjadi salah hari ini, kita patut-lah menyiapkan achuan-nya itu supaya perkara itu terjadi mengikut apa yang kita chita²kan hari ini. Jadi, saya perchaya-lah kita di-dalam Majlis ini yang pada hari ini 100 peratus ber-setuju menchubakan Dasar Pelajaran ini, mudahan² dengan berjaya-nya Dasar Pelajaran ini barangkali hajat kita, niat kita berkehendakkan ra'ayat Malaya yang bersatu padu di-masa yang akan datang itu akan terchipta. Kalau kita sendiri di-sini berbelah bagi perasaan kita, kita-lah berdosa kepada anak² kita yang akan datang kalau sakira-nya mereka tidak bersatu. Jadi, supaya mengelakkan diri kita daripada berdosa, saya jemput-lah sakalian Ahli² Yang Berhormat dalam Majlis ini seia sa-kata, sa-bulat suara, 100 peratus kita sokong-lah Penyata ini. (*Tepok*).

Dato' G. Shelley: Mr. President, Sir, I join in the debate on the subject of education with a little trepidation and caution. Indeed, if it were possible for my old teacher to be listening to me, he would be turning in his grave to hear that horrible pupil of his standing in Parliament discussing education. However, I will wade through some of the features in this Report.

Firstly, I am happy to see that a place has been provided in our new code of education for that type of school which was formerly known as the English school. Whatever may be the defects of the school, as we see them today, it produced a type of graduates who left school without any consciousness or racialism. On any morning, looking out of our windows, we can see a crowd of children going to school, not just one race—but made up of Malays, Chinese, Indians and Eurasians, happily walking and playing together. At games they were in a team, and it mattered not who the individuals were; it was the team's success or failure that was at stake. When these pupils leave school, for some reason or another, we find them grouped racially. Does not the finger of guilt point to politicians who have channelled these pupils into the narrow confines of racialism? We have today

inherited the institutions of English schools and on these solid foundations we ought to be able to build future citizens who will be Malaysians in thought, in word and in deed.

I am glad to say that as far as we can foresee, English will go hand in hand with the Malay language and it will not be un-Malayan to speak, read or write English. But let not my Malay friends misunderstand me when I say this. There have been speeches made in this House and outside this House that non-Malays have not generally taken to heart seriously the study and the fostering of the Malay language. As far as my community is concerned, that is not correct. It was in 1955, before Merdeka, before the general elections, that the Eurasian community met in Kuala Lumpur and decided to foster and to improve its knowledge of the Malay language. This was taken up by Eurasian leaders in the different States. Today, I am happy to say that many members of my community are teachers of the Malay language in the higher classes and lower classes in schools. What I say of the Eurasian community, I am sure, could in various ways be said by the Indian and the Chinese communities. There may be a minority, a few, among non-Malays who are for one reason or another hesitant, or probably reluctant, to study the bahasa kebangsaan. They fall into a group which we can call "a very small minority", and I would not pay heed to those few. They will learn in time the folly of their ideas. When they find in later years that Government business is conducted in the Malay language, that in the offices and shops receipts have to be written in Malay, and that letters and correspondence are in the Malay language, they will then find out—unfortunately too late—that they have missed the bus and are unable to earn a living. We hope that this minority will realise their folly soon.

The Minister of Education has said that free schooling will be provided in the Malay medium schools throughout primary classes and beyond the primary classes. Now, Sir, there must surely be some reason why non-Malays do not attend the Malay-medium

schools and we would be burying our heads in the sands of delusion if we fooled ourselves with the thought that everything was fair in the garden with regard to Malay schools. There is obviously something wrong with the Malay schools in that they are not in many ways moving hand in hand with English schools. The fault in my opinion—and among those with whom I have discussed this matter—is in the capacity of the teachers to put over the school curriculum to the pupils in their charge. This is a problem that has to be tackled rigidly and firmly. If it is allowed to go through its natural course by the process of natural elimination, it will take much too long. The Malay school teachers who are not able to make the grade equivalent to the English school teachers with regard to teaching qualifications should command the attention of the authorities. We all want to see our schools, whether they be English medium schools or Malay medium schools, run hand in hand together so that the twin forces of education will provide the necessary medium for the building of our nation.

Every parent looks upon his child as a future Prime Minister or a business magnate. The question of the medium of language is usually of secondary importance to a parent. He looks upon language as the vehicle with which to convey to the pupil the necessary aids for the child to attain the objective. So it is, I hope, the intention of the Ministry to bring the two schools at par with each other in the shortest space of time.

Sir, free primary education of course, is a most welcome recommendation of the Committee. Undoubtedly it will cost money, but it will pay dividends. As a Member of the Legislature for the past ten years or so, I have advocated year in and year out free primary education, and I am particularly happy to see that this is today embodied in the Report. But, now having this in our focus, let us not rest on our laurels; let us lift our sights to the horizon beyond, the horizon we will be able to reach when the country will be able to provide not only free

education but free compulsory education, where every child is bound by law to attend school and where every parent is bound by law to send his offspring to school.

In the teaching of the languages, Sir, I ask the Ministry to set a high standard of proficiency in both languages. The standard of English has fallen in the past few years and I think the reason is that at one time we were accepting trainee teachers who had only passed Form III. Their standard of English was insufficient to create a proficiency among their pupils. Fortunately, I notice that this qualification for trainee teachers has been raised and, if I am not mistaken, they now have to be pupils from the School Certificate Class. This is happily a step in the right direction and I am glad to see that a fault—it was obviously a fault—has been corrected in time.

Some of my Malay friends in this House have criticised Honourable Members in this House for not speaking in Malay. Well, Sir, it is difficult for any person who has not had sufficient grounding, and even if they had sufficient grounding, to stand up in a Legislature like this and deliver an oration with tact and proficiency. Take ten English men and bring them here, and you will find out how many of them will be able to stand in this Parliament and deliver an address. You will be lucky to find one. So, if some of us do not speak in Malay, I like my Honourable Malay friends to know that we understand Malay, but we are rather hesitant in speaking bad Malay which to us would be as horrible as pigeon English.

I notice in this Report—it is mentioned somewhere—that post-primary education schooling will have to be paid for with higher school fees than the amounts payable at present. Whilst this is probably natural, I advocate the granting of more scholarships at this level rather than the granting of scholarships at a higher level—that is to broaden the basis where more of the ra'ayat children can compete for these scholarships rather than the few lucky ones whose parents can afford to provide them with

secondary education. It is most unfortunate that many of the scholarships today go to those boys and girls whose parents can well afford to pay for their children, and not only for their own children but also probably for other children as well. I trust, Sir, that scholarships awarded will take into consideration more than ever the financial standing of parents. In this connection, I had the occasion to visit a college in the U.K. where I was introduced to one of the pupils. I said to him, "You have won a scholarship here?" He said, "An honorary scholarship, Sir". That boy merited a scholarship because of his ability. He was proud that he had attained the blue riband of education and he was also proud that his father did not accept paternalism for the furtherance of his education.

The additional three years schooling advocated by this Report is a most laudable provision, but it only puts forward the day when these children will have to look for a job. If they do not look for a job now, in three years time they will have to look for one. This problem is closely tied up with the unemployment problem which is growing to serious proportions in this country. The Trade Schools, the Sekolah Lanjutan Kampong, are producing graduates, but when these graduates come out of schools, will they find jobs? We have them in Butterworth and we have industries in Butterworth; but these boys cannot find jobs in Butterworth, or only a very small percentage of them can. Obviously the policy of our schools must be the policy of the country which should be agrarian in outlook. We have to train our children from the very primary classes to look upon padi fields and agricultural occupations as an objective. I see in an agrarian policy part of the solution of the unemployment problem.

I am glad that the Local Education Authority will see the last of their association with the education policy of the country. It was obvious from the very start that it could not finance education and if it did, it would have been so politically biased that our education policy might have deteriorated.

Sir, in regard to teacher training, obviously there has been an error in omitting mention of an existing College or Training Centre conducted by the Nuns and Brothers in Kuala Lumpur. Together I think they are producing about 70 graduates a year. This does not cost Government any money; it is all paid for by the schools themselves. The reason for creating these institutions, I think, is that they found that the Government could not provide all those teachers that they wanted trained for their schools, because Government could only train a small percentage. So the Government accepted the idea that these people train their own teachers. I assure the Ministry that they have trained and will continue, I am sure, to train teachers, as this Report says, to the same standards as in the national training institutions. In the implementation of these recommendations I hope that the continuation of these two institutions will be provided for.

Sir, now I come into deep water—that is on the question of religion. I said in my last speech at the Legislative Council, when speaking on the Constitutional Report on the subject of religion, that in religion there is no compromise. Happily, the Constitution provides for tolerance of religion and we respect each other's faith. I trust, Sir, that in implementing the provision for the teaching of the national religion in schools, consideration will be taken of schools, which have built their institutions against the background of their own religious faiths. This is tolerance and it is provided for in the Constitution.

Dato' Sheikh Abu Bakar: Dato' President, Sir, as Dato' Shelley has stated just now that we should speak in Malay, but in this instance I have written my points in English and I would like to ask the indulgence of this House to allow me to speak in English.

Sir, I am very glad to take this opportunity to be able to say something on the report of the Education Committee and I wish to congratulate all the Members of the Committee for the unanimous agreement reached and the recommendations made. It is

indeed, Sir, very difficult to obtain an unanimous opinion on any matter considered in any Committee, but in this Report, Sir, it is just the opposite. This I should say is very remarkable and worthy of praise. The most important decision arrived at by this Committee was, firstly, the raising of the school-leaving age to 15 and, secondly, the introduction of universal free education.

With regard to the first decision, we have in the past seen so many boys and girls who had to leave schools because of their age. This, in my opinion, will be very detrimental not only to the children themselves but, I must say, also to the country, because in time to come our country will be inundated with a considerable number of illiterate people. But with this recommendation, Sir, which I believe has been approved in principle by the Lower House, boys and girls will now have at least nine years of education up to the age of 15 instead of only six.

With regard to the second recommendation, in respect of free education, I have seen so many children whose parents are so poor that they were unable to pay such small fees which were required by the schools to be paid. The result is that, Sir, out they go into the streets. Illiteracy becomes rampant which may lead these illiterates then becoming bad elements. But with this introduction of free education, coupled with the raising of the school-leaving age, I am sure this fault and error will entirely be erased from our Malaya.

I believe, Sir, the Honourable the Minister of Education has said a few days back in the Lower House that he hoped that Parliament might give some funds in order to implement the recommendations. Sir, in this I fully support the Minister. Even as far back as the 10th of December, 1959, when this Honourable House was considering the Budget for 1960, I then said in this House that the increase in Education was only 5 per cent compared to that of 1959, which was very true. I also said that I do hope that, if and when the Education

Department asked for a supplementary provision, this House should be willing to give its concurrence. I still hold that opinion, Sir, and I am sure this House will agree with me.

Before I end this speech, I just would like to comment on the speech made by one of the Honourable Members of the Opposition Party in the Lower House a few days back. His speech was to the effect that in charging fees for primary education Government might have to raise taxes or impose a levy on education; and he added that nothing therefore was really free. With all due respect to that Honourable Member, I must agree to differ from his opinion. I hope he does not forget that even if the Government were to increase taxes to support these recommendations, it does so in order to prevent a possible illiteracy chaos in the near future and to give the most suitable means of education in a most democratic way to all citizens of our country, Malaya; irrespective of creed, race and religion. Sir, I hold the opinion, therefore, that this Report is the best report on education contemplated by the Federation Government since the inception of Merdeka Day; and only the Alliance Government can do it. I fully support this Report. Thank you. (*Applause*).

Enche' Athi Nahappan: Mr. President, Sir, we have heard a number of speeches this morning supporting the Report. My view is that this Report is a bold and realistic one—bold in that it does not mince words, it says what it sets out to do and does not gloss over the issue. It is very difficult to please everyone, though in the Ordinance itself it is defined that any policy evolved by the Government should be acceptable as a whole to the people of this country. As to the definition of the words "acceptable to the people as a whole", it is stated on page 3 of the Report that it must be fair to all concerned. Sir, in any other country where there is a homogeneous population, it is difficult for any report to receive wholehearted reception from that country because, if it professes

democracy, there is always party politics and the Opposition is always prepared to find faults merely for the sake of finding faults. If that is so in a homogeneous country, then in a heterogeneous country like Malaya, where there are some basic differences in races and cultures, naturally, opinions are bound to differ. But, on the whole, the Government has to take into consideration what is beneficial to the people as a whole. I think this Report has set out a very major policy. In South-east Asia, probably, this is one of the leading countries. It is a leading country that has set out to do a lot of major work in a quiet way. Recently, an American professor, when expressing an opinion about Malaya, referred to the reputation of Malaya in doing things in a mental climatic condition of harmony of life. The way that this country has achieved independence, the way that it has solved all the problems, and the way that it is bringing about social changes by developments such as these, are all done in a mental climate where there is goodwill and understanding. There is goodwill, there is very little emotion running around, everything is being discussed in a mature way. Of course, this problem, some people expected, would create a mental turbulence in the minds of the people. Some people, certain political factions, were trying to cash in so that they could build up their own reputation at the dissatisfaction of some faction of the society. They were sadly disappointed and therefore they had to criticise this Report and they were saying a lot of irrelevant things. But on the whole this Report is a good one. This clearly indicates the responsibility and the attitude of the Government in that it has to introduce a lot of social welfare measures. Gone are the days when the Government stood aloof. The Alliance Government had to introduce many measures to improve the wellbeing of the people and, therefore, it is stated in the policy that the educational system should be based on a national basis—and at the same time satisfying the

needs and promoting the cultural, social, economic and political development of the nation—with the intention of making the Malay language as the National Language. We are happy that streams of education are to be established whereby the National Language will be taught to the children of this country. At the same time we are particularly happy that provision is made in this Report to teach them the English language also: this is very important as we felt that we, as the people having learnt the English language over the years during the colonial regime, are going to give it up. The Government has taken a far-sighted view in doing that. There again it has shown its boldness. There are some people who will ask why English should be taught in this country. Strangely enough, certain Members of the Opposition even mentioned that English had been given unnecessary importance in this country. I wonder why—probably they had to say something and they did say that. The very Member who said that was speaking in the English language (*Laughter*). Now it is a far-sighted view that while we are trying to teach our children the National Language, we also make provision for them to learn a language which has been accepted throughout the world as a commercial and an international language and as a vehicle of thought. In this, Sir, it will create a major revolution. Up to now, English was rather confined to the children of the middle-classes and to those of the higher classes. They were the people who could afford to send their children to English schools. Here, if these recommendations are implemented, the result will be that the ordinary children in the kampongs and the rural areas and in estates will also be able to speak English along with Malay—that is, taking the international language down to the level of ordinary children. That will not create a distinction between the members of the society as has been done hitherto. Up to now we have one set of people learning English and behaving in a different pattern,

adopting different social values and appearing in a different manner—thinking themselves to be somewhat superior to those people who do not know English, or who do not speak English. Now, what is going to happen is that instead of this unnecessary artificial difference, all the citizens of this country will have the benefit of learning two languages as an obligation, apart from learning their own language up to at least 6 years of their lives and thereafter, too, there is provision made to continue their language. I do not see why any citizen should stand up and say that this is something wrong, this is something unacceptable, or this is something unfair. I do not see anything at all unfair in this.

Now, the other matter on which I would like to touch is on the question of free and compulsory primary education which will certainly increase the day-to-day knowledge of the children of our nation. At the same time, there is now provision being made to extend that education for a further period of three years. Up to now the Alliance Government—good to its word—made provision for all school-going children from the age of 6 to get primary education. They promised that in the 1955 election, and they have fulfilled that promise. Now they are promising to give free and compulsory primary education up to the age 12—that is one step further. Now what they are planning to do is to extend that up to the age of 15 years. That will create children who are somewhat educated, partly vocational. At the age of 15 or 16 years they will have had a general background of education removed from illiteracy, so that they can enter into their lives with some knowledge on the matters of the world. That is very, very important for a Government to provide for its citizens, and that is what is being offered. Now, can anyone in his legitimate senses stand up and say that this is wrong? I fail to see how this is not acceptable to some members of the Opposition. One Honourable Member stood up and said in the Lower House—it is a pity that we have to be answering

them in their absence in this House—he got up and said that this is a poisoned apple and, since it has poison in it, it must be rejected, as anything with poison must be rejected as a whole because it permeates itself within that object and therefore it is wholly bad. It can't be partly good, or partly bad. It must be totally thrown out. That is his logic of mind, his approach to the problem. He fails to see anything good at all in this. I mean that is the sort of political thinking that is being put forward by some Members of the Opposition, merely because they think the game of Opposition lies merely in opposing anything, whether it is good or bad.

Mr. President, Sir, my Honourable friend Dato' Shelley referred to the question of employment. Now we are offering education; if we offer education, we have also to make provision to see that these educated people get some jobs. That is the object of limiting the pupils who want to go for higher education, after their primary education, to 30 per cent. It is also indicated in this Report that ultimately about 80 per cent of that 30 per cent may go further to the university level. Unless we streamline our education on this basis, it is going to create a lot of social problems to solve. At this moment—well, until recent years—there was a chance for people to go for further education up to the university level, but fortunately we did not produce sufficiently qualified people in the various fields of art. Therefore, we do not have this unemployment problem; but, in India, what is happening is this—there are good number of universities in India, and they have produced a good many thousands of graduates; today, they are loitering about in Indian streets, some of them going for bus conductor's jobs, and others talking about airy and abstract politics, and indulging themselves in dangerous political arguments. That is the danger that we must at any cost guard against. If our social responsibility is to give education, that education must be given in a

diversified manner so that every person educated gets a job, as then there would not be necessary qualified people who would find it difficult to get employment. That this Report tries to do in the way of streamlining the pupils into various channels so that there would not be any surplus people looking for jobs; and it is very important, socially thinking, because, if we offer something, we must also see that they also get the benefits.

As to the other thing of 15 years, 15 years of age is an impressionable period and people are then susceptible to ideas. There are a lot of political forces who try to nourish discontentment and dissatisfaction, and they will also make use of people who are on 15, 16 and in their teenage, trying to poison their minds with various types of political ideas so as to uproot the basis of democracy and constitutional parliamentary system. There again the Government must be cautious; having given education up to the age of 15, sufficient provision should be made for these people to get employment.

The third point I would like to raise is on the question of moral education, which is referred to in paragraph 365 of the Report. There is mention made to the effect that it is very, very important, and that great emphasis should be laid on it. If we are not in a position to teach the various religions in the schools, then we must be in a position to impart to them moral education which is necessary for the good conduct of the citizens. It is very important, because education is not merely confined to the schools. In fact, we receive only a fraction of our education in schools. Prior to joining schools, our behaviour patterns, our modes and our thinking are all largely conditioned by our families. Their culture we absorb and assimilate and then we go to the schools. The trouble with our schools is that most of the schools indulge in too much of instruction and too little of education. Too much of knowledge is imparted to the modern children—all secular, technical type of knowledge—but very little to satisfy the

minds and good behaviour. As a result, what happens is that the teenage population leaving schools are attracted by various forms of ideas through the movies, through pictures, through magazines, comic strips and so on. That is the onslaught on the minds of the youngsters today as a result of modern civilization, and that is why it is very necessary that moral education must be given great prominence and emphasis in our system. There is an invasion of foreign cultures, and a lot of yellow literature is coming into this country and really corrupting the minds of youngsters, and that is the reason why we see today even English educated young boys, merely for the sake of adventure, merely for the sake of thrills, merely for the sake of excitement, entering into all sorts of wrong doings. Unless our educational system is based on the idea of trying to create a good mind of the people, we will probably be not satisfying the requirements of the nation. In this country, as we all know—since it has different types of people and different types of cultures—there is already some conflict of cultures; at the same time, there is harmony of cultures and we have to introduce ideas which are acceptable to the people as a whole on the moral plane.

Fourthly, I was particularly happy to note that grouping of the schools in the rural areas has been given consideration. There again, this Report goes one step further. In the 1956 Report this grouping was referred to, but unfortunately it has not gone a long way. It needs a lot of money and a lot of organisation, and, though it has been in the Report, it has been going on in a slow manner. However, the present Report says that in order to accelerate the scheme of grouping schools in the rural areas there should also be provision of free transport provided to the children in the rural areas, so that they will be in a position to go to a school, say, about a couple of miles from their homes. I hope that part of it will be implemented as early as possible, because, in a lot of schools in the estates and in the rural areas, for a long time there was a

system of one teacher managing a number of classes. That has been largely done away with during the last few years. Now, we find them in an uneconomic manner—there are too many schools with one or two classes with a large number of children. These schools can be co-ordinated and grouped so that the children in rural areas will get a better type of education—more concentration, more number of teachers, and more facilities.

I, therefore, support this Report wholly, and I am sure the nation, as time goes by, will see the value of it when it is implemented. Our object is to create a unitary nation, and a unitary nation can only be created by the people accepting certain values, certain common values. These values can only be created by a proper system of education in the minds of youngsters. We can't run this country in a parallel type of thinking, or in different types of thinking. So far as the fundamental basis of democracy is concerned and the national concepts are concerned, we must be one, and the educational policy must be geared towards achieving that national policy (*Applause*).

Nik Hassan: Dato' Yang di-Pertua, Penyata Razak tahun 1956 ia-lah satu penyata yang telah menjadi asas bagi mengadakan satu bangsa yang kuat dan satu bahasa kebangsaan yang tertentu di-Tanah Melayu ini dan bagi tujuan menyatukan semua kaum yang ada dalam negeri ini. Penyata Razak telah menyusun satu persediaan bagi tujuan² melaksanakan tujuan² yang berikut. Penyata Rahman Talib datang kemudian ia-itu dalam tahun 1959 bagi melichinkan dan bagi menchukupi segala alat persiapan bagi menyediakan tujuan Penyata Razak itu. Jadi sakiranya kita kaji dengan halus Penyata Rahman Talib ini, maka tidak banyak perkara² yang berlainan, perkara yang luar ka-arrah yang sa-benar-nya mengikut Penyata Razak. Chuma Penyata Rahman itu akan melengkapkan dan melichinkan dan menchari, menengok mana yang kekurangan dalam Penyata Razak itu.

Saya dalam menyokong dan mengkaji Dasar Pelajaran Razak ini pada

pertama kali-nya setelah saya membaca penyata ini, saya memuji langkah merentikan penghantaran guru² di-England bagi melateh guru² di-Kirkby dan Brinsford, oleh kerana dengan jalan merentikan guru² belajar ka-England, saya rasa guru² itu akan dapat kita latehkan dalam negeri kita sendiri, kerana saya nampak tidak ada keperluan di-luar negeri. Apa yang mustahak bagi kita melateh guru² keluar negeri itu ia-lah bagi melateh dalam ilmu technical, ilmu² yang berkenaan dengan Doctor dan sa-bagai-nya ia-itu ilmu yang boleh meluaskan lagi pengetahuan kepada anak² negeri ini.

Kita tentu sedar sa-bagaimana negeri² lain seperti India dan lain² negeri menghantarkan anak negeri-nya keluar negeri, kerana belajar dalam sa-suatu ilmu supaya menjadikan sa-suatu ahli atau pakar pelajaran, atau technical dalam sa-suatu perkara. Bagi kita ini-lah satu perkara yang mustahak untuk menghantarkan anak² negeri kita. Chara yang di-jalankan oleh Kerajaan itu telah pun di-chadangkan oleh penyata ini supaya di-berhentikan, dan ini patut di-puji.

Sa-lain daripada itu chara mengembangkan bahasa kebangsaan yang disebutkan dalam penyata ini ada-lah dapat kita katakan satu chara yang chermat dan chara yang berani, kerana dalam penyata ini ada di-chadangkan dua chara bagi mengembangkan dan meluaskan bahasa Kebangsaan dalam negeri ini. Satu daripada chara-nya ia-lah membanyakkan buku² dan guru² bagi mengajar bahasa Kebangsaan, dan satu chara lagi ia-lah bagi mengadakan satu peratoran yang tertentu dengan mensharatkan supaya mana² yang hendak mengambil pekerjaan sa-bagai guru hendak-lah lulus bahasa kebangsaan. Bagitu juga sharat bagi menentukan mana² pepereksaan darjah tinggi itu hendak-lah mesti lulus dalam bahasa kebangsaan, chuma dalam penyata ini tidak di-tetapkan masa yang tertentu bagi memulakan pekerjaan² itu, tetapi kertas itu telah diserahkan kepada Kementerian yang berkenaan supaya menentukan satu masa yang mana sesiapa yang hendak menjadi guru hendak-lah lulus bahasa kebangsaan, dan sesiapa yang masok

pepereksaan bagi mendapatkan sijil sekolah tinggi bagi Persekutuan Tanah Melayu ini hendak-lah lulus dalam bahasa kebangsaan.

Saya rasa Menteri Pelajaran yang ada ini yang banyak mempunyai pengalaman dalam Kementerian Pelajaran dan yang pernah bekerja sebagai ahli pelajaran, tentu-lah dengan pengalaman yang banyak, dapat mencheapkan perjalanan kita bagi menubuhkan satu bahasa kebangsaan yang tunggal. Dalam Dewan Ra'ayat, saya ada mendengar daripada parti pembangkang ia-itu saudara Zulkiflee bin Muhammad menchadangkan kepada Menteri Pelajaran supaya jangan-lah pada masa ini bersusah payah menchari guru² yang pandai, yang mahir, kerana kita mustahak kepada pelajaran anak² kita dan guru² yang chukup, jadi longgarkan chara mengambil guru² yang tidak berkebolehan dan ambil-lah supaya mengajar dalam sekolah² anak kita. Saya rasa shor dan chadangan saperti itu tidak boleh diterima oleh Kerajaan dan tidak harus di-terima oleh Kerajaan, kerana kalau sakira-nya kita hendak mendidek, sakira-nya kita hendak mengadakan satu dasar pelajaran yang baik, sakira-nya kita hendak mengator satu chara system pelajaran yang baik, maka guru² yang baik itu-lah yang perlu. Sakira-nya kita mengambil sa-suatu orang yang kita rasa tentu tidak boleh memberi pelajaran yang baik pada anak² kita, maka itu ada-lah kita menipu anak² kita sendiri, merosakkan chara pelajaran bagi anak² kita sendiri. Kita mesti mengatakan bahawa pelajaran yang baik datang daripada chara pengajaran yang baik—chara itu datang daripada guru² yang baik, guru² yang terlately; itu tidak boleh lari lagi.

Saya menyokong penyata ini dalam hendak mengadakan Pegawai² Khas dalam Kementerian Pelajaran bagi memilih buku² untok kegunaan sekolah². Saya rasa perkara mengadakan Pegawai² Khas bagi memilih dan menentukan dan mencheгах buku² bagi persekolahan anak² kita ini adalah satu perkara yang mustahak; sunggoh pun kita telah ada Dewan Bahasa dan Pustaka, tetapi pekerjaan Dewan Bahasa dan Pustaka itu sangat-lah luas dan sangat-lah banyak

tanggungan², maka bagi memilih, bagi menchari dan menentukan buku² bagi pelajaran anak² kita hendak-lah jadi tanggong jawab Kementerian Pelajaran sendiri dengan ada-nya Pegawai² Khas dari Kementerian untok menchari dan menentukan mana buku yang baik, yang patut di-gunakan dalam sekolah² itu.

Dalam perbahathan penyata pelajaran ini, perkara bahasa Inggeris dan bahasa Melayu telah timbol dengan hibat-nya di-mana Menteri Muda Tuan Syed Ja'afar Albar telah menjadi tumpuan *chachian*, khas-nya oleh akhbar "*Utusan Melayu*". Saya melihat kapada Penyata Razak tahun 1956 dan saya lihat Penyata Rahman Talib tahun 1959 ini di-mana tidak ada satu perbedzaan dalam masa'alah ini. Dalam Penyata Razak tahun 1956 bahasa Inggeris itu hendak-lah di-ajar di-jadikan satu mata pelajaran dalam sekolah² kita, dan dalam Penyata Rahman Talib pula ada di-sebutkan bahawa bahasa Inggeris itu mesti di-ajar dari darjah 1 ka-atas. Ini bukanlah berma'ana yang bahasa Inggeris itu hendak di-jadikan, hendak mengambil tempat menjadi bahasa kebangsaan dalam negeri ini, atau bahasa Inggeris munchol dan maju lebehi daripada bahasa kebangsaan. Sakira-nya kita tidak menetapkan bahasa Inggeris itu satu mata pelajaran pada anak² kita, maka bahasa Inggeris yang ada, dia tinggi dan luas berkembang sebagaimana yang ada pada hari ini. Bahasa Inggeris itu di-pelajari oleh seluroh dunia sa-bagaimana yang ada pada hari ini, oleh itu masa'alah yang di-bangkitkan dalam penyata ini adakah kita berkehendakkan supaya anak² kita mempelajari satu bahasa asing yang lain yang patut di-ketahui oleh anak² kita supaya menjadikan satu bahasa perantaraan, satu bahasa yang boleh meluaskan lagi pengalaman, pengetahuan dan sa-bagai-nya. Umpamanya, dalam sa-tengah² negeri, mereka mengambil bahasa Franchis menjadi bahasa kedua dalam negeri itu, bahasa yang mesti di-pelajari dalam sekolah. Di-Indonesia umpama-nya, mereka mengambil bahasa Inggeris sa-bagai bahasa kedua yang patut di-pelajari, jadi kita di-Malaya ini bahasa mana

yang patut kita pelajari sa-lain daripada bahasa Inggeris, sa-lain daripada bahasa yang lain yang layak dan yang patut ia-lah bahasa Inggeris. Tiap² orang yang keluar negeri dari Tanah Melayu merasai bahawa bahasa Inggeris itu layak kira-nya mereka dapat mengetahui kerana dengan bahasa Inggeris mereka dapat menggunakan bahasa itu bagi kesenangan perjalanan, dan juga bagi perniagaan, sa-kira-nya kita berniaga di-seluruh dunia maka bahasa Inggeris itu telah menjadi bahasa perantaraan, perkara ini tidak boleh di-napikan.

Perkara ini ada di-hadapan kita dan kita tidak boleh menolak. Apa yang kita mahu supaya anak² kita mempelajari bahasa Inggeris dan bahasa kebangsaan. Kira-nya anak² kita mengetahui sa-lain dari bahasa kebangsaan maka ada-kah berma'ana yang ia rugi? Ini perkara yang mesti kita ketahui, tetapi perkara ini telah di-pusingkan dan di-kelirukan bahawa bahasa Inggeris itu hendak di-perkuatkan dan boleh jadi bahasa Inggeris itu akan naik dan meruntuhkan bahasa kebangsaan.

Saya suka juga hendak menyentuhkan dua tiga perkara dalam perbahathan Dewan Ra'ayat yang mana dalam Dewan Ra'ayat kalau kita dengar dan kita baca, maka kita dapati tidak banyak ahli² yang membangkang, saya katakan ahli yang banyak membangkang ia-lah Ahli Front Socialist sahaja, manakala Parti Islam sa-Tanah Melayu telah menyokong pada dasar-nya, tetapi apa yang di-tegor ia-lah dia menyatakan bahawa dasar pelajaran ini mengikut kata Parti Islam sa-Tanah Melayu ia-lah dasar Pelajaran Razak yang pada perlaksanaan-nya telah gagal. Ini adalah satu perkara yang tidak benar, kerana Dasar Pelajaran Razak-lah yang banyak kemajuan² yang telah kita jalankan. Kita telah ada Dewan Bahasa dan Pustaka dengan berbagai² chara pekerjaan bagi mengembangkan bahasa kebangsaan. Kita telah mengeluarkan beratus² guru² yang terlately mengikut chara system yang di-atorkan oleh Penyata Razak dan kita dengan jaya-nya dapat mengadakan chara² pepereksaan bagi kelulusan persekolahan.

Kemajuan yang telah di-jalankan sa-telah kita ada Penyata Razak itu ada-lah satu kemajuan yang tidak boleh di-napikan. Kita telah memberikan tempat kepada murid² yang berumur 6 tahun dalam darjah rendah. Ini satu perkara yang tidak boleh di-napikan lagi, tetapi ada gulungan² yang mengatakan bahawa pada pelaksanaan Penyata Razak itu telah gagal. Mereka kejam mata kerana hendak berchakap dalam meshuarat bagi menunjukkan kepandaian dan kehandalan, tetapi pada prektikal-nya kalau di-serahkan kerja itu pada mereka, maka sudah tentu mereka tidak dapat hendak menjalankan-nya.

Kita rasa perlu memberi tahniah kepada Jawatan-Kuasa yang mengemukakan penyata-nya ini, kerana dengan ada-nya penyata yang baharu ini kita perchaya tujuan asal kita bagi mengadakan satu bangsa dalam satu negara dan satu bahasa yang tunggal bagi menjadikan bahasa kebangsaan itu akan dapat kita jayakan dengan sa-berapa chepat yang boleh.

Pada mula-nya dalam tahun 1956, saya terasa pada masa itu di-mana dalam Majlis Meshuarat Undangan Persekutuan saya ada berkata bahawa Penyata Razak tahun 1956 itu ada-lah satu penyata yang mengambil satu jalan yang jauh untuk menyempurnakan tujuan ini, tetapi dengan giat-nya, dengan usaha yang kuat daripada Kementerian Pelajaran, maka kita rasa banyak perubahan yang kita rasa tentu dengan penyata yang baharu ini dapat di-laksanakan dengan chepat-nya dan kita perchaya pehak pembangkang nanti sa-telah mereka sampai di-suatu masa nanti, mereka terpaksa mengakui penyata dan chara perjalanan ini akan dapat di-laksanakan dengan jaya dan baik.

Ini-lah sahaja pendapat saya terhadap penyata ini, dan saya memberi tahniah sekali lagi kepada Pengarah Dewan Bahasa dan Pustaka kerana kemajuan-nya dalam menjalankan kerja²-nya. Tahniah yang saya beri ini bukan-lah bertujuan "menyindir" kepada Party Front Socialist yang telah "menchachi" di-atas kerja Dewan Bahasa dan Pustaka itu, tetapi dengan kerana kecekapan, dengan kerana

apa yang di-tunjokkan² pada kita hari ini kejayaan-nya dalam menjalankan kerja² itu ada-lah "*patut di-puji*" dan patut di-sebutkan dalam Dewan ini.

Tun Leong Yew Koh: Mr. President, Sir, I thank all Honourable Members for their unanimous support of the motion standing in my name. I have nothing further to add, and there is nothing for me to answer.

Question put, and agreed to.

Resolved,

That the Senate fully supports the recommendations contained in the Report of the Education Review Committee, 1960.

ADJOURNMENT

Tun Leong Yew Koh: Mr. President, Sir, I beg to move that the Senate do now adjourn.

Enche' T. H. Tan: Sir, I beg to second the motion.

Question put, and agreed to.

Adjourned at 1.05 p.m.