

SIARAN AKHBAR

BERKENAAN PENGLIBATAN

ALLAHYARHAM AMINUDDIN BAKI

DALAM
BIDANG PENDIDIKAN

00005



SIARAN AKHBAR

DITERBITKAN OLEH JAJATAN PENERANGAN,
PERSEKUTUAN TANAH MELAYU

PER. 6/62/22(STANS)

EXTENSION OF NATIONAL SCHOOL OPENED

Enche Aminuddin bin Baki, Chief Adviser for Education, on behalf of the Minister of Education, this morning (June 2) officially declared open a new \$60,000 extension building of the Kampong Perohai National School in Kuala Pilah district, Negeri Sembilan.

Enche Aminuddin told those present that it was the policy of the Government to build new schools when necessary so as to bring them at par with other schools. Priority was accorded to National schools in view of the fact that Malay is the National language of the country.

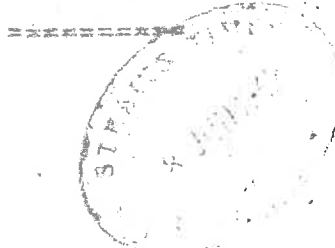
Speaking of the present status of the National language in education, he said that from time to time revision of the Education policy had resulted in the existence of secondary schools of education in the National language.

This year, the Cambridge School Certificate examination will also be held in the National language; which will testify to the fact that the National language has the same status as English.

Enche Aminuddin called upon the parents to give proper education to their children through the medium of the National language which will be given the same status as the English language for education at higher levels.

(di-keluarkan pada pukul 1.30 petang)

Kuala Lumpur,
2hb. Juno, 1962.



PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

HOW TO TEACH SCIENCE

14 OCT 1962
IN
14 OCT 1962
MALAY

KUALA LUMPUR, BAKI

—The standard of teaching science in the national language in Malayan schools is to be improved, according to the Chief Education Adviser, Inche Aminuddin bin Baki.

The pace has been set by a small group of science teachers now taking a course that will enable them to explain some of the more difficult scientific terms in Malay.

Shortage of qualified teachers, particularly teachers with a knowledge of Malay has been a problem for many secondary schools.

10 selected

This was brought out in the Rahman Talib education review report of 1960.

The report said the key to the whole problem of making more of the national language was the supply of qualified teachers.

To increase this supply, it recommended that inducements be offered to qualified teachers already in schools to study it and ultimately to teach through the medium of the national language.

Early this year, the Federation Government decided to launch a "pilot" course for teachers with science qualifications and some knowledge of Malay.

Fifteen teachers applied for this advanced course, but only 10 were selected for training at the Language Institute in Pantai Valley here.

Successful

In between studies, these "pioneers" went back to their schools for practical teaching in Malay.

They are now nearing the end of the course, which the Chief Education Adviser, Inche Aminuddin bin Baki, described as "highly successful".

Education Minister's first overseas trip

M.M. 22.10.1962

22 OCT 1962 M.M.

KUALA LUMPUR, Monday.
THE Minister of Education, Tuan Haji Abdul Hamid Khan, is going to Britain early next month to get a "first-hand account" of the progress in implementing the recommendations of the Ismail Commission Report.

He will be accompanied by a high-powered team from his Ministry, comprising the Chief Education Adviser, Inche Aminuddin bin Baki, the Deputy Secretary, Tuan Sheikh Abdullah bin Sheikh Ibrahim, and the Director of Teacher Training, Mr. Chang Min Kee.

The quartet will later go to Paris to represent Malaysia at a UNESCO conference.

This will be Tuan Haji Abdul Hamid's first overseas trip since he took over the Education portfolio last week. He is expected to be away for a month.

Reorganised

The Commission's report, published in March last year, contains more than 50 recommendations, some of which are to be implemented at this end.

They include the raising of scholars' allowances, creation of a Careers' Board and an association of parents in the Federation with the Government taking the lead.

The Malayan Students Department in London has since been reorganised and is now reported to be ready to implement the recommendations which are aimed at improving the welfare of Malayan students in Britain and Ireland.

'Priority'

Little information, however, has been forthcoming from the Ministry as regards what steps are being taken in respect of certain recommendations.

The Information and Cultural Affairs Officer to the Ministry, Inche Majid Othman, would only say: "Some recommendations have been implemented. Some are being implemented. The rest depends largely on priority."



The man who

headed the

INQUIRY

S.T. 3*

MALAYA'S Chief Education Adviser, Inche Aminuddin bin Baki, who headed the nine-member committee which inquired into the big number of failures among Malay school pupils in the Malayan Secondary School Entrance Examinations.

Inche Aminuddin, 37, was born in Perak and had a distinguished academic career at the Anderson School, Ipoh, and the University of Malaya.

He was Malaya's Queen Scholar in 1951 and was appointed to his present post last year.

11.1962

S.T. 3*

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Operator: INDIVIDUAL CHECKING
SELAMAT-B

Date:
28.8.64

Malay: A question-blitz

00014

FACTS WANTED ON THE
EXTENT TO WHICH
THE LANGUAGE IS USED
IN GOVT DEPARTMENTS

16 NOV 1962

S. T.

KUALA LUMPUR, Thursday.

QUESTIONNAIRES are to be sent to Government departments to find out the extent to which the national language has been implemented in their daily business.

These are being prepared by a sub-committee comprising Syed Nasir bin Ismail, Director of the Language and Literature Agency; Syed Zainal Abidin, Secretary to the Ministry of Information and Broadcasting; and Inche Aminudin bin Baki, Chief Education Adviser.

Syed Zainal, who is also secretary of the National Language Implementation Committee, said today the answers would be a "pointer" as to what extent the national language had been used.

"We may then be able to broaden the scope of the terms of reference of the implementation committee," he said.

Syed Zainal announced the composition of three sub-committees to undertake research into the use of the national language in administration, commerce and industry, and independent public corporations like the Central Electricity Board and the Malayan Railway Administration.

The sub-committee on administration will look into the use of the national language in Government departments and will be headed by Dato Ahmad bin Haji Husin, Federation Establishment Office.

Senators

He will be assisted by the Vice-Chancellor, Dato Alexander Oppenheim, Syed Nasir and Syed Zainal Abidin.

The sub-committee for com-

16.11.1962 S.T.

PUSAT SUMBER
INSTITUT-AMINUDDIN BAKI

FACTS WANTED ON THE EXTENT TO WHICH THE LANGUAGE IS USED IN GOVT DEPARTMENTS

16 NOV 1962

S. T.

KUALA LUMPUR, Thursday.

QUESTIONNAIRES are to be sent to Government departments to find out the extent to which the national language has been implemented in their daily business.

These are being prepared by a sub-committee comprising Syed Nasir bin Ismail, Director of the Language and Literature Agency; Syed Zainal Abidin, Secretary to the Ministry of Information and Broadcasting; and Inche Aminudin bin Baki, Chief Education Adviser.

Syed Zainal, who is also secretary of the National Language Implementation Committee, said today the answers would be a "pointer" as to what extent the national language had been used.

"We may then be able to broaden the scope of the terms of reference of the implementation committee," he said.

Syed Zainal announced the composition of three sub-committees to undertake research into the use of the national language in administration, commerce and industry, and independent public corporations like the Central Electricity Board and the Malayan Railway Administration.

The sub-committee on administration will look into the use of the national language in Government departments and will be headed by Dato Ahmad bin Haji Husin, Federation Establishment Officer.

Senators

He will be assisted by the Vice-Chancellor, Dato Sif Alexander Oppenheim, Syed Nasir and Syed Zainal Abidin.

The sub-committee for commerce and industry will be headed by the Assistant Minister of Labour and Social Welfare, Mr. V. Manickavasagam. Members are Senator T.H. Tan, Senator S.O.K. Ubaidullah, Senator Lim Hee Hong, Mr. P.P. Narayanan, Mr. Khoo Teck Puat, Mr. Kahg Kock Seng, Syed Zainal Abidin, Syed Nasir and Inche Sujak bin Rahiman.

The third sub-committee will be under the chairmanship of Dato Ahmad bin Perang, general manager of Malayan Railway.

Members include Dato Osman bin Talib, chairman of CEB Board, Raja Zainal, deputy general manager of CEB, Haji Ismail bin Panjang Aris, Commissioner for the Federal Capital, Syed Nasir and Syed Zainal Abidin.

16.11.1962 S.T.



Operator: INDIVIDUAL CHECKING
SELAMAT-B

Date:
28.8.64.

00013

Govt to
recruit
teachers
from
Britain

3 NOV 1962
3 NOV 1962 ST

THE MALAY SCHOOLS GET A NEW DEAL

4 NOV 1962 Sun. T.

KUALA LUMPUR, Sat.

KUALA LUMPUR, Fri.—

The Federation Government is to recruit more graduate teachers — especially those specialising in science and mathematics — from Britain.

The Minister of Education, Capt. Abdul Hamid Khan, who disclosed this today, left for London on his way to Paris for the 12th session of the UNESCO general conference.

"During my stay in London, I shall explore the possibility of recruiting graduate teachers, especially specialists in science and mathematics," he told reporters at the airport.

Problems

He added: "I shall also try to solve the problems of Malayan students in Britain."

Capt. Abdul Hamid was accompanied by the Chief Education Adviser, Inche Aminuddin bin Baki, and the Director of Teachers' Training, Mr. Chan Meng Kee.

He will attend the opening of the Commonwealth Education Institute in London on Tuesday.

Referring to the Aminuddin Baki Report, he said it was meant to be a guide to the Education Ministry. Most of the recommendations in the report had been carried out by the ministry, he said.

3.11.1962 S.T.

THE Ministry of Education today announced its "new deal" to improve national schools throughout the country.

This is based on the recommendations of the Aminuddin Baki committee which analysed the reasons for the large number of failures among Malay students in the secondary school entrance examinations.

The committee's report, published last Thursday, said that the chief factors were apathy among Malay teachers due to excessive voluntary work, participation in politics, and part-time jobs as newspaper correspondents and insurance agents.

The Ministry said in a statement today that steps had already been taken to tighten up discipline and conduct among teachers.

Teachers are now required to seek the approval of the Public Service Commission before they can take an active part in politics or hold office in political parties.

Teachers desiring to give private tuition have to obtain the approval of their respective District Education Officers.

Even with approval, they may not give more than four hours of private tuition a day. Approval is also necessary from the Ministry for teachers intending to take up part-time jobs on newspapers or with in-

14.11.1962
Sun. T.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

—Britain—

KUALA LUMPUR, F.M.—

The Federation Government is to recruit more graduate teachers — especially those specialising in science and mathematics — from Britain.

The Minister of Education, Capt. Abdul Hamid Khan, who disclosed this today, left for London on his way to Paris for the 12th session of the UNESCO general conference.

"During my stay in London, I shall explore the possibility of recruiting graduate teachers, especially specialists in science and mathematics," he told reporters at the airport.

Problems

He added: "I shall also try to solve the problems of Malayan students in Britain."

Capt. Abdul Hamid was accompanied by the Chief Education Adviser, Inche Aminuddin bin Baki, and the Director of Teachers' Training, Mr. Chan Meng Kee.

He will attend the opening of the Commonwealth Education Institute in London on Tuesday.

Referring to the Aminuddin Baki Report, he said it was meant to be a guide to the Education Ministry. Most of the recommendations in the report had been carried out by the ministry, he said.

3.11.1962 S.T.

14 NOV 1962 Sun T.

KUALA LUMPUR, M22

THE Ministry of Education today announced its "new deal" to improve national schools throughout the country.

This is based on the recommendations of the Aminuddin Baki committee which analysed the reasons for the large number of failures among Malay students in the secondary school entrance examinations.

The committee's report, published last Thursday, said that the chief factors were apathy among Malay teachers due to excessive voluntary work, participation in politics, and part-time jobs as newspaper correspondents and insurance agents.

The Ministry said in a statement today that steps had already been taken to tighten up discipline and conduct among teachers.

Teachers are now required to seek the approval of the Public Service Commission before they can take an active part in politics or hold office in political parties.

Teachers desiring to give private tuition have to obtain the approval of their respective Chief Education Officers.

Even with approval, they may not give more than four hours of private tuition a day.

Approval is also necessary from the Ministry for teachers intending to take up part-time jobs on newspapers or with insurance companies.

The "new deal" for national school includes:

- Refresher courses for teachers and headmasters of Malay schools;
- Two-thirds of teachers from training institutions to be sent to national schools;
- Plans to build well-equipped national schools to be speeded up;
- Nine non-Malay science teachers to be sent to the Language Institute for a special course in Malay so that they may be able to teach science in the Malay medium;
- Special courses for boards of management of national schools; and
- Inspectors of Schools to be encouraged to learn the national language. Some are now proficient enough to give lectures to Malay teachers.

The Ministry also disclosed that it will intensify its "Operation Torch" campaign designed to show to the public, especially parents, the advantages of education in the Malay medium up to university level.

14.11.1962 =
Sun.T.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Operator: INDIVIDUAL CHECKING
SELAMAT-B.

Date:
28.8.84.

Adviser appeals to teachers

00017

'DO NOT STIR UP N-LANGUAGE DISCORD' CALL

8 AUG 1963

8 AUG 1963 R.S.T.

S.T.

KUALA LUMPUR, Wednesday.

AN appeal to national language teachers not to cause any misunderstanding with others in the teaching profession over the implementation of the language as a compulsory subject in schools was made by the Chief Education Adviser, Inche Aminuddin bin Baki, at the close of the national language symposium here today.

He said: "Some criticism has been made at the symposium against headmasters of national-type schools who, it has been alleged, are attempting to sabotage the implementation of the national language in schools."

"I would like to say here that the national language question is a delicate, sensitive and politically explosive issue."

"Therefore, in our endeavour to make Malay the sovereign language in the country, we must not do anything which will make others refuse to co-operate with us."

"If you have any criticism, please do not hesitate to convey it to the Ministry of Education. Please do not wait for another symposium to be held for you to express your opinions."

"The airing of adverse opinions in public against people in the same profession may create misunderstandings which can result in irreparable damage to our endeavour to make Malay the sovereign language," he added.

The eight workshops which discussed 17 working papers on the teaching of the national language to Malay and non-Malay schools from primary to post-secondary levels and among adults made more than 40 recommendations.

S. Tout of date

The secretary of the national language symposium committee, Inche Abdul Razak bin Abdul Hamid, handed these recommendations to Inche Aminuddin after they had been adopted by the full session of the symposium.

The workshop was presided over by Mr. Joginder Singh, a lecturer at Sultan Idris Training College, Tanjong Malim.

He was praised by the chairman of the symposium, Syed Nasir bin Ismail, who is director of Dewan Bahasa dan Pustaka, for his presentation of the report and was described as "a product of National Language Month."

Untrained

In his report, Mr. Joginder Singh suggested that the Government should increase the number of national language teachers in non-Malay schools and recommended that non-Malay teachers who are now teaching the language should also go for an oral Malay test.

He said that many non-Malay teachers who were graduates of Day Training Colleges and were now teaching the language were not fluent in Malay.

Because of the lack of national language teachers, untrained teachers were now teaching the language in non-Malay schools.

During the workshop, which discussed the teaching of the national language at secondary and post-secondary levels, there were complaints of the lack of teachers and suggestions that more trained teachers be recruited.

Other recommendations made by the workshops were:
A CENTRAL committee should be set up to select Malay and national language textbooks.

MORE BOOKS on foreign literature should be translated for use in secondary schools.
ORAL MALAY tests should be introduced in lower secondary

WHY NOT, HE ASKS

18.8.1963 SUN T.

NON-MALAYS ALSO
MUST BE ALLOWED
TO TEACH MALAY
IN SCHOOLS.

18 AUG 1963

KUALA LUMPUR, Saturday.

THE Federation Government was today criticised for not giving an opportunity to qualified non-Malay teachers to teach the National Language in schools.

The criticism came from the president of the National Union of Teachers of College Trained and Day Training Centres, Inche Ahmad bin Abdul Rahman.

Speaking at the two-day annual delegates' conference of the union, which was

allegations that his union only catered for Malay

DISCORD' CALL

8 AUG 1963

8 AUG 1963 EST.

S.T.

KUALA LUMPUR, Wednesday.

AN appeal to national language teachers not to cause any misunderstanding with others in the teaching profession over the implementation of the language as a compulsory subject in schools was made by the Chief Education Adviser, Inche Aminuddin bin Baki, at the close of the national language symposium here today.

He said: "Some criticism has been made at the symposium against headmasters of national-type schools who, it has been alleged, are attempting to sabotage the implementation of the national language in schools.

"I would like to say here that the national language question is a delicate, sensitive and politically explosive issue.

"Therefore, in our endeavour to make Malay the sovereign language in the country, we must not do anything which will make others refuse to co-operate with us.

"If you have any criticism, please do not hesitate to convey it to the Ministry of Education. Please do not wait for another symposium to be held for you to express your opinions.

"The airing of adverse opinions in public against people in the same profession may create misunderstandings which can result in irreparable damage to our endeavour to make Malay the sovereign language," he added.

The eight workshops which discussed 17 working papers on the teaching of the national language to Malay and non-Malay schools from primary to post-secondary levels and among adults made more than 40 recommendations.

Out of date

The secretary of the national language symposium committee, Inche Abdul Razak bin Abdul Hamid, handed these recommendations to Inche Aminuddin after they had been adopted by the full session of the symposium.

The workshops made one unanimous recommendation — the syllabus for Malay and the national language for primary to post-secondary pupils should be revised because the present one is not only out of date, but is also not systematically and scientifically compiled.

This, it was said, had caused difficulties to teachers, for they could only guess the intention behind the contents of the syllabus, which does not clearly define the Malay and national language subjects to be taught at different class levels.

One of the most interesting reports at the symposium today was from the workshop which discussed the teaching of the national language as the second language to non-Malay pupils in primary classes.

The workshop was presided over by Mr. Joginder Singh, a lecturer at Sultan Idris Training College, Tanjong Malim.

He was praised by the chairman of the symposium, Syed Nasir bin Ismail, who is director of Dewan Bahasa dan Pustaka, for his presentation of the report and was described as "a product of National Language Month."

Untrained

In his report, Mr. Joginder Singh suggested that the Government should increase the number of national language teachers in non-Malay schools and recommended that non-Malay teachers who are now teaching the language should also go for an oral Malay test.

He said that many non-Malay teachers who were graduates of Day Training Centres and were now teaching the language were not fluent in Malay.

Because of the lack of national language teachers, untrained teachers were now teaching the language in non-Malay schools.

During the workshops, which discussed the teaching of the national language at secondary and post-secondary levels, there were complaints of the lack of teachers and suggestions that more trained teachers be recruited.

Other recommendations made by the workshops were:

A CENTRAL committee should be set up to select Malay and National language textbooks.

MORE BOOKS on foreign literature should be translated for use in secondary schools.

ORAL MALAY tests should be introduced in Lower Certificate of Education and Federation of Malay Certificate of Education examinations.

THE PERIOD of teaching Malay and the national language should be increased.

SUPERVISORS for the teaching of Malay and the national language should be appointed in each State.

JAWI SCRIPT should be retained in schools.

Refresher course

PENANG, Sat.—The Adviser on Education, Inche Aminuddin bin Baki, will declare open a Refresher course for American Peace Corps and teachers at the Malayan Teachers' College, Bukit Glugor at 9 a.m. on Monday.

WHY NOT, HE ASKS

18.8.1963 SUN.T.

NON-MALAYS ALSO MUST BE ALLOWED TO TEACH MALAY IN SCHOOLS

18 AUG 1963

18 AUG 1963 KUALA LUMPUR, Saturday.

THE Federation Government was today criticised for not giving an opportunity to qualified non-Malay teachers to teach the National Language in schools.

The criticism came from the president of the National Union of Teachers of College Trained and Day Training Centres, Inche Ahmad bin Abdul Rahman.

Speaking at the two-day annual delegates' conference of the union, which was opened today by the Chief Education Adviser, Inche Aminuddin bin Baki, at the La Salle English School in Bentul, Inche Ahmad asked:

"Why are these teachers not allowed to teach the National Language though their qualification is recognised by the Ministry of Education?"

He added: "If they are given the opportunity to teach the National Language, this would be an encouragement to the non-Malays and thus help to spread the use of the language."

Sun. 7.
Dental 7.

Inche Ahmad asked

allegations that his union only catered for Malay teachers. The union was open to all teachers irrespective of race, he said.

Inche Aminuddin advised teachers' unions not only to fight for the improvement of their salaries and conditions of service, but also to improve the standard of education.

In the past, he said, most of the unions only brought up the questions of improving salaries and conditions of service but never discussed ways and means of improving the education of their pupils.

FOOTNOTE: One of the resolutions to be discussed at the conference tomorrow by the 80 delegates concerns a salary scheme.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Oh! So much work at this Ministry

00028

S.M. 20.10.1963

20 OCT 1963

S.M.

says AMINUDDIN BAKI

Chief Education Adviser

LIFE in the air-conditioned rooms of Federal House seems to the members of the public to have made Ministry of Education officials listless and oblivious to events outside.

If only the public knows that the Ministry deals with more than 50,000 employees who belong to not less than 20 different categories.

Also that it deals with matters concerning the future of 1,400,000 children—one-fifth of the population of the States of Malaya—who are related in one way or other as sons or daughters, nephews or nieces, brothers or sisters of every adult member of the population.

The Ministry is one of the very few, if not the only Ministry whose responsibility extends almost to every home and whose decision for better or for worse affects nearly everyone in the whole country.

Supervision

It supervises the affairs and welfare of thousands of youths studying overseas by remote control, deals with the affairs of more than 5,300 schools of various types and has to make about 60,000 individuals who are members of boards of managers-governors contented.

It has to supervise annually three major examinations, besides 20 to 30 other minor ones of various levels of education, and to deal with an annual recurrent budget of \$230 million—nearly a quarter of the national budget this year—incidentally the largest for any single Ministry.

It has to ensure the construction of classrooms under a development plan



costing about \$40 million a year distributed among hundreds of small projects, sited right to the remotest areas in the country.

Is it a wonder therefore that the Ministry of Education has become so vulnerable?

My intention in giving these figures is merely to impress the magnitude of the problem—its quantitative aspect—which is sometimes forgotten or tends to be taken for granted by many.

'Inevitable'

It is not my intention to give excuses for the oversight—some of it inevitable oversight—which the Ministry has committed.

I gave these figures with the view of showing that our Ministry—we who are entrusted with the future of the rising generations of Malaysians—our own children and through them

the future of our beloved country—has undergone a change: an unprecedented change in the history of education in this country.

Only ten years ago in 1953—the number of pupils was 777,094—today that number has doubled.

Whereas the number of schools was 4,783, today it has risen by about a thousand more. Whereas the amount of recurrent spending was \$81,873,799, today the expenditure has risen by 2½ times.

20 OCT 1963
Doubled

Whereas the capital expenditure was only \$13,308,162, today it has risen by three times.

Whereas the number of teachers was 24,233, today it has doubled itself.

These changes by leaps and bounds have not only been experienced quantitatively but also in the quality of education provided.

As a result of the implementation of the national policy, we have launched a programme of educational expansion, both vertical and horizontal, by providing, amongst other things:

Universal free primary education; raising of the school-leaving age to 15; expansion of the teacher training programmes; introduction of an educational guidance scheme; diversification of vocational and technical education courses; provision of special education for the blind and the deaf; extension of the further education programme; expansion of education at the higher professional and technical levels.

S.M.

All these are based on the national educational objectives of:

(a) providing equal educational opportunities for all;

(b) diversifying contents of education with the view to catering for technical and economic efficiency at all levels of endeavour;

(c) establishing a system of education the contents and character of which would truly cater for the social, economic, political and cultural needs and aspirations of our people as a sovereign nation.

(d) establishing a system of education the contents and character of which would truly cater for the social, economic, political and cultural needs and aspirations of our people as a sovereign nation.

(e) establishing a system of education the contents and character of which would truly cater for the social, economic, political and cultural needs and aspirations of our people as a sovereign nation.

(f) establishing a system of education the contents and character of which would truly cater for the social, economic, political and cultural needs and aspirations of our people as a sovereign nation.

(g) establishing a system of education the contents and character of which would truly cater for the social, economic, political and cultural needs and aspirations of our people as a sovereign nation.

PUSAT SUMBER

INSTITUT AMINUDDIN BAKI

00108

EIGHT SCHOLARSHIPS THIS YEAR

Aminuddin fund awards for varsity students

THE Aminuddin Baki Scholarship Foundation is offering eight scholarships to Malay students who have been accepted for universities here or abroad.

To students in Malaysian universities, the scholarships will be worth \$2,500 for science and \$2,000 for arts.

In the case of students in foreign universities, the foundation will meet their tuition fees, lodging and other expenses.

The foundation's secre-

KUALA LUMPUR, Sun.

tary, Encik Yusof Suhaimi bin Haji Yatim, said today payments would be made direct to the universities concerned at the beginning of every academic session.

Application forms

The offer is open to poor students who have high academic qualification and some leadership experience.

Successful candidates are required to sign an agreement with the foundation and offers would be withdrawn anytime the foundation's

board finds that they have required not achieved the standard of academic achievement.

Encik Yusof said application forms could be obtained from him at the GPME's secretariat, 49, Jalan Tandok, off Jalan Bangsar, Kuala Lumpur. Out-station applicants should enclose self-addressed stamped envelopes measuring 9" by 4".

Closing date

Encik Yusof said the closing date for applications is two weeks after the start of the first academic session. Selected candidates would be called for interview at a date to be announced later.

The foundation formed in 1968 and named after the former chief education adviser, is aimed at raising the standard of education among Malays.

Last year was the first time it started giving scholarships to university — two for science and one for arts.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Do not belittle the Govt: Ismail

KUALA LUMPUR, Thurs. —Tun (Dr.) Ismail today criticised a "group of people" for belittling the Government's achievements to gain the sympathy of youth and Malays.

"This is a negative activity and can create an uneasy situation, particularly when the issues are sensitive," the acting Prime Minister said, when opening the four-day silver jubilee celebrations of the Federation of Ma-

lay Students' Union (GMPS) here.

"Issues such as poverty, the backwardness of the Malays, spiralling prices, shortage of rice and religious matters have been raised to get the support and sympathy of youth and the Malay community," he said.

'Only Goats'

"We must ensure that the public is not influenced by such tactics," he added.

The action of such people, he said, would only create doubts in the

minds of the people on the Government's capability and undermine their confidence in the administration.

The Government had chalked up many achievements but there were still problems which remained to be solved. However, these problems were always magnified by the critics to "drown our success" in the eyes of the people.

Their aim was to create the impression that nothing had been done for the people and the nation since independence.

Tun Ismail said: "We

are aware that in running the Government, we have several weaknesses and shortcomings in fulfilling our aims. Part of this is caused by factors beyond our control."

"As such, there is no shortage of issues on which the critics could harp upon to get support."

Tun Ismail said the Government had always taken into consideration the "multi-racial, multi-cultural and multi-religious" character of the nation when formulating its policies.

"This must be understood by the old and young alike," he added.

Tun Ismail said he had always regarded youth as a "force" which could make or break the Government.

CONTINUATION

CONTINUATION

'Don't pick'

He called on them to be "programme and action oriented" and not to pick issues with the Government.

He hoped all youth had the same motivation to co-operate with the Government in making Malaysia a happy and prosperous nation.

Tun Ismail said the Government was prepared to increase aid for students activities though it had been criticised for enforcing the University Act.

This year, \$76,000 had been set aside for this purpose compared to \$40,000 last year.

He called on the GPMS to have a "programme of action" to identify problems facing Malay students in both the urban and rural areas.

More aid

Besides expanding guidance classes, efforts should also be made to have more private educational centres like the Abadi College to increase the number of qualified Malays.

Tun Ismail promised more aid to the GPMS for its guidance classes. This year the Government gave \$15,000.

Later, he presented Aminuddin Baki Education prizes to 25 students who had done well in the MCE, HSC and university exams.

3.8.1973 S.T.

Ismail to launch union's silver jubilee

2 AUG 1973

KUALA LUMPUR,

Wed. — Deputy Prime Minister Tun (Dr) Ismail will launch the silver jubilee celebration of the Federation of Malay Students Unions at the Sultan Sulaiman Club here tomorrow.

The four-day celebration will begin with a rally where a collection for the Aminuddin Baki Foundation Fund will be launched.

On Friday, an exhibition will be held at the Muzium Negara.

The Federation's annual meeting will be opened by the Minister for Culture, Youth and Sports, Datuk Hamzah Abu Samah on the same day at the Jalan Stony Secondary School.

The silver jubilee dinner will be held at the Dewan Tuanku Abdul Rahman that night.

On Saturday night, there will be a cultural show at the Panggung Anniversari, Lake Gardens.

2.8.1973 S.T.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

00103

43

5 OCT 1966

PEN. 10/66/66 (STAIRS)

DONATION TO AMINUDDIN BAKI FOUNDATION

The Kampong Segu Youth Club Rantau, today (October 5) donated a sum of \$80 to the Aminuddin Baki Foundation.

The contribution is part of the money raised by members of the club at a recent dramatic display.

The donation was handed over by the club's Secretary, Enche Ismail bin Daud to the Acting Menteri Besar, Negri Sembilan, Enche Abdul Samad bin Idris at his office for onward transmission to the chairman of the Foundation, Tuan Syed Nasir bin Ismail in Kuala Lumpur.

5.10.1966 S.T.

KUALA LUMPUR,
5th October, 1966.

(di-keluarkan pada pukul 1.15 tengah hari)

VARSITY BASED ON PRESTIGE NOT THE CRITERION, SAYS SHARIFF

13 AUG 1968
JELEBU, Mon.—Establishment of a National University should not be based on prestige. Inche Shariff Ahmad, political secretary to the Minister of Education said here.

Whether it would be practical, especially from the academic point of view, should be determined first, he said.

Inche Shariff was speaking at the opening of a civics course for about 300 people here.

He said he was not against the setting up of such a university.

"I am not anti-National University. I support a fund to raise money for the project."

M.M.*
Same fate

"What we should see is that the fund should not meet the same fate as that of the Aminuddin Baki Foundation set up at the Dewan Bahasa dan Pustaka in 1966. I don't know what has happened to the foundation. M. M. *

"I feel that there should be no haste to establish the proposed university."

The proposed National University should be planned carefully so that it would not only give prestige but also serve a useful purpose to students who passed the National

"It is pointless to set up a National University for the sake of prestige when it does not bring any benefit," he said.

The main problem would be getting the academic staff.

The project should be planned so that the standard would not be lower than that of the University of Malaya.

12.8.1968

M.M.*

Shariff. must get his facts, says Syed Nasir

14.8.1968

M.M.

14 AUG 1968

M.M.

14 AUG 1968

KUALA LUMPUR, Wednesday.

THE protem. chairman of the Aminuddin Baki Foundation, Syed Nasir bin Ismail, today took exception to a remark by Inche Shariff Ahmad, Political Secretary to the Minister of Education, about the fund set up

in 1966.

Inche Shariff said last Saturday that he did not want to see the proposed National University fund "to suffer the same fate as the Aminuddin Baki Fund."

Syed Nasir, who is also the Director of the Dewan Bahasa dan Pustaka, described the remark as "very wicked and irresponsible."

"As protem. chairman of the Foundation, I take strong exception to this kind of irresponsible criticism," he said.

"Inche Shariff was the only person who had strongly opposed the establishment of this charitable Foundation. But he has no right now to cast aspersions on it."

"Inche Shariff should at least respect facts and not make a very misleading remark."

14.8.1968

Syed Nasir said that he did not know what had happened to

"To date \$34,156 has been collected from public donations, and there are honest and sincere people, including non-Malays, who continue giving fixed monthly contributions to the fund."

"The committee has not yet spent a cent from the collection. I would advise Inche Shariff not to try to destroy the confidence of the contributors and others who have done a great service to the Foundation."

The Foundation was set up in memory of Inche Aminuddin Baki, former Chief Education Adviser, who died on Dec. 24, 1965.

Money raised for the Foundation will be given as scholarships to deserving cases.

**PUSAT SUMBER
INSTITUT AMINUDDIN BAKI**

VARSITY BASED ON PRESTIGE NOT THE CRITERION, SAYS SHARIFF

KUALA LUMPUR, Mon.—Establishment of a National University should not be based on prestige. Inche Shariff Ahmad, political secretary to the Minister of Education said here.

Whether it would be practical, especially from the academic point of view, should be determined first, he said.

Inche Shariff was speaking at the opening of a civics course for about 300 people here.

He said he was not against the setting up of such a university.

"I am not anti-National University. I support a fund to raise money for the project."

Same fate

"What we should see is that the fund should not meet the same fate as that of the Aminuddin Baki Foundation set up at the Dewan Bahasa dan Pustaka in 1966. I don't know what has happened to the foundation."

"I feel that there should be no haste to establish the proposed university."

The proposed National University should be planned carefully so that it would not only give "prestige" but also serve a useful purpose to students who passed the National Language-medium schools.

National University for the sake of prestige when it does not bring any benefit," he said.

The main problem would be getting the academic staff.

The project should be planned so that the standard would not be lower than that of the University of Malaya.

12.8.1968

M.M.A

Shariff must get his facts, says Syed Nasir

14.8.1968

14 AUG 1968

KUALA LUMPUR, Wednesday.

THE protem chairman of the Aminuddin Baki Foundation, Syed Nasir bin Ismail, today took exception to a remark by Inche Shariff Ahmad, Political Secretary to the Minister of Education, about the fund set up

in 1966.

Inche Shariff said last Saturday that he did not want to see the proposed national university fund "to suffer the same fate as the Aminuddin Baki Fund."

Syed Nasir, who is also the Director of the Dewan Bahasa dan Pustaka, described the remark as "very wicked and irresponsible."

"As protem chairman of the Foundation, I take strong exception to this kind of irresponsible criticism," he said.

"Inche Shariff was the only person who had strongly opposed the establishment of this charitable Foundation. But he has no right now to cast aspersions on it."

Inche Shariff should at least respect facts and not for them be venturing blindly to make that misleading remark.

Progress

He said that he did not know what had happened to the Foundation. Then why not ask?

Syed Nasir said the Foundation, which was not a charitable institution, had made good progress since its establishment.

"To date \$3,106 has been collected from public donations, and there are honest and sincere people, including non-Malays, who continue giving fixed monthly contributions to the fund."

"The committee has not yet spent a cent from the collection. I would advise Inche Shariff not to try to destroy the confidence of the contributors and others who have done a great service to the Foundation."

The Foundation was set up in memory of Inche Aminuddin Baki, former Chief Education Adviser, who died on Dec. 24, 1955.

Money raised for the Foundation will be given as scholarships to deserving cases.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

The Standards he said, Ministry.

schools head

SUBVERSION WARNING

Look out for bad
elements, heads
of schools told

Sun. 7. 9. 8. 1964

KUALA LUMPUR, Sat.

Sun. 7.
THE Chief Education Adviser,
Inche Aminuddin bin Baki,
today called on all heads of
schools to be more vigilant to en-
sure that subversive elements
did not gain a foothold in their
institutions.

He said: "Subversion is a real
threat to the security and national
unity of our country."

Racial harmony

Speaking at the opening of the
second annual delegates conference
of the National Union of Heads of
Schools here, Inche Aminuddin
said:

"Subversive elements are ready
to infiltrate into schools and des-
troy the racial harmony and toler-
ance among the students.

"You should be watchful to de-
tect subversive activities."

Inche Aminuddin said the
danger was not only from com-
munism but also communalism
which was much more dangerous
in a multi-racial population.

He said that the heads of
schools could play a vital
part in helping the Govern-
ment to maintain racial
harmony, tolerance and
understanding.

He urged the heads of
schools to uphold the ideals
of a Malaysian educator
and teach the pupils
matters of national interest
and treat all pupils, irres-
pective of race, colour or
creed, equally.

Inche Aminuddin said
that the Government was
striving to improve and
develop the education
system in accordance with
national needs and aspira-
tions.

Resolution

The conference un-
animously adopted a re-
solution calling upon the
Government to consider
seriously the possibility of
integrating the various
schools in the rural areas
to promote better under-
standing among the
various races and more
efficient administration in
the schools.

The meeting also passed
a resolution supporting the
Government's policy to-
wards Indonesia.

It called upon its mem-
bers to report to the pro-
per authorities any sub-
versive activities.

Mr. Lum Kin Tuck was
re-elected president.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Graduate teachers can help boost comprehensive schools

7 AUG 1984 M.M.

IPOH,

Friday

THE Chief Education Adviser, Inche Aminuddin bin Baki, yesterday referred to fears that mass recruitment of teachers for the proposed comprehensive schools system could lead to a drop in the standard of education.

Inche Aminuddin, who was speaking at the opening of the annual delegates conference of the National Union of Graduates Teachers, was replying to some of the points raised by the union president, Mr. Teerath Ram, in his opening address.

The standards, he said,

could be maintained if education was given to only a selected few in the country, but the Government had decided to give education for all.

He was confident that, "with the assistance and guidance of the graduate teachers, we will be able to maintain an appreciable standard." It could even be raised later on, he said.

Education received priority treatment from the Government and the "job freeze" announced a few days ago did not affect the Ministry.

On the question of recognition of foreign degrees, Inche Aminuddin said that he was not in a position to comment.

He added that the Government would indicate its views on such qualifications "one way or another" soon. Holders of such degrees should be patient as the "matter is under active consideration," he said.

Inche Aminuddin said that the educational system in Malaya had so far been academic.

The comprehensive schools would be different.

They would cater for both those with academic ability as well as those without.

The academic aptitude of the pupils would be assessed and those who were academic minded would be guided into the academic streams.

The examination which pupils would take at the end of nine years of study will be a modified form of the lower Certificate Education examination.

Pupils would be placed in appropriate post comprehensive schools on the result of their performance.

A few teachers would be given special training in educational guidance and counselling in the comprehensive schools.

Need to review physical health education in Malaysian schools

THE teaching of physical and health education in Malaysian schools has to be reviewed, the Chief Education Adviser, Inche Aminuddin Baki, said here at the opening of the first Malaysian Physical Education Association conference at the Specialist Teachers' Training Institute.

"We have to develop a system of physical and health education of our own which not only would serve to meet the physical and environmental needs of our rising generations but also would assist in the preservation and sustenance of the culture of our different peoples," he added.

Health education or hygiene should be given more emphasis and be taught directly as a subject, which could then play their role more effectively in bringing about a re-orientation in the attitude of the people.

In reconstructing this young nation and striving to search for Malaysian identity befitting with the status of a sovereign nation, the establishment of a Malaysian system of education, including that of physical education, was most essential, he said.

Compatible

Such a system should be based on the following principles:

- Retaining those aspects of the present system, inherited through historical accidents, which are suitable and compatible with the growth and progress as a nation;

- Not hesitating to discard any aspect incompatible towards the growth, social and cultural and which will undermine the national identity;

- Broadening the horizon by learning from countries other than

KUALA LUMPUR, Wed.

those to which during the pre-independence era Malaysia was made to attach. This will enrich the system by adopting whatever are found suitable to help its national growth and progress;

- Adapting the system of others not just blindly but in accordance with Malaysia's financial means; and

- Incorporating into the national system something of Malaysian culture.

Main tasks

"In order to achieve freedom in culture for which we as educators are the guides and the main agents, the Ministry of Education has started to review into the common content syllabuses which as you are well aware was formulated in a hurry in 1956," said Inche Aminuddin.

In this review, the Ministry has, wherever applicable and possible, guided itself by the four principles stated earlier.

On top of this, the Ministry is considering the establishment of a local inspectorate of schools and a proper cadre of organisers of schools so that the teaching of special subjects, including physical education, can be given proper supervision.

All teachers' colleges to be reorganised next year

KUALA LUMPUR, Thursday.

ALL teachers' training colleges are to be reorganised from next year, the Chief Education Adviser, Inche Aminuddin bin Baki, said here.

At the prize-giving ceremony of the Malayan Teachers' Training College, Pantar Valley, here, Inche Aminuddin said:

"In this college, one year supplementary courses will be introduced for the teaching of English, history, geography and music."

These courses were for graduate teachers pursuing specialist courses in any of the subjects.

Inche Aminuddin urged the graduate teachers from the college — the first group to pass out — to play their part acting as guide, "father," mentor and adviser to the rising generation of Malaysians.

"Wherever you are posted, I hope you will give your best; and though I would very much like to post all of you back to your home State or where you desire, this is impossible," he said.

"Some of you will be posted to the East Coast, which by many, has always been regarded as an exile away from the lights of the West Coast."

Different

He reminded them that the East Coast of today was different from that of 10 to 20 years ago.

Referring to teaching as a profession, he said: "It is up to you, as members of the profession to strive to do what you can to prove to society that the profession is a noble one — thus maintaining our status."

Education today was no more regarded as a social infra-structure, or a social service for personal consumption or, as an economist would put it, as non-provided, he said.

Today it was regarded as an investment, an economic investment in human skill akin to physical projects such as roads and bridges building, irrigation, canals, harbours,

Adversely

"In fact it is recognised that a vicious circle, which affects adversely the economic development of a country, will result if education is not well provided for," he added.

The principal of the college, Mr. Long Eng Hua, reminded the graduates that they should pass on their knowledge to the future generation to build a well-balanced nation.

"To succeed as teachers, you will need certain personal qualities of sympathy, responsibility, intellectual honesty and moral conviction," he said.

Inche Aminuddin presented prizes to 48 teachers who won college colours in sports and plays, and for academic subjects.

The "best student of the year" was Miss Wan Sim Thong, 20, of Malacca.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

the first Malaysian Physical Education Association conference at the Specialist Teachers' Training Institute.

"We have to develop a system of physical and health education of our own which not only would serve to meet the physical and environmental needs of our rising generations but also would assist in the preservation and sustenance of the culture of our different peoples," he added.

Health education or hygiene should be given more emphasis and be taught directly as a subject, which could then play their role more effectively in bringing about a re-orientation in the attitude of the people.

In reconstructing this young nation and striving to search for Malaysian identity befitting with the status of a sovereign nation, the establishment of a Malaysian system of education, including that of physical education, was most essential, he said.

Compatible

Such a system should be based on the following principles:

- Retaining those aspects of the present system, inherited through historical accidents, which are suitable and compatible with the growth and progress as a nation;

- Not hesitating to discard any aspect incompatible towards the growth, social and cultural and which will undermine the national identity;

- Broadening the horizon by learning from countries other than

KUALA LUMPUR, Wed.

those to which during the pre-independence era Malaysia was made to attach. This will enrich the system by adopting whatever are found suitable to help its national growth and progress;

- Adapting the system of others not just blindly but in accordance with Malaysia's financial means; and

- Incorporating into the national system something of Malaysian cultures.

Main tasks

"In order to achieve freedom in culture for which we as educators are the guides and the main agents, the Ministry of Education has started to review into the common content syllabuses which as you are well aware was formulated in a hurry in 1958," said Inche Aminuddin.

In this review, the Ministry has, wherever applicable and possible, guided itself by the four principles stated earlier.

On top of this, the Ministry is considering the establishment of a local inspectorate of schools and a proper cadre of organisers of schools so that the teaching of special subjects, including physical education, can be given proper supervision.

next year

m.m.

KUALA LUMPUR, Thursday.

ALL teachers' training colleges are to be re-organised from next year, the Chief Education Adviser, Inche Aminuddin bin Baki, said here.

At the prize-giving ceremony of the Malayan Teachers' Training College, Pantai Valley, here, Inche Aminuddin said:

"In this college, one year supplementary courses will be introduced for the teaching of English, history, geography and music." 19 DEC 1963

These courses were for graduate teachers pursuing specialist courses in any of the subjects.

Inche Aminuddin urged the graduate teachers from the college — the first group to pass out — to play their part acting as guide, "father," mentor and adviser to the rising generation of Malaysians.

"Wherever you are posted, I hope you will give your best; and though I would very much like to post all of you back to your home State or where you desire, this is impossible," he said.

"Some of you will be posted to the East Coast, which by many, has always been regarded as an exile away from the lights of the West Coast."

Different

He reminded them that the East Coast of today was different from that of 10 to 20 years ago.

Referring to teaching as a profession, he said: "It is up to you, as members of the profession to strive to do what you can to prove to society that the profession is a noble one — thus maintaining our status."

Education today was no more regarded as a social infra-structure, or a social service for personal consumption or, as an economist would put it, as non-provided, he said.

Today it was regarded as an investment, an economic investment in human skill akin to physical projects such as roads and bridges building, irrigation, canals, harbours, airports and land settlement.

Adversely

"In fact it is recognised that a vicious circle, which affects adversely the economic development of a country, will result if education is not well provided for," he added.

The principal of the college, Mr. Long Eng Hua, reminded the graduates that they should pass on their knowledge to the future generation to build a well-balanced nation.

"To succeed as teachers, you will need certain personal qualities of sympathy, responsibility, intellectual honesty and moral conviction," he said.

Inche Aminuddin presented prizes to 48 teachers who won college colours in sports and plays, and for academic subjects.

The "best student of the year" was Miss Wan SIm Thong, 20, of Malacca.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Operator: INDIVIDUAL CHECKING
SELAMAT-B

Date:
28.8.64

Chief Education Officer
on the different roads
taken by States



00034

Education: 'Call truce—for sake of rising generation'

MALAYA'S Chief Education Adviser, Inche Aminuddin bin Baki, today urged all political, cultural and communal groups in Malaysia to call a truce on education for the sake of the rising generation.

He was speaking on the second day of the first all-Malaysia education conference at the Malayar Teachers' Training College here.

Inche Aminuddin said that he was aware of treading on "dangerous ground" by saying this.

"But as a professional educator I view with concern the different roads trodden at present by the Malaysian states.

"They were so because they were formulated through bargaining and compromises arising out of nationalistic and chauvinistic demands, the circumstances of the time and

KUALA LUMPUR, FR.

groups and not what is right, just and objectively proper?

"As an educator greatly concerned with the fluid situation, it is my earnest hope that all groups in the country — be they communal, political or social — will call a truce on education and to regard matters concerning the education of the rising generation as sacred in the same spirit and neutral manner as we have regarded such matters as religion, by keeping it away from bickering and controversy."

Inche Aminuddin said that, instead of going separate ways, Malaysia should adopt a national education programme to

ensure national unity and a Malaysian identity.

Outlining the differences in education policies in the Malaysian States, Inche Aminuddin said that though Sabah and Sarawak had recognised education as a Federal subject, both had asked for postponement in

English as the medium of instruction and as the unifying factor of the population.

Singapore, which has autonomy in education, was following a system of multilingual schools.

Inche Aminuddin said that though all the territories which made up Malaysia accepted Malay as the national language, there was a section of the population which had shown much apprehension over its implementation and this had led to lukewarm interest in a number of projects concerning the national language.

21 DEC 1963
'Unfortunate'

"Instead, there is definitely today a campaign to popularise education in English. Is this what the people want?

"In order that this unfortunate situation will not continue, the position of the national language has to be re-assessed and its implementation reviewed because at the rate we are going not only will the objective set in the Constitution not be achieved but the national language, which is

ings in the national education policy.

He said the surveys showed that Malaysia lacked trained personnel for industrial and economic expansion and it was necessary for this country to increase output in certain key positions.

Teachers

"Our schools — primary, secondary and higher institutions — have to deliver the goods both in quantity and quality.

"One of the major tasks faced by our schools today is staffing. We have a teacher population in the primary schools where nearly two-fifths are untrained or temporaries."

Moreover, Inche Aminuddin said, there was educational imbalance between the urban and rural areas.

"Qualitatively we find that education for most of the Malaysian children ends by the time they complete their sixth year of primary education. This is particularly so in the rural areas.

"We find also our education is still heavily biased towards academic education, which certainly is not conducive to a balanced national growth and development.

"These contradictions and extremes in the Malaysian educational world exist under what seems to be a comparatively calm and progressive surface," Inche Aminuddin said.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

truce—for sake of rising generation'

21 DEC 1963
MALAYA'S Chief Education Adviser, Inche Aminuddin bin Baki today urged all political, cultural and communal groups in Malaysia to call a truce on education for the sake of the rising generation.

He was speaking on the second day of the first all-Malaysia education conference at the Malayan Teachers' Training College here. Inche Aminuddin said that he was aware of treading on "dangerous ground" by saying this. "But as a professional educator I view with concern the different roads trodden at present by the Malaysian states.

"They were, so because they were formulated through bargaining and compromises arising out of nationalistic and chauvinistic demands, the circumstances of the time and the dictates of the moments. "Even today, despite these compromises, we still find education not fully resolved and settled but daily becoming a matter of public controversy, a delicate and explosive political issue and not unknown to have been a gamble and determinant of many elections.

Pressures

"For how long further should we allow the education of the future generations to continue to be in a fluid form, dictated by the circumstances of the moment, the might of the contending pressures

KUALA LUMPUR, FR.

groups and not what is right, just and objectively proper?

"As an educator greatly concerned with the fluid situation, it is my earnest hope that all groups in the country — be they communal, political or social — will call a truce on education and to regard matters concerning the education of the rising generation as sacred in the same spirit and neutral manner as we have regarded such matters as religion, by keeping it away from bickering and controversy."

Inche Aminuddin said that instead of going separate ways, Malaysia should adopt a national education programme to

ensure national unity "and a Malaysian identity.

Outlining the differences in education policies in the Malaysian States, Inche Aminuddin said that though Sabah and Sarawak had recognised education as a Federal subject, both had asked for postponement in having to adhere to Federal policy.

Both Sabah and Sarawak provided for English as the main medium of instruction. Sarawak, except for well-provided Chinese primary school education, was now developing towards

English as the medium of instruction and as the unifying factor of the population.

Singapore, which has autonomy in education, was following a system of multilingual schools.

Inche Aminuddin said that though all the territories which made up Malaysia accepted Malay as the national language, there was a section of the population which had shown much apprehension over its implementation and this had led to lukewarm interest in a number of projects concerning the national language. 21 DEC 1963

'Unfortunate'

"Instead, there is definitely today a campaign to popularise education in English. Is this what the people want?

"In order that this unfortunate situation will not continue, the position of the national language has to be re-assessed and its implementation reviewed because at the rate we are going not only will the objective set in the Constitution not be achieved but the national language, which is already handicapped, might further be handicapped with dire consequences," he said.

Inche Aminuddin also spoke on the recent survey on the need for professional people and the "shortcom-

One of the major tasks faced by our schools today is staffing. We have a teacher population in the primary schools where nearly two-fifths are untrained or temporaries."

Moreover, Inche Aminuddin said, there was educational imbalance between the urban and rural areas.

"Qualitatively we find that education for most of the Malaysian children ends by the time they complete their sixth year of primary education. This is particularly so in the rural areas.

"We find also our education is still heavily biased towards academic education, which certainly is not conducive to a balanced national growth and development.

"These contradictions and extremes in the Malaysian educational world exist under what seems to be a comparatively calm and progressive surface," Inche Aminuddin said.

**SCHOOLS HAVE
TO DELIVER
THE GOODS IN
QUALITY AND
QUANTITY**

00098

Khair leads team to education conference in Iran S.T.

KUALA LUMPUR, Mon. — The Minister of Education, Inche Mohamed Khair Johari, will meet the Iranian Minister of Education in Teheran to discuss the drawing up of a cultural agreement and a student exchange programme between the two countries.

Inche Khair left today for Teheran to attend a 12-day congress of ministers of education on the eradication of illiteracy.

He was accompanied by the Chief Education Adviser, Inche Aminuddin bin Baki, and a senior official of the Ministry of National and Rural Development, Inche Hashim bin Yunus. 7.9.1965

S.T. Allowance

On the teachers' volunteer programme for Sabah and Sarawak, Inche Khair said that plans have already been finalised.

"Volunteers will be called up and they will be paid a special overseas allowance in addition to their salary," he said.

Before he left Inche Khair handed a letter, the contents of which were not disclosed, to his Political Secretary, Inche Shariff bin Ahmad, to be handed to the Public Trustee, Mr. T. Paramalingam.

It is believed that the letter is about the proposed overseas trip for the armless girl, Miss Lal Yoke Heong, who failed her Cambridge Overseas School Certificate last year.

"As far as I am concerned, I give her my blessings for the trip," he added.

The three-man delegation, which will return on Sept. 21, will stop over at Sarawak for a day.

PERINGATAN PERINGATAN MALAYSIA

Inche Aminuddin bin Baki

Received Pingat Perak on 2nd Malaysia Day 31.8.65.
Government Gazette dated 9.9.65.

Advice to teachers on union work S.T.

29 NOV 1965
THE Chief Education Adviser, Inche Aminuddin Baki, today advised teachers not to involve themselves so deeply in union work as to neglect their school work and pupils.

"It would be wrong to do so," he said when he presented certificates to 260 Day Training Centre graduates here.

ALOR STAR, Sun.

"The teaching profession is a noble one, and as such it is the duty of all teachers to see that their pupils are not neglected, he said.

"They should, instead,

give the pupils every attention and encouragement."

Referring to the allocation set aside by the Government for education in 1966, Inche Aminuddin said this was an example of the Government's willingness to further education in the country, despite confrontation.

Sudden death of Chief Education Adviser

27 DE 1965

KUALA LUMPUR, Sun. — The Chief Education Adviser, Inche Aminuddin bin Baki, died suddenly at his home in Jalan Guillemard here on Friday. He was 39.

The Prime Minister, Tengku Abdul Rahman, the Minister of Works, Posts, and Telecommunications, Datu V.T. Sambanthan, and the Minister of Health, Inche Bahaman bin Samad, were among those who called on his family the same evening.

The Minister of Transport, Datu Sardon bin Haji Jubir, led the crowd at the funeral yesterday at the Muslim cemetery in Ampang Road.



28 DEC 1965
THE death of Inche Aminuddin bin Baki is a great loss to our country. May I pay a tribute to his devotion and sacrifice in the service of education and progress. His work will long endure.

I should also add that, as one of the first history honours graduates of the University of Malaya, Inche Aminuddin had always had a special love for our country's history. It is fitting that he will have an honoured place when the history of our age is written.

WANG GUNGU
Professor of History
University of Malaya
Kuala Lumpur

28.12.1965 S.T.

PUSAT SUMBER INSTITUT AMINUDDIN BAKI

Aminuddin S.T.
Baki name
29.12.1965
for school S.T.

SUNGEI PATANI, Tues. — The board of governors of the Sungai Patani National Secondary School has decided to change the name of the school to Aminuddin Baki Secondary School.

The decision was taken in memory of the late Inche Aminuddin Baki, Chief Education Adviser, who died suddenly at his home in Kuala Lumpur on Dec. 24.

S.T.
27.12.1965
Inche Aminuddin left a wife and three children. A Queen's Scholar, Inche Aminuddin was educated at Anderson School in Ipoh, the University of Malaya (now Singapore) and London University. He started his career in the Government in 1941, and was Chief Education Officer in Negri Sembilan. He was appointed Chief Education Adviser in 1961, the first Malay to hold this post. Inche Aminuddin was chair-

Johari, will meet the Iranian Minister of Education in Teheran to discuss the drawing up of a cultural agreement and a student exchange programme between the two countries.

In the Khr. left today for Teheran to attend a 12-day congress of ministers of education on the eradication of illiteracy.

He was accompanied by the Chief Education Adviser, Inche Aminuddin bin Baki, and a senior official of the Ministry of National and Rural Development, Inche Hashim bin Yusoff.

7.9.1965 S.T. Allowance

On the teachers' volunteer programme for Sabah and Sarawak, Inche Khir said that plans have already been initiated.

"Volunteers will be called up and they will be paid a special overseas allowance in addition to their salary," he said.

Before he left Inche Khir handed a letter, the contents of which were not disclosed, to his Political Secretary, Inche Sharif bin Ahmad, to be handed to the Public Trustee, Mr. T. Paramalingam.

It is believed that the letter is about the proposed overseas trip for the armless girl, Miss Lai Yoke Heong, who failed her Cambridge Overseas School Certificate last year.

"As far as I am concerned, I give her my blessings for the trip," he added.

The three-man delegation, which will return on Sept. 21, will stop over at Karachi for a day.

to not to involve themselves so deeply in union work as to neglect their school work and pupils.

"It would be wrong to do so," he said when he presented certificates to 200 Day Training Centre graduates here.

"The teaching profession is a noble one, and as such it is the duty of all teachers to see that their pupils are not neglected, he said.

"They should, instead,

"Referring to the allocation set aside by the Government for education in 1966, Inche Aminuddin said this was an example of the Government's willingness to further education in the country, despite confrontation.

Sudden death of Chief Education Adviser

KUALA LUMPUR, Sun. — The Chief Education Adviser, Inche Aminuddin bin Baki, died suddenly at his home in Jalan Gullémard here on Friday. He was 39.

The Prime Minister, Tengku Abdul Rahman, the Minister of Works, Posts, and Telecommunications, Dato V.T. Sanibanthan, and the Minister of Health, Inche Bahaman bin Samsudin were among those who called on his family the same evening.

The Minister of Transport, Dato Sardon bin Haji Jubir, led the crowd at the funeral yesterday at the Muslim cemetery in Ampang Road.



AMINUDDIN

first Malaysian to hold the post

Inche Aminuddin left a wife and three children.

A Queen's Scholar, Inche Aminuddin was educated at Anderson School in Ipoh, the University of Malaya (now Singapore) and London University.

He started his career in the Government in 1953, and was Chief Education Officer in Negri Sembilan.

He was appointed Chief Education Adviser in 1961, the first Malayam to hold this post.

Inche Aminuddin was chairman of the committee which inquired into the large numbers of failures among Malay students in the secondary school entrance examination, and also sat on the higher education planning committee.

THE death of Inche Aminuddin bin Baki is a great loss to our country. May I pay a tribute to his devotion and sacrifice in the service of education and progress. His work will long endure.

I should also add that as one of the first history honours graduates of the University of Malaya, Inche Aminuddin had always had a special love for our country's history. It is fitting that he will have an honoured place when the history of our age is written.

WANG GUNGWE
Professor of History,
University of Malaya
Kuala Lumpur

28.12.1965 S.T.

Aminuddin bin Baki

name 29.12.1965 for school S.T.

BUNGEI PATANI, Tues. — The board of governors of the Sungei Patani National Secondary School has decided to change the name of the school to Aminuddin Baki Secondary School.

The decision was taken in memory of the late Inche Aminuddin Baki, Chief Education Adviser, who died suddenly at his home in Kuala Lumpur on Dec. 24.

The director of Dewan Bahasa dan Pustaka, Syed Nasir bin Ismail, has also proposed that the Kampong Pandan National Secondary School in Kuala Lumpur change its name to Aminuddin Baki Secondary School.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Schools urged to help make TV lessons a success

2 JUN 1965 M.M.

THE Chief Education Adviser, Inche Aminuddin bin Baki this morning called both teachers and their pupils to help make the educational television pilot programme a success.

In a telecast address at the inauguration of the project, Inche Aminuddin said: "This pilot project belongs to all of us—the teachers and the pupils on the one hand, and to Television Malaysia and the Ministry of Education which are producing this programme, on the other."

It was therefore important that they all worked as a team to ensure its success.

He said the two-week pilot project was an attempt to find out the problems involved—both technical and professional—in presenting Malaysian subject lessons on television.

In many countries where TV had become a permanent audio-visual medium in education, it had been found that greater interest in learning was generated among the pupils. M. M.

Acute shortage

This in turn had led to greater intellectual curiosity, active participation and greater appetite for knowledge and initiative to creative work, he said.

This pilot project was therefore launched by Television Malaysia and the Ministry of Education to enable the technicians, programme officers and teachers to have some experience as to what it was like in preparing and presenting a TV lesson.

Inche Aminuddin said the theme of the programme—"The Air Around Us"—was chosen for various reasons.

From the production point of view, the science subject not only represented a verbal lesson but also provided ample opportunity for practical demonstration and graphic presentation.

Another reason was that in Malaysia, it was in the field of science teaching that there was an acute shortage of qualified teachers and lack demonstration facilities such as laboratories and equipment.

K. LUMPUR, Mon.

used in this project, along with English.

He said advance lesson notes had already been sent to the teachers and pupils.

Abolition of remove classes 'in time to come' forecast

13 AUG 1965

15 AUG 1965

REMOVE classes in lower secondary schools can be abolished "in time to come", the Chief Education Adviser, Inche Aminuddin bin Baki, declared here today.

Addressing the 120 Remove class teachers attending a refresher course at the Sekolah Tuanku Abdul Rahman here, Inche Aminuddin said that such a move can only be made if pupils in non-English language primary schools are given better training in English.

At the moment, he said, Remove classes were necessary because pupils from Malay, Chinese and Tamil language primary schools entering the English medium stream were not conversant enough in the language to study in Form One.

IPOH, Thurs.

This was partly due to the fact that there were not enough trained teachers in these non-English primary schools, he said.

"If teachers in non-English primary schools are able to give better training to their pupils in English, it is quite possible that Remove classes can be abolished in time to come," said Inche Aminuddin.

Prediction

He predicted, however, that the demand for trained teachers for Remove classes would increase within the next few years because more children will be entering the English medium stream of education in the lower secondary schools.

Teachers in Remove classes would therefore have a more important role to play in the present set-up of the education system.

"I admit that yours is a difficult job, and I am most happy to note that there are so many of you who have volunteered to teach Remove classes," he said.

Inche Aminuddin called on the teachers not to stick rigidly to the methods outlined for Remove classes during the course, but to adapt themselves and evolve methods of their own to suit local conditions.

13.8.1965 ST.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

School signboards row is settled

15 JUN 1965

Sun. T.

KUALA LUMPUR, Sat. —

The Ministry of Education today removed a "misunderstanding" over the use of language other than the National Language on school signboards. It said in a statement that where the medium of instruction is a language

Language, the school signboards may be in both the National Language and the language of the medium of instruction.

The ruling came after a seven-man delegation from the Malaysian Chinese Association saw the Assistant Minister of Education, Mr.

Inche Aminuddin Baki this morning.

The trouble arose over a circular issued by the Chief Education Officer, Perak, Mr. J. E. B. Ambrose, directing Chinese schools to change their signboards.

The delegation told the Assistant Minister that the

project belongs to all of us - the teachers and the pupils on the one hand, and to Television Malaysia and the Ministry of Education which are producing this programme, on the other."

It was therefore important that they all worked as a team to ensure its success.

The 11-day two-week pilot project was an attempt to find out the problems involved - both technical and professional - in presenting Malaysian subject lessons on television.

In many countries where TV had become a permanent audio-visual medium in education, it had been found that greater interest in learning was generated among the pupils.

Acute shortage

This in turn had led to greater intellectual curiosity, active participation and greater appetite for knowledge and initiative to creative work, he said.

This pilot project was therefore launched by Television Malaysia and the Ministry of Education to enable the technicians, programme officers and teachers to have some experience as to what it was like in preparing and presenting a TV lesson.

Inche Aminuddin said the theme of the programme - "The Air Around Us" - was chosen for various reasons.

From the production point of view, the science subject not only represented a verbal lesson but also provided ample opportunity for practical demonstration and graphic presentation.

Another reason was that in Malaysia, it was in the field of science teaching that there was an acute shortage of qualified teachers and lack demonstration facilities such as laboratories and equipment.

Finally, there was also the important need for the people to convince themselves fully of the practicability of teaching science through the medium of the national language which would be

K. LUMPUR, Mon.

used in this project, along with English.

He said advance lesson notes had already been sent to the teachers and pupils.

necessary because pupils from Malay, Chinese and Tamil language primary schools entering the English medium stream were not conversant enough in the language to study in Form One.

13.8.1965 ST.

that to have classes finished in time to 1965," said Inche Aminuddin.

Prediction

He predicted, however, that the demand for trained teachers for Remove classes would increase within the next few years because more children would be entering the English medium stream of education in the lower secondary schools.

Teachers in Remove classes would therefore have a more important role to play in the present set-up of the education system.

"I admit that yours is a difficult job, and I am most happy to note that there are so many of you who have volunteered to teach Remove classes," he said.

Inche Aminuddin cautioned the teachers not to stick rigidly to the methods outlined in Remove classes during the course, but to adapt themselves and evolve methods of their own to suit local conditions.

School signboards row is settled

18 JUN 1965

SUN.T.

KUALA LUMPUR, Sat. -

The Ministry of Education today removed a "misunderstanding" over the use of languages other than the National Language on school signboards.

It said in a statement that where the medium of instruction is a language other than the National

Language, the school signboards may be in both the National Language and the language of the medium of instruction.

The ruling came after a seven-man delegation from the Malaysian Chinese Association saw the Assistant Minister of Education, Mr. Lee Sioh Yaw, and the Chief Education Adviser,

Inche Aminuddin Baki, this morning.

The trouble arose over a circular issued by the Chief Education Officer, Perak, Mr. J. E. B. Ambrose, directing Chinese schools to change their signboards.

The delegation told the Assistant Minister that the directive had caused "great concern" to the people.

18.6.1965 SUN.T.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Aminuddin Fund for scholarships set up

KUALA LUMPUR, Tues. — A scholarship fund board named after the late Inche Aminuddin Baki, the former Chief Education Adviser, has been set up here.

Syed Nasir bin Ismail, Director of the Dewan Bahasa dan Pustaka, was elected at a meeting yesterday to head the six-man pro-tem board of trustees.

The board aims at raising the standard of education

of Malay children by remedying their weaknesses and providing scholarships to those from poor families.

As a start, the Federation of Malay Students' Unions, which the late Inche Aminuddin founded while he was an undergraduate in the University of Malaya, contributed \$3,000 to the fund.

The board will meet Malay organisations which have their own special scholarship funds on Feb. 5 to discuss the setting up of a central organisation to manage these funds.

Aminuddin Foundation: Already support by many—Khir

7 FEB 1966 S.T.

NON-MALAYS have shown a keen interest and assured their full support to the Aminuddin Baki Scholarship Foundation designed to help poor Malay children.

Stating this today, the Minister of Education, Inche Mohamed Khir Johari, said: "There comes this ready support to the foundation because the late Inche Aminuddin Baki won the hearts of not only the Malays but also of the non-Malays."

"He had a very infectious smile and won the admiration of many for his hard work and dedication to the education of our nation's children," Inche Khir added.

Speaking at the launching of the foundation at the Dewan Bahasa dan Pustaka, he said: "When it was first proposed to start the foundation, I was approached by several people who expressed their desire to be associated with the organisation. S. T.

His idea

"It is to the memory of a fine son of Malaysia that this foundation has been started. His untimely death has left us to accomplish what he had set out to do in educational advancement."

Inche Khir suggested that the Aminuddin Baki Foundation should provide scholarships for technical studies because the late Inche Aminuddin was the person responsible for the comprehensive system of education.

This idea should be more feasible, Inche Khir said, because there was already another foundation — the Tengku Abdul Rahman Foundation — catering for general studies.

Inche Khir added that

KUALA LUMPUR, Sun.

7.2.1966 S.T.

awarded scholarships so that they could have "the fine education their father had."

Earlier, the Director of Dewan Bahasa dan Pustaka, Syed Nasir bin Ismail, in his capacity as chairman of the pro-tem committee, said that the time had come to "co-ordinate efforts into one central body" to cover the needs of all Malay children.

Syed Nasir said that he too, had received support for the foundation from non-Malays. He disclosed that several people had already made donations.

Contributions

* Two expatriate officers, Dr. J.E.D. Lewis and Mr. N.J. Ryan, now in retirement in England, have contributed toward the foundation.

A director of Far Eastern Publishers, Mr. Cho Jock Kim, had agreed to contribute \$300 every month for three years.

A young Malay writer, Inche Abdul Samad bin Said, had promised to donate all the royalties from his latest novel "Bulan Ta' Bermadu di Patehpar Siki" (No Ho, Bismillah at Patehpar Siki) to the foundation.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Khair flees from 'madhouse of Kuala Lumpur'

TELUK ANSON,

Sat.—The Minister of Education, Inche Mohamed Khir Johari, said here yesterday that he was glad to get away from the "madhouse of Kuala Lumpur" and seek peace and tranquility.

The Minister, who came here to present prizes in the annual sports of the Sultan Abdul Aziz Primary School, also paid a tribute to the late Inche Aminuddin bin Baki, the Chief Education Adviser.

13 Dedicated

Receiving a cheque of \$200 for the Aminuddin Baki Scholarship Foundation from the Dis-

SUN.T.

13.3.1966

trict Officer, Lower Perak, Dato Mohamed bin Ibrahim, Inche Khir said Inche Aminuddin "was a very dedicated officer who literally worked himself to death."

The donation, the first to be made in the district, was by the organising committee of a social held in connection with the school sports.

Congratulating the committee for their efforts in collecting the fund Inche Khir said: "Perhaps Inche Aminuddin might not have died so prematurely had he found a little time to

Aminuddin
Baki

family: 8.7
15 APR 1966
An appeal

WE shall be extremely grateful if you will give the following statement publicity in the columns of your newspaper. 15.4.1966

On the 24th December 1965, Inche Aminuddin bin Baki, Chief Education Adviser, Ministry of Education passed away suddenly at the early age of 39.

All who knew him will testify that he was a dedicated and conscientious worker who never spared himself. In fact, it can be said without fear of contradiction that he burned himself out in the cause of education of this country.

Inche Aminuddin's integrity was beyond question and he would never sacrifice a principle on the altar of expediency. To us, ordinary practising teachers, he endeared himself by his readiness to identify himself with us and to see problems from our point of view.

In spite of years of service in administrative posts he never became a bureaucrat. Whatever he may have lacked in experience, he more than made up for by his open mindedness and humility.

15 APR 1966

Inche Aminuddin, having passed away at an early age has left behind a young family. Its sense of personal loss can only be alleviated by the Grace of God but what it stands to lose financially because of his early demise is within our power, as teachers of this country, to make good.

This letter is an appeal to all teachers and friends of the late Inche Aminuddin to contribute generously to a Trust Fund to be set up for his family. A substantial sum can be raised if the 40,000 teachers in the states of Malaya respond to this call.

We request all newspapers to carry this appeal and to offer to receive contributions. We also appeal to the Minister of Education to issue a circular to heads of schools encouraging them to make collections from teachers in their schools for this purpose.

In order to initiate this

News of appeal for fund brings hope to his widow



● Che Nooreini with Azam, 12, and Aznam, five. Azlan, 14, was not at home at the time.

18 APR 1966

8.7

18.4.1966 S.T.

NEWS of an appeal and gathering support for an Aminuddin Baki Trust Fund brought tears and hope to a worried and depressed widow attempting to start a new life for her young family in Petaling Jaya.

The widow, Che Nooreini binte Abu Bakar, 33, was "happy and appreciative" of an anonymous appeal for funds to educationists, teachers and parents from colleagues of her late husband, former Chief Education Advisor, Inche Aminuddin Baki.

The appeal last week was accompanied by an \$865 initial donation to the fund which Che Nooreini said would bring a glimmer of hope into a life beset by financial worries.

Inche Aminuddin, a devoted educationist, died suddenly of coronary

KUALA LUMPUR, Sun

thrombosis at the age of 39 last December.

Che Nooreini has left her Jalan Gulemard government quarters two months before she was scheduled to vacate it because it brought back too many sad memories.

18 New home

She has invested the government gratuity she received on his death in a modest new home in Petaling Jaya.

Che Nooreini is most concerned about a source of income to maintain her three boys — Azlan, 14, Azam, 12, and Aznam, 5.

"The youngest doesn't quite understand what has happened to his father. The two elder boys have been encouraged by his death to work even harder at their studies," she said today.

"I am encouraging them to continue their studies. It was their father's wish."

Che Nooreini is extremely concerned about Azlan, a promising science student in Form Two at the Victoria Institution.

"My husband encouraged Azlan to study science as there are few Malays in that field," she said.

Her husband was keen to see all the boys go for further studies. Her concern is how to manage it financially.

Presently the family is living on savings and old donations from the Ministry of Education, Inspectorate Office, and Examinations Syndicate employees totalling approximately \$900.

At a conference of heads of schools held here last week, the delegates passed a resolution stating that they were in sympathy "with the initiation of the Aminuddin Baki Family Endowment Fund as reported in the Straits Times" and contributed \$500 to the fund.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

ment publicly in the columns of your newspaper. 15.4.1966

On the 24th December 1965, Inche Aminuddin bin Baki, Chief Education Adviser, Ministry of Education passed away suddenly at the early age of 39.

All who knew him will testify that he was a dedicated and conscientious worker who never spared himself. In fact, it can be said without fear of contradiction that he burned himself out in the cause of education of this country.

Inche Aminuddin's integrity was beyond question and he would never sacrifice a principle on the altar of expediency. To us, ordinary practising teachers, he endeared himself by his readiness to identify himself with us and to see problems from our point of view.

In spite of years of service in administrative posts, he never became a bureaucrat. Whatever he may have lacked in experience, he more than made up for by his open-mindedness and humility.

15.4.66

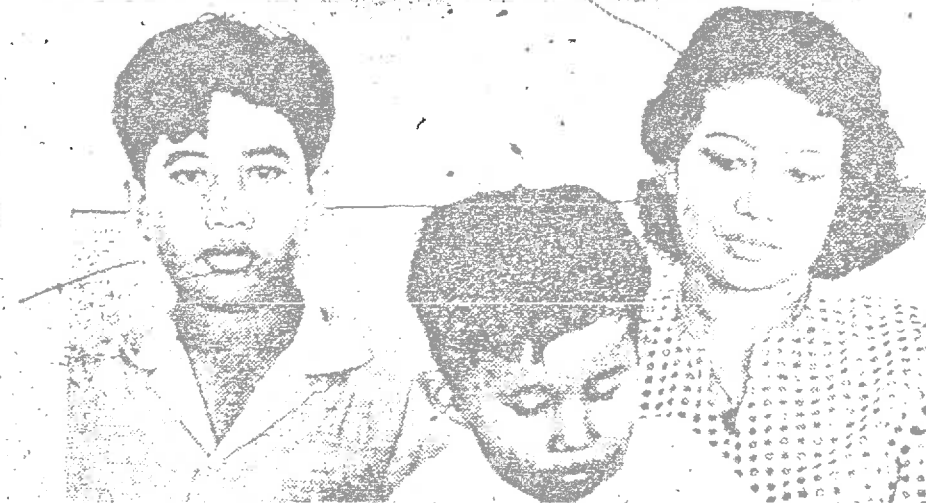
Inche Aminuddin, having passed away at an early age has left behind a young family. Its sense of personal loss can only be alleviated by the Grace of God but what it stands to lose financially because of his early demise is within our power, as teachers of this country, to make good.

This letter is an appeal to all teachers and friends of the late Inche Aminuddin to contribute generously to a Trust Fund to be set up for his family. A substantial sum can be raised if the 60,000 teachers in the States of Malaya respond to this call.

We request all newspapers to carry this appeal and to offer to receive contributions. We also appeal to the Minister of Education to issue a circular to heads of schools encouraging them to make collections from teachers in their schools for this cause.

In order to initiate this fund we donate the sum of \$865.

ANONYMOUS
Kuala Lumpur



● Che Nooreini with Azam, 12, and Aznâm, five. Azlan, 14, was not at home at the time.

18.4.1966

NEWS of an appeal and gathering support for an Aminuddin Baki Trust Fund brought tears and hope to a worried and depressed widow attempting to start a new life for her young family in Petaling Jaya.

The widow, Che Nooreini binte Abu Bakar, 33, was "happy and appreciative" of an anonymous appeal for funds to educationists, teachers and parents from colleagues of her late husband, former Chief Education Advisor, Inche Aminuddin Baki.

The appeal last week was accompanied by an \$865 initial donation to the fund which Che Nooreini said would bring a glimmer of hope into a life beset by financial worries.

Inche Aminuddin, a devoted educationist, died suddenly of coronary

KUALA LUMPUR, Sun

thrombosis at the age of 39 last December.

Che Nooreini has left her Jalan Guhlemard government quarters two months before she was scheduled to vacate it because it brought back too many sad memories.

New home

She has invested the government gratuity she received on his death in a modest new home in Petaling Jaya.

Che Nooreini is most concerned about a source of income to maintain her three boys — Azlan, 14, Azam, 12, and Aznâm, 5.

"The youngest doesn't quite understand what has happened to his father.... The two elder boys have been encouraged by his death to work even harder at their studies," she said today.

"I am encouraging them to continue their studies. It was their father's wish."

Che Nooreini is extremely concerned about Azlan, a promising science student in Form Two at the Victoria Institution.

"My husband encouraged Azlan to study science as there are few Malays in that field," she said.

Her husband was keen to see all the boys go on further studies. Her concern is how to manage it financially.

Presently the family is living on savings and old donations from the Ministry of Education, Inspectorate Office, and Examination Syndicate employees totalling approximately \$500.

At a conference of heads of schools held here last week, the delegates passed a resolution stating that they were in sympathy "with the initiation of the Aminuddin Baki Family Endowment Fund as reported in the Straits Times" and contributed \$500 to the fund.

PUSAT SUMBER

INSTITUT AMINUDDIN BAKI

SPECIAL
FUND FOR

MUAR

LABOURER

SINGAPORE, Sun. —

A donation of \$100 from Mr. Chee Soon Keny of Singapore has started a special fund for Ische Ahmad bin Sharaf, 37, a Muar labourer who had his legs amputated after being stricken with a disease nine years ago.

So far four contribu-
tions amounting to \$306
have been sent in to the
Straits Times.

23.5.1966
Schools aid 57

They are from John Tan
Thor - Yong \$100, Lillian
Bradford, Singapore \$5,
Robert T. H. Goh and staff
of Alliance Hq, K.L. \$200.
and Teo Peng, Muar \$1.
The Aminuddin Baki Family
and now stands at ~~\$1,771.00~~
including latest donations
talling \$795.25.

The donations came from:
Director, La Salle School, Klang
\$100, staff of State Treasury,
Klang \$75. National Conference
Heads of Secondary Schools
\$100.25, staff of Bukit Bintang
Secondary School, \$110; and Lee
Kool Jong, Penang \$10.

Contents

Girls of Secondary HLB
Marymount Convent and S.
Vindasamy have given. \$33
\$125 respectively for Husin
Net.

A \$18 donation from anonymous of Singapore and \$30 from the Pahang Indian Association of Raub brings the fund Chong Kiam Moy to \$2.30

the Lembaga Kebajikan Pe-
mpunan Islam Malaysia has col-
lected \$50 for Milah binte Oth-
okiah binte Abdul Rahim of
is Lumpur. His given \$100
The Rahman binte Mai Fund.

Mr. HUGHES, from Mr.
Govindasamy, Kuala Lumpur.

1. Aminah binti Hassan
 2. Han Tahir bin Han Sa-
 3. Total 682
 4.

Dance in ~~all~~ of foundation

KUALA LUMPUR, Thurs. — A dinner and dance, under the patronage of the Minister of Education, Inche. Mohamed. Khir, will be held here at 7.30 p.m. on Sunday.

Proceeds from the dance will go to the Amalwadin Baki Foundation. The Prime Minister, Tawfik Abdul Rahman and Cabinet Ministers have been invited.

**MORE DONATIONS FOR
LANDSLIDE WIDOW**

STRAITS Times readers during the past week have given another \$145 to Tan Ah Kiew, a mother of seven, whose husband was killed in a landslide near Kuala Kubu Bharu. Her fund now totals \$367.

Donations were from:
Secondary Three, St. Theresa's Convent, Singapore, \$30; Boey family KL, \$6; Anonymous KL, \$30; A. P. Wong KL, \$30; S. K. Chan Ipoh, \$10; Yap Seng Kee KL, \$15 and Anonymous \$25.71.

The fund for Lim Ah Bah, the Penang trishaw rider bedridden after an accident, has been increased by \$34 to a total of \$1,986.35.

Latest donations came from Andrew Tan KL, \$3; Boey family KL, \$5; Y.C.B. Convent Light Street, Penang, \$21; and Saye, Singapore \$5.

Four donations totaling \$500 were received for the

The Times School donation

charity
box

11 AUG 1966

SINGAPORE, Wed. — The Straits Times has received further donations totalling \$436 for Insha'Ahah' bin Sha'aban, the "hole-in-the-heart" school teacher who urgently requires surgical operation in Australia.

His hand now stands at
\$350.
Donations from Mr. H. J. ...
and ...
...
...
Singapore 380 Principal ...

Straits
Times
charity
S.I.
ox gifts

18 JUL 1968
SINGAPORE, Sun. — Straits Times readers have given another \$40 to Lim Ah Bah, the Penang trishaw rider who is bedridden after an accident. His fund now stands at \$2,066.35.

Donations come from anonymous K.L. \$10, anonymous Singapore \$10, Y.C. Chua, K.L. \$10, and LSW. Ipoh \$10.

The fund for Tan Ah Kio, mother of seven, whose husband was killed in a landslide near Kuala Kubu Bharu, now totals \$427.71 with donations from L. S. W. Ipoh \$10, Yip Man Ling \$5, and Y.C. Chua, K.L. \$10.

Baki fund

A donation of \$15 from M.S. Govindasamy, Tanjong Rambutan, has been received for Husin bin Mat, bringing his fund to \$121.10.

Miss Lee Kooi Jong gave \$10 and the staff of the State Secretariat, Seremban, \$150, to the Aminudin Baki Fund, bringing the total to \$2,201.65.

A group of anonymous readers sent \$240 to open a fund for the dependents of late Inspector Peter Chia and Madam Ho who died after a shooting incident in Singapore recently.

18.7.1966 S.T.

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

Fund now stands at \$1,971.65 including latest donations totalling \$795.25.

The donations came from: Director, La Salle School, Klang \$100; Staff of State Treasury, Pahang \$75; National Conference of Heads of Secondary Schools \$500.25; staff of Bukit Bintang Secondary School, \$110; and Lee Kool Jong, Penang \$10.

Convent

Girls of Secondary MIB Marymount Convent and S. Govindasamy have given \$43 and \$15 respectively for Husin bin Mat.

A \$15 donation from anonymous of Singapore and \$30 from the Pahang Indian Association of Raub brings the fund for Chong Kiam Moy to \$1,260.30.

The Lembaga Kebajikan Perempuan Islami Malaya has collected \$50 for Milah binte Othman.

Rokiah binte Abdul Rahim of Kuala Lumpur has given \$100 to the Rahman binte Mat Fund.

Other donations:

For Husin bin Mat from Mr. S. Govindasamy, Kuala Lumpur, \$15, total \$73.

For Aminah binte Osman from Haji Tahir bin Haji Bakri \$2, total \$252.

For Aminuddin Baki memorial fund: Anonymous \$10, and 11 teachers from Brunel \$59.

S. T.

9.6.1966 S.T.

The fund for Lim Ah Bah, the Penang trisha rider bedridden after an accident, has been increased by \$34 to a total of \$1,986.35.

Latest donations came from Andrew Tan KL, \$3; Boey family KL, \$5; Y.C.S. Convent Light Street, Penang, \$21; and Skye, Singapore \$5.

Four donations totalling \$54 were received for the

The Times charity box

SINGAPORE, Wed. — The Straits Times has received further donations totalling \$436 for Inche Asha'ari bin Sha'aban, the "hole-in-the-heart" school teacher who urgently requires surgical operation in Australia. 11.8.1966

His fund now stands at \$650.

Donations came from: Principal and staff of Haig Boys' School I and II Singapore, \$68; B. K. Tan, Singapore, \$19; A. W. A. Perat, \$10; Anonymous, Singapore, \$50; Principal, staff and tuckshop vendors of Telok Kurau Malay Boys' School, Singapore, \$180; and Singapore Teachers' Union, \$100.

Donations to other funds: Aminuddin Baki Memorial Fund, Raki Langan Pejabat Pelajaran, \$107; Headmaster, staff and pupils, National Type Sec. English School, \$93.

The fund stands at \$2,231.65.

Ahmad bin Shanat Taod, Anonymous K. I., \$65.30.

Mdm. Tan Ah Kiew, Penang, \$10; Y. K. Kuala Lumpur, \$10; The Amaluk, \$10; and Ahmad, \$10.

They were from postmaster and staff of Post Office, Jerantut, \$15; A. P. Wong KL, \$20; William Goon, Ipoh, \$10 and Messrs. Yan Siong Kee KL, \$15. The Straits Times has also received a \$10 donation from Miss Lee Kool Jong of Penang for the Aminuddin Baki Memorial Fund bringing it to \$2,041.65.

School donation

KUALA LUMPUR, Thurs. — The donation of \$93 to the Aminuddin Baki Memorial Fund published in the Straits Times on Aug. 11 was from the National Type Secondary English School, Tapah.

19.8.1966 S.T.

Anonymous Singapore \$10, Y.C. Chua, KL, \$10, and LSW, Ipoh \$10.

The fund for Tan Ah Kiew, mother of seven, whose husband was killed in a landslide near Kuala Kubu Bharu, now totals \$427.71 with donations from L S W Ipoh \$10, Yip Man Ling \$5 and Y.C. Chua, K.L. \$10.

Baki fund

A donation of \$15 from M.S. Govindasamy, Tanjong Rambutan, has been received for Husin bin Mat, bringing his fund to \$121.40.

Miss Lee Kool Jong gave \$10 and the staff of the State Secretariat Seremban, \$150, to the Aminuddin Baki Fund bringing the total to \$2,201.65.

A group of anonymous readers sent \$240 to open a fund for the dependents of late Inspector Peter Chia and Madam Ho who died after a shooting incident in Singapore recently.

18.7.1966 S.T.



PENYATUAN SISTEM PELAJARAN KEBANGSAAN DI-MALAYSIA

PERKEMBANGAN

✓ oleh

M. NOOR AZAM

"Terlanjur saya menyebut perkara penubuhan negara Malaysia, maka suka-lah saya menarik perhatian tuan2 dan puan2 sakalian kepada so'al sistem pelajaran di-negara baharu kita itu. Sa-sungguh-nya ada-lah menjadi harapan kita sakalian, segala perubahan yang berlaku dari segi politik itu akan meng'akibatkan sistem pelajaran kita yang sa-lama ini terbalas di-kawasan Tanah Melayu ini sahaja akan meliputi pula kawasan2 negara anggota yang lain. Akan tetapi harapan kita itu tidak akan terlaksana atau lambat merupakan kenyataan. Ini ta-lah di-sebabkan oleh ada-nya bermacam2 sistem pelajaran yang berjalan di-negeri2 anggota yang baharu masuk menjadi keluarga negara Malaysia ini akan kekal berjalan seperti sa-belum Malaysia juga.

sungguh pun jumlah perbelanjaan yang di-kehendaki banyak sa-kali, tetapi tidak-lah dapat di-ragukan lagi, bahawa wang yang di-belanjakan untuk pelajaran itu ada-lah suatu penanaman megal untuk kema'moran dan kesentosaan negara kita.

-- Y.B. Menteri Kewangan.

Untuk mencapai hasrat kebangsaan dalam usaha menyatu dan menyamakan sistem pelajaran ini, kaum guru terutama-nya Guru2 Melayu yang telah banyak berjasa di-dalam perjuangan mencapai kemerdekaan tanah ayer dahulu ada-lah di-harap akan sa-kali lagi tampil ka-hadapan memelopori perjuangan untuk melaksanakan satu sistem pelajaran kebangsaan yang terpakai di-seluruh tanah ayer dan dapat di-jadikan sa-benar2 alat untuk membentok satu bangsa yang sa-benar2-nya bersatu dan kuat. Bila saya berchakap mengenai kebangsaan maka ia ada-lah merupakan peringkat perjuangan yang meliputi muslihat seluroh negara dan bangsa yang akan mencherminakan keperibadian-nya sendiri.

Oleh itu saya rasa, sa-barang tolak ansor yang merugikan muslihat kebangsaan itu walau apa pun chorak dan bentok-nya jangan-lah hendak-nya ada, apa lagi kalau pula di-jadikan amalan di-masa hadapan. Bahkan pengertian tolak ansor itu sendiri pun pada fikiran saya sudah-lah sampai masa-nya untuk di-kaji sa-mula supaya dengan ada-nya pengkajian sa-mula itu dapat-lah di-ambil satu kesimpulan yang kukuh lagi tegas barang di-mana dan bila masa-nya yang paling sesuai dan patut menggunakan tolak ansor itu."

- Syed Nasir bin Ismail,
Pengarah Dewan Bahasa dan Pustaka.

Perkembangan politik dan kebudayaan dalam abad yang ke-20 ini, khusus-nya sa-lepas Perang Dunia II, merupakan suatu chabaran kepada dasar dan sistem pelajaran lama. Baik di-Eropah, di-Amerika, pa lagi di-Asia dan Afrika yang anak ne-ri-nya di-didek menerusi dasar pelajaran penjajahan, mas'alah pelajaran memerlukan pengkajian serta penyusunan sa-mula.

Tujuan pelajaran lama untuk mendapatkan ra'ayat yang siwat, cergas dan sempurna tubuh badan akal fikiran-nya, tidak lagi dapat memenuhi kehendak2 kebangsaan. Oleh itu tujuan untuk menumbuhkan semangat kebangsaan dan faham demokrasi serta perasaan ta'at setia kepada negara telah menjadi tambahan yang penting kepada tujuan2 yang sedia ada itu, terutama kepada negara2 yang baharu mencapai kemerdekaan.

Di-Tanah Melayu, sa-tahap sa-belum kemerdekaan di-chapai, suatu jawatan-kuasa telah di-bentok bagi mengkaji dan menyusun sa-mula suatu dasar dan sistem pelajaran baharu yang dapat memenuhi kehendak2 tersebut. Penyata Pelajaran 1956, hasil usaha jawatan-kuasa ini kemudian-nya di-semak sa-mula, dan hasil-nya terbit-lah Penyata Jawatan-kuasa Penyemak Pelajaran 1950.

Tambahan baharu dalam tujuan dasar pelajaran ia-lah yang menimbulkan berbagai mas'alah dalam sistem pelajaran kita. Kerana dalam usaha hendak membentok dasar pelajaran kebangsaan yang baharu itu, kita terpaksa pula menghadapi suatu kenyataan lain, bahawa negara kita yang mempunyai ra'ayat berbilang bangsa ini sa-sungguh-

nya belum mempunyai suatu rupa kebangsaan menurut sharat2 sa-buah negara. Dan kita juga belum mempunyai suatu bahasa yang dapat mengantikan bahasa Inggeris untuk di-jadikan bahasa negara.

Oleh kerana itu dasar pelajaran kita yang baharu ini ada-lah juga bertujuan untuk membentok suatu rupa bangsa Malaya baharu yang terdiri dari berbagai2 bangsa, yang sa-lama ini hidup menurut landasan perkauman berkiblatkan negara nenekmoyang mereka China dan India. Sedangkan satu aliran lagi berkiblatkan England, di-samping bangsa Melayu yang terus menchuba menegakkan sifat2 kemelayuan-nya.

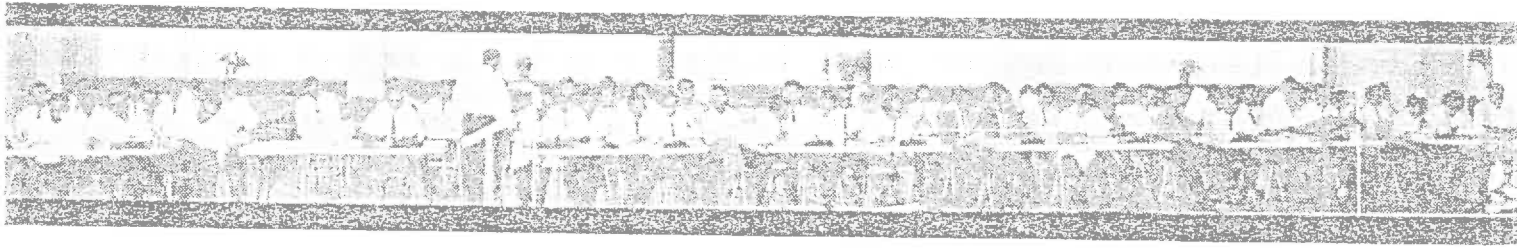
Membentok Bangsa ...

Mas'alah hendak membentok satu bangsa yang baharu menerusi satu sistem pelajaran dengan menggunakan bahasa Melayu (bahasa kebangsaan menurut perlembagaan) ini, yang pada dasar-nya ia-lah suatu mas'alah pelajaran, telah menjadi suatu mas'alah politik. Parti2 politik yang sedang berkembang dengan pesat-nya pada waktu itu, bahkan masa ini juga, telah menjadikan mas'alah pelajaran suatu platform perjuangan yang utama. Mas'alah pelajaran telah menjadi suatu so'al pokok yang menentukan ketuhan sa-sabuah parti politik. Mas'alah pelajaran telah menimbulkan pertentangan2 sengit antara golongan2 yang memperjuangkan kehendak2 kebangsaan dengan kehendak2 perkauman.

Maka sekarang mas'alah dan keadaan yang sama juga sedang kita hadapi

PUSAT SUMBER
INSTITUT AMINUDDIN BAKI

DEWAN MASYARAKAT



apabila kita berusaha untuk mengadakan suatu dasar dan sistem pelajaran bagi seluruh Malaysia, malah dengan ada-nya kuasa otonomi bagi Singapura dan hak menentukan sendiri bagi Sabah dan Sarawak, kesulitan ini akan menjadi lebih berat lagi, jika masalah ini tidak di-hadapi dengan tenang dan dengan semangat Malaysia yang sa-benar-nya.

Pada asas-nya, sa-tiap ra'ayat yang sedar betapa penting-nya peranan pelajaran bagi sa-sabua negara, terutama bagi negara baharu seperti Malaysia ini, telah bersetuju, bahwa dasar dan sistem pelajaran kebangsaan yang satu hendak-lah di-adakan bagi seluruh Malaysia. Ini-lah juga salah satu keputusan yang di-chapai dalam Persidangan Pelajaran Malaysia, yang di-hadiri oleh wakil2 Tanah Melayu, Singapura, Sabah dan Sarawak baharu2 ini. Akan tetapi beberapa so'al pokok, termasuklah tarikh bagi melaksanakan sistem baharu itu di-satup wilayah Malaysia, masih menimbulkan pertentangan pendapat yang agak tegang.

Di-Singapura, Sabah dan Sarawak terdapat kechenderongan yang lebih kuat untuk mengekalkan terus dasar dan sistem pelajaran yang sedang dipakai sekarang hingga ka-suatu masa yang belum dapat di-tentukan.

Jika di-tilek dari segi kepentingan kebangsaan dan proses perubahan yang

sedang berlaku di-sakeliling kita sekarang ini dan juga bahaya2 yang akan timbul dari dasar dan sistem yang berbedza2 itu, maka nyata-lah persetujuan hendak mengadakan sistem pelajaran kebangsaan yang satu itu hanya-lah suatu keputusan untuk menyedapkan hati sahaja; kerana nyata sa-kali kechenderongan yang tersebut di-atas itu dan apa yang sedang serta akan di-amalkan nanti bertentangan sa-kali dengan keputusan yang bijaksana itu.

Kita semua bersetuju, bahwa sa-barang perubahan yang besar, seperti masalah pelajaran ini, tidak-lah boleh di-laksanakan sa-chara tergesa2, banyak segi dan masalah yang mesti di-per-timbangkan demi kepentingan kebangsaan juga. Akan tetapi kita juga sa-pakat, bahwa dalam so'al2 kebangsaan yang penting bagini, kita mesti-lah bertindak tegas dan pantas sesuai dan sa-lama dengan perubahan serta sa-mangat pembangunan yang sedang kita alami. Sejak kemerdekaan ini sahaja, pengalaman telah mengajar kita, bahwa so'al2 kebangsaan seperti ini akan menjadi bertambah2 sulit, malah ada kemungkinan akan menimbulkan keka-chauan kira-nya kita tidak bertindak segera, kira-nya kita terlalu banyak bertolakansor, sa-hingga fikiran2 yang bertentangan dengan cita2 dan kepentingan kebangsaan pun terpaksa di-

berikan tempat-nya.

Memang-lah benar, di-samping mengamalkan terus dasar dan sistem pelajaran yang ada itu usaha2 akan di-jalankan untuk menuju ka-araf penyatuan suatu dasar dan sistem pelajaran, umpama-nya usaha2 mengajarkan bahasa kebangsaan. Akan tetapi seperti yang sering kita alami, usaha2 bagini, di-atas suatu dasar yang berbedza, akan mengambil masa yang terlalu lama untuk sampai ka-matlamat yang kita tuju, bahkan tidak mungkin pula matlamat yang di-tuju itu tidak akan dapat di-chapai dengan sa-penoh-nya. Dalam so'al bahasa kebangsaan umpama-nya, apabila bertambah lama dasar multilingualism (penggunaan berbagai bahasa) di-amalkan makin akan bertambah kuat dan penting-lah kedudukan lain2 bahasa itu dalam kehidupan ra'ayat sa-hari2. Demikian pula-lah dengan kedudukan bahasa Inggeris di Sabah dan di Sarawak, (menurut wakil2 Sabah dan Sarawak dalam persidangan Pelajaran Malaysia yang lalu dasar pelajaran Sabah

Wakil Persekutuan Guru2 Melayu Brunei (kiri) dan wakil Persatuan Graduates' Batu Lintang, Kuching yang menghadiri Persidangan Pelajaran Malaysia yang pertama.





Tengku Abdul Rahman

MALAYSIA ialah sa-buah negara yang baharu, yang dahulu-nya telah berkurun2 dudok di-bawah penjajahan dan sa-lama itu pula mempunyai sistem dan chorak pelajaran yang berbau kolonial. Di-dalam masa yang singkat ini, lebeh2 lagi di-negeri2 yang baharu masuk dalam lengkungan Malaysia, yang sistem pelajaran-nya belum dapat di-samakan dengan sistem yang ada di-Tanah Melayu ini, maka sa-likit sa-banyak-nya pengaruh sistem pelajaran kolonial itu masih belum dapat di-hapuskan.

Dari semenjak Tanah Melayu ber-oleh taraf pemerintah sendiri dalam negeri pada tahun 1955, so'al pelajaran telah mendapat perhatian yang utama dari Kerajaan. Kerajaan sedar peri mustahak-nya dasar pelajaran negeri ini mesti di-ubah menjadi dasar yang ber-chorak nasional. Dengan kerana itu Kerajaan telah melantek sa-buah Jawatan-Kuasa Khas yang di-pengerusi-kan oleh Tun Abdul Razak untuk meng-kaji susunan dan "structure" pelajaran negeri ini, dengan tujuan supaya ia-nya

di-ubah dan di-pinda sesuai dengan bangsa kita yang merdeka.

Pendek kata Kerajaan telah dan sedang menjalankan dengan sa-daya upaya bagi menghasilkan chita2 yang besar ini. Satengah2 dari dasar pelajaran kebangsa-an yang terkandung dalam kedua2 penyata itu telah dapat di-laksanakan, tetapi masih banyak lagi yang perlu di-jalankan. Dalam hal ini, guru2 dan pegawai2 pelajaran boleh memainkan peranan yang penting untuk melaksanakan dasar2 pelajaran kebangsaan itu, kerana tuau2 boleh-lah di-sifatkan sa-bagai jurutera dan juruteknik yang boleh membaiki dan merombakkan sa-sabua2 injin.

Negara Malaysia yang muda ini masih memerlukan orang2 yang pakar dalam berbagai2 lapangan untuk membara negeri ini ka-arah kemajuan yang lebeh2 lagi. Saya sukachita melihatkan bahawa semangat mencari ilmu sa-hingga terpaksa pergi ke-negeri2 lain yang jauh, telah pun terdapat di-kalangan anak negeri ini."

-Tengku Abdul Rahman Putra Alhaj, Perdana Menteri.

dan Sarawak nyata sa-kali bertujuan menjadikan ra'ayat kedua negara itu sa-bagai Inggeris Timor). Akibat-nya besar kemungkinan chita2 satu bahasa untuk negara Malaysia akan tinggal menjadi impian sa-golongan ra'ayat sahaja.

Dasar Pelajaran

Dalam so'al penyatuan pelajaran ini perkara pertama yang perlu di-

tentukan ia-lah polisi atau tujuan dasar pelajaran itu. Masalah matalamat yang di-tuju, sukatan pelajaran dan kedudukan bahasa kebangsaan, bahasa China, Tamil, Inggeris dan lain2 bahasa bumi-putera di-Sabah dan Sarawak ada-lah perkara2 penting yang mesti-lah di-tentukan dalam polisi atau tujuan sistem pelajaran itu. Oleh yang demikian sa-belum membicarakan so'al penyatuan sistem bagi seluruh Malaysia elok-lah kita tinjau dahulu dasar2 pelajaran

yang sedang di-pakai sekarang ini.

Di-Tanah Melayu, Penyata Pelajaran Razak telah me-nyatakan, bahawa tujuan utama penyata

Sa-belah kiri ia-lah wakil Gabungan Pe-lajar2 Melayu Semenanjung dan di-sabalah kanan pula ia-lah wakil Badan Sasstra-reanis Angkatan 63 yang menghadhiri Persidangan Pelajaran Malaysia yang pertama.



"Mulai pada tahun 1962, pelajaran rendah perchuma telah di-adakan dalam empat bahasa ia-itu Bahasa Melayu, Inggeris, China dan Tamil. Pemilihan untuk menghantarkan anak2 ka-sekolah rendah, terpulang-lah kepada kebijaksanaan ibu bapa murid2 itu sendiri.

Pelajaran melalui bahasa pengantar Melayu ada-lah di-beri dengan perchuma di-semua peringkat dari tingkatan rendah hingga ka-tingkatan menengah. Bagi menciptakan suatu bangsa yang bersatu padu, sukatan pelajaran yang sama ada-lah di-gunakan di-semua jenis sekolah dan dengan jalan ini apabila murid2 besar kelak, mereka akan dapat menumpahkan ta'atsetia mereka kepada negeri ini. Pada masa sa-belum merdeka, pelajaran dalam Bahasa Melayu hanya di-beri di-tingkat rendah sahaja dan murid2 yang ingin melanjutkan pelajaran mereka ka-tingkatan menengah terpaksa-lah menyambungkan pelajaran mereka itu ka-Sekolah2 Inggeris. Tetapi dalam tahun 1958, Kementerian Pelajaran telah memulakan Darjah2 Menengah Kebangsaan yang mengandungi sa-ramai 600 orang murid2, tetapi pada hari ini, murid2 yang mengikuti kursus dalam sekolah2 menengah sudah meningkat menjadi lebih kurang sa-

ramai 24,000 dan bilangan ini akan bertambah pada tiap2 tahun. Pada masa ini, kita mempunyai sa-banyak 10 buah Sekolah2 Menengah Kebangsaan, dan sa-banyak 13 buah lagi sedang di-bina dan akan siap pada pertengahan tahun 1964. Ada-lah di-jangka lebih daripada 10 buah Sekolah Menengah Kebangsaan akan di-bina dalam tahun 1965 bagi mengisi keperluan2 yang terdapat di-daerah2 dimana murid2 yang lulus di-dalam Peperiksaan Masok ka-Sekolah Menengah makin bertambah. Pada akhir tahun 1962, pada pertama kali-nya, Peperiksaan Sijil Persekutuan telah di-adakan dalam Bahasa Kebangsaan dan dengan ada-nya peperiksaan ini, pelajaran melalui bahasa pengantar Melayu di-tingkatan menengah telah mengambil tempat-nya yang ulong dan mutlak di-dalam sistem pelajaran kebangsaan kita. Pada permulaan tahun 1963, Darjah2 Pre-Universiti melalui bahasa pengantar Melayu telah di-mulakan dan ada-lah di-jadualkan dalam tahun 1965, murid2 ini manakala mereka dapat memenuhi syarat2 yang di-kehendaki bagi memasuki Universiti Kebangsaan kita, dapat-lah mereka berbuat demikian. Kita tidak dapat menyangkal lagi bahawa Bahasa Kebangsaan kita sedang mencapai kemajuan yang ti-



Captain Abdul Hamid Khan

tidak ada tolok banding-nya di-dalam sejarah perkembangan bahasa2 di-dalam dunia ini."

- Captain Haji Abdul Hamid Khan, Menteri Pelajaran.

pelajaran 1956 ia-lah mengadakan "suatu sistem pelajaran kebangsaan yang menasabah, yang dapat di-terima oleh orang2 di-dalam Persekutuan Tanah Melayu ini am-nya dan yang dapat memenuhi kemahuan mereka sa-bagai satu bangsa di-dalam lapangan kebudayaan, masyarakat, ekonomi dan politik, dengan tujuan hendak menjadikan ba-

hasa Melayu bahasa kebangsaan negara ini dan dalam pada itu pula memelihara akan bahasa dan kebudayaan lain2 bangsa yang diam di-dalam negeri ini."

Di-samping itu di-tegaskan bahawa "suatu dasar pelajaran yang dapat di-terima oleh orang ramai am-nya, mesti mengadakan sa-kurang2-nya dua perkara: mesti-lah memenuhi cita2

balai dari tiap2 kumpulan kebudayaan yang terbesar dan bernastautin di-

Sa-belah kiri ia-lah wakil Persatuan Guru2 Kuching dan di-sabelah kanan wakil2 Angkatan Gaya Baru Sabah yang menghadiri Persidangan Pelajaran Malaysia yang pertama.





Tun Abdul Razak
Timbalan Perdana Menteri

DI-DALAM Negara kita yang muda ini, yang mengandungi penduduk2 daripada berbagai bangsa, pelajaran ada-lah satu perkara yang sangat penting dan mustahak. Dasar pelajaran yang di-perbuat oleh Kerajaan Perikatan pada tahun 1956 ada-lah menjadi asas dasar pelajaran kebangsaan kita untuk menyatukan penduduk2 negara ini daripada semua bangsa supaya mereka itu sa-penuh2-nya mempunyai semangat ta'at setia yang tiada berbelah bagi kepada negara kita dan supaya mereka itu sa-benar2-nya menjadi warga negara yang berguna. Dasar pelajaran ini menunjukkan mustahak-nya kita mempunyai satu sistem pelajaran kebangsaan: kanak2 mempelajari mata pelajaran yang sama. Semenjak tahun 1956 Kerajaan Perikatan telah berjaya membentok satu sistem pelajaran kebangsaan dan di-harap negeri2 yang baharu masok Malaysia dapat bersama2 menerima sistem pelajaran kebangsaan ini.

Sungguh pun kita telah mencapai kejayaan yang besar dalam lapangan pelajaran di-Tanah Melayu ini, akan tetapi banyak lagi perkara2 yang dapat di-jalan-

kan. Mutu pelajaran di-sekolah2, baik di-peringkat rendah atau pun menengah amat-lah mustahak-nya di-perbaiki dan di-tinggikan lagi. Perkara2 ini bergantung-lah kepada usaha dan tenaga guru2 yang bertanggung-jawab di-atas hal ini. Oleh itu saya berharap dalam persidangan ini, guru2 yang mengambil bahagian dapat menyatukan usaha dan tenaga mereka itu bagi meninggikan taraf mutu pelajaran kebangsaan kita.

Saya suka mengesakan di-sini bahawa guru2 dan ahli2 pendidikan mempunyai tanggung-jawab yang amat penting dan berat untuk membentok dan mendidik kanak2 hari ini supaya mereka menjadi ra'ayat dan ibu bapa yang berguna dan berbakti kepada tanah ayer pada masa hadapan. Saya berseru kepada tuan2 dan puan2 sakalian supaya bersungguh2 menanam benih dalam hati murid2 dengan semangat kebangsaan, akhlak yang mulia, chintakan kemerdekaan dan demokrasi."

Tun Haji Abdul Razak bin Hussin,
Timbalan Perdana Menteri.

Tanah Melayu ini dan mesti-lah memberikan peluang bersekolah bagi semua kanak2 yang lahir di-negeri ini."

"Keperluan yang pertama telah di-penuhi dengan mengadakan lagi sementara pelajaran rendah dalam bahasa sendiri dengan perbelanjaan-nya di-bayar daripada wang negara. Dalam pada itu, meluas serta mengekalkan perbezaan perkauman itu bagi seluroh sistem pelajaran yang di-belanja dengan wang orang ramai, tentu-lah tidak akan sesuai dengan sa-suatu dasar pelajaran yang bertujuan menimbulkan kesedaran kebangsaan dan menjadikan bahasa Melayu bahasa kebangsaan."

"Oleh itu kami mengeshorkan ia-itu pelajaran pada tingkatan menengah yang di-bayar perbelanjaan-nya daripada wang negara hendak-lah di-jalankan terutama-nya dengan salah satu daripada dua bahasa rasmi, dengan tujuan pada akhir-nya akan menggunakan bahasa kebangsaan sa-bagai bahasa pengantar yang utama, kechualikan bahasa2 kesusasteraan lama boleh-lah di-ajar dan di-pelajari dengan bahasa pengantar-nya sendiri."

Sa-terus-nya Penyata 1956 itu me-nyatakan bahawa "tujuan dasar pelajaran di-dalam negeri ini ada-lah hendak menyatukan budak2 daripada semua bangsa dalam negeri ini di-bawah satu sistem pelajaran yang meliputi semua bangsa dengan menggunakan bahasa kebangsaan sa-bagai bahasa pengantar yang

utama, sungguh pun kami mengaku bahawa perkara ini tiada dapat di-laksanakan dengan serta-merta melainkan hendak-lah di-perbuat dengan beransor2."

Di Singapura, menurut suatu laporan Kementerian Pelajaran Singapura, antara lain menyatakan "Sungguh pun polisi pelajaran Kerajaan Singapura menggunakan empat aliran persekolahan ia-itu Inggeris, China, Melayu dan Tamil menurut perinsip penyata yang di-buat oleh Jawatan-kuasa Laporan Semua Parti mengenai pelajaran China 1955, tetapi matalamat polisi ini ia-lah untuk membentok satu bangsa Malayan. Dengan tujuan ini Kerajaan telah bersetuju, sa-bagai tambahan, menerima bahasa Melayu sa-bagai bahasa kebangsaan negeri ini. Semua sekolah, apa jua bahasa pengantar-nya sa-kali pun, mempunyai bentok pelajaran yang sama, menggunakan sukatan pelajaran yang sama, yang di-bentok bagi memelihara kesedaran semangat Malayan dan untuk memenohi kehendak2 chabaran masa dan perubahan zaman dengan mengutamakan pelajaran kira-mengira dan sains. Dan dalam waktu yang sama, di-mana yang boleh, mengadakan peperiksaan yang sama untuk chaluhan2."

Sistem Lama

Di-Sabah dan Sarawak sistem pelajaran yang di-pakai sekarang ia-lah sistem lama yang di-buat dalam zaman

penjajahan. Oleh itu jelas sa-kali sistem itu berusaha hendak menjadikan ra'ayat di-kedua2 wilayah itu sa-bagai ra'ayat yang ta'at setia kepada Kerajaan Baginda Queen dengan mengutamakan pelajaran yang beraliran Inggeris. Sedang bahasa anak negeri, termasuk bahasa Melayu, tinggal terbiar. Menurut wakil2 Sabah dan Sarawak yang menghadhiri Persidangan Pelajaran Malaysia yang baharu lalu sistem pelajaran yang ada sekarang ini hendak menginggeriskan seluroh sekolah2 di-kedua2 wilayah tersebut. Akan tetapi di-Sarawak umpama-nya, di-sabalek penekanan terhadap sekolah yang menggunakan bahasa anak negeri, terdapat sekolah2 China yang agak maju dari sekolah rendah hingga ka-sekolah menengah.

Menurut perjanjian Malaysia, Singapura mempunyai kuasa otonomi dalam soal pelajaran dan menurut Penyata Jawatan-kuasa Antara Kerajaan Berkenaan Dengan Malaysia (1962) "sungguh pun pelajaran akan menjadi perkara Persekutuan, tetapi dasar dan susunan pertadbiran pelajaran yang ada sekarang di-Borneo Utara dan Sarawak (termasuk Undang2 mereka yang ada sekarang) tiada boleh di-ganggu dan akan terus di-kawal oleh Kerajaan Negeri itu hingga Kerajaan Negeri itu bersetuju lain daripada itu. Khas-nya:

- i) dasar yang ada sekarang di-Negeri2 Borneo mengenai pemakaian bahasa

INSTITUT AMINUDDIN BAKI

DEWAN MASHARAKAT

Memandang kepada keseluruhan dasar dan tujuan pelajaran kebanyakan negeri2 maka perlu-lah bagi sa-sabua negeri itu mempunyai satu dasar dan sistem pelajaran-nya.

Chita2 kebangsaan tidak akan tercapai sa-lagi ra'ayat di-sabua negara itu tidak di-didek melalui satu saloran dasar pendidikan kebangsaan.

Galam satu2 pergolakan bagi pembangunan bangsa dan negara mesti-lah ada pengorbanan. Tidak ada pengorbanan tidak-lah ada pembinaan. Maka demikian juga dalam pergolakan pembangunan Malaysia. Tidak akan tercapai tujuan akhir pendidikan dan pelajaran Malaysia kalau tidak meminda, membuat, menokok dan menambah akan dasar dan sistem pelajaran yang ada di-tiap2 negeri dalam Persekutuan Malaysia itu dan di-satukan dia menjadi dasar dan sistem pelajaran Malaysia pula.

Di-sini-lah dudok-nya pengorbanan dan dengan chara tolak ansor, memberi dan menerima mas'alah besar itu akan dapat di-atasi.

Dengan hormat-nya di-bentangkan di-bawah ini pendapat dan shor2 bagi di-rimbangkan oleh pihak2 yang berkenaan:

- 1) Bagi hendak menchipta satu bangsa Malaysia - mendapatkan perpaduan dan perhubungan yang erat bagi semua ra'ayat hendak-lah Persekutuan Malaysia mempunyai satu dasar dan sistem pelajaran.
- 2) Di-samakan semua jenis2 mata-pelajaran dan sukatan-nya di-semua sekolah2.
- 3) Di-samakan atoran pepereksaan dan di-jalankan dalam satu masa."

— Ahmad Rahman,
Yang Di-pertua KKGSK.



Inggeris di-gunakan lagi;

- ii) pengetahuan bahasa Melayu tiada boleh di-jadikan satu kelayakan bagi mendapat apa2 peluang pelajaran hingga suatu masa manakala Kerajaan Negeri yang berkenaan memikirkan bahawa kemudahan telah cukup di-adakan untuk mengajar bahasa Melayu di-semua sekolah dalam negeri itu."

Berkenaan dengan bahasa, sa-bagai satu aspek yang rapat sa-kali hubungan-nya dengan pelajaran dan usaha membentok satu rupa bangsa, maka Tanah Melayu, menurut perlombongan-nya, akan menggunakan bahasa Melayu sa-bagai bahasa rasmi dan bahasa kebangsaan yang tunggal mulai tahun 1967, dengan syarat mendapat kelulusan Parlimen. Sedang Singapura tetap menggunakan empat bahasa dengan bahasa Melayu di-di-i'tiraf sa-bagai bahasa kebangsaan, yang pada peraktik-nya sama sahaja dengan bahasa2 yang lain. Dan di-Sabah serta Sarawak pula, "sa-lama 10 tahun sa-lepas Hari Malaysia dan kemudian daripada itu, hingga Dewan Undangan Negeri menentukan lain daripada itu, bahasa Inggeris hendak-lah menjadi satu daripada bahasa2 rasmi dan boleh digunakan dalam Dewan Undangan Negeri itu sama ada bagi maksud Persekutuan atau Negeri, termasuk surat-menyurat dengan Kementerian2 dan Jabatan2 Persekutuan." Dengan lain perkataan bahasa Inggeris tetap menjadi bahasa utama di-negeri2 tersebut.

Kedua2 negeri Sabah dan Sarawak

tetap menempatkan bahasa Inggeris sa-bagai bahasa pengantar utama di-sekolah2 bahkan di-Sarawak kalau-lah tidak di-salahkan oleh kakoh-nya sekolah2 rendah China, maka boleh di-katakan pelajaran di-seluruh negeri itu ada-lah dalam bahasa Inggeris. Di-kedua2 negeri tersebut bahasa Inggeris di-anggap sa-bagai faktor penyatuan ra'ayat, berbedza dengan Tanah Melayu yang menjadikan bahasa kebangsaan sa-bagai faktor penyatuan ra'ayat dan menempatkan bahasa Inggeris sa-bagai bahasa kedua sahaja.

Berhubung dengan sukatan pelajaran pula, sementara Singapura menggunakan satu sukatan pelajaran menerusi berbagai bahasa pengantar, maka di-Sabah dan Sarawak tidak-lah ada sukatan yang sama melainkan bagi Sekolah Rendah di-Sabah dan Sekolah Menengah Rendah di-Sarawak dan Tanah Melayu pula mempunyai sukatan-nya sendiri yang sama bagi semua jenis sekolah.

Maka nyata-lah sekarang, kita sedang mengamalkan empat sistem pelajaran dalam sa-buah negara. Dan untuk menyatukan sistem2 ini kita terpaksa menghadapi banyak mas'alah dan yang terbesar-nya ia-lah mas'alah bahasa. Saya timbulkan mas'alah bahasa kerana pada hemat saya mas'alah2 lain saperti matalamat yang kita tuju, pertadbiran dan so'al mengadakan satu sukatan pelajaran tidak-lah lagi sa-harus-nya menjadi mas'alah kerana kita semua telah bersetuju hendak membentok satu bangsa dan satu negara.

Dalam Persidangan Pelajaran Malaysia Kali 1 yang bersidang di-Lembah

Pantai dari 19 hingga 23 Disember 1963 yang lalu, Bahagian B telah di-tentukan bagi membincang mas'alah "Penyatuan Pelajaran Dan Pendidikan Bagi Negeri Malaysia." Sayang-nya Bahagian B ini telah menggunakan tiga suku dari masa persidangan-nya untuk berso'al jawab dan mendengar penerangan dari wakil2 dan pembuat2 kertas kerja sahaja. Akibat-nya Bahagian ini telah tidak dapat mengemukakan suatu rumusan yang tepat dan lengkap bagi menyelesaikan mas'alah penyatuan pelajaran ini. Sa-balek-nya Bahagian A yang membincangkan "Peranan Pelajaran Dan Pendidikan Dalam Perkembangan Negara Malaysia" telah mengemukakan dua rumusan bagi memecahkan mas'alah tersebut. Sidang ini telah mengemukakan dua rumusan kerana ahli2 sidang-nya tidak dapat membuat kata sa-pakat dalam mas'alah tersebut.

Rumusan I

Memikirkan bahawa di-Malaysia terdiri daripada golongan2 yang mempunyai latar-belakang kebudayaan, pelajaran dan bahasa yang berlainan; Memikirkan bahawa dalam masa yang telah sudah dasar pelajaran tidak di-galakan untuk mencapai tujuan membentok satu bangsa yang bersatu padu;

Dan memikirkan bahawa pelajaran itu boleh menjadi suatu alat yang penting untuk membentok satu rupa bangsa

**SATU SUMBER
INSTITUT AMINUDDIN BAKI**



Aminuddin Baki

“Saya telah membuat penjelasan ringkas ini semua-nya dengan penuh kesedaran bahawa apa yang telah saya katakan dan akan saya katakan, akan menjadikan saya sasaran kritikal ramai kerana telah menjajah bumi yang berbahagia. Tetapi sa-bagai sa-orang juru pendidik yang chuba memandang perkara ini sa-chara objektif, saya berasa tersangat

kecewa dan kluatir bila memandang berlainan-nya jalan yang sekarang di-lalui oleh negeri2 anggota Malaysia dalam usaha membentok negara dan satu rupa bangsa menerusi pelajaran. Sa-bagaimana renchana pengarang. Straits Times bertarikh 16hb. Disember, 1963, telah tepat menyatakan bahawa jalan penyatuan Malaysia ada-lah mula di-bilek2 darjah, Malang-nya dasar pelajaran kita, susunan pelajaran dan isi pelajaran Negeri2 Malaysia ini berlainan hal-nya dan berlainan tujuan-nya. Ini pada hemat saya telah pun menjadi demikian rupa kerana terpaksa-nya di-adakan tawar-menawar dan tolakansor hasil daripada tuntutan2 yang berlebihan2 daripada kaum2 penduduk negara ini dan juga di-sebabkan keadaan sa-masa dasar2 itu di-tentukan dan desakan keadaan ketika itu. Walau pun ada tolak ansor itu, maka malang-nya hari ini masih di-dapati banyak lagi mas'alah2 pelajaran kita belum selesai dengan sa-baik2-nya. Bahkan bertambah hari so'al dan mas'alah pelajaran bertambah menjadi perkara perbalahan umum dan menjadi pertarohan siasah dan penentuan beberapa pilihan raya.

Berapa lama-kah lagi kita mesti membiarkan pendidekan keturunan yang akan datang itu terus tidak tetap, terus bertukar dari sa-masa ke-samasa hasil daripada kekuatan dan tekanan sa-suatu golongan dan tidak berasaskan kepada kebenaran, penyesuaian dan pemikiran yang objektif? Sa-bagai sa-orang juru pendidik saya memandang negeri keadaan

yang tidak selesai ini.

Saya hanya berharap kepada semua golongan? dalam negeri ini sama ada golongan perkauman, siasah atau kebudayaan supaya mengadakan gencatan perang mulut dalam so'al pelajaran dan menjadikan segala mas'alah berhubung dengan pendidekan ra'ayat masa depan ini sa-bagai perkara suci dan di-jauhkan daripada perbalahan sa-hari2 sa-bagaimana yang ada hari ini. Sa-bagai ganti hendak-lah di-adakan satu kajian yang objektif berhubung dengan ranchangan dan susunan pelajaran yang sesuai dengan berlatar belakangkan dasar: (a) pembinaan masyarakat dan iktisad kita sa-bagai suatu bangsa, (b) penyatuan masyarakat kita yang berbilang bangsa dan membentok satu keperibadian Malaysia, ketetapan setia dan perasaan tonggong-jorab kepada-nya, (c) penglaksanaan bahasa Melayu sa-bagai bahasa kebangsaan; (d) pemupukan kebudayaan dan bahasa ra'ayat yang berbilang bangsa dalam negeri ini.

Bila kajian tersebut telah selesai di-huat, maka pada hemat saya semua golongan yang bertentangan pada hari ini harus-lah menjadikan dan memandang-nya sa-bagai ranchangan dan susunan pelajaran kebangsaan kita untuk di-laksanakan dengan tidak di-kechualikan di-seluruh wilayah Malaysia ini.”

-Aminuddin Baki,

Ketua Penasihat Pelajaran.

Maka Sidang Bahagian A berpendapat bahawa dasar pelajaran Malaysia hendak-lah di-susun sa-bagitu rupa untuk menjadi asas yang kukuh bagi membentok satu rupa bangsa Malaysia yang bersatu padu yang tidak berbelah bagi ta'at setia-nya;

Dasar pelajaran ini hendak-lah di-salurkan melalui:

- (a) Pembentokan satu sistem pelajaran yang sama bagi seluruh negara Malaysia;
- (b) Penggunaan bahasa kebangsaan sa-bagai bahasa pengantar dengan syarat bahasa2 lain di-galakkan dan
- (c) Isi dan sukatan pelajaran yang sama, sesuai dengan kehendak2 masyarakat di-Malaysia.

Rumusan II

Memikirkan bahawa pelajaran ada-

lah satu faktor yang penting untuk membangunkan satu masyarakat yang bersatu di-Malaysia;

Memikirkan bahawa semangat perpaduan bangsa dapat di-kembangkan melalui isi dan sukatan pelajaran yang sama, tanpa menggunakan bahasa pengantar yang sama;

Maka Sidang ini mengusulkan supaya:

- (a) Isi dan sukatan pelajaran yang sama hendak-lah di-susun bagi semua sekolah2 di-Malaysia;
- (b) Sekolah2 yang menggunakan berbagai jenis bahasa pengantar hendak-lah di-benarkan berkembang di-Malaysia;
- (c) Bahasa kebangsaan hendak-lah di-ajar sa-bagai bahasa yang wajib dalam semua jenis sekolah di-Malaysia.

Berbagai2 Bahasa

Kedua2 usul ini telah menjadi perbincangan yang agak hebat dalam Sidang Penoh. Sa-bahagian besar wakil2 dari Tanah Melayu chuba mempertahankan Rumusan I sedang wakil2 dari Singapura dan Sabah serta Sarawak lebih bersetuju dengan Rumusan II dan beberapa orang dari wakil2 dari ketiga2 wilayah itu telah mengemukakan beberapa pindaan dan tambahan berhubung dengan para (b) dan (c) dalam Rumusan II itu. Pada umum-nya pindaan2 dan tambahan2 itu hendak menegaskan bahawa persetujuan para (b) itu ia-lah “untuk sementara waktu” dan pada para (c) di-tegaskan “usaha bagi mengembangkan pemakaian bahasa kebangsaan di-jalankan dengan lebih giat lagi di-ketiga2 wilayah tersebut.”

Tetapi sa-telah di-undi, suara terbanyak telah menyokong Rumusan I dan suara terbanyak itu ia-lah suara2 dari perwakilan badan2 di-Tanah Melayu.



Pengerusi Persidangan Pelajaran Malaysia, Tuan Syed Nasir bin Ismail tersenyum penuh harapan sabagai pernyataan hasrat seluroh guru2 menyampaikan rumusan2 persidangan tersebut kepada Timbalan Perdana Menteri, Tun Abd. Razak, yang menyambut-nya dengan rasa gembira.

Sa-benar-nya kalau kita teliti kedua2 Rumusan ini, pertentangan yang timbul hanya-lah tentang so'al bahasa sahaja. Singapura ingin terus mempertahankan dasar penggunaan berbagai2 bahasa-nya, sedang Sabah dan Sarawak mempertahankan dasar menggunakan bahasa Inggeris di-samping penggunaan bahasa China dan lain2 bahasa bumiputera.

Rumusan I itu tentu akan mendapat persetujuan yang lebih ramai, kalau pun tidak sa-bulat suara, kira-nya pada para (b)-nya di-tegaskan, "bagi Singapura, Sabah dan Sarawak penukaran menjadikan bahasa kebangsaan sa-bagai bahasa pengantar itu di-jalankan sa-chara beransor2 dengan mengambil masa sa-lama 10 tahun dari tarikh penubuhan Malaysia" sesuai dengan apa yang termaktub dalam Penyata Jawatan-kuasa Antara Kerajaan Berkenaan Dengan Malaysia, Cheraian 28 berhubung dengan Bahasa Kebangsaan.

Akan tetapi keputusan ini pun tidak-lah akan memberikan apa2 erti atau pertolongan kepada chita2 hendak mengadakan satu sistem pelajaran itu, sa-kira-nya wakil2 yang duduk dalam Dewan Negeri Singapura, Sabah dan Sarawak tidak dapat menerima usul2 tersebut, kerana Singapura mempunyai kuasa otonomi dan Dewan2 Negeri Sabah dan Sarawak mempunyai kuasa menentukan keputusan sendiri. Jadi sekarang, wakil2 yang menduduki Dewan2 Negeri yang tersebut itu-lah yang perlu menimbang sa-mula so'al ini dan membuat suatu keputusan yang tegas sesuai dengan kehendak2 kebangsaan dan perorangan per-

bahan yang sedang berjalan bagitu pesat dalam berbagai lapangan penghidupan di-negeri ini.

Perlu Di-fikirkan

Suatu lagi mas'alah yang perlu di-fikirkan ia-lah masa sa-lama 10 tahun yang di-untukkan bagi wilayah2 itu membuat penentuan tentang so'al penggunaan bahasa kebangsaan. Di-tilek dari segi perubahan2 yang sedang kita hadapi sekarang ini, nyata-lah tempoh 10 tahun itu agak terlalu lama. Tanah Melayu menentukan tempoh sa-lama 10 tahun kerana pada waktu itu keadaan bahasa Melayu terlalu jauh ketinggalan dan masa 10 tahun itu di-untukkan bagi memaju dan memperleengkap serta meluaskan pemakaian bahasa itu. Maka sekarang usaha melengkapkan bahasa itu sudah jauh maju ka-hadapan dan mas'alah kekurangan bahasa serta kekurangan buku2 dalam bahasa kebangsaan sedang di-atasi dengan bersungguh2. Buku2 Melayu dalam berbagai mata pelajaran sedang bertambah dengan pesat. Tentang mas'alah guru, sungguh pun di-Tanah Melayu sendiri maseh belum cukup memuaskan, tetapi jika usaha melateh guru2 bahasa di-lipat gandakan dan Maktab Perguruan Bahasa itu di-tumpukan sa-mata2 untuk melateh guru2 bahasa sahaja, seperti tujuan-nya yang asal, maka mas'alah ini akan dapat di-atasi dengan masa yang pendek sahaja. Dari itu ada kemungkinan masa yang 10 tahun itu dapat di-percepatkan.

Bagi Singapura khusus-nya, perlu-lah menaibangkan sa-mula, apa-kah ia sudah menaibaki Malaysia, dasar peng-

gunaan berbagai bahasa itu perlu diteruskan. Kerana keputusan menerima bahasa Melayu sa-bagai bahasa kebangsaan itu tidak-lah bererti kira-nya keadaan seperti yang berjalan sekarang ini maseh di-teruskan juga. Rasa-nya tujuan hendak membentok satu bangsa Malaysia seperti yang kita chita2kan itu tidak-lah akan tercapai kira-nya anak2 kita maseh di-didek di-bawah empat jenis bumbong sekolah yang berbedza jiwa-nya walau pun sukatan pelajaran-nya sama.

Sabah dan Sarawak hendak-nya tidak-lah akan menggunakan kuasa yang ada pada Dewan Undangan Negeri itu untuk kepentingan wilayah masing2 sahaja, kerana kita sekarang telah terkongkong dalam suatu negara yang lebih besar. Sunggoh pun dengan menerima satu sistem pelajaran kebangsaan yang baharu itu Sabah dan Sarawak, juga Singapura terpaksa menemui beberapa kesulitan, namun untuk meneruskan chita perjuangan kebangsaan di-bawah satu bendera, kemungkinan2 itu wajib-lah kita hadapi bersama. Sa-bagaimana di-Tanah Melayu, maka demikian pula-lah di-wilayah2 yang lain bahasa dan kebudayaan bumiputera, China dan India tetap terpelihara.

Oleh yang demikian, suatu tindakan, bagi mengkaji dan menyusun sa-mula suatu dasar dan sistem pelajaran bagi seluroh Malaysia hendak-lah di-laksanakan sa-chepat mungkin. Untuk menibolehkan usaha mengkaji dan menyusun sa-mula itu di-jalankan dengan chara yang objektif, maka panduan2 yang tegas, berdasarkan tujuan2 pendidekan yang sesuai dengan perlembagaan negara dan demi untuk kepentingan kebangsaan, perlu-lah di-tentukan, juga sa-chara objektif. Dan dalam masa menyusun suatu dasar dan sistem kebangsaan yang baharu itu sistem pelajaran yang di-pakai di-Tanah Melayu sekarang ini amat-lah sesuai di-jadikan sa-bagai dasar-nya, bahkan jika persetujuan dalam so'al2 pokok-nya telah di-chapai, beberapa tambahan sahaja kepada Penyata Pelajaran Tanah Melayu itu sudah cukup untuk menarohi kehendak2 kebangsaan kita.