

**TEKS UCAPAN KETUA PENASIHAT
PELAJARAN ALLAHYARHAM
AMINUDDIN BAKI**

**TENTANG PENDIDIKAN
KOMPREHENSIF**

**PADA
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Text of a talk by Anche

Aminuddin bin Baki, Chief Education Adviser on
Comprehensive Education recorded on 11th December,
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1964.

Last Friday the Hon'ble the Minister for Education in his talk inaugurating the Comprehensive Education Week has briefly indicated to you the objectives and intentions of the reorganization in our Lower Secondary School system through Comprehensive education. He referred to the Government's intention of providing nine years of education to every child, the need to provide equal educational opportunity and the intention of gearing education to meet the growing manpower requirements of our expanding industries and economy as being the chief objectives of the reform to be made effective as from January, 1965.

Tonight I would like to explain in details the form and character of education together with the structure and system envisaged under this reform. We have this year discontinued the Malayan Secondary Schools Entrance Examination which, for the last few years since 1957, formed an essential selection examination for those pupils wishing to continue their education to secondary level. Instead all the pupils in Std. VI, this year onwards, will in January, 1965, and thereafter be given places in Form I or Remove Classes and the opportunity to pursue education for three years leading up to Form III. During their Lower Secondary education years they will not be channelised into a tripartite system of education - academic, rural extension, or continuation school education - as hitherto but they will be given an integrated form of education, unified and comprehensive, general and prevocational in character. The idea being that during the lower secondary comprehensive education of three years, the child will be helped to identify his own latent aptitude and ability, talent and skill, and the education during these years will be geared to enable the child to develop these skills and aptitudes. In this manner every child, whether he is one good with his head or one good with his hands, will have the opportunity and chance to develop his potentialities. This, it will be noted

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is a contrast to our system hitherto practised where during the pre-Merdeka days education catered only for those few with high scholastic ability while our national system since Merdeka until now has not fully provided such an opportunity since selecting the pupils at an early age of 12+ for an academic or non-academic secondary education has made the present system inflexible.

How is this education to promote all types and all degrees of ability to be provided so one might wish to know! During the comprehensive education years all the children will have to study school subjects of broadly two types namely the core subjects, those which every child must learn, and the elective subjects which they must do one or more but would have a list to choose from. Amongst the core subjects are Bahasa Kebangsaan, English, Chinese or Tamil, History, Geography or Social Studies, Civics, Science, Mathematics, Arts and Crafts or Music, Health Education and Physical Education. Amongst the electives are Industrial Arts, (Wood-work, Metal-work, General Drafting, Basic Electricity, and Elementary Power Mechanic), Home Science, Agricultural Science and General Business Practice (for Form III only).

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Through a system of educational guidance and counselling, maintenance of cumulative record cards showing a child's scholastic progress and his physical, social and intellectual development - right from the time he first enters school, he would be assisted and advised to choose and do subjects which best meet his ability and capability, his educational and vocational goals. Thus it is envisaged that by the end of Form III or the ninth year of schooling (six years primary and three years lower secondary schooling) a child will have been equipped to sit for the Lower Certificate of Education in the subjects appropriate with his aptitude and ability. An academically able pupil for example will have sat for Science II and Mathematics II - higher level papers - in addition to a number of essential basic subjects as Bahasa Kebangsaan, English, Chinese or Tamil, Geography, Science I, Mathematics I, etc. While on the other hand a child non-academically inclined will have done the essential basic

subjects but instead of higher level Science II and Mathematics II papers probably would choose instead Agricultural Science, General Business Practice, Home Science or Industrial Arts or a combination of these.

Here I must emphasize a point and that is although the elective subjects have a practical bias it is NOT the intention, I repeat not the intention, to equip the pupils for a vocation at this comprehensive lower secondary level. These subjects are taught merely to help a child to identify his ability and aptitude, to serve as a medium of finding out his potentialities. They are taught in the best interest of educating the individual child as an individual with his own peculiar intellectual capacity, talents and skills for which God has created us to possess not equally and not alike. It is the belief and conviction that no child is uneducable and each child has the right to be given education to develop his full capacity. For this reason the education that best meet the need of your children is one that will provide the chance for the development of their potentialities to an optimum, the maximum opportunities for the development of their varied skills and capacities, and accordingly to develop these. Comprehensive education at the lower secondary level has such a purpose.

Only when a child's aptitude and ability has been identified and developed will he be given an education for a vocation and education for a livelihood. Under the proposed reform such an education will be given at the post-comprehensive education level after nine years of lower secondary with a modified Lower Certificate of Education as the basis of selection. Your children will be given the opportunity to proceed to upper secondary schools - vocational and academic - where the curriculum will be differentiated providing education in the Arts, the Sciences and technical subjects to those pupils with high academic ability and in the different trades - industrial, agricultural, commercial etc. to the less academically able.

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Every lower secondary school leaver will thereby have a chance to be educated and trained for a vocation. Those proceeding to the upper secondary vocational schools will after two or three years of training

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pass out as craftsmen, agriculturists, shopkeepers, etc. while those who have completed their Malaysia Certificate of Education at the end of their upper secondary academic schooling will have the opportunity for training in colleges and institutes to be technicians, junior executives, teachers, nurses, agricultural extension workers, etc. or proceed for pre-University and thereafter to University education in preparation for the different professions. In this manner the reorganization at the upper secondary school level together with the study at present conducted by the Higher Education Planning Committee of the Ministry will not only provide every child with the education and training that best meet his ability and aptitude but will also provide the nation with the manpower requirements for her industrial and economic development and reconstruction, at all three levels of technical efficiency that of the craftsmen's, the technicians' and the professional.

To summarise, the reform of our secondary education which will be effective as from next year, will help to achieve the following objectives for the nation: (a) raising the standard of general education of the people, (b) investing in educable talents and fully developing the real National wealth and assets which undeniably are to be found in each of the growing mind and bodies of our children, (c) supplying the manpower requirements for the rapidly evolving economy of Malaysia. For our children (a) nine years of general education for every one of them up to the age of 15+; (b) equal educational opportunity for them whether they are academically able or otherwise; (c) providing them with the training for a vocation - education for a livelihood - that best meet their abilities and aptitudes and thereby preparing each for life as a full-fledged member of society.

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The task of implementing this reform is not going to be easy. Quantitatively, it is the problem of providing school places for an additional 110,000 children every year for the next three years and normal increase in enrolment thereafter. It means also providing an

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additional 4,300 teachers every year for the next three years. All these mean money to build classrooms, for the training of teachers and no less the recurrent costs of running the schools. The Government however has always regarded education as a priority and in the present case despite the threat we are facing from without, financial provision to implement the scheme with effect next year has been estimated for and is currently under debate in Parliament. In fact with the provision specially set aside this year building programmes and teacher training salaries have been launched initially.

Qualitatively, there is the problem of maintaining standard of education, introducing smoothly the different subjects academic or practical, and the need to carefully introduce the courses of study, to reassess these from time to time, to effectively introduce the guidance and counselling scheme and as the basis of all these the training of teachers.

If I may elaborate a little these teachers will be given a 2-year training either in colleges on full-time basis or in Regional Training Centres on a part-time basis. For those undergoing part-time training, they will be attached to schools both to learn and to teach. They will teach for half of the weekly teaching periods and they will learn to be teachers by observing their trained and experienced colleagues and by self-study for the remaining half of the time. In addition they will be given week-end training in Regional Training Centres throughout a school term and an extended and intensive training during the school vacation. In this manner it is hoped to give such trainees, a training not inferior to any given at a full-time training college.

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Being one of those entrusted with the task of implementing this reform I will only be cheating myself if I were not to admit to you the magnitude of such a task. But with understanding and co-operation from you the parents in particular and the willing of the teachers and educational

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Being one of those entrusted with the task of implementing this reform I will only be cheating myself if I were not to admit to you the magnitude of such a task. But with understanding and co-operation from you parents in particular and God willing we the teachers and educational administrators so entrusted by you have every confidence of carrying out this scheme through a scheme which I personally believe is a promise for our future in developing our beloved country and nation through education.

Kuala Lumpur,
12th. December, 1964.