



REPORT OF
THE EDUCATION REVIEW
COMMITTEE
1960

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

1960

Price: \$2

MEMBERS OF THE COMMITTEE

1. The Hon'ble the Minister of Education, Enche' Abdul Rahman bin Haji Talib (*Chairman*),
2. The Hon'ble Tun Leong Yew Koh, S.M.N. (Minister of Justice),
3. The Hon'ble Enche' Mohd. Khir Johari (Minister of Commerce and Industry),
4. The Hon'ble Dato' Wong Pow Nee, P.M.N. (Chief Minister, Penang),
5. The Hon'ble the Assistant Minister of Education, Capt. Abdul Hamid Khan bin Haji Sakhawat Ali Khan, J.M.N., J.P.,
6. The Hon'ble Enche' V. Manickavasagam, J.M.N. (Assistant Minister of Labour),
7. The Hon'ble Enche' Koh Kim Leng, M.P.,
8. The Hon'ble Enche' Mohd. Dahari bin Haji Mohd. Ali, M.P.,
9. The Hon'ble Enche' Abdul Ghani bin Ishak, A.M.N., M.P.

The Committee appointed five Consultative Committees listed in Appendix 1. The Chairmen of these Committees (Enche' T. Eames Hughes, Chairman of the Administration, and of the Finance and General Consultative Committees; Enche' D. H. Christie, Chief Education Adviser, Chairman of the Professional Consultative Committee; Enche' Abdullah bin Sahat, Deputy Secretary to the Ministry, Chairman of the Consultative Committee on Islamic Religious Instruction and Enche' K. Arianayagam, Director of Teacher Training, Chairman of the Supply and Training of Teachers Consultative Committee) attended meetings of the Committee in an advisory capacity. The Secretary of the Committee was Enche' G. M. T. Osborn. D.S.O., D.S.C. Co-ordination of the work of the Consultative Committees and servicing, research and drafting work for the Review Committee were the responsibility of Enche' T. Eames Hughes, Permanent Secretary to the Ministry of Education.

The Chairman and the Committee record their appreciation of the work done by these Officers, by the Rapporteurs and members of the Consultative Committees, and by the staff of the Ministry of Education.

They also wish to thank Dr. A. Oppenheim, Vice-Chancellor of the University of Malaya, for the help he gave to the Finance and General Consultative Committee.

CONTENTS

Chapter	Paragraphs	Pages
MEMBERS OF THE COMMITTEE	—	ii
CONTENTS	—	iii
APPENDICES	—	ix
 I PROCEDURE—		
Constitution and Terms of Reference ...	1	1
Consultative Committees	2-3	1
Meetings held:		
Of the Review Committee	4	1
Of the Consultative Committees ...	5	1
Representations received	6-8	2
Official papers	9	2
 II IMPLEMENTATION SO FAR OF THE EDUCATION POLICY RECOMMENDED IN THE 1956 REPORT—		
Introductory	10-11	2
Main objective of the 1956 Policy ...	12-16	2-3
Requirements of a policy “acceptable to the people as a whole”	17-20	3
A place in a school for every child ...	21	4
The “ultimate objective”	22	4
Progress towards the “ultimate objective”	23-30	4-5
Summary of specific 1956 Recommendations:		
Ministry of Education	31	5
Local Education Authorities	32	5
The Inspectorate	33	6
The Teaching Profession	34	6
Boards of Managers/Governors ...	35	6
The Schools	36	7
Conversion of Primary Schools to Standard/Standard Type Schools ...	37	7
Malay and English Compulsory Subjects	38	8
National-type secondary schools ...	39	8
Lower Certificate of Education and Federation of Malaya Certificate of Education	40	8
Post-Secondary and Further Education	41	9
Technical Education	42	9
Sizes of schools and classes and the problem of over-aged children ...	43	10
Training of teachers	44	11
Common-content syllabuses and time- tables	45	11
... ..	46	12

Chapter		Paragraphs	Pages
X	THE FUTURE OF TEACHERS FROM PARTIALLY-ASSISTED SECONDARY SCHOOLS—		
	Safeguarding the livelihood of teachers ...	189-191	33-34
	How these teachers can continue to serve	192-194	34
	Teachers eligible	195	34
	Teacher Training	196	35
XI	LOCAL EDUCATION AUTHORITIES—		
	1956 Recommendations	197-198	35
	Implementation of the 1956 Recommendations	199-200	35
	Reasons for establishing Local Education Authorities	201	35
	Present position of Local Education Authorities	202-203	35-36
	Results so far	204-211	36
	Alternative to Local Education Authorities	212-217	36-37
	Recommendations	218-219	37
XII	BOARDS OF MANAGERS/GOVERNORS—		
	Present powers of Boards—General ...	220-221	38
	Powers of appointment	222	38
	Suspension and dismissal of Teachers ...	223-225	38
	Advantages of Boards	226-229	39
	Proposed functions of Boards	230	39
	A National Service Commission for Teachers	231-237	39-40
	Recommendations	238	40
XIII	NATIONAL AND STATE EDUCATION ADVISORY BOARDS—		
	Introduction	239	41
	The present Board of Education	240-242	41
	Proposed functions of the National Education Advisory Board	243	41
	Proposed functions of State Advisory Boards	244	41
	Recommendations	245	42
XIV	TECHNICAL EDUCATION—		
	1956 Recommendations	246	42
	Higher technical education	247	42
	Secondary Technical Education	248-253	42-43
	Secondary education in Sekolah ² Lanjutan Kampung	254-256	43

Teachers for primary schools	...	...	259-261	44
Teachers for post-primary schools	...	...	262-266	44-45
Teachers for secondary (academic) schools			267	45
Teachers of Technical Subjects	...	...	268-270	45
Graduate Teachers and Lecturers for Training Colleges	...	...	271-273	46
Teachers of the National Language and				

Chapter		Paragraphs	Pages
XX	OTHER MATTERS CONSIDERED BY THE COMMITTEE—		
	Nomenclature	344-347	55
	Equal pay for women teachers	348	55
	Age limits in schools	349-353	55-56
	Education in English	354-359	56
	Commercial education	360-362	56-57
	A School of Arts	363	57
	Moral Education	364-367	57
	The teaching of "Civics"	368	57
	New Legislation	369	58
	Implementation	370	58
XXI	SUMMARY AND CONCLUSION	371-377	58-60

Chapter	Paragraphs	P
The National Language	47	
New Legislation	48	
Implementation of Section 49 of the Ordinance	49-52	
Dewan Bahasa dan Pustaka	53-54	
Board of Education	55	
Expansion 1955-1960	56	
Conclusion	57-61	
 III OUTLINE OF RECOMMENDED FUTURE DEVELOPMENT—		
Present policy generally sound	62	
Chief developments proposed	63	
Features of the present policy to be re- tained:	64	
The control of Education policy	65	
The Schools	66	
Secondary Schools	67	
Primary Schools	68	
Boards of Managers and Governors	69	
Common-content syllabuses and time- tables	70	
Malay and English Compulsory	71	
Public Examinations	72	
Post Secondary Education	73	
Further Education	74	
Sizes of schools and classes	75-76	
Over-aged Children	77-78	
The Teaching Profession	79	
Recommended changes from present policy:		
Local Education Authorities	80	
The Inspectorate	81	
Other necessary developments:		
Technical Education	82	
Teacher Training	83	
Muslim Religious Instruction	84	
 IV RAISING THE SCHOOL LEAVING AGE AND THE NEW STRUCTURE OF THE EDUCATIONAL SYSTEM—		
Present structure	85	
Chief defect of the present system	86-88	
Proposed Remedy	89-90	
The new post-primary schools	91-103	20.
Sekolah ² Lanjutan Kampong	104-106	21.
Other secondary schools	107	
General Considerations	108-112	

APPENDICES

No. 1. The Consultative Committees—List of Committees and Members.

No. 2. Financial Tables Nos. 1 to 16:

Table No. 1—Population Projections.

.. .. 2—Summary of Estimated Recurrent Costs 1962-1982.

.. .. 3—Summary of Estimated Capital Costs 1961-1982.

.. .. 4—Estimated Recurrent Costs of Primary Education 1962-1982.

.. .. 5—Estimated Recurrent Costs of Post-Primary Education 1962-1982.

.. .. 6—Estimated Recurrent Costs of Secondary Education 1962-1982.

.. .. 7—Estimated Superannuation Contributions 1962-1982.

.. .. 8—Estimated Recurrent Costs of Muslim Religious Instruction in Schools 1961-1982.

.. .. 9—Estimated Recurrent Costs of Teacher Training 1962-1982.

.. .. 10—Estimated Capital Costs of Teacher Training 1961-1982.

.. .. 11—Estimated Recurrent Costs of Administration 1962-1982.

.. .. 12—Estimated School Fees 1962-1982.

.. .. 13—Estimated Capital Costs for Primary, Post-Primary and Secondary Schools 1961-1982.

.. .. 14—Estimated Recurrent Costs of the Inspectorate 1962-1982.

.. .. 15—Estimated Recurrent Costs of Further Education 1962-1982.

.. .. 16—Estimated total enrolments 1962-1982.

No. 3. Diagram of Proposed Educational Structure.

No. 4. Proposed Teacher Training Arrangements:

Table No. 17—Primary Teacher Training Institutions.

.. .. 18—Teachers for Primary Schools.

.. .. 19—Teachers for Secondary Academic Schools.

.. .. 20—Teachers for Post-Primary Schools.

.. .. 21—Technical Teacher Training College.

.. .. 22—Summary in graph form of Tables 17-21.

.. .. 23—Summary of Teacher Training Proposals.

- No. 5. Recommended Age Limits in Primary Schools.
- No. 6. Recommended Age Limits in Secondary Schools.
- No. 7. Arrangements for Courses leading to Public Examinations in Assisted Chinese Secondary Schools as from 1961.
- No. 8. List of Current Education Legislation.
- No. 9. List of Representations received from Political Parties, Associations of Teachers and Others, and Members of the Public.
- No. 10. List of Papers submitted to the Committee by the Consultative Committees and the Ministry of Education.

REPORT OF THE EDUCATION REVIEW COMMITTEE, 1960

CHAPTER I PROCEDURE

Constitution and Terms of Reference

We were appointed by the Government of the Federation of Malaya in February, 1960, with the following terms of reference:

“To review the Education Policy set out in Federal Legislative Council Paper No. 21 of 1956 (the Report of the Education Committee, 1956) which was approved in principle by resolution of the Federal Legislative Council on the 16th of May, 1956, and in particular its implementation so far and for the future; to consider the national and financial implications of this policy including the introduction of free primary education; and to make recommendations.”

Consultative Committees

2. The Government authorised the Minister of Education, Chairman of the Committee, to appoint, after consultation with the Committee, Consultative Committees to whom the Committee could refer specific issues for investigation and report. Five Consultative Committees were appointed:

The Professional Consultative Committee.

The Finance and General Consultative Committee.

The Administration Consultative Committee.

The Supply and Training of Teachers Consultative Committee.

The Consultative Committee on Islamic Religious Instruction.

3. The composition of these Consultative Committees is shown in Appendix No. 1.

Meetings held

4. Meetings of the Review Committee were held as follows:

First Meeting	...	March the 17th
Second Meeting	...	March the 31st
Third Meeting	...	May the 5th
Fourth Meeting	...	May the 19th
Fifth Meeting	...	June the 2nd
Sixth Meeting	...	June the 16th and 17th
Seventh Meeting	...	June the 30th, 1960

5. The Consultative Committees held meetings as follows:

Professional	...	13th April; 22nd April; 27th April, 1960
Finance and General	...	9th April; 21st April; 28th April; 7th June, 1960

Administration ...	12th April; 23rd April, 1960
Supply and Training of Teachers	11th April; 14th April; 26th April, 1960
Religious Instruction ...	1st March; 23rd and 24th March; 14th April; 29th and 30th April, 1960

Representations Received

6. The Committee invited representations from the public and in particular from recognised bodies of teachers or others engaged in the administration of education. 126 such memoranda, listed in Appendix No. 9 were received, and copies of each one were circulated to all members.

7. The Committee decided that it was impracticable to examine each individual memorandum in detail at its meetings. In order to ensure that each memorandum received proper consideration and that all important points were eventually brought to its notice, the Committee agreed that each member would draw attention to any particular points in any memorandum which he considered should receive further examination. The Secretary would then arrange for the appropriate Consultative Committee to report on these matters or place them directly on the Agenda for a subsequent meeting. In addition the Committee directed the Secretary to analyse the memoranda and to ensure that every important policy representation received consideration by the Committee either directly or after examination and report by the appropriate Consultative Committee.

8. By these methods we are satisfied that all memoranda submitted have received due study and attention from the Committee. We wish to express our gratitude to all those who wrote to us and so greatly assisted our deliberations.

Official Papers

9. At our request the Ministry of Education submitted a number of papers for our consideration. These are listed in Appendix No. 10, together with the reports of the Consultative Committees.

CHAPTER II

IMPLEMENTATION SO FAR OF THE EDUCATION POLICY RECOMMENDED IN THE 1956 REPORT

10. We are required by our terms of reference to consider the implementation so far of the education policy recommended in the Report of the Education Committee, 1956 (Federal Legislative Council Paper No. 21 of 1956) which was approved in principle by resolution of the Federal Legislative Council on the 16th of May, 1956.

11. In order to comply with this part of our terms of reference we have examined carefully both the objectives of the 1956 policy and the action since taken to pursue them, as well as the measures taken to implement specific recommendations. The results of our investigations are recorded in this Chapter.

Main objective of the 1956 policy

12. The main objective of the 1956 Report, indicated in the terms of reference, was to establish "a national system of education acceptable to

~~the people of the Federation as a whole which will satisfy their needs and~~

promote their cultural, social, economic and political development as a nation, having regard to the intention to make Malay the National Language of the country, whilst preserving and sustaining the growth of the language and culture of other communities living in the country". This is stated to be the educational policy of the Federation in substantially the same words in Section 3 of the Education Ordinance, 1957.

13. In our view the 1956 Committee succeeded in recommending an educational policy which was national in its scope and purpose, while at the same time preserving and sustaining the various cultures of the country.

14. Primary education in each of the four main languages of the country is provided in the language-medium of the parent's choice in primary schools receiving full assistance. Full assistance means that the entire cost of these schools is met from public funds. Faith is thus kept with the promise to preserve and sustain the four main languages and cultures of Malaya.

15. At the same time, as recommended in 1956, common syllabuses and timetables have been promulgated for use in all schools including these primary schools so that whatever language is used, all pupils learn the same things in the same way with the object of fostering a national Malayan outlook.

16. In these ways, the desires of Malaya's main racial groups are reconciled with the needs of the Malayan nation, in primary schools attended by all the nation's children.

Requirements of a policy "acceptable to the people as a whole"

17. The 1956 Report (paragraph 186) expressed the belief that "an education policy 'acceptable to the people as a whole' must provide for at least two things: it must satisfy the legitimate aspirations of each of the major cultural groups who have made their home in Malaya and it must offer the prospect of a place in a school for every child born in this country"

of languages and cultures other than Malay and English in fully-assisted secondary schools, goes as far as is reasonably possible for a national Malayan system to go in satisfying the needs of our various peoples.

A place in a school for every child

21. The second essential singled out in the 1956 Report was that an education policy acceptable to the people as a whole must offer the prospect of a place in a school for every child born in this country. We are proud to record that, as from 1958, this objective has been achieved in our country. Every child in the school year immediately following his sixth birthday can now find a place in the primary school of his parents' choice.

The "ultimate objective"

22. The 1956 Report declared that "The ultimate objective of educational policy in this country must be to bring together the children of all races under a national educational system in which the national language is the main medium of instruction, though we recognise that progress towards this goal cannot be rushed and must be gradual".

Progress towards the "ultimate objective"

23. We have investigated carefully what progress has been made towards this ultimate objective. The Education Ordinance, 1957, in Section 5 laid upon the Minister of Education the duty of securing the progressive development of educational institutions where the national language is the medium of instruction.

24. We find that progress since 1957 has been chiefly at secondary level where 135 classes using Malay only for 4,953 pupils have now been established. These classes are attached mainly to existing English medium secondary schools, thus following the recommendation quoted in paragraph 22 of bringing together for education the children of all races.

25. Some of the pupils in the newly established Malay secondary classes will take the Lower Certificate of Education in Malay this year. The Federation of Malaya Certificate of Education will be set in Malay in 1962, as soon as the pupils in the Malay medium secondary classes, first established in 1958, reach this level.

26. We understand that the Government has asked the University of Malaya to consider the feasibility of introducing the Malay medium into University courses with the ultimate aim of evolving a bilingual University in Kuala Lumpur.

27. As regards the conversion of Government Malay primary schools into Standard or National schools, effort has necessarily been concentrated during the first three years on producing teachers appropriately trained for this. The first training course, which takes three years, could only be completed by the end of 1959. The process of converting these schools as recommended in the 1956 Report could not therefore start before 1960. Two out of every three of the primary teachers trained under the new training arrangements are now being posted to these schools, in accordance with paragraph 57 of the 1956 Report.

28. We agree that it is realistic in seeking to promote the use of the National Language as the main medium in the educational system to accord first priority to the improvement of standards in existing Malay primary schools, namely to converting such schools to standard schools as defined in the 1956 Report. Nearly half of all primary pupils are in Malay-medium

schools and it is clearly in the interest of these schools and of their pupils to improve teaching standards in them and so to facilitate the passage of pupils educated at primary level in Malay to secondary and higher education. This process will eventually make possible the development of educational institutions at all levels wherein the national language is a medium of instruction.

29. We have been informed that there is a heavy demand for trained teachers of the National Language in non-Malay schools, which is now a compulsory subject from the beginning of the course in all schools and a vital feature of the national system.

30. In view of these requirements, to which we agree that priority is rightly being accorded, and taking into account the limitations of the rate at which teachers can be adequately trained, we note that it has not yet been possible to provide appropriately trained teachers to start converting former Government primary schools into Standard, or National, schools. We understand that the Minister of Education intends as from 1961 to introduce Malay medium streams into these schools as and when suitable teachers become available and we recommend that this should be done gradually.

Summary of specific 1956 Recommendations

31. As we are bound by our terms of reference to examine the implementation so far of the 1956 education policy, we now examine one by one the main recommendations of the 1956 Report as summarised in paragraph 183 of that Report. In the following paragraphs the summarised 1956 recommendation is stated at the head of the paragraph and the rest of the paragraph states briefly what has since been done to carry out the recommendation.

Ministry of Education

Recommendation (a): *Education policy in general to be directed by the Minister, who will also be responsible for secondary education, teacher training and other matters.*

32. (a) Under the Constitution of the Federation of Malaya, Articles 74 and 80, legislative and executive authority for education now rests wholly with the Government of the Federation. Under the Federation of Malaya Agreement, 1948, such authority rested with State and Settlement Governments except in matters of policy common to any two or more of the States and Settlements.

(b) The Education policy of the Federation is defined in Section 3 of the Education Ordinance, 1957, as follows:

“The educational policy of the Federation is to establish a national system of education acceptable to the people as a whole which will satisfy their needs and promote their cultural, social, economic and political development as a nation, with the intention of making the Malay language the national language of the country whilst preserving and sustaining the growth of the language and culture of peoples other than Malays living in the country.”

(c) Under Section 5 of the Ordinance it is the duty of the Minister to secure the effective execution of the Education policy of the Federation.

(d) Under the direction of the Minister, the Ministry is directly responsible for secondary education, post-secondary education, technical education (other than trade schools), the training of teachers and the conduct of examinations as well as for the control and payment of grants to Local Education Authorities.

Local Education Authorities

Recommendation (b): *Local education authorities to be established and to be responsible for primary and trade education.*

33. (a) Local Education Authorities have been set up in all States and in the Kuala Lumpur local authority area.

(b) Grants to Local Education Authorities are controlled and paid by the Minister under the Schools (Financial Assistance) Regulations, 1958.

The Inspectorate

Recommendation (c): *Establishment of an Independent Inspectorate.*

34. (a) The Federal Inspectorate of Schools was set up in December, 1956 and the recommendations in paragraph 45 of the Report of the Education Committee, 1956, have been implemented except that the selection, promotion and discipline of the Inspectorate is handled by the Public Services Commission and not by a Special Board, and that recruitment has so far been confined to Government teachers pending the formal establishment of the unified teaching service.

(b) The following table shows visits and inspections of schools carried out in the period 1957 to 1959:

		Full Inspection		Subject Inspection		Visits only
1957	...	225	...	69	...	33
1958	...	282	...	79	...	356
1959	...	92	...	28	...	528

(c) There are some 5,400 schools in the Federation subject to inspection. In order to deploy staff to the best advantage it was decided to decrease full inspections in order to increase visits.

(d) Owing to a shortage of funds and of fully qualified recruits, the Inspectorate is still too small to cover effectively all the 5,400 schools in the Federation, only some one-third of which have so far been inspected or visited. The present establishment of the Inspectorate is one Chief Inspector, 4 Divisional Inspectors and 24 Inspectors, giving an Inspector/pupil ratio of approximately 1 : 50,000, which is not satisfactory.

The Teaching Profession

Recommendation (d): *Radical re-organisation of the teaching profession.*

35. (a) The principle of a unified teaching profession has been accepted by the Government and the details of the unified salary scale have been under consideration in the National Joint Council for Teachers, established under Section 98 (1) of the Education Ordinance in August, 1957, to advise the Minister on the salaries, allowances and conditions of service of teachers.

(b) A large measure of agreement has now been reached on the proposed unified scale and it is hoped that it will be finalised before the end of 1960.

(c) *Legislation:*

L.N. 312/57	...	The Education (National Joint Council for Teachers) Regulations, 1957.
L.N. 392/58	...	Corrigendum to above.
L.N. 62/59	...	The Education (National Joint Council for Teachers) By-laws, 1959.

Boards of Managers/Governors

Recommendation (e): *Boards of Managers or Governors for all schools.*

36. (a) Of the total number of Assisted Schools (4,684) on 15th May, 1960, the position was as follows:

Type of Schools	Total No. of Schools	No. of Schools with Boards and Approved Instruments, or Instruments pending approval	No. of Schools whose Instruments have been submitted to C.E.O.'s but not yet to M. of E. and which are awaiting clearance	No. of Schools without Boards or Instruments
Malay medium ...	2,338 ...	482 ...	863 ...	913 I* 80 B
Chinese medium ...	1,066 ...	257 ...	290 ...	495 I 24 B
Tamil medium ...	811 ...	226 ...	335 ...	83 I 167 B
English medium ...	469 ...	166 ...	237 ...	43 I 23 B
TOTAL ...	4,684 ...	1,131 ...	1,725 ...	1,534 I 294 B

(b) Progress in approving Instruments of Management/Government has been slow for the following reasons:

- (i) Instruments prepared and submitted by the Boards to the appropriate authorities have to be checked by the Registrar to ensure that they are in accordance with the law and the Regulations and the directions of the Minister.
- (ii) Delaying tactics have been adopted by many present Managements since they are reluctant to relinquish any degree of control under the approved Instruments which lay down new rules for the composition of Boards and require the appointments of representatives of the Minister or of the Local Authority.
- (iii) It is difficult particularly in the more isolated part of the rural areas to find suitable persons for appointment to the Boards.

(c) *Legislation:*

- L.N. 33/58 ... The Assisted Schools (Management) Rules, 1958.
 L.N. 34/58 ... The Assisted Schools (Instruments of Management/Government) Rules, 1958.
 L.N. 35/58 ... The Schools (Financial Assistance) Regulations, 1958.

The Schools

Recommendation (f): *Two kinds of schools only— independent or assisted primary schools and independent or direct grant secondary schools. All assisted and direct grant schools to be treated alike as regards grants.*

NOTE: * I denotes schools without Instruments. B denotes schools without Boards.

37. (a) This recommendation has been implemented except that under Sections 26 and 37 of the Ordinance, primary and secondary schools other than Standard or Standard-type primary schools or National-type secondary schools are receiving partial assistance for such period as the Minister deems sufficient to enable such schools to conform to the full requirements of the new legislation.

(b) All former Government schools are now fully assisted schools.

(c) There are a number of higher educational institutions, teacher training colleges and training schools administered by other Ministries which have been exempted from the Education Ordinance, 1957, either in whole or in part.

Conversion of Primary Schools to Standard/Standard-Type Schools

Recommendation (g): *Conversion of existing primary schools to standard schools (Malay medium) and standard-type schools (Kuo-Yu or Tamil or English medium) all with teachers similarly trained. Continuance of non-standard primary schools to be permitted with Government assistance as at present during the transitional period.*

38. The first batch (1,500) of Standard and Standard-Type trained teachers from Day Training Centres and Training Colleges have recently completed a 3-year course and have been posted to Primary Schools throughout the Federation. Progress in converting primary schools to Standard Schools (Malay medium) and Standard Type Schools (Kuo Yu or Tamil or English medium) must depend entirely on the output of these trained teachers. It is clear from paragraphs 57, 153 and 183 (g) of the 1956 Report that the basic criterion of "standard" and "standard-type" schools is that they should be wholly staffed by teachers trained to this standard. We understand that it is the intention of the Minister to hasten the establishment of "standard" and "standard-type" schools as so defined by selecting particular schools for complete staffing by these teachers as from 1961. (See also paragraphs 27 to 30.)

Malay and English Compulsory Subjects

Recommendation (h): *Malay and English to be compulsory subjects in all primary and secondary schools. Instruction in other languages to be made available in primary schools when needed.*

39. Under the Schools (Courses of Studies) Regulations, 1956, the timetables and the subjects to be taught in all primary and secondary schools were laid down as notified in G.N. No. 494 of 11th February, 1957, now superseded by G.N. 1815 of the 14th May, 1959. Under these directions Malay and English are compulsory subjects in all primary and secondary schools. Instruction in other languages means instruction in Kuo Yu and/or Tamil in primary schools where the normal medium of instruction is neither of these languages, or instruction in Tamil when Kuo Yu is the normal medium of instruction and vice versa. Such instruction has been given in so far as suitable teachers have been available, under the terms of paragraph 63 of the 1956 Report, when the parents of 15 children from any one school request such instruction. While we note that there has been a shortage of such suitable teachers in the past we recommend that in future the Ministry should make every endeavour to provide them when required.

National Type Secondary Schools

Recommendation (i): *The establishment of one type of National secondary school open to all races by competitive selection and with a common syllabus, a flexible curriculum permitting the study of all Malayan languages and cultures and room for diversity in the media of instruction.*

40. (a) At the beginning of 1960, there were 168 fully-assisted National-type secondary schools, 41 partially-assisted secondary schools and 153 independent secondary schools.

(b) The partially-assisted secondary schools were maintained by the Minister under Section 37 of the Ordinance whereby he is empowered to maintain secondary schools for such period as he deems sufficient to enable them to conform to the requirements of the National-type secondary school.

(c) In 1958, secondary classes in the medium of the National Language were set up for the first time and there are now 135 of these classes containing 4,953 pupils.

Lower Certificate of Education and Federation of Malaya Certificate of Education

Recommendation (j): *The introduction of the Lower Certificate of Education and the Federation of Malaya Certificate of Education to be taken by candidates from all secondary schools.*

41. (a) The Lower Certificate of Education was introduced on an experimental basis in November, 1956. The experiment proved successful and in 1957 and thereafter the certificate has been awarded every year and the examination has also been used for the purpose of selecting pupils for further secondary education.

(b) The Lower Certificate of Education may be offered either in the National language or in English. Entries for the full certificate for the years 1957 to 1959 were as follows:

1957	...	16,822
1958	...	22,014
1959	...	22,436

(c) The Federation of Malaya Certificate of Education was taken for the first time in 1957. It is at present set in English but will also be set in Malay as from 1962. The following figures indicate the increasing use which is being made of this examination:

Year	S.C. alone	F.M.C. alone	S.C./F.M.C. combined
1957	6,608	273	2,032
1958	7,198	105	2,885
1959	6,889	192	5,061

(d) These examinations are open to private candidates without any age limit, subject to qualifying tests for candidates for the F.M.C.E. and O.C.S.E. Pupils taking them from assisted schools must, however, be of the correct age for Form III or Form V.

Post-Secondary and Further Education

Recommendation (k): *Provision for post-secondary education, and further and part-time education.*

42. (a) The policy in respect of Sixth Forms which was current at the time of the Report of the Education Committee 1956 has been continued, and in the past three years there has been gradual expansion of VIth Forms at selected centres where staff of the required calibre are available. In order to cater for deserving pupils from States where there are no VIth Forms, two residential hostels were built—one at the Penang Free School and the other at the Victoria Institution in Kuala Lumpur. In 1958 the University of Malaya adjusted its academic year to fit in with the school terms. This permits pupils in VIth Forms to complete two full years of VIth Form education following which they can sit for the full Higher School Certificate examination.

(b) The following table gives details of VIth Form enrolments in the period 1957-1960:

	Boys	Girls	Total
1957, ...	671	194	865
1958 ...	1,022	332	1,354
1959 ...	1,091	394	1,485
1960 ...	1,163	402	1,565

(c) The Further Education Scheme which was worked out in 1957 was launched in early 1958, and has developed on a substantial scale to deal with:

- (i) Over-aged pupils,
- (ii) Those who have been unable to continue their education in regular schools,
- (iii) Those who are in employment and wish to improve their status and raise their standard of general, technical or commercial education, and
- (iv) Those who wish to study the National language.

(d) No fees are charged in National Language classes which range from Std. I to Form V.

(e) Pupils may enrol for individual subjects or for full courses. The latter provide minimum courses leading to the award of certificates in public examinations, i.e., the Lower Certificate of Education, the Federation of Malaya Certificate of Education, and the Higher School Certificate.

(f) The medium of instruction to be used, the range of classes, the places where they are to be established, and the subjects to be taught are determined by popular demand.

(g) Expansion in Further Education is as shewn in the following table:

Year	Total number of Centres	No. of Classes (all media)		Total number of Classes	Total enrolment
		Primary and Secondary	H.S.C.		
1958 Dec. ...	112	501	39	540	10,807
1959 Dec. ...	136	540	74	614	23,569
1960 Mar. ...	207	1,020	117	1,137	32,362*

Technical Education

Recommendation (l): *Technical Education should be organised and developed on three levels:*

- (a) *Technical Colleges;*
- (b) *Technical Institutes;*
- (c) *Trade Schools.*

43. (a) The 1956 Report proposed the establishment of 14 Rural Trade Schools by 1960. Owing to the shortage of capital funds in 1958 and 1959, only 8 such schools will be operating by the end of this year.

(b) These schools have now been re-named Sekolah² Lanjutan Kampong and offer a three-year course at secondary level leading to the Lower Certificate of Education. The courses have been planned to have a strong rural bias with instruction in handicrafts, elementary agriculture, elementary horticulture, animal husbandry and housecrafts. The main medium of instruction is Malay.

* In 1960 some 23,000 pupils are studying the National language.