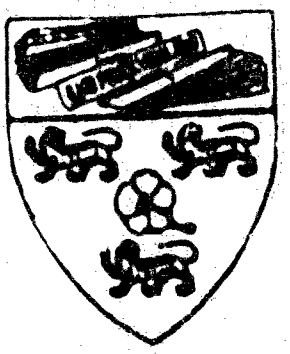

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tatistical Analysis of Student population in the University of Malaya, 1959-1964

by

Alan Chew

A graduation exercise submitted as part fulfilment of the Bachelor of Arts Degree in Economics, University of Malaya.

Kuala Lumpur
August 1965

ACKNOWLEDGEMENTS

My thanks are due to the Assistant Registrars and the Staff of the Student's Section of the University of Malaya for furnishing me with the required student statistics. My thanks are also due to my fellow students for their helpful criticisms and suggestions.

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August, 1965.

C.F.Y.

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CHAPTER ONE

INTRODUCTION

The aim of this Graduation Exercise is to do an analysis of the student population of the University of Malaya from 1959-1964. However, due to the scarcity of certain statistical data, there will be a lack of continuity between certain chapters. For instance, Chapter I deals mainly with student's entry for the 1963/1964 session in the Faculty of Arts. This chapter was included because of the availability of statistical data and it was thought that the questionnaire prepared by Dean of Arts office was useful in the study of student's preferences for certain subjects.

There was a break of continuity again in Chapter III. This involved Student's Background 1964-1965. In the first place, it was assumed that the background of students would not change very much in a short period of time and so the conclusions drawn would be valid. Secondly, the decision to use the 1964-1965 data was again largely determined by the availability of data at the time of writing this paper.

CHAPTER TWO

STUDENT'S ENTRY INTO THE UNIVERSITY 1965-1966

I. UNIVERSITY ENTRANCE REQUIREMENTS

Candidates for admission must satisfy the following conditions of entry:-

1. BASIC EDUCATIONAL REQUIREMENTS:-

Candidates must have passed one of the following qualifying examinations listed hereunder:-

a. Cambridge School Certificate or Federation of Malaya Certificate.[1]

b. Government Senior Middle III.

Passes in five subjects including English Language and Mathematics or Science.

c. Federation of Malaya Government Higher School Certificate Entrance Examinations.

d. Any other examinations offered by Candidates and recognised by the Senate.

e. A candidate who fails to meet the full basic requirements of the Cambridge School Certificate or equivalent but who nevertheless met the Higher School Certificate requirements listed below may be considered for admission provided that the Board of Admissions having considered his Cambridge School Certificate and Higher School Certificate results together and the report of his head of school, is satisfied that the candidate has acquired a sound general education.

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1 For greater details see University of Malaya "Instructions to Candidates applying of Admission to the University of Malaya" Session 1965/1966. pp.7-10.

2. HIGHER SCHOOL CERTIFICATE (or Equivalent) REQUIREMENTS:-

a. Candidates must have passed at one and the same examinations the Higher School Certificate or equivalent examinations (which must be taken not earlier than two years after the School Certificate) in:-

either two subjects at principal level
or one subject at principal level and
two subjects at subsidiary level.

The General Paper must be offered and a pass in it is desirable but the requirement of a pass in the general paper may be waived in special cases where in the opinion of the Faculty Selection Committee, a candidate has passed well in the other subjects in the Higher School Certificate examination.

If for special reasons a candidate has not offered the general paper he must sit for the general paper set by the University of Malaya.

b. Candidates offering the G.C.E. or Hong Kong Matriculation qualifications who have already passed the General Paper of the Higher Certificate Examination may be exempted from having to satisfy the examiners in a General Paper set by the University of Malaya.

c. In addition, Candidates must fulfil the special requirements of the courses of study they propose to fulfil in the University relating to subjects offered in the Higher School Certificate Examinations as prescribed in Part II.[2]

3. ORAL ENGLISH:-

Candidates must satisfy the Senate of their proficiency in Oral English (Note a pass on Oral English of the Cambridge School Certificate Examination is acceptable for this purpose).

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2 Ibid. pp. 10-16.

4. OTHER SUITABILITY TESTS:-

Candidates may at the discretion of the Senate, be required to undergo such other tests as may be set to assess their suitability for a University course and to appear for interviews.

5. MINIMUM AGE:-

Candidates must provide evidence that they will have attained the age of seventeen years on or before the first day of the academic year in which they seek admission, i.e. on 1st May.

6. HEALTH:-

Candidates must provide evidence in the form prescribed by the University of a satisfactory standard of Health.

7. OTHER CONDITIONS:-

Candidates must fulfil such other conditions as may from time to time be laid down by the Senate.

Besides these requirements, the Candidates must note that where the same courses (except Medicine) are available in the University of Singapore and in the University of Malaya, Candidates are advised to apply to the University in the territory in which they are domiciled.

8. CERTIFICATE OF SUITABILITY:-

In addition to the academic requirements set by the University, the Government requires that all students entering the University possess a certificate of Suitability which is in compliance with the Internal Security (Amendment) Act 1964. It states

> 41C.(1) "Not withstanding anything in any other written law, no person shall, on or after the first day of August, 1964, be admitted as a student to any institution of higher education to which this section applies unless he holds a Certificate of Suitability of Admission thereto issued to him in accordance with the following provisions of this section:

Provided that this sub-section shall not apply to any person ordinarily resident outside Malaysia whose admission to any such institution is recommended by any person or body designated for the purposes of this section by the Minister charged with the responsibility for education.

(5) The institutions of higher education to which this section applies are as follows:-

(a) the University of Malaya, the University of Singapore, the Nanyang University, the Singapore Polytechnic and the Ngee Ann College;

(b) any other institution of higher education which the Minister may designate for the purpose of this section by a notification in the Gazette;

and references in this section to a person's admission as a student to any such institution are references to his registration or enrolment for attendance at any course of study provided by the institution."[3]

This Bill came into effect August, 1964. In a statement released to the press, the Secretary to the Ministry of Home Affairs Dato Nik Daud Bin Nik Mat said that "of the hundreds of students who have applied for 'Suitability Certificates' for entry into institutions for higher learning in Malaysia this year, none have been rejected". He explained, "only when it is thought that a student might be a security risk is his application referred to us, or if he has a security record which we have to see whether this is sufficiently strong or not. No application has been rejected".[4]

This Bill was the result of the Indonesian Confrontation and was to check the increase of communist indoctrination.

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3 Malaysia Act of Parliament No.20 of 1964 Internal Security (Amendment) Act, 1964.

4 Malay Mail, Jan. 20th 1965.

II. Application Rates or Degree of Competition

Perhaps it would be appropriate at this stage to ask the question, why do students seek a University Education ? Answers from students would differ but generally they could be classified into one or a combination of the five main groups.

1. Students who treats University Education as the means to an end. A degree is the guarantee towards high occupational, social and material status.

2. Students who believe in knowledge for knowledge sake. These students are more academically minded.

3. There may be others who joined the University because their parents insisted that they should. There are a few reasons for parents to take such a stand. In the first place, they may feel that the student is too immature to know the value of a University education. Secondly, parents may force a University education upon their child because of social prestige or in an attempt to keep up with the Joneses. Lastly, it may be to fulfil an ambition which they were not able to achieve.

4. Students may land themselves in the University because of 'herd instinct' or following the crowd

5. There may be some students who are determined to prove their worth either to themselves or to others. It is either to satisfy their own ego or to achieve an ambition.

Ralph H. Turner believes that the sexes may have different reasons for seeking a higher education. He stated that "A man's educational ambition should be viewed in two ways, as a goal desired for itself and for the achievement of a 'cultured' style of life, and as a means toward high occupational and material status. The former aspect of education can be the same for the two sexes. But the latter aspect for some women will be the means to their own occupations and for others the means to securing husbands through whom to realise their other ambitions".[5]

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[5] Ralph H. Turner. "Some Aspects of women's Ambition". The American Journal of Sociology. Vol.LXX. Nov.1964. p.274.

In compiling the figures for the application notes one outstanding feature must be noted. A pupil who had been in the science stream and was successful in the Higher School Certificate examinations had a maximum of three choices of faculties depending on his combination of subjects. For instance, if he had taken biology, botany and chemistry, he is qualified to apply to enter the faculties of Science, Agriculture or Medicine. Thus, this feature posed a problem as whether to count a pupil's application as one or as three. Thus, when the total number of applicants was compiled by faculty, each application to a faculty was counted as one. This resulted in counting a student's application as three. This may be justified in the sense that it is an application to that particular faculty and in calculating the total number of applicants all applications should be counted. However, if the science student only indicated one choice then this problem does not arise. It also does not arise in the faculty of Arts.

Table 2.1 Distribution of Applicants by Faculty 1965/1966

	Total No. of Applicants	No. Accepted	%
Agriculture	193	47	24.4
Arts	908	657	72.3
Engineering	294	101	34.4
Medicine	139	43	30.9
Science	487	183	37.5

In table 2.1 the percentage of successful candidates was highest for the faculty of Arts. These percentages indicated the degree of competition. All these candidates were eligible and qualified to enter the University but were prevented from doing so due to a lack of space or the limited capacity of the University. Since the Faculty of Arts had the highest percentage of successful candidates that is 72.3 per cent it meant that the Faculty of Arts can cope up with a larger number of students than the other faculties. There are a number of reasons for this.

In the first place, there is the question of space. The Faculty of Arts do not have to face problems that the Faculty of Science or Engineering do. Arts

students do not require specially equipped laboratories to do their practical work. Coupled with this is the question of finance. The faculty of Arts do not have to spend large sums of money on equipment and apparatus. Besides this, the educational overheads or cost for training a student is definitely much less in the faculty of Arts than in the other faculties. The average cost of educating a student is $3,200 for Arts, $5,800 for Agriculture, $5,900 for Science and $3,900 for Engineering.[6]

All the other faculties do not have a percentage higher than 40 per cent. However, it must be noted that this does not mean that the remaining 60 per cent were unsuccessful. It must be remembered that it was mentioned earlier that students may apply to enter three faculties. It is very likely that their application would be accepted by one of the three faculties. All in all there were about 610 Science students who applied for admission. Out of this 283 were successful (total of students in faculties other than the Arts faculty). This represented a percentage of 46.4.

Another way of interpreting the percentage of successful candidates may be the degree of competition. The faculty of Agriculture with the lowest percentage of successful candidates indicated that it is tougher for a student to get into that faculty principally due to lack of space and qualified staff. It must also be borne in mind that the University expands with an eye on the demand and market for qualified men. It would be pointless to flood the market.

As expected, the absolute number of Arts applicants were greater than that of the Science stream. This inequality between the Arts stream and the Science stream is mainly caused by the educational provision in schools. It is easier and cheaper for schools to have a Form Six Arts rather than a Form Six Science. There are a number of reasons for this. The question of space and finance had already been discussed in the previous paragraph. They can be also applied to schools. The main cause would be the availability of educational facilities and qualified staff. Another possible cause could be that the Faculty of Arts offer a much wider range of disciplines to suit more students. The courses offered were Chinese

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6 Figures of average cost obtained from the Assistant Registrar.

Studies, Economics, English, Geography, Geology, History, Indian Studies, Islamic Studies, Linguistics, Malay Studies, Applied and Pure Mathematics. Because of such a wide range, it obviously enables a larger group of students with very different interest and abilities to be admitted. This cannot be said for the other faculties.

Table 2.2. Percentage distribution of successful applicants by Race and Faculty 1965/66

	Chinese	Malays	Indians	Others
Agriculture	15.4	77.8	18.2	0
Arts	70.8	82.9	63.3	17.1
Engineering	35.9	25.6	46.7	14.3
Medicine	24.8	71.4	46.2	0
Science	36.3	36.3	53.8	16.7

FOOT-NOTE. Since the number of students by Race was obtained from the faculty enrolment list and according to names, it is possible that some non-Malays but with Muslim names were included in the category, Malays.

Table 2.2 showed the percentage distribution of successful applicants by Race and Faculty 1965/1966. There are a few main features. Firstly, for all races, the largest percentages of successful candidates was in the Faculty of Arts. The reasons for this large percentage had already been given. Secondly, for the Malays, their lowest percentages were for the Faculties of Science and Engineering. In the first place, all those Malay students with a pre-university Science education had been absorbed in either the faculty of Agriculture or Medicine. It must be also noted that in absolute figures the number of Malay Science students compared to the Chinese especially was very very small. This very small number of Malay Science students was due to their school educational background. There was and still is a lack of science education in the rural areas.

For the Chinese, the smallest percentage of successful candidates by faculties was the faculty of Agriculture. This in a way reflects the attitude of students towards Agriculture as a profession.

It is believed by many students that a career in Agriculture will eventually lead them to a life in the rural areas and not many are prepared for this kind of life. This can be contrasted with that of Malay students. As for the other faculties, the figures for the Chinese do not vary too much. It may be noted in passing that the Faculty of Engineering and Faculty of Science seemed to be dominated by Chinese. Whether this trend will continue is left to be seen.

III. 1965-1966 FIRST YEAR ARTS STUDENTS' PERFORMANCE IN [redacted] SUBJECTS

Table 2.3. Distribution of first year students by Higher School Certificate Results in the Faculty of Arts 1965-1966

SUBJECT	A	B	C	D	Total	E	GRAND TOTAL
Applied Maths.	2	5	4	-	11	1	12
Chinese	3	2	3	-	8	3	11
Economics	43	75	81	113	312	209	521
English	10	37	16	49	12	53	165
Geography	44	68	71	106	289	173	462
History	8	44	83	88	223	209	432
Malay	44	49	43	28	164	18	182
Maths	-	2	1	1	1	12	16
Pure Maths	2	5	4	-	11	1	12
Tamil	4	1	3	3	11	3	14

Out of a total of 1,553 applications this year, 1,150 had been offered admissions. This represented 74.1 per cent of the total application. Of these 615 will study Arts, an increase of more than 20 per cent over last year's intake. The Arts in-take represented 53.4 per cent of the total first year University students.

The Higher School Certificates of the first year Arts students were compiled from their application forms and shown in Table 2.3.
From it, it was seen that Economics, Geography, History, Malay and English were most popular in the order given. For instance, 521 students indicated that they had sat and obtained some grades for Economics. This meant that out of the total in-take of 615 Arts students, 84.7% of them were successful in their Economics paper. This figure does not include those with subsidiary passes. On the other hand, Chinese and Mathematics, Pure and Applied seemed to be least popular. The number of students successful in their Chinese paper represented only 1.8 per cent. This might be due to the decreasing number of children being sent to Chinese medium schools. The reason for this may be economic in nature. As a result of this inequality in the number of students having taken different subjects, the choice of subjects in the University will similarly be affected.

Students on admission into the University were required to indicate their order of preference of 6 subjects in a specially prepared form.[7] From these returned forms, table 2.3 - 2.8 were compiled. All in all 598 returned forms were processed. This meant a total of 17 forms were left out. The accuracy of the data in the table were affected by the failure of some students to give the order of preferences of all six subjects. Some only indicated three, four or five. In addition to this there were a few spoilt forms.

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7 Specimen of form shown in Appendix 8.1.

IV. PREFERENCES OF SUBJECTS OF FIRST YEAR ARTS STUDENTS BY SEX

Table 2.4. Distribution of preferences of subjects of first year Arts students by Sex in the Faculty of Arts 1965-1966

PREFERENCES	1			2			3			4			5			6		
SUBJECTS	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Chinese Studies	5	-	5	4	1	5	26	24	50	25	18	43	39	12	51	51	22	73
Economics	184	44	228	70	49	119	29	21	50	49	21	70	25	17	42	14	12	26
English Literature	5	37	42	6	24	30	11	13	24	13	16	29	38	7	45	31	9	40
Linguistics	-	-	-	1	8	9	7	13	20	18	19	37	46	23	69	71	35	106
Geography	59	44	103	75	42	117	44	19	63	48	29	77	58	23	81	26	13	39
Geology	-	-	-	7	3	10	9	7	16	21	10	31	33	20	53	31	21	52
History	52	39	91	139	49	188	61	24	85	51	24	75	31	18	49	14	19	33
Indian Studies	3	-	3	10	2	12	58	22	80	76	22	98	50	36	86	61	30	91
Islamic Studies	1	1	2	23	8	31	69	17	86	53	17	60	41	8	49	19	4	23
Malay Studies	82	28	110	60	11	71	55	16	71	11	3	14	13	5	18	9	15	26
Malay Language I	-	1	1	2	-	2	29	15	44	26	10	36	14	19	33	28	5	33
Pure Mathm.	5	-	5	5	-	5	2	-	2	5	-	5	2	1	3	1	3	4
Appl.Mathm.	1	-	1	4	-	4	5	-	5	1	-	1	5	1	6	1	1	2

In table 2.4, the total number of students who indicated Economics as their first choice was 228 or 38.1 per cent of the total student population. This figure was at least doubled that of the next most popular choice, Malay Studies 110. The order of preferences of subjects were Economics, Malay Studies, Geography and History. A few reasons for these choices may be following. In the first place, students may be influenced by the future economic value of the subject. Certain subjects like Economics and Malay Studies have wider employment opportunities. This may account for the over-powering popularity of Economics and Malay Studies. Cross-classifying the number of students who indicated Economics as their first choice with the student's Higher School Certificate results only 117 students obtained either an A or B in the entrance examinations, whereas 228 students indicated Economics as their first choice. This meant that a number of students choose it without any regards of their own ability to really do well in it. However, there is a possibility that there may be a few 'late-developers'. In addition, there may also be some students who put in more efforts when admitted to the University. The Higher School Certificate may not be a final criteria in judging a student's abilities.

Besides this there may be other influences acting on the student's choice. A source of influence may be from the parents who are eager to see that their children take subjects which in their opinion is most useful or may have the highest prestige value. A second source of influence may be friends or fellow students. Rumours and advice about subjects circulate freely in the University Campus especially during registration time. A third source may be the school teachers. Students may be advised by their teachers before leaving for the University.

On the whole, perhaps the strongest force determining the order of preference was the educational background. It is natural for students to follow up on subjects that they had studied in school.

History was the second most preferred subject. Since students are required to select subjects which will enable them to continue as either one-subject or two-subject students, the first three subjects in order of preferences would indicate to a certain degree the subjects that students wish to specialise in during their second year of study.

An outstanding feature about the fourth, fifth and sixth choice is that they were subjects which the bulk

of students do not do in schools. These were subjects like Indian Studies, Geology, Linguistics and Chinese Studies. A possible reason for this may be that students use them as passing subjects or subjects to fulfil the minimum required units. Another reason could be that students were encouraged by Lecturers to venture into new fields. As a result of these reasons a considerable number of Chinese students may be found to be taking Indian Studies while Indian students may be doing Chinese Studies.

The distribution of females to males student in this year's admission was 194 females to 404 males. The sex-ratio was approximately 1:2. In examining the order of preferences of subjects by sexes, there seemed to be a distinct difference between the choices. For men, Economics was most preferred. This may indicate that they were more materialistic in their approach. On the other hand, the girls first preference seemed to be very evenly distributed. Economics, English Literature, Geography and History seemed to enjoy equal popularity. Another interesting point about their choices was that in the English Department, out of a total of 42 who indicated English as their first preference 37 of them were girls. This represented 88 per cent of the total number. The reason behind this could be that the subject required greater sensitivity and appreciation which male students lack. This was borne out by observing the number of English Graduates who pass out every year. The majority of them (one-subject stream graduates) seemed to be females. This is a very interesting phenomena if it is considered that the sex ratio of males to females in the University is 3:1.

V. PREFERENCES OF SUBJECTS OF FIRST YEAR MALAY STUDENTS IN THE FACULTY OF ARTS 1965-1966

The distribution of the in-take by race for the 1965-1966 session is 260 Malays, 236 Chinese, 67 Indians and 35 others.

Of the 260 Malay students, about 30 of them were from the Sultan Alam Shah School. These students sat for a Special Entrance Examination conducted by their school.

Referring to table 2.5 Malay Studies was most popular. The reason for this is quite obvious. Most of them have done well in this paper during the Entrance Examinations. Referring to table 2.3 136 Malay students

either obtained an A, B or C in their entrance examinations. These figures excluded those Sultan Alam Shah students. Besides this, the Malay Language is their mother-tongue. In addition to this, it is a subject which is of great economic value and which offers ample employment opportunities in the near future because in 1967 Malay will become the National Language of Malaysia. There was only 85 Malay Students who indicated Economics as their first choice. This is extremely significant because in all the other races, Economics has never taken second place. This is because among the non-Malays, Economics is more or less the passport to employment opportunities other than the teaching profession.

Another striking feature was that only a very small number of Malay Students indicated Islamic Studies as either their first or even more important their second choice.

Table 2.5 Distribution of preferences of Subjects of first year Malay Students in the Faculty of Arts 1965-1966

	1	2	3	4	5	6
Chinese Studies	-	2	16	14	20	24
Economics	85	32	20	40	15	12
English Literature	2	7	7	2	10	12
Linguistics	-	2	6	16	33	37
Geography	30	42	44	35	36	22
Geology	-	5	3	7	14	14
History	32	74	32	36	24	21
Indian Studies	-	2	26	34	35	32
Islamic Studies	2	31	84	51	30	24
Malay Studies	108	63	38	7	9	9
Malay Lang.I	-	1	3	8	12	11
Pure Maths.	-	1	3	8	12	11
Applied Maths.	-	-	1	1	?	-

FOOT-NOTE. Since the data was compiled from the students' returned forms, the classification of races was done according to names. Thus, Indians and Pakistanis with Muslim names may have been included in this group.

VI. PREFERENCES OF SUBJECTS OF FIRST YEAR CHINESE STUDENTS IN THE FACULTY OF ARTS, 1965-1966

Table 7.6 Distribution of preferences of Subjects of first year Chinese Students in the Faculty of Arts, 1965-1966

	1	2	3	4	5	6
Chinese Studies	5	3	28	27	30	34
Economics	106	64	22	19	10	8
English Literature	25	17	13	20	25	21
Linguistics	-	3	11	15	22	49
Geography	51	64	7	32	26	9
Geology	-	-	11	19	33	25
History	42	79	36	24	24	8
Indian Studies	-	-	31	38	38	34
Islamic Studies	-	-	2	8	2	-
Malay Studies	2	6	22	3	7	14
Malay Lang.I	-	1	30	30	10	15
Pure Maths.	3	4	-	5	3	4
Applied Maths.	1	3	5	1	6	2

As expected the percentage of Chinese students who indicated Economics as their first preference was very high. 44.8 per cent out of 235 Chinese students were in this category. The reasons for this had already been stated earlier. Again, the big three subjects were Economics, Geography and History. The response towards Chinese Studies was rather poor. One of the main reason for this may be that the Chinese educational background of the under-graduates may be poor or non-existed at all.

Referring back to table 2.3 only eleven students had a grade for Chinese in their University Entrance Examinations. This represented only 1.9 per cent of the total Chinese student population. Probably this was because a degree in Chinese Studies was not of great economic value. Another possible cause would be that those who were really interested in Chinese Studies would had attended Chinese medium schools in the first place and would have gone to a Chinese University like Nanyang University.

Another interesting point was the relationship between the number of students who indicated Economics as first preference and the number of students who offered Malay Language I or Malay Studies. It is generally known that students who wish to specialise in Economics in their second year have to offer for a Malay paper consisting of one unit. This meant that there should be a positive correlation between the number of students who intend to take Economics as one subject in the second year and the number of students who do either Malay Language and Malay Studies. The total number of students who indicated their desire to do either Malay papers as one of the first three choices was only 61. It fell short of the 106 students who indicatef Economics as their first choice. (It is assumed that these students intend to specialise in Economics in their second year since it was their first choice.) As stated in the syllabus, those who do not have a working knowledge of Malay must offer Malay Language II.[8] It can then be concluded that the remaining students have a working knowledge of Malay.

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8 University of Malaya. "Courses of Study in the Faculty of Arts", Session 1965/1966. p.11.

VII. PREFERENCES OF SUBJECTS OF FIRST YEAR INDIAN AND [illegible] 1965-1966

Table 2.7 Distribution of preferences of Subjects of first year Indian Students in the Faculty of Arts, 1965-1966

	1	2	3	4	5	6
Chinese Studies	-	-	5	1	5	12
Economics	24	15	6	8	4	3
English Literature	10	2	2	6	7	4
Linguistics	-	3	2	5	10	7
Geography	12	8	9	6	12	6
Geology	-	3	1	3	3	10
History	12	21	11	10	1	3
Indian Studies	3	10	13	16	12	3
Islamic Studies	-	-	-	1	1	1
Malay Studies	-	-	9	3	2	2
Malay Lang.I	-	-	6	3	6	7
Pure Maths.	2	-	-	-	-	-
Applied Maths.	-	1	-	-	-	-

Table 2.8 Distribution of preferences of subjects of first year 'Others' students in the Faculty of Arts, 1965-1966

	1	2	3	4	5	6
Chinese Studies	-	-	1	2	6	3
Economics	13	8	2	3	3	3
English Literature	5	4	2	1	3	3
Linguistics	-	1	1	1	4	13
Geography	10	3	4	4	7	2
Geology	-	2	1	2	3	3
History	5	14	6	5	-	1
Indian Studies	-	-	10	10	1	2
Islamic Studies	-	-	-	-	1	-
Malay Studies	-	1	2	1	-	1
Malay Lang.I	-	1	5	5	5	-
Pure Maths.	-	-	-	-	-	-
Applied Maths.	-	-	-	-	-	-

FOOT-NOTE. 'Others' include Ceylonese, Eurasians, Sikhs and others.

The subject most preferred among Indians and 'Others' was also Economics. For the Indians 35.8 per cent of the total Indian student population indicated Economics as their first choice. For the 'Others' the percentage was 37.1 per cent. The reasons for their preferences was most probably the same as for the other races.

VIII. SPECIAL CASES, 1965-1966

As stated earlier, students with qualifications other than the Higher School Certificate are eligible to apply for admission. However, these 'other' qualifications must be recognised and approved by the University Senate. In the 1965/66 session, there were 113 such candidates. These candidates can be classified into 6 different categories.

1. Applications from Graduates of Other Universities.
2. Applications from undergraduates of Universities.
3. Applications from transfers.
4. Applications from Candidates with General Certificate of Education and Matriculation qualifications.
5. Other Categories.
6. Late Applications.

Graduates of Universities

These applicants it must be noted were applying to do a first degree and not post graduate work. The main reason for their application even though they were graduates from their respective universities was because their degrees are not recognised by the Malaysian Government. For instance, such candidates were from the Nanyang University and the University of Madras. There may be others who were applying to do a second first degree. For instance, a student may already possess a Bachelor of Commerce but have applied to do an Arts course. There were all in all, 27 such applicants.

Undergraduates of Universities

There were under-graduates who had failed in their respective universities but had applied to study here. There were 46 of such students from various universities. The universities they were from were the Universities of Singapore, Melbourne, New South Wales, Adelaide, Sydney, Tasmania and Monash. These Malaysian Under-graduates applied for entry either because they were refused entry in their present universities or because it was due to financial difficulties.

Applications from Transfer

These were mainly students of the University of Malaya, Kuala Lumpur who had failed in their Engineering course and were refused readmission. As a result they had applied for a transfer to another faculty usually the faculty of Science or Agriculture.

Candidates with G.C.E. and Matriculation Qualification

These were students who had gone overseas to do either their G.C.E. or Matriculation with an aim normally to continue their studies there. However, either because of financial difficulties or the dislike of the weather and climatic conditions there these students having obtained their pre-university education prefer to continue their studies in Malaya. Another possible reason could be that these students may feel home-sick and rather study in Malaya. There were 9 such applications and these obtained their matriculation qualification in either Sydney, Madras, Hong Kong or Western Australia.

Other Categories

This category would include students who had already obtained their diploma in Agriculture or were students from the Technical College in Kuala Lumpur. It would also include students with Government Higher School Certificate (Chinese) Examinations 1964/65. In addition, there was 1 student who had passed the University of Malaya Special Entrance Examinations in 1956 and was offered admission. There were 20 students in this category who applied for admission.

Late Applicants

There were 8 such applications.

CHAPTER THREE

STUDENT'S BACKGROUND

I. FAMILY SIZE OF STUDENTS

Table 3.1 Size of Student's Family 1964/1965

Number of Children in family	Number
Only Child	26
Self + 1	92
2	159
3	211
4	213
5	182
6	187
7	125
8	112
9	71
10	10
11	13
12	2
13	1
14	-
15	-
16	1
17	1
Total	1,420

The data from Table 3.1 to Table 3.6 had been compiled by the International Business Machines (IBM). Information were obtained by means of a questionnaire[1] which was sent out to all students. However, it was found that not all students returned the completed forms. Besides, some returned forms were only partially completed and were thus useless. In addition to the above snags there was the problem that the questionnaires were not been truthfully answered. As a result of this the extent of reliability cannot be a hundred per cent. Lastly, the aim of the questionnaire was to determine whether the university could increase its tuition as well as its hostel fees. As such other important information regarding students background were not obtainable. For instance, the statistics to show whether the student was the first generation to obtain University Education was not available. This information would have been most useful.

Table 3.1 showed the family size of students. The total number of respondents were 1,420 while the students' population in the 1964/1965 session was 2,225. This meant that 805 students were non-cooperative or were indifferent to the questionnaire. This represented 40 per cent of the student population. From the data in Table 3.1, the average family size would be five children in a family. Since the same kind of data for other years were not available no comparative studies can be made. In addition, since no information on whether other children in the student's family had had university education only the following conclusion was drawn.

Families with one child to families with five children showed an increasing trend. There were 213 undergraduates who came from homes with five children. From this point, there was a gradual decline to families with nine children. After this point, the decline was very rapid.

The figures suggests that Malayans in spite that they are in the middle class or upper middle class still believe in having quite large families that is from four children to nine children. In general, it can be said that undergraduates come from fairly large families.

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1 Specimen of questionnaire given in Appendix C.

II. FINANCIAL BACKGROUND OF STUDENTS

Table 3.2 Student's Source of Finance, 1964-1965

Source	Number
Father, sole supporter	442
Assistance from Father, Brothers, Sisters and Relatives	244
Assistance from Brothers, Sisters and Relatives (father dead)	110
Assistance from other sources	33
Self-supporting	29
Total	858

The figures from Table 3.2 showed that a very large number of under-graduates were supported by their father's income only. Out of 858 students who supplied information about their financial background 442 had their fathers as sole supporter. This represented 50.3 per cent of those who supplied information. This information, together with the data on family size of students indicated that the income of the sole supporter must be quite substantial. This conclusion was drawn from the fact that students' families were large. In spite of this, they were able to bear the burden of sending at least one of their children to the University.

Another outstanding feature was about students who had lost their fathers but were supported by Brothers, Sisters and Relatives. 110 of them were in this category and this formed about 13 per cent of the students' population. This may imply that in spite of the fact that they were fatherless they were still willing to obtain a degree under the auspices of those who were not obligated to finance them. This showed the value placed on a university education. This also indicated that ambitious nature of either the sisters, brothers or relatives of the students or even of the student himself.

The data on self-supporting student seemed very small when compared to the student population. The validity of this is questionable because of the large number of teachers who were doing their first degree. The teachers who are in the Bonham Scheme are eligible to apply for half-pay leave.

III. SCHOLARSHIPS

Table 3.3 Value of Scholarship

Value of Scholarship ($)	No. of Holders	Value of Scholarship ($)	No. of Holders
250	1	1,700	17
300	7	1,800	14
400	1	1,900	20
500	7	2,000	30
600	4	2,100	3
700	3	2,200	8
800	46	2,300	21
900	13	2,400	76
1,000	21	2,500	36
1,100	-	2,600	2
1,200	48	2,700	3
1,300	11	2,800	4
1,400	6	3,000	8
1,500	10	3,100	3
1,600	7	3,600	6

The number of scholarship holders totalled 546 of the total student population of 2,225. This represented about 25 per cent of the student population. This implied that one out of every four students was receiving financial aid or could even be self-sufficient as far as finance was concerned. As can be seen from the table, the values of the scholarship varied from $230 - $3,600. The average value of the scholarship was $1,807. If it is assumed that the student lives in one of the residential colleges, then his food, accommodation and laundry would come to $990 per year. His tuition fees would be about $500 as this varies from faculty to faculty. From the sample survey conducted by the Business Students of the Economics Department, the average amount spent on materials, books and equipment was $173. This meant that the student would have $144 left for pocket-money. In this case, it seemed that the scholarship would be insufficient if the student is to be self-supporting. This applied to most of the scholarship holders. 124 scholarship holders were in this group. Taking an extreme case, a scholarship which was worth $3,600, then the student would have $1,937 left for pocket-money.

The types of scholarship can broadly be classified into three main groups, Government scholarships, Senate scholarships (there are scholarships which are given by firms, banks and Business Houses but are advertised through the University) and Private Scholarships.

Government scholarships would include State Scholarships ($300 - $2,000), Teaching Bursaries ($1,290), Federal Bursary ($1,290 + $450 for tuition fees) Teaching Scholarships ($1,890), Federal Scholarships ($1,890 + $450 for tuition fees + travelling allowances) Central Electric Board Scholarship ($2,500) and World Power Conference Scholarship ($500).

Senate Scholarships would include Bank Negara Malaysia Ltd. Scholarship, Chemical Co. of Malaysia Ltd. Scholarship, Shell Engineering Scholarship, I.C.I.(Malaya) Ltd. Agricultural Scholarship, Malaya Acid Works Ltd. Scholarship, Malayan Packaging Industries Scholarship, Malayan Weaving Mills Ltd. Scholarship, Shell Agricultural Scholarship, Perak Turf Club Scholarship, Malayan Tobacco, Harrisons and Crosfield, Hong Kong and Shanghai Bank and Mercantile Bank Scholarship. All of them give $2,000 per annum. The Eastern Mining and Metals Co. Ltd. and Colgate Palmolive (M) Scholarship are worth $3,000 per annum.

The last group of scholarships was classified as Private Scholarships. These were those that were given by

Associations, Firms and others to students direct without going through the University. As such no data from this group was available.

In addition to this, there is the scholarship which is given to the intermediate scholars by the University. This is worth $300.

IV. FAMILY INCOME PER MONTH

Table 3.4 Family Income per Month, 1964-1965

Monthly Income ($)	Number	Monthly Income ($)	Number
50 - 99	40	650 - 699	36
100 - 149	37	700 - 749	55
150 - 199	36	750 - 799	33
200 - 249	59	800 - 849	46
250 - 299	38	850 - 899	38
300 - 349	76	900 - 949	46
350 - 399	54	950 - 999	26
400 - 449	75	1,000 -1,499	217
450 - 499	50	1,500 -1,999	96
500 - 549	75	2,000 -2,499	57
550 - 599	41	2,500 -2,999	32
600 - 649	71	3,000 -5,999	31
		6,000-10,000	1

The data on family income per month represented the monthly salaries of all the working members of the family. Only 1,366 students out of 2,225 students supplied this information. This represented a percentage of 61.4 per cent. 38.6 per cent were non-cooperative. Since data on monthly income is quite personal it is possible that there may be some understating or overstating especially at the extremes. As such those students who reported their family income per month as between $50 and $150 per month it appears likely that these students were from rural areas where their parents were small holders or small scale farmers. Their income would come from cultivating crops to feed themselves and selling the little surplus that they have. At the other extreme, there seemed to be a large number of students whose family income was between $1,000 - $2,500. 370 students appeared to be in this category. This represented 27 per cent of the total students who supplied information. This group would definitely represent the upper middle class. If it is assumed that a family with five children (the calculated average family size of University students) earned $500 - $800 per month as in the middle class, then 357 of the students would automatically fall into this category. Then, there would be 549 upper middle class or rich families.

It has been thought that the majority of University students are from the middle class and upper middle class sector of the population. This idea stems from the number of cars, scooters and motor-bikes which one sees in the students' car park. "According to a car park survey recently under-taken by the university there were only 110 car spaces whereas on an average day the number of vehicles totalled 97 cars and 170 scooters. It has been assessed that the ratio for student vehicle ownership is one scooter per seven students and one car per 20 students."[2] In addition, the attire which our students, males and females put on seem to strengthen this belief.

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2 Malay Mail, June 9th 1965. "Proper planning in expansion of University urged".

V. ACCOMMODATION

Table 3.5 Amount spent on accomodation

Amount ($)	Number
Below 100	1
100	11
200	25
300	64
400	36
500	12
600	32
700	25
800	13
900	37
1,000	24
1,100	8
1,200	15
1,300	13
1,400	4
1,500	8
Above 1,600	3
Within Campus	767
TOTAL	1,098

The problem of accommodation of University students is becoming more acute each year. The main reason is because the intake of students is increasing at a faster rate as compared with the growth of the university residential colleges. Students from other states other than Selangor, on entry into the University hope to find accomodation in

one of the four residential colleges. The third college is for girls only. Taking the 1964/1965 session figures as an example, the student population from other States besides Selangor totalled 1,695 out of the grand total of 2,225. Working on the assumption that all students from Selangor do not require Hostel accommodation and that all students from the other ten states of Malaya, Singapore, Borneo territories do require accommodation, the four Residential Colleges and Xavier Hall can at the utmost take in about 990 students. This still leave about another 600 students out. Xavier Hall is a Hostel run by the Missionaries to cater for University students only. Thus, those without accommodation have to turn to private homes. They may not always be successful because of the following reasons. The majority of students only seek accommodation in areas around the University. Owners of houses are quite reluctant to take in boarders because they are afraid of the noise students might make when they visit one another or when they are having a discussion. They might also be afraid of the late nights that students normally keep.

However, there may be some students who prefer to stay in private homes because it is much cheaper. Sharing a room with a fellow student normally cost about $25 a month. The lodging rates in the University is about $60 a month. Besides students may feel that they have more freedom by staying in private homes as compared with life in the hostel.

The expenditure on accommodation students incur per year is given in Table 3.5. Out of a total of 1,098 students who supplied information 767 were staying in one of the four Residential Colleges. This represented 34.5 per cent of the total student population. These students in colleges incur an annual expenditure of $990. This included food, lodging and laundry. After deducting for food and laundry the amount spent on lodging alone was about $450 a year. This figure also applies to those students in Xavier Hall. This figure would also represent the average cost on accommodation for students who are staying away from home.

Two features in table 3.5 requires comments. In the first place, the three lowest figures seemed unlikely. The amount of Below $100, $100 and $200 per year seemed very unlikely. Most probably, these figures were put in due to the students misunderstanding of the questions or it was outright cheating to fill up the form. On the other hand, the other extreme of $1,000 to $1,600 per year seemed equally unlikely.

Distribution of Students living in Hostels or Colleges, 1975-76

Xavier Hall, a hostel for students in Petaling Jaya, has been included because it provides accommodation for University students only. It is run by a religious body and not by the University authorities. However, it is run on the same lines and the hostel fees is the same, that is $330 an academic term. Out of a total of 2,225 students in the University 1,203 were living in one of the 4 hostels, that is the First, the Second, the Third and the Fourth Residential College. This means that about 54 per cent of the student population were living away from home. This figure does not include those who were putting up in rooms in private homes. No data for the last mentioned group of students were available. The first and second residential colleges cater for exclusively male students only while the third college provides for female students. The fourth college have a mixed population.

Table 3.6 Distribution of Students living in Colleges by Sex and State, 1964-1965

STATE	1st College		2nd College	3rd College		4th College		Kolej Tun Razak		Total		
	M	M	F	M	F	M	F	M	F	T
Johore	26	12	20	28	9	8		83	29	97
Kedah	20	27	25	21	2	1		69	27	96
Kelantan	18	3	5	11	1	-		32	6	38
Malacca	17	22	22	13	4	3		65	26	91
Negri Sembilan	21	17	26	17	6	1		56	32	88
Pahang	14	9	6	11	1	5		39	9	48
Penang	52	79	72	30	12	5		166	84	250
Perak	73	65	109	74	16	12		224	121	345
Perlis	4	1	-	1	-	-		6	-	6
Selangor	9	8	19	16	7	3		36	26	62
Trengganu	4	11	5	2	1	3		20	6	26
Sarawak	8	3	-	1	-	-		12	-	12
Singapore	10	6	3	13	1	6		35	4	39
Others	-	1	-	2	2	-		3	2	5
TOTAL	276	264	330	249	62	42		831	372	1,203

In analysing figures from Table 3.6 the largest number of students were from Perak and Penang. This is as expected because these two states besides Selangor have the largest number of students in the University. The figures from Selangor is very small compared to her total student population. The reason is obvious. However, there still are some Kuala Lumpur students living in one of the five colleges. The reasons given by them are mainly two-fold. Firstly, some of these students want to experience University college life. The social atmosphere and the occasional or frequent hour long discussions is part of that college life. The mid-night suppers is also a part of that life. Secondly, some students claim that their homes are too noisy for work.

Table 3.7 Percentage of Students Living in Colleges by Sex and State, 1964-1965

State	% of Male Students	% of Female Students	% of Total Students
Johore	58.6	85.3	64.7
Kedah	68.3	84.4	72.2
Kelantan	49.2	66.7	51.3
Malacca	82.2	83.9	82.7
Negri Sembilan	55.5	94.0	65.2
Pahang	56.5	90.0	60.7
Penang	66.4	93.3	73.5
Perak	74.7	96.1	81.0
Perlis	85.7	-	85.7
Selangor	8.3	13.3	9.9
Trengganu	58.8	75.0	61.9
Sarawak	85.7	-	85.7
Singapore	50.5	80.0	51.6
Others	100.0	100.0	100.0

In Table 3.7, the percentage figures gives a better idea about the accommodation problems of students from other states. The figures for the female students are generally much higher than that of their male counterparts. This is to be expected. The students, being away

from their homes would naturally want to live in a place where they have a greater sense of security. Besides this there is the question of convenience. In addition, the parents would naturally be more concerned about their children's lodging especially if they are girls and they are to live away from home.

The percentages for the Male sector of the population is much lower not because of the students desire not to stay in University colleges but rather because their applications were turned down due to a lack of living accommodation. However, besides this it must also be remembered that a small proportion of these out-station students may be living with relations. This would also cause the percentage to be lower. Others may prefer to stay out because they felt they have a greater degree of freedom. Living in rented rooms outside, they do not have to conform to the regulations that hostellites are obliged to.

Other than for these comments, it would be very difficult to explain why or to generalise about why the percentages vary from state to state. Besides this, it is very probable that these figures would also fluctuate from year to year. The extend of the fluctuation would depend on the mentality and attitude of the students towards college life, the extent of the number of students who have relations in Kuala Lumpur and the capacity of the Hostels to take in students. However, it would seem quite probable that the figure for the female population to fluctuate is less than that of their male counter-parts.

VI. OTHER EXPENSES

Table 3.8 Other Expenses

Amount ($)	Number
Below 200	66
200	121
300	159
400	172
500	109
600	156
700	140
800	103
900	94
1,000	58
1,100	51
1,200	27
1,300	26
1,400	20
1,500	12
1,600 and above	43
TOTAL	1,417

The figures on other expenses in Table 3.8 showed expenditure on things other than tuition fees, stationery and books and transport. Broadly, it could be taken as pocket-money. In some cases, part of the expenses may be

the amount spent on food, mainly lunches. This would apply to many non-hostelites who do not go home for their mid-day meal. It would also include money spent on entertainment mainly films and dancing. To some male and female students to a lesser degree a large or substantial part would be expenditure on cigarettes. The ratio between smokers and non-smokers in the University has not been determined as yet. For the female students, it is likely that a large part of the expenses was for clothings. The number of girls following the fashions in vogue seemed to support the above statement.

From the data collected, the expenses of students varied from below $200 a year to above $1,600 a year. Perhaps, a clearer view would emerge if the expenditure was given in weeks rather than yearly. Calculating on the basis of 10 weeks an academic term, students expenditure would range from about $7 a week to about $50 a week. From this, it would seem that students are very well-off, especially those who spend more than $20 a week. The number of students in this category was 674, representing about 47 per cent of the student population who supplied the above information. This fact again supports the belief that University students come from middle class homes.

VII. EXPENSES ON BOOKS AND EQUIPMENT

Table 3.9 Total and Average Value of all Purchases ($)

Faculty	Total ($)	Average ($)
Agriculture	2,751.40	125.06
Arts	16,853.45	153.21
Education	1,023.70	78.75
Engineering	7,453.70	212.96
Medicine	7,070.45	336.69
Science	7,302.25	165.96
TOTAL	$42,454.95	$173.29

Source: WONG KIN SUM. "Estimated Text-book, Stationery and Equipment requirements of the STUDENTS OF UNIVERSITY OF MALAYA, 1965-1970".

The data in the above table was obtained by means of a questionnaire.[3] There were three factors which may have affected the accuracy of the above data. In the first place, the survey was conducted as a very single Random Sample. Only 11.6 per cent of the total student population was selected and interviewed. 1.6 per cent was non-cooperative. The figures obtained may not be very representative. For instance, only one third year engineering student was interviewed. Secondly, there may be errors due to student's lack of sincerity in their answers. Lastly, the third term figures were estimates. However, the average figure of $173 per annum can be taken as a very rough guide. The information on expenditure was collected under five headings. 1. Recommended text, 2. Prescribed text, 3. general interest and Books and Journals, 4. Academic Journals and Institutional Reports, 5. Stationery and Equipment.

From the table, Medical students spent the most per annum. Their average was $336. This was because of the expenditure spent on equipment like a set of bones (over a hundred dollars a set) and text-books especially the prescribed text.

In general, students spent most on recommended text, stationery and equipment.

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[3] Specimen of questionnaire given in Appendix D.

CHAPTER FOUR

GROWTH IN STUDENT POPULATION

I. GROWTH OF THE UNIVERSITY FROM 1959-1961

May 27th. 1959, marked the opening of the first session in the University of Malaya in Kuala Lumpur under the new constitution of the University of Malaya, which came into being on Foundation Day, January 17th. 1959.

In May, 1959, the student's population was 323 and of these 103 were reading Arts, 91 Science and 129 Engineering. (See Table 4.1). At this date, the University of Malaya in Kuala Lumpur was only able to offer the following courses: First year Course in Arts, First year Course in Science, Courses for all years in Engineering, Honours courses in Malay Studies and Indian Studies since these two departments have been completely transferred from Singapore to Kuala Lumpur. It must be noted that since the buildings for the Faculty of Engineering had in the main been completed in 1958, courses in all years in Engineering had already began since August 1958.

In the 1960/1961 session, student numbers have increased over the previous year from 323 to 654, including 16 registered for higher degrees, distributed as follows:- Arts 354, Science 115, Engineering 139 and Agriculture 27. In comparing the student statistics for the two years, (1959/1960 Session and 1960/1961 Session) the total student population had doubled itself, 323 to 654. This also applied to the students of the Faculty of Arts, while in the Faculty of Science the student number was nearly four times its 1959 figure. The increase of Engineering students was not so spectacular. There was only a total increase of 30 students which was approximately one fourth the 1959 figure. Courses in Agriculture was given for the first time in Kuala Lumpur in May 1960. The Department admitted 25 students to the first year and 2 to the second. (The figures do not tally with the total of 27 given in Table 4.1 because the data was compiled in July. By then 6 students must have left.)

Table 4.2 Distribution of Students by Faculty, 1959-1964

Session	Arts	Science	Engineering	Agriculture	Medicine	Education	Total
1959	163	31	129	-	-	-	323
1960	354	114	199	27	-	-	694
1961	556	203	198	53	-	-	1,010
1962	723	318	226	74	-	-	1,341
1963	908	398	257	99	40	34	1,736
1964	1,188	462	262	123	102	88	2,225
TOTAL	3,892	1,562	1,231	376	142	122	7,289

NOTE. Student Statistics as at 15th. July, 1964.
Year 1959 stands for the academic year that is May 1959 - Jan. 1960. The same applies for the other years.

SOURCE. Student Statistics Section, University of Malaya.

In the 1963/1962 session, student numbers totalled 1,010. There were 556 students in Arts, 203 in Science, 53 in Agriculture, 198 in Engineering and 34 higher degree candidates. The marked increase in the number of post-graduate students augurs well for research. The total increase in the student population was only 35%. However, when comparing the population for this session and that of 1959, the figure had trebled itself. In other words, within three years, the University student population had multiplied itself by three. Similarly, the faculty figures showed the same growth trends with the notable exception of the Faculty of Engineering. The Faculty of Arts had more than trebled itself, 163 to 556, the Faculty of Science was six times its initial intake, 31 to 203, while the Department of Agriculture had doubled, 27 to 54. The Department of Engineering had only a total increase of 38 students.

For the 1962/1963 session, student number totalled 1,341. Of these, 723 were reading Arts, 318 reading Science,

[illegible]% in Engineering and 7% in Agriculture. There were 49 post-graduate candidates. The total increase in the number of students for the year was 331. Surprisingly enough, there had been a [illegible] decline in the yearly increase of students. For the 1962/1963 session, there was an increase of [illegible]. In tracing the growth trends, the total student population was now slightly more than four times its first intake. The same applied for the Faculty of Arts. The Faculty of Science was now ten times its 1959 figure while the Department of Agriculture had trebled itself. As expected, the growth of the Engineering Department was not so pronounced.

The student's population for the 1963/1964 session was 1,736 of which [illegible] were Arts students, [illegible] were Science students, 277 were Engineering students and 57 were Agricultural students. Two new Faculties were started. They were the Faculty of Medicine and the School of Education. The former Faculty had an intake of 40 students for the pre-medical year while the School of Education had 35 students reading for their Diploma. The total increase in the student population was 37%. This brought the total student population to five times the first intake. The Faculty of Arts had a five-and-a-half time increase, that is 163 to [illegible] while the Faculty of Science had increased thirteen-fold. The Faculty of Engineering had only doubled its student population since the department started in 1959. This growth when compared with the other faculties was slow. The Agricultural Department had increased by four times since it was started in 1960.

The 1964/1965 session brought the student population to 2,[illegible]. They were distributed as follows- [illegible] in Arts, [illegible] in Science, 262 in Engineering, 123 in Agriculture, [illegible] in Medicine and [illegible] in the School of Education. The total increase was [illegible]. The resulting student population was now seven times that of the 1959 figure. At this stage 7,709 students, graduates and under-graduates had had the use of the facilities of the University. The Faculty of Arts was now ten times its first intake, while the Faculty of Science was fifteen times its 1959 figure. The Faculty of Agriculture with 123 students was five times its first intake. The growth of the Engineering Faculty was not very significant when compared with the other disciplines. The Medical Faculty had more than doubled its student population in a year's time. This was also applicable to the School of Education.

From the past growth patterns and the present rate of development in the physical structure of the University, coupled with the increasing needs and demands for qualified

men and women by the growing country, there are no signs that the expansion rates will slow down. In fact the reverse would be much more probable. In fact, one can expect the yearly intake and increase to be even greater. In addition, a wider range of disciplines such as Architecture, Social Sciences, Industrial Chemistry and Public Administration would be introduced to cope up with the needs of the country.

II. GROWTH OF THE VARIOUS FACULTIES, 1959-1964

Table 4.2 Annual Percentage Increase of Students by Faculty, 1959-1964

Course / Year	Arts	Science	Engineering	Agriculture	Medicine	Education
1960-1961	117.2	267.7	23.3			
1961-1962	97.1	86.8	24.5	96.3		
1962-1963	30.0	56.7	14.1	39.6		
1963-1964	75.6	25.2	13.7	33.8		
1964-1965	30.8	16.1	1.9	24.2	205.0	158.8

NOTE: The figures 1960-1961 stands for the academic year in the University, that is May 1960 to January 1961. It does not stand for the calendar year. This also applies to the other years and for all other Tables where the same notation is used.

Except for the Faculty of Medicine and the School of Education which were started in the 1963-1964 session, the annual percentage increase of students showed a decreasing trend. There are a few reasons for this decline. In the first place, when the University was started in 1959, the intake of students was small. The staff of the various faculties was also small. So was the actual physical structure of the University. For instance, in 1959, since the Science Faculty buildings were not yet completed, part of the Science courses was given in Laboratories loaned by the Technical College and the Victoria Institution. As a result of this very small intake of students in 1959,

the following year the percentage increase was very high. The Faculty of Arts increased by 117.2 per cent, and the Science Faculty by 267.7 per cent. The increase for the Engineering students was not so spectacular. The reasons for such unequal percentage increases shall be given later on. Generally, with the larger and larger intake each year, the annual percentage increase was bound to get smaller and smaller because the physical expansion of the University was not expanding at the same rate as the increase in student population. Besides this, the staff of the University was also limited. In practically, all faculties, the greatest annual percentage increase was the second year of its establishment.

The Faculty of Arts showed a decreasing trend until 1963-1964. The following year, that is the 1964-1965 session there was an increase. Whether this change in trend will be sustained for the coming year is hard to predict.

In Table 4.2, the most outstanding set of figures seemed to be that of the Faculty of Engineering. Its annual percentage increase had been low all through. This meant that the intake of Engineering students had not increased very drastically. There had been growth although slow and steady. This does not reflect a neglect of progress. The small yearly intake of students seemed to be an inherent part of this particular discipline. This is because only students who have the abilities to match their interest in mathematics do eventually take up this course. It appears that Engineering students have a special aptitude towards this discipline besides the average intelligence.[1]

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1 Instead of describing a person's mental endowment by a single index of intelligence such as the intelligence quotient - 'I.Q.', a better method is to describe each person in terms of 'profile' of abilities in which it is frankly recognised that two men may have the same level of mental endowment and yet be totally different, as shown by the entirely different types of work which they can learn to do and enjoy. 'The third profile is high in the visualising or space factor (S) and in induction. This is typical for students of Engineering and physical Sciences.'
L.L. THURSTONE. 'Testing Intelligence and Aptitudes'. p.49 in CONTRIBUTIONS TO MODERN PSYCHOLOGY.

III. [redacted]

Table 4.3 Annual Percentage Increase of Students by Race, 1959-1964

Year \ Race	Chinese	Malays	Indians	Ceylon-ese	Euro-pians	Others
1959-1960						
1960-1961	88.2	132.3	109.5	131.3	125.0	125.0
1961-1962	53.4	50.7	36.4	67.6	55.6	33.3
1962-1963	34.4	26.3	34.2	32.3	14.3	83.3
1963-1964	32.6	38.7	31.1	-8.5	62.5	9.1
1964-1965	27.6	51.7	0.0	33.3	-30.8	-4.1

In general, there appears to be no clear-cut trend or percentage annual increase of students by Race which is applicable to all races. The only common feature is that the greatest percentage increase was greatest the year after the establishment of the University. This is to be expected and the reasons were already stated in the last section.

In the table, one of the most striking features is that for the Malays there was an increasing trend from the 1963-1964 session onwards. In fact, the 1964-1965 session figure of 51.7 per cent increase was extremely high. This may be the natural consequence of making Malay, the National Language, although this will only come into force in 1967. This growth may be also due to the Government policy to help raise the standard of living and the future economic welfare of the indigenous people. Part of this policy is to provide financial assistance to Malay students who are eligible and able to pursue a course in the University. A direct result of this policy is that most of the Malay students are scholarship holders or are in receipt of a Bursary of some kind. This increase may also be due to the greater interest shown to higher education and a greater awareness of its economic value especially after the Independence of Malaya.

The figures for the Chinese student population show a decreasing trend. One of the causes for this is that since the University has a limited capacity for the number of intake of students, with stiffer competition from all the other races, the annual intake of Chinese students has been cut down. However, it must be noted that inspite of this decreasing trend, the average percentage of Chinese students in the University for the same time period is about 3 per cent. This is more than half of the total student population. This gives a ratio of 3 Chinese students to every 2 students of all the other races combined. A few of the reasons for this unequal ratio may be the following. The Chinese as a whole are more willing and able to finance their children's education. The Chinese easter places the scholar at the top rung of social status. The other professions are in the following order; farmer, artisans and the 'dispensable' professions among which are the merchants, soldiers, slaves, etc. However, it is most probably true that this attitude is no longer valid but there was a time lag which would have allowed a large proportion of the Chinese children to be in the University now. Nowadays, people are more aware of the benefits, socially and economically that higher education can provide. The Chinese, being more commercial and business-minded are no exception. Lastly, the Chinese were able to finance their children's education, their pre-university education as well as their University courses. The other main features of Table 4.3 is the zero increase for the Indians for the 1964-1965 session. This meant that the increase in absolute number was the same as that of the previous years. The negative percentages for the other races showed a decline in the absolute figures as compared to their previous years.

V. [redacted]

Table 4.4 Annual Percentage Increase of Students by State, [redacted]

State	Year 1960-61	1961-62	1962-63	1963-64	1964-65
Johore	109.5	93.5	30.2	9.8	30.0
Kedah	78.9	50.5	13.7	62.1	41.5
Kelantan	162.5	76.2	24.3	10.9	45.1
Malacca	127.8	41.5	10.3	15.6	48.6
Negri Sembilan	74.0	25.5	28.8	27.6	39.2
Pahang	157.1	16.7	26.2	22.6	21.5
Penang	33.3	106.3	38.6	39.3	33.3
Perak	147.3	48.5	35.1	24.9	24.9
Perlis	100.0	-100.0	0	400.0	40.0
Selangor	166.7	62.5	48.8	36.6	23.3
Trengganu	100.0	25.0	100.0	110.0	100.0
Singapore	29.2	16.1	13.9	2.4	- 9.5
Sarawak	-100.0	0	100.0	150.0	260.0

In Table 4.4, the annual percentage increase of students by states for Sarawak, Perlis and Trengganu were extremely high. This feature must not be misinterpreted because the actual absolute numbers of students was very small.

A second significant trend is that of the main or well-developed states like Selangor, Perak and Penang. The general trend for these states shows a gradual yearly decrease. One of the main reasons for this is that with the introduction of better educational facilities to the

other states, the competition for entry into the University is getting more and more keen. With the spread of economic development and the Malaysia 5 year plans, people in these states become more conscious of education and its purpose and benefits. This would result in a greater number of their children having a sound education. A key feature in the increase of students from the other states is the increase in the rate and volume of migration of pre-university students from the less developed states in main towns like Kuala Lumpur, George Town and Ipoh. These students obtain their pre-university education in these towns but on entry into the university, they give their home states as their address. As a result of this discrepancy, the above figures do not indicate the educational facilities provided in the respective states.

The figures for the Island of Singapore showed a decreasing trend too. It seems likely that the annual percentage increase or decrease will fluctuate around the present level. This is because it seems highly unlikely that the number of students from Singapore will change greatly from year to year. Since the majority of Singapore students are Engineering students, the above comment seems quite justified.

As in Table 4.4, the figures for the annual percentage increase of either male or female students by state do not indicate any general trends. The main states of Selangor, Perak and Penang showed a decrease in the annual percentages. This indicated that the intake of students from these states was slowing down.

In Table 4.5, Malacca and Negri Sembilan seems to have an increasing trend after the 1962-1963 session.

In Table 4.6, the most significant feature is that there are no female students from Perlis in the University ever.

Table 4.5 Annual Percentage Increase of Male Students by State, 1959-1964

State	Year 1959-	1960-61	1961-62	1962-63	1963-64	1964-65
Johore	128.6	96.9	25.4	11.4	31.8	
Kedah	93.3	44.8	9.5	50.0	46.4	
Kelantan	200.0	76.5	33.3	7.5	51.2	
Malacca	130.8	46.7	11.4	12.2	43.6	
Negri Sembilan	66.7	30.0	15.4	25.0	34.7	
Pahang	192.8	8.8	27.0	23.4	19.0	
Penang	28.6	117.8	39.8	34.3	35.9	
Perak	140.9	46.2	29.0	25.0	20.0	
Perlis	100.0	-100.0	0	400.0	40.0	
Selangor	157.1	65.7	49.2	34.8	20.8	
Trengganu	50.0	0	166.7	87.5	126.6	
Sarawak	-100.0	-100.0	200.0	150.0	-40.0	
Singapore	23.9	15.8	10.6	6.8	- 8.9	

Table 4.6 Annual Percentage Increase of Female Students by State, 1959-1964

State	1960-61	1961-62	1962-63	1963-64	1964-65
Johore	71.4	91.7	43.5	6.0	- 2.9
Kedah	25.0	80.0	33.3	108.3	28.0
Kelantan	100.0	75.0	-14.3	33.3	12.5
Malacca	120.0	27.3	7.2	26.7	63.2
Negri Sembilan	133.3	0.0	138.6	31.3	61.9
Pahang	200.0	150.0	20.0	16.7	42.9
Penang	72.7	78.9	35.3	5.3	25.4
Perak	172.7	56.7	55.3	24.7	38.5
Perlis	-	-	-	-	-
Selangor	188.9	55.8	32.1	41.1	29.1
Trengganu	100.0	100.0	0	200.0	33.3
Singapore	150.0	70.0	50.0	-50.0	-20.0
Sarawak	-	-	100.0	-	-
Others	-	200.0	100.0	-25.0	-

CHAPTER FIVE

DISTRIBUTION OF STUDENT POPULATION

I. DISTRIBUTION OF STUDENTS BY RACE AND AREA, 1964-1965

Table 5.1 Distribution of Students by Area and Sex, 1964-1965

AREA	Number			Percentage		
	M	F	Total	M	F	Total
Malaya	1,557	569	2,126	95.0	98.8	95.2
Singapore	71	5	76	4.3	0.9	3.4
Borneo Territories	18	-	18	1.0	-	0.8
Others	3	2	5	0.2	0.4	0.2
TOTAL	1,649	576	2,225	100.0	100.0	100.0

For the study of the patterns of distribution of students only the statistics of the 1964/1965 session was used because these were the only data available. Out of a total of 2,225 students 1,649 were males, while 576 were females. This gave a sex ratio of approximately 3:1. In other words for every female in the University there were approximately 3 males. There are a number of possible reasons for this inequality in the sex-ratio. The main cause may be due to the past sex-ratio of school going children. It seemed very likely that there were more boys schooling than girls especially in the pre-university classes. For instance, in 1963, in the Federation there were 395 boys

doing their upper six Arts while there were only 289 girls doing the same course. This gave a sex ratio of 4:1. In the Science upper six classes there were 549 boys whereas there were only 90 girls.[1] The sex ratio would be approximately 6:1. Since the figures in Table 5.1 showed University students of all years of studies and for all faculties it is very likely that the inequality in the sex-ratio have been levelled out to 3:1.

A second factor could be that Asian parents are more inclined to invest in boys rather than girls. This biased attitude may result from such belief as since their daughters will eventually marry off to another family, why invest so heavily on them. It must be emphasized that this is slowly dying away.

A third reason is that the marriage age for girls are generally lower than boys. Many girls can afford to marry after finishing Form 5 and Form 6 because they usually are not the bread-winner of a family.

Besides this, a large number of girls may prefer to pursue an office career or other professions. The teaching profession usually absorb a very large number of girls. For those who are more financially well off they may prefer more interesting lines of work like interior decoration, secretaryship rather than an academic career.

Finally, some of the courses offered by the University may not be attractive to them. Such faculties like the Engineering and Agricultural faculties have very few girl students.

In analysing the distribution of students by area, out of 1,549 male students, 97 per cent of them were from Malaya (the eleven states). This is quite understandable as the University was started mainly to cater for the country's needs. What is more significant was that Singapore citizens form 0.1 per cent of the male population. This is due to the fact that there is no Engineering faculty in the Singapore University. There was practically no foreign students as the figure shown was insignificant. Any foreign students who were here were either the children of diplomatic personnel, the children of University lecturers and very rarely a few foreign exchange students.

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1 [illegible]. "The Estimated Student population of the University of Malaya 1962-1968". Table 20 page 47.

Out of the [illegible] female population, 98.8 per cent were from Malaya. Singapore female students form an extremely small percentage because Singapore residents and citizens are expected to attend the Singapore University other than for Courses not offered there.

[illegible] DISTRIBUTION OF STUDENTS BY FACULTY AND STATE

From the table, it is obvious that the three most developed states of Selangor, Perak and Penang had provided the largest number of students in practically all faculties. The reasons for this had been given earlier. The East Coast States of Trengganu, Kelantan and the northern most state of Perlis being least developed had the least number of students. This is to be expected.

Table 5.2 Percentage Distribution of Students by State and Faculty, 1964-1965

	Arts	Science	Engineering	Agriculture	Medicine	Education
Johore	5.5	8.9	9.9	3.3	6.9	8.0
Kedah	6.9	5.4	3.4	6.6	2.0	8.0
Kelantan	5.0	1.7	-	3.3	-	3.4
Malacca	4.5	6.3	4.2	4.1	8.8	3.4
Negri Sembilan	6.6	5.1	5.0	6.6	4.9	8.0
Pahang	3.4	3.0	3.8	8.1	2.0	3.4
Penang	20.7	16.7	11.8	12.2	21.6	22.8
Perak	19.1	19.1	16.4	25.2	21.6	17.0
Perlis	0.6	-	-	-	-	-
Selangor	22.3	31.0	22.9	24.4	26.5	25.0
Trengganu	2.0	1.5	1.2	2.4	4.9	-
Singapore	1.1	1.1	20.2	3.3	-	1.1
Brunei	0.1	-	-	-	-	-
Sabah	-	-	0.8	0.8	1.0	-
Sarawak	0.3	-	0.4	-	-	-
Others	0.1	0.2	-	-	-	-
Total	100.0	100.0	100.0	100.0	100.0	100.0

With the exception of the Faculty of Agriculture, Selangor had the highest percentage of students. This was because she had the largest pre-university student population. The bulk of these students were from Kuala Lumpur because of the many schools with Higher School Certificate classes. Besides the inhabitants of Kuala Lumpur themselves, there are many families who migrate into Selangor either on their own accord or because they were transferred here. This trend of migration would swell up the number of students from Selangor. Another possibility could be that, being nearer to the University, the problem of finance would not be so great on the parents. Expenses on lodging and food would be cut down if the students are Kuala Lumpurians.

The outstanding figure for the State of Perak was her 25.2 per cent for Agriculture. This figure was even higher than that of Selangor. The likely reason for this might be that Perak is more of an Agricultural state than Selangor. Her chief crops are padi and rubber. This fact might have influenced under-graduates to pursue courses where employment opportunities are more abundant.[2]

The figures for graduates doing their Diploma in Education was exceptionally high for the island of Penang. Her figure of 22.5 per cent was even higher than that of Perak. A possible cause for this might be that employment opportunities is very limited. There are not very many large business-houses, private firms, banks and headquarters of Government Ministries to absorb in the large number of graduates. The only source of employment which can take in a large number of graduates is the teaching profession. The above reason might be supported by the fact that some Penang graduates may be unwilling to work away from home even though there may be other jobs elsewhere.

The 20 per cent of Singapore students in the Engineering department was as expected because of the non-availability of this course in Singapore University.

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2 According to Agricultural census report 1960, there were 730,082 acres of farmland in Perak. In Selangor there was only 34,034 acres. Table 6, Report 2. Agricultural Census. "In Perak there were 390,190 people engaged in farming, while in Selangor there were only 152,878." Table 96. Report 11. Agricultural Census.

Table 3.3 Percentage Distribution of Students by Faculty, Race and Sex, 1964-1966

FACULTY	Chinese			Malays			Indians			Europeans			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arts	27.7	65.6	38.0	84.1	96.2	84.5	68.4	82.7	69.7	39.3	64.1	49.0	[illegible]	84.6	65.9
Science	30.5	21.8	28.1	5.3	0.9	4.4	17.0	11.5	15.6	19.7	23.1	22.0	28.5	15.4	24.4
Engineering	23.7	0.3	17.3	0.9	-	0.9	8.2	-	6.2	23.3	-	13.0	7.1	-	4.9
Agriculture	8.8	1.9	7.0	3.7	0.9	3.1	5.0	-	3.8	6.6	-	4.0	7.1	-	4.9
Medicine	7.0	3.3	6.0	2.5	-	2.0	3.8	1.9	3.3	6.6	-	4.0	-	-	-
Education	2.3	7.2	3.6	3.5	11.9	5.2	0.6	3.8	1.4	6.6	12.8	9.0	-	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FOOTNOTE: Eurasians were included in 'Others' column because their numbers were insignificant when compared to the others.

The figures from the table indicated that for all ces, the bulk of the students were in the Arts faculty. eferring to the total column, 38 per cent of the total inese student population were doing Arts. For the Malays, .5 per cent, the Indians, 64.7 per cent, the Ceylonese per cent and Others 65.3 per cent. The main reason for is goes back to the under-graduates schooling days. The ailability of educational facilities for an Arts course st have paved the way for these large percentages.

A very striking feature about the Malay students tistics was that 84.5 per cent of the population was ding Arts. This very heavy bias also applied to Indians, ylonese and 'others'. A probable cause for the very vy bias among the Malays might be due to the lack of ience education in the rural areas. As a result of this, ey were automatically excluded from the pre-university ience classes even when they migrated into Form Six classes large towns away from their homes. The centres where dents migrated to were Selangor, Perak and Penang. The ve of migration to large towns like Kuala Lumpur, Ipoh, rge Town usually starts when they go to Lower Six. By en their choice between Arts and Science was already termined. This also accounted for the very small number f Malay Science, Medical and Engineering students.

Another very striking feature of Table 5.3 was t in all races there was a larger percentage of girls ding Arts than their male counter-parts. For instance, r the Chinese sector, 38 per cent of them were reading rts. Out of this 38 per cent, 65.6 per cent of them were rls while 27.7 per cent of them were boys. Similarly, the ne feature was noticeable for all the other races. This med to suggest that girls have a definite preference for Arts. There are a few reasons for this. In the first tances, there are some courses which are generally consi- ed exclusively men's domain. These are Engineering and gricultural science. This naturally cut down the scope of ice. Secondly, the ambitions of girls should also be died closely. Most of them must have realised that ployment opportunities for them are quite limited especially sian countries. They would eventually end up as teachers. is might have affected their choice of subjects in schools the choice of courses in the univerdity was a natural ll-up of that decision. To attempt to go into greater pths concerning this preference would entail social gical vestigations.

Finally, some general comments may be made on the tistics of Table 5.3. For the Chinese student population,

the distribution among the various faculties was not so uneven as the other races. The three preferred faculties were Arts, Science and Engineering. This does not apply to the other races. Their distribution was very uneven, the bulk being in the Arts. Among the Malays, Engineering seemed to be least popular. An outstanding feature about the Engineering faculty was that it seemed to be exclusively monopolised by male students.

Lastly, there seemed to be a larger percentage of girls of all races doing their Diploma in Education. The reason for this could be a natural consequence of the preference for an Arts course. On graduation, girls with an Arts degree find that employment opportunities are limited. Most business-houses, large firms and government departments do not or are quite reluctant to employ women graduates. In the first place there is still the biased preference for men even with the same paper qualifications. This preference for men may be due to the fear that many women resign when they get married or that there may be a disruption to the smooth running of the organisation due to maternity leave. In addition, it is claimed that women are not mobile. It is difficult to send a woman out for a survey or when it comes to transferring staffs from state to state women claims that their place is where their husband is. Lastly, some dissertation among staffs may occur if a firm have a woman head.

V. [redacted] OF FIRST YEAR ARTS [redacted] 1964-1965

Table 5.4 Percentage Distribution of First Year Arts Students by Subjects and Race, 1964-1965

Subjects	Chinese	Malays	Indians	Others
Chinese Studies	8.7	5.5	2.9	3.2
Economics	16.6	13.3	13.5	20.2
English	9.0	2.8	10.0	7.5
Geography	19.4	12.8	13.5	13.8
Geology	3.6	0.2	1.2	-
History	18.5	11.7	20.0	20.2
Indian Studies	5.8	8.5	23.4	16.0
Islamic Studies	0.2	20.2	-	1.1
Malay Studies	0.8	25.5	1.2	-
Malay Language	14.5	0.2	14.7	16.0
Applied Maths.	1.6	-	-	1.1
Pure Maths.	2.4	0.2	-	1.1
TOTAL	100.0	100.0	100.0	100.0

FOOT-NOTE. Ceylonese, Eurasians and others were grouped together into the 'Others' column as it was not possible to distinguish races from the 1964-1965 enrolment list by examinations of names. Similarly, Indians with Muslim names were included into the 'Malay' column.

From Table 5.4, the subjects most popular among first year Arts students were Economics, History, Geography and Malay Language. As far as the first three disciplines were concerned their popularity lie with the fact that students have had foundation in these subjects. In addition, the demand for Economics was based on the economic value of this discipline. The prospects of economic betterment and employment opportunities might also have influenced students' decision. This reason can also be applied to the decision to take the Malay Language paper. It is significant that the Malay Language paper was taken by a high percentage of non-Malay students. In the first place it is a compulsory paper for potential Economic specialist. On the other hand, some students may have the attitude that since they have to learn the National Language sooner or later, it might as well be now. This is because in 1967 the Malay Language will become the official National Language.

An interesting feature about the data on Chinese students was that the percentage of Chinese taking Chinese studies was very small. Only 3.7 percent of the total Chinese student population were doing Chinese Studies. There are a few reasons for this. The main one is economic in nature. Employment opportunities are not very good if one graduated in Chinese Studies. As a result of this, parents being ambitious for their children had stopped sending their children to Chinese Schools. The majority of Chinese children would be sent to English medium schools. The second reason is related to the first. Chinese student on admittance into the University may lack the language abilities to pursue the course even if they wanted to.

As far as the Malay students were concerned, Malay Studies and Islamic Studies were most popular. Next came Economics. The first two disciplines were pursued because the Malay students have the language abilities. In addition, Islamic Studies is closely connected to their religion Islam. For instance, Islamic philosophy is based largely upon the Koran. The large percentage doing Malay Studies also seemed to be a natural consequence of making Malay the National Language of the country. Out of the total Malay student population in 1964, 20.5 per cent were reading Malay Studies, and 20.2 per cent reading Islamic Studies.

For the Indian student population, about a quarter of the first year Indian Arts students pursue Indian Studies. This might have been caused by the student's desire to know more of their own Language and culture. It might also have

been caused by rumours circulating in the University Campus bout certain so called 'soft' subjects.

Another interesting feature was the very very small percentage of students taking Mathematics. This may have been due to the fact that most students who were interested in Mathematics would have undergone a Science course during their pre-university days and would be in the Faculty of Science rather than in the Faculty of Arts.

DISTRIBUTION OF THIRD YEAR ARTS STUDENTS BY SUBJECTS AND RACE, 1964-1965

Table 5.5 Percentage Distribution of Third Year Arts Students by Subjects and Race, 1964-1965

SUBJECTS	Chinese	Malays	Indians	Others
Economics	30.6	17.8	15.0	31.0
English	10.7	0.6	20.0	26.2
Geography	26.1	8.9	11.7	9.5
History	28.1	14.4	31.7	31.0
Indian Studies	2.5	1.1	21.7	2.4
Islamic Studies	-	13.9	-	-
Malay Studies	-	43.9	-	-
Applied Maths.	0.4	-	-	-
Pure Maths.	0.4	-	-	-
Maths.	1.7	-	-	-
TOTAL	100.0	100.0	100.0	100.0

Table 5.5 showed the percentage distribution of final year Arts students for the 1964-1965 session. In general, the 'big three subjects' were Economics, History and Geography. This was clearly demonstrated by the Chinese

student population, 30.6 per cent was reading Economics, 29.1 per cent reading History and 26.1 per cent doing Geography. The reasons for this choice had been discussed before.

On the other hand, 43.9 per cent of the Malay student population pursued Malay Studies. The main reason for this was economic in nature. This is because by 1967 Malay would become the official National Language. Coupled with this is the fact that these students already have the necessary language abilities to pursue the course. In fact, many of these students were admitted into the University on the basis of their qualifications in the Malay Language and Malay Literature.

At the other extreme, only 0.6 per cent of the Malay population were reading English inspite of the fact that these students had been using English as the Medium of instruction during their pre-university days. This feature was also noticeable for the Chinese student population. A possible cause for this small percentage is that English is a subject which requires a kind of sensitivity and feeling for the subject which many students lack.

The Indian student population surprisingly showed a higher percentage for Indian Studies and English than for Economics or Geography. Under the 'Others' column, which included Eurasians, 26 per cent of them were taking English. This is quite significant. A possible explanation for this could be that English is the language used at home especially when there is inter-racial marriages when one of the parents was a European.

In conclusion, Economics and History seemed to be most popular for all races. The choice for Economics is quite obvious. However, the reasons for the popularity for History is not so well defined. In the first instance, there may be students who were genuinely interested in the subject. Besides these, there may be others who took it for want of a better subject to pursue. Some do it following their herd instinct. There may also be others who were indifferent to what they took as long as they were allowed to continue their studies in the University. These had no choice.

VI. [redacted] OF FIRST YEAR SCIENCE [redacted] AND RACE, 1964-1965

Table 5.6 Percentage Distribution of First Year Science Students by Subjects and Race, 1964-1965

Subjects	Chinese	Malays	Indians	Others
Botany	10.9	13.6	17.2	14.3
Chemistry	20.0	25.4	24.1	23.8
Geology	3.5	3.5	8.6	9.1
Applied Maths.	13.1	11.9	8.6	4.8
Pure Maths.	15.3	11.9	8.6	14.3
Physics	22.5	17.0	17.2	19.1
Zoology	10.7	11.9	15.5	14.3
TOTAL	100.0	100.0	100.0	100.0

FOOT-NOTE. There was 1 Science student taking Geography. This has been excluded from the table as it was insignificant.

The distribution of first year Science students by subjects and race indicated that physics and Chemistry were the preferred subjects. This held true for all races. The most likely cause for this may be that these were subjects which students were most familiar with. Most Science students in schools offered these two papers for their pre-university examinations. Since all first year students have to offer four subjects, this still leave them with a choice of two. Among the Chinese students, the next two most popular choices were Pure Mathematics and Applied Mathematics. The respective percentages were 15.3 per cent and 13.1 per cent.

These figures would also indicate the percentages of students who were successful in their Mathematics in schools and who had a genuine interest in the subject. It seemed highly unlikely that a student will continue to take Mathematics if they do not have an interest in the subject matter. This may not apply to all subjects. Another interesting feature about the figures for Mathematics was that the percentages of students taking both Mathematics papers were nearly identical. For the Malay and Indian Students the figures for both were identical. This indicated that students tend to take papers which complemented each other. This also seemed to apply to students taking Botany and Zoology.

The subject with the least number of students was Geology. This may be because Geology as a subject was not taught in school. Besides students may be biased in their ideas that a B.Sc. covers only the basic sciences. Another reason might be the economic value of the degree. If the degree is a Geology, the scope of employment is considerably narrowed. This biasness might also have been caused by parents' opinions and decisions.

CHAPTER SIX

PASSING AND FAILURE RATE

I. FAILURE RATE

An under-graduate has to be successful in all his sessional and final examinations before he is conferred with his first degree irrespective of the course he is reading. The types of degrees obtainable in the Kuala Lumpur are

1. Bachelor of Arts B.A.
2. Bachelor of Science B.Sc.
3. Bachelor of Engineering B.E.
4. Bachelor of Medicine M.B.B.S.
   Bachelor of Surgery
5. Diploma in Education Dip.Ed.

The time period to graduate depends upon the degree one is wanting for. The Bachelor of Arts degree, either general or Honours require a minimum of three years. The same time period is required for the Bachelor of Science General degree. An additional year is needed to obtain an Honours in Science. It must be noted that the Faculty of Science, Engineering, Medicine and Agriculture do take in students straight into the second year. This privilege is only enjoyed by students who have done extremely well in their pre-university examinations.[1] A normal Engineering and Agricultural course requires four years of studies. To qualify for an M.B.B.S. a normal student will have to spent a minimum of six years in the University.

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1 University of Malaya. 'Instructions to Candidates applying for Admission to the University of Malaya.' Session 1965/1966, p.13.

From the above, it can be seen that an undergraduate will have to pass all his sessional examinations leading finally to his final hurdle. It is the failure to pass these examinations which give rise to the failure rates or rate of elimination. The failure rates for the various faculties by year of study from 1959-1964 are given from Table 6.1 to 6.7. The possible causes for failure are many. The General ones are suggested below. Charles R. Wright had classified four broad types of factors which were determinants or contributors to graduate success or failure.[2] These factors were as follows.

1. **Endowment.** Endowment refers to certain aspects of the personal 'equipment' which the student brings to University. Specifically, it could be his academic background, work experience, health and financial welfare. In this category may be placed students who failed because they neglected their work or students who may not be suited to the course that they offered.

2. **Motivation.** Primarily this means that the existence, nature and strength of the student's current motives to excel or not to excel (perhaps even to fail) academically, plus certain other motives which might be related to success. The concept of motivation as applied in higher education is a complex, sometimes confused and operationally difficult variable. John Summerfield has noted concerning under-graduates "the largest number of disputes involve motivational forces, goals interests and satisfaction relative to college and other facets of the student's life. This is a difficult proposition to prove or develop because the motivational psychology of college students is still in a vague and crude state and there has been little critical experimentation .... We do not know what motivation forces are actually predictive of college success and we do not know to access accurately such motives in students".[3] Even though the motivational force is a difficult concept and difficult to isolate there may be a few motivational forces which appear obvious. Students work hard either because they are interested in the subject matter of the course itself, or because it is the means to an end. Many students, to be

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2 CHARLES R. WRIGHT. "Success or Failure in Earning Graduate Degrees" Sociology of Education Fall 1964. Vol.38, No.1, pg.78.

3 ibid.

sure seek to obtain a degree to obtain a lucrative job in future. There may be others for instance qualified teachers who have to pay a very heavy opportunity cost for being in the university. They not only have to finance themselves in the university, they would also have to stop being a wage-earners. In addition, there is the personal satisfaction of being able to obtain a degree or fulfil an ambition. The prospects of moving up into a higher social class with all the advantages attached to it may act as a motivational factor.

3. Accommodation to University. Accommodation was conceptualized in terms of the student's adjustments to the under-graduate student's role, his social adjustments in leisure activities, friendship, his psychological adjustments to worries and tensions and his scholaristic adjustment in terms of study habits, allocation of time, images of the faculty and satisfaction with the University. In this category could be placed those who failed because of over-participation in other activities, emotional strains, financial difficulties and examination fever.

4. Non-academic Statuses. Statuses and role which were considered important to under-graduates included sex, age, nationality, marital status, and socio-economical background.

Carlson and Wegner have mentioned as a possibility that failure of students may be due to the Lecturers themselves. "All too frequently, college personnel workers and faculty seem to forget a basic fact of human behaviour. We must remember that being a new freshmen student, especially at a large College or University, can be a traumatic experience. Fear of the unknown and the ambiguous is a psychological fact. The degree to which the new student makes a satisfactory academic, social or any other type of adjustment to the new experience of college is highly related to how well we communicate the information and impressions he needs in order to make that adjustment. The new freshman is not as responsible and self-sufficient as we would like him to be. Sometimes he need someone to lead him around by the hand until he is able to make it on his own. Limitations in time and staff prohibit much individual attention to students in a large University community. Perhaps the best we can hope for is to make faculty and staff sensitive to student problems."[4]

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4 J. Spencer Carlson and Kenneth W. Wegner. "College Dropouts". Phi Delta Kappan. March 1965, Vol. XVI No.7, p.326.

These then were the general causes for failure and success in the university.

Table 6.1 showed the passing and failure rates of the university as a whole. There do not seem to be any definite trends. The average passing rate from 1959-1964 was 82.8 per cent and the failure rate was 17.8 per cent.

Table 6.1 Annual Percentage of Passes and Failures of Students in the University of Malaya, 1959-1964

1959		1960		1961		1962		1963		1964	
P	F	P	F	P	F	P	F	P	F	P	F
77.0	23.0	83.8	16.2	80.8	19.2	81.3	18.7	86.3	13.7	87.5	12.5

a. FACULTY OF ARTS

Table 6.2 Annual Percentage of Passes and Failures in the Faculty of Arts, 1959-1964

	1959		1960		1961		Average	
1st Sessional	77.2	22.8	87.5	12.5	80.1	19.9	81.6	18.4
2nd Sessional (Gen.)			81.4	15.9	94.6	5.4	89.4	10.6
Final Honours	100.0	0	100.0	0	97.1	2.9	99.0	1.0
Final General					96.9	3.1	96.9	3.1

	1962		1963		1964		Average	
1st Sessional	80.8	19.2	87.0	13.0	83.8	16.2	83.9	16.1
2nd Sessional	97.1	2.9	98.0	2.0	97.7	2.3	97.6	2.4
Final	96.0	4.0	92.2	7.8	93.9	6.1	94.0	6.0

NOTE-NOTE. In the 'Finals' both Honours and General degree passes were combined together, 1962-1964.

The results for the years 1959-1961 and 1962-1964 in the Faculty of Arts were separated because the structure of the courses were different. From 1959-1961, the structure was what was known as the old structure in which after the first sessional examinations, students were separated into Honours stream and General degree streams. The General degree stream students would eventually finish their course with a General degree. There was no chance for them to get an Honours degree. Besides this, at the end of the second year, they had to undergo a second sessional examination. The Honours stream students do not have to sit for a second sessional. In the final year, they either get an Honours degree or they fail.

From 1962-1964, a new system, the 'Unit' system was introduced. Under this unit system the courses are set out in three parts for each department. Part I refers to courses offered within the Department. Each Department will specify whether its courses are compulsory or optional and how many units must be taken from this part. Part II consists of courses offered by other departments. These courses have been accepted by each department as options for its own students. Certain combinations may not be taken. Courses in Part II last for one year only and students are not required to continue with the same course in the third year. Part III consists of optional courses which must be taken for two years. This Unit System has been introduced in 1962 for Second Year Students and for Third Year Students in 1963.

In both sets of figures, it was the first sessional examinations which have the highest failure

Table 6.3 Annual Percentages of Passes and Failures in the Faculty of Science, 1959-1964

	1959		1960		1961		1962		1963		1964		Average	
	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1ST YEAR	96.8	3.2	84.6	15.4	82.4	17.6	68.3	31.7	64.9	35.1	88.1	11.9	80.8	19.2
2ND YEAR			82.4	17.6	72.5	27.5	61.4	38.6	71.2	28.8	73.0	27.0	72.7	27.3
3RD YEAR			100.0	0	75.0	25.0	82.1	17.9	77.3	22.7	86.4	13.6	84.4	15.6
HONOURS			100.0	0	100.0	0	100.0	0	94.1	5.9	90.7	9.3	97.3	3.0

Table 6.4 Annual Percentages of Passes and Failures in the Faculty of Engineering, 1959-1964

	1959		1960		1961		1962		1963		1964		Average	
	P	F	P	F	P	F	P	F	P	F	P	F	P	F
1ST YEAR	73.5	26.5	81.3	18.7	92.7	7.3	67.1	32.9	82.7	17.3	76.7	23.3	77.3	22.7
2ND YEAR	50.0	50.0	54.7	45.3	64.2	35.8	64.6	35.4	48.7	51.3	66.7	33.3	58.2	41.8
3RD YEAR	100.0	0	93.8	6.2	93.1	6.9	73.3	26.7	96.2	3.8	79.5	20.5	89.3	10.7
4TH YEAR	84.0	16.0	92.0	8.0	100.0	0	96.3	3.7	91.2	8.8	94.4	5.6	93.0	7.0

rates. Under the old structure, the percentage of passes for Honours stream students was very high, 99 per cent. This may indicate that the sieving process was efficient. It may also indicate that these students work hard because they know that they will get an Honours degree if they pass. On the whole, the failure rates for the Faculty of Arts do not appear to be very high.

b. FACULTY OF SCIENCE

The figures for passing and failing rates are shown in Table 6.3. On the whole, the failure rates from first year to third year were much higher than that of the Arts. In fact, the casualty rates in the Science Faculty is second only to that of the Engineering Department. The most striking feature is the percentages of Honours students who gets through. The average figure was 97.3 per cent. This good result may be due to the system of selecting Honours students. In each department, only a few students are allowed to do an Honours course. Only the best were selected.

c. FACULTY OF ENGINEERING

It is generally agreed that Engineering is one of the 'toughest' course to take and the failure rates seemed to prove it. The failure rates especially the first and second sessional examinations were the highest in the University. The average figures were 22.7 per cent and 41.8 per cent and there is no indication that the rates will go down. The figures for the second year examinations seemed to indicate that the main stumbling block is the second year, after which the failure rates dropped considerably.

d. FACULTY OF AGRICULTURE

The failure rates as in the other faculties was very high in the first year. After which it dropped. The striking feature about Table 6.5 was the 100 per cent passes in the final year. For three consecutive years in running there had been no failures in the final year. This may be due to the cause that by the fourth year there were so few students left that they really presented students who knew their stuff.

Table 6.5 Annual Percentages of Passes and Failures in the Faculty of Agriculture, 1960-1964

	1960		1961		1962		1963		1964		Average	
	P	F	P	F	P	F	P	F	P	F	P	F
1ST YEAR	88.9	11.1	80.0	20.0	69.6	30.4	76.7	23.3	94.3	5.7	82.9	17.1
2ND YEAR	87.5	12.5	94.7	5.3	77.3	22.7	86.2	13.8	97.0	3.0	88.5	11.5
3RD YEAR			100.0	0	78.9	21.1	100.0	0	96.0	4.0	93.7	6.3
4TH YEAR					100.0	0	100.0	0	100.0	0	100.0	0

e. SCHOOL OF EDUCATION

Table 6.6 Annual Percentage of Passes and Failures in the School of Education, 1963-1964

	1963		1964		Average	
	P	F	P	F	P	F
Diploma in Education	85.7	14.3	83.7	16.3	84.7	15.3

The average passing rate for the School of Education was 84.7. Those who failed did not fail in the examinations out-right but in only certain papers. The students would be allowed to sit for these papers again if they wish in the following year.

f. FACULTY OF MEDICINE

The passing rate had been 100 per cent since the faculty started in 1963.

II. LEAKAGE RATE

The Rate of Leakage is the rate at which students leave the University before completion of their course on grounds other than failure in their yearly examinations. Some leakage is inevitable in any system. There are a number of reasons for students leaving other than failing their examinations. Some of the reasons listed below were actually given by students who left.

1. Students left University on their own to take up courses in other Universities, e.g. For instance, students left to take Law in Singapore or Pharmacy in England.

2. Students were awarded scholarships to pursue studies in other countries. For instance, Colombo Plan scholarship to study Agriculture in New Zealand, Cultural Scholarships to study in Pakistan.

3. Students run into financial difficulties in the middle of their courses. Although the University Authorities were willing to make loans to such students, the offer may not be accepted.

4. Students left because of ill-health.

5. A very small number left to get married.

6. Some may decide that the course is too difficult.

The leakage rates from 1959-1964 is shown in Table 6.7.

Table 6.7 Leakages Rates from 1959-1964

1959	1960	1961	1962	1963	1964
3.1	2.9	1.9	1.5	2.4	1.7

There do not seem to be any clear cut trends. The highest leakage rates were in 1959 and 1960. It is possible that during the very beginning of the University, students felt no obligations to stay if they did not wish to continue. It is also possible that during that time it was easier for students with the equivalents of Higher School Certificates to get good or lucrative jobs. When offered such jobs students may have left. As for the 1960 figure, there may be an additional reason for the high rate. In 1960, the Arts Course was still under the old structure that is, there was streaming into General stream or Honours stream after the first year examinations. Students who were in the General stream may decide to give up because they will not get an Honours degree eventually. The average leakage rate was 2.4.

III. WASTAGE RATE

The Rate of Wastage is the rate at which students leave the University before completion of their course either because of failure in the Examinations or because of other reasons. The wastage rate consists of two

components, the rate of Elimination (Failure Rates) and the Leakage rate.)

There are 2 methods of calculating the Wastage Rate.

Method 1 If the rate of Wastage is denoted by W the rate of Elimination or Failure Rates by F, the rate of Leakage by L

Then,

$$W = F + L.$$

Method 2 The total of the number of students who left and the number of students who failed divided by the total number of students in the University expressed as a percentage would give the Wastage Rates.

The figures in Table 6.7 was compiled by the second method. However, if the Wastage Rates computed for the same time period by the two methods when compared showed a slight discrepancy. This discrepancy was due to the method of calculating the failure rates and the Leakage Rates individually.

$$\text{Failure Rate} = \frac{\text{Number of Students who failed}}{\text{Total number of students who sat for the Exam.}} \times 100$$

$$\text{Leakage Rate} = \frac{\text{Number of Students who left}}{\text{Total University population.}} \times 100$$

Thus in Method 1, the Wastage Rate would be the sum of two rates with different denominators.
In Method 2, there was only one denominator, that is the total student population. The difference in denominators seemed to be the cause of the discrepancy. The wastage rate is the crudest criterion of the effectiveness of teaching in an institution of higher education. Wastage is perhaps an unfortunate term, for it suggests that those who fail to complete their courses have gained

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5. DOH JOON SUH. "The Estimated Student Population of the University of Malaya, 1962-1968, p.8.

nothing, which is rarely true. Some wastage is inevitable in any system. There will always be a certain number of student who discover that they have made a wrong choice, others who prove unable to develop intellectually much beyond the point they had reached on entry and some who withdraw or fail because of ill-health or other personal reasons. Inadequate communication between lecturer and student is also a factor in the failure of some students to obtain the qualification for which they were studying.

The wastage rate from 1959-1964 is given in Table 6.8.

Table 6.8 Wastage Rates from 1959-1964

1959	1960	1961	1962	1963	1964
25.4	16.5	17.8	19.2	16.0	12.6

The average wastage rate for the whole time period was 17.9 of the total student population. As expected the first year of the University would have the highest wastage rate. The reasons for this are the same as that for failures and leakages. On the whole, there do not seem to be any predictable trend except that from 1962 there appears to be a gradual decline. The differences in wastage rates shown in the table are not explicable solely in terms of the quality of students admitted or in terms of the way they are taught.

To conclude, wastage in any type of institution of higher education calls for continuing attention, the aim should be not merely to keep the percentage who fail low, but to ensure that all students are enabled to develop their abilities to the full.

UNIVERSITY OF MALAY FAP 78/65

Faculty of Arts

19th April, 1965

To: .....

.....

.....

All candidates who are offered admission into the First Year of the Faculty of Arts in the 1965/66 session are asked to read carefully the enclosed booklet "Courses of Study in the Faculty of Arts" and then fill in this form. The form should be sent back immediately to the Dean of Arts.

No assurance can be given to students that they will be allowed to read all the courses they selected.

Instructions for filling in the form:

1. Each First Year student must take a total of TWELVE units of courses. Students must sign up for the minimum number of units in at least SIXTEEN departments in Section I to enable them to continue as one-subject or as two-subject students in these departments in the Second Year.

2. Section I must be completed before students are allowed to select other units from Section II.

3. The units chosen should be circled.

Fill in your Higher School Certificate results-

Chinese	English	Economics	Geography	History	Tamil	Malay	Maths	Pure Maths	Applied Maths.

Section I

Chinese Studies	A100 A110 A111 A120 A121 A122 A130 A131 A132
Economics	E100 E101 E102 E103
English Literature	G100 G101 G102
Linguistics	G110 G111 G112 G113
Geography	H100 H101 H102
Geology	H150 H151 H152 H153
History	K100 K110 K111 K140
Indian Studies	F100 F101 F102 F104 F106 F107 F108 F109
Islamic Studies	G100 G110 G120 G130 G140
Malay Studies	K100 K101 K102 K103 K150 K151
Pure Mathematics	J100
Applied Mathematics	J101 J102

Section II

Chinese Studies	A100 A110 A111 A120 A121 A122 A130 A131 A132
Economics	E100 E101 E102 E103
English Literature	G100 G101 G102
Linguistics	G110 G111 G112 G113
Geography	H100 H101 H102
Geology	H150 H151 H152 H153
History	K100 K110 K111 K140
Indian Studies	F100 F101 F102 F104 F106 F107 F108 F109
Islamic Studies	G100 G110 G120 G130 G140
Malay Studies	K100 K101 K102 K103 K150 K151
Pure Mathematics	J100
Applied Mathematics	J101 J102

APPENDIX B

UNIVERSITY OF MALAYA
Faculty of Arts

No. FAP 788/65

16th April, 1966.

In order to assist the Faculty administration in providing places for students in the different departments, it will be helpful if all candidates who are offered admission, indicate their order of preference regarding their respective subjects in the form below.

Please insert your oder of preference by circling the numbers 1, 2, 3, 4, 5, 6, etc. against the subjects shown below. All candidates should try to indicate their preferences for not less than six subjects.

Name:.....................
(in block letters)

Subject	Order of Preference									
Chinese Studies	1	2	3	4	5	6	..	..	..	..
Economics	1	2	3	4	5	6	..	..	..	..
English Literature	1	2	3	4	5	6	..	..	..	..
Linguistics	1	2	3	4	5	6	..	..	..	..
Geography	1	2	3	4	5	6	..	..	..	..
Geology	1	2	3	4	5	6	..	..	..	..
History	1	2	3	4	5	6	..	..	..	..
Indian Studies	1	2	3	4	5	6	..	..	..	..
Islamic Studies	1	2	3	4	5	6	..	..	..	..
Malay Studies	1	2	3	4	5	6	..	..	..	..
Malay Language I	1	2	3	4	5	6	..	..	..	..
Pure Mathematics	1	2	3	4	5	6	...	..	..	..
Applied Mathematics	1	2	3	4	5	6	..	..	..	..

Although every effort will be made to meet the preferences of candidates, they are reminded that indication of preference does not mean that they will be allocated to the first three subjects in order of preference.

This form should be returned to me immediately.

(Signed) Ungku A. Aziz
Dean,
Faculty of Arts

UAA/GFL

AR.4/20/64

UNIVERSITY OF MALAYA

Pantai Valley,
Kuala Lumpur.

17th August, 1964.

TO ALL STUDENTS,
UNIVERSITY OF MALAYA.

Please complete the attached questionnaire AR.4/20/64 and return it to me not later than 24th August, 1964.

The completed questionnaire must be returned without fail.

(Signed) R.S. NATHAN
for REGISTRAR

RSN/jt.

APPENDIX C

UNIVERSITY OF MALAYA AR.426/64

QUESTIONNAIRE FOR CONSIDERATION OF SCHOLARSHIPS OF THE UNIVERSITY OF MALAYA

1. Name in Full: (Mr./Mrs./Miss) .....
2. Home Address: .....
3. Address during Terms: .....
4. Course: ..... 5. Year of Study: .....
6. Details of Family Circumstances:

	Name	Date of Birth	Occupation	Highest Educational Qualification Passed	Monthly Salary or Income
Father:					
Mother:					
Brothers:	(1)				
	(2)				
	(3)				
	(4)				
Sisters:	(1)				
	(2)				
	(3)				
	(4)				

7. What is your estimate of your expenses at the University during one academic year ?

   Fees: ..... Stationery & Books: ..... Transport: .....
   Other expenses (give details): .....
   .....

8. Residential College: .....
9. Address if not in a Residential College: .....
10. Amount paid for accommodation mentioned in (9): .....
11. Have you any bursary, scholarship or financial assistance from any Government or other source (give details about name and amount of bursary/scholarship etc.
    .....
12. If you have no bursary, etc., give the name and relationship of person(s) supporting you.
    .....
    .....

Date: ..... Signature: .....

HDJ/jt.
24.7.64

APPENDIX D

CONFIDENTIAL

SURVEY OF TEXT BOOK, STATIONERY AND EQUIPMENT REQUIREMENTS OF UNIVERSITY STUDENTS

Department of Accounting, UKM.

1. Name _____
2. Present Address _____
3. Faculty: _____
4. Department: _____
5. Year of Study 1 2 3 4 5
6. Are you a Scholarship/Bursary holder? Yes _____, No _____
7. If yes, name of Scholarship/Bursary: _____
8. Did you buy any text book, stationery or equipment during this academic year? Yes _____, No _____
9. If yes, fill in the attached form. (Note: This question should be completed before continuing with subsequent questions).
10. How many of your courses prescribed one or more texts?
    _____ out of _____ courses.
11. How many of the prescribed texts were you able to purchase?
    _____ out of _____ prescribed texts.
12. How did you manage the other prescribed and recommended books which you were unable to buy?
    a. University Library _____
    b. Department Library _____
    c. Libraries in town (specify) _____
    d. Other (specify) _____
13. Did you have any difficulty getting your text books, stationery and equipment? Yes _____, No _____
14. If yes, specify the type of difficulties you have experienced.

15. What would you suggest to solve or minimize your above difficulties?

_____

16. How many times during the second term did you enter a book store with the objective of browsing over some of the books?

_____times.

17. List at least one book which you have purchased recently:(Optional)

Author	Title	Publisher	Year	Price

18. Interviewer's Comment:

_____

_____

_____

_____

19. Name of Interviewer _____

20. Date of Interview _____

APPENDIX B

PURCHASES OF BOOKS, STATIONERY AND EQUIPMENT ($ VALUE)

Item	First Term	Second Term	Third Term (Forecast)	Major Sources
A. Books				
1. Prescribed Texts: New				
Second Hand				
2. Recommended Texts: New				
Second Hand				
3. Other Books				
B. Journals: Academic				
Gen. Interest				
C. Institutional, Govt. Report and Statute				
D. Stationery and Supply				
E. Equipment				
Total				

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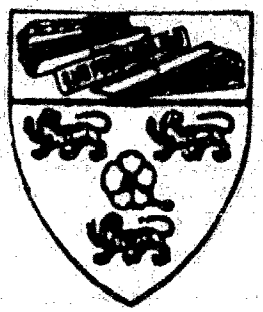

TAMAT