

LAMPIRAN 1

Senarai Sekolah-sekolah Vernakular India di Selangor bagi Tahun 1930

Sekolah Kerajaan dan Sekolah Bantuan Kerajaan	Purata Enrolmen	Sekolah Yang Tidak Mendapat Bantuan Kerajaan	Purata Enrolmen
KUALA LUMPUR			
1. Batu	18	Bujong	14
2.			
3. Bukit Hitam	25		
4. Bukit Jalil	23		
5. Bungsar I	25		
6. Bungsar II	14	Coalfields Edinburgh	25 31
7. Castlefields	99		
8.			
9.			
10. Effingham	19		
11. Elmina	27	Kepong	17
12. Hongkong	36		
13. Jinjang	16		
14. Kent	30		
15. Killinghall	35		
16.		Palmlands Rubber Research Institute	14 10
18. Mount	35		
19. Petaling	70		
20.			
21.			
22. Seaport	32	Segambut Seventh Mile Tuan Mee	20 19 49
23.			
24.			
25.			
26. Ulu Buloh	30		
27. Govt. Tamil School, Loke Yew Road, Kuala Lumpur (a)	105		
28. Govt. Tamil School, Sentul (a)	90		
29. Govt. Tamil School, Batu Caves (a)	42		

Sekolah Kerajaan dan Sekolah Bantuan Kerajaan	Purata Enrolmen	Sekolah Yang Tidak Mendapat Bantuan Kerajaan	Purata Enrolmen
ULU SELANGOR			
1. Batang Kali	18		
2. Bristol *	40		
3.		Bukit Tunggai	39
4.		Bukit Darah	30
5.		Bukit Rawang	13
6. Changkat Asa	18		
7.		Corscan	12
8. Escot	29		
9.		Kuala Garing Front	10
10.		Kuala Garing West	24
11.		Kuala Garing North	27
12.		Kuala Kubu	27
13. Kalumpang	32		
14. Kundang	40		
15. Lima Blas	53		
16. Kerling Home	36		
17. Kerling South	36		
18. Serendah	44		
19.		Straithairlie	27
20. Sungei Gapi	40		
21. Sungei Merbau	43		
23.		Sungei Dua	13
24.		Sungei Gong	15
25.		Sungei Gantong	28
26.		Sungei Ledang	20
27. Sungei Segala	40		
28. Sungei Tamu	24		
29.		Sungei Gumut	12

Sekolah Kerajaan dan Sekolah Bantuan Kerajaan	Purata Enrolmen	Sekolah Yang Tidak Mendapat Bantuan Kerajaan	Purata Enrolmen
ULU LANGAT			
1.		Abaco	20
2. Ampar Tenang	44		
3. Belmont	11		
4.		Benar dan Lenggeng	12
5. Bhutan	25		
6.		Braemer	-
7.		Broome	36
8.		Dominion	15
9.		Dunedin	11
10. Galloway	39		
11. Glengowrie	26	Inch Kenneth	6
12.	15		
13. Madingley	14		
14. Paradise		Rinching	15
15.		Semenyih	25
16.	13		
17. Serdang	25		
18. Sungei Chua		Sungei Lui	17
19.			
20. Sungei Rinching	31		
21		Sydney	14
22. West Country	26		

Sekolah Kerajaan dan Sekolah Bantuan Kerajaan	Purata Enrolmen	Sekolah Yang Tidak Mendapat Bantuan Kerajaan	Purata Enrolmen
KLANG			
1. Bandar	52		
2. Black Water	33		
3. Bukit Kammuning	41		
4. Bukit Jelutong	29		
5. Bukit Rajah West	34		
6. Carey Island I	25		
7. Carey Island II	29		
8. Carey Island III	24		
9. Carey Island IV	23		
10. Carey Island V	32		
11. Carey Island VI c	19		
12. Carey Island VI e	21		
13. Carey Island VII a	24		
14. Carey Island VII b	25		
15. Carey Island VII c	22		
16. Damansara	69		
17. Emerald	26		
18. Glenmarie	35		
19. Golden Hope	32		
20. Haron	23		
21. Highlands	72		
22. Klang Govt. Tamil School	74		
23. Merton	15		
24. Midlands A	58		
25. Midlands B	44		
26. North Hummock	39		
27. Padang Jawa	28		
28. Pendamaran	43		
29. Pitchakawa	26		
30. P. S'ham Govt. Tamil Sch. *	80		
31. Rasak	29		
32. Reading	26		
33. Seafeld New	49		
34. Seafeld Old	44		
35. Shelford	24		
36. Sungei Kapar	27		
37. Sungei Puloh	47		
38. Sungei Rasa	36		
39. Sungei Rengam	45		
40. Tanah Bharu	28		
41. Teluk	20		
42. Town Tamil Sch. P. S'ham #	70		
43. Tremelbye	47		
44. Vallambrosa	54		

Sekolah Kerajaan dan Sekolah Bantuan Kerajaan	Purata Enrolmen	Sekolah Yang Tidak Mendapat Bantuan Kerajaan	Purata Enrolmen
KUALA LANGAT			
1. Brooklands A	31		
2. Brooklands B	50		
3. Banteng	43		
4. Changkat	27		
5. Dusun Durian	87		
6. Gadong	13		
7. Jugra	67		
8. Klanang Middle	47		
9. Klanang Banting	17		
10. Klanang Morib	31		
11. Kanchong	23		
12. Permatang	63		
13. Serdang Blah	41		
14. Sungei Buaia	41		
15. Sungei Sedu	49		
16. Sea View	27		
17. Sungei Rawang	35		
18. Sepang A	29		
19. Sepang C	20		
20. Sepang D	23		
21. Tumbuk	63		
22. Teluk Merbau I	56		
23. Teluk Merbau II	51		
24. Teluk Merbau III	56		
25. Teluk Merbau IV	56		

Sekolah Kerajaan dan Sekolah Bantuan Kerajaan	Purata Enrolmen	Sekolah Yang Tidak Mendapat Bantuan Kerajaan	Purata Enrolmen
KUALA SELANGOR			
1. Athlone	33		
2. Assam Jawa	18		
3. Bukit Rotan	25		
4. Berjantai	37		
5. Bukit Badong	39		
6. Bukit Blimbing	28		
7. Bukit Panjang	44		
8. Bukit Cloh	41		
9. Bukit Cheraka A	26		
10. Bukit Cheraka B	42		
11. Bukit Ijok	39		
12. Bukit Krayong	53		
13. Braunston	23		
14. Braffertton	23		
15. Brown Commet	22		
16. Carnarvon	35		
17. Caledonian	45		
18. Golconda	34		
19. Holmwood	19		
20. Haytor	21		
21. Harpenden	27		
22. Java Selangor	24		
23. Jalan Acob	79		
24. Jeram	32		
25. Kenny	55		
26. Merbau	53		
27. Monmouth	38		
28. Padang Gajah	64		
29. Rantau Panjang	28		
30. Rosevale	42		
31. River Side	62		
32. Raja Musa	70		
33. Raja Hitam	47		
34. Sungei Buloh	45		
35. Sungei Tinggi A	43		
36. Sungei Tinggi B	33		
37. Sungei Minyak	38		
38. Sungei Mary	34		
39. Strathmore	32		
40. Selangor River A	46		
41. Selangor River B	35		
42. Selangor River C	35		
43. St. Andrew A	18		
44. St. Andrew B	23		
45. Sungei Rambai A	40		

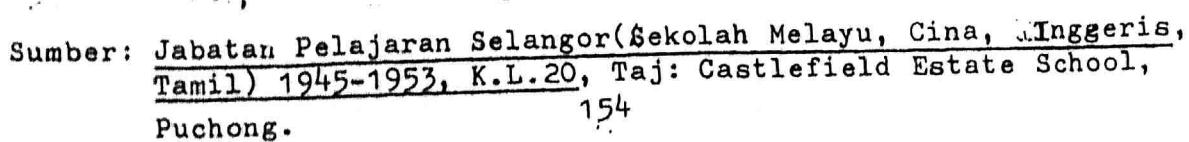
46. Sungei Rambai B	32		
47. Sungei Rambai C	33		
48. Sungei Serdang	12		
49. Sungei Bernam	49		
50. Sapintas	26		
51. Teluk Piah	24		
52. Tuan Mee	47		
53. Tennamaram	38		
54. Tanjong Pasir	12		
55. Torkington	125		

Petunjuk:

- * Sekolah kerajaan
- # Sekolah swasta

Sumber: Sel. Sec. B.R.O. 1931, 633/31, Taj: Annual Report, Labour Department, Inland Districts, Selangor, 1930.
Sel. Sec. B.R.O. 1931, 613/31, Taj: Annual Report, Labour Department, Klang 1930.

**KEDUDUKAN SEKOLAH-SEKOLAH TAMIL YANG
BERSEMPADANKAN DAERAH KUALA LUMPUR DAN KLANG
(1952)**



TAMIL SCHOOL CERTIFICATE.

THIS IS TO CERTIFY THAT

Name *R. arumugam*School *Permatang Estate Tamil School*State *Selangor*

passed Standard IV at the Annual Government Inspection held
in the month of *December* 1938, with the following
results:

Reading *Pass* வாசகம்.Writing *Pass* வாசகமெழுதல்.Arithmetic *Pass* கணக்கு.Geography *Pass* பூகோள சாஸ்திரம்.

L. W. A.
Senior Inspector of Schools,
Selangor.
Head of Education Department.

LAMPIRAN 3

FEDERATION OF MALAYA

STATE OF SELANGOR

No 1005

Leaving Certificate of Pupils of Tamil Schools.

(தமிழ் பாடசாலை மாணவர் வித்தாட்சிப் பத்திரம்)

Certificate (சராதல பத்திரம்) No. 8

Name of School (பாடசாலை நடுயர்) Kajang Tamil School, Kajang

Name of Pupil (மாணவன் நடுயர்) S. Marimuthu

Father's Name (தகப்பனர் நடுயர்) Subramaniam

Pupil's date of birth (மாணவன் பிறந்த தேதி) 10. 10. 1938

Former School (முன் படித்த பாடசாலை) nil

Date of admission (சேர்ந்த தேதி) 3. 11. 1947

Date of leaving (விட்ட தேதி) 10. 1. 1955

Highest standard passed with date (தேர்ச்சி பெற்ற உயர்ந்த வகுப்பும் தேதியும்) Pass 1st 1954

Character & Conduct (குணமும் நடத்தையும்) V. good

Remarks (விசேஷக் குறிப்புகள்) Fond of sports

Place (நடுயர்) Kajang

Date (தேதி) 23. 2. 1957

L.T.F.P.K.L. 357 56

S. Linnam
Signature of Head Teacher
(சாலைமுதல்நடுயர்)
Kajang Tamil
School

PERPUSTAKAAN UNIVERSITI MALAYA

LAMPIRAN 4

APPLICATION FOR REGISTRATION AS A TEACHER.

[Under Section 9 (ii) of the Registration of Schools Enactment (Cap. 159).]

To THE SUPERINTENDENT

(OR ASSISTANT SUPERINTENDENT) OF EDUCATION.

9th April,

1946

STATE OF Selangor.

SIR,

I have the honour to submit particulars of myself as under and to request you to issue to me a certificate of registration as a teacher under the Registration of Schools Enactment (Cap. 159).

My address is D.P. George, Sungei Rawang Estate, Sepang.

Signature of Applicant.

1. Full name and surname D. George Purushothaman
Alternative name or names D. P. George
State whether male or female Male.
2. Date and place of birth Tranquebar, 4th June, 1912.
(a) Country South India
(b) Province Madras Presidency
(c) Prefecture and District Tanjore.
(d) Town, village or street Mission St., Tranquebar.
3. Where educated Madras Presidency, South India.
4. Qualifications (original certificates are attached) Higher Ele. Grade,
Trained Teacher. Certificate Nr. 5730/32, Madras
5. The names and addresses of all schools where previously employed stating length of service at each
1. At E.L.M. Aided Ele. School, Uluthukuppai, from 8.6 to 19.7
2. " " " " Kidathalaimeadu, Mayavaram Range, Madras Presidency, 21.4.32 - 15.8
6. Name and address of school at which applicant is at present employed and the period of his engagement
At Sungei Rawang Estate, Tamil School, Sepang.
The period of service 13 years. Since 6th February 1933.
7. Present place of residence Sungei Rawang Estate, Sepang.

8. Chop of the school and signature of a manager of school at which engaged

SUNGEI RAWANG ESTATE
TAMIL SCHOOL

Sumber: Jabatan Pelajaran Selangor (Sekolah Melayu, Cina, Inggeris, Tamil)
1945-1953, K. Lgt. 26, Taj: Sungai Rawang Estate Tamil School, Sepang.

66

Certificate of Registration of a Teacher.

This is to certify that

(Name in English) D. G. Kunnusethanani (d P. George)

(Name in Chinese) _____

Age 21

Born at India

has been registered as a teacher under "The Registration of Schools Enactment, ¹⁹²⁷ 1920,"

for the school shown hereunder. *This is not a certificate of competence as a teacher*

Cy. Sani

Director of Education.

State of Selangor

18th February 1933.

Qualifications: Trained Teacher: Certificate No. 5730/32.
Madras Education Dept.

Date.	Name of school for which registered.	Address of teacher.	Corr. No.	Initials of Director.
18.2.33	Sungei Rawang Estate Tamil School, Sepang	Sungei Rawang Estate, Sepang	12.	<i>CS</i>

Sumber: Jabatan Pelajaran Selangor (Sekolah Melayu, Cina, Inggeris, Tamil) 1945-1953, Taj: Sungei Rawang Estate Tamil School, Sepang

LAMPIRAN 6

(Edu./Eng. 59.)

B

FEDERATION OF MALAYA
NOTIFICATION OF A TEACHER TAKING UP
EMPLOYMENT IN A SCHOOL

Kenyataan berkenaan sa-saorang guru masok
bekerja dalam sa-sabuah sekolah
馬來亞聯邦學校教師就任報告書

ஓர் ஆசிரியர் பள்ளிக்குடத்தில் வேலைக்குச் சேர்ந்ததைப்பற்றிய அறிவிப்பு

To the Registrar of Schools
Kapada Pendaftar Sekolah
呈學校註冊官
பள்ளிக்குட ரிஜிஸ்ட்ரார்

State / Settlement

Negeri

州

ஸ்டேட்/செட்டில்மென்ட்

(a) Name of School

Nama Sekolah

校名

பள்ளிக்குடத்தின் பெயர்

Castlefield Estate

Tamil School

(b) Location

Tempat-nya

地址

இடம்

Puchong

Selangor

(c) The undermentioned teacher has taken up employment at the above School with effect from:

Guru yang tersebut nama-nya di-bawah ini telah masok bekerja dalam sekolah yang tersebut di-atas itu mulai dari

下列教師已在上列學校任職就職日期:

மேலே குறிப்பிட்டிருக்கும் பள்ளியில் கீழ்க்காணும் ஆசிரியர் வேலையில் சேர்ந்த தேதி

15-6-1955

(d) Teacher's Name in English

Nama Guru dengan tulisan Rumi

教師英文姓名

ஆசிரியரின் பெயர் ஆங்கிலத்தில்

R. Appadurai

in Chinese if applicable

中文姓名(如有請填入)

(e) Teacher's Home Address

'Alamat rumah-nya

教師住所地址

ஆசிரியரின் வீட்டு விலாசம்

Castlefield Estate, Puchong,
Selangor.

(f) Last School at which employed as a Teacher

Sekolah yang akhir sa-kali ia bekerja jadi Guru

如前係教師原來任職學校校名

இதற்கு முன் கடைசியாக ஆசிரியர் வேலை பார்த்த பள்ளியின் பெயர்

Castlefield Estate
Tamil School

(g) Location

Tempat-nya

地址

இடம்

Puchong, Selangor

(h) Date of leaving last School 16-1-1955

Tarikh ia berhenti kerja di-Sekolah yang akhir itu

最後在原校執校日期

இதற்குமுன் கடைசி பள்ளிக்குடத்தை விட்ட தேதி

(i) Teacher's Central Registry Number

Nombor Central Registry Guru itu

如已註冊請將中央註冊號數填上

ஆசிரியரின் மத்திய ரிஜிஸ்டர் நெ.

CR. 26389

Signature of Supervisor.

Tanda tangan Supervisor.

監理員簽名

குபர்வைசரின் கையொப்பம்.

Date

Tarikh

日期

தேதி

School Seal

Chap mohor sekolah

校章

பள்ளிக்குட முத்திரை

Sumber: Jabatan Pelajaran Selangor (Sekolah Melayu, Cina, Inggeris, o.
Tamil) 1945-1953, K.L.20, Taj: Castlefield Estate Tamil School

LAMPIRAN 7

Contoh Laporan Penyeliaan Sekolah Tamil

10th April 1951.

Visited Bungsar Estate School at 8.15 a.m. This was the time for gardening in accordance with the time; and what I saw was the teacher sitting in the class-room with some pupils while some pupils were playing football with three grown-up outsiders. To this lack of system the teacher, Mr. Manuel's explanation was that he was sick.

When the pupils got together at Assembly the teacher was unable to conduct it owing to lack of preparation. I, therefore, addressed the pupils on (a) Elections in Singapore, (b) Arrival of Indian Representative, (c) Need for saving at the time of rubber losses.

From 9-10 a.m. I tested the pupils in their lessons. The four pupils in Std.I could not read their day's lesson; Std.II plodded through their reading lesson; Std.III was satisfactory in their reading lesson taken by the teacher; and Std.IV pupils showed me their arithmetic exercise books, which did not show planned systematic work.

From the foregoing observations I make out that the school has not yet gained the respect of the parents and that there is urgent need for Mr. Manuel to pull up and conscientious work. He is a student of the Training Classes who has shown fair intelligence. It is possible that Mr. Manuel is handicapped as he lives about seven miles away from the school where he has no facilities for study and preparation. It is hoped that the Manager will consider sympathetically accommodating Mr. Manuel on the estate as early as possible.

I have noted with appreciation the comments of the Manager in this Diary under the report dated 9.6.1950. If Mr. Manuel does not come up to expectation after the provision of quarters on the estate he will be discontinued from this school.

The Manager is kindly requested to send a copy of this report to the Senior Inspector of Schools, Selangor.

(Sgd:) M. Arunasalam

I.I.S., Selangor.

Sumber: Jabatan Pelajaran Selangor (Sekolah Melayu, Cina, Inggeris, Tamil)
1945-1953, K.L. 29, Taj: Bungsar Estate Tamil School.

LAMPIRAN 8

NEW EDUCATION CODE FOR THE STRAITS SETTLEMENTS AND FEDERATED MALAY STATES 1908

APPENDIX E.

Standard of Examination for Tamil Vernacular Schools.

STANDARD I.

Reading.

To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the first part of the First book of lessons.

Writing.

To transcribe in large hand on a slate, board or cadjan, a short sentence from the Reading-book in use.

Arithmetic.

Simple addition and subtraction of numbers of not more than three figures.

STANDARD II.

Reading.

(a) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the second part of the First book of lessons.

(b) To answer simple questions on the meaning and subject matter of the second part of the First book of lessons, or of an equivalent portion, previously prepared in any approved book of equal difficulty. Manuscript of cadjan books may be brought up instead of printed books.

Writing.

To write from dictation words out of the Reading-book in use.

Arithmetic.

The four simple rules.

STANDARD III.

Reading.

(a) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Second book of lessons.

(b) To answer questions on the meaning and subject-matter of the lessons comprised in a portion, previously prepared, of the Second book of lessons or any approved Reading-book of equal difficulty. Forty pages to be brought up.

Writing.

To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third book of lessons.

Arithmetic.

The Compound Rules up to and including multiplication in Straits money, weights and measures.

Geography.

An elementary knowledge of the physical and political geography of the Malay Peninsula.

STANDARD IV.

Reading.

(a) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Third book of lessons, and also from ordinary manuscript.

(b) To answer questions on the meaning and subject-matter of lessons comprised in a portion, previously prepared, of the Third book of lessons, or any approved Reading-book of equal difficulty. Fifty pages to be brought up.

Writing.

To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third book of lessons.

Arithmetic.

The four Compound Rules in Straits money, weights and measures.

Geography.

A more exact knowledge of the Geography of the Malay Peninsula and an elementary knowledge of the Geography of India, and of the Asiatic ports nearest to the Malay Peninsula.

STANDARD V.

Reading.

To read and answer questions on the subject-matter comprised in Book I of the "Panchathatram."

Writing.

To write from dictation a passage out of any prose book, not previously studied, somewhat more difficult than the Third book of lessons.

Arithmetic.

Simple Rule of Three.

Geography

A general knowledge of the continents, oceans, chief countries, islands, seas, rivers and mountains of the world.



Sumber: Sel. Sec. B.R.O. 1908, 2045/08, Taj: New Education Code.

EDUCATION CODE, PART VII (S.S. & F.M.S.)

(C.S.O. 5392/36; F.S. 2519/36; D. of E. 422/32)



GENERAL REGULATIONS

FOR

INDIAN VERNACULAR SCHOOLS

IN THE

STRAITS SETTLEMENTS

AND

FEDERATED MALAY STATES

(Second and Revised Edition)

(Issued by the Education Department)

1936

Published by Authority.

SINGAPORE:
PRINTED AT THE GOVERNMENT PRINTING OFFICE, SINGAPORE
BY W. T. CHERRY, GOVERNMENT PRINTER.

EDUCATION CODE, PART VII
(S.S. & F.M.S.)

INDIAN VERNACULAR SCHOOLS

School Buildings and Equipment

§ 1.—(a) Ordinarily each school shall be a separate building; but for special reasons other arrangements may be approved by the Inspector of Schools.

(b) No new school building shall be erected and no structural alterations or additions to any school building shall be made unless and until the plans have been approved by the Inspector of Schools.

(c) The height of class-rooms shall be not less than 12 feet, and the lighting and ventilation must be satisfactory. There shall be 15 square feet of floor space for each pupil: a certificate shall be posted in a conspicuous place in each class-room showing the approved accommodation.

(d) There shall be adequate water supply and latrine accommodation as required by the Health Department.

§ 2.—(a) The furniture shall consist of a blackboard for each class, a table and a chair for each teacher; a cupboard, a clock and such desks, benches, slates and other educational requisites as are in the opinion of the Inspector of Schools sufficient for the use of the number of pupils enrolled.

(b) In every school there shall be kept an Admission Register, an Attendance Register and Summary of Daily Attendance, a Time-table, a Daily Record of Work Book, a Diary and an Account Book. Rules for the use of these books are given in the relevant sections below. All entries in these books must be in ink.

Admission and Withdrawal of Pupils

§ 3. No child shall be refused admission to a Government or Aided School on account of caste or creed.

§ 4.—(a) When a pupil is admitted to a school his full name shall be entered into an Admission Register of a form approved by the Education Department, and all particulars required on this Register shall be inserted. The pupils must be allotted serial numbers, the first being given the number 1.

(b) The pupil's name shall then be entered in the Attendance Register.

§ 5. If a pupil wishes to leave school, or if he has been absent continuously for two months or more, his name shall be struck off the Attendance Register and the column "Date of Withdrawal" in the

Admission Register be filled up forthwith. If this is properly done the number of children recorded in the Admission Register as attending school will agree with that recorded in the Attendance Register.

6. If a pupil whose name has already been struck off the list is re-admitted, he shall be given the next consecutive number in the Admission Register, and the original number shall be noted at the same time.

School Hours and Holidays

§ 7.—(a) The normal school hours shall be four hours a day. Shorter hours may be allowed for special reasons with the sanction of the Inspector of Schools.

(b) The school may open for a morning or an afternoon session, or for both, according to circumstances; but definite school hours must be fixed and strictly observed.

(c) Any change in school hours shall be notified to the Inspector of Schools.

(d) In all schools religious teaching may be given outside the school hours, but in Government and Aided Schools no child shall be compelled to attend such religious classes.

§ 8. Schools must open for not less than 200 days in each year.

§ 9.—(a) The Inspector of Schools will annually approve a list of holidays for non-estate schools. For estate schools the holidays may be fixed by the respective managers, and a list shall be sent to the Inspector of Schools at the beginning of each year.

(b) If a school is closed unexpectedly on the advice of a Medical Officer for reasons of infectious diseases, or for any other unavoidable cause, immediate notice of the fact and of the period for which it is to be closed shall be sent to the Inspector of Schools.

Attendance

§ 10. The Attendance Register shall be of a form approved by the Education Department, the pages being numbered, and the following rules shall be observed:—

(a) The full names of pupils shall be entered according to their standards, the same order being kept as far as possible throughout the year. The names of pupils other than those who have left school for any reason should appear on the register in each successive month.

(b) The serial numbers assigned to the pupils in the Admission Register must be quoted in the Attendance Register against their respective names.

(c) The register shall be marked and closed daily not later than one hour after the session has begun. Attendance should be marked/, and absence o, and the total daily attendance given.

(d) Holidays shall be recorded by a line drawn immediately through the whole length of the columns for the days on which the holidays fall.

(e) The attendance of Teachers must be recorded in the register.

(f) The Register should be written up neatly with the previous month's total carried forward.

(g) The Register must be marked in ink only, and not in pencil to be inked afterwards. There should be no blanks, erasures or dots. Any error should be corrected in red ink in the "Remarks" column and initialled by the corrector.

(h) In schools which have two sessions, if the children attending one session cannot attend the other, two registers must be kept, one for each session.

Names of children appearing on one register should not appear on the other; but children may attend both sessions, and should be encouraged to do so.

§ 11. A "Summary of Daily Attendance" shall be kept in a form required by the Inspector of Schools.

§ 12. Monthly returns of attendance shall be forwarded not later than the seventh of the following month to the Inspector of Schools on forms to be supplied.

School Time-Tables and Diaries

§ 13.—(a) The Time-table showing the subjects of instruction, the time devoted to each subject and the times of opening and closing school must be displayed in a conspicuous place in the school.

(b) The work to be done in each class is detailed in Appendix II.

§ 14. The School Diary shall be kept on the School premises, for recording the results of inspection and any special events affecting the school. Holidays, changes of teachers, and any change in the school time-table shall also be recorded in the Diary by the Manager or Head Teacher.

Staffs

§ 15.—(a) There shall be at least one teacher for every 40 pupils on enrolment.

(b) It is desirable that trained teachers should be appointed. If such teachers cannot be secured the appointment of untrained teachers shall be subject to the approval of the Inspector of Schools. No estate employee whose other duties will interfere with the regular discharge of his school duties should be employed as a teacher.

(c) Each teacher shall keep a Daily Record Book of work.

(d) The Registration Certificates of each school and Teacher shall be kept by the Manager and produced when required for the scrutiny of inspecting officers. When a teacher ceases to be employed, the Manager shall return his Registration Certificate to the Education Office.

(e) Any change in staff or management of a school shall be notified to the Inspector of Schools within 20 days.

Examinations

§16.—(a) Periodical tests shall be held and results, arranged in order of merit, kept in each school, and available for the scrutiny of inspecting officers.

(b) The names of all pupils on the roll at the time of the Annual Examinations of Government and Aided Schools should appear on the schedule to be supplied and all such pupils should be presented for the examination.

(c) Pupils, who pass in Arithmetic, Reading and Writing, and in one other subject in the Lower Elementary (Standard III and below), and in Arithmetic, Reading and Writing, and two other subjects in the Higher Elementary, will be considered successful.

(d) No child who has already passed a certain standard may be presented again for the same or a lower standard.

(e) Certified Annual Examination Schedules shall be filed in series in schools for reference.

School Accounts

§17.—(a) A record shall be kept of all expenditure on salaries, repairs to building, equipment, etc., and of income (grants, school fees, etc.).

(b) A return of expenditure and of revenue on forms supplied by the Education Office shall be forwarded by Supervisors to the Inspector of Schools at the close of each year.

(c) Items of expenditure in this return must be supported by receipts or by a written statement from the manager that charges unsupported by receipts have been actually incurred and paid for.

(d) All accounts shall be open to inspection at any time by the Inspector of Schools, or other officer duly authorised by him for that purpose.

Grants-in-Aid

§18. Grants-in-Aid are at the rate of \$8 per pupil per year, subject to the following conditions :—

(a) Grants are calculated per head of pupils in average attendance; hence regular attendance is from this, as from other points of view, important.

(b) Grants will be paid only on account of pupils from 5 to 14 years of age.

(c) Grants are not payable on account of children who attend an English School in the forenoon and a Vernacular School in the afternoon, or vice versa.

(d) Grants will be paid only to Schools where a serious attempt to fulfil the conditions is made. If registers are falsified, or if any fraudulent practice is resorted to in presenting pupils for examination, the grant may be reduced or withdrawn at the discretion of the Inspector of Schools.

§19. Grant-in-Aid Schools shall not be run for profit. Therefore in schools which charge fees, the maximum grant payable shall not ordinarily be greater than the excess of expenditure over income for the year. In special cases, however, with the previous consent of the Inspector of Schools, a reserve fund for a specific purpose such as purchase of new furniture and equipment may be formed and shown in the accounts; but this may only be done where the amount of grant earned under Section 18 exceeds the amount payable under this Section.

§20. Expenditure from grants-in-aid shall only be made under the following heads :—

(a) Salaries of duly registered teachers.

(b) School equipment as required for the teaching of subjects detailed in Appendices I and II.

(c) Minor repairs to school buildings.

(d) School furniture.

(e) Water rate and Conservancy fees.

(f) School Games and upkeep of playground (if any).

General

§21. The following is a summary, from the above regulations, of the information to be forwarded by Supervisors of Indian Vernacular Schools to the Inspector of Schools :—

(a) Changes in School hours	...	(§ 7(c))
(b) Lists of holidays for estate schools	...	(§ 9(a))
(c) Emergency closing of schools	...	(§ 9(b))
(d) Monthly returns of attendance	...	(§ 12)
(e) Changes of Staff	...	(§ 15(e))
(f) Returns of Expenditure and Revenue	...	(§ 17(b))

P.22. "These Regulations may be cited as the Indian Vernacular Schools Regulations, 1937".

APPENDIX I

Subjects of Instruction

(A) An Indian Vernacular Language—

- (i) Reading.
- (ii) Writing and Dictation.
- (iii) Conversation.
- (iv) Composition.
- (v) Recitation.

(B) Arithmetic—Mental and Written.

(C) Geography.

(D) General Knowledge—

- (i) Object and Observation Lessons.
- (ii) Hygiene.
- (iii) Good Manners and Right Conduct.

(E) Drawing and Handwork—

- (i) Drawing.
- (ii) Stick Laying.
- (iii) Arranging Beads and Seeds.
- (iv) Modelling in Clay and Paper.

(F) Physical Training—

- (i) Physical Exercises.
- (ii) Drill.
- (iii) Games.

(G) Singing—Voice Training.

APPENDIX II

Syllabus of Work for Tamil Children in each Subject

[Note:—Similar courses will be followed in Telugu and Malayalam; approved books will be notified on application.] 15th September 1911

Reading

PRIMARY

1. To recognize simple letters of the alphabet.
2. To recognize letters involving more difficult formation.
3. To be able to read words of two, three and four simple letters.
4. To be able to read short phrases and sentences with simple words of two, three and four letters.

Letters implied by one and two are such as :—

LETTER CHART I

அ	ப	ம	ந	Four letters with variations for short and long sounds.
ஈ	ஐ	ஊ	஋	
எ	ஐ	ஊ	஋	
பு	பு	பு	பு	Two-letter words with the above four letters.
பு	பு	பு	பு	
பு	பு	பு	பு	Three-letter words with the above four letters.
பு	பு	பு	பு	
பு	பு	பு	பு	
பு	பு	பு	பு	Four-letter words with the above four letters.
பு	பு	பு	பு	
பு	பு	பு	பு	Five-letter words with the above four letters.
பு	பு	பு	பு	
பு	பு	பு	பு	

LETTER CHART II

More difficult formation :—

ய	ழ	ச	த	ந
ய	ழ	ச	த	ந
ய	ழ	ச	த	ந

Treatment similar to Chart I as regards words.

STANDARD I

To be able to read correctly any approved Reader I.

STANDARD II

To read with correctness and understanding any approved Reader II.

STANDARD III

(a) To read with ease, correctness and understanding any approved Reader III.

(b) To be able to read an approved Reader III which has been used in class as a supplementary Reader.

STANDARD IV

(a) To read with ease, correctness and understanding any approved Reader IV.

(b) To be able to read an approved Reader IV which has not been used in class as a supplementary Reader.

(c) Manuscript Reading.

(d) Silent Reading.

STANDARD V

(a) To read with ease, correctness and understanding any approved Reader V.

(b) To read and answer questions in "Panchathanthram," Parts I & II.

(c) Manuscript Reading.

(d) Silent Reading.

Writing

PRIMARY

(a) To form simple letters first and later more difficult letters of the alphabet by arranging beads, seeds and sticks.

(b) To be able to copy letters and small words in large type in sand and on ruled slates or boards.

STANDARD I

(a) To copy model words and sentences set on the blackboard or slate.

(b) To transcribe in large hand on a ruled slate or board a short sentence from the Reading Book in use.

(c) To write from dictation words, not exceeding six letters, out of the Reading Book in use, or a book of similar difficulty.

STANDARD II

(a) Copy Writing and Transcription—as (a) and (b) in Std. I.

(b) Dictation: To write from dictation a short passage out of the Reading Book in use, or a book of similar difficulty.

STANDARD III

Copy Writing and Transcription and Dictation as explained for Std. II.

STANDARD IV

(a) Copy Writing and Transcription.

(b) To write from dictation a passage out of any book, not previously studied but equal in difficulty to an approved Reader IV.

STANDARD V

(a) Copy Writing and Transcription.

(b) To write from dictation a passage out of any book, not previously studied but equal in difficulty to an approved Reader V.

Composition

PRIMARY

(a) Naming of objects in a room, garden or picture.

(b) Story Telling—short and simple stories. A record of these lessons is to be kept by the teachers as they are being taught.

STANDARD I

(a) and (b) as in Primary.

STANDARD II

(a) Story Telling.

(b) Description (oral) of common objects, plants and flowers.

(c) Formation of sentences—elementary.

STANDARD III

(a) Story Telling.

(b) Description—oral and written—of common objects.

(c) Formation of sentences.

(d) Oral and written reproduction of short stories, and events in correct Tamil.

(e) Letter Writing—simple and short.

STANDARD IV

Nos. (a) to (e) of Std. III, but standard higher.

STANDARD V

Nos. (a) to (e) as above with standard of requirement still higher.

Poetry and Recitation

The correct delivery of simple and suitable pieces carefully selected according to the pupils' standard of knowledge.

Singing of action songs and school songs of a non-religious character. To be conducted in schools where the teacher knows singing.

Arithmetic

In this subject the work should be made practical wherever possible, and problems should be set frequently.

PRIMARY

- (a) To recognize figures 1—50. Concrete examples to illustrate.
- (b) To be able to manipulate freely numbers 1—20.
- (c) To form numbers with the help of seeds, beads and sticks.
- (d) Addition, vertically and horizontally, of numbers up to 10 to a limit of total 50.
- (e) Subtraction, vertically and horizontally, of single figure numbers from other numbers up to 10.
- (f) Multiplication Tables 1—2.

STANDARD I

- (a) Notation and numeration up to 999.
- (b) Four simple rules with numbers not exceeding 99.
- (c) To do addition and subtraction sums in local money with terms not exceeding \$1.
- (d) Multiplication Tables 1—6.
- (e) Mental Arithmetic. Rapid addition and subtraction using the numbers 2, 3 and 4 up to a limit of 50.

STANDARD II

- (a) Notation and numeration up to 9,999.
- (b) Four simple rules with numbers 1—999.
- (c) Sums in local currency with terms below \$10.
- (d) Simple Fractions $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$, and addition and subtraction of these.
- (e) Multiplication Tables 1—12.
- (f) The calendar.

STANDARD III

- (a) Notation and numeration up to 100,000 (1 lakh).
- (b) Four simple rules.
- (c) Sums involving dollars and cents, gantangs, clupaks and paks, pikuls, katis and tahils, feet and inches. Practical weighing and measuring with daching, foot-rule, etc.
- (d) Simple Fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$, and the addition and subtraction, and the multiplication by whole numbers of these.
- (e) Simple profit and loss.
- (f) Space Work. Point, straight lines, horizontal, vertical and oblique; square, curved lines; circle and semicircle.

STANDARD IV

- (a) Notation and numeration up to 1,000,000 (10 lakhs).
- (b) Four simple rules.
- (c) Reduction. Sums involving local and Indian currency, weights and measures, £ s. d.
- (d) Simple Fractions as for Standard III, but with addition, subtraction, multiplication and division of them.
- (e) Addition and subtraction of decimals, to two places.
- (f) Conversion of Straits currency to Indian currency and vice versa.
- (g) Space Work. Similar to that for Standard III, but with the oblong, angles and triangles added.

STANDARD V

- (a) Notation and numeration up to 10,000,000 (1 crore).
- (b) As for (b) Standard IV, but with more difficult examples.
- (c) As for (c) Standard IV, but with the addition of English weights.
- (d) As for (d) Standard IV, but with other simple fractions and with more difficult examples.
- (e) Addition, subtraction, multiplication and division of decimals, to two places.
- (f) L.C.M. and G.C.M.
- (g) Space Work as for Standard IV, but with more difficult examples.
- (h) Mensuration—simple and practical.

Geography

STANDARD I

- (a) Stories read by the teacher from "First Year in Geography," Part 1.
- (b) Conversation on the wall pictures of "Child Life in Other Lands".
- (c) Knowledge of locally raised common plants and fruits.
- (d) Idens of direction and distance.
- (e) Children to make models and handwork as shown in "First Year in Geography," Part 1.

STANDARD II

- (a) Teacher to read stories in "First Year in Geography," Part 2.
- (b) Conversation on wall pictures of "Child Life in Other Lands" if not finished in Standard I.
- (c) Common local animals, wild and domestic.
- (d) Description of natural features in the locality of the school.
- (e) Modelling in a sand tray and understanding of the terms hill, mountain, lake, river, island, straits, cape, etc.
- (f) Teacher to question and correct pupils on the working of the post office, including posting of letters and parcels, sending telegrams and telephone messages.
- (g) Models and handwork as shown in the "First Year in Geography," Part 2.

STANDARD III

(a) Stories read by the teacher from "Second Year in Geography," Parts 1 and 2. Children to make models and handwork as indicated.

(b) Plans of school-room, school, compound, school with places round the school.

(c) Study the map of the State or Settlement in which the school is situated.

(d) Directions of roads and railways in vicinity of the school. Knowledge of comparative distances between the school and the State or Settlement capital and other important centres and to the boundaries of the State or Settlement.

(e) Teacher to question and correct pupils on their knowledge of railway travelling, time-tables, taking of tickets, luggage, etc.

(f) Teacher to question and correct pupils on their knowledge of post office savings bank and the sending of money orders through the Post Office to India. Attention is to be called to the notices of exchange rates announced in the Post Office.

(g) The points of the Compass and how to find them, the comparative bearing of States or Settlements bordering on the State or Settlement in which the school is situated.

(h) Products of the district and State in which the school is situated.

(i) Children to understand sea, ocean, isthmus, peninsula, harbour, steamer, light-house, waterfall, tributary, swamp, desert, etc.

(j) Shape of the earth with simple proofs. Rotation of the earth. Study of the globe.

STANDARD IV

(a) Study of the Malay Peninsula as a whole with use of the map. Names and comparative sizes of the different States and Settlements. Rivers, mountains, ports, towns and products of Malaya.

(b) Difference between the Straits Settlements and Federated Malay States. The State Council.

(c) Communications by road, rail and steamer between one part of Malaya and another. Comparative distances between important points.

(d) Communications between Malaya and India and Ceylon.

(e) The different races in Malaya.

(f) Motions of the earth. Knowledge of equator or poles and study of the globe. Relative position of the earth, sun and moon.

(g) Length of the year; the seasons.

(h) The force of gravity.

STANDARD V

(a) Pupils to read and study the "Geography of the Madras Presidency" (O.P.P. Madras).

This book also gives a useful introduction to general and world geography.



Drawing and Handwork

[Note.—This subject should not be taught in schools where the teacher is untrained or inefficient.]

1. Drawing should be from actual objects. It may include memory drawing and sketching to illustrate stories in Upper Classes. Practice in straight lines should be given with objects with straight edges—e.g., Table, Window, Ladder, Railroad, etc., and in curved lines with objects with curved edges—e.g., egg, ball, fruit, leaf, etc.

2. Handwork should comprise stick-laying, paper-folding, beading, arranging and modelling in clay.

General Knowledge

1. This is knowledge of common and everyday life things acquired by means of Object and Observation Lessons conducted through the medium of conversation. Use of actual objects and illustrations in all possible cases will add to the interest and success of the lessons. Nature study lessons will involve some out-door work also. Lessons will be of very elementary type in Primary and Standards I and II.

There should be kept a complete record of lessons taught in General Knowledge.

A school garden is very desirable.

2. Hygiene—

(a) Personal cleanliness will form the main requirement in this subject—cleanliness of body, food, clothing and residence.

The aim should be to create a desire to form and practise good habits. This subject may be made interesting by the frequent employment of stories.

Standard III and above should include lessons on :—

(b) The "Need of exercise and rest".

(c) Chief diseases, their causes and how to avoid them.

(d) Keeping clean the bodies, clothing and school-room and its surroundings should form the practical part of this subject.

3. Good Manners and Right Conduct. This will comprise all that is necessary to help the pupil to become a polite, well-behaved, self-respecting, honest and loyal citizen. Stories illustrating the points to be emphasized will form the chief medium of instruction.

Conversation

This subject aims to teach children to speak and answer in correct sentences. It has its place in all subjects but it is of particular value in Observation and Object Lessons and in all branches of General Knowledge.

LAMPIRAN 10

ESTATE INDIAN SCHOOLS REQUIREMENTS AND SUGGESTIONS FOR SCHOOL BUILDINGS AND TEACHERS' QUARTERS.

THE SCHOOL.

SITE.

The building should be placed in a quiet spot, but not too far from the lines and Estate Office. There should be a space for gardens and playground as close to the school as possible.

The school should be orientated so that its greatest length runs from East to West.

The site for the teachers' quarters should be considered at the same time. Its proximity to the school will afford additional protection to school property.

WALLS.

The walls may be built of wood. They need be only 3 or 4 feet high on the long sides, with expended metal above. End walls should be of full height. All walls may be of full height, but the windows and external openings must have an area of at least one-fifth of the floor space. A space of about 3" to 4" high all round at the base of the walls greatly improves ventilation and coolness and makes it easy to keep the floor clean. The building should be capable of being closed up and locked when not in use. This will ensure safety of furniture and school property.

FLOOR AREA.

The area should allow at least 15 square feet per pupil. (Some additional area should be provided for the teachers' table, black-board and other space in front of the class.)

The floor should be of cement or of wood. There should be a cement drain and wide cement apron around.

/2

Sumber: Pelajaran (Director of Education, Malay Peninsula)
1947-1948, 794/47, Taj: Indian School Teachers
on Estates.

ROOF AND
CEILING.

The school should be at least twelve feet high from floor to ceiling. The roof should be preferably be tiled. If an iron roof is provided, there must be a wooden ceiling at least twelve feet above the floor.

ROOMS.

(Indian Schools are usually single-room Schools.) Partitions should normally be provided in buildings having an area of over 800 square feet, but the desirability and position of such partitions should be matters for consultation in each case with the Inspector of Schools. Movable partitions are suggested.

VERANDAH
AND EAVES.

There should be a verandah of at least four feet width on the long sides of the building.

PLANS.

Plans for school buildings must be forwarded in duplicate to the Senior Inspector of Schools (or Superintendent of Education) who will submit them for the approval of the Asst. Director of Education (Indian) and of the Health Department.

This procedure however is not necessary when the School Management builds a school according to one of the approved plans which will be submitted by the Department of Education. In this case only information of the intention to build according to the plan and of the proposed site should be sent to the Department of Education.

When the new building is completed it requires to be registered. (Application forms Nos. 1 and 2).

Water supply and Latrines have to be supplied in accordance with the requirements of the Health Department.

Teachers' quarters should be of the type provided for the clerical staff. A suggested plan will be sent on application to this Department.

HLH
Asst. Director of Education (Indian),
Malayan Union.

Kuala Lumpur,
3rd January, 1947

HLH/KT

Memorandum on Indian Education

in the Federation of Malaya

THIS IS A MEMORANDUM on Indian Education in the Federation of Malaya by the Committee elected at a meeting of various Indian Educational and Cultural Institutions held under the auspices of the Malayan Indian Congress at Kuala Lumpur on 30th June, 1951. The names of the Institutions, and the names of the members of the Committee appear respectively in the Appendixes A & B. The Committee met nine times on the 2nd, 7th, 9th, 10th, 11th, 12th, 28th and 29th of July and 11th of August 1951. This Memorandum has been drawn up after consultation with 124 Institutions and individuals whose names appear in Appendix C.

2. The Government of the Federation of Malaya appointed two separate Committees to study and report on the question of Malay and Chinese education in this country. Both the Committees have submitted their reports to the Government.

3. It is regretted that the Government did not appoint a similar Committee to consider the question of Indian education in the Federation. Such a Committee was desirable and necessary. Hence the need for this Memorandum.

4. The Indians have been connected with this country for centuries and have been residing here for generations; thousands have become Federal Citizens while many others have applied for such Citizenship. They have contributed in no small measure to the development of this country. Only the other day His Excellency the High Commissioner, Sir Henry Gurney, said:

"The ties of goodwill which exist between our two countries are no modern creation but go far back into history through many centuries of intercourse and mutual experience."

"We like to acknowledge in Malaya the great contributions which the Indian Community has made in her development. Indeed, there is scarcely any field where we do not find that progress has been influenced to some degree by Indian foresight and industry. They are to-day one of the great communities which make up the people of Malaya."

5. According to the population statistics as estimated on the 31st December 1950, Indians in the Federation number 601,056, forming more than eleven per cent of the total population. The educational requirements of such a large number of people cannot be ignored and no scheme of education could exclude a satisfactory provision for them.

6. According to the Education Report of 1949 there were 889 schools teaching Indian languages and the total number of pupils was 38,743. Of these 835 schools teach Tamil alone. Of the remaining 54 schools, 23 teach Tamil and Telugu while the rest teach other Indian languages as follows:

13	Schools—	Telugu
9	"	Punjabi
3	"	Hindi
2	"	Tamil and Malayalam
1	School	Malayalam
1	"	Gurkhali
1	"	Singhalese
1	"	Gujerati

7. There were 1,341 teachers, of whom 1,182 were males and 159 females. Of the total number of pupils (38,743), boys numbered 23,819 and girls 14,924. There is every likelihood of these figures having increased since 1949, especially as there have been better educational facilities for Indian children after the last war.

8. The Government cannot ignore the educational need of such a large number of people when they are considering education for the people of the Federation. The Indians are third in the population, and when Committees were appointed to consider the education of two major Communities, the Government should have thought it necessary to appoint one for the education of Indians as well. This Committee urges the Government that it should consider this Memorandum before it takes any decision on the educational scheme of the country.

9. In this Memorandum the suggestions and recommendations that this Committee makes apply equally to all Indian languages.

Scheme of Education

10. It cannot be too strongly emphasised that the fundamental principle of National Education is that a child should begin its education in its mother tongue. This is a well-known educational maxim and needs no elaboration. Educationists all through the ages have emphasised it, and all countries interested in the education of their future citizens have followed it. Even the BARNES COMMITTEE itself accepts this maxim as para 16 chapter IV of its Report reads:

"The weight of authority in educational opinion is heavily on the side of the view that a child's natural development is best promoted when his early education is in the language of his home."

This Committee regrets that the BARNES COMMITTEE, having accepted this maxim, has denied its benefit to a non-Malay child.

11. The BARNES COMMITTEE was impressed with the importance and the relevance of the consideration of this maxim in Malayan conditions. It asked itself what language arrangements in the primary schools would go furthest towards securing the advantages in question. Under the overriding necessity on Citizenship grounds, it looked to an all-race primary school of a single type; and has recommended universal teaching of the Malay language. So far no one can dissent from that, because everyone is anxious that his children should learn Malay, the National language of the Federation, and further, all wish their children to learn in one primary school of a single type so that the children may become conscious of a common citizenship of the Federation.

But what is the justification for the following:

"The use of Malay in all primary schools, as an equal partner in a bi-lingual system, offers the benefits of mother-tongue education to the largest proportion of the total population possible in the conditions stated."

Population statistics as estimated on 31st December 1950 indicate that Malays in the Federation number 2,612,777, while the Chinese are 2,034,986, Indians 601,056, and others 53,891. Thus it would be evident that the number of non-Malays warrants the inclusion of their languages in the curriculum as their mother tongue. Evidently the BARNES COMMITTEE has sacrificed a sound educational principle for political considerations.

12. This Committee considers that the Barnes Report is one-sided as para 17 chapter IV reads:

"When all this has been said the fact remains that Chinese and Indians are asked to give up gradually their own vernacular schools and to send their children, not indeed to Malay schools in the present meaning of the term but schools where Malay is the only Oriental Language taught."

The National Schools as envisaged, will not be national in the true sense in view of the composite population of the Federation, but will only be Malay National Schools wherein a non-Malay child will be able to learn no other oriental language except Malay. The School to be truly national should give primary education in Malay, Chinese and Indian languages.

If the non-Malays are desirous of teaching their children in their mother tongue and arrange to have schools of their own then they are said to defeat the purpose of the Barnes Report. Para 17 chapter IV reads:

"Our scheme would be seriously weakened if any large proportion of the Chinese, Indian and other non-Malay Communities were to determine to provide their own primary classes independently of the public educational system."

13. There ought to be evolved in Malaya a culture, not Malay but Malayan, in the same way as is envisaged for Malayan Nationalism. The BARNES COMMITTEE was purblind in its outlook and lacking in valid historical perspective in dealing with a situation of composite living cultures in this land. Malaya would be deprived of its rich heritage if attempts were made to exclude the non-Malay components of Malayan culture.

Recommendations

14. This Committee after mature deliberation makes the following recommendations for any scheme of Malayan education:

- (a) That at least the first three years of a child's education should be in its mother-tongue; other subjects should be taught through the mother-tongue. Spoken Malay may be introduced in the third year.
- (b) That the children of all races should study in the same premises from the very beginning of their school career so that they may become and grow conscious of a common Malayan Nationality.
- (c) That in the fourth year the child should be introduced to English by direct method by specially qualified teachers. The medium of instruction of all other subjects to continue to be the mother-tongue.
- (d) In the fourth year the children of all races should be taught English together. This suggestion is made so that the children of all races will have greater contact not only in the field but also in the class-room.
- (e) At the beginning of the fifth year Romanised Malay should be taught in addition to the mother-tongue and English. The medium of instruction except for Malay and English to remain the mother-tongue.

- (f) During the sixth year the medium of instruction should be English and the children of all races should learn together. In this year and in the post primary school there should be provision for the study of the mother-tongue as a subject.

Religious Education

15. Religious education is essential for all children. This Committee appreciates that the Barnes Committee has recognised this principle but suggests that every child should be taught its own religion only.

Text Books

16. The Text Books must be based mainly on a Malayan background introducing aspects of Asian and world culture. An expert Committee should be appointed to examine the question of Text Books.

Training of Teachers

17. The teachers should preferably be trained graduates with language as one of their special subjects. The teachers who are selected to undergo training should possess a high standard of knowledge in their mother-tongue. Experts in Indian languages should be employed for the training of teachers.

18. The present curriculum of studies for Indian schools to meet the new requirements needs early and thorough revision. A Committee should be appointed to study and suggest revisions.

19. Finally this Committee urges that the Government should in fairness to the Indians resident in the Federation immediately appoint an expert Committee of unofficials to report on Indian education. The Report so produced should be available before the consideration of the Barnes and Fenn Reports by the Legislative Council and the three reports should be taken together.

20. This Committee hopes and trusts that the final decision on education that may be arrived at by the Government would meet the requirements of all races and serve to better the spirit of harmony and cordial relationship amongst them.

Our Assurance

21. This Committee accepts Malay as the National language of the Country and will be only too happy to do its best to see that every child learns it efficiently. This Committee is anxious that a non-Malay child is not interfered with in the study of its own language and culture.

This Committee reiterates its desire and willingness, nay, its eagerness to co-operate with the Authorities and all races in the Federation to produce citizens with Malayan background and Malayan loyalty so that in time to come Malaya will have its due place in the Comity of Nations.

For and on behalf of the
INDIAN EDUCATION COMMITTEE.

K. L. DEVASER,

Chairman.

V. J. SOMASUNDRAM

Hon. Secretary.

KUALA LUMPUR,
31st August, 1951.

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