

PRESS RELEASE

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**SPEECH BY MR TANG GUAN SENG, PARLIAMENTARY SECRETARY
(EDUCATION), ON THE 30TH ANNIVERSARY OF HUA YI SECONDARY
SCHOOL ON FRIDAY 15 AUGUST 1986 AT 4.30 PM**

Today, I am very glad to have this opportunity to celebrate the 30th Anniversary of Hua Yi Secondary School with all of you. The School was established in 1956 as a Government Chinese secondary school at Fowlie Road with an enrolment of 578 pupils. In the following year, the pupil population increased and the school had to move to bigger premises at Monk's Hill Primary School. In 1958 the School moved to its own building at Margaret Drive. In order to provide better facilities to meet the needs of the increasing pupil population, it was decided to relocate the school again. The shift to this new building took place three years ago. At present, there are about 150 pupils in the Chinese stream and 1600 in the English stream. The Chinese stream is being planned not in accordance with the National Stream policy. These changes in the past 30 years are the results of our people's educational needs.

In education, there are the so-called measurable achievements and non-measurable achievements. Without elaboration, all of us know what the measurable achievements are - examination results, be it school examination results, PSLE, "O" level or "A" level results. In a society like Singapore, where education is a means of upward social mobility, the importance of examination results cannot be over-emphasized.

This is a fact of life known to parents, students, teachers and principals so much so that other objectives in education do not sometimes receive enough attention.

While efforts put in by principals, teachers and students to achieve good examination results are commendable, we must realise the fact that high achievers, comparatively speaking, are always confined to a limited number of students. They are the minority who would be very happy with what principals and teachers have given them while they are schooling. Principals and teachers would certainly feel proud of the achievements of these students. You can easily detect professional pride on their faces and job satisfaction in their hearts.

Our society must be thankful to their contributions for bringing up a new generation of such capable citizens under their caring hands.

But what happens to those students whose performances in examinations are average or below average? What should the responsibilities of their teachers and principals be? This is where the over-emphasis on examination results backfires.

And this is where the contradictory relationship between measurable achievements and non-measurable achievements must be appropriately dealt with.

Now, what are the non-measurable achievements? To educate the students to be good citizens, loyal to their family and their nation, to inculcate right moral values in them, to teach them creative skills, to train them physically fit to meet challenges, and to help to build up confidence and hope in life. To sum up, to develop their potential to the fullest.

There should be different expectations set for monolingual, extended and normal students at the primary level, normal and express students at the secondary level and so on. After the expectations have been realistically set, the students, teachers and principals should strive to achieve them. In this way, I strongly feel the students would appreciate their schooling days, the principals and teachers would have the same professional pride on their faces and job satisfaction in their hearts.

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